

# การเรียนรู้คำศัพท์ด้วยคำปรากฏร่วมจำเพาะ

## Learning Vocabulary with Collocation

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### บทคัดย่อ

การเรียนรู้คำศัพท์เป็นองค์ประกอบที่สำคัญประการหนึ่งในการเรียนรู้ภาษา ไม่ว่าจะเป็นทักษะ ฟัง พูด อ่าน หรือเขียน การมีคำศัพท์ในคลังสมองมากจะช่วยให้การสื่อสารกับเจ้าของภาษาเป็นไปอย่าง ถูกต้อง มีความสละสลวยและเป็นธรรมชาติ วิธีการที่น่าสนใจและช่วยให้การเรียนรู้คำศัพท์ประสบความสำเร็จวิธีหนึ่งคือการเรียนรู้คำปรากฏร่วมจำเพาะ ซึ่งคือคำตั้งแต่สองคำที่ใช้ร่วมกัน เจ้าของภาษานิยมใช้และเป็นมาตรฐานหนึ่งในการสื่อสาร ดังนั้นในการเรียนรู้คำศัพท์ จึงควรจดจำคำศัพท์ในลักษณะ เป็นกลุ่มคำ หรือคำที่ต้องใช้ร่วมกัน มากกว่าจะจำคำศัพท์ เป็นคำเดี่ยวโดด ๆ

**คำสำคัญ :** คำปรากฏร่วมจำเพาะ

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## Abstract

Learning vocabulary is an important factor to acquire four skills of language. The more vocabulary learners have, the better ways to communicate with native speakers. Moreover, increasing vocabulary lets learners focus on more challenging aspects of language. An interesting and successful way to learn new words is collocation. A collocation is a group of words that usually go together. If learners use the normal collocations, their English will sound more better and more natural and it will be easier for native speakers to understand. Therefore; learning vocabulary should learn in group of words or chunk of words more than a single word.

**Keyword:** collocation

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## Introduction

Vocabulary is essential for communication in a foreign or second language. Students who lack grammar skills may still be able to convey a message if they know the exact words or phrases that they want to communicate. Decarrico (2001) introduced the idea that vocabulary is central to language acquisition, whether or not the language is a second or a foreign language, although acquiring an advance level of vocabulary requires a great deal of time and effort. Some linguists argued that “without grammar little can be conveyed, but without vocabulary nothing can be conveyed.”

Learning vocabulary is an aspect of a reading skill and a necessary skill for Thai students, especially university students, to acquire as they have to cope with academic texts in English. Nattinger (1988) claimed that learning vocabulary and the meanings of vocabulary words is one of the most critical factors in learning a language, since language is not grammar plus vocabulary, but rather a process of selecting the most appropriate words. Nation & Waring (1997) pointed that students need to know a minimum of approximately 3,000 high frequency words because they provide coverage of at least 95% of a running text.

Moreover, EFL learners have increased their attention on words that go together or collocations. The learning of vocabulary needs to include the learning of collocations in order that learners are able to use appropriate words in the proper context better. Hill (2000) confirmed that competence in a language involves knowledge about collocations, as they are so commonly used. Collocations can be found in up to 70% of everything we say, hear read or write. Collocations should be learnt at the earliest stage of language learning. The sooner collocations are introduced to learners, the better chance they become successful language learners. Therefore; if a learner has a word in their vocabulary, this knowledge should include the most frequent collocations of that word.

## Content

The term collocation was first used by Firth (1957) who defined collocation of a word as a statement of the habitual or customary associations with the word. O’Dell & McCarthy (2008) claimed that collocation is a natural combination of words and the way in which words are closely associated with each other in English. So we can say that collocations are the way in which one word comes together with another word, for no specific reason.

According to Hill (2000), learners are often unaware that knowledge of collocations is an importance aspect of language learning. It is essential to make EFL/ESL learners aware of the importance of collocations when learning new vocabulary, especially at the earliest stages of English learning. McCarthy & O'Dell (2005) supported the idea of learning collocation for the following reasons:

1. Collocations provide the most natural way for saying something.
2. Collocations provide alternative ways for saying something, which can be more colorful, expressive or precise.
3. Collocations can be used to improve writing style.

