AN ANALYSIS OF LEXICAL COLLOCATIONS AND
COLLIGATIONS IN THE TURNABOUT SERIES
NOVELS AT ASSUMPTION UNIVERSITY,
BANGKOK, THAILAND

SAVIKA VARAPORN

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

AUGUST 2011

AN ANALYSIS OF LEXICAL COLLOCATIONS AND COLLIGATIONS IN THE TURNABOUT SERIES NOVELS AT ASSUMPTION UNIVERSITY, BANGKOK, THAILAND

SAVIKA VARAPORN

ID: 5229435

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

AUGUST 2011

AN ANALYSIS OF LEXICAL COLLOCATIONS AND COLLIGATIONS IN THE TURNABOUT SERIES NOVELS AT ASSUMPTION UNIVERSITY, BANGKOK, THAILAND

SAVIKA VARAPORN

ID: 5229435

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

AUGUST 2011

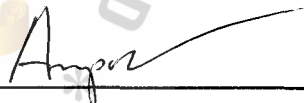|	
Thesis Title	An Analysis of Lexical Collocations and Colligations in the Turnabout Series Novels At Assumption University, Bangkok, Thailand
Name	Ms. Savika Varaporn
Advisor	Dr. Rajeevnath Ramnath
Academic Year	July 2011

The Graduate School of Assumption University has approved this final report of the eighteen-credit course, ET 7100 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts ELT
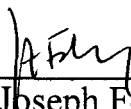
Approval Committee:

_____
(Dr. Rajeevnath Ramnath)
Advisor

_____
(Assoc. Prof. Dr. Amporn Srisermbhok)
Higher Education Commission' External Expert

_____
(Prof. Dr. Joseph Foley)
Chairman

PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no materials are included for which a degree has already been conferred upon me.

_____

Signature

Savika Varaporn

Date:_____

Acknowledgement

The completion of this study would not have been possible without help from Dr. Rajeevnath Ramnath, my respected supervisor, for the inspiration, his encouragement, constant, and careful supervision. I am greatly indebted to him for his precious time and extra patience in keeping me on the right track from the very beginning of the thesis writing process.

My deepest thanks also go to A. William Denmark in putting trust on me and giving me a great opportunity to do a study on his project.

Also, I wish to express my gratitude to Professor Joseph Foley, Dr. Stephen Conlon, and to all faculty and staff members in the GSE for their great concern, constant support and patient guidance during my MA-ELT programme.

Finally, I would like to thank my family, my friends and my special for their encouragement and emotional support.
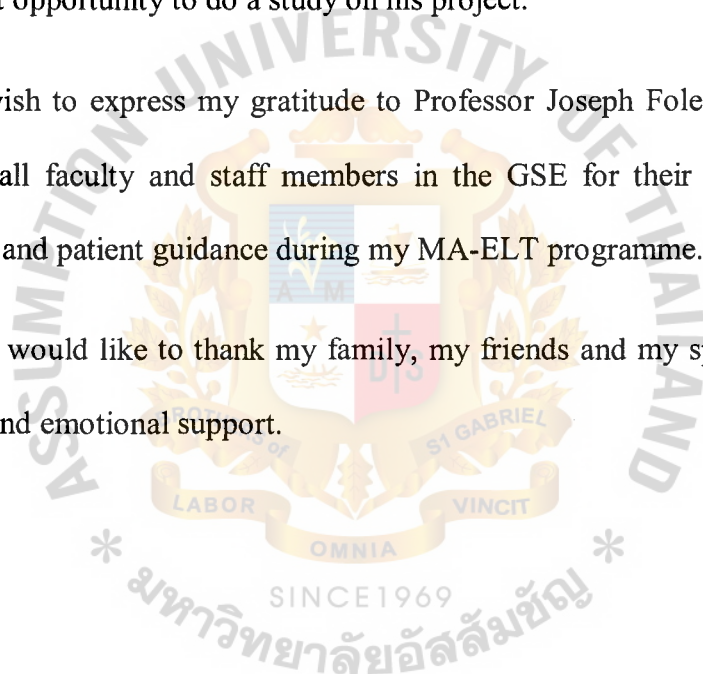
Abstract

This research studied Thai variety of English collocations and colligations in the three unedited versions of students' novels: *Grafted Pine Tree, Chester's Magic Island and From Atikarn's Diary* from the Turnabout Series. This study investigated NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV forms of collocations and colligation patterns in the aforementioned novels.

The major objective of this study is to highlight the patterns and provide examples of how Thai students produced collocations and colligations in creative writing in English.

The data for this study was drawn from 46 chapters written by Thai students from the unedited-versions of the three novels. There were six chapters from *Grafted Pine Tree*, 30 chapters from *Chester's Magic Island* and 10 chapters from *From Atikarn's Diary*. There were a total number of 23 male writers and 23 female writers. There were four male writers and two female writers from *Grafted Pine Tree*, 11 male writers and 19 female writers from *Chester's Magic Island*, and eight male writers and two female writers from *From Atikarn's Diary*. The writers of the novels were around 19-20 years old and they were all English IV students.

The data were analysed using Wordsmith Tools 5.0 to search for collocations and colligation patterns in the novels. The results indicate that the the major source of Thai variety of English collocations was through transliteration from Thai to English and the results also show that collocations were used to narrate the sequence of the story, and describe characters and settings. Moreover, the dominant collocations used in the three novels are VG+NG collocations. Finally, the colligation patterns reveal that each collocation has its own grammatical pattern.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

Introduction

This chapter presents a general background of the study, which covers the rationale, objectives, research questions and the terms used in this study.

1.1 Background of the Study

While doing the Teaching Practicum in the Graduate School of English (GSE), Assumption University, the researcher read the novel *From Atikarn's Diary*, which was as part of the Basic English course. The novel came out of a student group novel writing project in English IV called The Turnabout Series. Denmark (2006: i), one of the editors of the novel and the leading of the project, pointed out that the project aimed to "lead students into a sufficient interest in expressing their opinions about the content of the texts that they would begin to abandon their inhibitions concerning any limitations in the level of their English". Instead of choosing a text that might be authentic to students or at least relevant, the project head encouraged the students to use their English to create their own texts with Thai characters, themes and geography.

Since the students wrote the novels as a group, the researcher thinks it is certain that the vocabulary and the grammar pattern applied in the novel reflect the students' competence of English language. While doing the Teaching Practicum, the researcher found many words that might reflect Southeast-Asian and Thai culture in *From Atikarn's Diary* too; for example, a piece of cloth called "sarong", as "sarong" is normally worn by people in Malaysia and Southern part of Thailand. The students were given freedom of using words in order to express their imagination. This is what

the researcher has found interesting to study about the vocabulary in the novels. In addition, the researcher has come up with an assumption that there might be interesting samples of Thai variety of English collocations as well as samples of grammar patterns made by Thai students.

As there have been no studies on Thai writing in English collocation and colligation on *Grafted Pine Tree, Chester's Magic Island and From Atikarn's Diary* in the Turnabout Series, Assumption University students' novel writing project. The researcher is analysing English collocations and colligations in these novels, with a hope that it will be useful to English teachers and learners at Assumption University in the future.

1.2 Rationale

The researcher believes that analysing the way students collocate words and how the words are placed in a particular grammar pattern can add value to language teachers and learners in a number of ways.

Firstly, teachers will perceive and understand more about students' knowledge and their production of collocation and colligation. In the Teaching Practicum, reading students' works was interesting because the researcher repeatedly saw words that were influenced by Thai culture. For example, the word "old tea" is used to refer to the tea that is dark in color and tastes bitter instead of "strong tea", which is a conventional English collocation. When looking at the students' L1 that is Thai language, the words that are used to refer to "strong tea" is "cha (tea) kae (old)". Therefore, it is possible that Thai students transliterate from Thai to English and finally come up with "old tea". The researcher believes that collocations produced by students as well as colligations, grammar patterns, are interesting to English teachers.

2

Moreover, teaching such collocations and colligations might be one of the essential methods that help students become more fluent in the English language. It may help students think and communicate quickly and naturally. Therefore, the analysis of students' writings may help teachers identify the strengths and weaknesses of students' understanding and production of collocation and colligation so the teachers will be able to focus on these language patterns in their teaching.

Secondly, teachers can utilise the students' strengths and reduce weaknesses in productive English collocations and colligations, as suggested in the above paragraph in designing lesson plans. Since there are a great number of English collocations, teachers should carefully select collocations to teach students (Boonyasaquan 2007: 101). By looking at the students' production of language, it is probable to reflect students' deficiency and what is needed in order to improve their uses of language. Colligations concern with the way a word co-occurs with a particular grammar pattern. Looking at students' writing can help teachers to focus on how to teach collocations and colligations to students in a systematic way.

Although some suggestions and advantages on the teaching of collocations have been presented in the recent years by many linguists such as Hoey (1997) and Lewis (1993), it is unclear how and which of the great number of collocations in the English language should be taught. To answer these questions, it is important to analyse students' production of collocations in order to identify the students' knowledge of collocations.

Furthermore, it is important that teachers should be aware of the varieties of English and focus on language that reflects culture. Nowadays, the concept of World Englishes has got an acceptance; there is no perfect way of using English anymore

(Foley 2010: 4). The novels were written in a sense of creative writing; the freedom of word choices was welcomed in order to suit the students' need or to give a new dimension to the stories. Because the novels are based on Thai cultural settings, English words, somehow, cannot extensively express something that was uniquely Thai. As a matter of fact, it is fair to expect Thai variety of English collocation in the context of the novels. The benefit of studying Thai variety is the teachers can use them as samples to raise students' awareness of Thai variety of English language as well as look at the way Thai-English collocations are produced and are put in grammar patterns within a particular context.

1.3 Objectives of the Study

The main objective of this research is to study collocations and colligations in three students' novels: *Grafted Pine Tree, Chester's Magic Island and From Atikarn's Diary*. The study includes NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADJ collocations and colligation pattern of each collocation found in the novels. At the same time, this study lists whether Thai variety of English collocations are found in the novels.

As mentioned in the above paragraph, the study is an analysis of English lexical collocations and colligation patterns in students' novels. The study is done with the hope that it would help English teachers at Assumption University in teaching collocations to students and how collocations and colligations are produced by Thai students in creative writing in English.

4

1.4 Research Questions

1. What are NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations found in

    a) *Grafted Pine Tree*

    b) *Chester's Magic Island*

    c) *From Atikarn's Diary*

2. How do NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations reflect colligation patterns in the

    a) *Grafted Pine Tree*

    b) *Chester's Magic Island*

    c) *From Atikarn's Diary*

3. Are there any Thai variety of NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations in the three novels? If so, what are they?

1.5 Definition of Terms

Collocation   According to Lewis (2000: 132) 'Collocation is the way in which words co-occur in natural text in statistically significant ways. It is a natural combination of words; it refers to the way English words are closely associated with each other. They are not just put together, but they occur naturally'. For example, 'pay' and 'attention' go together, as do 'commit' and 'crime'.

Colligation   According to Lewis (2000: 137), colligation is the way one word regularly co-occurs with a particular grammar

pattern. For example, some verbs typically occur with a particular tense or a noun might typically appear preceded by a personal pronoun rather than an article (pass my/ your driving test, it's my/ your/ our responsibility to …, but I'll take the responsibility for…).

Thai variety of English Collocation	Collocations in English that are influenced by Thai language, based on Thai socio - cultural elements and used to express Thai things.

1.6 Thesis Organisation

This thesis consists of five chapters. The first chapter is the introduction to the thesis. The second chapter provides an overview of theory from a broader view of lexical approach to how collocation and colligation are useful in the classroom, and a concept of English is a lingua franca to the use of creative writing in a classroom. Chapter three explains the methodology applied in the study, describes research context and population, and explains data collection method and the analysis. Chapter four is the data analysis and the discussion of the major findings of the data. Chapter five presents a brief conclusion of the research and the limitations to this study as well as recommendations for the further studies.

Chapter 2

Literature Review

In this chapter, the focus is on various relevant literatures related to the Lexical Approach, the principle of collocations and colligations, the concept of English as a lingua franca and the significance of creative writing in the teaching of collocation.

2.1 Introduction

Grammar and vocabulary were, in the past, considered as two separate entities. Grammar was thought as the "bones of the language and vocabulary as the 'flesh to be added" (Hill 2000: 47). However, at the present time, it has been widely adopted that vocabulary should be the core of language teaching as Lewis (1993: 95) claims that "a language consists of grammaticalised lexis, not lexicalised grammar". It shows that lexis is more important to create meaning whereas grammar-control plays a subsidiary part.

There are a number of studies such as by Altenberg (1990), Erman and Warren (2000), Pawley and Syder (1983), which showed that the Chomskian notion of a native speaker's output consisting of limitless number of creative utterances is, at best, a half-truth. Factually, that outputs are prefabricated chunks of words from a significant part of a native speaker's spoken and written output. Only this can account for what Pawley and Syder (1983: 193) call the puzzle of native-like selection that is a native speaker's utterances are both "grammatical" and "nativelike". It would seem that speakers need a prefabricated, automatised items to draw on.

This makes vocabulary acquisition becomes more concentrated in language teaching. Also it brings about the new theoretical method of language teaching called the Lexical Approach, which lexis is considered as a core of language.

> One common pattern in language acquisition is that learners pass through a stage in which they use a large number of unanalyzed chunks of language in certain predictable social contexts. They use, in other words, a great deal of 'prefabricated' language. Many earlier researchers thought these prefabricated chunks were distinct and somewhat peripheral to the main body of language, but more recent research put this formulaic speech at the very centre of language acquisition and sees it as basic to the creative rule-forming processes which follow.

> Lewis (2002: 95)

This idea shows a reversal of the traditional structural trend. Now, it seems plausible that an essential part of language acquisition is the ability to produce lexical phrases as unanalysed chunks. Such a chunk will eventually become the basis for the learner to perceive patterns, word-structure and those other features of language formally thought of as "grammar" (rules of language).

According to Lewis (1993: 95), one of the central features of lexis is collocation. Words and collocations are intimately associated with the content of what the language user expresses rather than what the language user is doing, complaining or explaining, etc. This feature of language is helpful for learners in the sense that it enables and encourages them to produce more comprehensive, natural and balanced range of vocabulary items, which are considered as vital in the Lexical Approach.

Therefore, collocations should be focused in every stage of language learning and "should be highlighted in listening, speaking, reading, writing and translating" (Boonyasaquan 2007: 99). In addition, Nesselhauf (2005: 1) points out that the

8

knowledge and ability to use collocations or the word combinations is essential for students since language exposure is limited to them in many contexts.

However, from the researcher's experience, vocabulary teaching has rarely been systematic. It is assumed that students will pick up the necessary vocabulary by reading while focusing on the importance of getting the structural system. In reality, formal vocabulary teaching has tended to be either random resulting from a particular student question for a certain word or centered on traditional presentation of the words associated with a certain topic or field (Hameed 2008: 10). Likewise, the resourceful materials such as students' writings might be neglected. Therefore, it is necessary to start from the closest things and students' writings might give a clue to teachers of what they should teach their students.

Seeing these beneficial and needed points, the researcher believes that it is the time to pay more attention to collocations and bring them to a classroom. Moreover, English today has become "World Englishes" so the emphasis on collocation should be not only in a linguistic environment but also in a real-world environment.

2.2 The Lexical Approach

Traditionally, a language is divided into two parts: grammar (structure) and vocabulary (words). However, Lewis challenges this fundamental view of language by arguing that vocabulary should be a core of language teaching. He originally theorises the Lexical Approach and also states "language consists of chunks, which combine and produce continuous coherent texts" (Lewis 1998: 7).

There have been changing trends – from grammar translation to direct method to the communicative approach – but none of these has emphasized the importance of the learner's lexical competence over structural grammatical competence.

<div align="right">Carter and McCarthy (1988: 111)</div>

Referring to the importance of lexis over grammar, Lewis (2002: 115) states that "The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax to be put to the service of words and not the other way round."

According to Richards and Rodgers (2001: 132), a lexical approach in language teaching refers to the belief that not only grammar but also lexis is considered as a significant part in language learning. The centrality of language learning and language teaching is lexicon, lexis units or chunks that are used as a single item.

2.2.1 Theory of Language in the Lexical Approach

The lexical approach, according to Lewis (1993: 1), focuses on "an important part of language acquisition is the ability to produce lexical phrases as chunks and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar."

In addition, the main principle of the Lexical Approach is to 'allow students to experience language items in natural contexts and to learn from their experience, which crucially relies on the learners' corpus' (Willis 1994: viii). The approach aims at highlighting the students' proficiency of words and their combinations or co-occurrences, which become the basis for the learner to perceive patterns, word-structure.

Lewis (1993: 95) proposes the role of lexis as the following major points:

1. Lexis is the basis of language.

2. Lexis is misunderstood in language teaching because of the assumption that grammar is the core of language and that the control over the structured system is a must for effective communication.

3. The key principle of a lexical approach is that "a language consists of grammaticalised lexis, not lexicalised grammar".

4. One of the central organizing principles of any-meaning-centered syllabus should be lexis.

2.2.2 Kinds of Lexical Items

A lexical item is a single unit belonging to some lexical category, having an identifiable meaning or grammatical function and fairly consistent phonological shape. The lexical approach makes a distinction between vocabulary, which is traditionally understood as a stock of individual words with fixed meanings and lexis, which includes not only the single words but also the word combinations.

The value of many-word lexical units has been stressed in both first and second language acquisition research. They have been referred to by many different terms such as "gambits" (Keller, 1979: 219) and "lexicalized items" (Pawley and Syder, 1983: 191).

In Lewis's classification for the lexical items (1997: 255-270), he suggests the following units:

11

1. Words

Words are considered the most familiar type of lexical items; for examples, book, pen, pencil, chair, car etc.

2. Multi-word Items

This category involves hundreds of lexical items, which are multi-word units; each one is recognized as having a unique value, even if they could be further analyzed into components. These multi-word units can usefully be sub categorized, but any categorization will involve marginal cases and overlapping categories of this type, the two most important groups are collocations and institutionalized expressions such as "to catch a cold" and "We'll see respectively".

3. Polywords

Polywords, like the single word, are frequently found in dictionaries. They refer to short-two-or-three words, which may belong to any word class and the meaning of the whole group may range from immediately apparent or totally different from the component words. Phrasal verbs are the only kind of polywords, which is basically featured in language teaching. These are some examples of this category: put off, by the way, concerning with, of course, by and by, from now on, upside down etc.

4. Collocations

Collocations refer to the tendency in which certain words occur together such as "grill or boil meat" and "toast bread". It is a term used in lexicology by some, especially Firthian linguists to refer to the habitual co-occurrence of individual lexical items such as auspicious collocates with occasion, event or sign (Crystal: 1985:62 cited in Bejoint 2000: 213). Besides, collocations show the way that certain individual

words co-occur with others. The pairs of words which can co-occur are, of course, almost infinitely numerous.

5. Institutionalized Expressions

Institutionalized expressions are a kind of multi-word units. They allow the language user to manage aspects of the social interaction and, thus, they are considered as pragmatic in nature. The institutionalized multi-word units tend to encourage the efficient processing both in language reception and in language production. Despite their important role and wide applicability in communicative interactions, Lewis (2002: 94) states that they remain largely unidentified in language teaching and the least exploited of linguistic resources for students.

These fixed institutionalized expressions can be classified as follows:

1) Short, scarcely grammaticalised utterances, such as: "not yet, certainly, just a moment, please," etc.

2) sentence heads of frames -- represents the first words of utterances serving mainly a pragmatic intention such as: " sorry to interpret, but can I just say…, that's all very well, but …, I see what you mean, but I wonder if it wouldn't be better to …," etc.

3) Full sentence with readily identifiable pragmatic meaning, which are easily recognized as fully institutionalized.

6. Chunking

It plays a dominant role in the production of language. The examples of this category are by the way, upside down, out of my mind and sense of humor.

Lexical chunks and collocations are used as alternative terms to the lexical items. A lexical chunk is defined as an umbrella term, which includes all the other terms referring to any pair or group of words. Moreover, collocation is also included in the term "chunking", so they are defined as a pair of lexical content words commonly found together. Applying this definition, the "basic principles", for example, is considered as collocation; whereas, "look at" is not because it combines a lexical content word and a grammar functional word.

According to Lewis (cited in Kathpalia and Ling 2008: 2), to distinguish collocations from other types of lexical chunks is to classify different kinds of word combinations. In order to distinguish collocations from idioms, Lewis points out that collocations are considered under the wider concept of idiomaticity and can be analysed on a cline of variability ranging from fixed to variable and semantic transparency ranging from opaque to transparent as shown in Table 2.1.

Table 2.1: Classification of Lexical Chunks

TYPE	VARIABILITY	TRANSPARENCY	EXAMPLE
Pure Idioms	Fixed	Opaque – cannot be derived from individual words	Hook, line, sinker
Figurative Idioms	Fairly, but not fixed	Less opaque – used in their non-literal and literal sense	In the dark
Restricted Collocations	Some substitution is possible	Fairly transparent- one element used in a non-literal sense and the other in its normal meaning	Curry favour with
Free/ Open Collocations	Variable, freely combinable	Transparent – all elements used in a literal sense	Awkward/ critical/ complicated farcical situation

(Kathpalia and Ling 2008: 3)

14

In conclusion, there is a changing trend in language teaching. Vocabulary has been stressed in the teaching of language more than in the past. The lexical Approach by Lewis challenges the traditional view of grammar by pointing out that vocabulary should be the core of language teaching. The centrality of language proficiency is lexical phrases as chunks, which become raw data for students to use language fluently.

The researcher agrees that grammar is not the main path of learning language but lexis. Language is an ordered arrangement of words, not a verbalized structure. In Thailand for example, grammar has been a dominant part of learning English language for decades. Thai students, yet, cannot use English fluently. The researcher believes that the problem is the students know only the grammar rules but they do not know what vocabulary to use and put in a sentence. They are taught in the way of accuracy more than fluency. The important factor that needs to be strengthened to the students is vocabulary. Therefore, in the researcher's opinion, learning lexical items might give a new dimension to language teaching.

