

UNIVERSITY OF LATVIA  
FACULTY OF HUMANITIES  
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**TEACHING VOCABULARY THROUGH  
COLLOCATIONS  
AT SECONDARY SCHOOL**

**VĀRDKOPU IZMANTOŠANA VĀRDU KRĀJUMA  
MĀCĪŠANĀ VIDUSSKOLĀ**

DIPLOMA PAPER

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## ANOTĀCIJA

Diplomdarba tēma ir „Vārdkopu izmantošana vārdu krājuma mācīšanās vidusskolā”. Šī pētījuma mērķis ir noteikt leksiskā pieejas efektivitāti, mācot leksiskās vārdkopas. Teorētiskajā pētījuma daļā tiek apskatīta vārdkopu definīcija, vārdkopu klasifikācija, to tipi un vārdkopu lomu, mācot/mācoties svešvalodu. Vienlīdz tiek apskatītas vārdkopu mācīšanas/mācīšanās laikā visbiežāk sastopamās problēmas. Apskatītā teorija attiecas uz pētījuma praksi, kas veikta, izmantojot sākotnēju pārbaudi, eksperimentālu mācīšanu, mācību stundu novērojumu, pārbaudi pēc darba veikšanas, kā arī veicot aptauju pirms un pēc eksperimentālās mācīšanas īstenošanas, fiksējot skolēnu runu vārdkopu tipa runāšanas aktivitāšu laikā, kā arī veicot to runas audio ierakstu analīzi. Secinājumi tika veikti, balstoties uz gadījuma izpēti, kurā datu ieguvei tika izmantoti iepriekš minētie instrumenti. Iegūtie dati norāda, ka vārdkopu mācīšana un mācīšanās var tikt veikta kompleksā līmenī, nodrošinot skolēnus ar saistošiem leksiskajiem vārdkopu uzdevumiem. Pētījuma rezultāti var tikt īstenoti angļu valodas stundās, lai uzlabotu leksisko vārdkopu mācīšanās/mācīšanas efektivitāti.

Atslēgvārdi: Leksiskais pieeja, leksiskās vārdkopas, leksiskie principi, vārdkopu uzdevumi.

## **ABSTRACT**

The theme of the Diploma paper is ‘Teaching Vocabulary through Collocations at Secondary School’. The aim of this study is to examine the efficacy of applying the Lexical Approach to teaching lexical collocations. The theoretical research deals with the definition of collocation, classification of collocations, collocation types and the role of collocations in a foreign language teaching/learning. The problems which occur in the process of teaching/learning collocations are also discussed. The theory is related to practice by pre-test, pilot teaching, lesson observation, post-test, pre- and post-questionnaires before and after the pilot teaching, recording students’ speech during collocation-based speaking activities and their tapescripts’ analysis. The conclusions drawn are based on the results of the Case Study during which the aforementioned instruments were applied as the means of data collection. The data obtained indicate that the teaching and learning collocations can be advanced by exposing students to relevant lexical collocation tasks. The results of this research can be implemented in the English classroom in order to increase the efficacy of teaching/learning lexical collocations.

Key words: Lexical Approach, lexical collocations, lexical principles, collocation task.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

EFL –English as a Foreign Language

ELT- English Language Teaching

CEFRL- Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

## INTRODUCTION

It is widely known that EFL teaching/learning includes the development of a set of competences. It is important to notice, that collocational competence is one of them. It is based on the directions of the *Common European Framework of Reference for Languages* that the development of learners' collocational competence is a part of communicative language competence (2001:111).

It is quite possible that students, who learn English at secondary school, possess a receptive knowledge of vocabulary including a wide range of collocations, nevertheless, from experience of many teachers it is known, that learners' productive application of a broad spectrum of collocations is limited.

Therefore, the development of collocational competence is one of the fields that requires extra consideration and learners must understand not only the meaning of collocations but also use them in their speaking. Moreover, knowing and using appropriate collocations allows students to use an alternative way of enriching their vocabulary to express their ideas and get more points at the exams.

According to Nation (2001:321), "language knowledge is collocational knowledge". Coady asserts that it has been discovered in several studies (Cowie, 1992; Bahs and Eldaw, 1993) that familiar and stable collocations are not learnt well through ordinary language experience and recommends that it is necessary for collocations to be learnt explicitly (1997:282). That is why the present paper examines the efficacy of applying the Lexical Approach to teaching lexical collocations at secondary school. Despite the fact that researches on students' knowledge and application of collocations are very widespread amidst EFL researchers, this theme has not been sufficiently studied in the context of secondary schools of Latvia.