For these reasons, learning collocations help learners to increase their range of English vocabulary. If learners use the collocations, their English will sound more better and more natural and it will be easier for native speakers to understand. They will have alternative and richer ways of expressing themselves. It is easier for brains to remember and use language in chunks or blocks rather than as single words.

McCarthy & O'Dell (2005) guided some key ways in which learners can learn collocations, as follows:

1. Regularly revise what they want to learn.
2. Practice using what they want to learn in contexts that are personally meaningful.
3. Learn collocations in groups to help they fix them in your memory, for example, grouping together collocations relating to the same topic or the same words.

Hill (2000) presented some classroom activities which can easily be incorporated into lessons to raise awareness among learners of English word combinations and to encourage their autonomy as follows:

1. Learners read or listen to a text and find some collocations which center on a topic.
2. Learners list words and find what collocations with them in the text.
3. Learners do a gap-filling collocation exercise based on the text.
4. Learners find the odd one out in a list of words which can be combined with another word.
5. Learners do a matching exercise based on the collocations which occurred in the text.
6. Learners brainstorm as many collocations as they can.

7. Learners get a list of words which collocate with one word and guess the headword.
8. Learners read a text and summarize it orally using collocations.
9. Learners translate sentences or short texts containing collocations.
10. Learners identify the errors in a text.

Moreover, a dictionary is also a good source for learning collocations. Dictionaries today are accessible online or in CD-RO form. These resources can be particularly helpful when learners are exploring collocations, as they make it quick and easy to search for items in different ways and to jump from one entry to another. Fox (1998) advocated the use of a dictionary in class, which further developed the collocational knowledge of learners, as well as providing an independent learning strategy. Some examples of dictionaries for improving the collocational proficiency of learners, are as follows:

1. The BBI Dictionary of English Word Combinations
2. The Oxford Collocations Dictionary for Students of English
3. The Longman Language Activator
4. The Macmillan English Dictionary for Advanced Learners

## Summary

In summary, collocations are essential for learners in terms of communication efficiency and the English language proficiency. It is widely acknowledged in English language teaching that learners need to be introduced to and encouraged to use collocations in the early stages of learning. An understanding of collocations is vital for all learners, it is essential that they are not only aware of the variety and sheer density of this feature of the language, but that they actively acquire more collocations both within and outside the formal teaching situation. Thus, teachers should try to raise the collocational awareness of learners, make them observe the appropriate collocations, motivate them to register new vocabulary items and their word partners, instead of recording only a single new word.

Some examples of commonly used collocations are as follows.

1. Addiction: alcohol addiction, drug addiction, have an addiction, lead to an addiction, treat an addiction
2. Budget: approve a budget, make a budget, plan a budget, present a budget, stick to a budget
3. Cause: common cause, clear cause, hidden cause, important cause, real cause

4. Damage: avoid damage, emotional damage, mechanical damage, prevent damage, severe damage
5. Evidence: documentary evidence, false evidence, fresh evidence, historical evidence, significant evidence,
6. Finance: external finance, housing finance, loan finance, private finance, real estate finance
7. Homework: assign homework, do homework, finish homework, get homework, submit homework
8. Income: annual income, family income, investment income, retirement income, taxable income
9. Knowledge: basic knowledge, comprehensive knowledge, demonstrate knowledge, great knowledge, share knowledge
10. Market: antique market, cattle market, flea market, open-air market, street market
11. Nerve: facial nerve, optic nerve, pinched nerve, sensitive nerve, sensory nerve
12. Opinion: express an opinion, honest opinion, majority opinion, mixed opinion, professional opinion
13. Passport: confiscate a passport, diplomatic passport, fake passport, foreign passport, machine-readable passport
14. Quarrel: family quarrel, internal quarrel, personal quarrel, serious quarrel, violent quarrel
15. Relationship: close relationship, marital relationship, permanent relationship, sexual relationship, working relationship
16. Shopping: convenience shopping, duty-free shopping, grocery shopping, light shopping, online shopping
17. Use: clinical use, daily use, effective use, illegal use, justify use, skilful use
18. Volume: estimate volume, high volume, increase in volume, sales volume, traffic volume
19. Weight: distribute weight, gain weight, lose weight, transfer weight, watch weigh

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