In this study, collocation is being stressed because language is full of collocation pairs. The researcher agrees with O'Dell and McCarthy (2008: 4) that students need to learn collocations because they will help students to speak and write English in a more natural way. Therefore, the researcher thinks that it can help students increase the storage of vocabulary.

2.3 Definitions of Collocations

Collocation is likely to be a new term to many English teachers in Thailand. Linguists such as Lewis (2000) and Nation (2001) have defined the term "collocation" in the following ways.

The term "collocation" was originally coined by J.R. Firth in his paper in 1951, *Modes of Meaning*. He defines collocation as the company words keep – their relationships with other words.

Most linguists propose a similar view on the concept of collocation, all keeping a focus on the word co-occurrences. According to Lewis (2000: 132), collocation is about the way words naturally co-occur in used language. They are not the words being put together, but they co-occur naturally.

Nattinger and DeCarrio (1997: 36) also define collocation as "strings of specific lexical items that co-occur with a mutual expectancy greater than chance".

Whereas for James (1998: 152), collocation is defined as "the other words any particular word normally keeps company with".

Woolard (2000: 29) defines collocation as "the co-occurrence of words which are statistically much more likely to appear together than random chance suggests".

In addition, Nation (2001: 317) identifies that the term collocation is used to refer to a group of words that come together, either because they commonly occur together such as take a chance, or because the meaning of the group is not obvious from the meaning of the parts, as with by the way or to take someone in.

Lastly, according to, Benson and Ilson,

> Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have a guide. They have no way of knowing that one says in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English one says commit fraud and perpetrate fraud. However, only the collocation commit suicide is possible; one does not say perpetrate suicide. One says bake a cake, but make pancakes (not bake pancakes)
>
> (Wei, 1999: 258 cited in Mongkolchai 2008: 16)

In conclusion, many linguists define the meaning of collocation in a various, yet similar way. However, Lewis's definition seems to be relevant to this study. The researcher considers collocation as the way words naturally co-occur in language.

2.4 Characteristics and Classifications of Collocations

2.4.1 Characteristics of Collocations

Boonyasaquan (2005, 11-13 cited in Mongkolchai 2008: 17) summarises the characteristics of collocation as follows:

1. Collocations are frequent co-occurrences of items between which no word can be added. For example, "knife and fork" and "bread and butter".

2. Collocations consist of components that cannot be replaced by a synonym or word of similar meaning. For example, John "makes a cake", but not John "makes a pancake".

3. Collocations may be binomials that cannot be reversed. The order of the parts of a collocation is more or less fixed. For example, bread and butter not butter and bread.

4. Some collocations are predictable. For example, if a person hears a collocation "answer..." and "shrug...", s/he automatically expects that "question" and "shoulder" will follow respectively.

In brief, the researcher agrees that collocations are frequent co-occurrences that cannot be added by other words or even synonyms and cannot be reversed the order. However, to veto Boonyasaquan's last characteristics of collocation, the researcher believes that collocations can be predictable only when the context is

provided. Without a context, it is impossible to predict the correct collocations. For example, "answer" can be collocated by many words such as "phone", "call" or "question". It is not feasible and correct to expect that "answer" follows by "question" only. It is the context, instead, that gives a clue or tells what follows then.

2.4.2 Examples of Collocations

One example that can illustrate the idea in the way words co-occur with colour is "she has a beige car" not "she has beige hair", whereas, it can be said that "she has blond hair" but not "she has a blond car". Beige and blond are both used to describe colour but they are restricted in the aspect of the word they are combined with. From this example, "beige" collocates with "car" but not "hair" and "blond" collocates with "hair" not "car".

Another example of collocations is as following:

Table 2.2: Examples of Words and Their Collocates

	problem	amount	shame	man
large	Q	C	N	C
great	C	C	C	C
big	C	C	N	C
major	C	Q	N	N

Note: C = collocates   Q = questionable   N = does not collocate

(McCarthy 1992: 12)

2.4.3 Classifications of Collocations

From many previous works, collocations are classified in similar ways.

According to Benson et al. (1997 cited in Zheng 2008: 32), collocation could be sorted out systematically into two major groups that are lexical collocations and grammatical collocations.

Baker (1997 cited in Boonyasaquan 2007: 100) divides collocation into two types: lexical collocation and grammatical collocation. Lexical collocation involves content word, e.g. "strong coffee", on the other hand, grammatical collocation deals with grammatical structure, e.g. "turn on the radio".

For Wei (1999: 9 cited in Boonyasaquan 2007: 100), collocations can be categorised into three types, which are similar to Baker's definitions. The first one is lexical collocation; for example, "a major difference". The second one is grammatical collocation; for example, "aware of". The notification of the grammatical collocation is the chunk of words that contains a preposition. And the last type of collocation is idiomatic expression; for example, "kick the bucket".

Huang (2001) (cited in Mongkolchai 2008: 18-19) focuses only on lexical collocations and adopts Howarth's (1998) categorization as follows:

1. <u>Free combinations</u>: This category of collocation refers to a combination of words from which meaning is from the literal meaning of each element; for example, "blow a trumpet" and "blow a whistle".

2. <u>Restricted collocations</u>: This category is used in a more specific context and the number of collocates are few; for example, "blow a fuse".

3. Figurative idioms: This category refers to a metaphorical meaning as a whole that can somehow be derived from its literal interpretation e.g. "blow your own trumpet".

4. Pure idioms: This category has a unitary meaning that is totally unpredictable from the meaning of its components.

Similarly, Hill (2000) (cited in Boonyasaquan 2007: 100) also suggests his view of four types of collocation.

1. Unique collocations e.g. "foot the bill" and "shrug your shoulders". They are unique because foot and shrug, which function as verbs, are not used with any other nouns.

2. Strong collocations e.g. "Trenchant criticism", "rancid butter" and "moved to tear". There are other things that can be trenchant, rancid and move to but very few.

3. Weak collocations e.g. "a tall woman", "a red shirt", "an expensive car", "a loud noise" or "a good weekend". These combinations are entirely predictable to most students and some linguists think that it is not important to focus on.

4. Medium-strength collocations e.g. "hold a conversation", "a major operation", "expensive tastes", 'a loud shirt', or 'do the laundry'. Some of the word in medium - strength collocation such as 'expensive and loud' can be noted as both weak and medium-strength collocations.

Lewis (2000 cited in Mongkolchai 2000: 20) classifies collocations as follows:

1. <u>Strong collocations</u>: Refer to collocations that have a very limited number of collocates. Most collocates are fixed, for example, 'rancid butter' or 'rancid oil'.

2. <u>Weak collocations</u>: Refer to collocations that have a wide variety of collocates; for example, many things can be 'long or short', 'cheap or expensive' and 'good or bad'.

3. <u>Medium-strength collocations</u>: Words that always go together more frequently than weak collocations. Some examples are 'hold a meeting', 'carry out a study' etc.

2.4.4 Categories of Lexical Collocations

According to Benson et al., (1997), there are six types of lexical collocations, whose structures and examples are given as follows:

Table 2.3: Adapted Lexical Collocations Category from Benson et al. (1997)

TYPE	STRUCTURE	EXAMPLE
L1	V + N	reach an agreement
L2	ADJ + N	difficult decision
L3	N + V	bombs explode
L4	N1 + of + N2	a way of study
L5	ADV + ADJ	badly needed
L6	V + ADV	examine thoroughly

<u>Note:</u> L = lexical   V = verb   N = noun   ADJ = adjective   ADV = adverb

2.4.5 Categories of Grammatical Collocations

There are eight major groups of grammatical collocations, which can be marked G1 to G8. G8 collocations contain 19 English verb patterns, which are listed in Table 2.4.

Table 2.4: Adapted Grammatical Collocations Category from Benson et al. (1997)

TYPE	STRUCTURE	EXAMPLE
G1	N + PREP	arrival in
G2	N + to + INF	aim to do
G3	N + that-clause	the reason why he has got married
G4	PREP + N	on a diet
G5	ADJ + PREP	aware of
G6	ADJ + to + INF	be willing to take
G7	ADJ + that clause	so dark that they cannot go out
G8 (1)	V + direct O + to + indirect O V + indirect O + direct O	My mom gives a new dress to me. My mom gives me a new dress.
G8 (2)	V + direct O + to + indirect O	The supervisor recommended the book to me.
G8 (3)	V + direct O + for + indirect O = V + indirect O + direct O	She left a message for her husband = She left her husband a message.
G8 (4)	V + PREP + O/ V + O + PREP + O	are restricted to us
G8 (5)	V + to INF	try to do
G8 (6)	V + bare INF	must go
G8 (7)	V + V.ing	go shopping

G8 (8)	V + O + to INF	pay attention to listen
G8 (9)	V + O + bare INF	I help him do his job.
G8 (10)	V + O + V.ing	He saw me joking this evening.
G8 (11)	V + possessive ADJ + N	Please accept my apology
G8 (12)	V + that clause	I insist that I won't do this.
G8 (13)	V + O + to be + C	I need him to be my project partner.
G8 (14)	V + O + C	make me so bored
G8 (15)	V + O1 + O2	I prepared him a present.
G8 (16)	V (+O) + ADV	He misses her body so badly.
G8 (17)	V + (O) + wh- clause/ wh-phrase	My teacher tells me what I have to do.
G8 (18)	It + V + O + to INF It + V + O + that clause	It taught me a lesson to be good. It tells me that I cannot believe you.
G8 (19)	V + C (ADJ or N)	time is tight

Note: G = Grammatical   N = noun   PREP = preposition   INF = infinitive

ADJ = adjective   V = verb   O = object   C = complement

To sum up, there are various ways to classify collocations. This study holds Benson et al. (1997) and Baker's (1997) idea of sorting collocations. Collocation could be sorted systematically into two major groups: lexical collocations and grammatical collocations. However, the study places an emphasis to medium-strength lexical collocation only. The researcher agrees with Woolard (2000: 30) that noun, verb and adjective are the primary parts of speech that the students have learnt. Also, they play the important role in conveying meaning in a language. He additionally claims that teachers should primarily focus on lexical collocations because the students always rather produce this type of collocation than another one.

Therefore, five types of lexical collocation are being focused in this study: N+V, V+N, ADJ+N ADJ+ADV and V+ADV collocations. However, some terms have to be adjusted in this study. Sometimes, collocation is not consisted of single word + single word only; it comes in a group with a determiner, modifier or intensifier. Therefore, the reason of changing the terms is to make it covered in a generality. N (noun) is changed to NG (noun group) and V (verb) is changed to VG (verb group).

2.5 Colligation

2.5.1 Technical aspects of colligation

Colligation is another major idea first put forward by Firth (1957), and Hoey provides a straightforward definition: "Colligation can be defined as 'the grammatical company a word keeps and the positions it prefers; in other words, a word's colligations describe what it typically does grammatically" (Hoey 2000: 234)

Similarly, Michael Lewis (2000: 137) defines colligation as the way one word co-occurs with a particular grammar pattern.

Thus, colligation is a similar idea to collocation, but with a different emphasis. For example, Hargreaves (2000: 213) compares colligation to collocation "verb + to infinitive" is a colligation, "dread + think" is a collocation which exemplifies the colligation.

Colligation is concerned with the relationship between grammatical classes, whereas collocation is concerned with the words that belong to these grammatical classes.

Hoey (1997: 4) further divides colligation itself into two categories:

1. Textual position: The notion that a lexical item may have a strong tendency to occur in a certain textual position rather than others, e.g. at the beginning or end of a text.

2. Grammatical context: A lexical item will tend to co-occur with a particular grammatical category of items. The implication of this is that when a word has more than one sense, each sense is found in a different grammatical context, with sense and a specific grammatical context in a direct relationship.

Looking at the second category, Hoey examines the word reason and its relationship to specific deictics (e.g. this, that, whichever, his, her) and to non-specific deictics (e.g. each, every, some, any). He found that, for example, when reason was used in the "cause" sense of the word - i.e. the reason for something - it occurs with demonstrative, but not possessive deitics. Further, the interrelationship between colligation and semantic prosody was also noted:

> ...colligational and semantic prosody statements come together in some, in that in the structure for some <adj> reason, there is a strong prosodic tendency for the adjective to express the strangeness of the reason. Out of 104 adjectives occurring between some and reason, 87 expressed the oddness, the inexplicability or the craziness of the reason.
>
> (Hoey 1997: 5)

Moreover, Hoey (1997) analyses the colligation of the word "cause". The word "cause" is in a colligational relationship with "for" and together they link up to form idioms, e.g. "cause for concern", which is part of the negative semantic prosody: "cause + for + something negative" (e.g. "cause for alarm", "cause for concern").

2.5.2 Pedagogy and colligation

Hoey (2000) suggests that learners be presented with words as they naturally occur. He continued with a colligational analysis of different professions: "accountant", "actor", "actress", "architect" and "carpenter". Despite the similarity of category, Hoey found that all these lexical items behave differently in terms of the grammatical company they keep:

> The word "carpenter" has a much higher likelihood of occurring with an indefinite article or in parenthesis ... than does, say, "architect". The word "accountant" is much more likely to occur with a classifier ... and "actress" is more likely to appear in apposition.
>
> (Hoey 2000: 235)

Hoey suggests that this kind of information needs to be relayed to students and presents ideas related to teaching colligation through concordancing (Hoey 2000: 238-242). This pedagogical emphasis is shared by Hargreaves (2000: 214) in the same volume when he notes that in the relationship between collocation and colligation: "knowledge of a collocation, if it is to be used appropriately, necessarily involves knowledge of the patterns or colligations in which that collocation can occur acceptably".

In summary, colligation generalizes beyond the level of individual collocation. Each word has its own grammar or it is likely to say that language consists of grammaticalised lexis but not lexicalised grammar, which is the fundamental principle of the Lexical Approach. The researcher agrees that word sense, meaning and grammatical patterning are all interrelated and this interrelation is important for learners to grasp in order to be able to produce fluent and appropriate English.

It is valuable to engage in the teaching of colligation in the language classroom since every word has its own grammar pattern and usually comes with a particular meaning. The researcher thinks that if the patterns are classified, it could be a fruitful resource for learners to understand and enhance their ability in forming, and using colligations effectively.

2.6 Why Learn Collocation?

2.6.1 Importance of Collocations in ELT

An understanding of collocation is important for many reasons. According to Hill (2000: 53-56), eight pedagogical points have been listed as the importance of collocations in ELT.

1. The lexicon is not arbitrary. This is the first and most obvious reason why collocation is important. Naturally, words combined in collocations form the basis to all language use. To some extent, vocabulary choice is predictable, not like filling slots in grammatical structure. For example, the verb 'enhance' can be used with a relatively small number of nouns or noun patterns e.g. reputation, standing of the company. Therefore, this is why collocation receives an important status in language learning.

2. Collocations are predictable. There are some collocations that can make language learning easier. There are parts of the lexicon, which are organised and patterned, and the classroom is where learning is encouraged to notice such a predictable patterning. Hence, teachers are advised to encourage learners to notice and understand as well as to predict the patterns of collocations in order to create an effective language-learning environment.

3. <u>There is enormity of phrasal mental lexicon.</u> Two, three, four and even five-word collocations make up a huge percentage of all naturally occurring text, both spoken and written. It is possible that up to 70% of language is to be found in some form of collocations.

4. <u>Collocation allows students to think quickly and communicate fluently and effectively.</u> Native speakers can speak at the speed they do because they use ready-made language. Similarly, they can read or listen at that speed because they are recognising multi-word units rather than processing every word. This is the main difference between native and non-native users of language. However, constant use and exposure to language patterns can enable non-native speakers to achieve a similar command and fluency.

5. <u>Complex ideas are often expressed lexically, not grammatically.</u> The more exposure students have and the more awareness they develop of the lexical nature of language, the more they will recognise and finally produce longer chunks.

6. <u>Collocation makes thinking easier.</u> As mentioned earlier, collocation is an important key to fluency and such fluency comes with practice. That is the reason collocation needs to be stressed in the language classroom.

7. <u>Pronunciation is integral.</u> As learners create much of what they say from individual words, their pronunciation, stress and intonation can be difficult for them. To know a large number of collocations and other longer expressions is useful for learners as they can stress a phrase as a whole and this might improve their stress and intonation improved.

8. <u>Recognising chunks is essential for language acquisition.</u> Acquiring language means to know when to use and what to say also be able to use appropriately. This can be a safe conclusion that collocation is needed in the language classroom as a key to fluency.

In conclusion, an appropriate and effective production of collocation seems slightly hard for non-native students to cover. It is expected that there is very few of language immersion outside the classroom in countries such as Thailand, Japan and China. This should be difficult for the students to be exposed to if collocations are not focused by the teachers and are not practiced by the students during the learning process. Consequently, the researcher believes that learning should promote and raise awareness of collocation in language classroom needed.

The researcher agrees with Hill's (2000) point of view that collocation is the elementary feature for all language use. Acquiring and learning chunks are essential and are recommended for language learners because language naturally comes in chunks. In sum, the more exposure and the more awareness of collocation the students have, the more fluent in language production they are.

There are eight reasons why collocation is important in language classroom. The researcher agrees that collocation is obviously important because the lexicon is not arbitrary. Not every word can collocate with each other. If students learn collocations or if they know words that co-occur together, they might be able to predict some vocabulary choice. This will facilitate the students to think quickly and communicate fluently and effectively. Additionally, learning collocations will help students to increase their range of vocabulary, which is academically useful. For

example, if they are taking an examination in English, they can make a good impression on the examiners by using the appropriate collocations.

2.6.2 Important Sources of Collocations for ELT Learners

1. <u>Oxford Collocations Dictionary for Students of English 2nd Edition, 2009</u> (OCD) - a dictionary that includes common word combinations (collocations) that are essential for British and American English. The dictionary helps students write and speak natural-sounding English. It shows the common word combinations (collocations) that are essential for natural-sounding British and American English, with over 250,000 collocations and over 75,000 examples.

2. <u>British National Corpus</u> (BNC) - a 100-million-word online collection of samples of written and spoken English from a wide range of sources in order to represent a cross-section of current British English, both spoken and written. There are many categories of corpus in BNC as follows:

a. <u>Monolingual</u>: It deals with modern British English, not other languages used in Britain. However non-British English and foreign language words do occur in the corpus.

b. <u>Synchronic</u>: It covers British English of the late twentieth century, rather than from a historical perspective (diachronic).

c. <u>General</u>: It includes many different styles and varieties, and is not limited to any particular subject field, genre or register. It contains examples of both spoken and written language.

d. <u>Sample</u>: For written sources, samples of 45,000 words are taken from various parts of single-author texts. Shorter texts up to a

maximum of 45,000 words, or multi-author texts such as magazines and newspapers, are included in full. Sampling allows for a wider coverage of texts within the 100 million limits and avoids over-representing idiosyncratic texts.

The Oxford Collocations Dictionary (OCD) and British National Corpus (BNC) are very useful sources for collocations. The researcher believes that the students should be suggested to know both written form of collocations and spoken form of collocations. OCD is advantageous to check for standard form of collocations whereas the BNC includes collocations that people use in real life.

2.6.3 Teaching of Collocations

As previously stated, collocation should be included in teaching all the language skills. Boonyasaquan (2007: 102-103) suggests nine general ways of teaching collocation as follow:

1. Convincing learners of the usefulness of including collocations in their communication is the first necessary step since it is natural for non-native learners to speak like native speakers.

2. Encouraging learners to notice and be regularly aware of collocations whenever they learn English. Regular awareness raising activities should help students improve their collocational competence and fluency.

3. Being selective about what collocations to teach is also needed for every teacher. It is important to make sure that collocations chosen are active and appropriate for learners at different stages. Moreover, it is not good to confuse students with idioms that are too passive or difficult chunks.

4. Encouraging learners to guess the meaning of an unknown word from the context must be include in the syllabus.

5. Teachers should repeat and recycle collocations that have already been learnt every now and then in class activities in order to help learners register the collocations.

6. Peer correction is recommended since it is useful to receive feedback and instant reinforcement.

7. Working in groups can help foster independent learning, especially in vocabulary work. It is recommended because learners can exchange knowledge and ask each other or explain unknown items. Group work is a great motivating factor.

8. Activities and tasks should reinforce collocations learnt previously.

9. It is suggested that advanced learners should work with language corpuses accessible on the Internet such as the British National Corpus or COBUILD Bank of English.

In summary, there are nine different ways of teaching collocations. The researcher suggests that it is the teachers' responsibility to decide what methods are appropriate to their students. The thing that should be done at the very first stage is to raise the students' awareness of the importance of collocation. Also, it is necessary that teachers evaluate the students' capacity to use collocations and think about the possible ways to strengthen and scaffold collocation in the teaching.

However, the researcher is not clear about Boonyasaquan's (2007) standpoint that students should learn to speak like native speakers. It is good for students to speak fluently like native speakers do, but it is impractical for non-native learners to speak correctly like natives. English is considered as a lingua franca; it has become "World Englishes", which means English is not about either American or British English anymore. Therefore, it is not a good idea if teachers persuade their students to speak exactly like native speakers. Teachers, instead, should pay more consideration on the concept of "English as a lingua franca" and raise the students' awareness to this matter.

2.7 English as a Lingua Franca

Most of the English speakers in the world are nonnative speakers. They will have a great impact on the English language. The so-called center countries (e.g., the United Kingdom and the United States) will no longer be able to set the trends. The large numbers of non-native English speakers use English as a Lingua Franca (ELF).

Foley (2010: 1) states that English is a lingua franca is reflective of the fact that with the world economy and the changes occurring in societies through migration and social policies. These factors bring about English as a major tool for communication as well as personal identities. English has been changed because of the people who use it. There are more non-native speakers of English (NNS) than native speakers (NS). So, the majority of the world's English speaking users are found in countries where it is a foreign language. This makes English become 'World Englishes'.