Due to the volume and time constraints of the present Diploma paper writing the scope of collocations for the teaching/learning process during the pilot teaching was narrowed to lexical collocations. Thus, the aim of the present paper is to examine the efficacy of applying the Lexical Approach to teaching lexical collocations at secondary school.

The hypothesis was formulated as follows: the application of the Lexical Approach to teaching lexical collocations facilitates the learning of lexical collocations at secondary school.

The enabling objectives of the research are:

- to study the theories on the topic under discussion offered by different scholars
- to investigate the role of collocations in ELT
- to discuss the problems which occur in the process of teaching/learning collocations
- to examine and evaluate the effectiveness of the Lexical Approach to teaching/learning lexical collocations at secondary school
- to collect and process the data received during of the empirical research
- to analyze and interpret the results
- to draw relevant conclusions

The Research Method used in the present paper is the Case study, during which the pre-test, pilot teaching, the post-test , lesson observation, the pre- and post-questionnaires for the students before and after the pilot teaching and the recorded tapescripts' analysis of the students' speech are used as the means of data collecting.

The Research population consists of 12 students of the 11<sup>th</sup> form of a Riga secondary school who participated in the present research during the period of pilot teaching (three weeks).

#### The outline of the chapters

The paper consists of the Introduction, four chapters including the theoretical part and the empirical research and Conclusions.

Chapter 1 is dedicated to the description of two approaches to defining collocations: the Statistical Approach and the Traditional Approach. The classification and types of collocations are also discussed.

Chapter 2 investigates the role of collocations in English language teaching, highlights the difficulties in teaching and learning collocations offering some solutions.

Chapter 3 draws attention to the Lexical Approach to teaching collocations.

Chapter 4 is the empirical part of the research. It examines and evaluates the effectiveness of applying the Lexical Approach to teaching lexical collocations at secondary school.

# CHAPTER 1

## COLLOCATION AS PART OF LANGUAGE KNOWLEDGE

### 1.1 Definition of collocation

The notion of collocation has been investigated for seven decades. Nowadays collocation is a vital part of language teaching and learning, especially in its part of vocabulary acquisition, but it is laborious to define it, that is why, the endeavours of researchers to specify the notion of *collocation* have led to different definitions.

The origin of the word “collocation” comes from the Latin word “collocare” which means ‘to set in order/to arrange’. Considering the fact from the historical point of view, it is worth noting that the first who mentioned the word *collocation* in 1933 was Palmer (Palmer in Kennedy 2003: 468) who considered a *collocation* as a sequence of two or several words that cannot be separated into pieces and should be learnt as a holistic chunk. However, it is widely acknowledged that the term *collocation* was formulated by Firth in 1957 when he claimed that a word is characterized ‘by the company it keeps’ and brought forward the term *collocation* as a technical term (Firth in Palmer, 1981: 75-76). Collocation, from the point of view of the researchers such as Nattinger and DeCarrico (1992:36), is considered as ‘a habitual association of words that co-occur with mutual expectancy’. Collocations are classified by Halliday and Hasan (1976 in Tanskanen 2004: 95) as well as Schmidt (2000:76) from the point of view of written or spoken language, which is studied to understand how language elements are regularly used by people in similar situations, i.e. from the discourse point of view. Lewis defines collocations as pairs or groups of words which co-occur with a very high frequency, ‘depending perhaps on the text-type of the data’ (Lewis in Coady 1997:256). On the other hand, Benson, Benson and Ilson (cited in Skandera 2007: 168) define the term wider as” fixed, identifiable ...non-idiomatic phrases and constructions in English”. Thus, it can be concluded that there are a lot of definitions of collocations and the scholars could not achieve any consensus in defining it.

It leads to different approaches: the statistical approach introduced by Nesselhauf (2005:14) or frequently-based approach as it was called by Barfield and Gyllstad (2009: 2-7) and traditional approach introduced by Nesselhauf (2005:14) or it was also called phraseological by Barfield and Gyllstad (2009: 2-7).

