

4) การใช้คำแทนที่หรือละไว้ในฐานที่เข้าใจ

กลุ่มคำเหล่านี้ เช่น To do so..., ones, one, do, not

This article contends that there is no need to bring the experiences of NNESTs working with their own state educational systems to the forefront of the ELT professional discourse in order to redress significant imbalances in our knowledge base. To do so is important because, to adapt a comment from Berns et al. (1999, p.138). “what is of concern is the value and necessity of hearing actual voices and views from the periphery that provide rich perspectives on and insights into the complexity of English [language teaching] worldwide.”

Studies on L2 collocations may broadly be divided into two main categories. One used elicitation techniques and the other production data (Nesselhauf, 2005).