However, looking at the term 'World Englishes', 'International English' or 'English as a lingua franca' (ELF), there is a number of misinterpretations and misconceptions about such terms that may need to be clarified.

Jenkins (2007) defines English as a lingua franca among people whose first language is not English. This concept sees English as being used in local, international and intercultural settings, where people use their own varieties of English as an intranational language as in multilingual and multicultural country like Singapore.

Watkhaolarm (2005: 155) thought that English has never been needed as a lingua franca in Thailand because it is not associated with the experience of colonialism. Therefore, the English language to Thai people is the language of "the others".

Although English is not widely used in Thailand, it has a noticeable presence in many aspects of ordinary Thai people's lives through "the pop culture such as music, television, films, print media, advertisements, etc. (Watkhaolarm 2005: 156). It has, then, become the most valuable commodity in business and education since it is connected with modern technologies and internationalisation. The result is the number of Thai people using English has been increased. Therefore, as more and more people use English in everyday communication, the Thai English variety has potential to develop although such Thai English variety is still at its early developmental stage (Watkhaolam 2005: 155).

In conclusion, at the simplest, ELF is a way of referring to communication in English between speakers who have different first languages. ELF interaction can include native English speakers, but in most cases, it is a contact language between people who share neither a common native tongue nor a common national culture, and for whom English is an additional language.

As English has been changing into the 'World Englishes', teachers are needed to develop the students' perception about the role of English, and inform and clarify the students of how international English is and encourage them to realise about this concept as Kachru (2001) mentioned that doing this can help foster positive attitudes about learning English to the students.

Likewise, as English has been developing in Thailand as the Thai English variety, teachers, therefore, should be more open and be aware about the changing role of English in Thailand.

2.8 Benefits of Creative Writing in the Language Classroom

Werder (1993: 23 cited in Schlepphege 2009: 3) defines that creative writing is a production of a text that develops new forms of expression, communication and self-awareness.

Fearnside (2006: 1 cited in Schlepphege 2009: 3) adds the definition of creative writing as "any writing whose primary aims are to tell a story, express or elicit an emotion, or both". The examples of creative writing are poetry, drama, fiction, song lyrics and diary.

Creative writing not only represents a means of communication, which makes it attractive in the classroom, but also has a large number of additional benefits. One

of the most compelling ones is the fact that creative writing increases the joy of writing and strengthens the motivation to do so (Fearnside 2006: cited in Schlepphege 2009: 5).

Writing as a language skill is often neglected or handled in boring ways in the language classroom. Therefore, implementing creative writing offers a fresh and more open approach to the concept of writing and helps to initiate the writing process itself.

A benefit that Fearnside (2006: 3 cited in Schlepphege 2009: 5) sees in creative writing is the fact that it "forces students to think in ways they are not accustomed to think." Besides, he argues that most learning in the language classroom involves lower-order thinking, such as memorising facts but, in creative writing, learners are impelled to pore over a problem and use their imagination. The students might use a range of form and style of language as they try to express themselves and their own playful and imaginary ideas.

According to Kachru's work (1987 cited in Watkhaolarm 2005: 146), he stated that the altered meaning in literary texts is the result of many linguistic processes, including nativisation of context, nativisation of cohesion and cohesiveness, and rhetorical strategies.

Firstly, the contextual nativisation of texts involves historical and cultural presupposition, narrative technique, and collocational relationships.

Secondly, the nativisation of cohesion and cohesiveness consists of collocation extension, the use and frequency of grammatical forms, lexical shift, hybridization and loan translation.

Lastly, the nativisation of rhetorical strategies is a complex process. It begins with the choice of styles with reference to the stylistic norms appropriate to the concepts of "high and popular" culture. Once the choice of style is made, the next step is to provide authenticity to the speech acts, or to the discourse types.

However, to analyse the literary texts, Kachru (1987 cited in Watkhaolarm 2005: 146) also suggested that the linguistic realisation of the following types is used:

- The use of native similes and metaphors

- The transfer of rhetorical devices for personalising speech interaction

- The translation or transcreation from the first language to the target language

- The use of culturally dependent speech styles

- The use of syntactic devices

In conclusion, the researcher agrees that creative writing is not only the way to breathe new life into a language class, but also provides interesting, lively opportunities for language practice. However, it is not about writing anything and everything but it allows the students to focus on specific ideas, forms or literary texts. The students have freedom to express their imagination through language, which they might find learning language is more pleasant than writing such a boring essay.

2.8.1 Creative Writing in the Classroom

The greatest value of the use of stories in language teaching is in their encouragement of students towards reading for pleasure. Since stories are a

fundamental part of human experience, the basic motivation that keeps the students interested and keeps them reading is the next that will happen (McRae 1991: 48).

However, reading stories in the English language may not an easy exercise nor is it immediately pleasure. The point is the story must attract the students' attention. Attention is more important than interest so the story should draw and hold the students' attention in every bit.

McRae (1991: 54) suggests "relevance is the key word". The story should be somewhere relevant to students. Obviously, the students should be able to trust the teachers sufficiently to assume that the story given will be accessible. It means that the story will not represent too many difficulties in terms of the level of language, or in relation to the level knowledge of the world.

Denmark (2006: ii) points out that students may equate their inability to understand the subject matter with an inability to understand English language if they read a text whose subject matter has no little or no relevance or reference to their own cultural, geographic or social reality. In some cases, this could lead to unwillingness to pursue the language further. Also, a poorly chosen or inauthentic text can demotivate the students for reasons, which are completely unrelated to their ability to learn English. On the other hand, authentic texts or texts that relate in English to students' experiences can motivate students to do learn more.

Concerning the fact of meaningfulness of texts in language teaching, Denmark forms the project of The Turnabout Series - the students-groups' written novels for students.

Instead of choosing a text that might be authentic or at least relevant to students, Denmark encourages his students to use their English to create their own novels with Asian characters, theme and geography. All of the substance of the novels comes directly from the students; therefore, this is a real meaningful task for students since the students have an opportunity to choose to engage English.

Moreover, the Turnabout Series novels provide undeniably authentic novels for the teaching of English to other Asian students. They can identify with and respond to the settings and the cultural backgrounds, as well as the values and actions of the characters (Denmark 2006: iv).

Additionally, the use of these novels in classroom is very motivating for students. It takes away much of the foreign quality of English for them and encourages them to try to express their own opinions, attitudes and values in English.

In the terms of language, it is very interesting to see how students use language to express their ideas in creative writing. The students are given a complete freedom to use a range of form and style of language in order to suit their needs of expressing creativity and imagination (McRae 1991: 68-69). Students not only have a chance to learn English with pleasure but also achieve the style of using language in an Asian context, which raise the awareness of English as the World language to a classroom.

In summary, the Turnabout Series created an innovative method to the teaching of language. The emphasis is, now, on language awareness, text awareness and cultural awareness, which is very important as English is the World Englishes nowadays. The stories are very inventive and enjoyable. The students may enjoy in reading English; they will be curious what will happen next and want to continue

reading stories. Moreover, they might come across with collocations in the stories. And because the stories are based on Thai cultural background, they might find some Thai variety of collocations that are specifically used to describe or explain things that are Thai. Such a Thai variety of collocations are very important and worth for students to know. The researcher does not believe that students should be taught to imitate how to speak English like native speakers but to speak English fluently without forgetting Thai identity.

2.9 Research on Collocations

According to Mongkolchai (2008: 29-30), studies, Huang (2001), Deveci (2004) and Wei (1999) etc., have explored the area of collocation in the following ways:

Wei (1999) studied the way in which words are combined with one another. He described the major types of collocation, typical collocational errors made by ESL students in their learning process.

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

Sun and Wang (2003) investigated concordances in the EFL classroom: cognitive approaches and collocation difficulty. The study investigated the relative effectiveness of inductive and deductive approaches in learning collocations by using

a concordance demonstrating the context and pattern of words. The results showed that the inductive group was better than the deductive group in the performance of using collocations. It was also found that easy collocations seemed more suitable in the concordance learning setting.

Moreover, Martynska (2004) investigated the level of collocational competence among intermediate learners of the English language. The study revealed the results learners knew about English collocations and their different linguistic attitudes toward the phenomenon of collocation and its categorisation.

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

Yang and Hendricks (2004) studied collocation awareness in the writing process. This study focused on the importance of lexical collocations for ESL/ EFL learning. The results suggested that the process did raise learners' collocation awareness through the writing process.

Zheng (2008) studied collocational errors in students' writing at Honghe University in China. The study focused on types of collocational errors and the frequency of each type error found in English majors' writings.

Likewise, Mongkolchai (2008: 30-31) also mentioned some related studies conducted in Thailand in the area of collocation as follows:

Mallikamas and Pongpairoj (2005) investigated Thai learners' receptive and productive knowledge of English collocations. This study analyzed the problem of three types of collocations: lexical, grammatical and bound. The results revealed a

variety of problems in Thai learners' collocational knowledge. Grammatical collocations were a problem for learners in both tasks. Lexical and bound collocations caused more problems in reception than production. Moreover, the researchers suggested the lexical approach to help develop Thai learners' collocational knowledge.

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

Toomnun (2007) studied the use of collocations by a professional translator. The data were from a tourism article in *Kinnaree*, a magazine published by Thai Airways International Plc. The study revealed that the translator used the adjective + noun collocations at the highest level (44.64%) and the adverb + adjective collocations were used at the lowest level (1.79%). Also, it was found in her study that the weak collocations occurred at the highest rate (46.67%), followed by the medium-strength (38.68%), whereas the strong collocations occurred at a much less frequent rate (14.66%).

Lastly, Mongkolchai (2008) studied students' ability of third year English majors at Srinakharinwirot University in applying English collocations. A collocation test comprising 56 items, based on seven patterns of Lewis's strategy, was used as a research tool. The results revealed that the informants' ability was fair (52.32%).

The findings showed that the informants' ability in the Noun + Noun pattern collocation was at the highest level (68.64%), followed by the Adjective + Noun pattern (67.32%), the Verb + Noun pattern (55.26%), the Adjective + Preposition pattern (51.10%), the phrasal verb pattern (46.05%), the Verb + Adverb pattern (41.67 %), the Adverb + Adjective pattern (36.18%), and the Adverb + Adjective collocation pattern respectively.

Many studies have been done regarding collocation in both Asian and Thai context. Mostly, the focus of previous studies is on collocational errors done by students or an analysis of students' collocational problems. There are some researchers, such as Toomnum and Boonyasaquan, that study on the translation between Thai and English collocations.

However, this study gives no priority to those errors done by students. Its main objective is to study lexical collocations and find the major type of lexical collocations made by Thai students in creative writing. Also, the study looks for Thai variety of English collocations in students' writing in Thai cultural background in order to promote the concept of English as a lingua franca to the teaching of English language in Thailand. The researcher believes there should be Thai-variety collocations that are not conventional English collocations and are not used for both standard spoken and written English, but they can be understandable among Thais as they are derived and influenced by Thai culture. These collocations should not be considered as an error but another variety of English.

The researcher sees that the study on colligation lacked in most of the earlier studies on collocation. This study, therefore, analyse the colligations in order to see the grammar patterns of collocations made by Thai students.

Moreover, Wei's study (1999) and Yang and Hendricks' s study (2004) are examined the usefulness of how to select the type of collocations in this study. Mongkolchai's study (2008) also gives the idea of how to analyse and present collocations made by students.

2.10 Research on Thai Variety of English

Kachru (1987) discovered shared characteristics of Thai English. He analysed novels, short stories, newspapers and magazines. Her study suggested that the Thainess in English resulted from the process of contextualisation.

Similar to Kachru, Chutisilp's research (1984) for Thai English suggested that the Thainess in English resulted from the process of contextualization. She provided an explanation that Thai socio-cultural system is reflected in the language.

Watkhaolarm (2005) did the research on discourse strategies in literary texts written by two Thai English bilingual authors. The data were analysed and categorised in terms of six processes: the transfer on contextual units, word for word translation (rank-bound and rank-changed translation), the shift of fixed collocations or idioms, the combination of lexical items from two or more languages, lexical borrowing and reduplication. The analysis shows that through similar processes, the authors create a writing style that may be termed as a Thai variety of English. The authors use strategies at the lexical and thematic levels (but not a syntactic and stylistic levels).

2.11 Conclusion

Collocation is needed and crucial for language teaching and learning because it is believed to help students approach to the fluent, effective way of using English.

Woolard (2000) pointed out that a practical way of teaching collocation is to look at students' piece of writing. In fact, this can provide some contributions to the teaching of collocation. For example, it indicates students' understanding, knowledge, proficiency, deficiency or even style of collocation usage, which is, unquestionably, useful to language teachers.

Apart from collocation, colligation should not be overlooked. Colligation is the way one word occurs with a particular grammar pattern. Looking at colligation can provide collocation knowledge to students in a more structural and explanative way.

Additionally, as English language nowadays has become "English as a lingua franca" or "World Englishes", some of students' style of using collocation in their expressions can be listed as the variety of English, not an error as they were once claimed. Teachers ought to be aware of this variety and take a serious concern to be able to supplement and raise students' awareness about varieties of English.

This study focuses on Thai students' use of collocations and colligations as well as tries to identify Thai-English variety of English collocations in the novels. With the hope that this study would not only help teachers see Thai students' production of collocations and colligations, but also develop the awareness of the concept of English as a lingua franca.

The next chapter provides the framework of method of research questions, research context, research population, data collection and data analysis.

Chapter 3

Research Methodology

3.1 Introduction

This chapter restates the research questions, describes research context and research population, followed by an explanation of the method of data collection and analysis.

3.2 Restatement of the Research Questions

1. What are NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations found in

   a) *Grafted Pine Tree*

   b) *Chester's Magic Island*

   c) *From Atikarn's Diary*

2. How do NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations reflect colligation patterns in the

   a) *Grafted Pine Tree*

   b) *Chester's Magic Island*

   c) *From Atikarn's Diary*

3. Is there any Thai variety of NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations in the three novels? If so, what are they?

3.3 Description of the Research Context

English IV is the final English course required for students at Assumption University. The course consists of 60 hours, of class work for a semester. There are

46

three sessions of each week running for 1.5 hours. There was a project in the English IV course called 'The Turnabout Series'. This project was developed from the teaching methodology adopted by the Institute for English Language Education (IELE), which was an experimental teaching and research centre until October 2007. The objective of the project was to do experiments within a literature-based curriculum that emphasised extensive and creative reading and writing.

Moreover, the project was part of a curriculum that the students needed to accomplish in order to fulfill the course requirement. The students took part in every step of the writing from designing the story lines, theme, and characters to actual writing. Four novels have already been published: *Family Business, Grafted Pine Tree, Chester's Magic Island* and *From Atikarn's Diary*. However, only three of them: *Grafted Pine Tree, Chester's Magic Island* and *From Atikarn's Diary,* have been used as reading materials in Basic English course taught by MA-ELT students as part of Teaching Practicum at the Graduate School of English (GSE), Assumption University.

3.4 Description of the Research Population

Writers of The Turnabout Series are English IV students from various faculties at Assumption University. Most of them are Thai, but there are some Chinese, Japanese and Burmese students. However, only chapters written by Thai students are considered for the research. The study includes 46 chapters out of 66 in the three novels: six chapters from *Grafted Pine Tree*, 30 chapters from *Chester's Magic Island* and 10 chapters from *From Atikarn's Diary*. The age group of the writer is between 19-20 years olds. There are total 23 male writers and 23 female writers in the three novels: four male writers and two female writers from *Grafted Pine Tree*, 11

male writers and 19 female writers from *Chester's Magic Island*, and 8 male writers and 2 female writers from *From Atikarn's Diary*.

3.5 Method of Data Collection

The researcher found that there are two versions of these novels: the unedited and the edited versions. The unedited version reflects the students' original writing, but the latter one was corrected and edited in terms of grammar and spelling mistakes for the purpose of publication. In this study, the unedited versions of *Grafted Pine Tree*, *Chester's Magic Island* and *From Atikarn's Diary* from the Turnabout Series are used.

3.5.1 Synopsis of *Grafted Pine Tree*

The story is about An and Ling, two Chinese students who came to study in Thailand. While they were in Thailand, they learnt many lessons from their happy and sad experiences in a year. The important and powerful one for them is to fall in love and have a lover-relationship. The story demonstrates the relationship of friends and lovers along with the colorfulness of living in Thailand.

3.5.2 Synopsis of *Chester's Magic Island*

The story is about a boy named Chester. After he had lost his best friend, Chester became isolated and depressed. However, an old book he found in his school library brought him to the magic Island where unbelievable stories happened to him. He rediscovered friendship and started to develop self - confidence there.

3.5.3 Synopsis of *From Atikarn's Diary*

The story is about Atikarn, the journalist who was sent to report on terrorism in Pattani province in Southern Thailand. The story shows the life of Atikarn after he went to Pattani. He faced many dangerous and risky situations while he was trying to get information about the terrorists. Unfortunately, he was caught by the terrorists and was captured in their village. He developed a relationship with the villagers. Finally, he found some frightening information that brought him into a great danger.

As mentioned in 3.4, chapters written by Thai students from these three novels are used for this study.

Table 3.1: The Chapters Analysed for the Study

Novel	Total Chapters	Chapters From Thai Writers (Total)	Words for Analysis
Grafted Pine Tree	18	4, 5, 6, 7, 10 and 13 (6)	23,775
		33.33%	
Chester's Magic Island	30	1 to 30 (30)	63,279
		100%	
From Atikarn's Diary	18	1, 3, 4, 6, 7, 8, 9, 12, 13 and 17 (10)	29,314
		55.55%	
Total	66	46	116,368

The reason for choosing the unedited version for the study is based on the assumption that it will reflect students' original use of language, with no correction from the editors. Therefore, they are likely to indicate the students' knowledge of collocation.

3.6 Method of Data Analysis

The tools used for the analysis are:

1. Wordsmith Tools 5.0 - a programme for looking at patterns in a language, text analysis and manipulation. Many commands on Wordsmith Tools are available for this study such as "Wordlist" that generates word lists from one or more texts by frequency or by alphabet, "Concord" that displays a concordance for any given word or part of word and "Collocate", which is the sub-demand of the Concord, that can be used to located and identified words that co-occur together.

2. Oxford Collocations Dictionary for Students of English 2nd Edition, 2009 (OCD) - a dictionary that includes common word combinations (collocations) that are essential for British and American English. It is helpful to the study as primary source to check whether collocations reflect Anglo-American English.

3. British National Corpus (BNC) - a 100-million-word online collection of samples of written and spoken English from a wide range of sources in order to represent a cross-section of current British English, both spoken and written. It is used as a second source to check whether collocations are spoken form of English language.

4. Two Thai-native speakers (TNS) - they are English teachers at Assumption University. Most of their daily speaking is done in English for professional reasons

since they are surrounded by foreigners. Both of them have a Master's Degree of Arts (English) and have lots of experience in the teaching of English language. They have a good command in both English and Thai. Their opinions are necessary in the study as a final source to determine whether collocations reflect Thai variety of English.

First of all, the unedited version of each novel was fed into "Wordlist" command in Wordsmith Tools to list the word frequencies as shown in Table 3.2.

Table 3.2: Samples of Wordlist from *From Atikarn's Diary*

	WordSmith Tools -- 20/2/2011			
Word	Freq.	%	Texts	%
THE	3386	6.3483133	1	100
HE	2126	3.985976	1	100
TO	1782	3.3410203	1	100
AND	1448	2.7148135	1	100
A	1036	1.9423665	1	100
ATIKARN	924	1.7323809	1	100
WAS	909	1.7042578	1	100
HIS	899	1.6855091	1	100
OF	786	1.4736487	1	100
THAT	667	1.2505391	1	100
IN	639	1.1980426	1	100
IT	633	1.1867934	1	100
O	568	1.0649267	1	100
YOU	521	0.9768078	1	100
AT	433	0.8118192	1	100
ON	390	0.7311997	1	100
SAID	388	0.72745	1	100
THEY	365	0.684328	1	100
I	339	0.6355813	1	100
PEOPLE	326	0.611208	1	100
THIS	324	0.6074582	1	100
FROM	314	0.5887095	1	100
HIM	307	0.5755854	1	100
FOR	303	0.568086	1	100
NOT	298	0.5587116	1	100
THERE	289	0.5418378	1	100
WERE	283	0.5305885	1	100
BUT	277	0.5193393	1	100
ABOUT	258	0.4837168	1	100
HAD	257	0.4818419	1	100
WITH	250	0.4687178	1	100
IS	245	0.4593434	1	100
#	214	0.4012224	1	100
WALKED	207	0.3880983	1	100
LOOKED	203	0.3805988	1	100
SOME	197	0.3693496	1	100
UP	193	0.3618501	1	100
WHEN	193	0.3618501	1	100
OUT	188	0.3524758	1	100
SAW	180	0.3374768	1	100
SO	177	0.3318522	1	100
SUTEE	173	0.3243527	1	100
BACK	169	0.3168532	1	100
ARE	166	0.3112286	1	100
TIME	160	0.2999794	1	100
ROOM	158	0.2962296	1	100
ONE	153	0.2868553	1	100
VERY	151	0.2831055	1	100
BAG	150	0.2812307	1	100
SHE	150	0.2812307	1	100

From the wordlist, only nouns, verbs, adjectives and adverbs were selected from the list as shown in Table 3.3 before searching for collocations.