According to McEnery, Xiao and Tono (2006:82), the statistical approach explores words that frequently co-occur through corpus-based data. This approach is recognized by many corpus linguists including Halliday (1966), Sinclair (1991), Stubbs (1995), Greenbaum (1974), Hunston (2002), Meara, Stubbs (1995), Hoey (1991), Partington (1998), McEnery and Wilson (2001), etc. All of them, as McEnery et al. (2006: 82) conclude, adhere to Firth asserting that a collocation applies to the attribute co-occurrence of word combinations. Scholars such as Hunston, Nattinger and DeCarrico, Sinclair, Halliday and Schmidt offer the definitions from the statistical approach: Hunston (2002: 12) defines that ‘collocation is the statistical tendency of words to co-occur’ while Sinclair (in Nesselhauf, N. 2005: 12) supposes that it is ‘...the occurrence of two or more words within a short space of each other in a text’. Halliday and Hasan (cited in Tanskanen, 2004:95) insist that ‘...collocation is achieved through the association created by habitually co-occurring lexical items ‘and ‘the items occur in similar environment because they describe things or happenings that occur in similar situations...’, however, Nattinger and DeCarrico (1992:36) define collocation as ‘a habitual association of words that co-occur with mutual expectancy’. Finally, Schmidt (2000:76) thinks that ‘collocation refers to the tendency of two or more words to co-occur in discourse’. It can be noticed that all the linguists applying the statistical approach consider a collocation as a habitual co-occurrence of words in similar situations with mutual expectancy. It means that all aforementioned terms overlap each other.

As opposite to the statistical approach, the traditional approach regards collocations from a lexical point of view where the co-occurrence of two or several words is possible; therefore, collocation is considered as a word combination “displaying various degree of fixedness” (Barfield and Gyllstad, 2009:5) and this approach is accepted by Howarth, Nesselhauf, Cowie, Benson, Hornby (Nesselhauf, 2005:14). The following definitions view collocations from the standpoint of the traditional approach: Carter and McCarthy (1988: 32) think that collocations are words, which ‘typically occur with one another’; McCarthy (2005: 6) in co-authorship with O’Dell defines that ‘a collocation is a pair or group of words that are often used together’. Regarding the definitions of collocations in the collocational dictionaries, there is introduced another feature of collocations—fixedness. *The BBI Combinatory Dictionary of English: A Guide to Word Combinations* compiled by Benson, Benson and Ilson (1993: xv) gives the following notion: ‘in English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called *recurrent combinations, fixed combinations, or collocations*’ (Benson, Benson and Ilson’s italic). Moreover, *Oxford Collocations Dictionary* (2009: v) offers the following definition: “collocation is the way words combine in a language to produce natural-sounding speech and

writing.” Thus, it is obvious that there is no a single definition of collocation from the traditional approach point of view and it can be noticed that the scholars following the traditional approach do not consider collocations from the statistical point of view, but its focus on a natural-sounding speech and fixedness of word combinations.

Analyzing the statistical and the traditional approaches, it is important to note at this point that there are a lot of definitions of collocations, they differ from each other, but it is possible to notice that the main common feature of all the definitions refers to the co-occurrence of words in certain combinations. However, it is worth stressing that the statistical and the traditional approaches do not only contrast but also complement each other which can be applied to teaching/learning collocations in order to make this process more effective.

To sum up, the author of the present study employs the narrow definition of collocations focusing on co-occurrence of words in certain combinations. The classification of collocations will be considered in the next chapter.

## **1.2 Classification of collocations**

Due to the fact that there is no a general consensus on defining collocations, there are different classifications of collocations. As Handl (in Meunier and Granger (eds.), 2008: 46) asserts that having reviewed a huge amount of sources about collocation classifications, she came to the conclusion that the classification ‘is still an unsolved puzzle, influenced by various views on the reason, function and representation of collocations....’. According to Nation (2001:328), ‘there is considerable variety in the terms used to describe groups of words which seem to function as units and there are many criteria which are used to classify the groups’. Nation (ibid.: 329) offers the following criteria in order to consider the classification of collocations provided by different researchers.

### **1. ‘Frequency of co-occurrence’ (Nation, 2001: 329)**

According to McEnery, Xiao and Tono (2006: 82), this concept is accepted by such linguists as Firth, Halliday, Greenbaum, Sinclair, Hoey, Stubbs and Hunston. All of these linguists are Firth’s adherents and they agree that ‘collocation refers to the characteristic co-occurrence of patterns of words’. Nation (2001:329) claims that the prominent spectrum spans from ‘frequently occurring together to infrequently occurring together’.

### **2. Adjacency**

According to Nation (2001: 330), this criterion indicates the place of collocations. There are collocations which are separated by different elements and there are those which are not. For

example, *important decision* (collocation is not separated), *decision is made* (collocation is separated).

