



THE EFFECTS OF COLLABORATIVE GAMES IN TEACHING ENGLISH COLLOCATION



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THE EFFECTS OF COLLABORATIVE GAMES IN TEACHING ENGLISH COLLOCATION



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This study aimed to investigate the effects of integrating collaborative games in developing English collocation usage of Thai twelfth-grade students. The students' views toward the use of games in learning English collocation were also examined. It was a semi-experimental research and employed four data collection methods which were lesson plans, collocation pre-test/post-test, questionnaire, and group interview. The participants were 40 twelfth grade students in English – Japanese Program at a Thai High School in Bangkok. Students were asked to do pre collocation test at the first week. During the experiment, they were taught collocation through collaborative games. At the end of the experiment, the students were asked to do post collocation test, complete a questionnaire, and answer interview questions. The findings indicated that students' collocation usage had developed after using collaborative games at the level of .05. The majority of the students also had positive views toward collaborative games in collocation learning.

Keyword : Collaborative games, Collocation usage, Students' views

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CHAPTER 1

INTRODUCTION

This chapter presents a background for this research. It includes concepts of collocation learning and teaching. The chapter also illustrates the significance of the research and the scope of the study.

Background of the study

English is a language that can truly be described as *global*, used as it is extensively across many countries, for a wide variety of purposes, and in a range of capacities including as a mother tongue, a second language, and as a foreign language (Crystal, 2003). In Thailand, English as a foreign language is a compulsory subject from the beginning of first grade, at five to seven years old (Ministry of Education, 2008). However, Thai students have limited opportunities to practice English outside the classroom, so the Thai government has continually tried to support the development of English education in Thailand. As was indicated in the Thai National Education Plan 2018 – 2036, the Common European Framework of Reference for Languages (CEFR) are to be used as criteria to assess the quality of Thai English education for the purposes of both the Thai Ordinary National Educational Test (O-NET) and for students' actual ability to use the language.

In the context of language learning, Nunan (2003) stated that vocabulary learning contributes directly to the development of language learning. Rahimi and Momeni (2011) further suggested that learning vocabulary through collocations leads to a higher level of language proficiency. *Collocations* are words that are used together in combination (Lewis, 2000; McCarthy, 2005; 2009). These combinations of words have a specific meaning and sometimes cannot be successfully separated into their component words. They are combinations such as *tell lies*, *heavy rain*, and *deeply religious* (Boers et al., 2014). McCarthy (1990) defines collocation as “a marriage contract between words,” signifying a strong relationship that words hold between each

other. It is considered one important aspect of vocabulary knowledge as it helps learners sound natural when using a language (Nation, 2001).

Many scholars agree that mastering English collocation is essential for EFL learners as it leads to the production of native-like language (Wu, 2015; Sararit et al., 2018). In addition, the knowledge of collocation helps language learners improve their overall language ability (Kongpikool, 2014; Adhami-O'Brian, 2014; Ashouri & Heidar, 2015). Research has shown that teaching collocation holds a wide range of benefits for learners of English. Ozgul and Abdukadir (2012) found that students are able to remember and use new vocabulary in classes more easily when learning words through collocation. McCarthy (2009) and Wu (2015) also found that studying collocation can help students to increase their English vocabulary range, which not only helps them in reading comprehension but also in writing and speaking. Similarly, Hsu (2010) found that direct collocation instruction helped Taiwanese English majors improve their vocabulary learning and reading test performance. In addition, collocation instruction positively affects students' attitude and confidence in their ability to access authentic language (Kularb, 2015), and improves their writing and reading skills (Ganji, 2012).

However, one of the most difficult problems for Thai students in learning English is correct usage of collocation, partly because many of them are not even aware of the existence of collocation (Mongkolchai, 2008). According to Warre (2014), when students have difficulty deciding which words go together in English, they tend to translate directly from their native tongue. However, English collocations cannot be mimicked through word-by-word translation; thus, for students who lack understanding of collocation, their English may sound unnatural and does not reflect authentic usage (Zinel'aabdin & Ahmed, 2017).

Given the importance of collocation, the students need to encounter natural language and learn how words go together. Teachers need to guide students to understand and use collocations appropriately (Conzett, 2000). Students tend to make fewer vocabulary mistakes and inappropriate word choice if they know the way words collocate with each other (Levy, 2008). As observed by Nizonkiza (2017), classroom

approaches to teach collocations have captured the attention of ESL and EFL researchers. However, there is as yet no consensus on how best to teach collocations (Başal, 2017).

Many classroom activities have been proposed in teaching collocation (Lewis, 2000). One of the popular teaching activities used in teaching collocation is 'the connect format'. The connect format presents verbs in one column and nouns in another column and students are asked to match them. However, this practice has been criticized because it suggests students "assemble collocations from distinct building blocks rather than being stimulated to process the collocations as intact wholes from the start" (Boers et al., 2014: 58). In addition, it promotes guessing especially if the students are not familiar with the collocations from which they are selecting (Boers et al., 2014).

In 2018, Fuscoe suggested that using language games, also known as 'game-based activities,' can be an effective way to promote an awareness and understanding of collocation among young English language learners. The notion of game-based activities is characterized by language teaching for communication because it provides the opportunities for negotiation of meaning (Fuscoe, 2018). According to Boyle (2011), language games are a useful pedagogical device to invigorate the learning topics, and they positively affect students' problem-solving skills. The use of games can develop students' learning achievement and promote positive learning attitudes and motivation (Sung & Hwang, 2012). Game-based activities encourage students to interact and exchange information with each other (Wu, Franken, & Witten, 2012), positively affect students' learning performance (Coller, 2017), and are viewed positively by students (Grivokostopoulou, Perikos, & Hatzilygroudou (2017).

In collocation teaching, games such as sorting activities, dominos, and mingling activities can effectively raise students' awareness of English collocation (Fuscoe, 2018). Unlike the traditional 'connect format' activity, these collaborative games are communicative and meaningful as they allow learners to negotiate and interact.

Purpose of the study

Due to the complexity of English collocation, teachers are a key that can help students increase their awareness of using words to form appropriate sentences (Vasiljevic, 2014). Given the potential benefits of using collaborative games in a language classroom, this study therefore investigates the effects of integrating collaborative games in developing English collocation usage in a classroom of Thai twelfth-grade students. The students' views toward the use of collaborative games in learning English collocation are also examined.

Research questions

The present study addresses two research questions:

1. How does the use of collaborative games affect twelfth-grade students' collocation usage?
2. What are students' views towards collaborative games?

Research objectives

1. To investigate the effect of collaborative games in developing twelfth-grade students' collocation usage at a Thai high school.
2. To understand the students' views towards collaborative games.

Significance of the study

The findings of this study could serve as guidelines in developing courses that promote Thai EFL students' correct usage of English collocations, and therefore are potentially useful for course developers, educators, and practitioners when planning English lessons. Furthermore, they may provide useful information regarding the types of classroom activities that are effective in teaching English collocations to students at a secondary level. Finally, the research findings will contribute to the body of knowledge on EFL vocabulary learning.

Scope of the study

This study is a combination of quantitative and qualitative research which aims at developing students' use of English collocations through collaborative games. The context of this study is forty twelfth-grade students on the English-Japanese Program at a Thai high school in Bangkok. The students were recruited through a purposive sampling method, according to the students' majors. The duration of the study was eight weeks. The independent variable in the study was the use of collaborative games, and the dependent variables included the students' ability to use correct English collocations and their perception towards collaborative games.

Definition of terms

Collaborative games

Collaborative games refer to non-digital language games that aim to promote English collocation learning. They included collocation dominoes, verb + noun hunt, collocation on the wall, and my favourite collocation. These games were appropriate for a large class size (ConZett, 2000; Lackman, 2011). Details of each game are provided in the literature review.

English Collocation

English collocation refers to a group of words that co-occur commonly (McCarthy & O'Dell, 2005). In the current study, looks at three types of collocation which are verb-noun collocation, adjective-noun collocation, and adverb-verb collocation.

Collocation usage

According to Cambridge Advanced Learner's Dictionary 4th Edition (2013), usage means the way to use general language or particular word in a language. In the current study, collocation usage refers to students' ability to use English collocation appropriately.

CHAPTER2

LITERATURE REVIEW

This chapter presents a review of related literature which includes an overview of English collocation, collocation teaching, collaborative games, and related studies.

What is 'collocation'?

Collocation is a term used in referring to a group of words that co-occur commonly: they are *used* together (McCarthy & O'Dell, 2005) and *belong* together (Nation, 2001). They usually have a specific meaning, which has several consequences. First, the meaning of collocations is not always obvious. Second, sometimes these groups of words cannot be divided without fundamentally changing the meaning. Therefore, collocations are difficult for language learners, who need to study and make an effort to learn them because they are not easy to guess (O'Dell & McCarthy, 2009).

According to Zaabalawi and Gould (2017), a collocation consists of two or more words that frequently go together. Such combinations sound natural to native speakers of English and are perceived as 'correct' while other combinations may sound unnatural and hence perceived as 'incorrect'. Below are some examples of what constitute 'correct' and 'incorrect' combination.

Table 1 Examples of unnatural expressions and natural expressions.

Unnatural English	Natural English
a quick car	a fast car
a quick runner	a fast runner
a fast look	a quick look
a fast bite	a quick bite

Note. Adapted from "English collocations: A novel approach to teaching the language's last bastion.," by Zaabalawi, R. & Gould, A.M. (2017).

In the Oxford Collocations dictionary (2002), the term 'collocation' refers to the natural-sounding speech and writing which are produced from the way words combine in language. In other words, collocations are lexical items that have a tendency to co-occur within each other in an utterance (Kharma & Hajjaj, 1989) and it is considered a natural order in which words relate to one another in a sentence.

Classification of English collocation

Collocation can be classified into two types: open and restricted collocations Mahmoud (2005). Words that can be gathered with a wide range of the other words are referred to as open collocations, for example *a red car, a small car, or an expensive car*. Restricted collocations refer to clusters that are fixed or like idioms, for example *kick the bucket, or raining cats and dogs*.

Similarly, Huang (2001) adopted Howarth's (1998) categorization of lexical collocations into four groups:

1. *Free combination* is a group of words which are combined, and where the combined meaning is derived from the literal meaning of each element, for example *blow a trumpet or blow a whistle*.

2. *Restricted collocations* are used in a specific context; there are fewer collocations in this group. For example, *blow a fuse*.

3. *Figurative idioms* are groups of words in which the overall meaning can be derived from a literal interpretation, for example *blow your own trumpet*.

4. *Pure idiom* refers to the group that has a unitary meaning that is totally unpredictable from the meaning of its components, for example *blow the gaff*, meaning to reveal a secret.

Lewis (2000) and Hill (2000) classify collocations into three groups, strong collocations, weak collocations, and medium-strength collocations:

- *Strong collocations* mean collocations that have a very limited number of collocates and most of them are fixed, for example, *rancid butter or rancid oil*.

- *Weak collocations* are collocations that have a wide and various set of collocates such as *long* or *short*, *cheap* or *expensive*, *good* or *bad*. For example, *feel good* and *smell good*.

- Words that always go together more frequently than weak collocations are called *medium-strength collocations*. Examples are *hold a meeting*, and *carry out a study*.

In addition, two major groups of collocations are proposed by Benson, Benson, and Ilson (1986), namely *grammatical* and *lexical* collocations. *Grammatical collocations* consist of content words: a noun, an adjective or a verb plus a preposition or infinitive. Meanwhile, *lexical collocations* consist of neither prepositions nor infinitives. They comprise only content words.

Grammatical collocations

Table 2 Examples of grammatical collocations

Pattern	Examples
noun + preposition	blockade against
adjective + preposition	pleased with
preposition + noun	by accident

Note. Adapted from "A Study of University Students' Ability in Using English Collocations" by Mongkolchai, A. (2008).

Lexical collocation

Table 3 Examples of lexical collocation

Pattern	Examples
noun + noun	traffic accident
verb + adverb	smile broadly
verb + noun	do homework

Note. Adapted from "A Study of University Students' Ability in Using English Collocations" by Mongkolchai, A. (2008).

According to O'Dell and McCarthy (2009), collocations can be divided into six groups based on grammatical category. These are verbs and nouns (e.g. *pass up to the chance*), nouns and verbs (e.g. *opportunity arose*), nouns and nouns (e.g. *a spate of attacks*), adjectives and nouns (e.g. *plain truth*), adverbs and adjectives (e.g. *stunningly attractive*), and verbs and adverbs or prepositional phrase (e.g. *drive recklessly and foam at the mouth*).

All of the above show approaches to collocation that are grouped using different criteria. Although collocations are classified in many different ways, the two frequent classifications found are 1) lexical and grammatical collocations and 2) unique, strong and weak collocations (Mongkolchai, 2008).

