A STUDY ON "DELEXICAL VERB+NOUN" COLLOCATION ERRORS OF THAI EFL INTERMEDIATE AND ADVANCED LEARNERS
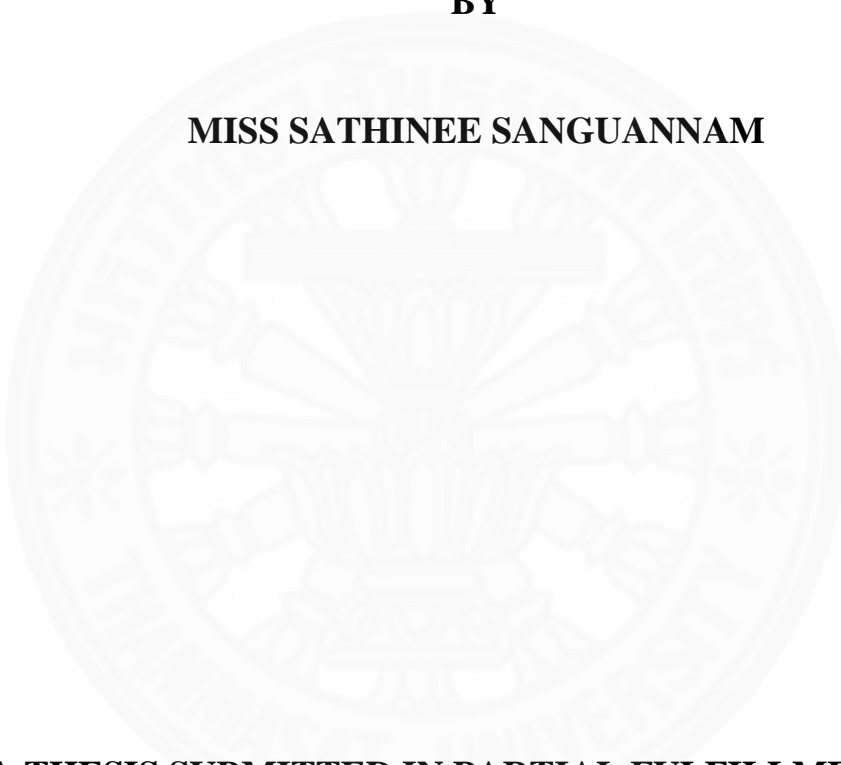
BY

MISS SATHINEE SANGUANNAM

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS PROGRAM IN ENGLISH LANGUAGE STUDIES
ENGLISH DEPARTMENT
FACULTY OF LIBERAL ARTS
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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THESIS

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MISS SATHINEE SANGUANNAM

ENTITLED

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was approved as partial fulfillment of the requirements for

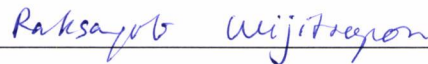the degree of Master of Arts

on May 15 , 2017

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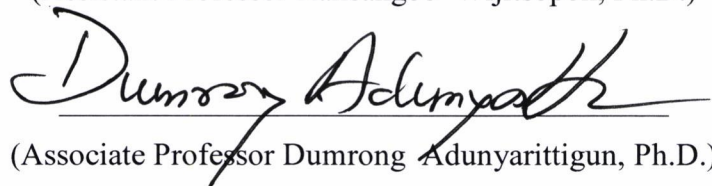
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Thesis Title	A study on "delexical verb+noun" collocation errors of Thai EFL intermediate and advanced learners
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Academic Years	2016

ABSTRACT

This study investigates the delexical verb+noun collocation errors of Thai EFL learners. An ability to understand and use collocations is crucial for EFL learners because the learners will be able to convey meaning more effectively and more precisely in communication and achieve the native-like usage of the language. While many studies to date reveal that collocation is a problematic area for EFL learners and learners produce typical errors in collocation, especially delexical verb+noun, those studies yield conflicting results in three respects: i) whether collocational performance corresponds to the increasing proficiency levels, ii) how different task types affect the collocational performance, and iii) how the learner's L1 (Thai) affects the collocational performance. Therefore, this study aims to examine performance on delexical verb+noun collocation (i.e., collocations whose forms and meanings are congruent in L1 and L2 and non-congruent items) of Thai learners from two different proficiency levels: intermediate and advanced learners of English. Forty Thai EFL learners were asked to complete three tasks: a multiple-choice task, a semi-controlled and a free-writing sentence construction tasks, which included congruent and non-congruent

delexical verb+noun collocations focusing on high-frequency delexical verbs *(do, make, take, get, give, and have)*. The findings show no significant difference between learners of advanced and intermediate levels of proficiency. However, the different task types and L1 influence play a role on delexical verb+noun collocational performance. The overall results revealed that advanced learners could perform significantly better than intermediate learners in the multiple-choice task, but not in the semi-controlled task and the free-writing task. Both groups of learners made errors significantly more on non-congruent than on congruent items in the multiple-choice task and the semi-controlled task. The research findings will be discussed descriptively and contribute towards pedagogical development in the delexical verb+noun collocation as a challenging part in English learning for Thai EFL learners with both levels of proficiency.

Keywords: collocational errors, delexical verb+noun collocation, proficiency levels, congruent and non-congruent items

ACKNOWLEDGEMENTS

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CHAPTER 1
INTRODUCTION

1.1   Introduction

The possession of comprehensive knowledge of formulaic sequences including collocations is important for second language learners. Much attention has been increasingly received from scholars in the area of vocabulary teaching and learning, as using right collocations can help learners produce the second language more fluently and idiomatically, enabling an effective communication (Henriksen, 2013). Collocation is a central principle in the acquisition of vocabulary, as described by McCarthy (1990:12) that "it is a marriage contract between words, and some words are more firmly married to each other than others". McCarthy concluded that "it (collocation) is an important organizing principle in the vocabulary of any language" (Ibid).

However, collocation has caused problems for L2 learners because the nature of collocation is arbitrary. For example, replacing one of the words in a collocation with a synonym may result in an unacceptable expression. Thus, a collocation such as *make a decision* is acceptable, but **make a determination* is not; similarly, *make a mistake, take a view, get an impression,* and *have an advantage* are all acceptable, but **do a mistake, *take a perspective, *get an intuition,* and *have a gain are not.

There are factors that have an effect on learning L2 collocations such as learners' levels of proficiency, different task types, and L1 Influence. Several studies have suggested that a learner's level of proficiency is a significant factor influencing collocational performance (e.g. Al-Zahrani, 1998; Hsu, 2002; Liao, 2010; Miyakoshi, 2009). A number of previous research studies have compared different proficiency levels of L2 learners in their collocational performance (e.g. Gitsaki, 1996; Liao, 2010; Miyakoshi, 2009; Phoocharoensil, 2011). Most found that a higher proficiency level of learners produced more correct collocations in various tasks, i.e. reception and production of collocations. For example, Liao (2010) revealed that advanced learners who achieved high scores on a multiple-choice test consistently achieved significantly high scores on the grammaticality judgement test.

By contrast, some studies (Laufer and Waldman, 2011; Nesselhauf, 2003; Nizonkiza, 2012) showed that despite good performance in reception of collocations, EFL learners at advanced levels found difficulties in producing collocations. Laufer (1998) explained such a discrepancy that although the productive knowledge develops along with the receptive knowledge when the proficiency level of learners increases, the productive knowledge does not develop significantly when learners reach the advanced level. The progress of productive knowledge tends to reach a plateau at the advanced level; therefore, the gap between the receptive and productive knowledge tends to be wider at a more advanced proficiency level. Based on previous works, learners' proficiency levels may not always reflect their collocational performance, especially when different tasks are used. It can be hypothesized that learners may perform better in the reception but find more difficulties in production/semi-production of collocations.

Another factor that needs to be addressed is the influence of L1. There is also research evidence (Yamashita and Jiang, 2010) suggesting that L1 influence also plays a role in learners' collocational performance, but there is a negative correlation between L1 influence and L2 proficiency. In the early phase of vocabulary acquisition, learners depend more on their L1 but, given the increasing level of proficiency, the L1 influence will decrease. Similarly, in terms of collocation, Yamashita and Jiang (2010) argued that at the early stage non-native learners depend on their first language to learn the target language and when their proficiency level increases, their first language influence will decrease. This may cause more errors in collocational performance for lower proficiency learners, especially on L1-L2 non-congruent collocation. To illustrate, Kroll and Stewart (1994) proposed the Revised Hierarchical Model which argued for an asymmetry between L1 and L2 lexicon and concept; the link between L1 lexicon and concept seems to be stronger than the one between L2 lexicon and concept because of the larger amount of L1 knowledge. Yamashita and Jiang (2010) extended the model to explain the case of collocation. Learners can use their existing L1 knowledge to determine the meaning of an L2 collocation directly, especially in case of congruent collocations which have similarities in their meanings. For congruent items, learners can usually translate literally between L1 and L2, whereas non-congruent items cannot be directly

translated between L1 and L2. Yamashita and Jiang (2010) found that EFL learners took longer time and made more errors on non-congruent than congruent collocations. The researchers claimed that the L2 learners' knowledge of non-congruent collocations mostly lag behind their knowledge of congruent collocations. However, once learners can understand and use those L2 collocations, they do not need to depend on L1 existing knowledge and can directly link to the concept of L2, especially in case of non-congruent collocations.

Of all various types of collocation, delexical verb+noun collocation is the type that causes the most difficulty for L2 learners when compared with other types of collocation, i.e., adjective+noun, adverb+adjective, noun+noun collocations (e.g., Chi et al., 1994; Liao, 2010; Miyakoshi, 2009; Wang, 2013). Because the meanings of the delexical verbs (or 'light verbs' that contain very weak meanings) do not contribute to the whole meaning of the collocation itself, it is difficult to guess which is the correct verb to use. Even frequently-used delexical verb+noun collocations are difficult for learners – as attested in previous works mentioned earlier, which found that the most common errors on verb+noun collocation fall on high-frequency delexical verbs *(do, make, take, get, give, have)*. Secondly, the restriction of components in a collocation seems to be difficult for learners in terms of selecting an appropriate verb, as well as selecting an appropriate noun to complete a verb+noun collocation. For instance, the verb *make* in *to make a mistake* cannot be replaced with **to do a mistake*, even though *make* and *do* are synonyms.

In light of the earlier discussion, there is no consensus that the factors, i.e., proficiency levels of learners, different task types, learner's L1 (Thai), can determine, as reliable indicators, delexical verb+noun collocational performance. Previous research studies use different task types in order to test different types of knowledge. Therefore, if learners can perform well across tasks means that they can understand and produce collocations. In this case, a multiple-choice test measured the learners' reception while a semi-controlled and free-writing sentence construction tasks explored the learners' production of collocation, especially in the case of delexical verb+noun collocation, comparing the performance of learners with different proficiency levels, i.e. intermediate and advanced levels, on both various task types which consisted of congruent and non-congruent delexical verb+noun collocations in

order to examine the influence of L1 on collocational errors. The delexical verb+noun collocations were chosen from the native corpus based on high-frequency delexical verbs *(do, make, take, get, give, have)*, assuming that L2 learners should be familiar with these collocations.

Selection of collocations in recent studies includes those of high-frequency delexical verbs. This study would like to ensure that those selected are familiar to learners and find which is the most difficult for Thai EFL learners, so the researcher selected delexical verb+noun collocations from BYU-BNC: British National Corpus, particularly collocations with highly idiomatic meaning. Moreover, the corpus contains a large collection of authentic texts, which help learners better understand the use of each word co-occurrence in a particular form.

EFL teachers can gain insight from this study as it reveals some delexical verb+noun collocation which learners find more challenging when compared with other types of collocations (e.g., Chi et al., 1994; Dongjin, 2011; Juknevičienė, 2008; Liao, 2010; Miyakoshi, 2009)

1.2   Purposes of the Study

This study examines three main factors: learners' levels of proficiency, task types, and L1 influence, which have an effect on delexical verb+noun collocational performance of Thai EFL learners. This research studies 1) the influence of learners' levels of proficiency on collocational performance by comparing learners of advanced and intermediate levels; 2) the effect of task types by comparing reception and production of collocations; 3) the factor of L1 influence by comparing congruent and non-congruent delexical verb+noun collocations to determine whether these factors can be reliable indicators of collocational performance. This study includes high-frequency delexical verbs *(do, make, take, get, give, have)* that cause problems for learners because of its 'light' meaning when used in delexical collocation. The purposes of this study are as follows:

1) To explore the relationship between learners' levels of proficiency and their delexical verb+noun collocational performance.

2) To explore the relationship between different task types of delexical verb+noun collocations and learners' collocational performance relating to their levels

of proficiency.

3) To explore the relationship between L1-L2 congruency of delexical verb+noun collocations and learners' collocational performance relating to their levels of proficiency.

1.3 Significance and Scope of the Study

This study differs significantly from previous studies in that

1) It compares the performance in collocation tasks of advanced and intermediate level Thai undergraduate students from Thammasat University, Thailand, whose levels of proficiency were determined by Oxford Quick Placement Test scores, in the following aspects; (a) the accuracy of delexical verb+noun collocations, (b) the reception and production of delexical verb+noun collocations, (c) the L1-L2 congruency of delexical verb+noun collocations.

2) The delexical verb+noun collocations used in the tests were selected from the BYU-BNC: British National Corpus, which is a native speaker corpus consisting of 100 million words from both written and spoken languages. Delexical verb+noun collocations with highly idiomatic meaning are selected because they seem problematic for L2 learners. The study aims to select the collocations in the native context where learners can learn how the words typically function.

3) This study investigates verb+noun collocations focusing on six high-frequency delexical verbs *(do, make, take, get, give, have)*.

4) This study investigates learners' collocational errors focusing on L1-induced errors or negative transfer. This can shed some light on the way in which errors affect reception and production of delexical verb+noun collocations.

1.4 Research Questions

This present study aims to investigate the following research questions:

1. Is there a relationship between the number of correct delexical verb+noun collocations and the Thai EFL learners' levels of proficiency in the different task types?

2. Is there a relationship between the number of correct delexical verb+noun collocations (congruent vs. non-congruent) and the L1 influence?

3. What types of the delexical verb+noun collocational errors found in this study according to different delexical verbs *(do, make, take, get, give, have)*?

1.5 Definition of Terms

1 Collocation:

Relationship of word combinations in some grammatical patterns, the term *collocation* in the present study is used based on the phraseological approach in which collocations are categorized into these two types: syntactic and semantic (Nesselhauf, 2005: 21). With regards to the syntactic categorization, collocations are categorized according to their components in accordance with its syntactic functions. Benson et al. (1997) divided collocations into two groups: grammatical collocations and lexical collocations. First, grammatical collocations consist of a content word and a function word, which is mostly a preposition. Second, lexical collocations consist of two or more content words; i.e., nouns, verbs, adverbs, and adjectives. This research studies the delexical verb+noun collocation (consisting of verb and noun), both of which are content words, thus a kind of lexical collocation. With regards to the semantic categorization, verbs can be categorized into three groups: figurative, technical, and delexical meanings. The present study aims at investigating delexical collocations (verb+noun) in which the verb is a delexical verb based on Cowie's (1991) classification. Delexical verbs are difficult for learners because they "have little or no meaning in [their] own right" according to the Oxford Dictionary (version 2.2.1).

2 Collocational errors:

In the present study, collocational errors that learners make would be categorized into one of the following types: misuse of light verbs, L1 transfer, synonyms of verb or noun in a verb+noun collocation. This study aims to specify the collocational errors concerning mainly the deviation of delexical verbs (*do, make, take, get, give, have)* in the combination of verb+noun collocations used in the tasks.

3 Congruent collocations:

The English collocations that can be translated equivalently to the learners' first language

4 Cross-linguistic influence/transfer:

The influence/transfer results "from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (Odlin, 1989, p. 27). This study will use the term influence and transfer interchangeably.

5 Delexical verbs:

The delexical verbs or 'light verbs' contain very weak meaning. When they are combined with nouns such as *do talking, make an investment, take a rest, has experience, get the feeling*, their meaning is similar to that of a single verb such as *talk, invest, rest, experience, feel* respectively. Four different degrees of the delexical meaning in the delexical verb+noun construction that were proposed by Howarth (1996: 94-98) adopted in the present study to classify the delexical verb+noun collocation according to its semantic properties are as follows: 1) semantic equivalence of the verb+noun combination to a lexical verb, 2) semantic equivalence of the verb+noun combination to a copula+adjective construction, 3) the noun being abstract, 4) the noun being used in a figurative sense.

6 Lexical collocations:

The collocations consist of two equal lexical items in various patterns such as adjective+noun, (subject-)noun+verb, noun+noun, adverb+adjective, verb+adverb, and verb+(object-)noun according to Hausmann's classification of lexical collocations.

7 Negative transfer:

The transfer from first language to second language learning leading to incorrect second language

8 Non-congruent collocations:

The English collocations that cannot be translated equivalently to the learners' first language

9 Positive transfer:

The transfer from first language to second language learning leading to correct second language

CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction

This study addresses the issue of collocational errors made by Thai learners who learn English as an L2. This chapter will review the relevant literature. The first section deals with theoretical background of collocation and the classification of collocation (section 2.2). The next section then addresses collocational errors (section 2.3), and importance of learning collocations for EFL learners (section 2.4). The following sections review empirical studies involving the relationship between learners' performance on understanding collocation and (1) their proficiency levels, (2) task types, and (3) L1 transfer (section 2.5). The last section reviews research on collocation including Thai-speaking learners (section 2.6).

2.2 Background of Collocation Studies

Firth (1957) introduced the term "collocation" as "You shall know a word by the company it keeps" (1957: 179). Since the 1950s, many linguists (e.g. Halliday, 1966; Sinclair, 1966; Lehrer, 1974; Cruse, 1986; Mitchell, 1971; Greenbaum, 1970, 1974) have tried to describe the phenomenon of "collocation" in different aspects and three main approaches can be identified; 1) the lexical composition approach which explain a collocation as a combination of two or more words which can generate a new meaning, without relating of its original meaning, 2) the semantic approach which groups each collocation based on a logical aspect of meaning, and 3) the structural approach which groups each collocation based on its syntactic pattern and structure, which will be briefly discussed in the following sections.