### **3. Grammatically connected** (Nation, 2001: 330)

Usually collocations are grammatically bounded in the sentence, but sometimes they are not connected in grammatical sense but lexically they have a strong connection. Kennedy (cited in Nation, 2001: 330) gives an example: '*Her uniform was of rich raw silk in a shade which matched her hair*'. Here it is possible to notice that the word *silk* can be often combined with different colours. As Kennedy (ibid.) affirms that *silk* and *shade* are collocates in this sentence 'without strong grammatical connection'. Nation (2001: 330) claims that this spectrum spans from 'grammatically connected to grammatically unconnected'.

### **4. Grammatically structured** (Nation, 2001: 330)

Kjellmer (cited in Nation, 2001: 330) draws attention to the fact that 'habitually co-occurring' is inadequate as a criterion because it includes cases like *although he, of the* and *but too*' (Nation's italic) and it is requisite to establish 'another criteria of grammatical structure'. Kjellmer (ibid.) offers 'the grammatical structure criterion by using a list of permitted structures'. Consequently, the spectrum spans from 'well structured' to 'loosely related' (Kjellmer's terminology).

### **5. Grammatical uniqueness**

According to Nation (2001:330), this criterion identifies the uniqueness of collocations. There are collocations which have regular templates, for example, *hard work, interesting job, have a shower*. However, there are some exceptions from the rules, for example, *have dinner* (without an article). Therefore, this spectrum spans from 'grammatically unique' to 'grammatically regular' with patterned exceptions like *go to bed/town/hospital* as the mid-point'.

### **6. Grammatical fossilization** (Nation, 2001: 331)

There are frozen collocations which cannot be changed in word order, for example, *by and large*, but some collocations permit some variations, for example, '*kick the bucket* cannot be *The bucket was kicked*', but *He kicked the bucket* is possible'. This spectrum spans from "no grammatical variation' to changes in part of speech', with 'inflectional change' as a mid-point''.

### **7. Collocational specialization** (Nation, 2001:331)

There are collocations which occur only with each other, for example, in collocation *Anno Domini* *Anno* suggests *Domini* as well as *Domini* suggests *Anno*. Another example: *hocus pocus* which is made up of the elements which very rarely occur separately. Some collocations contain elements, one of which can occur with other words, for example, *bonsai*

*tree*. From this example it can be seen that the word *tree* can collocate with different words, however, the word *bonsai* assumes only the word *tree* as its collocate. Aisenstadt (cited in Nation, 2001: 331) named this specialization ‘restricted connectability’. Thus, this spectrum spans from ‘always mutually co-occurring’ to ‘all occurring in a range of collocations’ with ‘one bound item’ as a mid-point’.

#### **8. Lexical fossilization** (Nation, 2001: 331)

Some collocations can be substituted, for example, *entertain a belief*, *entertain an idea*, *entertain a desire*; some not, for example, *by and large*, *a bird’s eye view* or *Achilles heel*. The spectrum spans from ‘unchangeable’ to ‘allowing substitution in all parts’ with ‘allowing substitution in one part’s as the mid-point’.

#### **9. Semantic opaqueness** (Nation, 2001: 332)

As Nation (2001:332) claims that this criteria and criteria No .6, i.e. grammatical fossilization, are the two typically employed in idiom definition. Some collocations are ‘semantically transparent’ and some ‘semantically opaque’ (Nation’s terminology). According to Nation (2001: 332), the most idiomatic collocations have the meaning which is not guessable (i.e. is not determined from the meaning of the components) from the components but from the whole, for example, *to have cold feet*, i.e. in the meaning *to be afraid* cannot be changed into *frozen feet* without altering the meaning.

#### **10. Uniqueness of meaning** (Nation, 2001:332)

As Nation assumes that some collocations have only one meaning, for example, *keep a secret*, *on behalf of*. Another example, *forty winks* has the only meaning *to have a short sleep after lunch*. Also *foot the bill* is a unique collocation, it is impossible to say *foot the invoice*. Another example of a unique collocation *shrug one’s shoulders*, it is unnatural to say *shrug* using other parts of body. On the other hand, ‘*kick the bucket* has two meanings: to die, and to kick the bucket with your foot’. This spectrum ranges from ‘the only meaning to several meanings’.

Nation (2001: 332) supposes that this ten-scaled description is organized ‘from most lexicalized to least lexicalized range’. For example, ‘a highly lexicalized collocation would be one like *hocus pocus* which: is frequent; consists of adjacently occurring items with a strong unique grammatical connection and structure which allows no grammatical and lexical changes’; this collocation is made up of the elements which very rarely occur separately; its meaning is not guessable from its parts and it has the only meaning (Nation, 2001:332). According to Nation (ibid.), ‘most collocations will be high on the scale for only some of these criteria’. Nation (ibid.) also emphasizes that ‘the choice, prioritization and weighting of the criteria will depend on the purpose of the classification’.