Collocation teaching

Collocational knowledge helps learners produce natural-sounding language. Indeed, one of the aims of students who learn English as a second (ESL) or English as a foreign language (EFL) is the ability to use English like native speakers. Learning collocation can help learners to achieve that goal while building their vocabulary range (McCarthy and O'Dell, 2005). They will gain a larger vocabulary and use language more naturally. Correct usage of collocation is a mark of a competent language learner because effective communication does depend on the choice of words (Mahmoud, 2005). In contrast, learners' lack of knowledge of collocational patterns of lexical items

can lead to miscommunication which is more disruptive than grammatical errors (Sadeghi, 2010). McCarthy (2018) suggests mastering collocations is an integral part of acquiring proficiency in the target language. Considerable emphasis should therefore be placed on teaching collocations as a part of vocabulary instruction in language teaching, and many educators and practitioners have focused on direct teaching of collocations. This section will give a brief overview of collocation teaching in English language classrooms. The focus will be on 1) traditional collocation teaching practices and 2) game-based collocation teaching.

Traditional collocation teaching

Boers et al. (2014) proposed common activities in collocation teaching and learning as follows:

1.1 The connect format

The connect format presents a collocation exercise in which students are assigned to match verbs in one column (left) and nouns in another column (right).

Example 1	
Match each of the verbs on the left with the noun on the right that it often occurs with.	
Verb	Noun
make	attention
meet	a suggestion
pay	a deadline

Figure 1 Exercise to match Verbs and Nouns (Boers et al. 2014)

1.2 A contextualized matching exercise

Example 2

Choose the right word to complete the blanks: give, make, pay.

My research team have been working hard, and we are confident we will soon ___ a breakthrough.

The sales representative tried to _____ a demonstration of the efficiency of the new cleaning product.

My husband just pretends to ___ attention when I talk to him.

Figure 2 Exercise to complete the gap Verbs and Nouns (Boers et al. 2014)

In a contextualized matching exercise, verbs and contexts are provided. Students have to choose given verbs to complete the gap in sentences.

1.3 Underline the verb

In this matching exercise, collocations are presented in essential context and the students have to choose the correct verb that collocates with the noun provided.

Example 3

Underline the correct verb

1. Can I do / give / make a suggestion? Let's talk about this again at the next meeting, when we've had time to think about it.

2. She decided to do / give / make a sacrifice and give up her job so she could look after her ill father.

3. Could you do / give / make me a favour and hold my glass for a minute?

Figure 3 Exercise to underline the correct verb (Boers et al. 2014)

1.4 Insert the collocation

The exercise is likely to stimulate more semantic processing than the previous formats. The exercise requires the student to insert the whole collocation into

the blank. The students will do the exercise by considering the context provided in the sentences.

The context of the sentence is similar to the 'contextualized matching' exercise and 'underline the verb'.

Example 4

Choose the right phrase to complete the blanks: make a suggestion, do business, pay attention.

1. I'm a bit hesitant to _____ with such a young firm.
2. My husband just pretends to _____ when I talk to him.
3. Can I _____ ? Let's take the rest of the day off

Figure 4 Exercise to complete the blanks with the correct verb (Boers et al. 2014)

The disadvantages of these teaching practices are that they do not promote classroom communication (Kartal & Yangineksi, 2018). Students do not have a chance to negotiate meanings; they are left to work by themselves to learn words from the exercises provided. This represents a traditional classroom setting, in which teaching is organized mostly with teacher-centered methods and in which students rarely play an active role in the learning process (Basal, 2017). In contrast to this, Jackson (2014) suggests that to engage and motivate students when they learn a language, game-based activities are highly effective. Active learning and collaborative learning are considered an integral part of game-based activities (Tang, Henneghan, & Rhalibi, 2009). Thus, to promote collocation knowledge where students can actively participate, communicate purposefully, and enjoy themselves at the same time, game-based activities have been introduced (Nitisakunwut & Soranastaporn, 2014). In the following section, the researcher will focus on learning English collocation through collaborative games.

Why games should be used in the classroom

Game-based learning, a method of using games while teaching a subject to achieve learning outcomes (Coley-Agard, 2016), can occur with different content and

within different learning contexts. It offers a unique structure to supplement traditional teaching techniques (Boyle, 2011), and can inspire teaching with energy, stimulating innovative thinking. The importance of games is not found in competition, but in game play, which motivates virtual experience, both the physical and mental aspects (Shapiro, 2014).

Game-based learning offers an effective learning experience (Boocock & Schild, 1968; Ibrahim, 2017). It provides specific benefits for both learners and instructors, such as promoting learner-centred pedagogy, ensuring engagement, fostering creativity, instilling empathy and building social skills (Ghazal & Singh, 2016). It is also an effective way to improve students' learning achievement in terms of the attention and retention of learning topics (Bahrami et al., 2012; Cheng & Su, 2012; Liua & Chen, 2013; Bakan & Bakan, 2018).

Game-based learning can also promote other learning skills such as communication skills, which are a basic component of collaborative learning. These are developed as students work together, sharing and clarifying ideas and opinions. Problem-based learning is also bolstered, as most games involve problem solving. Furthermore, students show positive views towards the use of language games in the classroom (Reyes-Chua & Lidawan, 2019; Razak & Connolly, 2013). They can increase motivation (Castro et.al, 2019) and benefit the classroom atmosphere (Yu, 2005). Hainey et al. (2013) found that playing computer games motivated students in the classroom, and Wafi (2019) proposed that games which were created by students can help students enjoy learning and motivate them to participate in the activity.

Collaborative games for teaching collocation

Smith & MacGregor (1992) compared collaborative learning to an umbrella of learning approaches that place students at the center of learning. It is strong a educational structure which can be delivered face-to-face or by virtual education (Roselli, 2016), and involves group work and team work (Laal & Ghodsi, 2012). This face-to-face interaction leads to positive interdependence, individual and group accountability, interpersonal and small group skills, and group processing. Students

need to take different roles in collaborative learning which provides more benefit than individual effort (Zook, 2018). They learn how to solve problems with the benefit of the perspectives of their peers (Chioran, 2017), developing a shared understanding of meanings (Rutherford, 2014). Teachers take the role of adviser, away from the center of a class that students have to manage themselves (Smith & MacGregor, 1992).

Mann (2016) pointed out that successful collaboration and problem-solving can be faster when using games. Collaborative games involve many game-playing techniques which are able to promote collaboration (Narayanan, 2016), and can be used to encourage creativity. Hanghoj, Lieberoth, and Misfeldt, (2018) proposed that collaborative teams in game-based learning have a positive effect on students' performance and attitude. Furthermore, student interaction was increased by playing collaborative video games (Nasir et al., 2015). It was also revealed that students feel that they have more opportunities for learning English when using the collaborative writing method (Watanabe, 2014).

Team work is a requirement in collaborative games, as team members have to cooperate and respond to the team's challenge in order to achieve a goal (Wolf, 2017). This team element means that social skills, the ability to trust the others, and listening skills can be developed by collaborative learning (Yatzus, 2018). They can also help people change their way of working together, fostering creativity, and driving innovation. Similarly, Zagal, Rick, and His, (2006). stated that collaborative games provide all participants with an equal chance to be winner or loser, and present a challenge for all team members. According to Capps (2003), a sense of belonging in academic achievement can be created from learning through collaborative games. The use of a collaborative and cooperative game mode was more effective at promoting class interaction than an individual or competitive mode (Peppler, Danish, & Phelps, 2013; Creighton & Szymkowiak, 2014).

A good time to present collaborative games to a class is the beginning of the year (Pilakowski, 2019), and it is the teachers' role to choose effective and appropriate games for learners (Tanago, 2017). In teaching collocation, many non-digital game-

based activities have been proposed to encourage students' participation and to reinforce collocations they have previously learned in class. The following are some examples of non-digital games which can be used to encourage students to interact with others for revising collocation, namely collocation dominoes, sorting, rapid sorting, and collocation game (Conzett, 2000; Lewis, 2000; Fuscoe, 2018) and to encourage active collocation learning (Lackman, 2011).

1. Collocation Dominoes

Students will work in pairs or groups. The rules of the game are similar to traditional dominoes. They will have set of word combination cards which are part of a collocation. The students have to match the two parts in the time specified by the teacher. Each matching pair scores one point. The group with most points is the winner.

2. Sorting

A collocation dictionary is needed in this activity. Students will work in groups and select some collocations from the collocation dictionary based on the rules that are set by teacher. For example, the teacher says "Look up the word change and find words which suggest a quick change." The students come up with words that often go with 'change' such as abruptly, immediately, or overnight. The teacher provides correction if needed and gives scores to each group at the end of activity. The group with most points wins.

3. Rapid sorting

A collocation dictionary is needed in this activity. The students will be given two nouns from a collocation dictionary which they are to put on the board in two columns. Then the teacher will read a selection of 10-12 collocated words. Students need to help each other put these words into the appropriate column. The teacher will check the answer at the end, and the group with most points wins.

4. Collocation game

First, the teacher chooses a noun that has many collocate adjectives. Then the teacher only tells the students that all the adjectives collocate with one particular noun. The teacher then reads out five or six adjectives, one at a time, for the noun. The

students write down the adjectives as they listen. When they think they know the answer, they stand up or raise their hands. The teacher will ask the students to not shout out their guesses to allow the others a chance to come up with the correct answer as more adjectives are read. The teacher should start by reading general collocates (adjectives which can be used with many nouns) and finish with stronger collocates (adjectives which strongly suggest the presence of a particular noun). For example, for the noun future the adjective list might start with bright and finish with foreseeable. The player with most points is the winner.

In 2001, Lackman proposed non-digital game-based activities to make collocation learning lively namely: verb + noun hunt, collocation on walls, and my favorite collocation. Below are the details of each game.

1. Verb + Noun Hunt

In this game, students work in small groups or work in pairs. The students will receive a text from the teacher, and have to help each other to underline verb-noun collocation that they find in the text. At the end of the game, the teacher will ask for the number of collocations that they found. Then, the teacher will write their answers on the board and let the students check their answer together. The group or pair with the highest score will be the winner.

2. Collocation on walls

In this activity, students will work in a team or in a group of three to five students. The teacher will prepare a text with at least three categories of collocation, for example verb-noun collocation, adjective-noun collocation, and adverb-verb collocation. Then teacher will post the sheet with collocation categories on the walls around classroom. Students in each team will get a marker with a different color. They have to help each other to complete the sheet because they cannot write more than one word in a row. At the end of the game, the team which has the most correct answers will get points and will be the winner.

3. My Favorite Collocation

In this game, students will work in a small group of three or work in pairs. In each pair or group, the students have to find collocations in a text given by the teacher according to a number of words that the teacher specified. Firstly, students have to find the collocation that they think others will choose. Then, they find the collocation that they think the others will not have. After that, teacher will ask them to mingle and find the someone that has the same list of collocations. At the end of the game, the teacher writes collocation that were most common from each group on the board. The students will get the score from the lists written on the board. The group with the highest score will be the winner.

In 2018, Fuscoe proposed card games to help students retain collocates they noticed namely: sorting activities, dominos, pelmanism, and mingling activities. Below are the details of each game.

1. Sorting activities

The set of word cards will be given to students. They may have to create the column to put the words into the correct group of collocation, for example, do/make. They will get points if they put the words into the correct group. The player with most points is the winner.

2. Dominos

A set of word cards which contain collocation parts will be given to students. The students have to match each part of collocation to the correct collocating word, for example, bank cheque, cheque book, book club, etc. In each matching pair, the students will receive a point if their answer is correct. The player with most points is the winner.

3. Pelmanism

Students need to match the cards which are spread face down on the table. The students take turns to play. They have to turn two cards face up. If the cards match, they will get a point and have a chance to take another turn. On the other hand, if the

cards do not match, the turn will move to another player. The game will continue until all cards have been matched. The player with most points is the winner.

4. Mingling activities

Half of a collocation will be given to students. They have to find their partner who has the matching part for their collocation. The teacher will ask them to memorize and mingle to find their match among their friends in the class. The faster students who can find their correct match will be the winner.

In sum, it can be seen that the most significant features of collaborative games in teaching collocation are entertaining, engaging and challenging, which all support effective learning of language (Wu, Franken, & Witten, 2012). Unlike traditional collocation teaching, the students have opportunities to actively participate, communicate and work collaboratively with their peers.

Studies on the use of collaborative method and games in developing vocabulary learning

Using collaborative method and in English language teaching has proven effective by researchers at various levels of education. Collaborative games provide benefits in terms of students' performance and attitude toward vocabulary learning. The following paragraphs review the studies related to the use of collaborative method in developing vocabulary learning.

Zarie and Gilani (2013) investigated the effects of collaborative techniques on second language vocabulary comprehension and productions. The participants were 86 pre- intermediate EFL learners at language institutes in Qazvin in Iran. They were divided into five groups with different kinds of collaborative techniques for learning vocabulary and reading comprehension. Research instruments were pre and post- test and lesson plans. The results revealed that the most effective teaching methods on vocabulary comprehension and production was 'word webbing'.