The lexical composition approach is based on the concept that words receive their meanings from the words they co-occur with. Firth (1957), who is the developer of this approach, suggested that collocation is independent of grammar. Further studies, the Neo-Firthians (e.g. Halliday, 1966; Sinclair, 1966), do not neglect the help from grammar although they emphasize that the best way to analyze the collocational patterns is through lexical analysis that focuses on the co-occurrence of lexical units. For example, *catch a cold* is a collocation that gains a new meaning when both *catch*

and *cold* co-occur together; *pay attention* is a collocation that gains a new meaning when both *pay* and *attention* co-occur together. The group of linguists, known as Neo-Firthians (e.g. Halliday, 1966; Sinclair, 1966), have developed this approach from the Firthian sense. Halliday (1966) defined "collocation" as "a linear co-occurrence relationship among lexical items which co-occur together", and the lexical set is defined as "the grounding of members with like privilege of co-occurrence in collocation" (1966: 153). For example, the words, *hot, cold, fresh, supply, warm, deep, contaminated,* and *pour* are in the same lexical set because they all frequently collocate with the word *water* (cited in Shehata, 2008). This approach tries to explain why words are found to co-occur with certain other words because the lexical approach does not take explanation of the arbitrariness of collocations into account (Lehrer, 1974). For example, there is nothing in the meaning of *drinker* that should co-occur with *heavy*, rather than with *strong* or *powerful*. Another example is that there is nothing in the meaning of *blond* that should co-occur with *hair*, rather than with *car* (cited in Shehata, 2008). It can be seen that the lexical composition approach fails to justify why words are found to co-occur with certain words because of the arbitrariness of the collocations. Furthermore, Halliday added that the different word forms of the same lexical unit are considered the same collocational pattern. For example, *a strong argument, strength of his argument,* and *he argued strongly* have the same collocational pattern, but different grammatical patterns (cited in Gitsaki, 1999).

Sinclair (1966: 415) defined collocation as the occurrence of words within an environment (or "span") (Sinclair, 1991:170). He also introduced a short space, or *span*, which is the lexical items to the right and left of the word being investigated, which is called *"node"*, and all the lexical items that are within the span are as its *collocates*. Examples (cited in Nesselhauf, 2005) include *He went back to the **house**. When he opened the door, the dog barked.* From these sentences, the words *went, back, to, the, when, he, open, the,* (which are called span) are considered "collocates" to the word *house* (which is called node*)*. Another example, *He heard the bell ring and turned the **radio** off. When he opened the door, he felt surprised.* From these sentences, the words *heard, the, bell, ring, and, turned, off, when, he, opened, door,*

felt, surprised, (which are called span) are considered collocates to the word *radio* (which is called 'node').

In parallel to the lexical composition approach, the semantic approach is based on the concept that explores collocations from the semantic properties of lexical items separated from the grammar. In his study, Cruse (1986) proposed "collocational restrictions" whether, and to what degree, the semantic properties of a certain word will be likely to co-occur with certain other words, and he divided collocations into three categories: systematic, semi-systematic, and idiosyncratic. First, under systematic collocational restrictions, *grill* and *toast* are best exemplified. Both verbs indicate the same action, but different patients; normally, the word *grill* is used for raw food while *toast* is used for cooked food. Second, semi-systematic collocational restrictions are those words that signify certain semantic properties as presupposition of their collocates; still there are "exceptions to the general tendency" (p. 281). For example, *customer* means the one who receives something material in exchange for money, while *client* means the one who uses a professional or technical service. So, *customers* buy goods or services from butchers, bakers, and grocers; but *clients* use the services of solicitors and architects. However, banks call people using their services *customers*, rather than *clients* (Cruse, 1986: 281, cited in Gitsaki, 1999). Third, idiosyncratic collocational restrictions indicate the collocational ranges of some lexical items that can only be described by specifying all their allowed collocants. For example, an acceptable collocation is *flawless performance*, but not **unblemished performance* (Cruse, 1986: 282, cited in Gitsaki, 1999).

Although Cruse attempted to give an explanation for the collocational restrictions, there are a big number of idiosyncratic collocations that are arbitrarily restricted. Thus, a large number of collocations are still unexplained by semanticists. For example, an acceptable collocation is *take a risk,* but not **take a hazard*. Both the word *risk* and *hazard* mean something is dangerous and can be harmful. However, these two words are used in different syntactic structures which the semantic approach might fail to explain. Furthermore, as Lehrer (1974: 178) pointed out, finding semantic features for each lexical item that would account for all its collocates is an extremely ambitious task. In conclusion, semanticists asserted that syntagmatic lexical relations should be investigated under the range of semantics; however, they do not

further the study of collocations, and they cannot make any more explicit explanation for collocations (Gitsaki, 1996: 148).

The structural approach is based on the concept that study of collocations should take syntactic features into account. This approach recommends "the interdependence of grammar and lexicon" (Mitchell, 1971: 48). For the study of collocations, Mitchell (1971) suggested that "collocations" are the combination of different root(s); a morpheme that has been made modification to the different word forms, rather than words and "are to be studied within grammatical matrices" (Mitchell 1971: 65). For example, the different word forms: *drink* and *drinker* have the same root; so do *heavy* and *heavily*. The words *drink* and *heavy* with different roots are combined as collocations, i.e. *heavy drinker* and *drink heavily* (Mitchell 1971: 51). However, Mitchell argued that "collocations" cannot be generalized to some of particular forms. For example, the different roots, e.g. *faint* and *praise*, can be combined as an acceptable collocation, *faint praise*; but **praise faintly* cannot (Gitsaki, 1996).

Greenbaum (1970) discussed the syntactic pattern of collocation as "a serious disadvantage of a purely item-oriented approach to the study of collocations [in] that it obscures syntactic restrictions on collocations" (Greenbaum 1970: 11). For example, the co-occurrences of *like* and *much* in a negative structure (e.g. *I don't like hamburgers much*) is acceptable, but not acceptable in an affirmative structure (e.g. **I like hamburgers much*). Greenbaum (1974) believed that the word that can collocate with another word should be tied to syntax, as both words can be combined in a certain syntactic structures. For example, *his sincerity frightens us* is acceptable, but not **we frighten his sincerity* (Greenbaum, 1974:82). Gitsaki (1996: 152) addressed that "without reference to syntax, the notion of collacability becomes vacuous – virtually any two items can co-occur at a given arbitrary distance". Gitsaki (1996) added that the co-occurrence of *sincerity* and *frighten* can only be considered as acceptability because of syntax.

Other than the three approaches (the lexical composition approach, the semantic approach, and the structural approach) to collocation studies, they can be classified differently as follows. Collocations can also be categorized due to their occurrences at the syntagmatic level by some other linguists (Sinclair, 1991; Cowie,

1994; Howarth, 1996; Benson et al., 1997, Nesselhauf, 2005) and two main approaches can be identified: i.e., the "statistically oriented approach" or "frequency-based approach" and the "significance-oriented approach" or "phraseological approach" (Nesselhauf, 2005). Collocation, in the frequency-based approach, is defined as a combination of two words at a certain distance that can separate between the frequent and non-frequent collocations (Sinclair, 1991). In the other view, collocation, in the phraseological approach, is defined as a compound of two words, which are semantically and/or syntactically related from most to least fixed to some degree of arbitrary restriction (Cowie, 1994). The first view, the frequency-based approach, is used mostly in the "computational analysis of syntagmatic relations", while the second view, the phraseological approach, is mostly used in the "lexicography or pedagogy" (Nesselhauf, 2005; Alsakran, 2011). This present study divides collocations based on the phraseological approach in which collocations are categorized into these two types: syntactic and semantic (Nesselhauf, 2005: 21).

In the syntactic categorization, collocations are categorized according to their components in accordance with its syntactic functions. Benson et al. (1997) divided collocations into two groups: grammatical collocations and lexical collocations. First, grammatical collocations consist of a content word and a function word, which is mostly a preposition. Examples of grammatical collocations are as follows: noun+preposition (e.g. *a change of*), verb+preposition (e.g. *face with*), adjective+preposition (e.g. *ready for*), and preposition+noun (e.g. *on demand*). Second, lexical collocations consist of two or more content words; i.e., nouns, verbs, adverbs, and adjectives. Examples of lexical collocations are as follows: adjective+noun (e.g. *instant coffee*), verb+noun (e.g. *do homework*), noun+verb (e.g. *time flies*), adverb+adjective (e.g. *totally different*), verb+adverb (e.g. *run quickly*) or adverb+verb (e.g. *hardly doubt*). The verb+noun collocation, based on Benson et al.'s (1997) classification of collocation, is a type of lexical collocation.

With regards to the semantic categorization, verbs can be categorized into three groups; figurative, technical, and delexical meanings, and the present study aims at investigating delexical collocations (verb+noun) in which the verb is a kind of delexical verb based on Cowie's (1991) classification. Delexical verbs are difficult for learners because they "have little or no meaning in its own right" according to the

Oxford Dictionary (version 2.2.1). Sinclair & Fox (1990: 147) explained that "when they (delexical verbs) are used with nouns as their object to indicate simply that someone performs an action, not that someone affects or creates something" (cited in Liao, 2010). Nesselhauf (2005: 20) also explained a function of delexical collocations as "the noun is eventive and carries the bulk of the meaning, while the verb contributes comparatively little to the lexical meaning of the combination and can therefore be called 'a light verb'." For example, *have* in *have an effect*, *do* in *do count*, *give* in *give a name*, *make* in *make a decision*, *get* in *get an impression*, *take* in *take the lead*, carry very little meaning in the verbs themselves, and the meanings of the collocations are carried by the nouns. Kittigosin (2013: 14) also stated that "although the semantic focus of these verbs is weakened, their uses are not interchangeable" For example, *take advice* and *give advice* are opposite in meaning to each other. Akimoto (1989) suggested that "synonymous verbs such as *produce,* or *create* cannot be substituted for the verb in the phrase *make an appointment*" (as cited in Kittigosin, 2013:14). It can be assumed that learning of L2 collocations, especially in the case of delexical verb+noun collocation, can cause difficulties for L2 learners because learners cannot make the direct link between the L2 collocation with L1 meaning and concept. Even with congruent delexical verb+noun collocation, the learners cannot translate word-for-word between L2 and L1. For example, *do homework* is a congruent collocation; when the learners have two choices between *do* and *make*, sometimes it can create confusion because both *do* and *make* overlap in meaning of "performing" (an action) in the Thai language.

In order to classify the nature of semantic properties of the delexical verb+noun collocation, Wang (2016:24) suggested more comprehensive criteria to distinguish four different degrees of the delexical meaning in the delexical verb+noun construction that were proposed by Howarth (1996: 94-98), as follows:

1. semantic equivalence of the verb+noun combination to a lexical verb, e.g.

    have an effect — affect, do a count — count, make a decision — decide,

    give a name — name, take a view — view, take the lead —lead

2. semantic equivalence of the verb+noun combination to a copula + adjective

    construction, e.g. give an impression — *be impressive (in),*

    have power — be powerful

3. the noun being abstract, e.g. *have a right*, *have an opportunity,*
   make mistake, have an advantage, give a chance, give an illusion,
   give the appearance

4. the noun being used in a figurative sense, e.g. *do the trick*

This classification will be adopted in an attempt to distinguish the different degrees of the semantic properties of the delexical verb+noun collocations used in the present study. Therefore, this study aims to investigate the delexical verb+noun collocations that are considered as restricted to some degree in their semantic properties. As mentioned previously, the delexical structure of verb+noun collocation is problematic for L2 learners, especially in the case of the collocation that sounds more idiomatic and might be considered as a low-frequency one. However, it is beneficial in terms of improving a near-native idiomatic expression to sound more natural for non-native learners.

2.3   Collocational Errors

Although delexical verbs are weak in terms of meaning, they are rather semantically and syntactically significant. Even though learners know a component part of the collocated words, they can still make collocational errors, which is discussed in the following sections. Errors can be classified into two main categories according to Gass and Selinker (2008): interlingual errors and intralingual errors.

2.3.1   Interlingual Errors

Interlingual errors occur as a consequence of learners' native language influences or *L1 transfer* in L2. First language transfer is a main factor influencing EFL learners in their collocational errors (Nesselhauf, 2005). Collocational errors occur as a result of cross-linguistic influence or language transfer (Odlin, 1989). The definition of language transfer proposed by Odlin is as follows:

> Transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (Odlin, 1989: 27).

Ellis (1994: 300) suggested that "where the two were identical, learning could take place easily through positive transfer of the native-language pattern, but where they were different, learning difficulty arose and errors resulting from negative transfer were likely to occur"

Ringbom (1992) gave clear evidence of the influence of L1 lexis on L2, and mentioned positive transfer, in which L1-L2 similarities or congruence can facilitate second language acquisition. He compared native speakers of Swedish and Finnish who study English as a second language in Finland. The Swedish language, an Indo-European language, seems to be much more similar to the English language than to the Finnish language, which is a non-Indo-European language. She found that Swedish native speakers tend to be more successful in learning English, so a positive transfer is assumed. On the other hand, a cause of negative transfer is the difference, or non-congruence, between first and second languages, which is a disadvantage when learning L2. In this context, second language also means third and fourth languages or other foreign languages that learners acquire after their first language.

Research that supported L1 influence on production of verb+noun collocations is that of Nesselhauf (2003). She stressed that the mother language plays such an important role on learners' L2 collocational errors, and she found different mistakes (i.e. verb, noun, usage, preposition, and article) in the production of collocations. For example, learners made mistake on the choice of verb *carry out races* instead of *hold races*. Another example, learners made mistakes on the choice of noun *close lacks* instead of *close gaps*. According to the above examples, a wrong choice of verb and noun occurs most frequently in the production of verb+noun collocation. Regarding the above-mentioned literature, some studies examined L1 interference on lexical collocations, or verb+noun collocations, though there is so little research which examines delexical verb+noun collocations in Thai EFL learners. Therefore, this study explores L1 interference on collocations concerning the mistakes of verb and noun in the acquisition of L2 delexical verb+noun collocations.

Yumanee and Phoocharoensil (2013) revealed evidence of L1 transfer (Thai) that causes delexical collocational errors. For example, learners

produced *build an impression* instead of *make an impression* which was probably resulted from their direct translation between English-Thai languages. Another example, learners produced *find/look for money* instead of *make/earn money* because they could not find equivalent collocations, so they produced the L2 collocations, probably based on their first language.

2.3.2   Intralingual Errors

Intralingual errors occur as a result of learners' difficulties during their learning process in the target language itself. The definition of intralingual errors proposed by Scovel (2001) is as follows:

> "…the confusion a language learner experiences when confronting patterns within the structure of a newly acquired language, irrespective of how the target language patterns, might contrast with the learner's mother tongue" (Scovel, 2001:51)

This study summarizes only some main learning difficulties that lead L2 learners to make intralingual errors in the production of verb+noun collocations such as overgeneralization as the learners misuse the L2 verbs that are inapplicable, confusion between two synonymous L2 verbs, and learners' difficulties in delexical verb+noun collocations.

a. Overgeneralization of L2 verbs:

Overgeneralization is the misapplication of the L2 verb to another in the production of verb+noun collocations based on learners' limited learning experiences. For example, the misuse of *ashamed* and *shame*, by replacing the use of *shame* with another word *ashamed** which is inapplicable (Zughol and Abdul-Fattah, 2001 cited in Phoocharoensil, 2011).

b. Confusion between two synonymous L2 verbs:

Learners' limited knowledge of the target language can lead them to use an incorrect synonymous verb. Phoocharoensil (2011) stated that "words that are very close in meaning do not always share the same grammatical collocation" (106), e.g. the words *ask* and *plead* are similar in the meaning of "making a request", but they are used in different grammatical patterns. The verb *ask* is used in a structure of

ask someone to, whereas the verb *plead* is used in a structure of *plead with someone to*. Therefore, the verb *ask* and *plead* cannot be used interchangeably in the English collocations (Phoocharoensil, 2010).

c. Learners' difficulties in delexical verb+noun collocations

As mentioned, a delexical verb is a verb of which the meaning is semantically reduced. When a delexical verb combines with noun, the noun will carry the principal meaning of the verb+noun collocation. Moreover, the delexical verb+noun collocations' meanings cannot probably be inferred from the constituent parts of their collocates. That is, the collocations cannot be literally translated word-to-word from learners' native language to the target language. And each component of a delexical verb+noun collocation cannot be substituted by a synonymous verb or noun in a combination of the delexical verb+noun collocations. Regarding delexical structure and properties of collocations, the delexical verb+noun collocations cause difficulties for EFL learners in reception and production of collocations.

To summarize this section, collocational errors are grouped into two types; 1) interlingual errors which is caused by an L1 influence, in which direct translation leads to a negative transfer, and 2) intralingual errors which occur when learners have an insufficient knowledge in the target language, without referring to their L1 knowledge. Collocation, especially delexical collocation, is a problematic area for EFL learners. Therefore, this research aims to study factors that have an effect on collocational performance to make up for the little information in Thailand about significance of learning collocations. This idea will be discussed briefly in the subsequent section.

2.4   Importance of Learning Collocations for EFL Learners

A number of researchers (Brown, 1974; Yorio; 1980; Pawley and Syder, 1983; Laufer, 1988; Ellis, 2001; Nation, 2001) have investigated the importance and benefits of learning L2 collocations for EFL learners. Brown (1974) argued that development of collocational knowledge helps L2 learners improve their oral communication, listening skills, and reading fluency. Moreover, she observed that learners can use chunks more naturally and effectively like native speakers do in their speaking and writing after they have learned L2 collocations. Brown suggested that

teaching collocations for advanced learners of English, concept of collocations, and how to use collocations in different context should be emphasized when faced with new collocations as of its importance.

Yorio (1980) stressed that conventionalized language forms, i.e. collocations, play a main role in EFL learners' development of communicative competence. Collocations as conventionalized language forms serve this function, as they "make communication more orderly because they are regulatory in nature" (Yorio, 1980: 438). Also, Lewis (2000) asserted that learning word chunks or groups of words assists EFL learners to improve their communicative competencies rather than a word-by-word approach. Therefore, explicit teaching for collocations is essential in the development of their vocabulary knowledge in foreign language (Ellis, 2001).

Laufer (1988) also argued that collocations are a feature of the development of learners' vocabulary knowledge. Laufer (1988) pointed that the obvious "rulelessness" of collocations can cause a difficulty for L2 learners in vocabulary acquisition such as the production of word combinations. She also stated that collocations serve a purpose as they help EFL learners in their different levels of vocabulary development and develop their self-learning strategies such as guessing (Laufer, 1988: 16).

