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DEVELOPING A COLLOCATION LEARNING MANAGEMENT MODEL FOR ENHANCING ELF ORAL COMMUNICATION IN THAILAND

Abstract: *The significance of collocation in English as a Lingua Franca (ELF) for oral communication has been largely neglected. This study aims to develop a collocation learning management model that would enhance the oral communication skills of English ELF university students in Thailand. The study provides insights. Initially, the main challenges discovered were content enhancement, limited activities and learning arrangements, low motivation, and non-cooperative conduct. A learning management model for English collocations was also introduced to address the issues. The model's theoretical concepts, objectives, learning management phases, social system, reaction principle, and support system have been identified. Furthermore, the model improved students' listening, speaking, and basic language skills in higher education. Additional investigation is required to ascertain the enduring scholarly achievement of this model when combined with other pedagogical methodologies and its integration and practical application across all language skills for prospective utilisation in comparable educational settings.*

Keywords: *English as a Lingua Franca (ELF), collocation learning management model, challenges in Thai context.*

1. Introduction

The significance of collocational knowledge for English as a Foreign Language (EFL) learners cannot be overstated. It is imperative for both teachers and students

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involved in English instruction to prioritise collocation instruction. However, Hashemi et al. (2012) observe that collocation is often overlooked in EFL teaching and learning. In a similar vein, Alsakran (2011) posited that while there is widespread recognition of the significance of collocations in the domain of second language acquisition (SLA), several prior investigations have documented students' deficiency in collocational proficiency and the challenges they face in acquiring and employing collocations.

As a result, this study aims to address the lack of attention paid to collocation in the areas of teaching and learning English as a Lingua Franca (ELF). The main goal is to find out how teaching collocation affects listening and speaking skills among ELF learners in Thailand. The selection of listening and speaking skills is based on the interdependence between these two abilities, since they involve the processes of comprehension, reception, and delivery of communications. Both the listener and the speaker must possess a comprehensive understanding of the language in question. Individuals who possess proficient listening abilities are more likely to enhance their speaking skills, facilitating more successful communication. Insufficient training in listening skills may lead to an inability to effectively utilise language during conversations. Speaking skills encompass the ability to effectively communicate ideas, comprehend information, and demonstrate comprehension through active listening. The subjective experiences associated with using language for daily interpersonal interactions are critical in shaping individuals' communicative competence and social integration. The inadequate language proficiency exhibited by the learners can be attributed to their lack of exposure to an English-speaking environment for communication purposes. Also, to an absence of proficiency in linguistic structures, vocabulary, context, and idiomatic expressions, as well as to a limited comprehension of the cultural nuances inherent to native speakers (Shumin, 1998).

Consequently, instructing students on collocations can facilitate the ongoing development of their vocabulary acquisition skills. This approach allows ELF students to progress from acquiring knowledge of often collocational word pairs to comprehending larger lexical units, such as idiomatic expressions. This approach serves as a means to enhance their capacity for retaining vocabulary over time. Combining them into sentences allows for the integration of specialised terminology and oral communication skills. This process involves the simultaneous development and practice of both skills, allowing the learners to enhance their overall communicative abilities. By integrating oral communication skills, learners can improve their comprehension and production of the spoken language, as well

as their ability to engage in meaningful conversations. This integration is essential for effective communication in various contexts, such as academic, professional, and social settings. Therefore, educators should design activities and exercises that promote the integration of listening and speaking skills. This will facilitate the advancement of the natural language acquisition process as well.

The contents of this paper consist of six sections: introduction, literature review, research method, results of the study, conclusion and discussion, and implications and suggestions for future studies, respectively.

2. Literature review

2.1 Prior study on utilisation of collocation to enhance the accuracy, fluency, and proficiency of EFL and L2 learners

There exists a general agreement among numerous scholars regarding the benefits of collocation in the domain of SLA (e.g., Leśniewska, 2006; Ferraro et al., 2014; El-Dakhs et al., 2018; Alonso-Ramos & García Salido, 2019; El-Dakhs at al., 2019, Li & Lei, 2022; Sun & Park, 2023; Li & Lei, 2022; Carlini et al., 2014, November; and Rodríguez-Fernández et al., 2016, August), which includes enhancing the development of L2 (Henriksen & Stoehr, 2009), encouraging learner autonomy (Woolard, 2000), and facilitating the acquisition of English for academic objectives (Durrant, 2009).