Dobao (2014) compared the effects of pair and small group work on vocabulary learning in collaborative tasks. The participants were 110 students who were enrolled in different classes at a public university in the USA. They were placed in

groups of four or in pairs. There were 15 groups and 25 pairs in total. Vocabulary tests were used as an instrument to assess learning. The results indicated that students in groups had significantly improved compared to students working in pairs.

Hsiao et al. (2014) examined the effects of collaborative games with different devices on students' learning performance and behavior. The participants were 49 students from an elementary school in Taipei who were studying in fifth grade. Their age range was between 11 and 12 years old. They were divided into an experimental group and a control group. Large Multi-touch tabletops (LMTs) were used with students in the experimental group. Students in the control group used personal computers. The results indicated that students in the experimental group had better learning performance and behavior than control group students.

MacKenzie (2015) investigated the effects of collaborative learning tasks on students' vocabulary knowledge. The participants were 183 undergraduate university students whose majors were not English. They were divided into 4 experimental groups and 3 control groups. The results of teaching English vocabulary was compared by reading and dictogloss methods. The findings indicated that collaborative learning helped students get used to various types of vocabulary and develop their vocabulary knowledge.

Shokuohi and Pishkar (2015) examined the effects of the collaborative method on vocabulary development of teenage EFL learners. The participants were 85 EFL students from a language institute in Kahnouj, Iran. They were assigned into an experimental group and a control group. The Oxford Placement Test and pre and post vocabulary tests were used as research instruments. Students in both the experimental and control groups were taught using the same methods. The findings showed that collaborative method had significantly effect on experimental group students' vocabulary retention.

Afghari and Khayaton (2017) studied the effects of collaborative learning on students' improvement in vocabulary and their attitude toward vocabulary learning. The participants were 40 intermediate EFL learners from a language institute. After taking the

Oxford Placement Test, there were 30 students left. They were divided into two groups: 15 students in the experimental group and 15 students in the control group. The research instruments were vocabulary pre and post tests and an interview. The results revealed that students in the experimental group outperformed the control group in vocabulary learning after using collaborative techniques. Their attitude toward vocabulary learning through collaborative was also positive.

Moreover, using language games and vocabulary games in English language teaching has proven effective by researchers at various levels of education. Games provide benefits in terms of students' performance and attitude toward vocabulary learning. The following paragraphs review the studies related to the use of games in developing vocabulary learning.

Huyen and Nga, (2003) studied the effectiveness of learning vocabulary through games. The participants were 20 Vietnamese students. The instruments in the study were vocabulary games, observation, questionnaire, and interview. The researchers took two weeks for the experiment. The results indicated that learning vocabulary through games can create interest in the vocabulary class. The students showed positive attitudes towards vocabulary games. Their vocabulary performance was also improved after playing the games.

Alime (2010) examined the role of using a word game to expand vocabulary knowledge. The participants were 60 students of third grade from a junior high school. They were divided into an experimental group and control group. Students in both two groups were taught using traditional methods. Students in experimental group played games at the end of each session. There were five word-games, namely: Twenty Questions, Charades, Definition Games, Passwords, and Crossword Puzzle. The results indicated that word games had a positive effect on development of third-grade junior high school students' vocabulary knowledge.

Bado and Fanklin (2014) studied the deep understanding of the nature of cooperation between high school students in playing educational video games to learn English as a foreign language (EFL). Learning outcomes from the games were also

examined. The participants were 47 twelfth-grade students from Burkinafaso high schools. They were selected by using purposive sampling. The researchers collected the data using questionnaires, training, game play, and interviews. The results revealed that there was effective cooperation between the participants playing the computer game Trace Effects. It also contributed to improving their vocabulary and writing knowledge and their motivation.

Darfilal (2014) investigated the effects of using language games on middle school vocabulary learning. The participants were 32 third-year learners at El Aid Aal-Khalifa, a middle school in Algeria. The instruments in the study were a teacher questionnaire, classroom observation, and a student interview. The results revealed that language games are an effective method to improve EFL middle school vocabulary knowledge.

Gozcu and Caganaga (2016) studied the importance and effectiveness of using games in EFL classrooms. The study was a qualitative case study which employed semi-structured interview and observation. The participants were two undergraduate students. They were taught English using the game 'Twister', which was adapted for teaching. The results revealed that using the game in ESL classrooms was appropriate and effective in creating a fun classroom atmosphere and developing students' learning ability.

Pirrie (2017) examined the effect of vocabulary games and translation on students' vocabulary learning and retention. The participants were 26 students at a public secondary school in Mollorca. Their ages were between twelve to thirteen years old. They were divided into two groups: the experimental group and a control group. They were exposed to twenty-nine target words with different methods. The students in the experimental group were taught through vocabulary games. Students in the control group were taught using vocabulary translation. The results showed that both vocabulary games and vocabulary translation were effective in teaching new words. Vocabulary games can motivate students to participate in classroom learning.

Andarab (2019) investigated the effects of learning collocation through Quizlet facilitating acquisition of vocabulary. The participants were 72 EFL learners in upper-intermediate level at the preparatory school for a private university in Turkey. They were divided into two groups: a control group and an experimental group. A list of vocabulary items with their English synonyms in Quizlet were assigned to students in the control group. Identical words with their frequent collocations written in some sentences were assigned to students in the experimental group. The results revealed that there was a significant difference between the mean of scores between the groups. Learning a lexical item with collocation through games enhanced students' vocabulary acquisition.

In the Thai educational context, Tunchalearnpanih (2012) examined the effects of using vocabulary games to improve vocabulary knowledge. The participants were 40 students of twelfth-grade from Praram 9 Kanjanapisek School. They were selected using simple random sampling from five classes. The instruments were vocabulary tests and self-reflection form. Results from the six weeks of experimentation indicated that after learning vocabulary through games, vocabulary knowledge was improved.

Tanago (2017) investigated the effectiveness of using game-based learning in teaching English vocabulary. The students' attitudes towards learning vocabulary were also examined. The participants were 48 first-year students who were not English majors at a government university in Nakhon Pathom. They were enrolled on a course named English Level 1, and were selected via convenience sampling. The researcher applied three non-digital games in teaching for six weeks. The results indicated that students' test scores between the pre and post-test improved significantly. The students stated that learning vocabulary using game-based learning helped them in memorizing and spelling words correctly, and that it was something they enjoyed.

The studies of the implementation of collaborative games in language classrooms especially in vocabulary teaching and learning reviewed above have yielded significant findings. Playing games can help improve students' vocabulary

learning in term of learning new words and retention such knowledge. They also indicated that students' views and classroom atmosphere were developed after the use of games. However, almost all of the studies were conducted in the context of primary or university levels. Therefore, the present study focuses on a Thai EFL secondary-level context. The aims are to examine the effect of teaching English collocation using collaborative games and to find out the students' views towards collaborative games in collocation learning.



CHAPTER 3

RESEARCH METHODOLOGY

The objectives of this study are twofold. First, it aims to examine the effect of collaborative games in developing students' collocation usage. Second, it aims to explore students' views towards collaborative games in collocation learning. In the following section, research methodology, including research design, the participants, research instruments, data collection, and data analysis are presented.

Research Design

This research was a quasi-experimental study with a single group pre-test and post-test design. The study involved both qualitative and quantitative data. The scores of the pre-test and post-test were compared using a dependent T-test to examine the students' collocation usage. To find out the students' views towards the use of collaborative games in teaching collocation, the students were asked to complete a questionnaire and participate in a focus group interview at the end of the study.

The present study had two research questions: 1. How does the use of collaborative games affect twelfth-grade students' collocation usage? 2. What are students' views towards collaborative games?

Population

The population of the study were twelfth-grade students, aged 17-18, studying in language programs (English-math, English-French, English-Chinese, and English-Japanese) at a Thai high school in Bangkok. The total number of students was 128.

Participants

The participants in this study were 40 students studying at a Thai high school in Bangkok. The participants were selected via a purposive sampling method according to the objectives of the study and the students' major. They were 12th grade students in English Japanese programs who were enrolled on the English reading and writing course 1 to 4 and passed these courses since they were in tenth and eleventh grade.

Instrumentations

In this study, the research instruments included lesson plans, a student questionnaire, interview questions, and pre- and post-tests.

1. Lesson Plans

There were four lesson plans that the researcher developed according to the topics in students' text book which were "Sushi Crosses the Pacific," "What's for Breakfast?", "Keeping It Secret" and "English around the World." Collocations were introduced to suit each topic in each lesson plan. Students were taught collocations through collaborative games which were collocation dominos, collocation on walls, verb-noun hunt, and my favourite collocation. Details of each game was presented in Table 5. The correctness and relevancy of the content of each lesson plan were examined by three experts in English language teaching. The Item Objective Congruence index (IOC) was used to calculate content validity. The evaluation criteria were used for checking the congruence between objectives and items of the test as follows:

- 1 Consistent with the learning content
- 0 Not sure if it is consistent with the subject matter
- 1 Not consistent with the subject matter of learning

The total mean score of the Item-Objective Congruence (IOC) Index should be higher than 0.5 for acceptable data (Turner & Carlson, 2003), and the result was 0.95 (see Appendix A).

The lesson plans were piloted with another class of 40 students in twelfth-grade who were not participants in this study, to check the practicality of the lesson plans. Each lesson plan covered two periods of 50 minutes (see appendix B).

Table 4 Collaborative collocation games in each lesson

Lesson Plan	Length	Topics	Objectives	Collocations Teaching Activities
1	Two periods of 50 minutes	Sushi Crosses the Pacific	Students are able to specify words that frequently come together.	Collocation Dominos (1 st period) Collocation on Walls (2 nd period)
2	Two periods of 50 minutes	What's for Breakfast?	Students are able to specify words that frequently come together.	Collocation on Walls (1 st period) My Favorite Collocation (2 nd period)
3	Two periods of 50 minutes	Keeping It Secret	Students are able to recognize grammatical patterns which are commonly used.	Collocation Dominos (1 st period) Verb + Noun Hunt (2 nd period)
4	Two periods of 50 minutes	Engli sh around the World	Students are able to recognize grammatical patterns which are commonly used.	Collocation on Wall (1 st period) My Favorite Collocation (2 nd period)

Table 5 Details of collaborative collocation games in each lesson

Games	Learning Process	Time/ Task
Collocation dominos	<ul style="list-style-type: none"> - Students are divided into a group of two to three. - The students in each group are given a set of word cards which contain a part of collocation. - The students discuss in a group and find a part of each collocation. - The students help each other to match part of word to make correct collocation. - Students in each group check their own answers before let teacher correct them. - Each pair of correct collocation means one point. - The group with the highest score gets three-dollar tokens. 	<ul style="list-style-type: none"> -12 minutes -At presentation stage and wrap up stage
Collocation on walls	<ul style="list-style-type: none"> - Teacher posts the paper with categories of collocation on the walls around the classroom. - The students work in a group of three to five to complete the task that they have to fill a list of collocation in the paper posted on the walls. - Students in each group were given a marker with different colors and five minutes to plan and prioritize team members. - Students have only one chance to write a list of collocation per round within fifteen minutes. - At the end of the game, students and teacher help each other to check the answers. Each pair of correct 	<ul style="list-style-type: none"> - 25 minutes - At warm up stage and presentation stage

Table 5 (Continued)

Games	Learning Process	Time/Task
Collocation on walls	<p>collocation means one point.</p> <p>- Three groups with the highest score gets three dollars, two dollars, and one dollar respectively.</p>	
Verb + Noun Hunt	<p>- Students are divided into pairs and some groups of three.</p> <p>- Students work in small groups or work in pairs to complete the task that the students receive a text from the teacher. They have to help each other to underline verb-noun collocation that they find in the text.</p> <p>- They have ten minutes to complete the task.</p> <p>- At the end of the game, the teacher will ask for the number of collocations that they found.</p> <p>-Then, the teacher writes their answers on the board and lets the students check their answer together. Each pair of correct collocation they found means one point.</p> <p>- The group or pair with the highest score will be the winner.</p> <p>- Three groups with the highest score gets three dollars, two dollars, and one dollar respectively.</p>	<p>20 minutes</p> <p>At warm up stage</p>

Table 5 (Continued)

Games	Learning Process	Time/Task
My Favorite Collocation	<ul style="list-style-type: none"> - Students are divided into pairs and some groups of three. - In each pair or group, the students have to find collocations in a text given by the teacher according to a number of words that the teacher specified. - Students help each other to plan and share ideas. - Firstly, students have to find the collocation that they think others will choose. - Then, they find the collocation that they think the others will not have. - After that, teacher will ask them to mingle and find the someone that has the same list of collocations. - At the end of the game, the teacher writes collocation that were most common from each group on the board. - The students will get the score from the lists written on the board. The group with the highest score will be the winner. - Three groups with the highest score gets three dollars, two dollars, and one dollar respectively. 	<p>25 minutes</p> <ul style="list-style-type: none"> - At warm up stage and presentation stage

Teacher's role

Being both instructor and researcher meant that I became a participant-observer. According to Yin (2003), participant observation is a special mode of observation where the researcher is not just passive. Rather, the researcher can take a variety of roles within a situation and may actually "participate in the phenomenon being studied" (Yin, 2003: 93). In this respect, I played the following roles: a researcher, a classroom instructor, and a staff member in an organizational setting. My role varied depending on the activity that I was doing and what I was trying to achieve. My insider role in the research helped build trusting relationships with the student participants, and actually allowed me to gain a better understanding of what problems my students have. These roles that I played all yielded an opportunity for me to view reality from the perspective of someone inside the context being studied.