Moreover, Dickinson (2008: 7) stated that "teaching of collocation is that fluent and appropriate language use requires collocational knowledge (Nation, 2003; Pawley & Syder, 1983). Pawley and Syder (1983) illustrated as follows;

> memorized clauses and clause-sequences form high proportion of the fluent stretches of speech heard in everyday conversation… Speakers show a high degree of fluency when describing familiar experiences or activities in familiar phrases… we believe that memorized sentences and phrases are the normal building blocks of fluent spoken discourse (Pawley & Syder, 1983: 208; cited in Dickinson, 2008)

A number of linguists (Brown, 1974; Yorio; 1980; Pawley and Syder, 1983; Laufer, 1988; Ellis, 2001; Nation, 2001) affirmed the significance of learning collocations for foreign language learners. It might be concluded that learners should develop their collocational knowledge as it can help to improve their communicative competencies in order to achieve a natural and fluent English communication.

2.5   Empirical Studies on Collocations

As discussed in the introduction chapter, factors influencing collocational performance are learners' proficiency levels, task types, L1 transfer, and the delexical verb itself. The question as to which factors lead to collocational errors have not yet been given a satisfactory answer. Few studies (Nesselhauf, 2003; Juknevičienė, 2008; Liao, 2010; Dongjin, 2011) could identify which factors correlated with learners' difficulties with collocations. A number of research studies have been done with a wide range of tasks: e.g., translation tasks, essay writing, grammaticality judgment tasks (production task), a selection of collocations from various sources (e.g., corpora, dictionaries, text books, and google search) and different linguistic background of participants (e.g., German, Lithuanian, and Chinese). Therefore, these factors might lead to different findings in those studies. Discussed below are investigations and their findings as to the EFL learners' collocational errors in some contexts.

One experimental study that revealed the problems of advanced learners of English in the production of collocations is that of Nesselhauf (2003). Nesselhauf (2003) argued that the linguistic nature of collocations (whose meaning is fairly transparent) is not problematic for learners in reception, but in production tasks. Because previous research (Gabrys-Biskup 1990, 1992; Bahns and Eldaw, 1993) used the small-scale elicitation tests, most of which are translation tasks, it is doubtable if those works can be generalizable in terms of the actual problems in the production of collocations (Nesselhauf, 2003). So Nesselhauf (2003) aimed to shed some light on the learners' collocational problems in the production tasks focusing on verb+noun combination in argumentative essays based on the German sub-corpus of ICLE (The International Corpus of Learner English) consisting a large degree of data because no previous studies had done such a big-scale database before. The study used the verb+noun collocations in a phraseological sense (collocation is defined as a compound of two words, which are semantically and/or syntactically related from most to least fixed to some degree of arbitrary restriction in — Cowie, 1994). She stated that it is hard to delimit collocations from word combinations in the corpus, but it is necessary. The criterion which is mostly used to distinguish between collocations from free combinations used in Nesselhauf's (2003) study is arbitrary restriction on substitutability, which means that all the verb+noun combinations were manually

extracted from the essays. The combinations in the study were classified (i.e., free combinations, restricted collocations, or idioms) according to the level of restricted sense of the verbs due to their semantic properties, and then were judged as to their degrees of acceptability in which those combinations should be found, both in dictionaries and in texts in British National Corpus. The researcher used two dictionaries, combined with some corpus analysis, and consulted some native speakers' judgments in order to determine what nouns (and verbs) are used in a restricted sense or not to remove uncertainty or ambiguity in judgment of speakers. Results showed that learners produced wrong verbs more often than any other types of mistakes (i.e., wrong noun, usage, preposition, determiner, syntactic structure) in the production of verb+noun collocations. Also, the findings indicated that combinations with a medium degree of restriction of verb (i.e. restricted verb+noun collocation) caused more difficulty for learners than a low or high degree of restriction of verb (i.e. free combination and idiom). Nesselhauf (2003) stressed that L1 influence has an impact on the production of collocations, comparing between congruent and non-congruent combinations. Moreover, Nesselhauf added that, according to her findings, L1 influence has a far greater impact on the production of collocation than the degree of restriction of verb in a verb+noun combination.

Based on the results, the researcher recommended that teachers should take the congruence and restriction criteria into account for the selection of collocations in the teaching, especially non-congruent and less restricted collocations, which cause considerable difficulties for EFL learners. Some suggestions should be reconsidered. First, teaching only lexical items might not be enough; prepositions, articles, etc., should be combined altogether to help learners produce acceptable language. Second, learners should be aware of the L1-L2 difference in acquiring and producing collocations. However, they should not limit teaching to the lexical items; the L1-L2 difference on non-lexical items, i.e. prepositions and articles, also should be included.

Another research that focused on the delexical verb+noun collocations is that of Juknevičienė (2008). Juknevičienė (2008) stated that delexical verb or light verb is difficult for learners because when it combines with noun, the meaning of the combination will rely on the meaning of noun. Yet the verb+noun combination is semantically restricted in the substitutability of such combinations, e.g. *to take notice*,

but not *to take observation*; *to make a statement*, but not *to do a statement* (2008: 120). So, the delexical verb+noun combination is problematic for EFL learners. Two sources of learner corpus; namely Lithuanian sub-corpus (LICLE) of the International Corpus of Learner English (ICLE) and LOCKNESS (non-native vs. native corpus), were studied to compare their production of verb *(do, make, take, give, have)* +noun collocations. In this study, verb+noun collocations were extracted from literary and argumentative essays with different topics regarding linguistics, sociality, and morality. The extractions of verb+noun collocations were manually selected; the Wordsmith Tools software (v. 5) was used to compute concordances of each verb lemma and avoid unrelated cases, such as the use of *have* and *do* as auxiliaries and the use of *make* as a causative verb. Results revealed that English native speakers produced the delexical verb+noun collocations almost twice as much as non-native speakers did. The non-native speakers underused the verbs *make* and *give* in verb+noun collocations. Moreover, the researcher found that learners often translated one-to-one from Lithuanian as their mother tongue to English collocations leading to wrong collocations. Based on their L1, Lithuanian EFL learners cannot differentiate between *make* and *do* because these two verbs are rendered into one Lithuanian word DARYTI. Regarding the results, the researcher recommended that teachers should focus on the collocations especially the verb+noun type in order to enhance learners' language competence. The researcher also recommended that the comparison between native and non-native learners in the acquisition of collocations might be worthwhile comparing between high and low proficiency levels of learners as an affecting factor of learners' collocational performance to get a clearer picture for further studies.

Liao's study (2010) also dealt with the effect of L1 transfer on EFL learners' phraseology focusing on delexical verb- *(do, have, get, make, take)* noun collocations, which are the most troublesome for non-native learners (Chan, 2003; Chi et al, 1994; Dongjin, 2011; Miyakoshi, 2009). These were selected from various sources; i.e., textbooks, previous studies relating to verb+noun collocations, corpus and dictionaries. She investigated the relationship between 1) learners' proficiency levels, 2) instrument type effect, and 3) cross-linguistic transfer and learners' phraseological competence in collocations. 265 Chinese-speaking learners of English of three proficiency levels (intermediate, high-intermediate, and advanced levels) were

compared and they were asked to do multiple-choice tests and grammaticality judgement tests consisting of half L1 Chinese-L2 English congruent and half non-congruent collocations to test whether or not cross-linguistic transfer lead to collocational errors. The author stated that learners' proficiency levels and L1-L2 congruency played a role in the accuracy of collocations; learners with higher proficiency levels could produce more correctly than those with lower proficiency levels in both congruent and non-congruent collocations. Moreover, high proficiency levels of learners who got better scores in reception task (multiple-choice test) also got significantly better scores in production task (grammaticality judgment test) when compared with low proficiency learners. The study recommended explicit teaching of both congruent and non-congruent collocations. Liao suggested that the teachers should encourage learners to memorize the collocations as "chunks" and should practice them in meaningful contexts. Teachers can use a concordance or corpora, or adopt the authentic materials such as texts from magazines, newspaper, or audio-visual clips from TV shows, radio shows and so on to help learners to learn more words in teaching collocations effectively. To raise the awareness of L1-L2 differences and similarities, and minimize the faulty generalization, both inter-lingual and intra-lingual approaches were recommended in teaching collocations. Moreover, she suggested that teachers should allow the learners to keep practicing, especially high-frequency co-occurring words by using the grids. Based on the results, low proficiency learners made more errors than high proficiency learners in the acquisition of collocations. Consequently, Liao recommended that learners with different levels of proficiency should be taught with different methods. That is, explicit teaching is suitable for low proficiency learners, and recycling vocabulary should be continually done throughout the lesson for high proficiency learners.

Dongjin (2011) did experimental research to determine L1 effect on the delexical verb+noun collocations for intermediate levels of Chinese learners of English. Four different degrees of delexical verb relations between Chinese and English are classified; namely differentiation, correspondence, new category, and entire difference.

First, the differentiation type means "a form used in L1 matches several forms in L2" (single light verb in Chinese = several corresponding light verbs in English), such as

zuo yanjiu – ***do*** research

zuo gongxian – ***make*** contribution

zuo biji – ***take*** notes

zuo meng – ***have*** a dream

zuo yanjiang – ***give*** a lecture

Second, the correspondence type means "a form can be used in both L1 and L2" (light verb+noun / main verb in Chinese = light verb+noun / main verb in English), i.e.

zuo jueding / jueding – ***make*** a decision / decide

jinxiang tanhua / tanhua – ***have*** a talk / talk

Third, the new category type means "a form absent in L1 but present in L2" (light verb+noun in Chinese = light verb+noun / main verb in English), i.e.

_da_ dianhua – ***make*** a call / call

kai wanxiao – ***make*** a joke / joke

Fourth, the entire difference category means "entirely different forms are used in L1 and L2" (main verb in Chinese = light verb+noun / main verb in English), i.e.

weixiao – smile / ***give*** a smile

tigong – offer / ***make*** an offer

The results showed that learners' L1 influence has an impact on the acquisition and production of L2 light verb+noun collocations. Moreover, the learners' acquisition and production of L2 delexical verb+noun collocations corresponded with the structure they use in their first language. In terms of difficulty, the differentiation type is the most troublesome for learners with the error percentage of 44.01%. The new category type is the second difficulty for learners with the error percentage of 40.73%. For the correspondence type, learners found no trouble in acquiring the collocations because of the similarities between L1 and L2 collocations. For the entire difference type, learners have little problems in acquiring the L2 delexical verb+noun collocations. From these results, the researcher concluded that the types of delexical verb or light verb+noun collocations; namely differentiation, new category and

correspondence types respectively, cause most difficulties for L2 learners. Based on the results, the differentiation type posed the most challenge for learners, so teachers should highlight the difference between first language and target language in teaching collocations, especially L1-L2 non-congruent delexical verb+noun collocations in order to minimize the L1-induced errors.

To sum up, the previous studies shed light on the role of L1 in the L2 collocational performance. The researchers (e.g. Nesselhauf, 2003, Liao, 2010, Dongjin, 2011) confirm that EFL learners, even those of advanced levels encounter collocational problems in production more than in reception of collocations, especially non-congruent delexical verb+noun collocation. All of the studies cited have been done in other EFL settings (i.e., German, Arabic, and Chinese native languages). Therefore, this research examined whether the first language (Thai) has an influence on Thai EFL learners' collocational errors. Furthermore, the research studies on collocations which had been done with Thai-speaking learners scarcely cover delexical verb+noun collocations (Kittigosin, 2013); this research intended to examine the L1 influence on high frequency delexical verb *(do, make, take, get, give, have)* – noun collocational errors of Thai EFL learners of English of different proficiency levels (intermediate and advanced) when they deal with production and reception tasks.

2.6   Empirical Studies on Collocations Including Thai-Speaking Learners

The studies cited above clearly indicate that collocations have an impact on English language learning and teaching. The findings of those research studies showed that learners had problems with collocations. However, as mentioned earlier, these studies on collocations investigated learners of English from many countries, but there are still relatively few studies with Thai-speaking learners of English as participants (e.g., Phoocharoensil, 2011; Yumanee and Phoocharoensil, 2013; Kittigosin, 2013). These studies will be discussed in greater detail below.

Phoocharoensil (2011) examined 90 first-year undergraduate students at a university in Thailand, dividing participants into low and high English proficiency groups, based on O-NET scores (the University Entrance Exam under the Ministry of Education of Thailand). Four types of collocations (i.e., noun+verb, verb+noun,

adjective+noun, verb+adverb or adverb+verb) were analyzed based on 1) four collocation dictionaries, namely T*he BBI Dictionary of English Word Combinations* (1997), *The LTP Dictionary of Selected Collocations* (1997), *Oxford Collocations Dictionary* (2009), and *Macmillan Collocations Dictionary* (2010); 2) the British National Corpus (BNC); and 3) native speakers of British and American English. He used essay writing as an instrument, and found that learners faced more difficulties in lexical (51.72%, 58.86%) than in grammatical (48.28%, 41.44%) collocations for high proficiency and low proficiency learners respectively. Results showed that verb+noun collocation is the most problematic for high proficiency learners (25.28%), the second highest errors were adjective+noun collocation (13.79%), followed by verb+adverb or adverb+verb collocation (6.90%); and least problematic one was noun+verb collocation (5.75%). Also, the results showed that verb+noun collocations is the most problematic for low proficiency learners (40.54%), the second highest errors were noun+verb collocation (11.71%), followed by adjective+noun collocation (5.41%), and the least problematic one was verb+adverb (0.90%). Moreover, Thai learners in both groups found collocations problematic, and a major source of collocational errors in the production task was from L1 transfer, i.e. preposition mistake, and wrong choices of verb and noun. For example, **take care me* instead of *take care of me*, **leave from home* instead of *leave home*, **domesticate fishes* instead of *have* or *keep fishes.* For pedagogical implications, the author recommended that teachers should emphasize the transfer errors that mainly cause collocation problems. That is, the teachers might prepare exercises including the collocations that learners had problem with in order to develop their collocational knowledge. Hopefully, this would decrease L2 collocation mistakes for EFL learners.

Yumanee and Phoocharoensil's (2013) research revealed collocational errors of Thai EFL learners in writing (production task), not only for intermediate EFL learners but also for advanced EFL learners. Two collocational tests which are multiple-choice test (reception) and translation test (production) are the research tools to determine the lexical and grammatical collocational errors regarding L1-induced errors and other possible sources of errors. The six types of collocations, namely lexical patterns; adjective+noun, verb+noun, noun+noun, verb+adverb, adverb+adjective, noun+verb, grammatical patterns; adjective+preposition, verb+preposition, noun+preposition

were chosen from *the Oxford Collocations Dictionary for Students of English* (2009). The collocations were checked for their acceptability from the *Oxford Collocations Dictionary for Students of English* (2009), British National Corpus (BNC), and Google search, and then possible sources of collocational errors were identified. Results in the multiple-choice test showed that learners made mistakes in lexical collocations (verb+noun), such as **build an impression* instead of *make an impression.* The researchers revealed that such an error seemed to be the cause of learners' L1 influence as learners used the direct translation from Thai to English language */sâang/ build+/kwaam bprà-táp jai/ an impression*. The learners also relied heavily on their mother tongue in the translation test. Results in the translation test showed that learners made, again, mistakes in verb+noun collocations, such as **find money* or **look for money* instead of *make money* or *earn money*; Thai EFL learners translated literally from Thai to English: */hǎa/ find, look for + /ngern/ money*. Based on the results, the researchers presented the findings in a qualitative way, so findings were not statistically robust as they did not indicate a measure for each type of collocational errors. They concluded that learners' first language interference is the major source of collocational errors; the strategy of synonymy, learners' creative invention and the strategy of analogies, the strategy of paraphrasing, low knowledge of grammatical collocations are also plausible sources of collocational errors. Moreover, Yumanee and Phoocharoensil (2013) added that, according to their findings, teachers should highlight the differences between L1 and L2 collocations, especially the L1-L2 non-congruent collocations in order to decrease the number of errors on collocation. Also, collocation dictionary should be recommended for EFL learners to improve their collocational knowledge.

Kittigosin (2013) conducted a study of delexical verb *(take, make, give, have)* collocational errors with production (translation test) and reception (multiple-choice test) tasks comparing high and low proficiency groups based on the Oxford placement test. Interestingly, the study showed that the low proficiency group performed better in the reception (multiple-choice test) than the production task (translation task). In contrast, the high proficiency group perform better in the production than in the reception task. The researcher revealed that Thai EFL learners relied on learning strategies of L1 interference, synonymy and overgeneralization, which are the major

sources of collocational errors. Moreover, not only Thai EFL learners with low proficiency relied on their native language, i.e. direct translation between L1-L2, but the high proficiency group also did in production task (translation task). He also found that the delexical verb *make* caused the most difficulty for both high and low proficiency group of Thai learners of English in both production and reception tasks. Based on the findings, the researcher recommended that teacher should pay particular attention to the delexical verb collocations which cause the most frequent errors when compared with other types of collocations. Second, the teacher should emphasize that the direct translation between learners' first language and the target language can cause problems in dealing with some L2 collocations. Lastly, he suggested that corpora are a useful source in teaching and learning L2 collocations because they consist of collocations in authentic language by native speakers in meaningful contexts. Therefore, students can see the various collocations used by native speakers, and then they can use correct collocations naturally.

As mentioned above, the researchers (Phoocharoensil, 2011, Yumanee and Phoocharoensil, 2013; Kittigosin, 2013) found that Thai EFL learners had problems with English collocations, especially verb+noun collocation. Also, they found that learners' native language (Thai) has an influence on collocational errors. Based on this review, verb+noun collocations, particularly collocations with delexical verbs, are deemed most troublesome for non-native speakers including Thai EFL learners and serve as a major focus of this study. Moreover, the previous research revealed that even advanced learners have difficulty with delexical verb+noun collocations, especially in the production task. Since the previous research on delexical verb+noun collocations is scarce in Thailand, this study intended to investigate delexical verb+noun collocation L1 induced-errors of advanced and intermediate Thai-speaking learners on both production and reception tasks. Focusing on such factors would make the study pedagogically relevant to the study setting.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the research methodology consisting of purposes of the study following with research questions in section 3.1. Section 3.2 provides detail of participants, followed with Section 3.3 which describes the instruments in the present study. The next sections, data collection, and data analysis are presented in Section 3.4, and Section 3.5 respectively.

3.1   Purpose of the Study

As mentioned in the previous chapter, the learners' native language has an influence on their collocational errors in both reception and production of English delexical verb+noun collocations. The present study was conducted to explore how (a) learners' proficiency levels, (b) different task types, and (c) similarity (congruence) and difference (non-congruence) of L1-Thai and L2-English collocation meanings play a role in determining learners' delexical verb+noun collocational errors. To achieve this, both intermediate and advanced learners were asked to undertake: (1) a multiple-choice task, (2) a semi-controlled sentence construction task using delexical verb+noun combinations and (3) a free-writing sentence construction task using delexical verb+noun combinations in order to examine learners' collocational errors in reception and production of delexical verb+noun collocations, divided into congruent and non-congruent delexical verb+noun collocations.