To be more precise, the utilisation of collocation enhances the accuracy, fluency, and proficiency of L2 learners. Increasing one's understanding of collocation not only facilitates the enhancement of accuracy among learners, but it also contributes to the development of fluency (Webb & Kagimoto, 2011). The utilisation of collocations augments the learner's proficiency in spoken communication, listening, and reading aptitudes. According to Namvar (2012), from a pedagogical standpoint, collocations assist learners in developing an awareness of the language chunks commonly employed by native speakers in both written and spoken forms. According to Chansopha (2018), the participants' pattern of IBM collocational use was greatly affected by their competence level and the test materials used to gather the data. The findings provide preliminary evidence for the development of educational resources that are tailored to learners' competence levels, knowledge of their first language, and familiarity with certain word combinations necessary for particular aspects of English language instruction. Rahimi and Momeni (2012) conducted an investigation into the impact of collocation instruction on English language proficiency.

2.2 Prior study on collocation and language skill development

There is a growing body of research indicating that the use of collocations has a significant role in defining multiple aspects of L2 oral skill development and evaluation. For example, (Saito and Liu, 2022) in EFL contexts such as Taiwan (Hsu & Chiu, 2008) and Iran (Attar & Allami, 2013). The understanding of collocation has the potential to serve as an indicator of proficiency in all four language skills. Yazdandoost et al. (2014), have substantiated the significant impact of collocation knowledge on fundamental language acquisition, highlighting that proficiency in collocation is a necessary condition for achieving successful language learning outcomes. As a result, numerous scholars investigated how to achieve the outcomes, including classroom and electronic instructions, instructional aids, and evaluations of collocation learning, as detailed below.

2.2.1 The effects of collocation classroom instruction on language learning

Multiple research investigations have demonstrated that the implementation of diverse instructional methods for lexical collocation has yielded favourable outcomes in learners' speaking skills while also exerting a moderate influence on their application of lexical collocations. Shooshtari and Karami (2013), proposed that providing guidance on the use of lexical collocation patterns can prove to be efficacious in augmenting the language abilities of EFL learners, particularly in terms of their spoken ability. Similarly, Nguyen et al. (2023) demonstrated the significant impact of collocation instruction on the improvement of learners' communicative skills in terms of fluency, grammatical range, and correctness. Furthermore, the execution of the intervention resulted in a heightened level of positive attitudes among learners towards the novel approach employed in speaking classes, specifically in relation to increased self-assurance and enhanced cultural awareness. Nevertheless, the research encountered some challenges throughout its implementation, including limited time availability, the intricacy of collocations, and discouragement stemming from the difficulties associated with acquiring collocation skills. This study additionally puts forth some ideas and recommendations for educators in various contexts to optimise the efficacy of collocation training in enhancing speaking skills.

In addition to traditional classroom training, electronic instruction collocation instructions have been found to be efficacious, as detailed in the subsequent section.

2.2.2 The effects of collocation in electronic instruction and application on language learning

Empirical research indicates that collocation in electronic instruction was also found to be effective. In their study, Shahryari and Balakumar (2015) examined the impact of web-based collocation education on the collocational knowledge and speaking fluency of ESL students. Their findings revealed that the provision of collocation teaching has a significant effect on enhancing the understanding of collocation and oral fluency among English as a Second Language (ESL) students.

In this context, it is argued that English teachers should prioritise the significance of collocation over the acquisition of syntax. Efforts should be made to engage students in the acquisition of collocation through the implementation of optimal strategies. Additionally, the study by Nushi and Dayani (2022), looked at the effects of Instagram-facilitated instruction on Iranian EFL learners' acquisition of collocations. The findings revealed a statistically significant disparity in the average pre-test and post-test scores, underscoring the efficacy of the intervention. The participants expressed a favourable disposition towards applying Instagram as a tool for their language acquisition endeavors. In summary, the findings of this study indicate that the use of Instagram as a tool for instructional purposes might provide positive outcomes in the acquisition of a second language, provided that it is done and planned in an appropriate manner.

Similar to this, Ashiyan and Salehi's (2016) study found that using the WhatsApp app strengthens and improves the acquisition of collocations as well as ensures their retention. Pedagogically, this study provided implications for the effective handling of mobile applications as a powerful tool for second language acquisition.

In addition to instructional materials, such as paper-based or electronic instructions, the use of input augmentation techniques and other instructional aids for collocations was demonstrated to be efficient for enhancing collocational knowledge, as outlined in the subsequent section.

2.2.3 The effects of collocation inputs on language learning

The understanding of collocation holds significant importance within the realm of lexical knowledge. In order to effectively utilize acquired word knowledge, it is important to possess a comprehensive understanding of collocational patterns. Shabani and Rahimy's (2020) study showed that using different gloss situations and a skewed input technique led to a big differences in how well learners acquired L2 lexical collocations. The study demonstrated that the implementation of textual glossing and skewing procedures led to a significant enhancement in the acquisition of lexical collocation.