2. Questionnaire

After eight weeks of instruction, a questionnaire was given to the students to obtain information regarding their views towards collaborative games in collocation teaching. Each student was notified about the confidentiality and anonymity of their responses. The questionnaire consisted of six positive statements and four negative statements. The questionnaire (see Appendix C) was adapted from Tanago (2017), which studied students' attitudes towards learning vocabulary through games. The context of the study was very similar to that of Tanago, (2017). Hence, it was considered to be useful and relevant in measuring independent variables in this study.

The Item Objective Congruence index (IOC) was used to calculate the data obtained from the experts. The evaluation criteria were used for checking the congruence between objectives and items of the test as follows:

- 1 Consistent with the learning content
- 0 Not sure if it is consistent with the subject matter
- 1 Not consistent with the subject matter of learning

The total mean score of the Item-Objective Congruence (IOC) Index should be higher than 0.5 for acceptable data (Turner & Carlson, 2003), and the result was 0.93 (see Appendix D).

3. Focus Group Interview

Focus group interview refers to a process in which the interviewees are selected on a specific basis according to the interview subject (Thomas et al., 1995). In the study, a focus group interview on students' views towards collaborative games was conducted after the questionnaire completion. The aim of an interview was to gain additional information that would have been difficult to find from a questionnaire. It also helped facilitate understanding of the students' learning experience. The interview questions included:

1. What do you like or dislike about game-based activities?
2. Do you think your collocation knowledge has developed after learning collocation through games? Why or why not?
3. What are the problems that you think you have in vocabulary learning?

The Item Objective Congruence index (IOC) was used to calculate the data obtained from the experts. The evaluation criteria were used for checking the congruence between objectives and items of the test as follows:

- 1 Consistent with the learning content
- 0 Not sure if it is consistent with the subject matter
- 1 Not consistent with the subject matter of learning

The total mean score of the Item-Objective Congruence (IOC) Index should be higher than 0.5 for acceptable data (Turner & Carlson, 2003), and the result was 0.89 (see Appendix E).

4. English collocation tests

The tests, which were designed to assess the students' collocation usage, were given in the first week of the course (pre-test) and in the final week (post-test). The tests comprised 20 items in total (see appendix F). The questions in the tests were examined by three experts in the field and were revised according to their comments.

The Item Objective Congruence index (IOC) was used to calculate the data obtained from the experts. The evaluation criteria were used for checking the congruence between objectives and items of the test as follows:

- 1 Consistent with the learning content
- 0 Not sure if it is consistent with the subject matter
- 1 Not consistent with the subject matter of learning

The total mean score of the Item-Objective Congruence (IOC) Index should be higher than 0.5 for acceptable data (Turner & Carlson, 2003), and the result was 0.95 (see Appendix G). The test was piloted to ensure test reliability.

Data Collection

In the first week of the experiment, instructions on collocation through collaborative games was presented to the students. Then, the collocation pre-test was given to the participants. They had 50 minutes to complete the test. Throughout the experiment periods, the participants were taught English collocation via collaborative games. Details of teaching collocation through collaborative games in each stage were presented below;

Teaching Process

Table 6 The use of collaborative games in teaching stage

Collaborative Games	Teaching stage			Students' interaction and collaboration
	Warm up	Presentation	Wrap up	
Collocation Dominos	-	In this stage, the students require background knowledge of words which belong together from the previous activity (Key vocabulary).	Students play collocation domino in this stage in order to review the lists of collocation they found in learning topics.	- Students work in pair or group. -Students communicate with each other to share their ideas. - Students focus on the task and group or pair

Table 6 (Continued)

Collaborative Games	Teaching stage			Students' interaction and collaboration achievement.
	Warm up	Presentation	Wrap up	
Collocation Dominos				
Collocation on Walls	Students need to be active before start learning and connecting to the previous content. Thus, to use collocation on walls game in this stage, students require to link knowledge about the words which go together	Students play collocation on walls in this stage to link their background to the new content they will learn. Students walk and run around the class to complete the task given. At the end of the game, students and teacher share collocation which related to learning topic.		<ul style="list-style-type: none"> - Students work in a group of three to five. - Students have a chance to be group leader to plan and manage time. -Students communicate with each other. - Students have a chance to learn with friends which help them learning from

Table 6 (Continued)

Collaborative Games	Teaching stage			Students' interaction and collaboration
	Warm up	Presentation	Wrap up	
My Favorite Collocation	In order to reduce the time in doing activities, students work in the same group as previous activity. Students play my favorite collocation in this stage to get ready to learn new topic. After the game activity, students and teacher have a chance to share their understanding.	Students play My Favorite Collocation in this stage to review previous topic before learning new content. The teacher would like them read and find collocation in the text given. Students work with friends to check their answers.		Students work in a group of three to five. - Students have a chance to learn with friends which help them learning from other viewpoints. - Students have to be responsible to their role in the group activity. - Students have to communicate with other more than the past through mingle stage. - Every student focuses on group

Table 6 (Continued)

Collaborative Games	Teaching stage			Students' interaction and collaboration
	Warm up	Presentation	Wrap up	
My Favorite Collocation				achievement.
Verb + Noun Hunt	Students play Verb +Noun Hunt in this stage to read the text which they have learn previously. It focused on specific types of collocation in the text given. Students have to use their background knowledge of collocation in this game.	-	-	<ul style="list-style-type: none"> - Students work in a group of three to five. - Students in different group have a chance to learn from the other. - Students have to play equal role in the group and everyone is able to identify correct collocation. -The main focus of each group is to be the winner.

In order to study the students' interaction and their learning behaviors, class observation was conducted in each lesson. The details of each week were provided below;

Week 1- the 1st time: Teacher looked at students' behavior while they were learning collocation through collocation dominos with their friends.

Week 1- the 2nd time: Teacher looked at students' interaction between group members. The way they planned and competed the other groups were observed.

Week 2- the 1st time: Teacher looked at students' interaction between group members and students in other groups. Their ability to plan and manage their time was also observed.

Week 2- the 2nd time: Teacher observed students' interaction between group members and students in other groups. They also were noticed about their responsibility in the task which was to find out the number of collocation in the text given.

Week 3- the 1st time: Teacher examined whether the students could remember the collocation they had learned.

Week3- the 2nd time: Teacher looked at the process of group work and group members' role. Their eager to complete the task and ability to apply collocation into their work were also observed.

Week 4- the 1st time: Teacher observed students' interaction between group members and students in other groups. The appropriate role of group members was noted. The teacher also checked whether the students could remember the collocation they had learned.

Week 4- the 2nd time: Teacher observed students' interaction between group members and students in other groups. They also were noticed about their responsibility in the task and their time management.

At the end of the experiment, the participants were asked to complete the post-test. The time constraint for the test was again 50 minutes. Then they were asked to complete the questionnaire. Lastly, they were interviewed (focus group interview) in

order to obtain additional information about their views towards collaborative games as well as their learning experiences.

Data Analysis

Pre- and post-test scores

The test scores were analysed to evaluate the students' abilities in using collocations before and after teaching collocation through collaborative games. The mean scores of the pre- and post-tests were statistically compared using a dependent t-test.

Student Questionnaire

In the final week, the students were asked to complete a 10-item Likert scale questionnaire. The responses were analysed using means and standard deviations to find out the students' views towards collaborative games.

Table 7 Scale, Mean Range and Criteria on Levels of Agreement

Scale	Mean Range	Levels of Agreement	
		Positive Statement	Negative Statement
5	4.21-5.00	Strongly Agree	Strongly Disagree
4	3.41-4.20	Agree	Disagree
3	2.61-3.40	Neutral	Neutral
2	1.81-2.60	Disagree	Agree
1	1.00-1.80	Strongly Disagree	Strongly Agree

Interview

A focus group interview was also conducted to obtain more information about their views and problems that they had when learning English vocabulary. The interview was analyzed using content analysis. The researcher adopted a micro-analysis approach (Strauss & Corbin, 1990), i.e., line by line scrutiny of the data. This involved

sifting the data for key words or phrases which relate to themes established prior to the analysis.



CHAPTER 4

RESULT

This chapter presents the findings of the study. The instruments used to collect the data in the study consisted of pre- and post-collocation tests, lesson plans, a student questionnaire, and a focus group interview. The findings are presented according to the research questions: (1) How does the use of collaborative games affect twelfth-grade students' collocation usage? (2) What are students' views towards collaborative games?

Research Question 1. How does the use of collaborative games affect twelfth-grade students' collocation usage?

In order to answer the first research question, the mean scores (M) and standard deviation (SD) scores on pre- and post-collocation tests were compared using a paired-samples t-test. The results of the 40 students in Table 8 shows that the mean scores of the post-test were higher than their mean scores of the pre-test, suggesting the students' collocation usage improved. Students' tests scores (see Appendix H).

Table 8 Descriptive Statistics of the Pre-test and Post-test Scores

	N	Mean	Std. deviation
Collocation Pre-test	40	8.90	3.699
Collocation Post-test	40	14.65	2.434

As shown in Table 8, the average mean score of the students' pre-test was 8.90 (S.D.= 3.699) while the post-test mean score was 14.65 (S.D.= 2.434). The data suggests that the students' collocation ability increased.

The scores of the pre and post collocation tests were compared by using a paired-samples t-test. Table 9 is the comparison of paired differences.

Table 9 A comparison of paired differences via t-test

Paired differences		df.		Sig. (2-tailed)	
Mean	Std. deviation	95% Confidence Interval of the Difference			
		Lower	Upper		
Pre-test – Post-test	5.750 1.691	- 6.291	- 5.209	39	.000

It can be seen that the use of collaborative games affects twelfth-grade students' collocation usage. The t-test indicates a rise in students' test scores, with a statistically significant difference between the average mean scores of the pre-test and the post-test ($p < 0.05$). Based on these data, students' ability in collocation usage significantly improved after learning through collaborative games.

In summary, the quantitative analysis revealed that there was a significance between pre-test and post test scores of students. This is to say that collaborative collocation games are effective in developing collocation usage of grade 12 students in the study.

Research Question 2. What are students' views towards collaborative games?

After eight weeks of instruction, a questionnaire was given to the students to obtain information regarding their views towards collaborative games in collocation teaching. Each student was notified about the confidentiality and anonymity of their responses. The responses of the questionnaire were analyzed using means and standard deviations to find out the students' views towards collaborative games.

Table 10 Findings of Students' Views toward collaborative games

Questionnaire Items	Mean	SD	Level of Response
1. Learning collocation through games cannot encourage you to learn how to solve unexpected problems. *	3.20	.723	Neutral
2. Learning collocation through games creates a good atmosphere in the classroom.	4.25	.776	Strongly Agree
3. Learning collocation through games is fun.	4.38	.705	Strongly Agree
4. Learning collocation through games provides you with more chance to participate in learning.	4.18	.675	Agree
5. I don't like learning collocation through games. *	3.70	.687	Disagree
6. Learning collocation through games cannot help you memorize more words. *	3.48	.784	Disagree
7. Learning collocation through games provides you with a chance to practice making decisions.	3.93	.797	Agree
8. Learning collocation through games helps to increase vocabulary knowledge.	3.83	.594	Agree
9. Learning collocation through games makes you have good attitudes towards learning collocation.	3.28	.716	Neutral
10. Learning collocation through games is boring. *	3.53	.716	Disagree

* Negative Statement

Tanago (2017)

With regard to the result of student views toward collaborative games, it was found that collaborative games in collocation teaching were at the "agree" level with a mean score of 3.77 and a standard deviation of .25. The highest mean score was item 3 (*Learning collocation through games is fun.*) which was 4.38 with a standard deviation of .705. With regard to the negative statements, the highest mean score was item 10

(*Learning collocation through games is boring.*) which was 3.53 with a standard deviation of .716.

It means their views towards collaborative games were quite positive. In other words, the participants agreed to participate in the activity and enjoyed learning collocation through games. Based on the data in the questionnaire, most of them thought it was fun and it gave them a chance to actively participate in class.

The Interview

The participants were also interviewed in groups in order to obtain additional information about their views towards collaborative games learning as well as their learning experiences. The students were divided in to a group of three to five to participate in focus group interview. The researcher encouraged students to answer in their native language if they were not comfortable to use English. The responses were then translated into English in order to quote in the research analysis.

