



ผลของการสอนคำปรากฏรวมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารต่อความสามารถในการพูดและ
การเขียนภาษาอังกฤษของนักศึกษาระดับปริญญาตรี

EFFECTS OF ENGLISH COLLOCATION AND COMMUNICATIVE GRAMMAR INSTRUCTION ON
UNDERGRADUATE STUDENTS' ENGLISH SPEAKING AND WRITING ABILITIES

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บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลการสอนคำปรากฏรวมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารต่อความสามารถทางด้านการพูดและการเขียนภาษาอังกฤษของนักศึกษาปริญญาตรี และ 2) ศึกษาความเห็นของนักศึกษาที่มีต่อการสอนคำปรากฏรวมและไวยากรณ์เพื่อการสื่อสาร กลุ่มตัวอย่างประกอบด้วยนักศึกษามหาวิทยาลัยราชภัฏอุดรธานีที่เรียนรายวิชาภาษาอังกฤษเพื่อจุดประสงค์เฉพาะสำหรับครู 2 ภาคเรียนที่ 2 ปีการศึกษา 2556 จำนวน 38 คน เครื่องมือที่ใช้ในการวิจัยได้แก่แบบทดสอบความสามารถทางด้านการพูดและการเขียนภาษาอังกฤษซึ่งใช้เป็นแบบทดสอบก่อนและหลังเรียน และแบบทดสอบความคิดเห็นของผู้เรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ paired sample t-test ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน

ผลวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบทางด้านการพูดและการเขียนภาษาอังกฤษหลังทดลองของนักศึกษาระดับปริญญาตรีสูงกว่า ค่าคะแนนเฉลี่ยก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) นักศึกษามีเจตคติที่ดีต่อการเรียนการสอนคำปรากฏรวมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสาร คิดเป็นค่าเฉลี่ยอยู่ที่ 4.32 ซึ่งแสดงให้เห็นว่าการสอนคำปรากฏรวมภาษาอังกฤษและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารมีผลในเชิงบวกต่อความสามารถทางด้านการพูดและการเขียนภาษาอังกฤษของนักศึกษาปริญญาตรี

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Abstract

The objectives of this research were 1) to investigate the effects of English collocation and communicative grammar instruction on undergraduate students' English speaking and writing abilities, and 2) to explore students' opinions towards English collocation and communicative grammar instruction. The sample was 38 undergraduate students at Udon Thai Rajabhat University enrolling in English for Specific Purposes for Teachers II in semester 2, academic year 2013. The instruments were an English speaking and writing tests which were used as a pre- and post-test and an opinion questionnaire.

The findings revealed that 1) English speaking and writing abilities post-test mean scores of the undergraduate students were higher than the pre-test mean scores at the significant level of .05. and 2) students' opinions towards English collocation and communicative grammar instruction were found positive with the mean score of 4.32. It implied that undergraduate students expressed positive opinions towards English collocation and communicative grammar instruction.

คำสำคัญ: คำปรากฏร่วมภาษาอังกฤษ/ไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสาร/ทักษะด้านการพูด/ทักษะด้านการเขียน

Keywords: ENGLISH COLLOCATION/ENGLISH COMMUNICATIVE GRAMMAR/SPEAKING ABILITY/WRITING ABILITY

Introduction

English is widely used in the globalization and therefore it is an international language used for communication among people from different countries and cultures. Since the English language is very important nowadays, the ability to use English has become increasingly essential for ESL or EFL learners to be proficient in English.

Although English instruction for communication is promoted in foreign language instruction in Thailand, Thai students are still having difficulties in using English for communication. This may be because they lack of language content knowledge. As reported by Kullawanich (2007, Thai), Thai students do not perform well in grammar structures, convention, and vocabulary. To enhance students' ability to communicate in English, it is essential that communicative English grammar should be brought into the process of English learning and teaching. Thai students are still having difficulties in using English for communication especially in speaking and writing abilities (Mongkolchai, 2008). A great deal of research has shown that Thai students did not perform well in both speaking and writing. Bhumadhana (2010) stated that Thai students could speak and write meaningful sentences accurately, but they failed to apply their ideas in paragraphs. Hence, the improvement of Thai students' speaking and writing abilities are crucial for learning English for communication.