Similar to this, Van and Peters' study (2022) demonstrated a significant impact of reading mode on the acquisition of incidental collocation knowledge. Using textual input enhancement during reading activities led to notable improvements in learning outcomes compared to alternative reading modes. The practice of reading while listening was found to be more advantageous for the acquisition of collocations compared to the activity of reading only. The learners' pre-existing vocabulary knowledge and the degree of agreement between collocations were found to be strong improvement indicators in learning outcomes.

Training aids, such as tasks, are inputs that possess the potential to be beneficial in the context of training. According to Nasri et al. (2013), the pedagogical utility of employing productive activities in the instruction of collocations was established for EFL teachers. The researchers recommend the incorporation of productive tasks as a means of teaching collocations. This is due to the discovery that incorporating productive tasks into the instruction of collocations is beneficial from a pedagogical standpoint for EFL.

In addition to textual inputs, empirical evidence substantiates the efficacy of collocation instructional aids in facilitating language acquisition.

2.2.4 The effects of other collocation instructional aids on language learning

Learning can be facilitated by the use of audio-visual aids. According to Rad and Saniei (2016), the use of visuals as instructional aids in teaching English collocations was shown to be helpful, and is advised to EFL teachers looking to enhance their students' learning through the use of more effective resources.

The study by Naseri and Khodabandeh (2019), looked at how audiovisual input augmentation teaching strategies could help EFL students learn collocations and get better at using them in narrative writing. Specifically, the researchers were interested in the accuracy with which EFL learners used collocations. According to the findings of the study, the increase in audio-visual input had a beneficial effect on EFL students' learning of collocations and improved the students' accuracy about the usage of collocations in narrative writing. In terms of collocation learning, audio-visual input augmentation teaching strategies were found to be significantly beneficial in mobile learning contexts.

The aforementioned research findings can raise an awareness among L2 teachers and learners regarding the crucial and advantageous impact of input augmentation on enhancing oral communication skills in the successful acquisition and learning of collocation. However, in order to ascertain the efficacy of the instructional materials, it is necessary to conduct an evaluation of the learning process.

2.3 Prior studies on the evaluation of collocation learning

Numerous studies were conducted to investigate the assessment of collocation acquisition, yielding empirical findings across diverse domains. Among the domains are studies that look at the effects of physical activities on verb-noun collocations (Boers et al., 2014), the effects of collocation presentation and organisation on retention (Akpinar & Bardakcı, 2016), the development of L2 collocations over time in people (Barfield, 2009), the different meanings of collocations in a foreign language (Barfield & Gyllstad, 2009), an evaluation of the advancement of first-year university students in ESL in relation to their productive comprehension of verb-noun collocations (Morris, 2022), and the use of collocations by both native speakers and L2 learners, as well as the correlation between the frequency of exposure to input in the L2 learners' speech community and their ability to produce collocations (Obukadeta, 2019).

Vu et al.'s study (2022) showed that both accidental collocation learning and predictors of learning gains were linked to similar and statistically significant increases in collocational knowledge. Furthermore, the learners' pre-existing vocabulary knowledge and the congruency of collocations were found to be significant predictors of the increases in learning. Learners possessing a greater extent of vocabulary knowledge have shown a notable increase in their acquisition of collocations during reading-while-listening activities. Conversely, these learners exhibited a comparatively lower acquisition of collocations with captioned TV viewing, in contrast to learners with a smaller vocabulary knowledge.

2.4 Research Gap

Drawn upon the aforementioned background prior research study, this present study demonstrates a keen interest in amalgamating co-occurring lexical units with the principles and tenets of sociolinguistic theory, which were overlooked by prior research study. The social system is a complex framework that governs the interactions, relationships, and structures within a society. It encompasses various elements like social norms, roles, and hierarchies. The principles of response and the support system are two important components that contribute to an effective communication and problem-solving learning management model.

Therefore, in order to augment ELF students' understanding of collocation, particularly in the domain of accurately employing co-occurring words in accordance with the sociolinguistic norms observed by native speakers, a multitude of pedagogical approaches were employed. There is a significant focus on both the development process and the practical implementation in a Thai context. The

development of students to their maximum potential can be facilitated through the design of effective learning activities. This has an impact on the acquisition and progression of linguistic abilities.

2.5. Research questions

Since this study aimed to propose a learning management model for English collocation words, drawing on the principles of sociolinguistic theory, the objective was to enhance the listening and speaking abilities of ELF undergraduate students. The research question was determined as follows:

1. What are the challenges and requirements in the pedagogical management of English language instructors at the undergraduate level in a Thai context?
2. What are the distinguishing features of the learning management model that cater to their special needs, with a particular emphasis on collocation instruction?
3. What are the effects of the developed learning management model on ELF university students' collocation competence?

To effectively investigate the research question, a thorough explanation of the methodology employed in the study is presented in the next section.