Firstly, the researcher attempted to find out what the participants like or dislike about collaborative games. It was found that students enjoyed working in groups because everyone in the group had a chance to share ideas and helped each other. They did not feel alone. One of them indicated that *"I am sometimes confused about the verbs which collocate to secret. I have learnt more when I discussed with friends in my group."* Similarly, one student stated that *"I feel good when I know that things I understand and my friends' explanation are the same. Sharing with friends makes me understand more about what we have learnt."*

Most of students indicated that working with friends made them feel free and comfortable to make a plan in order to beat the other groups. One student indicated that *"Working with friends makes the learning more fun and want to do more activities. It is fun to play and talk with friends while learning."* In a similar vein, one student said *"It is good to work with the others in a group to make a good plan and manage time in doing activity because two heads are better than one."* Moreover, the prizes which the teacher prepared was able to help motivate students to do the activities. One of the students from this group stated, *"Because of dollar tokens that we would get after*

playing the game, we tried very hard to get the highest score.” However, one of the students was against collaborative games. She prefers to work alone and does not feel comfortable working with friends, which might be related to her special educational needs.

Secondly, the researcher tried to determine whether students' collocation knowledge has developed after learning collocation through games. A majority of students stated that their collocation knowledge has improved to some extent. They knew the way words go together so they could apply it in their sentences and essay writing. One said: *“It helps me think before using or writing words in my writing work.”* In addition, one student stated *“I think my writing is better because I know more about collocation.”* The students also indicated that they remembered collocated words after playing games. One of student proposed that *“I can remember more collocation easily while playing the game.”*

While some students believed that their collocation knowledge improved, some of them thought it was not different. These paid more attention to grammatical structures and thought correct grammar were more important than word collocation. One student indicated that he preferred to spend time on learning more about English grammar: *“Playing games took too much time and I didn't like to wait for others. It would be better if we learned more about grammar. Grammar is more important than words.”*

Lastly, the researcher also asked the participants to state their vocabulary learning problems. The findings revealed that the students had two major problems: identifying the meaning, and spelling. A majority of the students indicated that they were able to read or pronounce the words but they did not know the exact meaning. Most students indicated that when they read a long text, they could not understand it because they did not know the meaning of difficult words. One student proposed that *“I can only read the paragraph aloud, but I cannot tell what the text is about because I don't know the meaning.”* Sometimes, they could guess the meaning from the context but they could not spell that word correctly. One of the students stated: *“I know what it means*

when it is used in a sentence, but I cannot spell it correctly.” Similarly, one student said “I cannot write the correct form of a word in dictation.”

In addition, from class observation, most students enjoyed working in a group. They participated in class activities more than the past. It was found that the students who had problem in learning and were not good at English were more active in the class as they had a chance to learn from their friends. They seemed to be able to be a leader in some activities that they have to compete with the other groups. The students were involved in the activities provided. Walking and running around the class during the activities also motivated them to talk and discuss with their friends about what they were learning. It showed that students were more responsible for their tasks. They communicated with their friends and showed their interest toward the learning topics. It was also good for the teacher that did not have to give students the answer directly because they could learn and get it from learning activities.

With regard to the results from the questionnaire, the interview, and the teacher's observation, it was found that collaborative games in collocation teaching quite were effective. The students agreed to participate in the activities. They showed their enthusiasm to learn new content and to beat the others. They were more active and able to communicate with each other more than before. The use of collaborative games promoted good atmosphere in the class. It decreased teacher's role as the students had a chance to learn from their friends. It was their opportunity to be advised from their group members.

Summary of the Chapter

In summary, the quantitative analysis revealed that there was a statistically significant difference between pre-test and post-test scores. This suggests that collaborative collocation games helped developing collocation usage of grade 12 students in the study. Moreover, the majority of students held positive views toward collaborative games in collocation teaching. They were more active than the past and were not reluctant to share their opinion. Most of the students were eager to learn and to

take part in the activities. To further understand the research findings, a summary of findings a discussion of the results is presented in the final chapter.



CHAPTER 5

SUMMARY DISCUSSION AND SUGGESTION

1. Summary of Findings and Discussion of the Results

The answers to the two research questions are presented below.

Research Question 1. How does the use of collaborative games affect twelfth-grade students' collocation usage?

The study has revealed that the students' collocation usage has improved after using collaborative games activities. The findings revealed that the mean and standard deviation scores of the post-test were higher than those of the pre-test. Furthermore, a dependent t-test showed that the students' mean scores had increased from 8.90 at the beginning to 14.65 at the end of the experiment, a difference that was significant at the level of .05.

The evidence suggests that in quantitative terms, learning collocation through collaborative games activity had a positive impact on students' collocation usage. This finding is in accordance with Andarab (2019), Tunchalearnpanih (2012), Darfilal (2014), and Alemi (2010), who examined the effects of games on learning collocation. In their studies, they also found that teaching vocabulary through games had a positive effect on students' vocabulary knowledge.

In sum, learning English through collaborative games helped Thai students learning English collocation in many ways. The first likely factor is the nature of collaborative learning itself. The students are more active and responsible for their own learning (Smith & MacGregor, 1992). They were no longer passive learners. They were encouraged to communicate, share their ideas, work well with others, and participate in group problem solving. These practices prepared them to be socially responsible learners. According to Capps (2003), learning through collaborative games create a sense of belonging in academic achievement. The students showed that they felt personally accepted, respected, included, and supported by their classmates and teachers.

Second, playing games creates a positive climate for learning and it motivates students to take part in class activities (Pirrie, 2017). According to Gozcu & Caganaga (2016) and Huyen & Nga (2003), students are likely to learn new vocabulary more quickly and retain it better when it is met in a comfortable and relaxing environment, such as while playing games. The students might find vocabulary lessons more interesting and achieve more from games as they do not simply have to write words on paper for memorization or spelling of those words.

Research Question 2. What are the students' views towards collaborative games?

The findings related to the second research question were that the students had positive views toward the use of collaborative games in the classroom. Most of the students enjoyed learning vocabulary through games. They indicated that they had more chance to interact with their classmates, and that it helped them get to know their friends more and be more comfortable.

The findings of this study are in alignment with studies done by Tanago (2017) and Afgahi & Khayaton (2017), which proposed that students enjoy learning through game activities. It is probable that learning through games provided the students with more chance to participate in learning, and a feeling that they were able to share their thoughts and ideas with friends. Moreover, Gozcu & Caganaga (2016) also indicated that games can be used to inject fun into the classroom's atmosphere. This encourages students to participate in learning activities, to express their needs and views, and gives them a chance to practice making decisions. Moreover, from class observation, most of students showed their interest in learning and were more active. The use of games in the class also promoted the leadership. They were more responsible especially, the students who used to be lazy to send their works.

In conclusion, grounded on the quantitative analysis of the learners' performance on the collocation pre- and post-tests, it was found that the students' collocation usage was improved. With regard to qualitative data, the majority of the students held positive views towards collaborative games. Findings of the study

promote the implementation of collaborative instruction in teaching collocation in the language classroom.

2. Limitations of the Research and Suggestions for Further Studies

1. The participants in this study were limited to 40 twelfth-grade students studying English a reading and writing course at a Thai high school in Bangkok. Due to the small number of students involved in the study, it would be inaccurate to claim that the results can be applied to other populations outside this school. The results observed in this study need to be proved by further research with a wider range of participants. Future research can be administered to a larger group of students or to several groups of EFL students, such as students in science-math programs and language-math programs, in order that the effects of using collaborative games on student's collocation usage could be confirmed.

2. Due to restrictions imposed by the school schedule, the length of the data collection was only 8 weeks. In the final week of experiment, some students had to go for a university interview meaning they could not participate in the focus group interview during class time. The researcher needed to arrange a meeting for the interview after school.

On the basis of the research findings, the researcher would like to offer some general thoughts on how to enhance students' collocation learning. The intention is to further develop English language teaching in Thailand, particularly with regard to collocation learning.

1. Using collaborative games is an effective method to teach collocation in the context of EFL study. Future studies could apply collaborative games to the EFL classroom in terms of learning new vocabulary and grammatical structures in order to determine any similarities and differences in results.

2. In context of this study, only three types of collocation were examined. It is recommended that the next study should include more types of collocation, for example noun-noun collocation, adverb-adjective collocation, and verb-adverb collocation.

3. Finally, future studies could include different types of collaborative games, especially online games, in order to motivate students. Moreover, during the COVID 19 pandemic, studying through online collaborative games is more pertinent than ever.

It is hoped that by using the conclusions drawn from the study, English teachers will be able to make use of new changes that have been suggested to further develop the teaching of English collocation in Thailand.



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APPENDICES



APPENDIX A

Lesson Plan 1

Learning Area: Foreign Language

Level: Grade 12

English Reading and Writing (ENG 33204)

Unit 5: Food

Topic of learning: Sushi Crosses the Pacific

Time: 100 minutes

Standards of Learning

F1.1.1 M. 4-6 Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Learning Objectives

1. Students are able to specify the words that frequently come together.
2. Students are able to recognize grammatical patterns which are commonly used.
3. Students are able to specify main idea and draw conclusion.

Contents

Vocabulary

- border (n.): the official line that separates two countries, states, or areas, or the area close to this line
- suit (v.): to be acceptable, suitable or convenient for a particular person or in a particular situation
- ingredient (n.): one of the things from which something is made, especially one of the foods that are used together to make a particular dish
- seasoning (n.): a substance used to add flavor to food, especially salt and pepper
- appeal (v.): to attract or interest somebody
- order (v.): to ask for food or a drink in a restaurant, bar, etc.
- recommend (v.): to say that something or someone is good, or suggest them for a particular purpose or job
- accompany (v.): to happen or exist at the same time as something else
- serving (n.): an amount of food for one person
- stir (v.): to move a liquid or substance around with a spoon or stick in order to mix it together

Writing

- Comparison and contrast essay Part1
- Using while and whereas

Learning Activities

Collocation Patterns

Verb + Noun

50 minutes

Warm up (3 minutes)

- Students do 'key vocabulary' activity by sharing the meaning of words together and 'vocabulary in context' activity
- Teacher guides students about related collocations which related to reading topic

Presentation (12 minutes)

- Students play collocations game (collocation dominos) to match word for each phase.
- Students work in pair to do the activity.
- The group with the highest score wins and gets reward (dollars) from teacher.

Practice (20 minutes)

- Students read the passage about Sushi Crosses the Pacific.
- Students underline words that they found occur together.
- Students share the words with their friends.
- Students and teacher summarize the story together.

Production (10 minutes)

- Students do activity A., B., and C. complete the sentences with the correct form of words in the box on the page 112-113.

Wrap Up (5 minutes)

- Students and teacher check the answer together.

Learning Materials

- Students' book
- Words card (Dominos)
- Students' note book

- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation dominos 2. Students do the activity A., B., and C on page 112 and 113 in the book.	Checking students' answer	Observation Form	70% of participation and correct answer

50 minutes

Collocation Patterns

Verb + Noun

Adjective+ Noun

Adverb+ Verb

Warm up (25 minutes)

- Students and teacher share ideas about the reading passage Sushi Crosses the Pacific.
- Teacher asks students some questions about the reading passage to recheck their understanding.
- For checking their collocation knowledge from reading text, students play collocations game (collocation on walls) to complete the collocation sheets with the correct word.
- Students work in group of three to five to do the activity.
- The group with the highest score wins and gets bonus points (dollars) from teacher.

Presentation (2 minutes)

- Students underline comparison and contrast words and phrases that found in the essay.

Practice (5 minutes)

- Students study comparison and contrast words and phrases to use in the essay correctly.

- Students learn how to organize a comparison-and-contrast essay in block pattern on page 116.

- Students practice writing comparison-and-contrast essay outline using block organization.

Production (15 minutes)

- Students write their own compare and contrast essay draft from the topics chosen on page 120 which are

1. The food in two areas or regions of your country
2. The way people eat in this country and the way people eat in another country

3. The ways one kind of food is eaten by different people

Wrap Up (3 minutes)

- Students and teacher check the error mistakes in their compare and contrast essay draft.

Learning Materials

- Students' book
- Collocation sheets
- Students' note book
- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation game (collocation on walls). 2. Students write their own comparison and contrast essay.	1. Checking students' answer. 2. Checking students' essay writing	Writing evaluation form	60%

Observation Form

Topic.....

Class.....Date.....

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Confidence in using language

- Score 4 = There are very good confidences
- Score 3 = There are very good confidences but still awestruck.
- Score 2 = There are fair confidences
- Score 1 = There are poor confidences

Criterion

- Score 8 = very good = 80%
- Score 6-7 = good = 70%
- Score 5 = fair = 60%
- Score 1-4 = poor = 50%

Less than 50%

Means 0 = fail

Number	Using language				Content				Total
	4	3	2	1	4	3	2	1	20
32									
33									
34									
35									
36									
37									
38									
39									
40									

Signature.....