Table 3.3: Selection of Nouns, Verbs, Adjectives and Adverbs from the Wordlist

WordSmith Tools -- 20/2/2011

Word	Freq.	%	Texts	%
THE	3386	6.348313332	1	100
HE	2126	3.985975981	1	100
TO	1782	3.341020346	1	100
AND	1448	2.714813471	1	100
A	1036	1.942366481	1	100
ATIKARN	924	1.732380867	1	100
WAS	909	1.704257846	1	100
HIS	899	1.685509086	1	100
OF	786	1.473648667	1	100
THAT	667	1.250539064	1	100
IN	639	1.198042631	1	100
IT	633	1.186793447	1	100
O	568	1.064926744	1	100
YOU	521	0.976807833	1	100
AT	433	0.811819196	1	100
ON	390	0.731199741	1	100
SAID	388	0.727450013	1	100
THEY	365	0.68432796	1	100
I	339	0.635581315	1	100
PEOPLE	326	0.611207962	1	100
THIS	324	0.607458234	1	100
FROM	314	0.588709533	1	100
HIM	307	0.575585425	1	100
FOR	303	0.568085968	1	100
NOT	298	0.558711588	1	100
THERE	289	0.541837752	1	100
WERE	283	0.530588508	1	100
BUT	277	0.519339323	1	100
ABOUT	258	0.483716756	1	100
HAD	257	0.481841862	1	100
WITH	250	0.468717784	1	100
IS	245	0.459343433	1	100
#	214	0.401222408	1	100
WALKED	207	0.388098329	1	100
LOOKED	203	0.380598843	1	100
SOME	197	0.369349599	1	100
UP	193	0.361850113	1	100
WHEN	193	0.361850113	1	100
OUT	188	0.352475762	1	100
SAW	180	0.33747679	1	100
SO	177	0.331852198	1	100
SUTEE	173	0.324352711	1	100
BACK	169	0.316853225	1	100
ARE	166	0.311228603	1	100
TIME	160	0.299979389	1	100
ROOM	158	0.296229631	1	100
ONE	153	0.28685528	1	100
VERY	151	0.283105522	1	100
BAG	150	0.281230658	1	100
SHE	150	0.281230658	1	100

Next, the keywords were used to search for collocations in the novel as shown in Table 3.4.

Table 3.4: Selection of Collocations

Word	With	Relation	Texts	Total	Total Left
SLOWLY	walked	0	1	9	1
	walked	0	1	8	6
SO	walked	0	1	8	5
AFTER	walked	0	1	8	7
IT	walked	0	1	8	4
SUTLE	walked	0	1	8	8
ON	walked	0	1	8	2
HIM	walked	0	1	7	0
WAS	walked	0	1	7	5
THEM	walked	0	1	7	2
UP	walked	0	1	7	6
SAW	walked	0	1	7	1
THEY	walked	0	1	7	7
LIVING	walked	0	1	6	0
HOUSE	walked	0	1	6	0
HOTEL	walked	0	1	6	2
FLOOR	walked	0	1	6	2
HER	walked	0	1	6	3
VILLAGE	walked	0	1	6	0
TOILET	walked	0	1	6	0
WAY	walked	0	1	5	2
WINDOW	walked	0	1	5	0
LOOKED	walked	0	1	5	2
	walked	0	1	5	3
QUICKLY	walked	0	1	5	1
	walked	0	1	5	0
RESTAURANT	walked	0	1	5	1
PEOPLE	walked	0	1	5	4
SHE	walked	0	1	5	4
INSIDE	walked	0	1	5	0
BUT	walked	0	1	5	1
AGAIN	walked	0	1	5	1
BIG	walked	0	1	5	1
FOREST	walked	0	1	5	0
FOR	walked	0	1	5	4
FAST	walked	0	1	5	0
TABLE	walked	0	1	4	0
SHOP	walked	0	1	4	0
VERY	walked	0	1	4	1
COUNTER	walked	0	1	4	1
CLOSET	walked	0	1	4	0
STATION	walked	0	1	4	0
BUILDING	walked	0	1	4	0
SIDE	walked	0	1	4	0
STREET	walked	0	1	4	1
NOT	walked	0	1	4	3
GUY	walked	0	1	4	3
WHEN	walked	0	1	4	3
WITH	walked	0	1	4	1
MANY	walked	0	1	4	1
BAG	walked	0	1	4	4
	walked	0	1	4	0
QUIETLY	walked	0	1	4	0

After that, each collocation was put into "Concord" command to gather colligation patterns. (see Table 3.5)

Table 3.5: Collection of Colligations

Then, all collocations, along with the colligation patterns, were listed and sorted into five types of lexical collocations: NG+V, VG+N, ADJ+N, ADV+ADJ and VG+ADV. Finally, colligations (grammar patterns) of collocations were analysed.

3.6.1 Thai Variety of English Collocations

Firstly, the researcher consulted Oxford Collocations Dictionary (OCD) to check whether the collocations exist in the OCD. The collocations found in OCD reflect Anglo-American English. Collocations, which were not found in the dictionary, were looked up in the British National Corpus (BNC) as the second source.

After checking with BNC, the collocations, which were found there, could be claimed that they are a spoken form of English collocation. On the other hand, collocations that were not in BNC could be assumed they are another variety of English collocation. To be precise, the comments from two Thai-native speakers (TNS) are used.

Collocations, which were not in OCD and BNC, along with colligation patterns and context, were given to two Thai-native speakers (TNS) to determine and give comments whether they think the collocations could be Thai variety of English collocations.

Finally, the further discussion and summary is given to the analysis.

3.7 Pilot Study

The researcher did a pilot study of Chapters 4 and 5 from *From Atikarn's Diary* before embarking on the main study. The reason of choosing *From Atikarn's Diary* was not only the researcher was familiar with the story because it was a reading material while the researcher was doing the Teaching Practicum (TP).

All steps in 3.6 (see pp. 52 - 56) were followed as planned for the main study.

3.7.1 The Correspondence to the Research Questions

<u>**RQ1**</u> **What are NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations found in Chapters 4 and 5 of** *From Atikarn's Diary***?**

Seven collocations were found as presented in the Table 3.6 below.

Table 3.6: List of Collocations Found in the Pilot Study

Type	Collocations			
NG+VG	bomb + burst	bomb + happen	train + arrive	train + move
VG+NG	control + situation	get + information	leave + room	

Only two types of collocations were found in the pilot study: NG+VG and VG+NG collocations. They are "bomb + burst", "bomb + happen", "control + situation", "get + information", "leave + room", "train + arrive" and "train + move".

Most collocations reflected the story of *From Atikarn's Diary* in the chapters. The story was about Atikarn, a young Thai journalist, was assigned a job from his boss to find the truth about the terrorist-bomb incidents in the south of Thailand. He travelled to Pattani province alone by train and accidentally got himself into the bomb situation at the train station. And these collocations can give a clue or a rough idea of what these chapters are about.

The collocations in the chapters were used with two purposes:

The first purpose is to narrate the incidents (to tell what happened) such as "bomb + burst" and "train + arrive".

The second one is to describe the actions of Atikarn, the main character, and other characters such as "get + information" and "control + situation".

RQ2 How do NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations reflect colligation patterns?

Table 3.7: Examples of Colligation Patterns in the Pilot Study

Collocation	Colligation
bomb + burst (NG+VG)	1. The police answered. And he turned back to the hole Embedded [rpron]+[NG=d+h]+[VG=f] **t h a t t h e b o m b b u r s t**. Many policemen tried to keep and gather the 2. but I am a journalist. And I stay in this place Adverbial [adv of time]+[NG=d+h]+[VG=f] **s i n c e t h e b o m b b u r s t**," Atikarn answered and showed his journalist ID 3. cold water at his back of his neck. "The bomb! The bomb. [N G = d + h] + [V G = f] + [a d v b = p p + n g] + [a d v b = p p + n g] **The bomb burst at the frontage of a convenience store** [advb=pp] **at the train station**.
bomb + happen (NG+VG)	Embedded [rpron]+[NG=d+h]+[VG=f] 1. Somebody ran to a spot **where a bomb** had happened. What happen? And Embedded [rpron]+[NG=d+h]+[VG=f] 2. Atikarn walked around the spot **that the bomb happened** again to keep the detail.
control + situation (VG+NG)	1. the air, people ran away, [n g = h] + [p m = p p + n g [+ [v g = f] + [V G = n f] + [N G = h] **police at the train station went** to control situation and people tried to first aid at the injured persons. 2. the train station's polices and [n g = n + c + h] + [v g = f] + [V G = n f] + [N G = h] **many local polices came to control situation**. And there were many local journalists followed polices too
get + information (VG+NG)	1. and this is my citizen ID card. [p r o n] + [v g = f] + [V G = n f] + [N G = n + h] + [a d v b = p p + n g] **I want to get more information about the situation** 2. roles of newspaper of TV news. [p r o n] + [V G = m + f] + [N G = e + h] + [a d v b = p p + n g] + [a d v] **We can get fast information from these things easily.** 3. [p r o n] + [v g = f] + [v g = n f] + [n g = d + c + h] + [V G = n f] + [N G = d + h] **He decided to visit the local government to get the information,** where was far from

leave + room (VG+NG)	[n g]+[V G=a d v+f]+[N G=d+h] 1. in the meeting room. **Atikarn soon left the meeting room** and the [pron]+[VG=f]+[NG=d+h] 2. in a freezer. **He left the room** and go sit on the sofa. Near the
train + arrive (NG+VG)	1. arrive to Pattani train station on platform number 3, [N G=d+h]+[p m=p p+n g]+[V G=m+f]+[a d v b=p p+n g] **the train from Ranong will arrive on platform number 4** and, the [N G = d + h + e m] + [V G = m + f] 2. **The train that come from Suratthani will arrive** [advb=pp+ng]+[advb=pp+ng] **to Pattani train station on platform number 3**, the train from Ranong
train + move (NG+VG)	[N G=d+h]+[V G=f+a d v]+[a d v b=p p+n g] 1. **The train was moving rapidly on the way,** just a few minutes later, it was outside the 2. saying good bye and take care, and some were crying. [N G=d+h]+[V G=f] **The train was moving,** they became the past.

Note: adv = adverb   advb = adverbial phrase   c = classifier

d = deitic   e = epithet   em = embedded clause

f = finite verb   h = head noun   n = numerative

nf = non-finite verb   ng = noun group   m = modality

pp = preposition   pron = pronoun   rpron = relative pronoun

vg = verb group

The significant colligations of NG+VG collocations finding from the pilot study are shown in Table 3.8.

Table 3.8: The Analysis of Colligations of NG+VG Collocations

Collocations	Colligation Patterns
bomb + burst bomb + happen	1) deitic + noun a bomb/ the bomb
train + arrive train + move	1) deitic + noun the train 2) deitic + noun + prepositional phrase (a post-modifier) the train from Ranong 3) deitic + noun + embedded clause (a post-modifier) the train that comes from Suratthani

From the analysis of NG+VG colligations, the word "bomb" cannot stand alone. It always comes with a determiner. So does the word "train", it often colligate with a determiner. Sometimes, it exists with a prepositional phrase or an embedded clause functioning as a post-modifier.

Moreover, the significant colligations of VG+NG collocations findings from the pilot study are shown in Table 3.9.

Table 3.9: The Analysis of Colligations of VG+NG Collocations

Collocations	Colligation Patterns
get + information	1) numerative + noun (more information) 2) epithet + noun (fast information) 3) deitic + noun (the information)
leave + room	1) deitic + classifier + noun (the meeting room) 2) deitic + noun (the room)

From the Table above, both the words "information" and "room" usually colligate with deitic. Sometimes, they tend to colligate with epithet and classifier, giving more details to a noun.

RQ3 Are there any Thai variety of NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations? If so, what are they?

After consulting the Oxford Collocations Dictionary (OCD), British National Corpus (BNC) and two Thai-native speakers (TNS), one out of seven collocations could be listed as Thai variety of English collocation as presented in the Table below.

Table 3.10: List of Thai variety of English Collocation

Collocation	OCD	BNC	TNS
bomb + burst	✗	✓	
bomb + happen	✗	✗	✓
control + situation	✓		
get + information	✓		
leave + room	✓		
train + arrive	✓		
train + move	✓		

There is one collocation that can be listed as a Thai variety. It is "bomb + happen".

1. bomb + happen

    *1. Somebody ran to a spot where a **bomb** had **happened**. What happen? And*

    *2. Atikarn walked around the spot that the **bomb happened** again to keep the detail.*

The collocation "bomb + happen" might be resulted from Thai language interference. It is the way Thai people saying when the bomb explodes in Thai; it comes from Thai words "raberd (bomb) dai kerdkuen (happen)". However, the meaning of "bomb + happen" is literally understandable and does not change the meaning of the context at all. Therefore, it can be considered as a Thai variety of English collocation.

From the pilot study, the researcher can see that the method of analysis in 3.6 is feasible to the study. Yet there was a slight difficulty with Wordsmith Tools. The programme is more complicated and complex than it was expected. Anyway, it was helpful for searching collocations and colligation patterns with a number of texts.

Moreover, the researcher agreed to use Oxford Collocation Dictionary, British National Corpus and two Thai native speakers to be as a reference of the analysis to whether the collocations reflect Thai variety.

3.8 Conclusion

This chapter has described the framework of this research. The focus of the research is on analysing collocations and colligation patterns found in the novels written as a group project by English IV students at Assumption University, follows by an explanation of the Wordsmith Tools 5.0 used for listing NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV of lexical collocation and study the colligation pattern, along with the attempt to find Thai variety of English collocations in these novels.

The next chapter presents the significant findings of this study.

Chapter 4

Analysis and Discussion

This chapter consists of four major sections. The first section includes the findings and discussions of collocations and colligations in *Grafted Pine Tree*. The second section reports the findings and discussions of collocations and colligations in *Chester's Magic Island*. The third section presents the findings and discussions of collocations and colligations in *From Atikarn's Diary*. And the last section includes the summary and the discussion of the findings of collocations and colligations in the three novels.

Each section contains four parts. The first part presents the list of collocations in the data and discusses the occurrences of the collocations in the story. The second part presents the colligations of the collocations from the novel. The next part includes the findings of Thai variety of English collocations as well as gives an explanation of the presence of such Thai variety of English collocations. The last part is the conclusion of the major findings in the data.

The abbreviations used in Chapter 4 are shown in Table 4.1.

Table 4.1: The Explanations of Abbreviations

Abbreviations	Full Forms	Abbreviations	Full Forms
ADJ	Adjective	M	Modality
ADV	Adverb	N	Numerative
ADVB	Adverbial Phrase	NF	Non-Finite Verb
C	Classifier	NG	Noun Group
COMP	Complement	PRON	Pronoun
CONJ	Conjunction	RPRON	Relative Pronoun
D	Deitic	PM	Post Modifier
E	Epithet	PP	Preposition
EM	Embedded Clause	VG	Verb Group
F	Finite Verb	OCD	Oxford Collocation Dictionary
H	Head Noun	BNC	British National Corpus
I	Intensifier	TNS	Thai Native Speakers

4.1 Major Findings from *Grafted Pine Tree*

This section discusses the findings of collocations, colligations and Thai variety of English collocations in the *Grafted Pine Tree*.

4.1.1 Findings of Collocations in *Grafted Pine Tree*

After analysing eight chapters written by Thai students in the unedited version of *Grafted Pine Tree* using the Wordsmith Tools, the result shows that there are 33 collocations found in this novel. The list of collocations is shown in Table 4.2.

Table 4.2: Collocations Found in *Grafted Pine Tree*

Type	Collocations From Wordsmith Tools
NG+VG	time + pass bus + stop phone + ring (3)
VG+NG	waste + time spend + time take + time take + breath take + hand start + engine solve + problem pay + money change + clothes wear + clothes wear + shirt erase + tear pay + attention give + surprise hold + party raise + head answer + question shake + head ask + question (19)
ADJ+NG	sweet + smile fresh + air deep + breath big + smile (4)
ADV+ADJ	completely + different (1)
VG+ADV	say + softly say + sadly say + smoothly say + happily love + deeply see + clearly (6)
TOTAL	**33**

The researcher notices there is a relation between collocations and the theme of the story. Also, collocations found in the novel reflect students' routine, university life, and love story, which are the theme of *Grafted Pine Tree*.

The examples of collocations that reflect student's routine and university life are "bus + stop" "phone + ring" "shake + hand" "hold + party" "answer + question" "ask + question" and "wear + clothes".

Likewise, the examples of collocations that shows emotions and perceptions on love and relationship between boys and girls are "love + deeply" "say + happily" "say + sadly" "give + surprise" "erase + tear" and "sweet + smile".

Additionally, the researcher found four ways of using collocations. The collocations are used in:

- <u>Narrating the sequence of events</u> such as "pay + money" (*At the same time, Choeckchai paid money for Taxi's driver.*), "bus + stop" (*The bus will stop in the midnight.*), "start + engine" (*Then he started the engine and closed the windows.*), "hold + party" (*At six o' clock, the freshman party would hold at playground of Siam Economic university.*) and "phone + ring" (*Saturday Morning, the phone rang.*), "time + pass" (*Eighteen years which was quite a long time passed in her life.*), "bus + stop" (*The bus would stop at 2 places.*) and "phone + ring" (*"Gring!..gring!..gring!", His mobile phone rang.*).

- <u>Describing the setting</u> such as "fresh + air" (*But it was better than from the air condition because it was fresh air.*).

- <u>Describing the characters' actions</u> such as "shake + head" (*The young lady shook her head and gave this answer.*), "big + smile" (*A big smile was showing on the An's face.*) "waste + time" (*Choeckchai did not want to waste any more time*), "spend + time" (*Choeckchai spent lots of time prowling round the room.*), "change + clothes" (*Group of a girl they went to toilet to change a clothes.*), "pay + attention" (*Chen Zhen paid lots of attention to Kai*), "raise + head" (*An raised her head and Looked at Ling.*), "say + smoothly" (*She stared at Ling in a few seconds and said smoothly.*), "see + clearly" (*In her mind, she could see her parents clearly.*), "completely + different" (*Her eyes were completely different from An's.*) and "sweet + smile" (*A sweet smile appeared on her face.*).

- <u>Describing the characters' emotions</u> such as "erase + tear" (characters were crying), "sweet + smile"(characters were happy), "love + deeply"(characters were in love), "say + sadly" (characters were depressed), "say + happily" (characters were blissful) and "deep + breath" (characters were excited) and "love + deeply" ("*I am sure they <u>love</u> each other <u>deeply</u>!*").

4.1.2 Findings of Colligations in *Grafted Pine Tree*

The sentences with collocations in *Grafted Pine Tree* were extracted and listed in alphabetical order in Table I (see Appendix I).

However, only the collocations that have the prominent uses of colligations are analysed their grammar structures and discussed as colligation patterns.

There are 18 collocations: one NG+VG collocation, 15 VG+NG collocations, one ADJ+NG collocation and one VG+ADV collocation in the *Grafted Pine Tree* that have prominent colligation patterns.

The analyses and discussions are arranged by types of collocations as follows:

1. NG+VG Collocation

Table 4.3: Colligations of NG+VG Collocation in *Grafted Pine Tree*

Collocations	Examples of Colligation Patterns

time + pass	1. here was another people came in class continuously. Ling felt
	   Embedded [NG=d+h]+[VG=f+int+adv]
	that **the time passed very slowly**. But she saw at her watch. It was time to
	
	2. parents. Her face hung a smile. She felt it childish and
	   NG+VG+ADV
	meaningless. **Time passed swiftly**. It was time to go. She smiled sweetly and said

1.1 time + pass

Collocation "time + pass" often occurs with adverbs expressing a relation between action and time. The examples from the data are *"Ling felt that the time passed very slowly"* and *"Time passes swiftly"*.

2. VG+NG Collocation

Table 4.4: Colligations of VG+NG Collocations in *Grafted Pine Tree*

Collocations	Examples of Colligation Patterns
answer + question	1. girl.", When An saw her appearance and asked. [ng]+[VG=polar adv+f]+[NG=d+h] **Ling did not answer her question.** She only put up her head and looked at An. Then she weakly
ask + question	1. more and more. Ling listening high spirits, [adv of time]+[pron]+[VG=f]+[NG=n+h]+[advb=pp+adv] **sometimes she asked some questions for there or here.** Usually many peoples greeted to chenzhen
erase + tear	1. "Yes, I am fine, do I trouble your dream?" [ng]+[VG=adv+f]+[NG=d+h] **An quickly erased her tears** and turned the body to Ling. "Of course no. Because here is hot
give + surprise	1. Sunday is her birthday, what can I do for it?" [pron]+[VG=m+f]+[pron]+[NG=d+e+h] **"You can give her a big surprise."** "A big surprise?" Choeckchai repeated. Tum thought about
pay + attention	1. stopped. At that point, he himself also wished to know Embedded = [rpron]+[ng]+[VG=f]+[NG=n+h]+[advb=pp+ng] **why Chen Zhen paid lots of attention to Kai.** "Oh, please tell him I am alright right
pay + money	1. any clew. So he decided to go to XiDan marketplace. He Embedded = [pron]+[VG=f]+[NG=h]+[advb=pp+ng] thought **he paid money for buying a cloth.** He remembered he took dibs in his pocket 2. thought he was a lucky guy. After they finished their lunch, [ng]+[VG=f]+[NG=h]+[advb=pp+ng] **Bin paid money for this meal.** He told Ling, "This meal I pay for you because I
raise + head	5. cold water. Although it was very cold, he felt very clear. [ng]+[VG=f]+[NG=d+h] **Choeckchai raised his head** and looked at himself in the mirror, there was full

shake + head	3. expression. Suddenly, the pen was stopped. It became disuse. [ng]+[VG=f]+[NG=d+h]+[adv] Qiao **An shook her head sadly**, and started to pull the head of the pen from
spend + time	1. of fashionable clothes. Ling was a nitpicking girl. [pron]+[VG=f]+[NG=e+h]+[vg=nf] **she spent long time to select clothes**. She held the clothes up. "It is not
take + breath	1. he didn't mention anything about he could not forget her [pron]+[VG=f]+[NG=d+e+h] anyhow. **He took a deep breath** and thought: it should be a perfect moment now in
take + hand	1. she waited for An say something. Later on, Qiaoan walked here [VG=f]+[NG=d+h] and **took Ling's hand**, they sat down the bed, Qiaoan told to Ling: "you a
take + time	3. saw the Ling's lips had started became the color. Adverbial =[adv of time]+[pron]+[VG=f]+[NG=n+h] **If they took more time,** Ling would be having dangerous. Choeckchai did not wait for An
waste + time	1. up with a nice ending too." [ng]+[vg=polar adv+f]+[VG=nf]+[NG=n+i+h] **Choeckchai did not want to waste any** more time, he walked closer to the old man and asked, "Do you know anyone
wear + clothes	1. musical instruments and many students . [ng=d+h]+[VG=f]+[NG=e+h] **These students wore beautiful clothes**. Someone talked with friends. Someone sang with friends and
wear + shirt	1. they found one guy was cried out for them. He was Chenzhen. [pron]+[VG=f]+[NG=d+e+h]+[conj]+[ng=e+h] **He wore a blue shirt and black trousers**. He looked very gentleman.