3.Research methods

3.1. Research design

The current investigation employed a mixed-methods methodology to undertake developmental research. In order to conduct a thorough study of the research question, a combination of quantitative and qualitative data was gathered. Using triangulation facilitated the establishment of a robust and dependable inference based on the obtained results.

3.2 Population and samples

The population consisted of first-year students enrolled in English major within the Faculty of Education at Southern Isan Rajabhat Universities. This population encompasses a total of five institutions, all of which share identical characteristics. The data pertained specifically to the academic year 2020. The institution is structured into ten separate study groups, housing a total of 283 students. Due to the institution's location in the northeast, each study group has a size of between 54 and 61 students. The sample size was determined using the Krejci and Morgan sampling methods, resulting in a total sample size of 162 students. By using random

sampling, specifically the cluster random sampling technique, it was possible to collect a sample group of 55 people.

Also, the population was the instructors who taught English at the five institutions in the academic year 2020, totaling 42 individuals. The samples included five English instructors, each representing a different institution. The sample selection was based on purposive sampling. These instructors were participants and key informants in this study.

3.3 Data collection procedures

The objective of this study was to analyse the essential information and prerequisites associated with the creation of a learning management model for English co-occurring words, using the principles of sociolinguistic theory. The primary goal was to improve the English listening and speaking proficiency of undergraduate students.

The data gathering protocols were adhered to in these four steps. The study commenced with a document analysis. Then, we explored the circumstances surrounding students' English learning settings, the challenges and requirements faced by English educators, and the core language subjects that are essential for English teachers and are crucial in fostering the advancement of the instructional strategy. Subsequently, a pedagogical framework was developed for the examination of English co-occurring terms. Ultimately, we analysed the results obtained from the implementation of the word-learning management model through a pilot study that was developed into experiments. The experiments comprise two phases: (1) examining the discrepancy in students' development of listening and speaking skills before and after their involvement with the learning management model, and (2) analysing and comparing the levels of academic achievement in core language disciplines among English teachers. The framework for pedagogical development focused on English listening and speaking skills, utilizing a learning management model. This framework was implemented both prior to the start of a class and after its completion.

The data gathering process encompassed various processes, each of which involved using specific instruments for the purpose of data collection, as elaborated upon subsequently.

3.4 Instruments for data elicitation

The instruments used for data elicitation were specifically developed in accordance with the study inquiries in the following manner:

3.4.1 Document analysis

The examination of diverse written materials, including conceptual frameworks, theoretical perspectives, academic textbooks, and related scholarly inquiries. The purpose of this document analysis was to employ theoretical frameworks as the basis for constructing a learning management model centered on English co-occurring phrases. The ultimate goal was to improve the listening and speaking abilities of undergraduate students.

3.4.2 A questionnaire

A student survey regarding the learning conditions and practice levels of undergraduate students, the learning environment, contents, activities, and instructional methods that enhance the development of English hearing and speaking abilities among undergraduate students. The 5-rating questionnaire includes these four sections: contents; activities; instructional materials; media; learning methods; and learning atmosphere.

3.4.3 In-depth-interviews

A series of comprehensive semi-structured interviews of the English instructors as key informants aimed to draw insights into essential information and identify the necessary prerequisites for the creation of a learning management framework (e.g., needs in the learning management of English language teachers at the undergraduate level, challenges and requirements in the pedagogical management of English language instructors at the undergraduate level, challenges for the instructors and students, solutions to the challenges and the necessity of instructional aids, and their students' collocation competence, speaking, and listening abilities).

3.4.4 A record form

This form served as a comprehensive amalgamation of essential information, prerequisites, ideas, theories, scholarly articles, and investigations pertaining to the subject matter under examination.

3.4.5 A learning model draft

This instrument aimed to construct and develop a learning model for the examination of English collocation terms based on insights drawn from document analysis and in-depth interviews. The developed draft was revised and adjusted according to expert opinion. The drafted model to promote the skills for undergraduate students (the components of the model and the fundamental

characteristics) includes these components: fundamental theoretical principles and concepts, objectives, learning management steps, the social system, the principle of response, and the support system.

3.4.6 A pilot study

This pilot approach, drawing on sociolinguistic theory as a framework for intervention, was to assess the efficacy of the drafted learning model for enhancement purposes. The obtained results were subsequently used for experimental purposes in the following stages:

3.4.7 Experiments

These experiments involved the implementation of the model for English co-occurring words among undergraduate students, with a focus on improving their listening and speaking skills. This instrument aimed to verify the efficiency of the model.

3.4.8 Pre-tests-post-tests

These pre-tests and post-tests, constructed in parallel, were designed to assess students' listening and speaking abilities to verify these two outcomes: those of the students' engagement in the learning management model and those of the levels of academic accomplishment in collocation learning. The pre-tests were implemented prior to the use of the model, while the post-tests were implemented after its completion. The assessment of English listening skills involves evaluating one's capacity to comprehend, engage with, and analyse narratives encountered across many forms of media. This includes the aptitude to summarise key concepts and effectively react to questions based on material obtained through both printed and online sources.