Communicative English grammar or grammar in contexts should be a focal concern in English language learning and teaching so as to allow students to use accurate forms and appropriate functions to communicate in English. In other words, knowing about the forms and functions of English grammar and having opportunities to perform a productive practice can be postulated as effective ways to enhance students' ability to use English language for communicative purposes. As Ellis (2003) asserted, in order to guide learners to achieve

effective grammar for communication, it is momentous for instructors to provide communicative opportunities concerning instructed grammatical structures. Additionally, there should be a combination of form focused instruction and meaningful communication which helps learners to achieve both grammar forms and communication. That is because when learners obtain communicative guidance to grammatical structures introduced through explicit instruction, their awareness to forms and patterns becomes longer lasting and their accuracy of language use enhances (Fotos, 1998).

Likewise, collocations regarding one aspect of grammatical structures may support learners to communicate in English. Collocations mean the co-occurrence of words that always go together in a text (Hill, 2001; Lewis, 2001; McCarthy & O'Dell, 2008; Sinclair, 1991), for example '*do my homework*,' '*make my bed*,' and '*give a presentation*'. Many teachers tend to aim at correcting grammatical mistakes, but they fail to notice those mistakes which are made due to a lack of collocational background knowledge, for example, students might use '**do a presentation*' or '*make my homework*'. Communicative English grammar and collocations can hence be significant for fostering students to be able to communicate in English.

The importance of collocational knowledge in L2 competence is beyond dispute because learners who have such knowledge may be able to use English more fluently and sound more native-like (Fan, 2009; Hunston and Francis, 2000; Pawley and Syder, 1983; Wray, 2002). However, there still are many learners who find collocation is problematic for them and cannot be able to achieve effective communication. To illustrate, some students tend to use the word **make* understanding which is not acceptable in English because the word "understanding" can occur or collocate with *gain*, *enhance*, *full*, *good*, *profound*, and so on (Fan, 2009). Thus, students have to use collocations appropriately to be accepted for standard English.

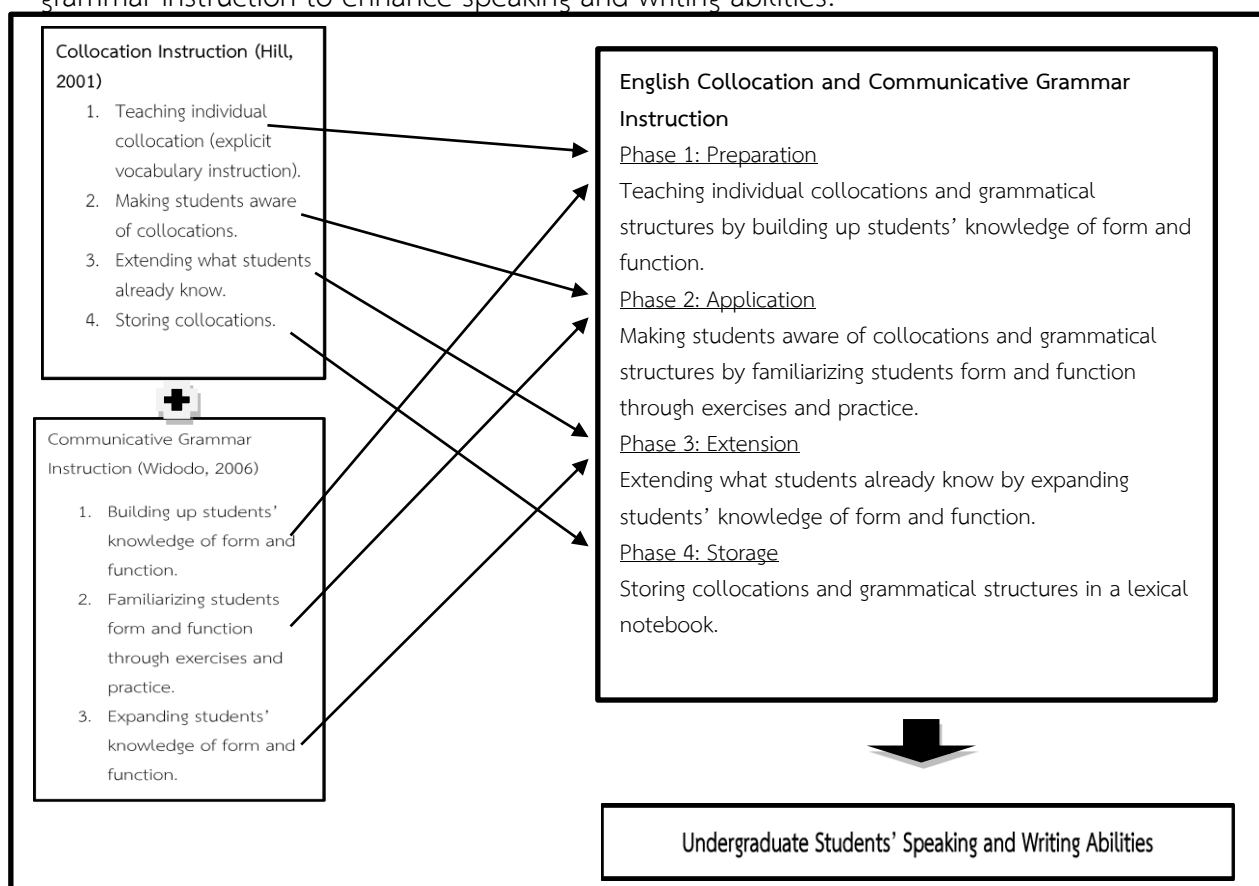
Collocations as well as grammatical structures should consequently be taught in class. When teaching English, EFL/ESL teachers ought to make students aware of using collocations and encourage them to store collocations in their memory (Hill, 2001; Lewis, 2001). The students do not only learn how the words can be put together, but they also learn the grammatical structures from the collocations instruction.