2.1 spend/ take/ waste + time

The word "time" gives a sense of the property that belongs to a person. A person can use, have his/ her time or even lose it.

All collocations "spend + time", "waste + time" and "take + time" tend to colligate with numeratives in order to indicate the quantity of how much time is used

or lost in doing something. For example, *"She took little time…"* *"If they took more time…"* *"He would waste much time…"* and *"She spent long time…"*

Moreover, the collocation "spend + time" tends to colligate with infinitive with to or present participial as a non-finite verb (spend time to do something/ spend time doing something). For example, *"She spent long time to select clothes."* and *"Choeckchai spent lots of time prowling round the room."* Moreover, it can colligate with prepositional phrase when focusing on the place of the scene. Examples from the novel are *"She spent a long time in front of the mirror."* and *"They were so tired of spent the time in Hua - Hin."*

On the other hand, collocation "waste + time" colligates with a possessive deitic to give information of whose time is wasted; for example, *"I should not waste your time any more."* Moreover, it can be followed with prepositional phrase "on + something" such as *"Don't waste time on another thing."*

2.2 answer/ ask + question

The word "question" tends to colligate with a possessive deitic in the collocation "answer + question". The examples from the novel are *"Ling did not answer her question."* and *"An didn't answer Ling's question."* and *"I will answer your question."* Similarly to "ask + question", it can be colligated with a possessive deitic too such as *"Paul continuously asked his questions with respectful attitude."*

Moreover, the collocation "ask + question" often colligate with preposition "to". People can ask question to "someone". For example, *"he often asked the questions to her."*

69

2.3 pay + attention/ money

The collocation "pay + attention" tends to colligate with preposition "to" (pay attention to someone). For example, *"Ling paid attention to him"* *"He himself also wished to know why Chen Zhen paid lots of attention to Kai."* and *"Everybody in this class paid attention to him."*

On the other hand, the word "money" tends to colligate with preposition "for" (pay money for something). For example, *"Choeckchai paid money for Taxi's driver."* *"He thought he paid money for buying a cloth."* and *"Actually An paid money for this dinner."*

2.4 raise/ shake + head

Both collocations "raise + head" and "shake + head" tend to colligate with a possessive deitic. The examples from the novel are *"An raised her head and Looked at Ling."* *"Choeckchai raised his head and looked at himself in the mirror."* *"Choeckchai raised his head and looked at the lady's eyes."* *"Choeckchai shook his head unfortunately with forced smile."* and *"An shook her head sadly."*

2.5 take + hand

Similarly to "head", the word "hand" colligates with a possessive deitic such as *"An took Ling's hand to go to the food."* *"...until you took my hand in yours."* and *"And then she took her hand out."*

2.6 erase + tear

In the collocation "erase + tear", the word "tear" is always used in a plural form. The examples from the novel are *"she erased these tears..."* and *"An quickly erased her tears..."*

2.7 give + surprise

The dominant colligation pattern of this collocation is "to give someone a surprise". For example, *"You can give her a surprise."* and *"I just want to give you a surprise."*

2.8 take + deep + breath

These two collocations: "take + breath" and "deep + breath" are usually used together as a one verb phrase. For example, *"He took a deep breath and thought..."* *"he took a deep breath and encouraged himself."* and *"Ling took a deep breath and said..."*

2.9 wear + clothes/ shirt

The words "clothes" and "shirt" tend to colligate with epithet as a pre-modifier describing or expressing a quality characteristic of the person or thing. The examples from the novel are *"These students wore beautiful clothes."* *"He wore a blue shirt and black trousers."* *"An was wearing a white shirt with a black short skirt"* and *"An looked at the girl sitting near her who wore beige sweat shirt and..."*

Sometimes, they can also be colligated with classifier as a pre-modifier indicating the semantic class to which a noun belongs. The examples are *"He wore*

light gray Chinese style clothes...” and *“He wore black western-style clothes.” and*

“she wore white cotton shirt and...”

3. ADJ+NG Collocation

Table 4.5: Colligations of ADJ+NG Collocation in *Grafted Pine Tree*

Collocations	Examples of Colligation Patterns
deep + breath	1. minutes silence, Choeckchai seemed he should say something. [pron]+[vg=f]+NG=d+e+h] **He took a deep breath**. Then, he started, “Well! I am sorry. I should not see 2. the street. So the air was much fresher than the daytime. pron+[vg=f]+[NG=d+e+h] **She took a deep breath** and dialed her grandmother’s telephone number. When she …

3.1 deep + breath

The collocation “deep + breath” often colligates with a verb “take” and an article “a”. Normally, it is used as one verb phrase “take a deep breath” such as *“He took a deep breath”*.

4. VG+ADV Collocation

Table 4.6: Colligations of VG+ADV Collocation in *Grafted Pine Tree*

Collocations	Examples of Colligation Patterns
love + deeply	1. you took my hand in yours---I never knew Embedded =]rpron]+[pron]+[VG=m+f]+[pron]+[ADVB=i+adv] **that I could love someone so deeply**, completely and endlessly---until I fell in love with you. 2. An quietly, “look, they are very sweet, I am sure pron+[VG=f]+pron+ADV **they love each other deeply!”** “I think so, Lili is a good girl, and chenzhen is kind man.

4.1 love + deeply

The dominant colligation of "love + deeply" is "to love someone deeply" as shown in the analyses above *"I could love someone so deeply"* and *"they love each other deeply"*.

4.1.3 Thai Variety of English Collocations in *Grafted Pine Tree*

The researcher tried to find Thai variety of English collocations in the *Grafted Pine Tree*. Collocations were checked from three sources: Oxford Collocations Dictionary (OCD), British National Corpus (BNC) and Thai native speakers, respectively (see pp. 52 - 53).

The result is shown in Table 4.7 below.

Table 4.7: The Checking of Thai Variety in *Grafted Pine Tree*

Collocation	OCD	BNC	TNS
time + pass	✓		
bus + stop	✓		
phone + ring	✓		
waste + time	✓		
spend + time	✓		
take + time	✓		
take + breath	✓		
take + hand	✓		
start + engine	✓		
solve + problem	✓		
pay + money	✓		
change + clothes	✓		
wear + clothes	✗	✓	

wear + shirt	✗	✓	
erase + tear	✗	✗	✓
pay + attention	✓		
give + surprise	✓		
hold + party	✓		
raise + hand	✓		
ask + question	✓		
sweet + smile	✓		
fresh + air	✓		
deep + breath	✓		
big + smile	✓		
completely + different	✓		
say + softly	✓		
say + sadly	✓		
say + smoothly	✓		
say + happily	✓		
love + deeply	✓		
see + clearly	✓		

The result shows that there is only one collocation that might be listed as the Thai variety of English in the *Grafted Pine Tree*.

1. erase + tear

The example using of this collocation in the novel are as follows:

1. *enquiringly. Momentary remember in her face still persisted tears, at once she __erased__ these __tears__ and walked more quickly to…*

2. *remember in her face still persisted tears, at once she __erased__ these __tears__ and walked more quickly to continuants. When she left this…*

3. *"Yes, I am fine, do I trouble your dream?" An quickly* <u>*erased*</u> *her* <u>*tears*</u> *and turned the body to Ling. "Of course no. Because here is hot…*

Thai native speakers agree that "erase + tear" can be Thai variety of English collocation (wipe + tear). In Thai, the verb, which refers to wiping or drying the tears with one's hand, is "lob" and "ched". The students simply used the word "erase", which means "lob" in Thai, with the word "tear" to form the collocation "erase + tear". The collocation is understandable in the same the way of wiping the tears out off someone's face. Therefore, the collocation "erase + tear" might be considered as Thai variety of English collocation.

In conclusion, it is assumed that the collocation "erase + tear" is possibly a Thai variety of English collocation as it is influenced by Thai language. However, it is not a matter if the students used the collocations "erase + tear" or "wipe + tear" in the novel because the meaning is still comprehensible.

4.1.4 Conclusion of *Grafted Pine Tree*

In conclusion, there are 33 collocations in *Grafted Pine Tree*. The collocations found in the data reflect the story theme. Moreover, the collocations are used to narrate the story, to describe the situation and setting, to describe the characters' actions and emotions.

From the study, each collocation has its own significant colligation pattern. For example, the collocations such as "waste + time" or "pay + attention" colligate with prepositional phrase (<u>waste time on something</u> or <u>pay attention in something</u>). Te collocations such as "answer + question" and ""waste + time" tend to occur with possessive deitics before a noun (<u>answer her question</u> or <u>waste your time</u>).

Lastly, only one collocation (erase + tear) could be counted as Thai variety of English, owing to the fact that it gets the influence from Thai language.

4.2 Major Findings from *Chester's Magic Island*

This section presents the findings of collocations, colligations and Thai variety of English collocations in the *Chester's Magic Island*.

4.2.1 Findings of Collocations in *Chester's Magic Island*

There are 37 collocations found in the data presented in Table 4.8 below.

Table 4.8: Collocations Found in *Chester's Magic Island*

Type	Collocations From Wordsmith Tools
NG+VG	ground + split wind + blow (2)
VG+NG	take + time spend + time pass + way hear + voice hear + sound hear + noise glance + eye nod + head save + life change + mind light + fire light + candle solve + problem pass + examination answer + question make + relationship start + conversation start + fire pay + attention (19)
ADJ+NG	narrow + way joyful + life dark + sky gigantic + spider deep + forest fresh + water fresh + air sweet + smell wide + lawn bright + sand (10)
VG+ADV	walk + directly know + exactly shout + loudly say + softly run + directly come + closely (6)
TOTAL	37

It is very interesting that there is a connection between collocations and the theme of the story because collocations reveal what the novel is about. Collocations

found in the novel reflect students' school routine, adventure, and excitement. which *Chester Magic's Island* is about.

The examples of collocations in *Chester's Magic Island* that demonstrate adventure and excitement are "ground split" "light + candle" "hear + sound" "save + life" "deep + forest" and "gigantic + spider".

The examples of collocations reflecting students' school routine are "solve + problem" "pass + examination" "answer + question" "make + relationship" "start + conversation" and "pay + attention".

Moreover, there are three different ways of using collocations in Chester's Magic Island. They are used in:

- <u>Telling the sequence of events</u> such as "ground + split" (*Chester said and he turned his head back. Then he saw the <u>ground split</u>.*), "glance + eye" (*Then Chester <u>glanced</u> his <u>eyes</u> to see Leo's wound.*), "hear + sound" (*After Leo woke up, he <u>heard</u> <u>sound</u> of waterfall.*), "make + relationship" (*He thought the animals could <u>make</u> good <u>relationship</u> with him.*) and "hear + noise" (*Chester <u>heard</u> some <u>noise</u> from that cave but he didn't see anything.*).

- <u>Describing the setting</u>; for example, "wind + blow" (*The <u>wind blew</u> heavily in their direction.*), "dark + sky" (*The <u>sky</u> was so <u>dark</u> because the rain was coming.*) and "wide + lawn" (*In the <u>wide lawn</u> there were many skeletons of animals.*).

- <u>Describing characters' actions</u> such as "light + candle" (*Chester <u>lit</u> the last <u>candle</u> and he saw the door.*), "nod + head" (*Chester said and <u>nodded</u> his <u>head</u>.*), "shout + loudly" (*Then Leo <u>shouted loudly</u>*) and "run + directly" (*Leo and Chester <u>ran</u> <u>directly</u> to the river.*).

4.2.2 Findings of Colligation Patterns in *Chester's Magic Island*

The sentences with collocations in *Chester's Magic Island* were extracted and listed in alphabetical order in Table II. (see Appendix II).

However, only the collocations that have the prominent uses of colligations are analysed their grammar structures and discussed the colligation patterns.

There are 15 collocations: 12 VG+NG collocations, one ADJ+NG collocation and two VG+ADV collocations in the *Chester's Magic Island* that have prominent colligation patterns.

1. VG+NG Collocation

Table 4.9: Colligation Patterns of VG+NG Collocations in *Chester's Magic Island*

Collocations	Examples of Colligation Patterns
change + mind	1. by the monster. Chester! [pron]+[vg=m+f]+[ng=d+h]+[VG=nf]+[NG=d+h] **you must reconsider the way to change your mind.**" Leo angrier. Chester and Leo decided to walk through the
hear + noise	1. hat is it?" she replied excitedly. "I don't know," he said. Adverbial [adv of time]+[pron]+[VG=f]+[NG=d+h]+[adv] **After they heard the noises again**, Christine decided to induced Chester to
hear + sound	1. They didn't know what to do next. After Leo woke up, [pron]+[VG=f]+[NG=h+pp] **he heard sound of waterfall**. He was glad. He called Chester. When Chester 2. don't go with Leo. He decided to follow him yet. In the middle [pron]+[VG=f]+[NG=d+e+h] cave, **he heard the howling sound**. That was Leo's sound. He ran to find him.

| hear + voice | 1. "Thank you for your kindness," Chester said.
 [pron]+[VG=f]+[NG=d+e+h]
 "We heard your sweet voice," Chester continued. "We were singing a song. We love to sing," |

light + candle	1. through the last gate (the earth gate). It was dark Adverbial [conj]+[ng]+[VG=f]+[NG=d+h] **so Chester lit a candle.** They saw human earth came up from the ground. The human earth
light + fire	3. walked into a cave. It was very dark and very deep. [ng]+[vg=f]+[VG=nf]+[NG=d+h] **Chester wanted to light a fire** but he had nothing to start one. "We don't have a match
pay + attention	6. Although Chester could not sat near Tom, [ng]+[VG=adv+polar adv+f]+[NG=h]+[advb=pp+ng] **Chester still not pay attention in the Mathematics ,** because he hated mathematics so much.
save + life	1. "Thank you my friends," Leo said. "Thank you, Frank. [pron]+[VG=f]+[NG=d+h]+[adv] **You saved my life again,"** Chester said with his smile. "Not only me but from ever
spend + time	1. have a time to take care of their son. [pron]+[VG=adv+f]+[NG=n+h]+[advb=pp+ng] **They usually spent a lot of time at their office.** They went to other countries to do their business 2. upset me , but why didn't you go back to the tree , [pron]+[VG=m+f]+[NG=n+h]+[VG=nf]+[advb=pp+ng] **I'd spent a long time waiting for you."** Chester sat down on the grave and continued to
start + conversation	1. moved back to his house, so everything looked groom and quiet. [ng]+[VG=f]+[NG=d+h] **Chester started a conversation.** "I think we are very fortunate that we can
start + fire	1. to dark. Chester hurried up to find the firewood. [ng]+[vg=f]+[VG=nf]+[NG=d+h] **Chester tried to start the fire** like Leo used to teach and done it for him. So he could 2. a fire," Chester said "I don't have any idea. I believe Embedded = [conj]+[pron]+[VG=m+f]+[NG=d+h] **that we can start a fire,"** Leo said "I used to read a book about travel. In the
take + time	1. They walked along the rough way of the forest. [pron]+[VG=polar adv+f]+[NG=n+h] **It did not take a long time** then they got a big surprise when they found a big apple under 2. he didn't want to read the book [conj]+[ng=d+h]+[VG=m+f]+[NG=n+h] **because the reading must take long time.** But he must read it because it was a homework. And he could do

1.1 hear + voice/ sound/ noise

The word "hear" tends to colligate with something relating to or perceived through the sense of hearing such as sound, music or utterance.

The words "sound, "voice" and "noise" tend to colligate with both a deitic (a, an, the or possessive deitic) and an epithet as a pre-modifier such as *"Chester heard a loud noise. Boom!" "he heard the howling sound"* and *"We heard your sweet voice."*

Moreover, they can colligate with a prepositional phrase as a post-modifier such as *"Chester heard some voice from the dog" "Leo heard the sound of flapping wings upward"* and *"Suddenly he heard some noises from the deepest of the floor."*

1.2 take / spend + time

Collocation "spend + time" tends to colligate with infinitive with to or present participial as a non-finite verb (spend time to do something/ spend time doing something). For example, *"Pol and Sri were spent a lot of time in the evening to stay with Chester." "Chester spent less time to be with them."* and *"I'd spent a long time waiting for you."* Moreover, it colligates with preposition of place such as *"They usually spent a lot of time at their office."* and *"He spent his time in the classroom."*

Besides, collocations "spend + time" and "take + time" tend to colligate with numeratives in order to indicate the quantity of how much time is used in doing something. For example, *"It did not take a long time then…"* and *"Chester spent less time…"*

1.3 start + conversation/ fire

The word "start" means to cause something to begin to work, such as machine or object, and to create an event or process to happen.

The words "conversation" and "fire" tend to colligate with a deitic. The examples from the novel are *"Chester started a conversation." "So Chester started the conversation." "I believe that we can start a fire,"* and *"Chester tried to start the fire like Leo used to teach..."*

1.4 light + fire/ candle

The word "light" has a meaning of providing ray of light to something and making something starts burning such as cigarette, fire or candle. The words "fire" and "candle" tend to colligate with an article (a, an, the). For example, *"It was dark so Chester lit a candle."* and *"Chester picked up some bits of stone and hit together to light the fire."*

1.5 change + mind

The word "mind" usually comes after possessive deitic (one's mind). For example, *"If you change your mind, you can join us." "It was not easy to change his mind to quit from hunt."* and *"Chester! you must reconsider the way to change your mind."*

1.6 save + life

In similar fashion to "mind", the word "life" usually colligates with possessive deitic such as *"your daughter saved my life from those crocodiles." "But why did you have to come and saved my life,"* and *"Thank you. You saved our life."*

1.7 pay + attention

The collocation "pay + attention" tends to colligate with "infinitive with to" as a post-modifier (pay attention to do something). The examples from the novel are *"They stopped laughing when they paid attention to hear the suffering voice like a baby bird cried."* and *"He paid attention to look that he met the stone's face like human."*

Furthermore, "pay + attention" can colligate with the preposition "in" (pay attention in something). For instance, *"And then he had pay more attention in the class than the beginning of Tom died." "Chester still not pay attention in the Mathematics."* and *"Chester paid attention in science so much."*

2. ADJ+NG Collocation

Table 4.10: Colligations of ADJ+NG Collocations in *Chester's Magic Island*

Collocations	Examples of Colligation Patterns
narrow + way	1. to induced Chester to follow the noises. [adv of time]+[pron]+[vg=f]+[NG=d+e+h]+[pm=pp+ng+conj+ng] **Then they found a narrow way between the shelf and the wall.** They walked through the way and … 2. concentrate in only his objective. [ng=n+conj+n]+[vg=f]+pp+[NG=d+e+h]+pp **Chester and Leo went to the narrow way in the thick trees.** They found a strange animal stay in their…

2.1 narrow + way

Collocation "narrow + way" often colligates with prepositional phrase as a post-modifier to the word "way". For example, *"They found a narrow way between the shelf and the wall."* and *"Chester and Leo went to the narrow way in the thick trees."*

3. VG+ADV Collocation

Table 4.11: Colligations of VG+ADV Collocations in *Chester's Magic Island*

Collocations	Examples of Colligation Patterns
run + directly	1. dog kept biting the fence. Suddenly it went through the fence and [VG=f+adv]+[advb=pp+ng] **ran directly to him**. Fortunately, Nancy heard a dog's barking then she
walk + directly	1. saw many mango trees that were similar to the tree at his house . [pron]+[VG=f+adv]+[advb=pp+ng] **He walked directly to the trees**. When he came closer, he saw the fruit

3.1 run/ walk/ + directly

The words "run" and "walk tend to colligate with preposition "to" (run or walk directly to "something" or to "someone"). The examples are *"The dog ran directly to him." "Chester ran directly to the river."* and *"He walked directly to the sea."*

4.2.3 Thai Variety of English Collocations in *Chester's Magic Island*

The researcher tried to find Thai variety of English collocations in the *Chester's Magic Island*. As mentioned in Chapter 3 (see pp. 52 - 53), collocations were checked from three sources: Oxford Collocations Dictionary (OCD), British National Corpus (BNC) and Thai native speakers, respectively.

As shown in Table 4.12, there are two collocations that cannot be found in the OCD and BNC. According to the comments from Thai natives, one collocation might be considered as Thai variety while another might not.