The analysis of the data collected from the instruments is described in the subsequent section.

3.5 Data analysis and reliability and content validity check
3.5.1Data analysis

The quantitative data from the questionnaire, pre-tests, and post-tests were analysed by descriptive statistics such as mean, percentage, and standard deviation. The pre-tests and post-tests were analysed by the Wilcoxon Singed Rank Test.

Scoring procedures of the 5-rating questionnaire were ranged from the lowest to the highest. The lowest pragmatism level has a value of 1, while the highest level has a value of 5. The Alpha-Cronbach test was used to verify questionnaire

reliability. 0.82 represents good, reliable values. The levels of pragmatism on the questionnaire fell into 5 groups: the lowest (1.00–1.50), low (average 1.51-2.50), moderate (2.51-3.50), high (average 3.51-4.50), and highest questionnaire satisfaction scores (average 4.51–5.00).

3.5.2 Reliability and content validity check

In order to assess reliability, the researchers used the Wilcoxon Signed Rank Test to analyse the development of English listening and speaking skills. To improve the reliability of the research results, each of the eight units of the test was reproduced twice during the measurement process. To ensure content validity, the questionnaire underwent a thorough review process by five experts in the relevant subject. Adjustments were made to the questionnaire based on their valuable input.

The quantitative and qualitative data from the instruments were analysed to draw the conclusion of the study, as described in the subsequent section.

Table 1: Mean score and standard deviation of learning conditions
and practice levels of undergraduate students

Items	$\overline{X}$	S.D.	Levels of satisfaction
Section 1: Contents			
1. The instructor provided the objectives of the instruction. The co-occurrence patterns of words should be systematically acquired and structured during the learning process.	3.91	0.33	High
2. The instructor organises the instructional material in a manner that ensures the suitability of co-occurring terms for the designated learning period.	3.96	0.37	High
3. The instructor organised the instructional material pertaining to words that frequently appear together in a manner that is comprehensible and unambiguous.	4.15	0.55	High
4. The instructor provides a comprehensive explanation of the subject matter pertaining to the study of co-occurring terms.	3.91	0.41	High

5. The instructor organises the educational material in a manner that is suitable for the students' proficiency level. Furthermore, students have the opportunity to use this knowledge in order to enhance their proficiency in listening and speaking English.	3.84	0.39	High
Total	3.95	0.41	High
Section 2: Activities			
6. The instructor is responsible for coordinating and structuring educational activities or educational settings that facilitate student engagement in the learning process.	3.91	0.33	High
7. The instructor is responsible for coordinating and facilitating educational activities or educational environments that support independent knowledge creation by learners.	4.13	0.39	High
8. The instructor facilitates educational exercises that foster the acquisition of certain aptitudes, specifically those related to auditory comprehension. Furthermore, communication is facilitated through the use of co-occurring lexical units.	3.96	0.34	High
9. The instructor uses clear, concise, and unambiguous questions to facilitate the acquisition of knowledge among students and independent learning.	4.49	0.54	High
10. In an educational setting, the instructor possesses the ability to address and provide responses to the inquiries and apprehensions raised by their students.	4.58	0.57	Highest
Total	4.23	0.43	High
Section 3: Instructional Materials, Media, Learning Methods			
11. The instructor employs instructional materials that elicit students' engagement and facilitate the enhancement of listening and spoken communication abilities through the use of collocations.	3.89	0.39	High

12. The instructor employs contemporary educational resources that align with the current linguistic acquisition practices prevalent in contemporary society. Furthermore, the students have the ability to access them.	4.11	0.43	High
13. The instructor facilitates student engagement in the utilization of learning management media to enhance the effectiveness of the learning process.	4.40	0.43	High
14. The instructor provides students with the chance to inquire when using learning management media.	4.25	0.42	High
15. The instructor uses instructional materials in a sequential and agile manner.	4.65	0.46	Highest
Total	4.26	0.45	High
Section 4: Learning Atmosphere			
16. The instructor possesses many strategies to stimulate interest and encourage students to develop a desire for learning and actively engage in educational endeavours.	3.78	0.37	High
17. The instructor demonstrates a high level of attentiveness to the students throughout instruction and closely monitors the behaviour of each student.	4.56	0.49	Highest
18. In educational settings, the instructor offers commendation to students who demonstrate exemplary behaviour as role models in actively engaging in various learning activities.	4.04	0.33	High
19. The instructor offers feedback regarding student conduct. Whether or not the work or learning process of the students is deemed suitable or fitting within the given context.	3.78	0.43	High
20. The lecturer demonstrates a structured approach to classroom management. Students have the capacity to achieve their maximum potential through the process of learning.	3.91	0.33	High
Total	4.01	0.43	High