The previous research, Mallikamas and Pongpaiboj (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 data were collected from multiple choice, error recognition and gap-filling tasks. 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.

Likewise, Fan (2009) investigated an exploratory study of collocational use by ESL students using a task-based approach. This study attempted, from the perspective of L2 learners, to have a deeper understanding of collocation use and some of problems involved, by adopting a task-based approach, using two highly comparable corpora based on writing of Hong Kong ESL and native-speaker British students. Result of this study indicated that the performance of Hong Kong students in collocational use might be adversely affected by their L1, L2 as well as their inadequacy in the lexis and grammar of the target language. The findings of this study suggested the need for a broader view of collocational knowledge and a pedagogical approach to the learning and teaching of this aspect of L2.

Therefore, for the current research, an English teaching called English collocation and communicative grammar instruction was conducted to see how it can enhance the undergraduate students' English speaking and writing abilities. Figure 1 below shows the integration ideas used to design English collocation and communicative grammar instruction to enhance speaking and writing abilities.

Figure 1: The integration ideas used to design English collocation and communicative grammar instruction to enhance speaking and writing abilities.



The objectives of this study were to:

1. To study the effects of English collocation and communicative grammar instruction on learners' English speaking and writing abilities.

2. To investigate learners' opinions towards English Collocation and Communicative Grammar Instruction.

Research Methodology

Population and participants

The population for this study was the third year undergraduate students from the Faculty of Education of Udon Thani Rajabhat University. The samples were the students who enrolled in English for Specific Purposes for Teacher II (ESP) course in the 2nd semester of academic year 2013.

For this current study, the ESP for teachers course was designed to enable B.Ed. students in field other than English to understand features of spoken and written English used in their field of study, to write summaries of the reading selection, and to conduct simple presentations. Emphasis is on practicing speaking and writing skills and building a glossary of field-related vocabulary. English for specific purposes for English teachers also require teachers to be able to communicate well in their instructional contents, class activities, assignments, and skills boosting. The convenient sampling was applied in this research because the researcher knew the course conductor and the contents were related to the research in terms of the collocations and communicative grammar which focused on speaking and writing abilities. There were 38 students consisting of 20 females and 18 males between the age of 20 and 21. All of them are currently majoring in Social Study.

Research Instruments

There were two types of instruments in this study: Research instruments used to investigate students' abilities and opinions, and instructional instrument as follows.