The study addresses the following research questions:

1. Is there a relationship between the number of correct delexical verb+noun collocations and the Thai EFL learners' levels of proficiency in the different task types?

2. Is there a relationship between the number of correct delexical verb+noun collocations (congruent vs. non-congruent) and the L1 influence?

3. What types of the delexical verb+noun collocational errors found in this study according to different delexical verbs *(do, make, take, get, give, have)*?

3.2 Participants

Forty participants chosen for this study were students from the Faculty of Liberal Arts at Thammasat University whose first language is Thai. The researcher chose students from the same language background in order to examine how their first language (Thai as L1) has an influence on collocational errors in the English language. The quick placement test of the Oxford University Press was given randomly to 60 third-year students who enrolled to study in the general English course in the second semester in 2015-2016. The instruction was provided for students before starting the data collection to ensure that they were willing to participate in research. The students could be assured that the research participation would not impact their grades. To identify the different proficiency levels of students (Advanced vs. Intermediate), this study adopted the cut-off quick placement score ranges as shown in the table below. Only advanced and intermediate levels of proficiency are chosen for the present study because there is no consensus among researchers whether collocational performance corresponds to the increasing proficiency levels. That is to say, the knowledge of collocation seems to reach a plateau at a higher proficiency level. Alternatively, one may argue that even students of higher proficiency levels e.g. advanced and/or intermediate levels might find difficulties when dealing with collocations, especially in the case of delexical verb+noun collocation. Therefore, it is worth investigating how differently these advanced and intermediate groups use the delexical verb+noun collocations. Due to unfavorable (and obvious) collocational performance of beginners students, thus the present study includes only the advanced and the intermediate levels in the analysis. There were 40 students that meets the selection criteria. the scores could be divided into two groups: those of the intermediate learners (20) and those of the advanced learners (20), as shown in the table below.

Table 3.1 Cut-off placement scores for determining the levels of students' proficiency

Learners' proficiency level	Oxford placement score range
Advanced	46-60
Intermediate	31-45

3.3 Instruments

3.3.1 Test Design and Development

The piloting test in the present study was developed in another format, i.e. error recognition and correction to measure the learners' receptive and productive knowledge of delexical verb+noun collocation. The students were required to identify the underlined verb in a sentence. In case the verb was wrong, the students needed to fill the appropriate verb fitted in the sentence. The test comprised 40 sentences, which included 40 delexical verb+noun collocation that were randomly selected from the British National Corpus (BNC). Each verb in a structure of verb+noun collocation that served as distractor in the test was designed to track the effect of L1-Thai. (Also see appendix A.)

Prior to commencement of the study, five native and five non-native speakers who were students from the international college, Faculty of Liberal Arts at Thammasat university, were asked to participate in a pilot study in order to help the researcher decide the appropriate amount of time required for all tasks. Students were not allowed to use a dictionary or any other reference materials in the pilot study. Students taking part in the pilot study would not take part in the real study.

The test were originally designed to measure the deviations involving delexical verbs, but uncontrollable factors affected the validity of the test analyses, e.g. several possible answers that would not allow the researcher to pinpoint the problematic features related to the use of delexical verbs.

3.3.2 Test Materials

The piloting test allows the researcher to notice the collocational errors. An attempt is made to develop the materials used in the present study to determine the areas/items that cause confusion in the use of delexical verbs in various tasks that tap different knowledge of the delexical verb+noun collocation. Therefore, the instruments used in this study consisted of: a multiple-choice task (Task 1), comprising thirty delexical verb+noun collocations, which examines the receptive knowledge; a semi-controlled sentence construction task (Task 2), comprising six delexical verbs and twelve nouns; and a free-writing sentence construction task (Task 3), comprising six delexical verbs which examines the productive knowledge.

Selection of collocations

The collocations were selected from the British National Corpus (BNC), focusing on verb+noun collocations in which the verb is delexical. The BNC represents the native language speakers. The reason for choosing the delexical verb+noun collocations from the native corpus is because this study aims to study collocations commonly used among native speakers.

The British National Corpus is composed of a 100 million words from written (90%) and spoken (10%) languages in British English. The written samples were collected from extracts from regional and national newspapers, specialist periodicals and journals for all ages and interests, academic books and popular fiction, published and unpublished letters and memoranda, school and university essays, among many other kinds of texts. The spoken samples range from formal business or government meetings to radio shows and phone-ins. As the corpus was gathered from a wide range of sources in British English, it is illustrative of the target language.

The corpus was utilized in the present study as a primary source of data collected based on the collocations where the meaning is highly idiomatic rather than characterized by frequency. It is a corpus representing the use of collocations by native speakers. The corpus of native English speakers can provide examples of their real use of the target language that learners of English can use to observe the actual use of collocations in different contexts in a set of concordance lines. O'Keeffe et al (2007) discussed a corpus used in collocation study, as follows:

> "A corpus can reveal the regular, patterned preferences of the language users represented in it, speaking and writing in the contexts in which the corpus was gathered. A big, general corpus can show how large numbers of language users, separated in time and space, repeatedly orientate towards the same language choices when involved in comparable social activities. And what corpora reveals is that much of our linguistic output consists of repeated multi-word units rather than just single words"
> (O' Keefe et al, 2007: 60).

In this study, six high frequency delexical verbs were investigated *(do, make, take, get, give, have)* because delexical verbs seem to confuse ESL/EFL learners compared to lexical verbs (e.g., Chi et al., 1994; Juknevičienė, 2008; Liao, 2012;

Miyakoshi, 2009). The collocations included L1-L2 congruency and non-congruency, which were selected in consultation with two well-educated Thai native speakers and a bilingual dictionary. The L1-L2 congruency enables the combination of delexical verb and noun to be literally translated from English to Thai. In other words, the L1-L2 non-congruency means that the combination of delexical verb+noun collocation cannot be translated one-to-one from English to Thai. The delexical verb+noun collocations were selected with the pattern of *[verb]+[determiner]+[noun]*. Then, the forty delexical verb+noun collocations were collected in the pilot study. After evaluation of the pilot study, the multiple-choice task (Task 1) and the semi-controlled sentence construction task with delexical verb+noun combination (Task 2) were developed and included the selected target delexical verb+noun collocations, as follows:

Table 3.2 Delexical verb+noun collocations in the multiple-Choice task (Task 1)

	Congruence	Non-Congruence
1. have right มีสิทธิ์	✓	
2. have opportunity มีโอกาส	✓	
3. have power มีอำนาจ	✓	
4. have effect มีผลกระทบ	✓	
5. have advantage มีความได้เปรียบ	✓	
6. do job ทำงาน	✓	
7. do work ทำงาน	✓	
8. do trick ประสบผลสำเร็จ		✓
9. do honor ให้เกียรติ		✓
10. do count นับ		✓
11. give impression ให้ความรู้สึกว่า	✓	

	Congruence	Non-Congruence
12. give chance ให้โอกาส	✓	
13. give illusion หลอกตา		✓
14. give appearance ทำให้ดูว่า		✓
15. give name ตั้งชื่อ		✓
16. make point ชี้ให้เห็น		✓
17. make decision ตัดสินใจ		✓
18. make effort พยายาม		✓
19. make mistake ทำผิด	✓	
20. make difference สร้างความเปลี่ยนแปลง	✓	
21. get chance ได้โอกาส	✓	
22. get money ได้เงิน	✓	
23. get job ได้งาน	✓	
24. get message เข้าใจ (ความหมาย)		✓
25. get impression รู้สึก		✓
26. take form ใช้รูปแบบ		✓
27. take view มีทัศนคติต่อ		✓
28. take opportunity ถือโอกาส	✓	
29. take lead นำ, เป็นผู้นำ		✓
30. take risk เสี่ยง		✓
Total	**15**	**15**

Table 3.3 Delexical verbs and nouns in semi-controlled sentence construction task
with delexical verb+noun combination (Task 2)

Delexical verbs	Nouns	Congruence (C)/ Non-Congruence (NC)
do	job	C
	trick	NC
make	mistake	C
	point	NC
take	opportunity	C
	form	NC
get	chance	C
	message	NC
give	chance	C
	impression	C
have	right	C
	advantage	C

Multiple-Choice Task (Task 1)

Thirty delexical verb+noun collocations were categorized into two groups, fifteen congruent items and fifteen non-congruent items, in order to examine learners' cross-linguistic influence on collocational errors and its relationship to learners' language proficiency levels. An English sentence was shown with a blank space, and one correct delexical verb and three distractors of incorrect delexical verbs were given. Before the multiple-choice task was completed, it was previewed and rechecked by three educated native speakers to ensure there would be no more than one correct answer and that the language was acceptable. Examples of test items are shown as follows (also see Appendix B).

Examples of each delexical verb in a sentence (Task 1)

(1) Delexical verb - Do

Item no. 14. At first my brother did not want to help out, but a phone call from my

        wife _____ the trick and he showed up the next morning.

          a. made   b. got   c. gave   d. did

(2) Delexical verb - Make

Item no. 7. Please don't _____ a point of Jane's comment. It wasn't that important.

          a. do   b. get   c. give   d. make

(3) Delexical verb - Take

Item no. 8. I would like to _____ this opportunity to thank them for their support.

          a. get   b. do   c. give   d. take

(4) Delexical verb - Get

Item no. 27. I _____ the impression that you disliked her.

          a. got   b. did   c. made   d. took

(5) Delexical verb - Give

Item no. 21. He _____ the appearance of being interested in the project.

          a. did   b. gave   c. got   d. took

(6) Delexical verb - Have

Item no. 17. Progesterone _____ the effect of increasing the body temperature.

          a. gets   b. has   c. does   d. gives

Semi-Controlled Sentence Construction Task with Delexical Verb+Noun Combination
(Task 2)

Twelve delexical verb+noun collocations were used again in the semi-controlled sentence construction task with delexical verb+noun combination. The delexical verb+noun collocations were selected by choosing the top two high-frequency of six different groups of delexical verb+noun collocation *(do job, do trick, make mistake, make point, take opportunity, take form, get chance, get message, give chance, give impression, have right, have advantage).* The twelve delexical verb+noun collocations were collected from the multiple-choice task and then divided into six delexical verbs and twelve nouns. The participants were asked to make sentences choosing one noun to use with each of the six delexical verbs *(do, make,*

take, get, give, have). This task aimed to: 1) examine cross-linguistic influence on collocational errors focusing on delexical verbs and the relationship with learners' language proficiency, and 2) test the learners' performance in both knowledge of reception and production. After the semi-controlled sentence construction task with delexical verb+noun combination had been completed by participants, it was checked by three native speakers of English to make sure that the sentences were correct (Also see Appendix C).

Free-Writing Sentence Construction Task with Delexical Verb+Noun Combination
(Task 3)

Six delexical verbs were used again. The participants were expected to construct twelve sentences using each delexical verb twice. The task was not limited to a pattern of delexical verb+noun collocations as in the previous two tasks. It aimed to study whether or not proficiency levels play a role in using the delexical verb+noun collocations correctly. The learners could not consult reference books, dictionaries or any other books. Upon completion, this task would be checked by three native speakers of English for grammatical acceptability of each sentence (Also see Appendix D).

3.4   Data collection

A pilot study was conducted on both native and non-native speakers to check the validity of the three instruments and set the appropriate time required for each task. Forty undergraduate participants from the Faculty of Liberal Arts at Thammasat University in Thailand were screened based on their proficiency levels. Students were asked to take the tests twice. They were instructed to complete the placement test, which was a one-hour multiple choice test. The outcome revealed the learners' proficiency levels, which were used as an independent variable in order to see how they related to other variables, such as congruence and non-congruence of L1 Thai and English collocations, reception and production task types, and the accuracy of delexical verb+noun collocations made by Thai-speaking learners of English. Secondly, they had one hour to finish three tasks (multiple-choice, semi-controlled sentence construction, and free-writing sentence construction), each lasting twenty

minutes. Students were not allowed to consult a dictionary or any other reference materials.

3.5   Data analysis

The data were analyzed by comparing scores of participants with higher ability and lower ability, focusing on delexical verb+noun collocations.

For Task 1, the test was designed to have only one correct delexical verb+noun collocation fitting in each of the given sentences. One mark was given for the correct delexical verb chosen in each sentence. Wrong answer and unanswered question resulted in zero mark.

For Task 2, those verbs and nouns matched were considered correct based on two factors. First, the verb and noun were considered to be a collocation. The researcher consulted *the Oxford Collocations Dictionary for Students of English, the Macmillan Collocations Dictionary for Learners of English*, and three native speakers of English as raters. Second, each sentence was grammatically and semantically correct. Misspellings were not counted as errors.

For Task 3, the delexical verb could be combined with nouns. Each sentence was considered correct based on two factors. First, the combination of delexical verb and noun was considered correct following the researcher's consultation with three native speakers of English as raters and with dictionaries. Second, each sentence was grammatically and semantically correct. Misspellings were not counted as errors in Task 2 because the researcher intended to study learners' collocational knowledge, not linguistic knowledge. For Tasks 2 and 3, the students were asked to use each delexical verb *(do, make, take, get, give, have)* twice; when they produced more than twice of each delexical verb, it would be marked as zero even if it was correct. Wrong answer and unanswered question resulted in zero mark. One mark was given for a correct sentence in terms of both grammar and vocabulary (collocation). Marks were not deducted for spelling mistakes. The same mark (zero or one) from two or more raters will then be submitted for the analysis of results.

Statistical Assumptions

1. Is there a relationship between the number of correct delexical verb+noun collocations and the Thai EFL learners' levels of proficiency in the different task types?

To answer the question, an independent samples t-test was used to compare the performance in three collocational tests of two groups of students.

Then, the Fisher's least significant difference (LSD) test was used for multiple comparisons of three collocational tests in order to investigate the significant difference among all tasks, and the answer was presented in terms of qualitative data.

2. Is there a relationship between the number of correct delexical verb+noun collocations (congruent vs. non-congruent) and the L1 influence?

To answer the question, a paired-samples t-test was used to investigate the relationship of learners' proficiency levels and their performance in both congruent and non-congruent delexical verb+noun collocations and the answer were presented in terms of qualitative data.

3. What types of the delexical verb+noun collocational errors were found in this study according to different delexical verbs *(do, make, take, get, give, have)*?

To answer the question, an independent samples t-test was used to compare the performance of students of each delexical verb *(do, make, take, get, give, have)* in all three tasks, and the answer was presented in terms of qualitative data.

All research questions were statistically analyzed by the Statistical Package for Social Sciences (SPSS) 22.0 with comprehensive explanation of delexical verb+noun collocational errors to answer the questions mentioned earlier in this chapter. In the next chapter, the conclusion of overall results and discussion of collocational errors will be presented descriptively.

CHAPTER 4
RESULTS

4.1   Introduction

This study aims to examine the L1 effect on delexical verb+noun collocational errors of intermediate and advanced Thai EFL learners in reception and production tasks. This is done by comparing the scores of two groups of learners on three collocation tests consisting of L1 Thai – L2 English congruent and non-congruent collocations.

This chapter will present the findings of the study, which are organized according to the research questions. The chapter first presents, in Section 4.2, the performance of correct delexical verb+noun collocations in three different task types (multiple-choice, semi-controlled sentence construction, and free-writing sentence construction), followed by the performance of both levels of learners in the free-writing task. Secondly, in Section 4.3, the number of correct delexical L1-L2 congruent and non-congruent collocations in the multiple-choice task and the semi-controlled sentence construction task will be compared, followed by the performance of both levels of learners in both the multiple-choice task and the semi-controlled task. Thirdly, the lists of delexical verb+noun collocations will be presented based on the scale of accuracy in Tasks 1 and 2. The data analyses of learners' errors in delexical verbs *(do, make, take, get, give, have) w*ill also be presented, based on the scale of accuracy in the three collocation tasks in Section 4.4.

Statistical findings are analyzed using SPSS statistical package version 22.0.0.0 with repeated-measures ANOVA, independent samples t-tests and paired samples t-tests, and summarized in tables.

4.2   Research Question One:

Is there a relationship between the number of correct delexical verb+noun collocations and the Thai EFL learners' levels of proficiency in the different task types?

Table 4.1 presents the means and standard deviations (SD) of the delexical verb+noun collocation scores of the two different groups in the three tasks.

It should be noted that the full scores of the three tasks are different; the full score of Task 1 is 30, and the full score of Task 2 and 3 is 12.

Table 4.1 Descriptive statistics for delexical verb+noun collocation scores from three tasks

Group	n	Task 1		Task 2		Task 3	
		Mean	SD	Mean	SD	Mean	SD
Advanced	20	25.55 (85.17%)	2.523	9.85 (82.08%)	1.348	11.75 (97.92%)	0.444
Intermediate	20	22.00 (73.33%)	2.077	9.55 (79.58%)	1.309	11.15 (92.92%)	0.657
Average scores for both groups of students		23.78 (79.25%)		9.70 (80.83%)		11.45 (95.42%)	

As expected, the advanced learners produced higher scores than the intermediate learners in three tasks. Comparing the results of all three tasks, it can be noted that both advanced and intermediate learners achieved their highest scores in Task 3; however, the advanced group of students achieved higher scores in Task 1 than Task 2, and the intermediate group of students scored higher in Task 2 than in Task 1, as shown in Table 4.1. This research adopted White's (2003) criterion; she used 85% as a criterion for successful acquisition of syntactic properties. Thus, it means that learners had difficulties in Task 1 (scoring 79.25%) and Task 2 (80.83%), but not in Task 3 (95.42%).

Table 4.2 Independent samples t-tests of delexical verb+noun collocation scores
from three tasks

Task	t	df	Sig.
1	4.858	38	.000*
2	.476	38	.637
3	.282	38	.780

*p < .05

An independent-samples t-test showed significant difference between advanced and intermediate groups of students in Task 1, but showed no significant differences in Tasks 2 and 3, as shown in Table 4.2.

Table 4.3 F-tests for task comparison of advanced learners' performance

Task	1	2	3
1	-	15.70*	13.80*
2	-	-	-1.90*
3	-	-	-

*p < .05

Table 4.4 F-tests for task comparison of intermediate learners' performance

Task	1	2	3
1	-	12.35*	10.30*
2	-	-	-2.05*
3	-	-	-

*p < .05

The results of F-tests revealed that there were statistically significant differences among all three tasks for advanced (F = 527.759, $p < .001$) and intermediate (F = 446.445, $p < .001$) groups. To compare each pair of tasks as shown

in Tables 4.3 and 4.4, Fisher's LSD tests were conducted. The results show significant differences between tasks 1 and 2, tasks 1 and 3, and tasks 2 and 3 for both proficiency levels.