Table 1 provides the mean scores and standard deviations of the learning conditions and practice levels among undergraduate students. The findings

were organised in descending order as follows: instructional materials, media, learning methods ($\bar{x}$ = 4.26, SD = 0.45), activities ($\bar{x}$ = 4.23, SD = 0.43), learning atmosphere ($\bar{x}$ = 4.01, SD = 0.43), and contents ($\bar{x}$ = 3.95, SD = 0.41), accordingly. The levels of satisfaction among respondents are consistent across all items. This suggests that the students expressed satisfaction with (1) the instructional materials and media, (2) the learning techniques and activities, and (3) the learning atmosphere. According to their perspectives, there is a need for enhancement in the substance of the contents.

In addition to the student surveys, the knowledge and challenges derived from the interviews with English language instructors can be succinctly encapsulated in the subsequent concerns.

The educators who engage in the instruction possess a pedagogical foundation in the field of English language teaching, specifically focusing on the teaching of co-occurring words. They employ the lexical approach as a methodology to facilitate language acquisition, with the primary objective of enhancing students' lexical competence. This entails fostering their understanding and usage of vocabulary, encompassing various words and expressions. The phenomenon of word collocation, also known as word pairing or word partnership, is observed.

However, crucial challenges for them are:

"There remains a deficiency in the process of organising activities and different learning configurations." The majority of students prioritise attending lectures, although there is room for improvement in the quality of instructional material utilised for teaching purposes."

[Key informants 1 and 2]

The majority of students possess self-assurance, yet they are hesitant to openly convey it. There's a notable absence of interest in engaging in activities and a tendency towards non-cooperation. One possible reason for a diminished inclination to engage in academic pursuits is a perceived absence of relevance to one's daily existence.

In addition, crucial challenges for the students include:

"Lack of promotion and support for the development of systematic English listening and speaking skills among learners, along with limited opportunities to gain methods that facilitate effective hearing and speaking in English, including analytical and synthesis thinking abilities, are prevalent challenges."

[Key informants 3 and 5]

On the solutions to the challenges, the instructors established guidelines to address the challenges of teaching English effectively through the implementation

of English-focused instructional methods that prioritise engaging activities, leverage media and technology as tools for facilitating the organisation of teaching and learning processes, and use a diverse range of instructional media.

Consensus was reached among all relevant informants regarding the necessity of instructional aids:

> "The development of an educational tool provides students with the possibility to actively participate in English language conversation. There exists a compelling need for educators to augment their pedagogical approaches in the field of English language instruction. To enhance the efficacy of language training and ensure optimal quality, it is imperative to apply appropriate strategies."
>
> [Key informants 1 and 5]

This document demonstrates that theories that address specific requirements pertinent to their challenges encompass the sociolinguistics theory as proposed by Noam Chomsky (Noam Chomsky, 1928), the English language learning management, Vygotsky's linguistic theory, and the constructivist theory based on Dewey's concepts, i.e., learning by doing. Consequently, the researchers devised a learning management model to address their specific requirements, specifically focusing on collocation instruction, as detailed in the subsequent section.

4.2 A proposed learning management model

In response to research question 2 (What are the distinguishing features of the learning management model that cater to their special needs, with a particular emphasis on collocation instruction?), which aims to provide solutions to the learning challenges and requirements in pedagogical management as revealed in the results of research question 1, the researchers proposed a model for the challenges and requirements.

Table 2: A learning management model to promote
listening and speaking skills for undergraduate students

The components of the model	The fundamental characteristics
Fundamental theoretical principles and concepts	Sociolinguistics theory, as proposed by Noam Chomsky (Noam Chomsky, 1928), English language learning management, Vygotsky's linguistic theory, and Constructivist theory based on Dewey's concepts (i.e., learning by doing)

Objective	To enhance undergraduate students' oral communicative competence
Learning management steps	There are six steps as follows: Step 1: Example presentation Step 2: Exploration Step 3: Explanation Step 4: Elaboration Step 5: Evaluation Step 6: E-Production
The social system	This study proposes a pedagogical framework for enhancing the English listening and speaking abilities of undergraduate students through the implementation of a model focused on co-occurring words. The approach is grounded in sociolinguistic theory and aims to facilitate language acquisition by providing students with targeted linguistic input and opportunities for meaningful interaction. Within the societal framework, there exists a complex network of interrelated components, collectively referred to as the social system. The primary responsibility of the teaching staff is to instruct and facilitate the development of listening and speaking abilities. The use of the English language can be effectively facilitated by following a six-step methodology. During the process of instruction There is a notable emphasis on four key principles, one of which is motivation. Act as a facilitator of learning to promote the stimulation of learning. The process of connecting prior information and generating novel insights is facilitated through the acquisition of knowledge derived from practical experiences. The learner's role entails actively engaging in the process of learning and teaching, adhering to the prescribed steps of the learning process. It is vital for learners to direct their focus and concentration. Adhere to directives and guidelines, and articulate the fundamental concept. Furthermore, the ability to respond to inquiries based on the