1. Research instruments used to investigate students' abilities and opinions

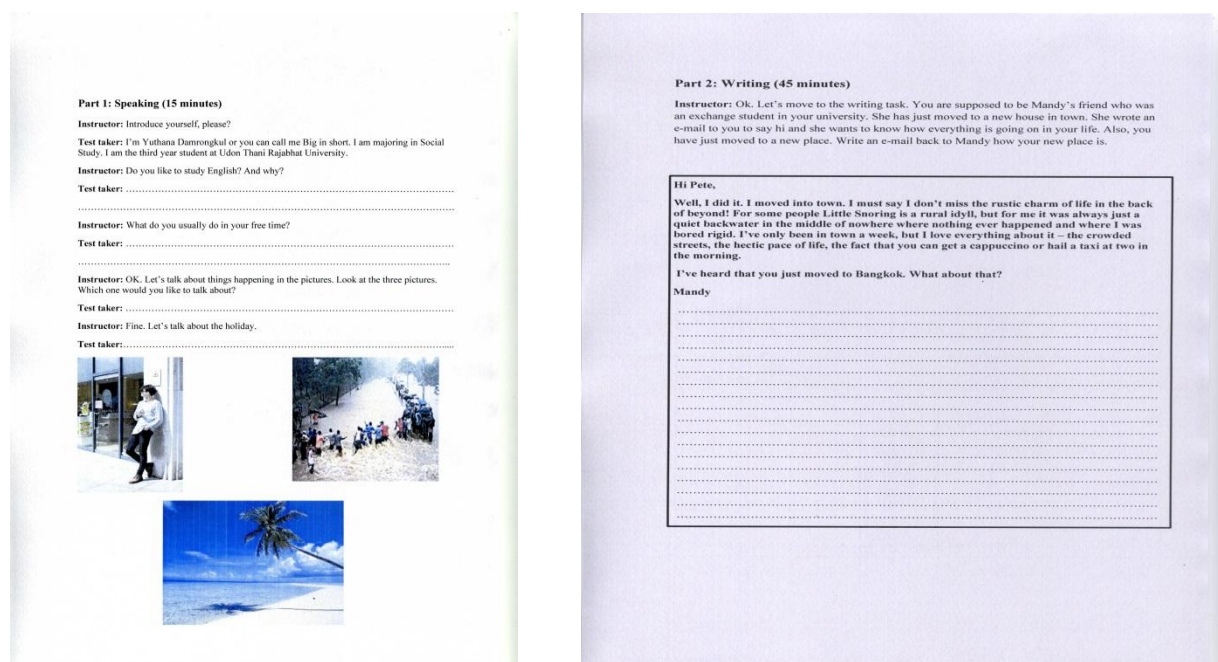
1.1 The English Speaking and Writing Tests were designed by the researcher and used as a pre-test and post-test for the experiment. The purpose was to assess students' English speaking and writing abilities before and after the treatment. The test was validated by three experts using IOC before the actual experiment. The test was composed of two parts: speaking and writing. For speaking part, the researcher investigated how the students performed through the tasks. Students were asked to choose one of the three pictures: fashion, natural disaster, or landscape to describe what they thought about the chosen picture in 10-15 minutes. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as pronunciation, fluency, grammatical structures, and use of collocations.

For the writing task, the students were given 45 minutes to complete the test. The students were asked to write an e-mail to one of their friends about the city that they lived. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as content, coherency, grammatical structures, and use of collocations (See Figure 2).

The experts' validation showed with the results of more than 0.50 which meant the test was reliable. Additionally, the test was adapted according to the experts' comments

in terms of wording and the scoring rubrics. The wording of each task should be concise and clear and the scoring rubrics should be relevant to the speaking and writing abilities. Therefore, the wording and the scoring rubrics were adjusted according to the experts' suggestions.

Figure 2: The example of the English Speaking and Writing Abilities Tests



1.2 *Opinion questionnaire* was used after the experiment to elicit students' opinions towards the English collocation and communicative grammar instruction. There were 10 questions to investigate students' opinions towards the instruction. The opinion questionnaire was validated by three experts. After validating, the researcher edited some items as well as wording in the opinion questionnaire.