(.....)

Assessor

Criterion

1. Using language

Score 4	= Write all words correctly, choose words accord with the content, use punctuation correctly.
Score 3	= Write most of words correctly, choose words accord with the content, write some sentences in wrong grammar, use some punctuation correctly.
Score 2	= Write most of words incorrectly, use most of punctuation incorrectly.
Score 1	= Write words incorrectly, have no punctuation.

2. Content

Score 4	= There are all details accord with aspect that it is determined.
Score 3	= There are most of details accord with aspect that it is determined.
Score 2	= There are little details accord with aspect that it is determined.
Score 1	= There are very little details accord with aspect that it is determined.

Criterion

Score 18-20 = very good = 80%

Score 14-17 = good = 70%

Score 13-10 = fair = 60%

Score 1-9 = poor = 50%

Less than 50% Means 0 = fail

Lesson Plan 2

Learning Area: Foreign Language

Level: Grade 12

English Reading and Writing (ENG 33204)

Unit 5: Food

Topic of learning: What's for Breakfast?

Time: 100 minutes

Standards of Learning

F1.1.1 M. 4-6 Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

F1.3.3 M.4-6: Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

Learning Objectives

1. Students are able to specify the words that frequently come together.
2. Students are able to recognize grammatical patterns which are commonly used.
3. Students are able to specify main idea and draw conclusion.

Contents

Vocabulary

- pastry (n.): a food made from a mixture of flour, fat, and water, rolled flat and either wrapped around or put over or under other foods, and then baked
- substantial (adj.): large in amount
- inevitably (adv.): used for saying that something is certain to happen and cannot be avoided
- savor (v.): to enjoy food or a pleasant experience as much as slowly as possible
- skip (v.): to not do something that you usually do or that you should do
- item (n.): something that is part of a list or group of things
- grab (v.): to eat, do, or get something quickly because you do not have much time
- rush off (phrv.): depart in a hurry
- reflect (v.): to show or be a sign of a particular situation or feeling

- distinct (adj.): clearly different or belonging to a different type

Writing

- Comparison and contrast essay
- Using though, although, and even though

Learning Activities

Collocation Patterns

Verb + Noun

Adjective+ Noun

50 minutes

Warm up (3 minutes)

- Students discuss about things in the picture on page 124 for example they tell how the weather it is, what they are cooking, and what ingredients they use.
- Students do 'key vocabulary' activity by sharing the meaning of words together and 'vocabulary in context' activity

Presentation (25 minutes)

- Students play collocations game (collocation on walls) to complete the collocation sheets with the correct word.
- Students work in group of three to do the activity.
- The group with the highest score wins and gets bonus points (dollars) from teacher.
- Teacher guides students about related collocations which related to reading topic.

Practice (12 minutes)

- Students read English around the world on page 153.
- Students underline words that they found occur together.
- Students share the words with their friends.
- Students and teacher summarize the story together.

Production (8 minutes)

- Students do activity A., B., and C. complete the sentences with the correct form of words in the box on the page 154-155.

Wrap Up (2 minutes)

- Students and teacher check the answer together.

Learning Materials

- Students' book
- Collocation Sheets
- Students' note book
- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation on walls 2. Students do the activity A., B., and C on page 126 and 127 in the book.	Checking students' answer	Observation Form	70% of participation and correct answer

50 minutes

Collocation Patterns

Verb + Noun

Adjective+ Noun

Warm up (2 minutes)

- Students and teacher share ideas about the reading passage What's for Breakfast?
- Teacher asks students some questions about the reading passage to recheck their understanding.

Presentation (25 minutes)

- Teacher gives students number of collocations that they need to record as follow:

1. Students work in pairs or small groups. They look at their lists and choose collocations that they think everyone else will have. Then they ask each group in turn for a collocation that they think would be popular. When they say it, students in other groups raise their hands if they also chose it.

2. Teachers will do the same as above except asking each group to select a collocation that they think nobody else would have.
 3. Teachers let the students choose either a collocation that they think everyone would have or one that nobody will have.
 4. Students mingle and find someone who have the most similar collocation list.
- Then teachers elicit from every group collocations that are the most common and write them on the board. Then teachers give students a bonus point (dollars) and the group with most points is the winner.

Practice (8 minutes)

- Students study how to use although, even though, and though to show a contrast and unexpected ideas.
- Students learn how to organize a comparison-and-contrast essay with point by point organization on page 130.
- Students work with partner to do exercise 1 to write comparison-and-contrast essay outline using block organization and point by point organization on page 130.

Production (10minutes)

- Students write their own compare and contrast essay draft from the topics chosen on page 133 which are

1. The way people serve and eat food in the United States and in another country
2. The behavior expected from a guest or host in the United States and in another country
3. Eating at a restaurant in the United States and eating at one in another country
4. Two fast-food restaurants in the same country

Wrap Up (5 minutes)

- Students and teacher check the error mistakes in their compare and contrast essay draft.

Learning Materials

- Students' book
- Paper for collocation game
- Students' note book
- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation game (My favorite collocation). 2. Students write their own comparison and contrast essay.	1. Checking students' answer. 2. Checking students' essay writing	Writing evaluation form	60%

Observation Form

Topic.....

Class.....Date.....

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Confidence in using language

- Score 4 = There are very good confidences
- Score 3 = There are very good confidences but still awestruck.
- Score 2 = There are fair confidences
- Score 1 = There are poor confidences

Criterion

Score 8	=	very good	= 80%
Score 6-7	=	good	= 70%
Score 5	=	fair	= 60%
Score 1-4	=	poor	= 50%

Less than 50%

Means 0 = fail

Number	Using language				Content				Total
	4	3	2	1	4	3	2	1	20
32									
33									
34									
35									
36									
37									
38									
39									
40									

Signature.....

(.....)

Assessor

Lesson Plan 3

Learning Area: Foreign Language

Level: Grade 12

English Reading and Writing (ENG 33204)

Unit 6: Language

Topic of learning: Keeping It Secret

Time: 100 minutes

Standards of Learning

F1.1.1 M. 4-6 Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

F2.1.3 M.4-6: Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

Learning Objectives

1. Students are able to specify the words that frequently come together.
2. Students are able to recognize grammatical patterns which are commonly used.
3. Students are able to specify main idea and draw conclusion.

Contents

Vocabulary

- invisible (adj.): something that is invisible cannot be seen
- dip (v.): to put something into a liquid and lift it out again
- reliable (adj.): someone or something that is reliable can be trusted or depended on
- substitute (v.): to use something new or different instead of something else
- decode (v.): to discover the meaning of a message written in a code
- transmit (v.): to send out electronic signals, messages etc using radio, television, or other similar equipment
- undecipherable (adj.): unable to be read or understood
- intercept (v.): to stop something or someone that is going from one place to another before they get there
- device (n.): a machine or tool that does a special job

Idiom

- cracked the ... code (v.): to find the answer to a problem or manage to understand something that is difficult to understand

Writing

- Writing about reason
- Using because and as

Learning Activities**Collocation Patterns**

Verb + Noun

Adjective+ Noun

50 minutes**Warm up (5 minutes)**

- Students do 'key vocabulary' activity by sharing the meaning of words together and 'vocabulary in context' activity

Presentation (3 minutes)

- Teacher guides students about related collocations which related to reading topic.
- Students look at the picture on page 138 and tell what the boy and the girl are doing.
- Students guess what the reading topic is about.

Practice (20 minutes)

- Students read Keeping It Secret on page 139-141.
- Students underline words that they found occur together.
- Students share the words they found with their friends.
- Students and teacher summarize the story together.

Production (10minutes)

- Students discuss about reading text using questions from teacher which are Do you use secret languages? and Why do secret languages interest people?
- Students do activity A., B., and C. complete the sentences with the correct form of words in the box on the page 142-143.

Wrap Up (12 minutes)

- Students and teacher check the answer together.

- To recheck students' collocation knowledge, they play collocation game (collocation dominos) to match word for each phase.
- Students work in pair to do the activity.
- The group with the highest score wins and gets reward (dollars) from teacher.

Learning Materials

- Students' book
- Collocation Dominos
- Students' note book
- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation dominos 2. Students do the activity A., B., and C on page 142 and 143 in the book.	Checking students' answer	Observation Form	70% of participation and correct answer

50 minutes

Collocation Patterns

Verb + Noun

Adjective+ Noun

Warm up (20 minutes)

- Students and teacher share ideas about the reading passage Keeping It Secret.
- Students in the group of three to five to play collocation (Verb+ Noun Hunt) as follow;

- The students work together and search through the text underlining every verb/noun collocation that they have found.
- When teachers stop the activity, they will ask each pair how many they found and what are in their list.
- While they are reading the list out loud, ask others to listen for any that they missed.

- Teachers write them on the board and afterwards make corrections, i.e., eliminate ones that are not actually verb/noun collocations and give the score to students.

- The players with most points are the winner and get a bonus point (dollars).

Presentation (5 minutes)

- Students read essay written by the student on page 147-148.
- Students underline sentences that present the reasons in the essay.

Practice (5 minutes)

- Students study how to use because and as to introduce reason clauses.
- Students learn how to write about reason on page 146.
- Students do exercise 1 on page 146 to practice using because and as in sentences.

Production (15 minutes)

- Students write their own essay draft about reasons from the topics chosen on page 148 which are

1. A situation (real or fiction) in which you might need to learn a secret code and the reason you need it and how it might help you
2. Situations where people want or need to keep secrets
3. Two reasons why learning English is most important to your life

Wrap Up (5 minutes)

- Students and teacher check the error mistakes in their reason essay draft.

Learning Materials

- Students' book
- Paper for collocation game
- Students' note book
- Dollar cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation game (Verb+ Noun Hunt). 2. Students write their own comparison and contrast essay.	1. Checking students' answer. 2. Checking students' essay writing	Writing evaluation form	60%



Observation Form

Topic.....

Class.....Date.....

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Confidence in using language

- Score 4 = There are very good confidences
- Score 3 = There are very good confidences but still awestruck.
- Score 2 = There are fair confidences
- Score 1 = There are poor confidences

Criterion

Score 8	=	very good	= 80%
Score 6-7	=	good	= 70%
Score 5	=	fair	= 60%
Score 1-4	=	poor	= 50%

Less than 50%

Means 0 = fail

Writing Evaluation Form

Topic.....

Class.....Date.....

Directions: Please write \surd in appropriate score.

[illegible]

Number	Using language				Content				Total
	4	3	2	1	4	3	2	1	20
32									
33									
34									
35									
36									
37									
38									
39									
40									

Signature.....

(.....)

Assessor

Lesson Plan 4

Learning Area: Foreign Language

Level: Grade 12

English Reading and Writing (ENG 33204)

Unit 6: Language

Topic of learning: English around the World

Time: 100 minutes

Standards of Learning

F1.1.1 M. 4-6 Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

F1.2.4 M.4-6: Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

Learning Objectives

1. Students are able to specify the words that frequently come together.
2. Students are able to recognize grammatical patterns which are commonly used.
3. Students are able to specify main idea and draw conclusion.

Contents

Vocabulary

- universal (adj.): involving everyone in the world or in a particular group
- borrow (v.): to take or copy someone's ideas, words, etc. and use them in your own work, language, etc.
- threaten (v.): to be likely to harm or destroy something
- fine (n.): money that you have to pay as a punishment
- eliminate (v.): to completely get rid of something that is unnecessary or unwanted
- concern (n.): a feeling of worry about something important
- disappear (v.): to be lost, or to become impossible to find
- inevitable (adj.): certain to happen and impossible to avoid
- preserve (v.): to save something or someone from being harmed or destroyed

Idiom

- pop up (phrv.): to appear or happen, sometimes unexpectedly.

Writing

- Cause and effect essay
- Using therefore and consequently

Learning Activities**Collocation Patterns**

Verb + Noun

Adjective+ Noun

Adverb+ Verb

Verb+ Preposition

50 minutes**Warm up (2 minutes)**

- Students do 'key vocabulary' activity by sharing the meaning of words together and 'vocabulary in context' activity

Presentation (3 minutes)

- Teacher guides students about related collocations which related to reading topic.
- Students look at the picture on page 152.
- Students guess what the reading topic is about.

Practice (15 minutes)

- Students read Keeping It Secret on page 139-141.
- Students underline words that they found occur together.
- Students share the words they found with their friends.
- Students and teacher summarize the story together.

Production (10 minutes)

- Students discuss about reading text using questions from teacher which are Do you use secret languages? and Why do secret languages interest people?
- Students do activity A., B., and C. complete the sentences with the correct form of words in the box on the page 142-143.

Wrap Up (20 minutes)

- Students and teacher check the answer together.

- To recheck students' collocation knowledge, they play collocation game (collocation on walls).

- Students work in group of five to do the activity.