Table 4.12: Findings of Thai Variety in *Chester's Magic Island*

Collocation	OCD	BNC	TNS
ground + split	✗	✗	✓
wind + blow	✓		
take + time	✓		
spend + time	✓		
pass + way	✗	✓	
hear + voice	✓		
hear + sound	✓		
hear + noise	✓		
glance + eye	✓		
nod + head	✓		
save + life	✓		
change + mind	✗	✓	
light + fire	✓		
light + candle	✓		
solve + problem	✓		
pass + examination	✓		
answer + question	✓		
make + relationship	✗	✓	
start + conversation	✓		
start + fire	✓		
pay + attention	✓		
narrow + way	✗	✓	
joyful + life	✗	✓	
dark + sky	✓		
gigantic + spider	✗	✓	
deep + forest	✓		
fresh + water	✓		

fresh + air	✓		
sweet + smell	✓		
wide + lawn	✗	✓	
bright + sand	✗	✓	
walk + directly	✗	✓	
know + exactly	✓		
shout + loudly	✓		
say + softly	✓		
run + directly	✗	✓	
come + closely	✗	✗	✗

1. ground + split

The examples from the novel are as follows:

1. *yesterday," Chester said and he turned his head back. Then he saw the* **ground split***. They ran quickly. Chester ran and interrupted with…*

2. *quickly. Chester ran and interrupted with stone. So he collapsed. The* **ground split** *at point that he was. Chester cried and caught at the…*

3. *Chester saw the jaguar. Then he jumped to his back. Finally, the* **ground** *stopped to* **split** *and the rain stopped to fall. At night, The…*

The verb "split" is attached to the noun "ground" which is a Thai combination. The verb "split" is directly translated from Thai verb "yak". According to the Thai native speakers, the collocation "split + ground" can be the Thai variety since it is the way Thai people say and use the word in Thai. Moreover, the meaning of "ground + split" is understandable and gives a clear picture to the readers of a crack on the surface of the ground (ground + crack). Therefore, the collocation might be a Thai variety as it is influenced by Thai.

2. <u>come + closely</u>

The examples are as follows:

1. *in his hand to help Leo came back on the raft. Now their raft* ***came closely*** *the shore about ten feet left and the crocodile still kept...*

2. *from another world," Leo introduced Chester to them. The jaguar* ***came closely*** *to Chester. He walked back. "Don't afraid of him. His name is...*

3. *don't drink water. It has poison!," Chester shouted. Then he* ***came closely*** *near the river and considered the water. "I think the water...*

Nonetheless, the Thai native speaker considers it is not Thai variety of English collocation. It is a simply grammatical confusion defined as generalisation of English adjective (close) and adverb (close/ closely). This is just a matter of grammatical rules that the students remember that an adverb has to end with –ly. They might not be applicable with some words such as "close" that it can be both adverb and adjective. The conventional collocation is "come close".

4.2.4 Conclusion of *Chester's Magic Island*

In brief, there are 37 collocations in Chester's Magic Island, which relate to the fanciful and adventurous sense. Similar to *Grafted Pine Tree*, these collocations are used in narrating the story and describing the settings and characters' actions.

Moreover, each collocation has its own significant colligation pattern. The collocation such as "spend + time" colligates with infinitive with "to" or "present participial" as a non-finite verb (<u>spend time to do something</u> or <u>spend time doing something</u>). Collocations like "run + directly" and "walk + directly" tend to colligate with prepositional phrase functioning as an adverbial phrase (<u>run directly to something</u> or <u>walk directly to something</u>).

Lastly, there are two collocations that might be listed as Thai variety of English collocation. However, one (ground + split) is possibly Thai variety whereas the other (come + closely) is not. Similar to what is found in *Grafted Pine Tree*, "ground + split" is derived from Thai language as a transliteration from Thai to English. However, "come + closely" is not considered as Thai variety. It is likely to be just confusion about the form of an adverb and an adjective.

4.3 Major Findings from *From Atikarn's Diary*

This section reports the findings of collocations, colligations and Thai variety of English collocation in the *From Atikarn's Diary*.

4.3.1 Findings of Collocations in *From Atikarn's Diary*

After analysing ten chapters written by Thai students in the unedited version of *From Atikarn's Diary* into the Wordsmith Tools, the number of collocations found in the novel is 36. The collocations can be seen in Table 4.13 below.

Table 4.13: List of Collocations in *From Atikarn's Diary*

Type	Collocations From Wordsmith Tools
NG+VG	train + arrive train + go face + pale eye + shine bomb + happen bomb + burst situation + happen wind + blow (8)
VG+NG	raise + hand take + photo take + breath start + engine control + situation raise + voice shake + head sip + coffee get + information give + information ask + question pay + money find + truth hold + gun break + idea pay + attention push + button press + button break + relationship (19)
ADJ+NG	dark + skin soft + voice trembling + voice heavy + rain fresh + air deep + breath (6)

ADV+ADJ	-	
VG+ADV	say + loudly walk + quietly walk + stealthily	
		(3)
TOTAL	36	

Similar to the first two novels; *Grafted Pine Tree* and *Chester's Magic Island*, there is a connection between collocations and the theme of the story because collocations show the theme of the story. Collocations found in the novel reflect journalist's life and terrorism, which concerns of *From Atikarn's Diary*.

The examples of collocations that describe the journalist's life are "find + truth", "control + situation", "get + information", "give + information" and "take + photo".

Likewise, the examples of collocations that reflect terrorism are "bomb + burst" "bomb + happen" "hold + gun" and "control + situation".

Additionally, the researcher finds there are five different occurrences of collocations in the data. The collocations are occurred in:

- <u>Narrating the sequence of events</u> such as "bomb + burst" (*The <u>bomb burst</u> at the frontage of a convenience store at the train station.*), "situation + happen" (*This <u>situation</u> was <u>happen</u> at the Pattani chief's house.*), "train + go" (*At the train station, the first <u>train going</u> to Bangkok was arriving soon.*), and "take + photo" (*He would <u>take photo</u> but his hand shook and his heart jumped so much.*).

- <u>Describing the settings</u> such as "wind blow" (*The <u>wind blew</u> on the bumbershoot.*), 'heavy + rain" (*After few days mid night, it began to a <u>heavy rain</u>.*) and "dark + sky" (*he could see the <u>dark sky</u> and the million stars.*).

- Describing characters' actions such as "pay + attention" (*He was pay attention.*), "press + button" (*He pressed button on his key's car.*). "push + button" (*He pushed a button and he tried to turn on a digital camera.*), "raise + hand" (*One of them raised hand and waved to Khong.*), "raise + voice" (*Mr. parkit raised his voice in order to let Mr sutee heard that clearly.*), "shake + head" (*He shook his head while he opened a shoulder bag.*), "sip + coffee" (*He picked up a glass and sipped a coffee.*), "start + engine" (*He started the engine.*), "take + photo" (*Atikarn took photo all of things that he saw.*) and "wave + hand" (*The girl waved her hand.*) and "walk + quietly" (*He walked into his place quietly.*).

- Describing characters' emotions; for example, "eye + shine" (*Atikarn's eyes were shone.* = The character was frightened.) and "face + pale" (*His face turned pale suddenly. He sweat with kind of fear coming.* = The character was scared.).

- Describing the characters' appearances such as "dark + skin" (*Other man male, about 36 years old, short hair and dark skin.*).

4.3.2 Findings of Colligation Patterns in *From Atikarn's Diary*

The sentences with collocations in *From Atikarn's Diary* were extracted from Wordsmith Tools and listed in alphabetical order in Table III. (see Appendix III).

However, only the collocations that have the prominent colligations are analysed their grammar structures and discussed the colligation patterns.

There are 13 collocations: two NG+VG collocations, nine VG+NG collocations and two ADJ+NG collocations in the *From Atikarn's Diary* that have prominent colligation patterns.

1. NG+VG Collocation

Table 4.14: Colligations of NG+VG Collocations in *From Atikarn's Diary*

Collocations	Examples of Colligation Patterns
bomb + happen	1. and turned back and walked out from the spot Embedded [rpron]+[NG=d+h]+[VG=f+i+adv] **where the bomb happened very quickly** before the police would ask him. 2. with them. "I got some information about at city. [NG=n+h]+[VG=f]+[advb=pp+ng] **Some bomb happened in the pattani**. They suspect us. And there were
situation + happen	1. police officer believed that this situation connected to the others [NG=h]+[EM=rpron+f+adv] **situation that happened before**. And the police officer believed that 2. AK-47 guns was stolen from the arsenal of the Pattani province. [NG=d+h]+[VG=f passive]+[advb=pp+ng] **This situation was happened at midnight**. The soldier inside the Pattani

1.1 situation/ bomb + happen

The word "happen" tends to colligate with negative events such as bomb or accident. The word "situation" may superficially give a neutral meaning but if considering the surrounding context, it shows a relatively negative meaning. For example, *"People were scared with this situation that happened in Pattani."* (The situation is probably not a pleasant one because it made people scared.) and *"AK-47 guns was stolen from the arsenal of the Pattani province. This situation was happened at midnight."* (The guns were stolen from the administration. This should not be a good news to people.)

2. VG+NG Collocation

Table 4.15: Colligations of VG+NG Collocations in *From Atikarn's Diary*

Collocations	Examples of Colligation Patterns
break + idea	1. to help your enemy friend?" [ng]+[vg=f]+[advb=pp+ng]+[VG=nf]+[NG=d+h] **Sorayut said to the person to break his idea**. "Hey! I'm not enemy another people in this group can know.
break + relationship	1. anything like that. Ask yourself. Aren't you the one Embedded = [rpron]+[vg=f]+[VG=nf]+[NG=d+h]+[pm=pp+ng] **who is trying to break the relationship between us?"** "Silence! There's no room for
get + information	1. one of the most important roles of newspaper or TV news. [pron]+[VG=f]+[NG=h]+[advb=pp+ng]+[adv]+[adv] **We can get information from these things easily daily**, but it is because journal 2. because there are some people suffering. [pron]+[vg=f]+[ng=d+h]+[VG=nf]+[NG=e+h]+[advb=pp+ng] **That is my job to get exact information from there**." Atikarn was not smiling but was not quite
give + information	1. and looked at his two ID card. He said "OK. [pron]+[VG=f]+[pron]+[NG=n+h]+[pm=em] **I will give you every information that I know** if you promise me that you will not reveal my 2. the south of Thailand. He thinks Embedded [ng=d+e+h]+[VG=m+f]+[NG=d+e+h] **the ordinary people can give the real information** +[conj]+[ng=d+h]+[pm=pp+ng] **and their attitude about PHI**. So he walked slowly and
raise + hand	1. other side, some people dug up potatoes. [NG = h+pp] + [VG = finite] + [NG = d+h] **One of them raised hand** and waved to Khong. Khong was replied to him and Atikarn 2. looked at spot that the bomb happened. [PRON] + [VG = finite] + [NG = d+h] + [VG = non-finite] **Somebody raised their hand to close their face and his mouth**. "Who can tell me
raise + voice	1. police station. They going to arrest them soon." [NG] + [VG = finite] + [NG = d+h] + [PP] **Mr parkit raised his voice in order to let Mr sutee heard that clearly**. Mr. Sutee didn't
pay + money	1. effect in this situation." The local government said. "How much Embedded = [CONJ] + [NG = d+h] + [VG = finite] of the money **that the government will pay**? And where the government got that 2. to her home. He did not like eat other person's food and

	[VG = finite] + [NG] **did not pay money**. On the way to little girl's home, Atikarn put his hand to his
pay + attention	1. was safer. His friend was waiting for him in the hotel. [ADV] + [PRON] + [VG = finite] **So he did not pay more attention** as before he just leaved. He felt strange when he 2. to stay, so, why are you coming to Pattani then? Sir" [NG] + [VG = finite+non-finite] **Atikarn was paying attention to listen**, biting a pen and looking at the man's eye
shake + head	1. the little girl again. "I don't need it." [NG = d+c+h] + [VG = finite] + [NG = d+h] + [ADV] **The little girl shook his head also**. Atikarn did not want to wasted time as this again. He let

2.1 pay + attention/ money

The collocation "pay + attention" tends to colligate with preposition "to" (pay attention to someone. For example, *"Atikarn called her but that woman did not pay attention to him."* and *"Atikarn did not pay attention to them."*

Besides, it can colligate with "infinitive with to" as a post-modifier (pay attention to do something). For instance, *"Nobody pay attention to remove it."* and *"Atikarn was paying attention to listen."*

Nonetheless, the word "money" tends to colligate with preposition "for" (pay money for something). For example, *"He pays money for oil."*

2.2 raise + voice/ hand

The word "raise" has a meaning in the sense of lifting or moving something to a higher or a vertical position. A person does raise his/ her hand, raise one's voice to speak more loudly in order to grasp other people's attention. But one may raise his/ her head up in order to see things clearly.

The words "voice" and "hand" tend to colligate with a possessive deitic (someone's voice/ hand) such as *"One security raised <u>his hand</u> to the camp."* *"Somebody raised <u>their hand</u> to close their face…"* and *"He raised <u>his voice</u> also."*

Moreover, the collocation "raise + hand" tends to colligate with preposition "up". For instance, *"He <u>raised his left hand up</u>."* *"All the leaders <u>raised their hands up</u>."* and *"they <u>raised their hands up</u>."*

2.3 <u>break + idea/ relationship</u>

The word "idea" tends to colligate with a possessive deitic. This is to imply that every idea has its owner and a person is likely to veto another person's idea. For example, *"Sorayut said to the person to break <u>his idea</u>."* and *"Kanok said and looked to the person to break <u>his idea</u>."* Also, it can colligate with prepositional phrase as a post-modifier indicating possession like *"Some people in the group said for break the idea <u>of Sorayut and Kanok</u>."*

On the other hand, the collocation "break + relationship" tends to colligate with preposition "between" because a relationship is the way in which two or more people, concepts or objects are connected, or the state of being connected. For example, *"since he is concluded of trying to <u>break the relationship between us</u>."* *"Our decision is to imprison you for a month for trying to <u>break the relationship between the brothers</u>."* and *"Aren't you the one who is trying to <u>break the relationship between us</u>?"*

2.4 <u>take + breath</u>

The collocation "take + breath" is usually used together with an epithet "deep". For example, *"He took a deep breath."* and *"Atikarn took a deep breath and asked his boss…"*

2.5 <u>get/ give + information</u>

The collocations "get + information" and "give + information" tend to colligate with many prepositions such as "from" (*We can get information from these things easily daily./ And he couldn't get any information from this young man through his eyes.*) "about" (*I come to get the information about this camp and your life style./ I want to get more information about the situation in Pattani./ Could you give me some information about PHI?*) or "of" (*We have the reward for a person who can give the information of PHI.*)

2.6 <u>shake + head</u>

The word "head" tends to colligate with possessive deitics such as *"He suddenly shook his head and thought about all the people in the village." "She dropped back and shook her head." "He shook his head while he opened a shoulder bag."* and *"He saw other nurses shook their head too."*

3. ADJ+NG Collocation

Table 4.16: Colligations of ADJ+NG Collocations in *From Atikarn's Diary*

Collocations	Examples of Colligation Patterns
soft + voice (5)	1. would do what the customers ask of him. Then Atikarn spoke [NG = d+h] + [VG = finite] + [COM] + [PP] again. **His voice was soft like a breath**. "I need to escape. There is a
trembling + voice	1. about this camp and your life style," [NG] + [VG = finite] + [PP = prep+c+n] **Atikarn said in trembling voice**. The hand of Atikarn was shaking all the time. "Who sent you?"

3.1 soft/ trembling + voice

Both collocations "soft + voice" and "trembling + voice" tend to colligate with preposition "with", functioning an adverbial phrase that intensifies a verb (say/ ask with a soft/ trembling voice). For example, *"...said Prakit with such a trembling voice." "Sutee said to a big man with trembling voice." "Sutee asked a receptionist with a trembling voice."* and *"Atikarn said with soft voice."*

4.3.3 Thai Variety of English Collocations in *From Atikarn's Diary*

From Table 4.18, there are five collocations that might be Thai variety.

Table 4.17: Findings of Thai Variety in *From Atikarn's Diary*

Collocation	OCD	BNC	TNS
train + arrive	✓		
train + go	✓		
face + pale	✓		
eye + shine	✓		
bomb + happen	✗	✗	✓

bomb + burst	✗	✓	
situation + happen	✗	✗	✓
wind + blow	✓		
raise + head	✓		
take + photo	✓		
take + breath	✓		
start + engine	✓		
control + situation	✓		
raise + voice	✓		
shake + head	✓		
sip + coffee	✓		
get + information	✓		
give + information	✓		
ask + question	✓		
pay + money	✓		
find + truth	✗	✓	
hold + gun	✓		
break + idea	✗	✗	✓
pay + attention	✓		
push + button	✓		
press + button	✓		
break + relationship	✗	✗	✓
dark + skin	✓		
soft + voice	✓		
trembling + voice	✗	✓	
heavy + rain	✓		
fresh + air	✓		

deep + breath	✓		
say + loudly	✓		
walk + quietly	✓		
walk + stealthily	✗	✗	✓

1. bomb + happen

The examples are as follows:

1. *... and turned back and walked out from the spot where the **bomb happened** very quickly before the police would ask him.*

2. *He walked to his hotel. Far away from the spot where the **bomb happened**, the majority of people did not know what happened...*

3. *After that Atikarn was walking out from the spot that the **bomb happened** and there was one police looked at Atikarn ...*

The collocation "bomb + happen" is derived from the Thai way of verb being paired with a noun. In Thai, "raberd (bomb)" is paired with "kerd-kuen" (happen). The direct translation from Thai to English of "kerd-kuen" is "happen"; the students transliterated from Thai collocation to English words directly. Therefore, the collocation could be considered as Thai variety of "bomb + explode" because it is influenced by Thai language.

2. situation + happen

The examples from the novel are as follows:

1. *happened" Out of Mr. Sutee's supervise. he saw the totally opposite **situation happened** inside the "news today" building. They do have the ...*

2. *Pattani and there were many people died. People were scared with this **situation** that **happened** in Pattani. Nobody paid attention to do their ...*

*3. AK-47 guns was stolen from the arsenal of the Pattani province. This **situation** was **happened** at midnight. The soldier inside the Pattani …*

In like manner to the first one, this collocation is derived from a transliteration from Thai to English. Generally, the noun "situation" is paired with the verb "occur" or "take place". In Thai, this collocation is "hedkarn (situation) kerdkuen (happen)"; it is the way Thai people normally say when something occurs. Interestingly, the Thai-variety-collocation "situation + happen" can be used to convey the meaning understandably. Therefore, "situation + happen" is possibly a Thai variety of English collocation (situation + take place/ occur).

3. break + idea

And here are the samples:

1. *to help your enemy friend?" Sorayut said to the person to **break** his **idea**. "Hey! I'm not enemy another people in this group can know.*

2. *in tomorrow right," Kanok said and looked to the person to **break** his **idea**. "Or you are the enemy together. You want to help your enemy …*

3. *and want come to help us," Some people in the group said for **break** the **idea** of Sorayut and Kanok. "Yes, of course and he will to help the…*

The collocation might be Thai variety of "veto + idea" as it is derived from Thai to English transliteration. In Thai, the collocation is "break (break) kwarmkid (idea)". Most native Thai speakers use this English word "break" meaning "yood (stop)" directly while referring to an action of interrupting or stopping of continuity of something. Therefore, the students used the verb "break" as a direct English word to pair with the noun "idea" to refer to an action of refusing to agree to person's idea.

4. break + relationship

These are examples from the novel:

1. *would be best if we imprison him, since he is concluded of trying to **break** the **relationship** between us, brothers." As if he was very thirsty ...*

2. *two votes. Our decision is to imprison you for a month for trying to **break** the **relationship** between the brothers. I hope you'll accept our ...*

3. *and attitude towards us, there's no reason for him to attempt to **break** our **relationship** or anything like that." said one of the leader ...*

The collocation can be counted as a Thai variety of "end + relationship" as it is derived from direct Thai-English translation. In Thai, the collocation is "break (break) kwarmsumpan (relationship)". Most native Thai speakers use this English word "break" meaning "yood" directly while referring to an action of interrupting or stopping of continuity of something. Therefore, the students used the verb "break" as a direct English word to pair with the noun "relationship" to refer to an action of stopping an emotional and sexual association between two or more than two people.

5. walk + stealthily

Examples from the novel are given below:

1. *... showed the good chance to escape to the warehouse. Atikarn **walked stealthily** step by step to see outside. The guard ...*

2. *... turned back to send Somsri. Atikarn seized the opportunity **walked stealthily** out and hide beside his cottage.*

3. *After she talked with the guard for a while Somsri **walked stealthily** back and gave the guard watched him.*

The Thai native speaker thinks that it is a result of an interference of Thai language. While the students may intend to say "quietly" or "without notice", they are

likely to generalise the rule of adding –ly to make an adverb in English. In addition, the collocation might be Thai variety of English collocation as it is derived from the Thai collocation "dern (walk) lublublorlor (stealthily)".

4.3.4 Conclusions of *From Atikarn's Diary*

There are 36 collocations in *From Atikarn's Diary*. Similar to the *Grafted Pine Tree* and *Chester's Magic Island*, the collocations reflect the theme of the story. Moreover, there are five places that collocations occur in the novel. These collocations were used in telling the story, describing the situation or the surrounding circumstances and the characters' actions, emotions and appearances, and conveying the messages between characters in their conversation.

From the study, it is clear that each collocation has its own significant colligation pattern. For instance, collocations like "situation + happen" colligate with negative meaning, collocation like "break + relationship" colligates with prepositional phrase as a post-modifier of a noun (break relationship between someone) or collocations like "pay + money" and "ask + question" tend to colligate with prepositional phrase functioning as an adverbial phrase (pay money for something or ask question to someone).

Lastly, there are five collocations that might be considered as Thai variety. They are "bomb + happen", "situation + happen", break + idea", "break + relationship" and "walk + stealthily". These collocations are derived from the direct translation from Thai to English as the writers' first language (Thai) interference is obvious in these instances.

The next section will discuss the major findings from the data.

4.4 Conclusion

4.4.1 Findings of Collocations

The researcher agrees with Fearnside (2006), mentioned in Chapter 2 (see pp. 36 - 37), that creative writing not only brings new life to a language classroom, but also increases interesting, lively opportunities for language practice. The students have more freedom to express their imagination through language and they might find learning language as a pleasant experience rather than a boring experience. In this study, the writers have shown that creative writing does really increase the joy of writing.

It is very interesting to see how students use language to express their ideas in the creative writing as they are given a complete freedom to use a range of form and style of language in order to suit their needs of expressing creativity and imagination.

The findings show that collocations found in each novel reflect the theme of the story.