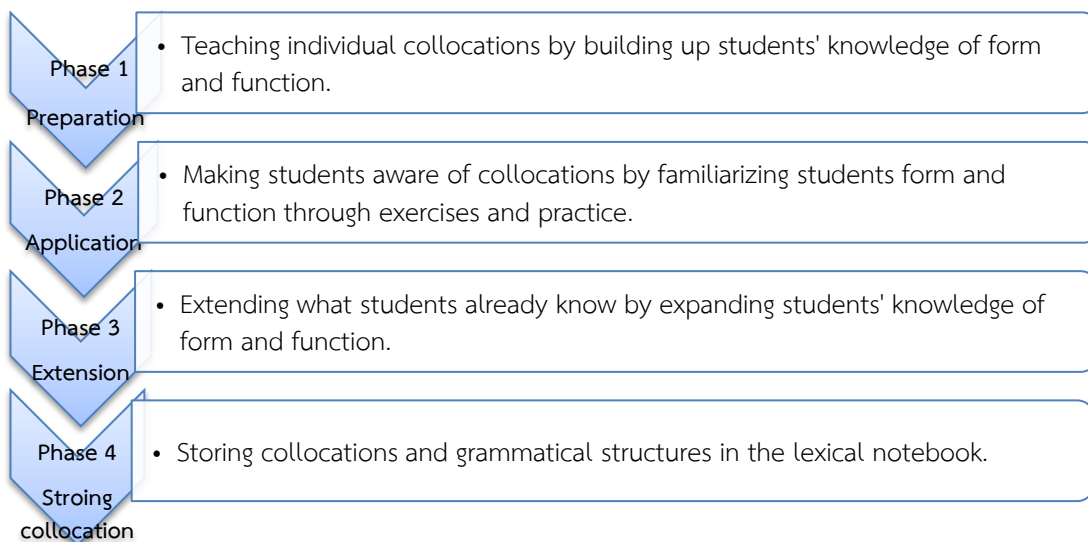
Table 1: Items in questionnaire for students' opinions towards English collocation and communicative grammar instruction

Questionnaire Items
I think that English collocation and communicative grammar instruction.....
1. is interesting
2. enables me to enhance speaking ability
3. enables me to enhance writing ability
4. has various useful activities which help me develop speaking ability
5. has various useful activities which help me develop writing ability
6. makes me want to learn more on grammatical structures and collocations
7. makes me confident to speak with friends and foreigners
8. makes me confident to write many kinds of writing tasks
9. enables me to do group work more effectively

2. Instructional instrument

2.1 Lesson plans/ long-ranged plan were created by the researcher using a framework of teaching collocation by Hill (2001) and teaching communicative grammar by Widodo (2006) in this experiment. The lesson plans consisted of objectives, teaching procedures, assessment and evaluation, materials, and equipment. Each lesson lasted 4 hours per week. The lesson plans were validated by three experts using IOC to ensure their validity of the instruments. After receiving the validation form from the experts, the researcher changed and added some parts from their suggestions. The teaching procedures in this research were divided into 4 phases as shown in Figure 3.

Figure 3: The teaching procedures of English collocation and communicative grammar instruction



In English Collocation and Communicative Grammar instruction, the teaching procedures were divided into four phases: teaching individual collocations by building up students' knowledge of form and function, making students aware of collocations by familiarizing students form and function through exercises and practice, extending what students already know by expanding students' knowledge of form and function, and storing collocations and grammatical structures in the lexical notebook. Detail of each step is as follows.

For the preparation phase, teaching individual collocations by building up students' knowledge of form and function, students were introduced to the topics regarding collocations as well as grammatical structures. They were also encouraged to notice collocations and grammar forms which they could apply into the tasks more effectively. In this phase, the students were built with the knowledge of form and function. After being introduced the topic, students had to memorize those collocations and grammar forms

before participating in the activities.

For application phase, making students aware of collocations by familiarizing students form and function through exercises and practice, students were formed into the groups. They had to do a number of activities and exercises which meant they performed the tasks to familiarize with form and function. The tasks were concerned with the interaction and participation in the group. They could apply the knowledge of collocations and grammatical features into the communicative tasks. The gist of this phase was to familiarize students with form and function; therefore, they could perform the assigned activities more communicatively and interactively.

The extension phase, extending what students already know by expanding students' knowledge of form and function, students were extended what they had already known. Other activities and tasks were conducted to reinforce some ideas with an opportunity to practice noticing and consciousness-raising. Each student was expected to apply the rules of collocations and grammatical structures that they learned and practiced in the previous activities. They were also encouraged to do difficult tasks, for example in the last phase, they practiced writing an e-mail to their friend about the city or town where they live. For the extension phase, they were encouraged to write a letter of complaint to the company that they purchased a laptop computer because it was found defective of some parts. So, they could extend their knowledge of collocations and grammar with different activities.