- The group with the highest score wins and gets reward from teacher.

Learning Materials

- Students' book
- Collocation sheets
- Students' note book
- Dollar Cards

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation on walls 2. Students do the activity A., B., and C on page 142 and 143 in the book.	Checking students' answer	Observation Form	70% of participation and correct answer

50 minutes

Collocation Patterns

Verb + Noun

Adjective+ Noun

Warm up (25 minutes)

- Teacher gives students number of collocations that they need to record as

follow:

1. Students work in pairs or small groups. They look at their lists and choose collocations that they think everyone else will have. Then they ask each group in turn for a collocation that they think would be popular. When they say it, students in other groups raise their hands if they also chose it.

2. Teachers will do the same as above except asking each group to select a collocation that they think nobody else would have.
 3. Teachers let the students choose either a collocation that they think everyone would have or one that nobody will have.
 4. Students mingle and find someone who have the most similar collocation list.
- Then teachers elicit from every group collocations that are the most common and write them on the board. Then teachers give students a bonus point (dollars) and the group with most points is the winner.

Presentation (5 minutes)

- Students read English around the World on page 153 again.
- Students underline signal that present the cause and effect in the passage.

Practice (5 minutes)

- Students study how to use therefore and consequently to connect two clauses.
- Students do exercise 1 and 2 on page 159 to identify cause and effect .and combine the sentences using therefore and consequently.

Production (10 minutes)

- Students write their own cause and effect essay draft from the topics chosen on page 160 which are
1. The causes and effects of having English as a global language
 2. The effects English (in American music, food, sports, etc.) has had on your language and culture
 3. The effects the English language and culture have had on you

Wrap Up (5 minutes)

- Students and teacher check the error mistakes in their cause and effect essay draft.

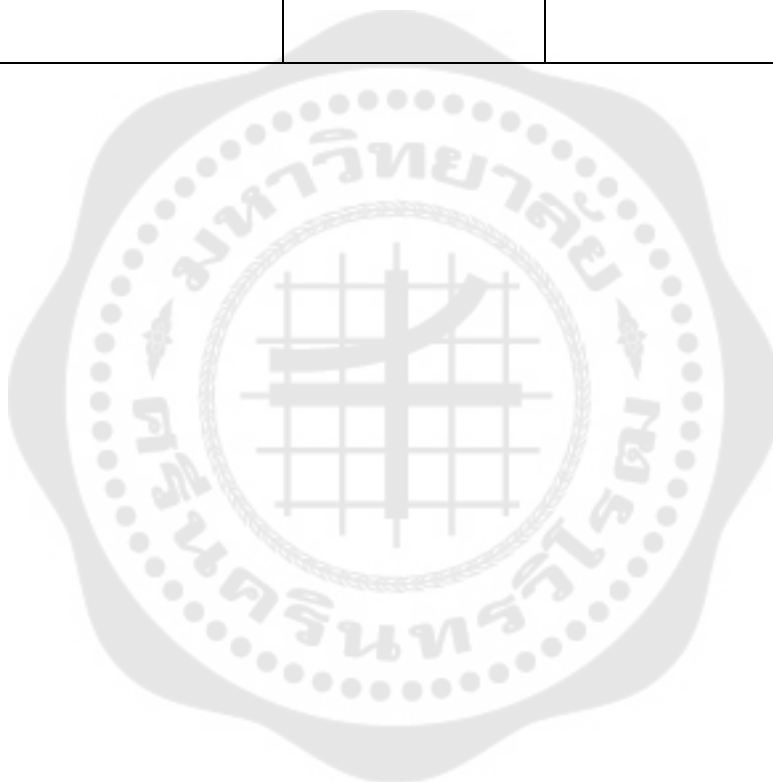
Learning Materials

- Students' book
- Paper for collocation game

- Students' note book

Measurements and evaluations

Activities	Method	Tools	Criteria
1. Students play collocation game (My favorite collocation). 2. Students write their own comparison and contrast essay.	1. Checking students' answer. 2. Checking students' essay writing	Writing evaluation form	60%



Observation Form

Topic.....

Class.....Date.....

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Confidence in using language

- Score 4 = There are very good confidences
- Score 3 = There are very good confidences but still awestruck.
- Score 2 = There are fair confidences
- Score 1 = There are poor confidences

Criterion

Score 8	=	very good	= 80%
Score 6-7	=	good	= 70%
Score 5	=	fair	= 60%
Score 1-4	=	poor	= 50%

Less than 50%

Means 0 = fail

Number	Using language				Content				Total
	4	3	2	1	4	3	2	1	20
32									
33									
34									
35									
36									
37									
38									
39									
40									

Signature.....

(.....)

Assessor



Lesson Plan Assessment Form

Please mark ✓ in the space that corresponds to your opinion. There are 3 levels which are

- | | |
|----|--|
| 1 | Consistent with the learning content |
| 0 | Not sure if it is consistent with the subject matter |
| -1 | Not consistent with the subject matter of learning |

No.	Evaluation list	Rating		
		-1	0	1
Components of a lesson plan				
1	Learning standards / indicators			
2	Core content			
3	Syllabus			
4	Purpose of learning / subject of learning			
5	Learning activities			
6	Learning Media/ Learning materials			
7	Measurement and evaluation			
Learning Objectives				
8	Covering knowledge, skills, processes and beliefs			
9	In accordance with indicators			
10	Clear and easily understood			
11	Possible and suitable for learners			
Syllabus				
9	Consistent with learning standards			
10	Consistent and comprehensive with the learning objectives in the lesson plan			
11	Consistent with the students' requirements, interest, and aptitude.			
12	Content length in each unit is suitable for the time specified			
13	Consistent with the use in students' daily life.			
Learning activities				
14	Learning activities are appropriate for the content and focus on the learners.			
15	Activities are consistent and responsive to learning objectives.			
16	Learning activities give students the opportunity to practice.			
17	Learning activities in line with learning materials.			
18	Learning activities are not too complicated.			

Learning activities				
19	There is a sequence of learning activities that are suitable for students.			
Measurement and evaluation				
20	Cover learning objectives			
21	There are clear and possible measurements.			

Other suggestions

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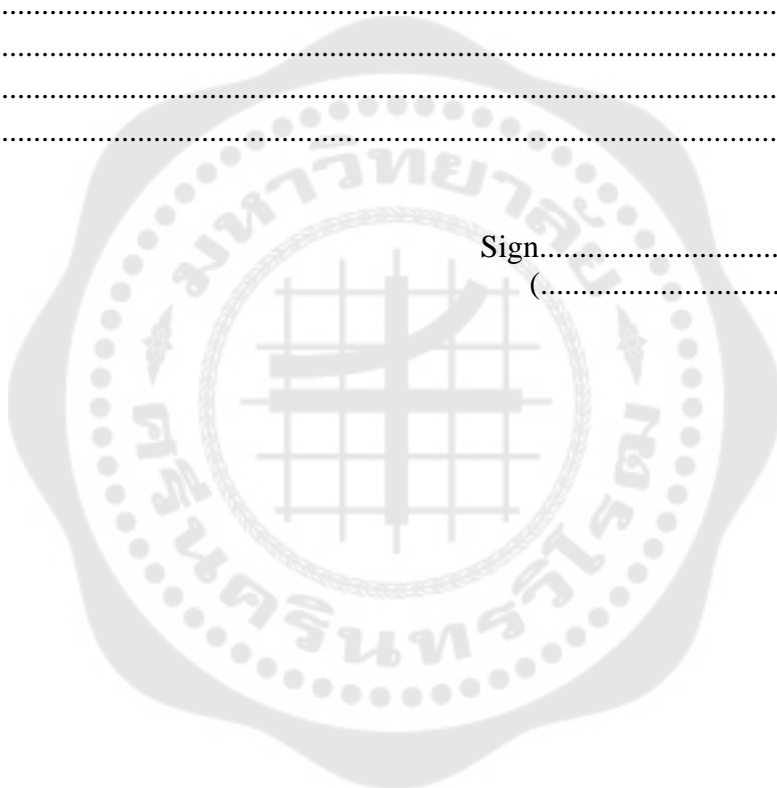
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Sign.....Assessor
(.....)



Lesson Plan 1 IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	0	1	2	0.67	Accepted
9	1	0	1	2	0.67	Accepted
10	1	1	1	3	1	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	1	1	3	1	Accepted
16	1	1	1	3	1	Accepted
17	1	1	1	3	1	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	0	1	2	0.67	Accepted
21	1	1	1	3	1	Accepted

Average IOC 21 items = 0.95

Lesson Plan 2 IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	0	1	2	0.67	Accepted
9	1	0	1	2	0.67	Accepted
10	1	1	1	3	1	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	1	1	3	1	Accepted
16	1	1	1	3	1	Accepted
17	1	1	1	3	1	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	0	1	2	0.67	Accepted
21	1	1	1	3	1	Accepted

Average IOC 21 items = 0.95

Lesson Plan 3 IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	0	1	2	0.67	Accepted
9	1	1	1	3	1	Accepted
10	1	1	1	3	1	Accepted
11	1	0	1	2	0.67	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	0	1	2	0.67	Accepted
16	1	1	1	3	1	Accepted
17	1	1	1	3	1	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	1	1	3	1	Accepted
21	1	1	1	3	1	Accepted

Average IOC 21 items = 0.95

Lesson Plan 4 IOC Rating (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	0	1	2	0.67	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	1	1	3	1	Accepted
9	1	0	1	2	0.67	Accepted
10	1	0	1	2	0.67	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	0	1	2	0.67	Accepted
14	1	1	1	3	1	Accepted
15	1	1	1	3	1	Accepted
16	1	1	1	3	1	Accepted
17	1	1	1	3	1	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	1	1	3	1	Accepted
21	1	1	1	3	1	Accepted

Average IOC 21 items = 0.94



APPENDIX C

Questionnaire on students' views towards collaborative games

Directions: 1. This questionnaire has ten items.

2. Please read the statements on the left-hand side and circle the number on the right-hand side that best matches your opinion.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Learning collocation through games is fun.	1	2	3	4	5
2	Learning collocation through games creates good atmosphere in the classroom.	1	2	3	4	5
3	Learning collocation through games provides you more chance to participate in learning.	1	2	3	4	5
4	I don't like learning collocation through games.	5	4	3	2	1
5	Learning collocation through games cannot help you memorize more words.	5	4	3	2	1
6	Learning collocation through games provides you a chance to practice making a decision	1	2	3	4	5
7	Learning collocation through games helps to increase vocabulary knowledge.	1	2	3	4	5
8	Learning collocation through games makes you have good attitudes towards learning collocation.	1	2	3	4	5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9	Learning collocation through games is boring.	5	4	3	2	1
10	Learning collocation through games cannot encourage you to learn how to solve unexpected problems.	5	4	3	2	1

Tanago (2017)





APPENDIX D

Questionnaire Assessment Form

Please mark ✓ in the space that corresponds to your opinion. There are 3 levels which are

- 1 Consistent with the learning content
 0 Not sure if it is consistent with the subject matter
 -1 Not consistent with the subject matter of learning

No.	Evaluation list	Rating		
		1	0	- 1
1	Learning collocation through games is fun.			
2	Learning collocation through games creates good atmosphere in the classroom.			
3	Learning collocation through games provides you more chance to participate in learning.			
4	I don't like learning collocation through games.			
5	Learning collocation through games cannot help you memorize more words.			
6	Learning collocation through games provides you a chance to practice making a decision			
7	Learning collocation through games helps to increase vocabulary knowledge.			
8	Learning collocation through games makes you have good attitudes towards learning collocation.			
9	Learning collocation through games is boring.			
10	Learning collocation through games cannot encourage you to learn how to solve unexpected problems.			

Other suggestions

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Sign.....Assessor
 (.....)

Questionnaire IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	0	1	2	0.67	Accepted
9	1	1	1	3	1	Accepted
10	1	0	1	2	0.67	Accepted

Average IOC 10 items = 0.93



APPENDIX E

Interviewed Assessment Form

Please mark ✓ in the space that corresponds to your opinion. There are 3 levels which are

- 1 Consistent with the learning content
 0 Not sure if it is consistent with the subject matter
 -1 Not consistent with the subject matter of learning

No.	Evaluation list	Rating		
		1	0	- 1
1	What do you like or dislike about game-based activities?			
2	Do you think your collocation knowledge has developed after learning collocation through games? Why or why not?			
3	What are the problems that you think you have in vocabulary learning?			