Overall, advanced learners had less problem in delexical verb+noun collocations than intermediate learners did. According to White (2003), 85% is used as a criterion for successful acquisition of syntactic properties; it thus means that advanced learners had problems in semi-production task (Task 2) with 82.08%, and intermediate learners had problems in both reception (Task 1) and semi-production tasks (Task 2), with 73.33% and 79.58% respectively. Moreover, there are no significant differences between advanced and intermediate groups of learners in Tasks 2 and 3, as shown in Table 4.2. It might be concluded that there are significant differences among the three task types for both advanced and intermediate groups of learners, as shown in Tables 4.3 and 4.4. This supports the hypothesis that different task types play a role in the number of correct delexical verb+noun collocations.

- Do the learners find difficulties in the production of delexical verb+noun collocations? How well do learners perform in the free-writing sentence construction task?

Table 4.5 presents the means and standard deviations (SD) of the verb+noun combination scores (comparison between delexical verb and other types of verb in a verb+noun structure) achieved by the two different groups in Task 3.

It should be noted that the full score of Task 3 is 12. The verb+noun combination are divided into two subgroups (delexical verb and other types of verb in a verb+noun structure), both of which are combined and equal the total scores of correct verb+noun structure.

In this study, delexical verb+noun collocation means the combination of verb+noun where the meaning of verb is delexical such as *make mistake, take advantage, and give chance*; whereas (other types of) verb+noun combination means the combination of verb+noun where the verb is a type of transitive/intransitive verb, linking verb, auxiliary verb, or phrasal verb, such as *take 15 minutes, get involved, make me feel…,* and *take for granted* respectively. To categorize whether a combination of verb and noun is correct or not, or what type of verb is used in a

combination of verb+noun, *the Oxford Collocations Dictionary for Students of English* and *the Macmillan Collocations Dictionary for Learners of English* were used. Also, three well-educated native speakers were asked to double check the grammatical and semantical acceptability in each sentence construction.

Table 4.5 Descriptive statistics for verb+noun combination scores

(Delexical verb vs. other types of verb combined with noun) in Task 3

Group	n	Task 3			
		Delexical V+N Collocations		V+N Combination with Other Verb Types	
		Mean	SD	Mean	SD
Advanced	20	6.35 (52.92%)	3.048	5.40 (45.00%)	2.963
Intermediate	20	5.85 (48.75%)	2.183	5.30 (44.17%)	2.323

In Task 3, comparing the results of the two groups of students, it can be noted that the advanced learners achieved the higher scores in both groups (delexical verb and other types of verb in a verb+noun structure) than intermediate learners, as shown in Table 4.5.

Table 4.6 Paired samples t-test of delexical verb+noun combination scores in

Task 3

Comparison of delexical verb and other types of verb in a verb+noun structure of two different levels of learners

Pair (delexical vs. other types of verb in V+N combination)		t	df	Sig.
Task 3	Advanced	.709	19	.487
	Intermediate	.000	19	1.000

*p < .05

A paired-samples t-test showed no significant difference between delexical verb and other types of verb in a verb+noun structure for the advanced and intermediate levels of learners, as shown in Table 4.6.

The Use of Verb+Noun Combinations by Learners in Production (Task 3)

To investigate production of delexical verb+noun collocation, the present study found the circumstances occurring in the production of the collocations in the free-writing sentence construction task, relating to the verb. The examples can be grouped into four categories according to the use of verbs: 1) transitive and intransitive verbs, 2) linking verbs, 3) auxiliary verbs, and 4) phrasal verbs. The following verbs which were produced by learners in the structure of free combination of verb+noun instead of a delexical verb in the structure of verb+noun combination in each sentence are presented in Table 4.7.

Table 4.7 Other types of verbs in verb+noun combination and examples in Task 3

Types of Verb Deviation	Examples
Transitive/Intransitive Verb	make card, make dinner, make merit, Can you take me to…? take 15 minutes, get a life, get book, give pen, have things, have a club sandwich?
Linking Verb	get tired, get involved, get angry, get wet, get better,
Auxiliary Verb	do not have, How do you feel?, do believe, do apologize, do love, make me feel…, make them laugh, make me surprise, make me cry, Have you ever…? have a haircut, have to go, I haven't heard,

Types of Verb Deviation	Examples
Phrasal Verb	make up your mind, take for granted, take off, take over, take away, get up, get out, get into, get along with, get over, get on, get rid of, give up, give back, give in order, give away,

4.3   Research Question Two:

Is there a relationship between the number of correct delexical verb+noun collocations (congruent vs. non-congruent) and the L1 influence?

Table 4.8 presents the means and standard deviations (SD) in delexical verb+noun collocation scores (comparison between congruent and non-congruent delexical verb+noun collocations) of the two groups in two tasks.

It should be noted that the full scores of the tasks are different; the full score of Task 1 is 30 while the full score of Task 2 is 12. The delexical verb+noun collocations are divided into two subgroups: congruent and non-congruent. The scores are 15 for each subgroup in Task 1, and 6 for each subgroup in Task 2.

In this study, congruent delexical verb+noun collocation means the collocation that can be equivalently translated between the English and Thai. Non-congruent delexical verb+noun collocation means the collocation that cannot be equivalently translated between the English and Thai.

Table 4.8 Descriptive statistics for delexical verb+noun collocation scores

(congruence and non-congruence) in two tasks

Group	n	Task 1				Task 2			
		Congruence		Non-congruence		Congruence		Non-congruence	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Advanced	20	13.85 (92.33%)	0.93	11.70 (78.00%)	1.84	5.45 (90.83%)	1.15	4.40 (73.33%)	0.83
Intermediate	20	13.25 (88.33%)	1.25	8.75 (58.33%)	1.78	5.20 (86.67%)	1.01	4.35 (72.5%)	0.95

The results of Tasks 1 and 2 showed that both the advanced and the intermediate learners produced higher scores in congruent than in non-congruent delexical verb+noun collocation. It can be noted that in both Tasks 1 and 2, the advanced learners achieved higher scores than the intermediate learners in both congruence and non-congruence groups, as shown in Table 4.8.

Both advanced and intermediate learners could not perform well in non-congruent collocations; they scored less than 85% on the non-congruent delexical verb+noun collocations in both comprehension and production tasks. It seemed that the difference of L1-L2 collocations caused learners problems. This study found that they relied too heavily on their mother tongue when acquiring L2 collocations.

Table 4.9 Paired samples t-test of delexical verb+noun collocation scores

(congruence vs. non-congruence) of the advanced group in Task 1

	t	df	Sig.
Pair (congruence vs. non-congruence)	6.582	19	.000*

$p < .05$

Table 4.10 Paired samples t-test of delexical verb+noun collocation scores

(congruence vs. non-congruence) of the intermediate group in Task 1

	t	df	Sig.
Pair (congruence vs. non-congruence)	8.907	19	.000*

p < .05

Table 4.11 Paired samples t-test of delexical verb+noun collocation scores

(congruence vs. non-congruence) of the advanced group in Task 2

	t	df	Sig.
Pair (congruence vs. non-congruence)	3.053	19	.007*

p < .05

Table 4.12 Paired samples t-test of delexical verb+noun collocation scores

(congruence vs. non-congruence) of the intermediate group in Task 2

	t	df	Sig.
Pair (congruence vs. non-congruence)	2.319	19	.032*

p < .05

A paired-samples t-test showed significant differences between congruence and non-congruence groups of the advanced and intermediate levels of learners in both Tasks 1 and 2, as shown in Tables 4.9, 4.10, 4.11, and 4.12.

Table 4.13 Independent samples t-tests of **_congruent_** delexical verb+noun

collocation scores of the advanced and intermediate groups

Task	t	df	Sig.
1	1.719	38	.094
2	.733	38	.468

*p < .05

       An independent-samples t-test showed no significant difference between the advanced and intermediate groups of students in congruent delexical verb+noun collocations in both Tasks 1 and 2, as shown in Table 4.13.

Table 4.14 Independent samples t-tests of **_non-congruent_** delexical verb+noun

collocation scores of the advanced and intermediate groups

Task	t	df	Sig.
1	5.165	38	.000*
2	.174	38	.864

*p < .05

       An independent-samples t-test showed no significant difference between the advanced and intermediate groups of students in non-congruent delexical verb+noun collocations in Task 2, but showed significant difference between the two groups in non-congruent delexical verb+noun collocations in Task 1, as shown in Table 4.14. It might be assumed that even advanced learners could not perform well in the production task, especially in case of non-congruent collocations. Scores of both advanced and intermediate learners fell under 85% in non-congruent collocation in the semi-controlled task. As there was significant difference among of the two groups of learners in the multiple-choice task, it can be assumed that the advanced learners were much more skillful than their intermediate counterparts in dealing with the multiple-choice task. Even the non-congruent collocation is problematic for learners. Although the advanced learners could perform far better than the other group, they could not achieve 85%.

This confirms the hypothesis that both high and low proficiency learners produce more congruent than non-congruent delexical verb+noun collocations correctly. It means congruency and non-congruency between L1-L2 delexical verb+noun collocations has an influence on the number of correct delexical verb+noun collocations. Moreover, there is a significant difference between advanced and intermediate levels of learners for non-congruent delexical verb+noun collocations in Task 1. It might be concluded that non-congruent delexical verb+noun collocations are problematic in Task 1, especially for the intermediate group of learners.

Based on the findings, the present study revealed three important factors influencing on the number of accurate delexical verb+noun collocations: learners' proficiency levels, task types, and L1 influence. Previous studies focused only on one or two factors. Also, it is hard to find research on delexical verb+noun collocation in the Thai EFL context. This study thus investigated two proficiency levels of learners: advanced and intermediate groups. Both groups were compared to examine their comprehension and production of congruent and non-congruent delexical verb+noun collocations.

The results of the study revealed that advanced Thai EFL learners had less problem with delexical verb+noun collocations than their intermediate counterparts did. The different task types affected the number of accurate delexical verb+noun collocations. Moreover, the similarity between L1-L2 collocation (congruence) showed a positive effect; while the difference between L1-L2 collocation (non-congruence) showed a negative effect in the collocational tasks. Learners had difficulties when they deal with non-congruent delexical verb+noun collocations, especially intermediate levels of learners. The data analysis of learners' delexical verb+noun collocations and delexical verb *(do, make, take, get, give, have)* errors will be presented in the next section.

- To what extent do learners perform differently in the multiple-choice task and semi-controlled sentence construction task in terms of L1 influence?

The Deviations Concerning the Delexical Verb in Multiple-Choice (Task 1)

In the multiple-choice task (Task 1), learners were asked to choose an appropriate delexical verb *(do, make, take, get, give, have)* to fit in each sentence. To investigate reception of delexical verb+noun collocations, the delexical verb in each question that causes the most errors chosen by learners in the task will be presented in Table 4.15.

Table 4.15 Deviations concerning the delexical verb in Task 1

Acceptable Delexical Verb+Noun Collocation	Highest-Frequency of Deviation concerning Delexical Verb
1. *do job* 2. *do trick* 3. *do honor* 4. *do count*	*get job* *make trick* *take honour* *take count*
5. *make point* 6. *make effort* 7. *make difference*	*get point* *give effort* *get difference, *have difference*
8. *take form* 9. *take view* 10. *take lead*	*make form* *get view* *make lead, *have lead*
11. *get chance* 12. *get impression*	*take chance* *make impression*
13. *give impression* 14. *give illusion* 15. *give appearance*	*make impression* *get illusion* *get appearance*
16. *have power* 17. *have effect* 18. *have advantage*	*take power* *do effect* *give advantage*

1) [***do*** + (determiner) + noun]

(1) I can now use a lot of applications on my smartphone, which can ****get*** the job just as well.

(2) At first my brother did not want to help out, but a phone call from my wife ****made*** the trick and he showed up the next morning.

(3) Would you ***take*** me the honor of dining with me?

(4) We ***took*** a quick count of the children and there were none missing.

2) [***make*** + (determiner) + noun]

(5) Please don't ***get*** a point of Jane's comment. It wasn't that important.

(6) A doctor ***gives*** the effort to help a number of cancer patients.

(7) The proper training could ***get, *have*** the difference between possible

success and failure.

3) [***take*** + (determiner) + noun]

(8) Activities can also ***make*** the form of drama, role play or debate.

(9) After listening to the judge, we ***got*** the view that he was right that he was

right to admit the evidence.

(10) Bradford ***made, *had*** the lead in the 15th minute against the run of play.

4) [***get*** + (determiner) + noun]

(11) Unexpectedly, I ***took*** the chance to meet my hero at the party.

(12) I ***made*** the impression that you disliked her.

5) [***give*** + (determiner) + noun]

(13) If you want to ***make*** her the right impression, I suggest you wear a suit.

(14) The huge size of the vehicle ***gets*** the illusion of safety.

(15) He ***got*** the appearance of being interested in the project.

6) [***have*** + (determiner) + noun]

(16) In some circumstances, the police ***take*** the power to arrest without

a warrant

(17) Progesterone ***does*** the effect of increasing the body temperature.

(18) The system ***gives*** some advantages for primary school pupils.

Sentences (1) to (18) showed that the learners made the various choices of the delexical verbs in each group of delexical verb *(do, make, take, get, give, have)*. It seems that the learners produced the delexical verb ***get*** instead of the correct choice of most of the every group of delexical verb *(**do** job, **make** point, **make** difference, **take** view, **give** illusion, and **give** appearance)* except for the delexical verb ***have***. It revealed that the meaning of delexical verb *get* seems to be polysemous in the perception of learners, so they tend to use the delexical verb *get* variously. Like the

delexical ***get***, the learners produced the delexical verb ***make*** instead of the correct choice of most of the every group of delexical verb (***do*** *trick,* ***take*** *form,* ***take*** *lead,* ***get*** *impression,* ***give*** *impression)* except for the delexical verb ***have***. Therefore, the meaning of delexical verb *make* seem to be used variously by the learners.

It might be assumed that the delexical verb *have* tends to combine with the abstract noun (e.g. *have* ***power****, have* ***effect****, have* ***advantage***), whereas the delexical verb *get* and *make* can be used various in different ways. The semantic properties of delexical *make and get* can fall into more than one categories of the classification of the different degrees of the delexical meaning as mentioned previously in Chapter 2.

According to *the Oxford English Dictionary,* the verb *get* is polysemous; it has different degrees of meaning. For the first group, the delexical verb *get* can combine with various nouns, e.g. *get chance, get money, get job*. For the second group, the meaning of *get* is equal to a copula+adjective combination; e.g., the meaning of *get impression* is equal to *be impressive by*. For the last group, the noun is used in a figurative sense e.g. *get message*.

The delexical verb *make* has different degrees of semantic properties; e.g., the meaning of *make point* and *make decision* are equal to the lexical verb *point* and *decide* respectively. For the second group, the meaning of *make* is equal to a copula+adjective combination; e.g., the meaning of *make difference* is equal to *be different from*. For the third group, the delexical verb *make* is combined with an abstract noun, e.g. *make mistake*. For the last group, the noun is used in a figurative sense e.g. *make effort*.

It might be concluded that the delexical verb *get* and *make* are polysemous as they have different degrees of the semantic properties. Therefore, the delexical verb *make* and *get* are quite problematic for learners. The delexical verb contains the little meaning; however, each verb cannot be used interchangeably because of their semantically significant nature. As mentioned, learners produced the delexical verb ***get*** and ***make*** instead of the correct choice in almost every group of delexical verbs *(do, make, take, get, give)* except the group of delexical verb *have*. It might be assumed that the delexical verb *have* in the present study was combined with only the noun being abstract.

The Use of Verb+Noun Collocations by Learners in Semi-Production (Task 2)

In the semi-controlled sentence construction task (Task 2), learners were asked to match a given set of 6 delexical verbs *(do, make, take, get, give, have)* and 12 nouns *(advantage, opportunity, message, impression, right, trick, chance (x2), point, form, job, mistake)*. To investigate production of delexical verb+noun collocations, the items that learners produced in the task including both acceptable and unacceptable collocations are presented in Table 4.16.

Table 4.16 Acceptable and unacceptable delexical verb+noun collocations in Task 2

Delexical Verb	Acceptable Verb+Noun Collocation	Unacceptable Verb+Noun Collocation
DO	*do job, do trick, do impression*	*do form, *do right, *do mistake*
MAKE	*make mistake, make point, make impression*	*make trick, *make right, *make form, *make opportunity, *make advantage*
TAKE	*take advantage, take chance, take opportunity, take form, take advantage, take job, take message*	*None*
GET	*get message, get impression, get job, get point, get chance, get right, get opportunity, get point*	*get trick, *get form, *get mistake*
GIVE	*give opportunity, give chance, give impression, give advantage, give right, give message, give form, give job*	*give point, *give trick*
HAVE	*have form, have right, have chance, have advantage, have point, have opportunity, have job, have impression*	*have message, *have trick, *have mistake*

Table 4.16 showed that the learners produced the delexical verbs *get (8),* *give (8), have (8)* with more various nouns in a structure of verb+noun collocation than the delexical verb *do (3), make (3), take (7)* combined with nouns. In other words, learners made the most mistakes in combining the delexical verb *make (5)* with nouns than the delexical verbs *do (3), get (3), give (2), and have (2)* with noun combination. Interestingly, there were no collocational errors found in the production of delexical verb *take* with a combination of noun in the present study. The finding also showed that the noun *trick* were used incorrectly with various delexical verbs, such as *make trick, *get trick, *give trick, *have trick.

4.4   Research Question Three:

What types of the delexical verb+noun collocational errors with different delexical verbs *(do, make, take, get, give, have)* are found in this study?

- What are some examples and possible explanation for these collocational errors?

Task 1 multiple-choice

Table 4.17 presents the list of high-accuracy delexical verb+noun collocation scores of the two different groups in Task 1; followed by Table 4.18, which presents the list of low-accuracy delexical verb+noun collocation scores of the two different groups in Task 1.