The last phase, the storage phase, storing collocations and grammatical structures in the lexical notebook, they were assigned to write collocations and grammatical structures in their lexical notebooks. The purpose of this phase was to make them memorize forms and functions of both the collocations as well as the grammar which they learned from the previous activities. Jotting down the collocations and the grammar forms therefore can allow them to be aware and memorize those collocations and grammatical structures and can re-consult the notebooks later when they want to in appropriate situations.

For the long-ranged plan, the researcher first needed to explore the topics that students were really interested. There was a survey into the needs for students' interests in the topics to be studied. The students in semester 2 academic year 2013 were asked to rank from most to least interesting topics. Then the five most interesting topics were chosen to include in the lesson plans (See Table 2). The data from the need analysis were analyzed in percentage shown in the following table.

Table 2

Ranking of the five most interesting content topics and percentages from the results of the need analysis

Ranks	Topics	Percentage
1	Physical Appearance	95%

2	Towns and Cities	91%
3	Feelings and Emotions	87%
4	Sports	83.2%
5	Computers	80.8%

Data Collection

The data collection method that was applied to assess students' English speaking and writing abilities was a single group design and to investigate students' opinions towards English collocation and communicative grammar instruction. The researcher compared students' English speaking and writing abilities by using pre-test and post-test mean scores. The data were collected in three parts: pre-test, implementation of the treatment, and post-test. In the pre-test, the English Speaking and Writing Tests were distributed to the students. The speaking part lasted for 10-15 minutes for each student. And the writing part lasted 45 minutes to complete the task. In the implementation of the treatment, the instruction was conducted for 8 weeks in the second semester of academic year 2013. The class met once a week for 4 hours. Teaching procedures in each lesson comprised of 4 phases: preparation, application, extension, and storing collocation respectively. At last, the post-test was used to see their progress on the 8th week. The post-test was the same as the pre-test. Both pre-test and post-test were used to compare the students' English speaking and writing abilities before and after class participation in the English collocation and communicative grammar instruction.

Findings

The findings are divided into two parts. The first part shows the effects of English collocation and communicative grammar instruction on undergraduate students' English speaking and writing abilities. The second part shows the students' opinions towards the English collocation and communicative grammar instruction.

Table 3: Means, t-values, and significance of the pre-test and post-test

Mode of Assessment	\bar{X}	Mean differences	t.	d.f.	Sig.
Pre-test	12.55	-11.60	-24.91	37	.000*
Post-test	24.15				

*p<.05 N=38

From Table 3, it can be seen that the students earned the higher post-test mean scores (mean = 24.15) than the pre-test scores (means = 12.55). The total score was 40 points, the mean difference was -11.60 and the t-value was -24.91 with a degree of freedom of 37 (N = 38). The result revealed that there was a significant difference between the mean scores from the pre-test and the post-test at a significant level (p<.05). It means that the

students significantly enhanced their English speaking and writing abilities after receiving the treatment of English collocation and communicative grammar instruction.

For speaking part, the researcher investigated how the students performed through the tasks. Students were asked to choose one of the three pictures: fashion, natural disaster, or landscape to describe what they thought about the chosen picture in 10-15 minutes. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as pronunciation, fluency, grammatical structures, and use of collocations. The pre-test and post-test mean scores of speaking ability are presented in Table 4.

Table 4: Means, t-values, and significance of speaking pre-test and post-test

Speaking	\bar{X}	Mean Differences	t.	d.f.	Sig.
Pre-test	7.05	-4.23	-8.22	37	.000*
Post-test	11.28				

*p<.05 N=38

The results from Table 4 presented that the students gained the higher speaking post-test mean scores (means = 11.28) than the pre-test mean scores (means = 7.05). The total score was 20 points, the mean differences was -4.23 and the t-value was -8.22 with a degree of freedom of 37 (N = 38). It was evident that there was a significant difference between the mean scores from the speaking pre-test and the post-test at a significant level (p<.05).

For the writing tasks, the students were given 45 minutes to complete the test. The students were asked to write an e-mail to one of their friends about the city that they lived. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as content, coherency, grammatical structures, and use of collocations. The writing pre-test and post-test mean scores of the students are presented in Table 5.