	comprehension of dialogues and narratives is an essential skill. Engage in interpersonal communication and engage in dialogue to exchange ideas and perspectives. Interpersonal communication entails the utilization of English listening and speaking proficiencies as a means to effectively convey information and acquire novel knowledge.
The principle of response	This study proposes a learning management approach for English co-occurring words, drawing on sociolinguistic theory. The objective is to enhance the students' listening and speaking abilities of. One fundamental tenet in education is responsiveness, whereby the instructor assumes the role of guiding students towards identifying and rectifying their areas of weakness. By employing positive reinforcement techniques, educators can foster students' self-assurance in their own capabilities and promote their confidence in engaging in collaborative activities with their peers. Educators and learners collaboratively engage in the process of evaluating the educational achievements resulting from the completion of task-oriented activities. Subsequently, proceed to acquire the outcomes of the reflection process. In order to enhance one's English listening and speaking abilities, it is imperative to devise a learning management plan.
Support system	This study proposes a learning management model for English co-occurring words that is grounded in sociolinguistic theory. The aim of this model is to enhance the English listening and speaking skills of undergraduate students. A support system is in place, wherein teachers establish an environment that fosters and enables conducive learning. Learners have the potential to acquire knowledge and skills in an efficient manner through the use of contemporary learning management tools. These tools, which include visual aids such as photos, flashcards, video clips, and presentation media, as well as digital platforms like Canva and PowerPoint, can significantly enhance students'

engagement and interest in the learning process. Additionally, the provision of appropriate equipment plays a crucial role in facilitating the effective delivery of educational content. Preparations, such as the intelligent use of whiteboard paper. Computers are used for the purpose of information retrieval in connection with educational activities, among other applications.

Table 2 presents a proposed learning management model. The model consists of components of the model and the fundamental characteristics designed in response to the learning challenges and requirements of pedagogical management and to promote the students' English listening and speaking skills.

Subsequently, the model underwent a pilot project phase and subsequently progressed to experimental endeavours. The experimental findings are presented in the subsequent section.

4.3 The effects of the developed learning management model

In response to research question 3 (What are the effects of the developed learning management model on ELF university students' collocation competence?), the study's findings regarding the enhancement of English listening and speaking abilities through repeated measures within each unit revealed variations in the average scores across different instances. The data obtained from the study were subjected to statistical analysis using the Wilcoxon Signed Rank Test, and the findings are presented in Table 3.

Table 3: The pre-test and post-test mean scores and standard deviations of English listening and speaking skills both prior to and subsequent to the completion of each learning unit

Units	Oral skills	Total scores	Pretest scores		Posttest scores		Z	P
			$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Listening	20	12.86	1.04	14.05	1.29	2.378*	0.008*
	Speaking	30	17.87	0.92	20.69	3.68	2.365*	0.008*
2	Listening	20	12.46	1.40	15.58	1.17	2.358*	0.008*
	Speaking	30	16.56	1.75	20.98	2.83	2.456*	0.007*
3	Listening	20	12.43	1.17	15.89	1.50	2.398*	0.008*
	Speaking	30	17.43	0.50	22.15	2.12	2.507*	0.006*

4	Listening	20	10.93	1.45	13.64	1.27	2.348*	0.008*
	Speaking	30	14.44	2.19	20.09	3.14	2.583*	0.005*
5	Listening	20	11.26	1.38	13.22	1.13	2.308*	0.007*
	Speaking	30	17.15	2.22	20.84	2.55	2.372*	0.008*
6	Listening	20	11.63	2.24	15.24	1.22	2.342*	0.008*
	Speaking	30	16.52	2.62	20.55	2.43	2.397*	0.008*
7	Listening	20	14.15	0.79	15.40	1.16	2.235*	0.009*
	Speaking	30	15.17	1.98	22.20	3.11	2.584*	0.005*
8	Listening	20	12.13	1.12	14.82	1.38	2.374*	0.008*
	Speaking	30	14.93	1.96	21.93	3.34	2.587*	0.005*

*Significance level of .05

Table 3 illustrates the pre-test and post-test mean scores and standard deviations of English listening and speaking skills of each learning unit. The post-test scores of all units were higher than the pre-test scores. This indicates that the learning model was successful in developing the students' listening and speaking abilities at the college level.

In addition, the results of a comparison between the average academic accomplishment scores in core language areas showed similar success, as shown in Table 4.