Table 4.17 Lists of delexical verb+noun collocations with *high* accuracy rate in Task 1

Proficiency level	Item	Congruency	Frequency	%
Advanced (N=20)	Have power	Congruence	20	100
	Have right	Congruence	20	100
	Get job	Congruence	20	100
	Get message	Non-congruence	20	100
	Give chance	Congruence	20	100
	Give name	Non-congruence	20	100

Proficiency level	Item	Congruency	Frequency	%
Advanced (N=20)	Do work	Congruence	20	100
	Make decision	Non-congruence	20	100
	Make mistake	Congruence	20	100
Intermediate (N=20)	Have opportunity	Congruence	20	100
	Get job	Congruence	20	100
	Get money	Congruence	20	100
	Give chance	Congruence	20	100
	Give name	Non-congruence	20	100
	Take opportunity	Congruence	20	100
	Take risk	Non-congruence	20	100
	Do work	Congruence	20	100
	Make decision	Non-congruence	20	100
	Make mistake	Congruence	20	100

As shown in Table 4.17, the delexical verb+noun collocations with high accuracy rate that both levels of students got correct were: *get job (c)* = dâai ngaan, *give chance (c) = hâi oh-gàat, give name (nc) = bòk chê, do work (c) = tam ngaan, make decision (nc) = dtàt sǐn jai, make mistake (c) = tam pìt*. The learners did not have problems with those delexical verb+noun collocations (*get job, give chance, do work, make mistake*) which are mostly congruent. The congruence or similarities between learners' L1 and L2 collocation can facilitate them in acquiring the collocations because most of the items can be translated directly from their mother tongue to the target language. However, the other delexical verb+noun collocations which are non-congruent (*give name, make decision*) did not seem to be problematic for learners, either. It can be assumed that learners might remember those collocations as chunks and they are familiar with those words, so they could understand and produce very well.

Table 4.18 Lists of delexical verb+noun collocations with *low* accuracy rate in Task 1

Proficiency level	Item	Congruency	Frequency	%
Advanced (N=20)	Take view	Non-congruence	9	45
	Have advantage	Congruence	12	60
	Do count	Non-congruence	12	60
	Make point	Non-congruence	16	80
	Give impression	Congruence	15	75
	Do trick	Non-congruence	15	75
Intermediate (N=20)	Give impression	Congruence	5	25
	Take view	Non-congruence	8	40
	Give appearance	Non-congruence	9	45
	Do trick	Non-congruence	9	45
	Take form	Non-congruence	12	60

As shown in Table 4.18, the top-five ranking delexical verb+noun collocations with low accuracy rate that both levels of learners got correct were: *take view (nc) = mong wâa* and *do trick (nc) = ban-lú pǒn, sǎm-rèt*. It can be noted that most of the delexical verb+noun collocations with low accuracy rate are non-congruent, except for *give impression (c) = hâi kwaam róo sèuk wâa*, which are congruent. It might be concluded that learners seemed to have more difficulty with non-congruent than congruent delexical verb+noun collocations. Because of the differences or non-congruence of L1-L2 collocation, learners tended to make mistakes when they used direct translation. It can be assumed that they could understand the collocations *take view* and *give impression* by direct translation*;* however, the learners cannot produce them correctly. It seemed that the intermediate learners used direct translation to understand the meaning of *do trick,* which lead to most errors. However, it seemed that some advanced learners could understand the meaning of *do trick,* and few of them did not know the meaning, so they did not know how to produce the collocation correctly.

Task 2 semi-controlled sentence construction with delexical verb+noun combination

   Table 4.19 presents the list of high accuracy delexical verb+noun collocation scores of the two different groups in Task 2, followed by Table 4.20, which presents the list of low accuracy delexical verb+noun collocation scores of the two different groups in Task 2.

Table 4.19 List of delexical verb+noun collocations with *high* accuracy rate in Task 2

Proficiency level	Item	Congruency	Frequency	%
Advanced (N=20)	Make mistake	Congruence	16	80
	Give chance	Congruence	15	75
	Do trick	Non-congruence	15	75
	Get message	Non-congruence	14	70
	Take advantage	Non-congruence	14	70
Intermediate (N=20)	Take advantage	Non-congruence	17	85
	Give chance	Congruence	16	80
	Make mistake	Congruence	16	80
	Get message	Non-congruence	15	75
	Do trick	Non-congruence	13	65

   As shown in Table 4.19, unexpectedly, the top-five ranking delexical verb+noun collocations correctly matched by both levels of learners were the same: *make mistake (c) = tam pìt, give chance (c) = hâi oh-gàat, do trick (nc) = ban-lú pǒn, săm-rèt, get message (nc) = ráp róo, take advantage (c) = hǎa bprà-yòht*. It can be noted that there were more congruent collocations among those with high accuracy rate. However, the collocations *do trick* and *get message*, which are non-congruent, got lower accuracy rate because of the differences of L1-L2 collocations.

Table 4.20 List of delexical verb+noun collocations with *low* accuracy rate in Task 2

Proficiency level	Item	Congruency	Frequency	%
Advanced (N=20)	Get opportunity	Congruence	1	5
	Give message	Non-congruence		
	Give right	Congruence		
	Give form	Non-congruence		
Intermediate (N=20)	Do impression	Non-congruence	1	5
	Take message	Non-congruence		
	Get impression	Congruence		
	Give advantage	Non-congruence		
	Give right	Congruence		
	Have advantage	Non-congruence		

As shown in Table 4.20, most of the items with low accuracy rate of delexical verb+noun collocations are more non-congruent than congruent. It might be concluded that learners seemed to have more problems with non-congruent than congruent delexical verb+noun collocations because of reliance on their first language.

Table 4.21 presents the list of delexical verb scores of the two different groups of learners in the three tasks.

Table 4.21 List of Delexical Verb Scores of the Two Different Groups of Learners
      in the Three Tasks.

	DO	MAKE	TAKE	GET	GIVE	HAVE	TOTAL
TASK 1	146	171	134	185	152	163	951
	73.00%	85.50%	**67.00%**	**92.50%**	76.00%	81.50%	79.25%

	DO	MAKE	TAKE	GET	GIVE	HAVE	TOTAL
TASK 2	44	62	74	74	68	68	390
	61.11%	77.50%	**92.50%**	84.09%	88.31%	89.47%	81.25%
TASK 3	79	76	80	77	79	78	469
	98.75%	**95.00%**	**100%**	96.25%	98.75%	97.50%	97.71%
SUM	269	309	288	336	299	309	1810
	76.42%	85.83%	80.00%	**91.30%**	83.75%	86.80%	83.80%

In Task 1 learners scored highest in the delexical verb *get*, and lowest in the delexical verb *take*. However, in Task 2, learners scored highest in the delexical verb *take*, and lowest in the delexical verb *do*. In Task 3, there were no statistically significant differences between the highest and lowest scores in the delexical verbs.

Based on the literature review, this study's data analysis focuses on learners' *L1-induced errors*, which means errors resulting from Thai-L1 influence. In the next part, the examples of three tasks: multiple-choice task, semi-controlled sentence construction, and free-writing sentence construction will be presented regarding L1-induced errors.

(1) Multiple-Choice Task

As shown in Table 4.21, learners scored below 85% in the delexical verb *take (67%), do (73%),* and *give (76%).* It showed that learners had difficulties in dealing with those delexical verbs. This study found that most of the errors came from their L1 influence, as follows:

Example 1: the delexical verb *take*

25. Activities can also <u>*take the form*</u> of drama, role play or debate.

   *get the form (มี) ได้ (หลาย) แบบ

   *do the form, *make the form ทำได้ (หลาย) แบบ

29. After listening to the judge, we <u>*took the view*</u> that he was right to admit the evidence.

   *got the view ได้มอง

In Example 1, the learners produced *get the form, *do the form,* and *make the form* instead of *take the form*, and *got the view* instead of *took the view*. Both examples showed that they probably relied on literal translation from the Thai language, thinking it fitted the context.

Example 2: the delexical verb *do*

14. At first my brother did not want to help out, but a phone call from my wife *did the trick* and he showed up the next morning.

    *made the trick (ทำให้) สำเร็จ

17. You can either *do the work* yourself or call in a builder to help you.

    *make the work ทำงาน

In Example 2, the learners produced *made the trick* instead of *did the trick*, and *make the work* instead *do the work*. Those wrong delexical verb+noun collocations were attributed to learners' L1 influence as the verb *do* and *make* overlap in the meaning in Thai language. That is, Thai learners of English often use the verb *do* and *make* interchangeably.

Example 3: the delexical verb *give*

13. If you want to *give* her *the right impression*, I suggest you wear a suit.

    *make the (right) impression ทำให้ประทับใจ

21. He *gave the appearance* of being interested in the project.

    *got the appearance (ได้) แสร้งว่า

In Example 3, the learners produced *make the (right) impression* instead of *give the (right) impression*, and *got the appearance* instead *gave the appearance*. These wrong collocations in these examples are probably due to the learners' L1 influence and direct translation.

(2) Semi-controlled Sentence Construction Task with Delexical Verb+Noun Combination

As shown in Table 4.21, learners scored below 85% in the delexical verb *do (61.11%)* and *make (77.50%)*. The learners had difficulties in dealing with those delexical verbs. This study found that most of the errors came from their L1 influence as follows:

Example 4: the delexical verb *do* and *make*

She **made (did) the trick* to borrow me money.

My sister **makes (does) the trick* to let her cat sleep in the house.

People **does (makes) mistakes* in their lives.

He admitted that he **did (made) a mistake.*

In example 4, most of the learners used *make* instead of *do* in this task. This might be because the delexical verb *do* and *make* share the same meaning in Thai language. It seems that learners relied too heavily on their first language. Learners tend to translate directly from English to Thai because of their limited knowledge in collocation.

Example 5:

He may do things slowly but he always **does it right* on the first time.

I encourage my friend to **do the right thing*.

In Example 5, the learners produced **does it right, *do the right thing*; *right* in this context being an adverb and an adjective not a noun. This error which was found in this study quite often, but it was not counted as L1-induced error. Learners made mistake because 'right' mostly can be used as an adjective or an adverb, so they did not realize that it is not a verb+noun collocation.

Example 6:

Please **do this form*.

The travel agents **do* all the visa application *forms* for their customers.

In Example 6, **do the form* was produced quite frequently by learners, which is not considered a collocation. This error might be counted as an over-generalization of the verb *do*. This error was found in this study but was not counted as an L1-induced error.

(3) Free-writing Sentence Construction Task with Delexical verb+noun Combination

As shown in Table 4.21, learners scored over 95% in every delexical verb *do (98.75%), make (95%), take (100%), get (96.25%), give (98.75%), have (97.50%).* The results showed that there were no statistical differences between advanced and intermediate groups of learners in Task 3, because it seemed to be too difficult to

control the answer produced by learners. That is, learners chose to combine each delexical verb with noun that mostly was simple restricted verb+noun collocations or free combinations. Most of the learners also chose to produce simple sentences, so each sentence was not too hard for them to produce correctly. This study will provide examples of each delexical verb *(do, make, take, get, give, have)* as follows;

Example 7: the delexical verb *do*

I *had done my homework* before you called.

Would you please *do me a favor?*

Example 8: the delexical verb *make*

I *have made an attempt* to pain the condo by myself.

She has *made a serious mistake*, and I am sure she will be fired.

Example 9: the delexical verb *take*

He *took this job* although he did not like it.

It's dangerous for women to *take a taxi* in India.

Example 10: the delexical verb *get*

I *get a chance* to re-do this job.

I *get the result* of my test today.

Example 11: the delexical verb *give*

He *gave me a great opportunity* to work in the IT field.

Will you *give her a call*?

Example 12: the delexical verb *have*

I *have a question* to ask you and your friend.

I usually *have a headache* in the morning.

This study investigated the Thai EFL learners' reception and production problems in the delexical verb+noun collocation. Task 3 did not seem to cause the learners' difficulties in producing the delexical verb+noun collocations because by nature of the task itself it is quite difficult to control the production by learners, but Task 1 and Task 2 as a reception and semi-controlled production task respectively affirmed that both advanced and intermediate levels of learners had difficulties in dealing with the delexical verb+noun collocations. Although, the advanced learners got better scores than the intermediate learners in all tasks, there was not much difference between the two levels, in the semi-controlled and free-production tasks.

Secondly, the findings revealed the significant difference among three task types for both levels of learners. Thirdly, learners found difficulties in non-congruent collocations, regardless of their proficiency level. In contrast, both levels of learners can perform satisfactorily in congruent collocation.

Chapter Summary

In this chapter, the results of the study were presented both quantitatively and qualitatively. The results revealed the effect of (a) learners' proficiency levels, (b) different task types, (c) similarity (congruence) and difference (non-congruence) between L1-Thai and L2-English collocation, which influence learners' collocational errors. The collocational errors in the recent study focused on errors resulting from L1 influence. Due to the lack of the previous research in this context, i.e. Thai EFL learners, a methodology had been developed to investigate the problems of Thai EFL learners in dealing with the delexical verb+noun collocations and their relating factors influencing collocational errors. Therefore, it is quite certain that these results can be generalizable and reflect the problems of Thai learners' problem in the delexical verb+noun collocation so far. Discussion of the results, the conclusion, the implications, and the recommendations for future research will be presented in the next chapter.

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

5.1   Introduction

This chapter discusses mainly three factors: the effect of proficiency levels of learners, the task type differences, and the L1 transfer effect on collocational performance of EFL learners in Sections 5.2, 5.3, and 5.4 respectively. In section 5.5, discussion of the delexical verb+noun collocational errors.

To examine the effect of proficiency level, the task type differences, and the L1 transfer effect on learners' collocational performance, learners with two different proficiency levels (advanced and intermediate) were asked to do three tasks: the multiple-choice task (Task 1), the semi-controlled sentence construction task with delexical verb+noun combination (Task 2) and the free-writing sentence construction task with delexical verb+noun combination (Task 3). Each task was specifically designed to tap different kinds of knowledge: the first task measured the learners' reception while the second and the third explored learners' production of collocation. The collocations used in the reception and controlled production tasks were divided into congruent and non-congruent items to examine the role of L1 effect on collocational performance. The effect of proficiency levels, task types, and L1 transfer will be discussed in subsequent sections.

5.2   The Effect of Learners' Proficiency Levels on the Collocational Performance

Findings show two important roles of proficiency level on learners' performance on collocation. First, the higher the proficiency level of a language learner, the better performance in collocation task they have. In this case, the advanced group could perform better than the intermediate group across all tasks. In the multiple-choice task, the mean scores of the advanced and intermediate are 85.17% and 73.33% respectively, which shows a significant difference. Similarly, the advanced group outperformed the intermediate in the other two tasks; in the semi-controlled task, the mean score of the advanced reached 82.08% and the intermediate

79.58%, and in the free-writing task, the mean score of the advanced reached 97.92% and the intermediate 92.92%. Based on the data, one may make a hasty conclusion that proficiency level serves as a good indicator for learners' performance in collocation. In this case, if the advanced learners had obtained better collocation knowledge than the intermediate group, they would have performed better in all tasks. However, the results from this study showed that the advanced group performed better in the multiple choice task but not in the semi-controlled production task, and in the free-writing production task, which may imply that collocational performance may not necessarily correlate with the learners' proficiency level. It could also suggest that there might be some other factors determining the learner's collocational performance (see section below).

Given the statistical differences, only the between-group scores in multiple-choice task showed statistical differences (t (38) = 4.858, p < .001, two tailed), whereas in the other two tasks, no statistical difference could be observed (in semi-controlled sentence construction task t (38) = .476, p = .637, two tailed and in free-writing sentence construction task t (38) = .282, p = .780, two tailed). In this case, the multiple choice task taps the receptive knowledge of delexical verb+noun collocations, while the semi-controlled and the free-writing sentence construction tasks tap the productive knowledge. In this case, it is plausible that the advanced and intermediate learners may not differ significantly in terms of collocational knowledge because, given the results from the semi-controlled and free-writing sentence construction tasks, their performance is relatively similar. Alternatively, one may argue that the advanced learners are more skillful in test-taking especially in the multiple-choice task (Ghafournia, 2013; Kim and Chon, 2014; Lee, 2011; Phakiti, 2003). There are two types of evidence to support this claim. First of all, in the Thai educational context, most students have been trained to do multiple-choice tests and become familiar with test-taking strategies. Based on research studies (Phakiti, 2003; 2006) conducted on teaching and learning English in the Thai context, most Thai students have been trained to do multiple-choice tests for more than a decade. Also, it is found that both local and national tests, i.e. school- level test, university entrance exam, and TOEIC, are all multiple-choice tests. Secondly, many studies have found

that advanced learners possessed more skills in completing multiple choice tests than those with lower proficiency levels (See Kim and Chon's (2014) study below.)

To illustrate, generally, test-taking process involves three components for the test-takers: (1) background knowledge, (2) test-management strategies, and (3) test-wiseness strategies. Background knowledge can be defined as "the ways that respondents operationalise their basic skills of listening, speaking, reading and writing, as well as the related skills of vocabulary learning, grammar, and translation" (Cohen, 2006: 308, cited in Kim and Chon, 2014); in this case, it includes collocational knowledge and other related English skills to decode the meaning from the sentence in order to choose the correct answer. They can be considered as a type of cognitive strategies. Test-management strategies can be considered a type of metacognitive strategies. Learners use these strategies in planning, monitoring, and evaluating a particular text to find the accurate answer meaningfully (Phakiti, 2006: 53). The last type, test-wiseness strategies refer to "the ability to respond advantageously to multiple-choice items containing extraneous clues and, therefore, to obtain credit without knowledge of the subject matter being tested" (Evans, 1984: 141). In this study, the only difference is shown in the multiple-choice task. It is then highly likely that the advanced learners possess better test-wiseness strategies—knowing how to tackle multiple-choice tests better than the intermediate group. This phenomenon might be explained by the evidence that the test-taking strategies significantly develop according to the increasing proficiency levels, while it was not found as significant increase in the productive knowledge. The findings of this study may suggest that the increasing proficiency levels of learners cannot be a reliable predictor of the collocational performance, especially in the case of productive knowledge of collocations. It can be said that both background knowledge (i.e. collocational knowledge) and test-wiseness strategies (which was used to tackle multiple-choice test) helped advanced learners to performed significantly better than the intermediate group in the multiple choice task, while the advanced group obtained only slightly higher scores in semi-controlled and free-writing tasks. This suggests that the two groups had more or less the same levels of collocational knowledge, but the factor that led to such a difference is the advanced group's ability to use test-wiseness strategies. This phenomenon is in line with the findings by Kim and Chon

(2014), who argued that advanced learners used background knowledge and test-wiseness strategies more frequently than low-level learners, whereas middle- and low-level learners prefer to use test-management strategies as metacognitive strategies because they lack the background knowledge. They concluded that high-level learners can use test-taking strategies more efficiently than low-level learners.