Table 5: Means, t-values, and significance of writing pre-test and post-test

Writing	\bar{X}	Mean Differences	t.	d.f.	Sig.
Pre-test	5.05	-7.15	-21.28	37	.000*
Post-test	12.21				

*p<.05 N=38

The results from Table 5 presented that students gained the higher writing post-test mean scores (means = 12.21) than the pre-test mean scores (means = 5.05). The total score was 20 points, the mean differences was -7.15 and the t-value was -21.28 with a degree of freedom of 37 (N = 38). It implied that there was a significant difference between the mean scores from the writing pre-test and the post-test at a significant level (p<.05).

Comparing speaking and writing abilities, we can see that students earned writing ability mean scores than speaking mean scores. Therefore, it means that students enhanced writing ability more than speaking ability.

Then, the second research objective which was to investigate students' opinions towards English collocation and communicative grammar instruction is subsequently

presented. For the questionnaire, there were 10 closed-ended question items to elicit students' opinions towards the English collocation and communicative grammar instruction. The students' opinions towards the English collocation and communicative grammar instruction were shown by \bar{X} and S.D. in Table 6.

Table 6: \bar{X} and S.D. of students' opinions towards the English collocation and communicative grammar instruction

Questionnaire Items	\bar{X}	S.D
I think that English Collocation and Communicative Grammar Instruction.....		
1. is interesting	4.65	0.480
2. enables me to enhance speaking ability	4.21	0.528
3. enables me to enhance writing ability	4.18	0.512
4. has various useful activities which help me develop speaking ability	4.34	0.480
5. has various useful activities which help me develop writing ability	4.28	0.459
6. makes me want to learn more on grammatical structures and collocations	4.36	0.541
7. makes me confident to speak with friends and foreigners	4.00	0.519
8. makes me confident to write many kinds of writing tasks	4.07	0.539
9. enables me to do group work more effectively	4.52	0.506
10. is beneficial to me to do exams and standardised tests more effectively	4.60	0.495
Grand Mean Score	4.32	0.505

Notes: 1) Agreement was catagorized using Likert 5-point scale:

5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

2) Means of opinion scale ≥ 4.0 refers to "positive opinion".

The mean scores of all items were higher than 4.00, producing the grand mean score of 4.32 from the 5-point scale indicated positive opinions of the students towards the English collocation and communicative grammar instruction based on the questionnaire results.

The three items which students expressed most positively were item 1 (is interesting 4.65), item 10 (is beneficial to me to do exams and standardized tests more effectively 4.60), and item 9 (enables me to do group work more effectively 4.52) respectively. Most of the students thought that English collocation and communicative grammar instruction was interesting because they could learn both grammatical structures and collocations. Besides, learning grammar as well as collocations enabled them to do exams and standardized tests more effectively. They also considered English collocation and communicative grammar instruction enabled them to do group work more effectively.

Discussion

The discussion was based on the findings which showed that the English collocation and communicative grammar instruction enhanced students' English speaking and writing abilities. The findings were discussed in two main perspectives according to the two research questions: English speaking and writing abilities and students' opinions towards the course.

English speaking and writing abilities

There were two parts in the test and each task was designed based on the framework of English collocation and communicative grammar instruction. Part 1 was a speaking task which aimed to elicit students to produce grammatical forms and collocations. Students chose one of the three pictures to describe based on their liking for 10-15 minutes. The scoring rubrics used to assess students' speaking ability adapted from Languages Other Than Englishes (LOTE, 2003) which was categorized as pronunciation, fluency, grammatical structures, and use of collocations. For the pre-test mean scores, most of the students could not do well, so the mean scores of the test were quite low. For the post-test scores, the mean scores of the test were higher which implied that students could do the speaking task more effectively. From the findings of the learners' post-test mean scores for speaking, it could be seen that learners gained higher scores in terms of grammatical structures as well as collocations according to the teaching procedures of communicative grammar by Widodo (2006) and teaching collocations by Hill (2001).

For the speaking part, reported by the teacher's report, the pretest showed that students did well in terms of fluency followed by use of collocations, grammatical structures, and pronunciation respectively while grammatical structures showed the most enhanced scores in the posttest. That could be because the students had abilities to speak English quite fluently and could be some kinds of collocations while the grammatical structures were poor in the pretest. However, the students' mean scores showed the most ranging from most to least including grammatical structures, use of collocations, fluency, and pronunciation subsequently in the posttest. It could be because the design of the instructional phases of the instruction that offered them a chance to practice and therefore could improve their abilities to apply grammar forms and collocations accurately in the assigned tasks.