Other suggestions

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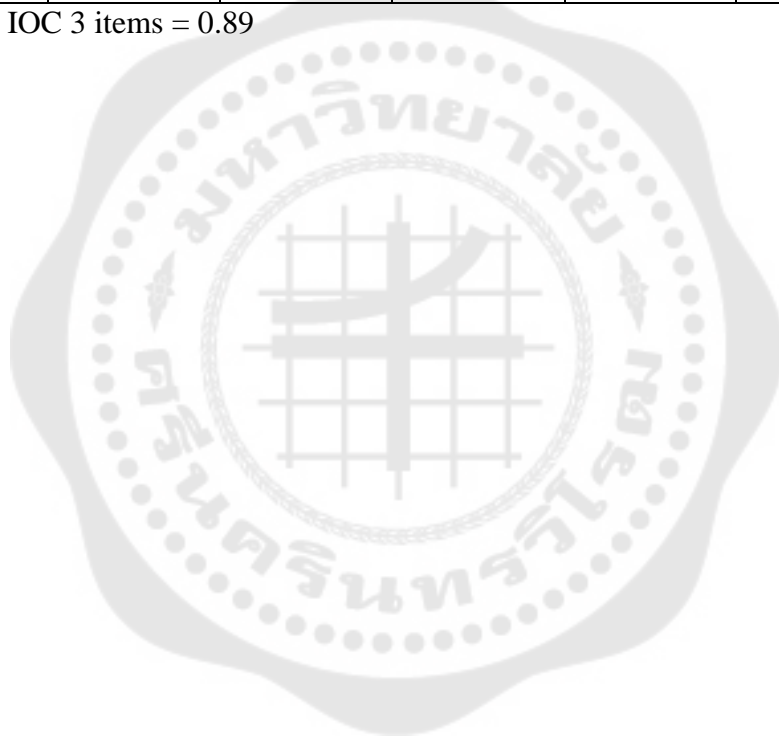
.....

Sign.....Assessor
 (.....)

Interview questions IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	0	1	2	0.67	Accepted
3	1	1	1	3	1	Accepted

Average IOC 3 items = 0.89





APPENDIX F

Collocation Pre -Test

Item 1-5: Choose the correct collocations.

1. Susan **has/ takes/ pays** attention to what I teach and start studying harder.
2. He **made/ paid/ brought** me a nice complement yesterday.
3. We need to **make/ get/ take** action immediately!
4. The dentist told me to **shut/ close/ turn off** my mouth.
5. Thomas hasn't **finished/ done/ ended** his essay writing yet.

Item 6-20: Choose the best answer.

6. It is well known that Poland as a border with Germany.
a. common b. normal c. general d. regular
7. Susan cooks for her sister's birthday in the kitchen. She ingredients of soups in the pot.
a. uses b. blends c. separates d. merges
8. They direct appeal to the administrators for funding in the last meeting.
a. produced b. created c. made d. provided
9. New function of i phone 11 makes it to be a device.
a. intelligent b. clever c. smart d. bright
10. Thomas talked to his girlfriend and then his attention to the film.
a. turned b. faced c. rotated d. spun
11. Our basketball team victory for the first time in this season yesterday.
a. experienced b. tried c. tasted d. felt

12. Frank cannot tell any of his stories to his brother because he cannot..... a secret.
- a. hold b. retain c. save d. keep
13. I think I cannot work in this office. There is too much elements of danger in my job.
- a. crucial b. major c. great d. considerable
14. A pink shade on the left side a contrast to my sister's new dress.
- a. gives b. furnishes c. provides d. presents
15. Which of the following doesn't belong to the group?
- a. strongly recommend b. quite agree
c. highly effective d. badly damaged
16. Which of the following doesn't belong to the group?
- a. catch a ball b. take a rest
c. save money d. action movie
17. Which of the following doesn't belong to the group?
- a. big surprise b. clean energy
c. case study d. dead line
18. Which of the following doesn't collocate with "pastry"?
- a. yellow b. golden c. filo d. crisp
19. Which of the following doesn't collocate with "order"?
- a. preserve b. specific c. logical d. remain
20. Which of the following doesn't collocate with "concern"?
- a. express b. national c. severe d. major

Collocation Post Test

Item 1-5: Choose the correct collocations.

1. Susan **has/ takes/ pays** attention to what I teach and start studying harder.
2. He **made/ paid/ brought** me a nice complement yesterday.
3. We need to **make/ get/ take** action immediately!
4. The dentist told me to **shut/ close/ turn off** my mouth.
5. Thomas hasn't **finished/ done/ ended** his essay writing yet.

Item 6-20: Choose the best answer.

6. It is well known that Poland as a border with Germany.
a. common b. general c. normal d. regular
7. Susan cooks for her sister's birthday in the kitchen. She ingredients of soups in the pot.
a. merges b. separates c. blends d. uses
8. They direct appeal to the administrators for funding in the last meeting.
a. made b. created c. produced d. provided
9. New function of i phone 11 makes it to be a device.
a. intelligent b. smart c. bright d. clever
10. Thomas talked to his girlfriend and then his attention to the film.
a. rotated b. faced c. turned d. spun
11. Our basketball team victory for the first time in this season yesterday.
a. experienced b. felt c. tasted d. tried

12. Frank cannot tell any of his stories to his brother because he cannot..... a secret.
- a. retain b. hold c. keep d. save
13. I think I cannot work in this office. There is too much elements of danger in my job.
- a. crucial b. great c. major d. considerable
14. A pink shade on the left side a contrast to my sister's new dress.
- a. provides b. furnishes c. gives d. presents
15. Which of the following doesn't belong to the group?
- a. badly damaged b. highly effective
c. quite agree d. strongly recommend
16. Which of the following doesn't belong to the group?
- a. save money b. catch a ball
c. take a rest d. action movie
17. Which of the following doesn't belong to the group?
- a. big surprise b. clean energy
c. dead line d. case study
18. Which of the following doesn't collocate with "pastry"?
- a. yellow b. crisp c. filo d. golden
19. Which of the following doesn't collocate with "order"?
- a. specific b. remain c. logical d. preserve
20. Which of the following doesn't collocate with "concern"?
- a. express b. major c. severe d. national

APPENDIX G



Collocation Pre-Test Assessment Form

Please mark ✓ in the space that corresponds to your opinion. There are 3 levels which are

- 1 Consistent with the learning content
 0 Not sure if it is consistent with the subject matter
 -1 Not consistent with the subject matter of learning

No.	Evaluation list	Rating		
		1	0	- 1
1.	Susan has/ takes/ pays attention to what I teach and start studying harder.			
2.	He made/ paid/ brought me a nice complement yesterday.			
3.	We need to make/ get/ take action immediately!			
4.	The dentist told me to shut/ close/ turn off my mouth.			
5.	Thomas hasn't finished/ done/ ended his essay writing yet.			
6.	It is well known that Poland as a border with Germany.			
	a. common			
	b. normal			
	c. general			
	d. regular			
7.	Susan cooks for her sister's birthday in the kitchen. She ingredients of soups in the pot.			
	a. uses			
	b. blends			
	c. separates			
	d. merges			
8.	They direct appeal to the administrators for funding in the last meeting.			
	a. produced			
	b. created			
	c. made			
	d. provided			

No.	Evaluation list	Rating		
		1	0	- 1
9.	New function of i phone 11 makes it to be a device.			
	a. intelligent			
	b. clever			
	c. smart			
	d. bright			
10.	Thomas talked to his girlfriend and then his attention to the film.			
	a. turned			
	b. faced			
	c. rotated			
	d. spun			
11.	Our basketball team victory for the first time in this season yesterday.			
	a. experienced			
	b. tried			
	c. tasted			
	d. felt			
12.	Frank cannot tell any of his stories to his brother because he cannot..... a secret.			
	a. hold			
	b. retain			
	c. save			
	d. keep			
13.	I think I cannot work in this office. There is too much elements of danger in my job.			
	a. crucial			
	b. major			
	c. great			
	d. considerable			

No.	Evaluation list	Rating		
		1	0	- 1
14	A pink shade on the left side a contrast to my sister's new dress.			
	a. gives			
	b. furnishes			
	c. provides			
	d. presents			
15	Which of the following doesn't belong to the group?			
	a. strongly recommend			
	b. highly effective			
	c. quite agree			
	d. badly damaged			
16	Which of the following doesn't belong to the group?			
	a. catch a ball			
	b. take a rest			
	c. save money			
	d. action movie			
17	Which of the following doesn't belong to the group?			
	a. big surprise			
	b. clean energy			
	c. case study			
	d. dead line			
18	Which of the following doesn't collocate with "pastry"?			
	a. yellow			
	b. golden			
	c. filo			
	d. crisp			

No.	Evaluation list	Rating		
		1	0	- 1
19	Which of the following doesn't collocate with "order"?			
	a. preserve			
	b. specific			
	c. logical			
	d. remain			
20	Which of the following doesn't collocate with "concern"?			
	a. express			
	b. national			
	c. severe			
	d. major			

Other suggestions

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Sign.....Assessor
(.....)

Collocation Post-Test Assessment Form

Please mark ✓ in the space that corresponds to your opinion. There are 3 levels which are

- 1 Consistent with the learning content
 0 Not sure if it is consistent with the subject matter
 -1 Not consistent with the subject matter of learning

No.	Evaluation list	Rating		
		1	0	- 1
1	Susan has/ takes/ pays attention to what I teach and start studying hard.			
2	He made/ paid/ brought me a nice complement yesterday.			
3	We need to make/ get/ take action immediately!			
4	The dentist told me to shut/ close/ turn off my mouth			
5	Thomas hasn't finished/ done/ ended his essay writing yet.			
6	It is well known that Poland as a border with Germany.			
	a. common			
	b. general			
	c. normal			
	d. regular			
7	Susan cooks for her sister's birthday in the kitchen. She ingredients of soups in the pot.			
	a. merges			
	b. separates			
	c. blends			
	d. uses			
8	They direct appeal to the administrators for funding in the last meeting.			
	a. made			
	b. created			
	c. produced			
	d. provided			

No.	Evaluation list	Rating		
		1	0	- 1
9	New function of i phone 11 makes it to be a device.			
	a. intelligent			
	b. smart			
	c. bright			
	d. clever			
10	Thomas talked to his girlfriend and then his attention to the film.			
	a. rotated			
	b. faced			
	c. turned			
	d. spun			
11	Our basketball team victory for the first time in this season yesterday.			
	a. experienced			
	b. felt			
	c. tasted			
	d. tried			
12	Frank cannot tell any of his stories to his brother because he cannot..... a secret.			
	a. retain			
	b. hold			
	c. keep			
	d. save			

No.	Evaluation list	Rating		
		1	0	- 1
13	I think I cannot work in this office. There is too much elements of danger in my job.			
	a. crucial			
	b. great			
	c. major			
	d. considerable			
14	A pink shade on the left side a contrast to my sister's new dress.			
	a. provides			
	b. furnishes			
	c. gives			
	d. presents			
15	Which of the following doesn't belong to the group?			
	a. badly damaged			
	b. quite agree			
	c. highly effective			
	d. strongly recommend			
16	Which of the following doesn't belong to the group?			
	a. save money			
	b. take a rest			
	c. catch a ball			
	d. action movie			

No.	Evaluation list	Rating		
		1	0	- 1
17	Which of the following doesn't belong to the group?			
	a. big surprise			
	b. clean energy			
	c. dead line			
	d. case study			
18	A pink shade on the left side a contrast to my sister's new dress.			
	a. provides			
	b. furnishes			
	c. gives			
	d. presents			
19	Which of the following doesn't belong to the group?			
	a. badly damaged			
	b. quite agree			
	c. highly effective			
	d. strongly recommend			
20	Which of the following doesn't collocate with "concern"?			
	a. express			
	b. major			
	c. severe			
	d. national			

Other suggestions

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Sign.....Assessor
(.....)

Pre-Test IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	1	1	3	1	Accepted
9	1	1	1	3	1	Accepted
10	1	1	1	3	1	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	0	1	2	0.67	Accepted
16	1	0	1	2	0.67	Accepted
17	1	0	1	2	0.67	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	1	1	3	1	Accepted

Average IOC 20 items = 0.95

Post-Test IOC Ratings (The Ratings of Each Item by the Three Experts)

Items no.	Expert 1 Rating	Expert 2 Rating	Expert 3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	1	1	3	1	Accepted
9	1	1	1	3	1	Accepted
10	1	1	1	3	1	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	0	1	2	0.67	Accepted
16	1	0	1	2	0.67	Accepted
17	1	0	1	2	0.67	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	1	1	3	1	Accepted

Average IOC 20 items = 0.95



APPENDIX H

Students' test scores

NO	Pre-test	Post-test
1	5	11
2	4	10
3	7	13
4	11	15
5	6	11
6	12	15
7	15	20
8	9	15
9	8	14
10	5	14
11	13	17
12	7	15
13	4	13
14	6	14
15	7	13
16	11	16
17	5	12
18	8	14
19	12	17
20	11	16
21	4	11
22	7	13
23	15	17
24	11	16
25	8	14
26	10	15
27	5	13
28	6	13
29	6	13
30	18	20
31	9	16
32	6	13
33	12	16
34	12	17
35	11	17
36	7	13
37	5	12
38	11	17
39	18	20
40	9	15

VITA

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DATE OF BIRTH 5 June 1991

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