The result from this study is in line with previous studies (Ghafournia, 2013; Kim and Chon, 2014; Lee, 2011; Phakiti, 2006) on test-taking strategies. Ghafournia (2013) examined the use of different types of test-taking strategies by three groups of different proficiency levels. The results showed that the highly proficient group used the overall test-taking strategies, especially avoidance strategies, more frequently than the other low-proficiency groups, while the intermediate group showed the highest use of guessing strategies. Because the lower proficiency learners have insufficient knowledge, they tend to use guessing strategies to find the correct answers. The multiple-choice test consists of four choices and there is only one correct answer; therefore, it is reasonable to assume that the guessing strategies without enough background knowledge can lead to the more possibility of incorrect answers. Interestingly, Phakiti (2003b, 2006) asserted that there is positive correlation between cognitive and metacognitive strategies used with proficiency; high-proficient learners use significantly more metacognitive strategies than low-proficient learners, which can lead to a successful test performance. Overall, it is generally agreed that the advanced learners use test-taking strategies more frequently and more efficiently than the lower-proficient ones. This may explain why the advanced group performed better than the intermediate group, especially in the multiple-choice task.

Several research studies implied that collocational knowledge could be an indicator of general language proficiency levels of learners. As of the general perspective of collocational knowledge, most found that learners with higher proficiency levels would perform better in the collocational tests in both production and reception tasks. The results revealed that the collocational performance of the groups did not differ significantly across tasks. Previous research (Ghafournia, 2013; Kim and Chon, 2014; Phakiti, 2006) suggested that multiple-choice test-taking strategies enabled learners to get satisfactory test scores. Moreover, the strategic development in dealing with the test seemed to be improved once students attain

higher proficiency levels. As advanced learners were able to use test-taking strategies more efficiently, they could perform significantly better in the multiple-choice test. As earlier mentioned, Thai learners are quite familiar with multiple-choice tests, especially advanced learners who seem to be more proficient in applying test-taking strategies, so they could definitely be helpful in tests-taking. It might be said that the better collocational knowledge of the advanced level, even though not significantly more than intermediate level, as well as their test-taking strategies can lead to successful multiple-choice test performance. In relation to the collocational performance in this study, it can be seen that the intermediate learners could not comprehend or produce the collocations which they were not familiar with, and even the advanced learners still had relatively limited exposure to collocations, especially in the case of the performance of collocational production task. As a result, it could be claimed that the high level of linguistic proficiency of learners could not be a representation of a good command of collocational knowledge, there might be other factors that also affect collocational performance; e.g., L1 effect which will be discussed later.

5.3   The Effect of Task Type on the Collocational Performance

Let's look at how well the advanced and the intermediate groups performed in each task. In general language acquisition studies, researchers tend to use 85% criterion as a marker for successful acquisition of morphosyntactic properties. For example, in White (2003), learners who could make 85% correct answers were considered successful in their performance and reach a native-like stage. In this study, the same criterion of 85% was adopted.

The data above reveal that the advanced learners could reach 85% in almost all tasks except in semi-controlled sentence construction task (82.08%), while the intermediate learners could not reach 85% in both multiple-choice and semi-controlled sentence construction tasks with the scores of 73.33% and 79.58% respectively. However, the performance of both groups reached 85% in free-writing tasks.

This shows that i) advanced learners outperformed the intermediate group but their performance was not markedly better and ii) even the advanced group still had

problems with collocations either in production or reception tasks, which is in line with other previous studies (Brashi, 2009; Liao, 2010; Nesselhauf, 2003). Brashi (2009) studied voluntary twenty fourth-year undergraduate students majoring in English in Saudi Arabia. Brashi used the blank-filling test as a production task and multiple-choice test as a reception task. He found that Arabic learners could perform better in reception than production task of verb+noun collocations. However, the reception task (multiple-choice) scores could not reach 85%; the learners got only 79%. Brashi selected the verb+noun collocations from the native corpus (the Collins COBUILD English Collocations on CD-ROM by Sinclair et al., 1995). He concluded that the EFL learners required knowledge of collocations and needed to develop their collocational competence for better communication

In Liao's (2010) research study, advanced learners significantly performed better than high-intermediate and intermediate learners with the scores of 73.9%, 65.9%, and 60.6% respectively. As you can see, even advanced level of learners could not reach 85%. Liao used a multiple-choice task to test receptive skills and a grammaticality judgment task to test productive skills. The findings showed that all levels of EFL Chinese-speaking learners of English could perform the reception task significantly better than the production task. And, even learners of advanced level could not reach 85% in both reception and production tasks (76.60% and 71.23% respectively). Liao chose the verb+noun collocations from textbooks, dictionaries, as well as from previous studies regarding to verb+noun collocations.

Nesselhauf (2003) discovered that even advanced levels of German-speaking learners had difficulties in the production of collocations. Nesselhauf used the argumentative and non-technical essays collected from the German subcorpus of ICLE (The International Corpus of Learner English). The advanced learners could not reach 85%; they got only 76% in dealing with the production of verb+noun collocations in the free-writing test.

From the above-mentioned studies (Brashi, 2009; Liao, 2010; Nesselhauf, 2003), advanced learners outperformed intermediate learners across tasks but they still had some particular problems in dealing with collocations, especially when task types were different. This implies that the level of proficiency alone cannot predict the learners' performance on collocation. In the case of this present study, the

advanced learners significantly outperformed the intermediate group only in the multiple choice task but not in others. This is different from a general vocabulary acquisition, in which proficiency level correlates with the knowledge of vocabulary (Zareva et al., 2005)

Let's look at statistical evidence. An independent-samples t-test showed significant difference between the advanced and intermediate groups of students in Task 1 (t (38) = 4.858, p < .001, two tailed), but showed no significant differences between the two groups in Tasks 2 (t (38) = .476, p = .637, two tailed), and Task 3 (t (38) = .282, p = .780, two tailed). Overall, the advanced learners have less problem in delexical verb+noun collocations than the intermediate learners across tasks: the advanced learners had problems in semi-production task (Task 2) with 82.08%, and the intermediate learners had problems in both reception (Task 1) and semi-production tasks (Task 2), scoring 73.33% and 79.58% respectively. Based on this findings, this study also reveals that both advanced and intermediate learners could perform better in the production task than the reception and semi-controlled production tasks. It might be concluded from this study that the advanced and intermediate groups could perform nearly the same in the production tasks, and there seemed to be no difficulty for both groups in the free-writing production task. Overall, the performance of the production tasks does not seem bad — as the learners may produce fewer collocational errors. If we look closer to the design of the production task, we could see that the free-writing task required the students to make sentences which need to contain a delexical verb in each sentence. It was found that learners tended to produce the simple combination of the delexical verb (*do, make, take, get, give, have*) and noun i.e. *do+homework*, *make+decision*, and *get+work* in each sentence. Another possible reason is that the learners tended to use the verb+noun collocations which seems to be frequently used in their English language learning in the Thai context. Moreover, each sentence in the production tasks seemed to be short and considered a simple sentence. Higuchi's (1999) study also explained the circumstance in the production of collocations that "their (learner's) English usage was not advanced enough for them to use and have problems with collocations. Most of the time, collocational problems arose when learners tried to write creatively by using direct translation of Japanese words" (cited in Mallikamas et al, 2009: 64). It

might be assumed that learners could understand the basic concept of collocation and were aware of how it would be used, especially the collocation that they were familiar with. As evident, it is obvious that the learners seemed to avoid some collocations that they were not familiar with. This might be easier to get the correct use of the collocations in this test; therefore, it is considered an avoidance strategy.

As discussed earlier, learners seemed to be more proficient in using test-taking strategies in the multiple-choice task. For the semi-controlled task, the researcher used the same set of the verb+noun collocation in order to compare the learners' performance of the multiple-choice task and semi-controlled production task. As a result, advanced learners got better scores than intermediate learners, but they could not achieve 85% of the total scores; this might suggest that this semi-controlled production task is problematic for them. For the free-writing production task, both levels of learners could perform very well and achieve the scores over 85%. They did not seem to have difficulties with this task. Alternatively, it might be assumed that there were no control on the use of collocations in the production. Learners seemed to be aware of using the collocations and tended to produce the basic words in short and simple sentences. Due to no control in the free-writing sentence construction task, other functions of verb, i.e. intransitive vs. transitive verbs, linking verb, auxiliary verb, phrasal verb, other than the delexical verb in structure of a delexical verb+noun combination were also used by the learners in the present study. It might be concluded that advanced learners seemed to have a sophisticated knowledge of collocations, and when there was no control in the production task, the data collocated would not be adequate to explain their sophistication of collocation. Also, given the statistical differences, results of F-tests showed statistically significant differences in both tasks for the advanced (F = 527.759, p < .001) and intermediate (F = 446.445, p < .001) groups. This supports the hypothesis that different task types play a role in the number of correct delexical verb+noun collocations.

5.4   The L1 Influence Effect on the Collocational Performance

In the comparison between congruence and non-congruence of delexical verb+noun collocations, results suggested that both advanced and intermediate learners performed better in congruent than non-congruent delexical verb+noun collocations in both reception and production tasks. In the multiple-choice task, the scores of the congruent collocation were 92.33% and 88.33% for the advanced and intermediate groups respectively, and the scores of the non-congruent collocation were 78% and 58.33% respectively. In the semi-controlled sentence construction task with delexical verb+noun combination, the scores of the congruent collocation were 90.83% and 86.67% for the advanced and intermediate groups respectively, and the scores of the non-congruent collocation were 73.33% and 72.5% respectively. The difference between congruence and non-congruence was statically significant in both tasks; in the multiple-choice task (t (19) = 6.582, p < .001, two tailed for the advanced group, and t (19) = 8.907, p < .001, two tailed for the intermediate group), and in the semi-controlled sentence construction task (t (19) = 3.053, p < .001, two tailed for the advanced group, and t (19) = 2.319, p < .001, two tailed for the intermediate group). In this regard, findings revealed an important role of L1 effect as found that there were significant differences between the congruent and non-congruent items across tasks for both advanced and intermediate groups of learners. Based on the findings, L1 transfer is the source of collocational errors for both advanced and intermediate groups of learners.

Moreover, if we look closer at how well the learners could perform two kinds of collocations: congruent and non-congruent items, it can be seen that both advanced and intermediate learners cannot perform well in the non-congruence group of collocations, in both reception and production tasks. This may suggest that the incongruent L1-L2 collocations cause problems for Thai learners and the learners heavily rely on their mother tongue in acquiring L2 collocations.

Also, given the statistical differences, only the between-group scores of non-congruent collocations in the multiple-choice task showed statistical differences (t (38) = 5.165, p < .001, two tailed), while no statistical differences between-group scores of congruent collocations were observed in both reception and production tasks. It means the advanced group performed differently from the intermediate group

in non-congruent items, but not in congruent items. These findings can be explained by the fact that process of acquiring the non-congruent collocations seems to take more time than the congruent collocations, as "the congruent collocations can be accepted on the basis of their L1 counterparts" (Yamashita & Jiang, 2010: 663). It might be said that the congruent collocations can be understood and produced by learners with their L1 encounter; as a result, learners of both high and low proficiency levels can perform very well across tasks for congruent items, as no statistical differences between groups were observed. Meanwhile, Ellis (1994) suggested that "where the two were identical, learning could take place easily through *positive transfer* of the native-language pattern, but where they were different, learning difficulty arose and errors resulting from negative transfer were likely to occur" (p. 300). Similarly, when the L2 collocation can be word-for-word translated into L1 meaning, or congruent collocation, learner could rely on the existing knowledge of L1 and their similarities can facilitate the acquisition of L2 as 'positive transfer', whereas the L2 collocation cannot be word-for-word translated into L1 meaning, so the existing knowledge of L1 does not seem to be helpful and their differences can hinder the acquisition of L2 as 'negative transfer'. In this regard, Yumanee & Phoocharoensil (2013) revealed evidence of L1-Thai influence on L2 verb+noun collocational errors. For example, learners produced *build an impression* instead of *make an impression* which was probably caused by their direct translation between English and Thai. As another example, learners produced *find/look for money* instead of *make/earn money* because they could not find an equivalent collocation, so they produced the L2 collocation based on their first language. As mentioned earlier, even when the learners comprehended a certain L2 collocation, they might not know how to produce it correctly as the productive knowledge always lags behind the comprehensive knowledge, especially for the non-congruent collocations. It can be seen that the advanced learners got significantly better scores of non-congruent collocations than the intermediate learners in the reception, but not significantly better in the production tasks, as given statistical differences between groups, only in the multiple-choice task performance was observed. The findings of this study may suggest that L1 affects the acquisition of collocations for both advanced and intermediate levels of learners in two ways; the L1-L2 similarities will facilitate the

acquisition of L2 collocations across tasks for both high- and low- proficiency levels of learners, whereas the L1-L2 differences will hinder the acquisition of L2 collocations. It can be seen that advanced learners might perform significantly better in the non-congruent collocations than intermediate learners in the reception task; however, even advanced learners found difficulties in the non-congruent items, especially in the production task.

In this regard, relevant research study (Shehata, 2008) will be discussed. Advanced ESL/EFL Arabic-speaking learners of English were compared to examine the L1 influence on the reception and production of collocations. Learners are required to complete a questionnaire for the purpose of gathering their demographic information and the amount of exposure to the English language before completing both receptive and productive collocation tests. A gap-filling test and an appropriate judgment test were given as a productive and a receptive collocation tests respectively. Both receptive and productive tests included both congruent and non-congruent collocations in order to examine the L1 influence on L2 collocations. The findings suggested that the performance of congruent collocations was better than the non-congruent collocations, which means the similarities of L1-L2 facilitate the acquisition of L2 collocations. Moreover, the study revealed that there was a moderately positive relationship of congruent collocations for ESL learners, but the significant differences were observed for EFL learners. It might be suggested that the L2 collocational competence improves according to the more amount of exposure to English language as an ESL learners. collocations.

5.5　Delexical Verb+Noun Collocational Errors

Based on the findings, delexical verb+noun collocation is quite problematic for L2 learners. Due to the nature of the delexical verb – it contains little or no meaning in and of itself – when combined with a noun as a collocation; the collocation's meaning is carried by the noun, which can cause difficulties for learners. As said, the learners relied heavily on the mother tongue; so the structure of delexical verb+noun collocation does not seem to facilitate the acquisition of the L2 collocations because the verb in the combination is desemanticized; thus, the process of word-for-word translation will not work.

After investigating the delexical verb+noun collocational errors focusing on the negative L1 transfer or interlingual errors, the researcher found another potential factor of L2 collocational error which is intralingual errors. According to Richards (1971b), intralingual errors are "items produced by the learner which reflect, not the structure of the mother tongue, but generalizations based on partial exposure to the target language", which means the errors reflecting from learners' deviant production of structures in the target language. Based on the results, the verb *do (76.42%)* and *take (80%)* are the first and second most difficult delexical verbs respectively for Thai EFL learners. Therefore, learners' confusion over the delexical verbs, i.e., *do* and *make*, *take* and *get,* due to learners' failure to fully comprehend the distinction in the target language (Chi et al.,1994; Liao, 2010) will be discussed.

Do-make confusion

Actually, *do* and *make* are different in terms of their meanings in the English language; however, they share the same meaning in Thai language. According to *the Oxford English Dictionary*, *do* means "perform (an action, the precise nature of which is often unspecified), such as *do some work,* and *do a job*; *make* means "carry out, perform, or produce (a specified action, movement, or sound), such as *make a decision*, and *make a mistake*. This study found that *do* and *make* are used interchangeably by learners. First, the learners used *make* instead of *do*, such as **make (do) trick, *make (do) honour,* and **make (do) job.* Second, the learners used *do* instead of *make*, such as **do (make) difference.* The confusion between *do* and *make* had a high frequency rate in incorrect use of the delexical verb+noun collocations in this study. It can be noted that the meaning of verb *do* and *make* overlap, and this causes learners to confuse both *do* and *make.* In this study the researcher found that for the learners the delexical verb *do* had the lower accuracy rate (76.42%) when compared with the delexical verb *make* (85.83%) in the three collocation tasks. Moreover, the delexical verb *do* is the most problematic for learners in the semi-controlled sentence construction task (Task 2), and a lower accuracy rate in the multiple-choice task (Task 1) was found when compared with the delexical verb *make*.

Take-get confusion

According to *the Oxford English Dictionary*, *get* means come to have or hold (something); receive, such as *get a chance*, and *get some money*; *take* means accept or receive (someone or something), such as *take form*, and *take opportunity*. The words *get* and *take* are polysemous, and this study found that learners used *get* and *take* interchangeably. First, the learners used *take* instead of *get*, such as **take (get) money* and **take (get) chance*. Second, the learners used *get* instead of *take*, such as **get (take) view, *get (take) opportuni*ty, and **get (take) form*. The confusion between *get* and *take* had a high frequency rate in the incorrect use of the delexical verb+noun collocations in this study. It can be noted that the meanings of the verbs *get* and *take* overlap, and this confuses the learners. In the present study, the confusion over *get* and *take* has a higher frequency rate when compared with the confusion over *do* and *make* by learners. The high frequency of confusion over *get* and *take* is likely to be due to the similarity of the meanings of the verbs, as with the confusion over *do* and *make*, as well as errors resulting from the negative L1 transfer.

Typical errors of the delexical verb+noun collocation other than the deviation of verb produced by learners are the deviation of noun. In Task 1, like intermediate learners, advanced learners made mistake on the delexical verb+noun collocations i.e. *take view, give impression,* and *do trick* . It can be seen that both levels of learners made mistakes on various delexical verbs, i.e. *take, give,* and *do*. Therefore, it might be assumed that the learners were not familiar with the noun, i.e. *view, impression* and *trick*. As observed, the nouns such as *view, impression* and *trick* contain abstract meaning, It might be the reason that caused the collocational errors. The abstract noun is sometimes not obvious for the learners to determine the meaning and decide which delexical verb it can be combined with. Moreover, the findings from Task 2 emphasize this interpretation that the abstract noun in the combination of verb+noun causes some difficulties for learners. That is, both levels of learners are the same at producing deviate verb+noun collocations, such as **give message, *take message, and *give right* more frequently than others. It can be observed that both nouns, i.e. *message* and *right*, are abstract. It might be concluded concerning typical collocational errors that the abstract noun is also problematic for learners other than the delexical verb.