For part 2, writing, students were asked to write an e-mail to their friends describing town or city that they lived. The time for completing this part was 45 minutes. The aim of this part was to investigate students' ability to use grammatical structures and collocations accurately, for example *relaxed atmosphere*, *shanty town* etc. The scoring rubrics used to assess students' writing ability adapted from Languages Other Than English (LOTE, 2003) which was classified as content, coherency, grammatical structures, and use of collocations. For pre-test mean scores, the mean scores of the test were quite low. However, the mean scores seemed to gain higher in the post-test mean scores. From the findings of the learners' post-test mean scores for writing, it was evident that students gained higher scores in terms of grammatical structures as well as use of collocations. Examples of student's writing pre-test and post-test are presented in Figure 4.

Thawatthai Unjai
5100101023

Part 2: Writing (45 minutes)

Instructor: Ok. Let's move to the writing task. You are supposed to be Mandy's friend who was an exchange student in your university. She has just moved to a new house in town. She wrote an e-mail to you to say hi and she wants to know how everything is going on in your life. Also, you have just moved to a new place. Write an e-mail back to Mandy how your new place is.

Hi Pete,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.

I've heard that you just moved to Bangkok. What about that?

Mandy

Hi Pete,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.

I've heard that you just moved to Bangkok. What about that?

Mandy

Hello! Mandy,

How are you? Last week I went to Bangkok. I think it is the most wonderful town in Thailand, but it isn't. Bangkok is very crowded and people are selfish on the roads. There are garbages and the bag is very dirty. So I moved to Ayutthaya. It has things are interesting because Ayutthaya have important country's culture and there are natural is beautiful. Now I am going to Ayutthaya's Museum. I want to watch the oldest things. After that I am going to go camping. Next week I will come back to Udon Thani. Oh, now my phone is ringing. We talk again on the next time.

bye

Pete

Content	5	4	3	2	1	0
Coherency	5	4	3	2	1	0
Grammatical Structures	5	4	3	2	1	0
Use of Collocations	5	4	3	2	1	0

Part 2: Writing (45 minutes)

Instructor: Ok. Let's move to the writing task. You are supposed to be Mandy's friend who was an exchange student in your university. She has just moved to a new house in town. She wrote an e-mail to you to say hi and she wants to know how everything is going on in your life. Also, you have just moved to a new place. Write an e-mail back to Mandy how your new place is.

Hi Pete,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.

I've heard that you just moved to Bangkok. What about that?

Mandy

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Pete

Content	5	4	3	2	1	0
Coherency	5	4	3	2	1	0
Grammatical Structures	5	4	3	2	1	0
Use of Collocations	5	4	3	2	1	0

Thawatthai Unjai
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Students' opinions towards the course

Limitations of the Study

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have longer sessions of the instruction to see more improvement of English speaking and writing abilities based on the English collocation and communicative grammar instruction.

Recommendations for Future Research

The recommendations for the future research are as follows:

First, since the current research has already investigated learners' productive skills (speaking and writing), it would be interesting to investigate learners' perceptive modes including reading or listening abilities to see how knowledge and skills concerning English collocations and grammatical structures can be enhanced.

Second, this current study has examined learners' use of collocations in terms of adjective + noun, and verb + noun. It would be captivating to examine learners other collocations, such as adverb + adjective, or adverb + verb.

Third, the level of learners can be lower than the one of undergraduate students. This study has already examined undergraduate students. The students in the high schools might be chosen for another target of the participants to be investigated.

Fourth, to confirm the effectiveness of English collocation and communicative grammar instruction, the progressive tests or small quizzes could be done every three or four week so that we could see to what extent each chosen content or activity can promote learners' communicative skills.

Finally, the interview or student logs can be adopted to elicit students' opinions towards the instruction as a qualitative measurement. In this current research, the opinion questionnaire was used to investigate learners' opinions towards the instruction. Hence, the other kinds of qualitative instruments such as interview, classroom observation, and writing student logs could be conducted in the future studies to see learners' opinions in more detail.

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