Firstly, collocations found in *Grafted Pine Tree* reflect students' routine, university life and girlfriend-boyfriend relationship, which relate to the theme of the story, such as "bus + stop" "hold + party" "answer + question" "ask + question" "love + deeply" "say + happily" "say + sadly" "erase + tear" and "sweet + smile".

Secondly, collocations in *Chester Magic's Island* reflect students' school routine, adventure in the forest, and excitement such as "ground split" "save + life" "deep + forest" "gigantic + spider" "solve + problem "make + relationship" "start + conversation" and "pay + attention" "shout + loudly" and "walk + directly".

Lastly, collocations such as "train + arrive" "sip + coffee" "break + relationship" find + truth" "control + situation" "get + information" "take + photo" "bomb + burst" "bomb + happen" "hold + gun" and "control + situation" reflect journalist's life and terrorism, which is the theme of *From Atikarn's Diary*.

However, collocations in each novel may overlap in terms of meaning and domain. The collocation "ask + question" and "answer + question" in *Grafted Pine Tree* reflect students' routine but the collocation "ask + question" and "answer + question" in *From Atikarn's Diary* reflect journalist's life, for example.

Furthermore, there are five different places that collocations occur in the data as shown in Figure 4.1.

Figure 4.1: The Use of Collocations in the Novels
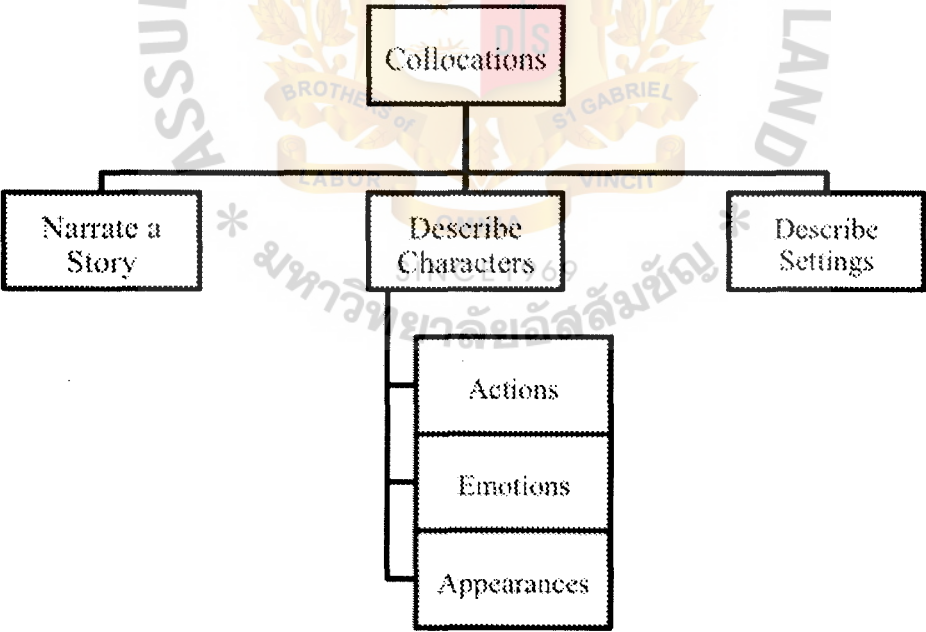
From the flow chart, the five ways of using collocations in the novels can be categorised into three major ways: to narrate a story, to describe characters and to describe settings. Most of the collocations were used in narrating part (tell what was

going on or what happened) such as NG+VG collocations and VG+NG collocations. The writers also have descriptions of characters. Collocations that were used in describing actions, emotions and appearances of characters are VG+NG collocations, ADJ+NG collocations and VG+ADV collocations. And collocations that describe the setting are ADJ+NG collocations.

Table 4.18: The Comparison of Collocations Usage in Three Novels

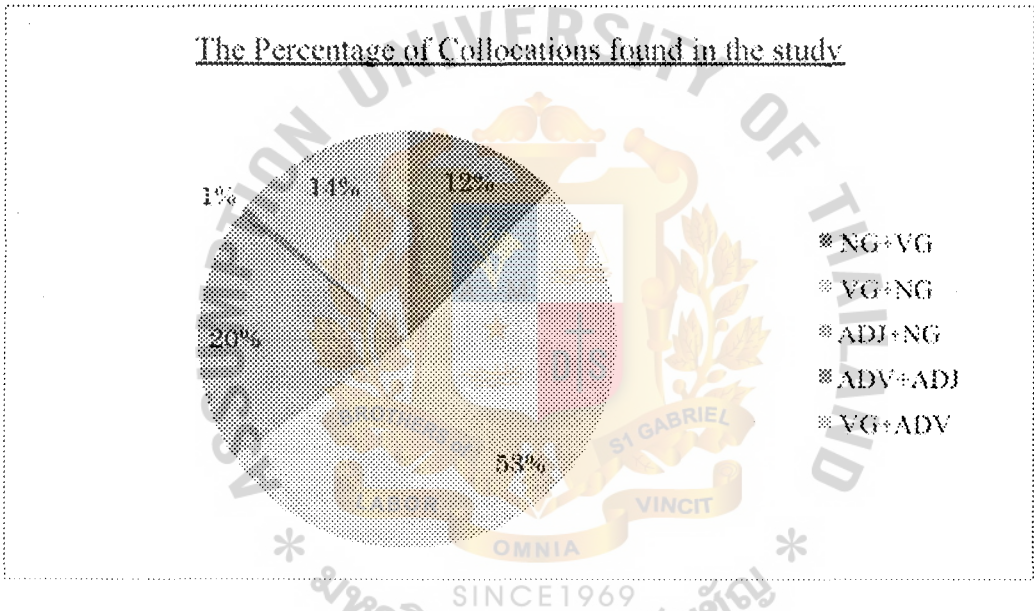| Usages of Collocations	Grafted Pine Tree	Chester's Magic Island	From Atikarn's Diary
To narrate the sequence of events	✓	✓	✓
To describe the settings	✓	✓	✓
To describe the characters' actions	✓	✓	✓
To describe the characters' emotions	✓	✗	✓
To describe the characters' appearances	✗	✗	✓

From Table 4.19, the dominant uses of collocations in the three novels are to narrate the sequence of events, to describe characters' actions and settings.

It is very interesting that *Grafted Pine Tree* and *From Atikarn's Diary* contain collocations that describe the characters' emotions while *Chester's Magic Island* does not. This can be because *Grafted Pine Tree* as well as *From Atikarn's Diary* generally mentions the love and relationship between people so the characters' emotions are expressed through the texts so that the readers can feel them too. Unlike *Chester's Magic Island*, the story is more about telling the characters' adventurous experiences and describing the details of places and surrounding occurrences. Therefore, that is the reasons why there is no collocation that reflects people's emotions and feelings.

103

Moreover, only the collocations from *From Atikarn's Diary* describe the characters' appearances. This can be because the story is told from Atikarn's point of view. In the story, he was a journalist and was covering terrorism. Therefore, as he wrote down his diary, he needed to include the description and explanation of the appearances of people he met.

Besides, the other conclusions and discussions of collocations are as follows:

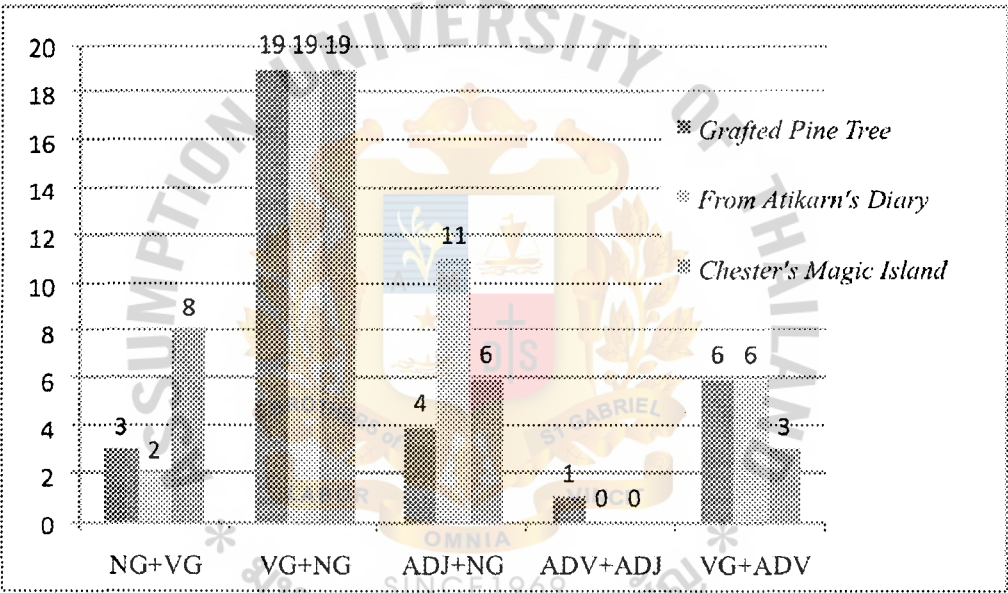**Figure 4.2: The Percentage of Types of Collocations in the Three Novels**

There are a total of 106 collocations in the *Grafted Pine Tree*, *Chester's Magic Island* and *From Atikarn's Diary*. From Figure 4.1 (see p. 108), the most common type of collocations is VG+NG, which account for 57 out of 106 or 53%; whereas, ADV+ADJ is the least, only 1 out of 106 or 1%. Furthermore, the numbers of ADJ+NG collocations is 20%, 15% for VG+ADV collocations and 13% for NG+VG collocations.

This finding supports Toomnun's work in 2007, (see p. 43), revealing that the writers of Kinnaree magazine used the ADV+ADJ collocations at the lowest rate, only 1.79% from her analysis.

Similar to Mongkolchai's study (2008) on the students' ability in applying English collocations, (see p. 44), the result shows that the informants' ability of applying ADV+ADJ collocations was at the lowest level.

Figure 4.3 The Amount of Collocations Categorised by Types in Each Novel

The proportion of the types of collocations in each novel is very similar to the number of collocations in three novels in Figure 4.2 (see p. 110). VG+NG collocations are dominant collocations used by Thai students. The number of VG+NG collocation in the *Grafted Pine Tree, Chester's Magic Island* and *From Atikarn's diary* is equally at 19 each.

In contrast, the writers hardly used any ADV+ADJ collocations. The researcher thinks that it is because of the following reasons. The first one is the

105

dissimilar concept of describing things between English and Thai. English has more complicated and sensible ways of describing an object, a situation, and feeling such as "We have a <u>hugely enjoyable</u> moment in Alaska.", "The weather today is <u>bitterly cold</u>" and "I feel <u>deeply upset</u> with all the things I've done." These examples also show that English has more varieties of words to specifically talk about things; whereas, Thai is more straightforward. Few words are used commonly as an intensifier of adjective when describing things. Mostly, the word "mak" (very) is used such as <u>"sanook mak" (hugely enjoyable)</u>, <u>"nhao mak" (bitterly cold)</u> and *"sao mak" (deeply upset)*. Moreover, this fact brings about the difficulty of thinking about an adverb modifying an adjective when writing a sentence. Thai students might not be familiar with how to use an adverb and where to place it in an English sentence. Finally, they end up using adjectives.

From the researcher's experience, Thai students are normally taught that adverbs modify verbs. Therefore, they do not have any knowledge that it can be used to intensify the degree of an adjective as well. This should be another reason why ADV+ADJ collocation is hardly found in the novels.

The next part discusses the major findings of sentence structures and colligations produced by the writers.

4.4.2 Findings of Sentence Structures and Colligations

4.4.2.1 Sentence Structures

The major sentence structures in the three data are categorised by the types of collocation in the following sections:

1. <u>NG+VG Collocations</u>

    a. <u>in a simple clause</u>

    1) (subject = **[deitic + noun]**) + (verb = **[finite verb]**)

    2) (subject = **[deitic + noun]**) + (verb = **[finite verb]**) + (preposition + noun group)

    3) (subject = **[deitic + noun]**) + (post modifier = preposition + noun group) + (verb = **[finite verb]**) + (adverbial phrase = preposition + noun group)

    b. <u>in an embedded clause</u>

    1) subject + verb + (embedded clause = that + (subject = **[deitic + noun]**) + (verb = **[finite verb]**)

    2) subject + verb + (embedded clause = that + (subject = **[deitic + noun]**) + (verb = **[finite verb + intensifier + adverb]**)

    3) subject + verb + object + (embedded clause = relative pronoun + (subject = **[deitic + noun]**) + (verb = **[finite verb]**)

    4) subject + verb + object + (embedded clause = relative pronoun + (subject = **[deitic + noun]**) + (verb = **[finite verb + intensifier + adverb]**)

    c. <u>in an adverbial clause</u>

    1) adverbial clause = (subject = **[deitic + noun]**) + (verb = **[finite verb]**), main clause

From the summary of grammar structures above, the NG+VG collocations occurred in three types of clause: simple clauses, embedded clauses and adverbial clauses. The dominant structure is "[deitic + noun] + [finite verb]. The nouns are always preceded by deitic. In addition, the verbs are finite verb and sometimes there are intensifiers and adverbs modifying them.

2. <u>VG+NG Collocations</u>

    a. <u>in a simple clause</u>

    1) subject + (verb = **[finite verb]**) + (object = **[noun]**)

2) subject + (verb = [**finite verb**]) + (object = [**deitic + noun**])

3) subject + (verb = [**finite verb**]) + (object = [**epithet + noun**])

4) subject + (verb = [**finite verb**]) + (object = [**deitic + noun**]) + (adverb)

5) subject + (verb = [**adverb + finite verb**]) + (object = [**deitic + noun**])

6) subject + (verb = [**finite verb**]) + (object = [**deitic + epithet + noun**])

7) subject + (verb = [**finite verb**]) + (object = [**numerative + classifier + noun**])

8) subject + (verb = [**finite verb**]) + (object = [**noun**]) + (post modifier = preposition + noun group)

9) subject + (verb = [**finite verb**]) + (object = [**numerative + noun**]) + (post modifier = preposition + noun group)

10) subject + (verb = [**finite verb**]) + (object = [**deitic + noun**]) + (post modifier = preposition + noun group)

11) subject + (verb = [**finite verb**]) + (object = [**deitic + epithet + noun**]) + (post modifier = preposition + noun group)

11) subject + (verb = [**finite verb**]) + (object = [**noun**]) + (adverbial phrase = preposition + noun group)

12) subject + (verb = [**finite verb**]) + indirect object + (direct object = [**deitic + epithet + noun**])

13) subject + (verb = [**finite verb**]) + (object = [**noun**]) + non-finite verb

14) subject + (verb = [**finite verb**]) + (object = [**noun**]) + non-finite verb + (adverbial phrase = preposition + noun group)

15) subject + verb + (verb = [**non-finite verb**]) + (object = [**noun**])

16) subject + verb + object + (verb = [**non-finite verb**]) + (object = [**noun**])

17) subject + verb + object + (verb = [**non-finite verb**]) + (object = [**deitic + noun**])

18) subject + verb + object + (verb = [**non-finite verb**]) + (object = [**numerative + intensifier + noun**])

19) subject + verb + non-finite verb + object + (verb = [**non-finite verb**]) + [**object = deitic + noun**])

20) subject + verb + (object = [**numerative + noun**]) + embedded clause

b. <u>in an embedded clause</u>

1) subject + verb + (embedded clause = subject + (verb = [**finite verb**]) + (object = [**deitic + noun**])

2) subject + verb + non-finite verb + (embedded clause = subject + (object = **[numerative + noun]**) + (post modifier = preposition + noun group)

3) subject + verb + object + (embedded clause = relative pronoun + verb + (verb = **[non-finite verb]**) + (object = **[noun]**) + (post modifier = preposition + noun group)

c. <u>in an adverbial clause</u>

1) adverbial clause = subject + (verb = **[finite verb]**) + (object = **[deitic + noun]**), main clause

From the summary of the structures of sentences with VG+NG collocations, there are three places that VG+NG collocations occurred: simple clauses, embedded clauses and adverbial clauses. Most of the verbs are used mostly as a finite verb. Moreover, the nouns can either be preceded by deitic and numerative, epithet and classifier or can stand alone.

3. <u>ADJ+NG Collocations</u>

a. <u>in a simple clause</u>

1) subject + verb + (adverbial phrase = preposition + (noun group = **[epithet + noun]**)

2) subject + verb + (object = **[epithet + noun]**)

3) subject + verb + (object = **[deitic + epithet + noun]**)

4) subject + verb + (object = **[deitic + epithet + noun]**) + (adverbial phrase = preposition + noun group)

5) subject + verb + (object = **[deitic + epithet + noun]**) + (post modifier = preposition + noun group + conjunction + noun group)

6) subject + verb + object + (adverbial phrase = preposition + (noun group = **[epithet + noun]**)

7) subject + verb + non-finite verb + (object = **[deitic + epithet + noun]**) + (adverbial phrase = preposition + noun group)

8) subject + verb + (object = **[deitic + epithet + noun]**) + non-finite verb + (adverbial phrase = preposition + noun group)

9) subject + verb + (adverbial phrase = preposition + noun group) + (adverbial phrase = preposition + (noun group = **[epithet + noun]**)

10) (subject = **[deitic + noun]**) + verb to be + (complement = **[epithet]**)

11) (subject = **[deitic + noun]**) + verb to be + (complement = **[intensifier + epithet]**)

12) (subject = **[deitic + noun]**) + verb to be + (complement = **[epithet]**) + adverb

b. in an embedded clause

1) subject + verb + (embedded clause = relative pronoun + subject + verb + adverbial phrase + (adverbial phrase = preposition + noun group = **[deitic + epithet + noun]**) + adverbial phrase + adverbial phrase

c. in an adverbial clause

1) adverbial clause = adverb of time + subject + verb to be+ (complement = **[epithet + noun]**)

From the analysis above, there are three places where ADJ+NG collocations occurred in the data: in simple clauses, embedded clauses and adverbial clauses. Most of the adjectives are epithets and nouns are usually preceded by a deitic such as "a beautiful clothes" "a sweet smile". Furthermore, most of the adjectives are placed before nouns, which function as a pre-modifier; however, few of adjectives are placed after linking verbs, which function as a complement to a noun as the subject of a sentence.

4. ADV+ADJ Collocations

a. in a simple clause

1) subject + verb to be + (complement = **[intensifier + epithet]**)

From the analysis above, ADV+ADJ collocations occurred in simple clauses. The collocations occurred in the complement part of a sentence.

5. VG+ADV Collocations

    a. in a simple clause

    1) subject + (verb = **[finite verb]**) + **[adverb]**

    2) subject + (verb = **[finite verb]**) + **[adverb]**

    3) subject + (verb = **[finite verb]**) + adverbial phrase + **[adverb]**

    4) subject + (verb = **[finite verb]**) + **[intensifier + adverb]**

    5) subject + verb + **[non-finite verb]** + **[adverb]**

    6) subject + (verb = **[finite verb]**) + object + **[adverb]**

    b. in an embedded clause

    1) subject + verb + (embedded clause = subject + (verb = **[finite verb]**) + object + **[intensifier + adverb]**

From the summary above, there are two places that VG+ADV collocations occurred: in simple clauses and embedded clauses. 85% of the verbs are a finite-verb of a clause.

Additionally, there are three significant characteristics of sentence structures in the novels. Firstly, the types of sentences occurred in the data the most are simple sentences and compound sentences. The total number of embedded clauses and adverbial phrases were used in the data is 22%. Secondly, only active voice was found in the novels. Lastly, adverbs were not used much in the stories.

1. The Types of Sentences Used

The first characteristic of Thai students' writing is that they tend to write a limited number of complex sentences with an embedded clause, a relative clause, an adjective clause and an adverbial clause. Only 22% of embedded clauses and adverbial phrases were used in the data. This characteristic might be the result of Thai

language influence. When writing the novels, it is likely that Thai students thought in Thai and translated (transliteration) into English. With this process, they combine their thoughts with the English grammar they knew.

English and Thai sentence pattern is "subject + verb + object" (S+V+O). Both English and Thai categorise the types of sentences in similar ways: a simple, a compound and a complex sentences. However, there is a slight difference between Thai complex sentences and English complex sentences. In English, a complex sentence consists of a main clause and a coordinating clause. Coordinating clause is an embedded clause, which functions as a noun clause (She agreed that he was the best student in the classroom), an adjective clause (She bought the car which belonged to her friend before) or an adverbial clause (After taking a bath, they went to dinner in the town). These patterns might confuse Thai students and can be a reason for them to avoid complex sentences in their writings because of the maturity of the writers in using the English language.

The students' use of a simple and a compound sentences compares with the use of a complex with an embedded clause and a complex sentences with an adverbial clause is shown in the Figure 4.4 below.