5.6   Conclusion

The finding of this study can shed some light on whether the proficiency levels of students play a role on the collocational performance, particularly verb+noun collocation. It might be assumed advanced learners have more language-learning capacities than intermediate learners. Moreover, high-ability learners demonstrate more effective test-taking strategies than low-ability learners. However, it was obvious that the advanced learners in this study could not perform significantly better than the intermediate learners, especially in the production task. Moreover, both groups of learners seemed to rely on the first language in dealing with the L2 collocations which lead to another factor for collocational errors. Moreover, the confusion over *do-make* and *take-get* is also found as another collocational error for learners, especially for Thai EFL learners because the *do-make* and *take-get* share the same meaning in the Thai language. The present study also revealed typical collocational errors, i.e. the abstract noun which is also difficult for learners in the construction of verb+noun. It might be interpreted that learners have deficient knowledge of collocations or limited exposure to the L2 collocations in real contexts.

It can be clearly seen in this study when learners need to use collocations in a different context through the semi-controlled production task of collocations. More exposure to the English language can improve the learners' collocational performance as discussed earlier. When the learners are more proficient, they will depend less on their mother tongue, and then the performance between congruent and non-congruent items will not be much different as found in Shehata's (2008) study. As a result, the learners will be able to perform well not only in congruent collocations, but also in the non-congruent collocations. These results can help English teachers in Thailand to think about how to develop their teaching of collocations, which are problematic for Thai EFL learners. Moreover, this study suggests different teaching methods for collocation to be used with each level of learners. The implication of the study findings will be presented in Section 5.8.

5.7   **Limitations of the Study**

First, the sample size of the study is quite small and uses two proficiency levels of Thai EFL learners (intermediate and advanced levels) at a university in Thailand. This small sample size may limit the generalization of the findings; the various learners' levels of proficiency is, the larger the sample size will be more representative of the population.

Second, the study used a limited number of delexical verb+noun collocations: 15 congruent and 15 non-congruent delexical verb+noun collocations in multiple-choice task (Task 1), and then 6 congruent and 6 non-congruent delexical verb+noun collocations were selected from Task 1 for use in the semi-controlled sentence construction task (Task 2), to measure both the reception and production of the Thai learners' knowledge of collocations, with regards to congruence and non-congruence groups. However, the use of more collocations would provide a clearer picture of the L2 learners' performance on reception and production of collocations.

Third, in the free-writing sentence construction task (Task 3) it was quite difficult to control the learners' production of the delexical verb+noun collocations. This task aimed at testing learners' use of delexical verb+noun collocations by requiring them to construct sentences using the six delexical verbs *(do, make, take, get, give, have)*. However, there were not significant differences between delexical verb and other types of verbs in a verb+noun structure for the advanced and intermediate levels of learners. From her teaching experiences, the researcher had expected higher proficiency learners to have had much more experience in the collocations than lower proficiency learners. Therefore, the test was set up to examine whether or not there would be a significant difference in the number of correct delexical verb+noun collocations in the advanced and the intermediate level learners. On account of this, the conclusion and implications should be cautiously applied to the other production tasks of collocations.

Meanwhile, the results of this study revealed that even the advanced group could not reach 85% correctness in the semi-controlled sentence construction task, and the intermediate could not reach 85% correctness in both multiple-choice and semi-controlled sentence construction tasks. Moreover, we still need more exploration for the intermediate group development as the existing data are difficult to compare

because not all previous studies include the intermediate group. Only Liao's (2010) compares the advanced and lower-proficiency levels. In some studies, no placement test was employed to categorize advanced and intermediate groups, so we do not know which groups of students they are. In some studies, a placement test was used, but not a universal test. Most of them are in-house tests, so we do not know if the students are really advanced and intermediate groups.

Finally, the participants in this study were Thai students in a Thai university whose L1 is Thai. Since the research for this study took place at the university where the researcher studied, convenience and practicality of conducting the research as well as the pedagogical implications of the findings might greatly impact on this university in some way. Moreover, it is generally known that there are a large number of collocations and several different types of them, so a particular research is not possible to represent the whole area of collocation. As such, it limits the generalization of the conclusions and implications regarding learners with different nationalities and different first languages, and different academic settings.

5.8   Implications of the Study Findings

It is undoubted that there are a number of possible collocations to teach in classroom. The selection of collocations criteria to teach should be from frequently used spoken and written English language. Medium-strength collocations — as in the middle between the strong and weak ends of the degree of restriction in a collocational continuum — is significantly important in developing breadth of vocabulary knowledge in learners' mental lexicons; thus, these collocations are worth learning (Hill, 2000: 64). Hill (2000) also suggested that choosing the delexical verbs, *do make, take, get, give, have etc.* as the common words to teach is worth studying because "students who know 2,000 words and six collocations with each, know 12,000 expressions" (Hill, 2000: 62). Therefore, if students understand and are able to use these multiword units, they can improve their vocabulary competence accordingly.

As the present study indicated, both intermediate and even advanced learners found difficulties with the delexical verb+noun collocations, especially in the semi-controlled production task; thus, teaching collocations to learners of intermediate and

advanced levels should be explicit as collocations are arbitrarily combined and the constituents of collocations sometimes cannot be guessable, especially non-congruent collocations. The findings also indicate that since they made more errors in the non-congruent than the congruent delexical verb+noun collocations, students' collocational errors mainly stemmed from their reliance on their mother tongue (Thai language). The results have shown that both advanced and intermediate levels of learners experienced problems in non-congruent delexical verb+noun collocations. According to White (2003), 85% is used as a criterion for successful acquisition of syntactic properties. Even the advanced learners did not perform well in the non-congruence group of collocations, achieving scores of less than 85% in both comprehension and semi-controlled tasks. Based on the findings, the study thus suggests a need for explicit teaching of the delexical verb+noun collocations, especially in the case of non-congruent collocations. Teachers should enable learners to become aware of the similarities and the differences between their first language and the target language. For example, the collocation *give an appearance* is a non-congruent delexical verb+noun collocation; the meaning cannot be literally translated from English to Thai. Therefore, it is recommended that the collocations should be memorized in sets, with teachers encouraging learners to become exposed to collocations and its structure repeatedly within meaningful contexts. For example, the collocation *give an appearance (of)* can be used in a sentence, e.g., She donated five million pound to a hospital in her hometown to *give an appearance of* a charitable celebrity in society. A native speakers' corpus could be used to enable learners to familiarize themselves with various examples of collocations as they are used in the real context. Also, collocation dictionaries should be used in classroom to help learners see the collocations' meanings and grammatical structures in sample sentences.

Moreover, a suggestion that derives from the findings of the present study in teaching collocations is to raise students' awareness of collocation. As the delexical verb+noun collocations are difficult to literally translate the meaning of those collocations, especially non-congruent collocations, teachers should train learners to be able to recover their meanings as chunks. As Hill (2000: 56) suggested, "correctly understood and stored, lexical items should be available for immediate use." Another

suggestion that can be observed from the present study is that learners seemed to be able to use familiar collocations. That is to say, teachers should encourage learners to practice using particular words in various contexts. For example, if the word is *decision,* thus introduce some of its collocations: *make a decision, reconsider a decision, a collective decision, a final decision,* and *a hasty decision.* Teachers might encourage independent learning for learners, e.g. using dictionaries to discover the meaning of a particular collocation; using corpora to look up a variety of sentence examples of the collocation, ask them to write their own sentences from that word, and help them promote their understanding if needed.

However, different teaching methods should be used for each level of proficiency. That is, a more autonomous learning should be developed for high proficiency learners (Hill, 2000). Even advanced students still need to learn the word they already acquire at low-level proficiency; however, the more collocates with difficult words they need to learn to expand their knowledge of vocabulary, the more collocational competence. The knowledge of grammar is also needed to develop along with how to use that word properly and sound more sophisticated in speaking and writing. Lastly, these suggestions would be specifically effective for teaching the delexical verb+noun collocations for Thai intermediate and advanced levels of learners. To extend the reach of teaching collocation, the particular context should be developed in further studies according to that particular non-native group of learners, some other types of collocations and a longitude study is also recommended to detect the development of collocational knowledge continued overtime.

5.9   Recommendations for Future Research

This study is beneficial for instructors in terms of the teaching of L2 collocations, especially in the English as a foreign language context; and researchers, in terms of their further research regarding teaching and learning L2 collocations. In view of the above limitations, the following are suggested for further investigations regarding teaching and learning L2 collocations, especially delexical verb+noun collocations.

First, a study with a larger sample size would provide a broader context in which to gain insights into collocational errors resulting mainly from the influence of

the first language of L2 learners. However, study designs should include all other factors that may affect the collocational errors, such as learning environment (ESL vs. EFL), proficiency levels, task types, academic settings, and the frequency and familiarity of collocation variables.

Second, collocation tests to be used in studies should compare the types of collocations (e.g., lexical collocations vs. grammatical collocations) that are problematic for learners in that academic setting. Because this study examined the most problematic type of collocation (delexical verb+noun collocation) for Thai EFL learners in a university, this research addresses a specific group of learners; thus, future research could integrate this study design into related pedagogical implications.

Third, further investigations should involve both reception and production tests for examining clearer pictures of learners' performance. Future research should examine sources of collocational errors other than the influence of the learners' first language. Future study should also involve quantitative and qualitative designs for examining collocational errors; such studies would not only be theoretically significant, but would also have practical benefits for the teaching and learning of L2 collocations.

Conclusion

Previous research on collocations has reflected on learners' poor performance in collocation tests. Most of them, including research on collocations with Thai learners of English, who found difficulties in collocations, regardless of learners' proficiency levels, task types, or collocation types, confirmed that even advanced level learners do not perform well in collocation tests. Therefore, this study was designed to test how the above-mentioned factors have an impact on Thai EFL learners' proficiency in delexical verb+noun collocation, which is problematic for EFL learners. The findings confirm that acquisition of collocations caused some difficulties for Thai learners. Even the advanced learners have problems in dealing with the collocations, especially in the case of delexical verb+noun collocation as the delexical verb in a structure of delexical verb+noun collocation contains very little meaning. However, each delexical verb cannot be used interchangeably, which caused the difficulties for learners. Therefore, different approaches for teaching collocations

are suggested for each level of proficiency. The more explicit teaching on collocation is suggested for a lower-proficiency level of learners.

The L1-based factor is the focus of this study, and it found that L1-L2 similarities (congruence) facilitate collocational performance, as opposed to the L1-L2 differences (non-congruence), which hinder collocational performance. Teachers should encourage learners to learn collocation as a chunk because some collocations cannot be guessed from their literal translation. Also, word-for-word translation between L1 and L2 is not helpful in identifying the meaning of collocation, especially in the case of delexical verb+noun collocation. Learners should be aware of similarities and differences between L1 and L2 collocations; This will enable learners to improve their collocational competence to attain a more natural-sounding English. The results of the study shed light on the teaching and learning of collocations, especially in the non-congruent delexical verb+noun collocations that cannot be literally translated between L1-L2, which are problematic for Thai EFL learners, both in theory and practice. Teachers should highlight the non-congruent collocations and encourage them to practice in both reception and production tasks. The extensive exposure of L2 collocations is needed for learners; the use of corpora in the classroom is suggested for learners to experience collocations in various examples. Finally, it is hoped that this study can raise awareness of the importance of collocations, and could offer substantial insight and contribute to future research relating to teaching and learning collocations.

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APPENDICES

APPENDIX A: Error Recognition and Correction (Pilot Test)
(Circle **T** if the verb is correct, **F** if the verb is incorrect and correct it)

1. Over the past few years there have been several attempts to **<u>fight</u>** these problems.

   (T/F)_____

2. The on-site gym is likely to **<u>boost</u>** recruitment at the hospital.

   (T/F)_____

3. In some circumstance the police build the power to arrest without a warrant.

   (T/F)_____

4. Mr. William was disappointed because he didn't **<u>get</u>** the job.

    (T/F)_____

5. He should be given the chance to redeem himself against me.

   (T/F)_____

6. The government is sending further support for those parents with particular needs.

   (T/F)_____

7. Bradford **<u>won</u>** the lead in the 15th minute against the run of play.

   (T/F)_____

8. You can either **<u>do</u>** the work yourself or call in a local builder to do it for you.

   (T/F)_____

9. A women, interviewed for a TV program, **<u>gave</u>** the name of a British soap opera heroine as her ideal woman.

   (T/F)_____

10. Please don't **make** a point of Jane's comment. It wasn't that important. I hope you make an issue of Lisa's success and the reasons for it.

(T/F)_____

11. I would like to **say** this opportunity to thank them for their support.

(T/F)_____

12. Next time he calls, tell him you're busy for the next three months — he'll know the message.

(T/F)_____

13. Low interest rates had created a situation where people were not afraid to get into debt.

(T/F)_____

14. A doctor **performs** the effort to help a number of cancer patients.

(T/F)_____

15. If we don't **accomplish** the business at home then we are out.

(T/F)_____

16. He **conveyed** satisfaction at the progress of the project.

(T/F)_____

17. Money **has** the advantage of liquidity and hence lack of risk.

(T/F)_____

18. The police like to **convey** the impression that they're the biggest gang.

(T/F)_____

19. Is this bag enough to **play** the trick?

(T/F)_____

20. We are about **launch** a major initiative to find out your views.

(T/F)_____

21. It is easy to **get** the money by selling his goods.

(T/F)_____

22. I'm sorry, I couldn't **stay** my promise.

(T/F)_____

23. I think children should be treated as adults and allowed to **make** the decision for themselves.

(T/F)_____

24. Progesterone **produces** the effect of increasing the body temperature.

(T/F)_____

25. The meeting took place in the accountants' office on January 9th.

(T/F)_____

26. Let's **do** the rest of the experiments and see if you can prove me wrong.

(T/F)_____

27. The proper training could **separate** the difference between possible success and unfortunate.

(T/F)_____

28. The company **admitted** 20 offenses of illegally employing children aged 13.

(T/F)_____

29. The Chinese government has **given** the go-ahead to the building of a controversial dam across the Yangtze river.

(T/F)_____

30. A few of them may **receive** the chance for further training before they are assigned to their jobs.

(T/F)_____

31. Some of the older staff have reacted by attempting to **hold** the job much as they have always done it.

    (T/F)_____

32. We have **acted** negotiations with the manufacturers on behalf of the client.

    (T/F)_____

33. Patients **have** the right to decline treatment.

    (T/F)_____

34. Activities can also **represent** the form of drama, role-play or debate.

    (T/F)_____

35. Children must be **allowed** the opportunity to talk through their ideas before they are expected to write them down.

    (T/F)_____

36. I did not **get** the impression that they were unhappy about the situa tion.

    (T/F)_____

37. This approach sets out a clear framework for making choices and **setting** priorities.

    (T/F)_____

38. She accepted that she **knew** a mistake on the job.

    (T/F)_____

39. We **take** the view that the judge was right to admit the evidence.

    (T/F)_____

40. The second-year students **have** the opportunity to gain appropriate work experience.

    (T/F)_____

APPENDIX B: Multiple-Choice (Task 1)

Choose the right answer.

1. In some circumstances, the police_____the power to arrest without a warrant.

   a. do   b. have   c. give   d. take

2. After applying for several positions, he finally_____the job.

   a. made   b. did   c. got   d. gave

3. His girlfriend_____him the chance to improve himself.

   a. gave   b. took   c. did   d. had

4. Bradford_____the lead in the 15th minute against the run of play.

   a. took   b. did   c. made   d. had

5. You can either_____the work yourself or call in a builder to help you.

   a. give   b. take   c. do   d. make

6. This kind of conduct_____students a bad name.

   a. takes   b. gives   c. has   d. does

7. Please don't_____a point of Jane's comment. It wasn't that important.

   a. do   b. get   c. give   d. make

8. I would like to_____this opportunity to thank them for their support.

    a. get   b. do   c. give   d. take

9. Next time he calls, tell him you're busy for the next three months— he'll_____the message.

    a. do   b. get   c. make   d. have

10. A doctor_____the effort to help a number of cancer patients.

    a. makes   b. gets   c. gives   d. does

11. We_____a quick count of the children and there were none missing.

    a. did   b. got   c. gave   d. took

12. The system_____some advantages for primary school pupils.

    a. does   b. gets   c. has   d. gives

13. If you want to_____her the right impression, I suggest you wear a suit.

    a. give   b. have   c. make   d. take

14. At first my brother did not want to help out, but a phone call from my wife _____the trick and he showed up the next morning.

    a. made   b. got   c. gave   d. did

15. It is easy to_____money by selling all these things.

    a. give   b. do   c. get   d. take

16.   I think children should be treated as adults and allowed to_____the
    decision for themselves.

    a. do   b. get   c. give   d. make

17. Progesterone_____the effect of increasing the body temperature.

    a. gets   b. has   c. does   d. gives

18. Some people invest money in businesses and_____risks.

    a. do   b. give   c. take   d. make

19. Would you_____me the honor of dining with me?

    a. take   b. make   c. get   d. do

20.   The proper training could_____the difference between possible
    success and failure.

    a. make   b. get   c. have   d. take

21. He_____the appearance of being interested in the project.

    a. did   b. gave   c. got   d. took

22. Unexpectedly, I_____the chance to meet my hero at the party.

    a. did   b. gave   c. got   d. took

23.   I can now use a lot of applications on my smartphone, which
    can _____ the job just as well.

    a. get   b. do   c. have   d. make

24. You_____a right to request a review within 28 days.

    a. do   b. make   c. have   d. give

25. Activities can also_____the form of drama, role play or debate.

    a. do   b. get   c. make   d. take

26. The huge size of the vehicle _____ the illusion of safety.

    a. gives   b. takes   c. does   d. gets

27. I ____ the impression that you disliked her.

    a. got   b. did   c. made   d. took

28. She accepted that she ____ a mistake on the job.

    a. got   b. gave   c. took   d. made

29. After listening to the judge, we ____ the view that he was right to

  admit the evidence.

    a. did   b. took   c. made   d. got

30. The second year students _____ the opportunity to gain appropri-
ate work experience.

    a. do   b. have   c. make   give

Thank you

APPENDIX C: Semi-Controlled Sentence Construction Task with

Delexical Verb+Noun Combination (Task 2)

Make a sentence by choosing the verbs that correspond to these nouns in a verb+noun collocation.
(One verb can be used twice)

Nouns
Advantage x1
Opportunity x 1
Message x 1
Impression x 1
Right x1
Trick x 1
Chance x 2
Point x 1
Form x 1
Job x 1
Mistake x 1

Verbs		
Do	**Make**	**Take**
Get	**Give**	**Have**

+

Example 1. I felt that they had **made fool** out of me at the interview.
　　　　　2. It is not possible at the moment to **make an** *(exact)* **forecast**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10._____
11._____
12._____

Thank you

APPENDIX D: Free-Writing Sentence Construction Task with
Delexical Verb+Noun Combination (Task 3)

Make sentences using each verb *twice*.

Do, Get, Give, Have, Make, Take

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Thank you

BIOGRAPHY

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