Table 4: The pre-test and post-test mean scores and standard deviations of the average academicaccomplishment scores in core language areas

Skills	n	Pretest scores		Posttest scores		Z	P
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Listening	55	12.23	1.32	14.73	1.27	2.358*	0.008*
Speaking	55	16.26	1.77	21.18	2.9	2.481*	0.006*

*Significance level of .05

Table 4 illustrates the pre-test and post-test mean scores and standard deviations of the average academic accomplishment scores in core language areas. The post-test scores in both listening and speaking skills were higher than the pre-test scores. This indicates that the learning model was successful in developing the students' listening and speaking abilities in core language areas at the college level.

The study's findings can be succinctly stated in the following section.

5. Conclusion and discussion

5.1 Conclusion of the study

The findings yield three potential conclusions. Initially, the primary obstacles identified were a requirement for improvement in the substance of the content, a lack of activities and various learning arrangements, and a dearth of motivation to participate in activities coupled with a proclivity towards non-cooperative behaviour. Additionally, in order to address the aforementioned difficulties, a learning management model was developed. The model's components and their fundamental characteristics, including theoretical ideas and concepts, objectives, learning management phases, the social system, the principle of reaction, and the support system, have been identified. Furthermore, the outcomes of the implemented learning management model demonstrate that the aforementioned model effectively enhanced the listening and speaking proficiencies of students, as well as their competence in fundamental language domains within the context of higher education.

5.2. Discussion

The results of this study provide empirical evidence that corroborates the efficacy of collocation, as previously demonstrated in existing research (e.g., Leśniewska, 2006; Ferraro et al., 2014; El-Dakhs et al., 2018; Alonso-Ramos & García Salido, 2019; El-Dakhs at al., 2019, Li & Lei, 2022; Sun & Park, 2023; Li & Lei, 2022; Carlini et al., 2014, November; and Rodríguez-Fernández et al., 2016, August). This study ascertains multiple elements of second language (L2) oral proficiency development and assessment (Saito and Liu, 2022; Hsu & Chiu, 2008; Attar & Allami, 2013), collocation classroom instruction on language learning (Shooshtari & Karami, 2013; Nguyen et al., 2023; Shabani & Rahimy, 2020; Van and Peters, 2022; Nasri et al., 2013).

6. Implications and suggestions for future studies

6.1. Implications of the study

This study yields the following implications: (a) insights into the challenges and requirements faced by English language instructors in relation to the establishment of a learning management framework for English co-occurring words; (b) a proposed learning management framework for English collocations; and (c) instructional principles for future implementation in similar educational contexts.

6.2 Suggestions for future studies

Future research should concentrate on these issues. It is imperative to do further study to investigate the outcomes associated with the implementation of the learning management model, particularly with regard to the long-term academic achievements of students who engage with this instructional style. Additionally, to effectively monitor the progress of listening and speaking abilities, there is a need for research and advancement in the field of lexical collocations, in conjunction with other pedagogical approaches and theoretical frameworks, to enhance the learning experience and promote greater diversity in language acquisition. Lastly, all four abilities—listening, speaking, reading, and writing in English—should be integrated.

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РАЗВИЈАЊЕ МОДЕЛА УПРАВЉАЊА УЧЕЊЕМ КОЛОКАЦИЈА ЗА ЈАЧАЊЕ УСМЕНЕ КОМУНИКАЦИЈЕ НА ЕНГЛЕСКОМ КАО МЕЂУНАРОДНОМ МЕДИЈУ СПОРАЗУМИЈЕВАЊА У ТАЈЛАНДУ

Резиме

Значење колокација у енглеском као међународном медију споразумијевања за усмену комуникацију углавном се занемарује. Циљ ове студије јесте да развије модел за управљање учењем колокација који би ојачао вјештине усмене комуникације у енглеском као међународном медију споразумијевања за студенте универзитета у Тајланду. Студија нуди неке увиде у ово питање. У први мах, радило се о изазовима попут јачања садржаја, ограничених активности и аранжмана за учење, ниске мотивације и некооперативног понашања. Наведени модел уведен је у наставу да би се одговорило на нека питања. Означени су теоретски концепти самог модела, циљеви, фазе управљања учењем, друштвени систем, принцип реаговања и систем подршке. Надаље, модел је унаприједио основне језичке вјештине, те вјештине слушања и говора код студената у високошколском образовању. Захтијева се додатно истраживање да би се обезбиједило трајно научно достигнуће овог модела у комбинацији са осталим облицима педагошке методологије, те његова интеграција и практична примјена у свим језичким вјештинама, како би се у будућности могао користити у сличним образовним окружењима.

▸ *Кључне ријечи:* енглески као међународни медиј споразумијевања, модел за управљање учењем колокација, изазови у контексту тајландског система високог образовања.