Figure 4.4: The Percentage of Clauses Made By Thai Students in the Three Novels
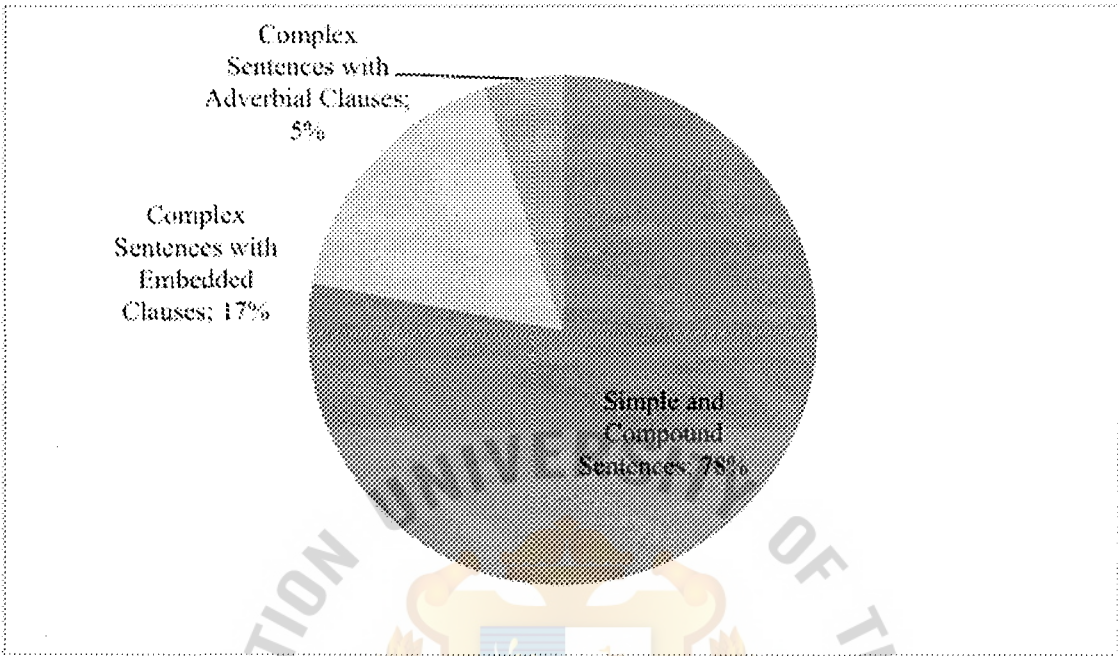
From Figure 4.4, Thai students use simple and compound sentences more than three-fourth or at 78%. Additionally, the use of complex sentences with adverbial clauses is very low (5%). The combination of both complex sentences with embedded clauses (17%) and with adverbial clauses (5%) is at only 22% or less than one-fourth (25%).

2. The Voices of Verbs

Secondly, the writers of the novels tend to use only active voice. This characteristic might be another result of Thai language influence and Thai cultural norm. There are both active voice and passive voice in Thai, but only active voice is dominant.

In Thai language, passive voice is considered as conveying negative sense in Thai culture. For example, saying "Mom, I was punished by the teacher today." gives

the feeling that this kid did something so guilty at the school that the teacher had to punish him or her. On the other hand, the example saying "Mom, teacher punished me today." softens the feeling of doing something bad.

Even in writing for both Thai and English language, passive voice is usually an unacceptable sentence pattern. Thai students are taught that the sentence should follow the S+V+O structure (subject + verb + object) or the pattern of an active voice. Therefore, they might find that it is complicated to change from active voice to passive voice.

3. The Use of Adverbs

The third characteristic of Thai students' writing is that they do not use adverbs very often. They sometimes use an adverb to intensify a verb in a sentence such as "slowly", "clearly" or "loudly". However, they seldom use an adverb to intensify the degree of adjective. From the novels, it can be noticed that Thai students know and use a very few adverbs. This characteristic might be again the result from Thai language and Thai cultural influence. In Thai, the dominant adverbs used as a verb intensifier such as yang cha (slowly), yang reaw (fast), yang dee (well), yang dung (loudly) or yang reng reeb (hurrily) are limited. When Thai students write in English, it is possible that they transliterate the words from Thai to English.

However, an adverb can be used as an adjective intensifier as well such as "totally different", "completely successful" or "perfectly elastic". There is no adverb functioning as an adjective intensifier in Thai language. This factor might inconsiderably influence Thai student's writings in English because there is almost none of the ADV+ADJ collocation in the novels.

To summarise, there are three significant characteristics of Thai students' in writings *Grafted Pine Tree*, *Chester's Magic Island* and *From Atikarn's diary*. The first characteristic is Thai students tend to write clauses with a simple sentence and a compound sentence, but complex sentences with embedded clauses and adverbial clauses are limited. Secondly, they tend to use only active voice. The last characteristic is they sometimes use an adverb to intensify a verb but they rarely use an adverb to intensify an adjective. These characteristics are possibly a result of Thai language and culture influence.

4.4.2.2 Word Colligations

The findings of the colligations indicate that each collocation has its own significant grammar pattern as shown in Table 4.20.

Table 4.19: Summary of Colligations of the Collocations in the Study

Colligation Patterns	Collocations/ Examples
1. Deitic+ Noun articles + noun	start a **conversation**/ start a **fire**/ hear the **sound**/ hear a **voice**/ hear the **noise**/ light a **fire**/ light a **candle**
possessives + noun	waste your **time**/ answer her **question**/ ask his **question**/ raise his **head**/ shake her **head**/ take her **hand**/ change their **mind**/ save his **life**/ raise his **voice**/ raise her **hand**/ break his **idea**
2. Numerative + Noun	spend more **time**/ take less **time**/ waste much **time**
3. Epithet + Noun	wear beautiful **clothes**/ wear white **shirt**/ hear a strange **voice**/ hear loud **noise**/ hear the howling **sound**
4. Classifier + Noun	wear white cotton **shirt**/ wear black western-style **clothes**
5. Plural Noun	erase tear**s**
6. Negative Context	bomb **happen**/ situation **happen**
7. with an Indirect Object	give her a **surprise**

8. with a Direct Object	love <u>someone</u> **deeply**
9. with a Prepositional Phrase as an Adverbial Phrase	**spend time** <u>in classroom</u>/ **waste time** <u>on mathematics</u>/ **pay attention** <u>in science</u>/ **pay money** <u>for buying clothes</u>/ **run directly** <u>to the shores</u>/ **walk directly** <u>to him</u>/ **ask question** <u>to him</u>/ **pay attention** <u>to Ling</u>/ **run directly** <u>to the beach</u>/ **walk directly** <u>to him</u>
10. with a Prepositional Phrase as a Post-Modifier to a Noun	**hear voice** <u>from the cave</u>/ **hear the sound** <u>of waterfall</u>/ **get the information** <u>about PHI</u>/ **get information** <u>of PHI</u>/ **give the information** <u>about the villagers</u>/ **break the relationship** <u>between them</u>/ **narrow way** <u>between the shelf and the door</u>
11. with an Adverb	**time pass** <u>quickly</u>
12. with a Verbal Verb	<u>say, ask with</u> **soft voice**/ <u>say, ask in</u> **trembling voice**
13. with an Infinitive with to as a Non-Finite Verb	**spend time** <u>to stay with Chester</u>, **pay attention** <u>to hear the suffering voice</u>
14. with a Present Participial as a Non-Finite Verb	**spend time** <u>waiting for you</u>

From the analysis, the researcher found out that each collocation has its own dominant colligation pattern. Likewise, the findings do support Lewis's view (1993: 95) regarding lexical items, , that "a language consists of grammaticalised lexis, not lexicalised grammar." which means that each word has its own grammar pattern.

Additionally, the researcher agrees with Lewis (1993: 1), , that these collocations and colligations will eventually become the basis or raw data for the learner to perceive word-structure and features of language.

4.4.3 Findings of Thai Variety of English Collocations

From the data, the researcher finds examples of collocations that can be viewed as unique to Thai variety of English collocations.

There are 66 collocations found in OCD. 24 collocations are not found in OCD. While the 15 out of 24 collocations are found in BNC; therefore, they are spoken collocations. And nine collocations that cannot be found in both OCD and BNC are likely to be Thai variety of English collocation.

The first category is spoken English collocations that are found in the BNC. They are "bomb + burst", "change + mind", "find + truth", "make + relationship", "pass + way", wear + clothes", "wear + shirt", "bright + sand", "gigantic + spider", "joyful + life", "narrow + way", "trembling + voice", "wide + lawn", "run + directly" and "walk + directly" These collocations cannot be found in OCD for the reason that they are not considered as a Standard English. However, they do exist in the British National Corpus (BNC) because of two reasons. Firstly, they might be used as written language; for example, extracts from regional and national newspapers, specialist periodicals and journals for all ages and interests, academic books and popular fictions, letters and memoranda, school and university essays and many other kinds of texts. Secondly, they might be spoken language in different contexts, ranging from formal business or government meetings to radio shows and phone-ins.

Another category is collocations that are possibly Thai variety of English collocations. They are "bomb + happen", "ground + split", "situation + happen", "break + idea", "break + relationship", "erase + tear" and "walk + stealthily". The reason why these collocations do not exist in both OCD and BNC is because they are influenced by Thai language and Thai cultural background.

The existence of Thai variety of English collocations in the three novels comes from two major causes: transliteration and socio-cultural elements.

117

The first one is a direct translation from Thai to English. This means that Thai students think in Thai and then translate the words into English. This study supports Watkhaolarm's study (2005) on discourse strategies in literary texts written by Thai English bilingual authors, , that the transliteration creates styles that may be termed as a Thai English style. The authors pattern their English structure after their native language and bring different collocations to the English language and it can be considered as another variety or Thai variety of English.

Furthermore, the researcher finds word for word translation (or a transcreated style) that students have made is a rank-bound translation . This means that the formal lexical items of the students' first language (Thai) are translated into the same rank of English. For example, "reberd (bomb) + kerdkuen (happen)" is translated into "bomb + happen", which is also single word + single word collocation.

The second cause of the existence of Thai variety of English collocations comes from socio-cultural elements as the authors used these collocations to express Thai things. Chutisilp's research in 1984 for Thai English suggested that the Thainess in English resulted from the process of contextualization. She provided an explanation that Thai socio-cultural system is reflected in the language. Similar to this study, the researcher agrees that the occurrences of Thai variety of English collocations in the data may be a result of the writers' social and cultural background. The researcher agrees with Werder (1993), , that even lacking experience in reading novels in English or in creative writing, the writers have developed new forms of expression, communication and self-awareness through creative writing. The students create instances of cultural expression through English in the Thai context, which is important in realising the potential of English as a World language.

In addition, it is interesting that these Thai variety collocations do not change the overall meaning. No matter "situation + happen" or "situation + occur" is used in the context, the meaning is still comprehensible.

Regarding Chutisilp (1984), (see p. 45), her study indicated the Thai English is developing variety of English which is still at its early stage of development. The researcher agrees with the point that English is considered a foreign language in Thailand, but it has a noticeable presence in many aspects of Thai life such as music, television, print media and advertisement etc. As more and more Thai people use English in everyday communication; the Thai variety of English has potential to develop and the novels are useful in developing student corpus of Thai - English.

Concerning English education in Thailand, it is important that teachers focus on the Thais' use of English in the classroom and raise the students' awareness about Thai variety of English. Unlike mathematics that has fixed formulas, there is no universal English that every English language user is competent. Every English speaker uses a different style of English as they have their own way to approach, acquire, express and use the language. Each variety of English has its significance with cultural bases and rhetorical strategies; teachers should scaffold the knowledge of Thai variety to students in order to make them understand and be able to apply the Thai variety in meaningful contexts.

The next chapter will present conclusions to the research questions, limitations of the study and suggestions for further research studies.

Chapter 5

Conclusions

This chapter presents a summary of the major findings of the study. It also discusses the limitations of the study and provides some suggestions for further research.

5.1 Summary of the Findings

5.1.1 What are NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations found in

a) *Grafted Pine Tree*

b) *Chester's Magic Island*

c) *From Atikarn's Diary*

The findings indicate the dominance of VG+NG collocations because the students mainly used them to narrate the stories and to tell the actions of characters. While, ADV+ADJ collocation is the least in the data. The main reason for this is because the influence of mother tongue (Thai language) as the number of adverbs used is limited.

However, it is not that collocations are only used to narrate events but they are also used to describe the characters' actions, appearances, and emotions as well as to describe landscape and setting in the novels.

5.2.2 How do NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations reflect colligation patterns in

      a) *Grafted Pine Tree*

      b) *Chester's Magic Island*

      c) *From Atikarn's Diary*

The findings of Research Question 2 indicate the dominance of grammar pattern that Thai writers use in writing sentences. The analysis shows that there are three grammar patterns made by the writers. Firstly, a simple sentence and a compound sentence were produced in the data. A very few complex sentences were used in the novels. Secondly, the authors used only active voice. Lastly, adverbs were rarely used. These characteristics of Thai students' writing style and sentence structure could be derived from one major cause that is Thai language or mother tongue influence.

Moreover, the findings also show that each collocation has its own grammar pattern, normally with a noun in VG+NG collocation. The VG+NG collocations such as "answer + question" "raise + hand" and "shake + head" need a possessive deitic to indicate the possession. The VG+NG collocations such as "spend + time" "waste + time" usually occur with a numerative giving details of quantities. Collocations like "hear + voice" and "hear + sound" are normally placed with prepositional phrase as a post-noun-modifier. Moreover, the VG+ADV collocations such as "walk + directly" and "run + directly" sometimes occur with prepositional phrase as an adverbial phrase modifying a verb.

5.2.3 Is there any Thai variety of NG+VG, VG+NG, ADJ+NG, ADV+ADJ and VG+ADV collocations in the three novels? If so, what are they?

From the findings, there are eight collocations that can be considered as Thai variety. They are "bomb + happen", "ground + split", "situation + happen", "break + idea", "break + relationship", "erase + tear" and "walk + stealthily".

These collocations are Thai variety as they are derived from Thai language interference from Thai to English direct translation and from Thai socio-cultural elements. Even though they are not collocations used in Anglo-American society, there are no difficulties in understanding or predicting the meaning these collocations present in the context at all.

5.2 Limitations of the Study

Although the present study has yielded some preliminary findings on collocations and colligations in Thai EFL students' creative writing, it is possible to conduct more research in this area.

The first and foremost limitation is the researcher was unable to cover all the novels in the Turnabout Series to the study in this study. Therefore, non-standard and Thai variety of collocations and colligations are restricted to the unedited versions of the novels: *Grafted Pine Tree, Chester's Magic Island* and *From Atikarn's Diary.*

Secondly, this study investigated only the chapters written by Thai students who had a limited command of English in order to see how they use collocations and how they pattern grammar in their writings so the collocations and colligations found in this study reflect students' writing.

Moreover, Other chapters written by non-Thai students; Chinese, Taiwanese and Burmese, for example, were not covered in this study; therefore, the findings of this study are limited to Thai context only. However, the findings can be useful to study collocations and colligations in other varieties of English.

Also, the researcher only studied some types of collocations that are claimed significant for students to learn (see Chapter 2, p. 24 - 25). Therefore, only NG+VG, VG+NG, ADJ+NG, ADJ+ADV and VG+ADV collocations were focused in the study. As a result, it makes the range of numbers and varieties of collocations in the study limited.

Lastly, this study mainly focused on the creative writing in a narrative text type. Therefore, the findings and discussions of collocations and colligations in this study might not be applicable to other text types such as informative, descriptive or argumentative genres.

5.3 Suggestions for Further Research

In the light of the findings and limitations of the study, the following recommendations for further research are proposed:

Firstly, as this research investigated the lexical collocations and colligations in the unedited version of three novels in the Turnabout Series, it would be beneficial to replicate this study in other novels in the Turnabout Series.

Secondly, this study focused only on the use of collocations and colligations by Thai students, it would be interesting to investigate how other ESL and EFL students in Assumption University use collocations and how their writings reflect colligation patterns in the novels.

Thirdly, another possible study in relation to this research is one involving the comparison and contrast of collocations and colligations between the unedited version and the edited version of the novels in the Turnabout Series.

Moreover, further research on other novels written by non-native users of English would also be conducted to study collocations, colligations and other varieties of English.

Finally, further research on other text types of Thai students' writings could also be carried out to see the use of collocations, to learn the colligations and to find the Thai variety of English collocations.

References

Bejoint, H (2000) *Modern Lexicography: An Introduction*. Oxford: Oxford University Press.

Benson, M., E. Benson and R. Ilson (1997) *The BBI Dictionary of English Word Combinations*. Amsterdam: John Benjamins Publishing Co.

Boonyasaquan, S. (2005) An Analysis of Collocational Violations in Translation. *Journal of Humanities* 27. 79-91.

Boonyasaquan, S. (2007) The Lexical Approach: An Emphasis on Collocations, *Journal of Humanities* 28(1). 98-108.

British National Corpus. http://www.natcorp.ox.ac.uk/. (Last accessed 20 April 2011).

Carter, R. and McCarthy, M. (1988) *Vocabulary and Language Teaching*. Harlow: Longman.

Cowie, A.P (Eds.). (1988) State and Creative Aspects of Vocabulary Use. In Carter and M. McCarthy (Eds.), *Vocabulary and Language Teaching*. Harlow: Longman, (126-137).

Denmark, W. and R. Miles (2006) *From Atikarn's Diary*. Bangkok: Assumption University Press.

Deveci, T. (2004) Why and How to Teach Collocations. English Teaching Forum Online. http://www.exchanges.state.gov/forum/vols/vol42/no2/p16. (Last accessed 3 March 2011).

Foley, J.A. (2010) English as a Lingua Franca, *The New English Teacher* 4(2). 1-12.

Hameed, J. (2008) The Lexical Approach: Between Grammar and Lexis, The Theory and Practice. *Kufa Journal* 2. 9-32.

Hargreaves, P. (2000) Collocation and testing, in M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*. Oxford: Oxford University Press. 205-224.

Hill, J. (2000) Revising Priorities: From Grammatical Failure to Collocational Success, in M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*. Oxford: Oxford University Press. 47-69.

Hoey, M. (1997) From concordance to text structure: new uses for computer corpora, in P. Melia and B. Lewandowska-Tomaszczyk (eds.), *Proceedings of the Practical Application of Linguistic Corpora Conference*. Poland: Lodz University Press. 2-23

Hoey, M. (2000) A World Beyond Collocation: New Perspectives on Vocabulary Teaching, in M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*. Oxford: Oxford University Press. 224-244.

Huang, L. (2001) Knowledge of English Collocations: An analysis of Taiwanese EFL Learners. Http://www.utexas.edu/students/flesa/tpfle/contents7.doc (Last accessed 9 January 2011).

James, C. (1998) *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Addison Wesley Longman Limited.

Jenkins, J. (2007) *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Kachru, Braj B. (1987) The Bilingual Creativitiy and Contact Literature. In L.E Smith, E. Cliffs (Eds.), *Discourse across Cultures: Strategies in World Englishes*. Prentice Hall.125-140.

Kachru, Y. (2001) New Perspectives in World Englishes: World Englishes and Rhetoric across Cultures. *Asian Englishes*, 4 (2). 54-71.

Kathpalia, S and K. Ling (2008) Is Collocation the Way to Language Proficiency?, *TESL Reporter* 41(1). 1-11.

Keller, E. (1979) Cambits: Conversational Strategy Signals, *Pragmatics* 3, 219-237.

Lewis, M. (1993) *The Lexical Approach: The State of ELT and the Way Forward*. Hove: Language Teaching Publications.

Lewis, M. (1997) Pedagogical Implications of the Lexical Approach. In J. Coady and T. Huckin (Eds.), *Second Language Vocabulary Acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press.255-270.

Lewis, M. (1998) *Implementing the Lexical Approach*. Hove: Language Teaching Publications.

Lewis, M. (2000) Learning in a Lexical Approach, in M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*. Oxford: Oxford University Press.126-154.

Lewis, Michael. (2002) *The Lexical Approach: The state of ELT and the Way Forward*. Croatia: Thomson Corporation.

Martynska, M. (2004) *Do English Language Learners Know Collocations?*. Poznan: Investigationes Linguisticae.

Malligamas, P. and N. Pongpairoj (2005) Thai Learners' Knowledge of English Collocations. *HKBU Papers in Applied Language Studies*. 1-28.

McCarthy, M. (1992) *Vocabulary*. Oxford: Oxford University Press.

McIntosh, C., B. Francis and R. Poole (2009) *Oxford Collocations Dictionary for Students of English*. Oxford: Oxford University Press.

McRae, J. (1991) *Literature with a Small 'l'*. London and Basingstoke: Macmillan Publishers Limited.

Mongkolchai, A. (2008) *A Study of University Students' Ability in Using English Collocaions*. Master's project MA (English). Bangkok: Srinakarinwirot University.

Nattinger, J., R. Carter and M. McCarthy. (1988) *Some Current Trends in Vocabulary Studies*.

Nattinger , J. and J. Decarrio (1997) *Lexical Phrases and Language Teaching 2nd ed*. Oxford: Oxford University Press.

Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Nesselhauf, N. (2005) *Collocations in a Learner Corpus*. Amsterdam: John Benjamins Publishing Co.

Nesselhauf, N. (2003) The Use of Collocations by Advanced Learners of English and Some Implications for Teaching. *Applied Linguistics*, 24 (2). 223-242.

O'Dell, F. and M. McCarthy (2008) *English Collocations in Advanced Use*. Cambridge: Cambridge University Press.

Pawley, A. and Syder F.H. (1983) Two Puzzles for Linguistic Theory: Nativelike Selection and Nativelike Fluency". In J. C. Richards and R.W. Schmidth (Eds.) *Language and Communication*. London: Longman. (191-255).

Richards, J. and T. Rodgers. (2001) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Schlepphege, J. (2009) *Creative Poetry Writing in the EFL Classroom*. Norderstedt: Grin Publishing.

Sun, Y. and Wang, L. (2003) Concordancers in the EFL Classroom: Cognitive Approaches and Collocation Difficulty. *Computer Assisted Learning* 16, 83-94.

Toomnun, P. (2007) *Use of Collocations by a Professional Translator*. Master's project MA (English). Bangkok: Srinakarinwirot University.

Watkhaolarm, P. (2005) Think in Thai, Write in English: Thainess in Thai English Literature. *World Englishes*, 24 (2). 145-158.

Wei, Y. (1999) *Teaching Collocations for Productive Vocabulary Development*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language. New York.

Willis, D. (1994) *The Lexical Approach 3rd ed*. London: Harper Collins Publisher.

Woolard, G. (2000) Collocation – Encouraging Learner Independence, in M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach*. Oxford: Oxford University Press. 28-46.

Yang, Y. and A. Hendricks (2004). Collocation Awareness in the Writing Process. *Reflections of English Language Teaching* 3, 51-78.

Zheng, W. (2008) An Analysis of Collocational Errors in Students' Writing: A Small Scale Study at Honghe University in China, *The New English Teacher* 2(2). 30-52.