This classification provides several criteria for other classifications. It is important to notice that Cowie distinguishes collocations from idioms and free combinations (ibid.). Sinclair's 'open-choice' and idiom principles' can also be discussed (Nation, 2001:324-328); also Cowie and Howarth's a '4-level scale of complexity: idiom-invariable collocations- collocation with limited choice at one point- collocation with limited choice at two points' are worth mentioning (Cowie and Howarth, cited in Schmidt, 2000:78-79).

Handl (in Meunier and Granger (eds.), 2008: 50) ruminates on why there are a lot of classifications of collocations. One of the reasons is that linguists establishing classifications of collocations use different definitions and besides, they use different criteria. Handl (ibid.) discusses four approaches that can be defined in different classifications and asserts that some of them are overlapping. He regards collocations in contrast with free combinations, in contrast with idioms, as a stretch on the continuum between free word combinations and fully fixed idioms and as 'prototypical category' with the most quintessential examples in the middle and 'more peripheral members at the edges'(ibid.). Thus, it is possible to note that different classifications are based on the cluster of different criteria. Handl (in Meunier and Granger (eds.), 2008: 50) distinguishes two kinds of criteria: prerequisites and continua. Handl asserts that 'the prerequisites are conditions that have to be fulfilled in order to be able to talk of collocations at all'. According to Handl (ibid.), prerequisites are divided into 'defining criteria' and 'classifying criteria'. Continua, as Handl affirms, are more complicated criteria. He describes three continua: semantic transparency, 'collocational range' and frequency. The last criterion is very pivotal for corpus linguistic researches and also can be essential for teaching purposes when a teacher is deciding what collocations should be taught because corpus provides real-life examples of collocations. However, due to the limitations of the present paper the all these criteria were not discussed here. It can be discussed in the future research.

Thus, presently there are a lot of researches on collocations; however, it is difficult to classify collocations because the classifications are based on different definitions and various criteria.

### **1.3 Types of collocations**

Researchers such as Benson (1985), Biskup (1992), Bahs (1993) (in Schmidt, 2000:77) and Benson, Benson and Ilson (1993: xv) concur with the typology where collocations are divided into grammatical and lexical.

Grammatical collocations, according to Schmidt (2000:77) are the type in which a 'dominant word' arranges together with a grammatical word, typically a noun, verb, or adjective followed by a preposition, for example, *confusion over, limited to, fond of*. According to Benson et al. (1993: xv), 'a grammatical collocation is a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause'.

On the other hand, lexical collocations, usually consist of combinations of two words which are 'equal' such as noun +verb, verb +noun, and adjective +noun, 'in which both words contribute to the meaning' (Schmidt 2000:77). For example, *bee's sting, crush resistance, strong tea*. Benson et al. (1993: xxx) consent to this definition of a lexical collocation.

Collocations are numerous and there is a wide variety of collocations. That is why, there is no general consensus to define the notion of collocation as it was stated before. The different types of collocations are presented below (Benson, Benson and Ilson, 1993: xv-xxxxiii).

#### **Types of grammatical collocations:**

1. noun + preposition, for example, *allusion to*;
2. noun + to + infinitive, *It was a problem to do it*;
3. noun which can be followed by a *that* clause, *we reached an agreement that she would represent us in court*;
4. preposition + noun, *in advance*;
5. adjective + preposition, *good at*;
6. 'predicate adjective and a following *to* + infinitive', *it was necessary to work*;
7. adjective followed by a *that* clause, *he was afraid that*;
8. These types of grammatical collocations consist of nineteen verb patterns (the description of each verb patterns is not included in this classification).

#### **Types of lexical collocations:**

1. verb + noun/pronoun, *to make an impression, to launch a new product*. Verb denotes *creation* (Benson, Benson and Ilson's italic);
2. verb + noun, *to demolish a house*. Verb usually means *nullification* and/or *eradication* (ibid.);
3. adjective + noun, *heavy smoker*;
4. noun + verb, *blizzards rage*;  
'The verb names an action characteristic of the person or thing designated by the noun' (Benson, Benson and Ilson, 1993: xxxiii);
5. noun + noun, *a bouquet of flowers*.

These collocations denote ‘the unit that is associated with a noun’ (ibid.);

6. adverb + adjective, *deeply shocked*;
7. verb + adverb, *to ask politely*.

From the classification it can be seen that the language is full of different types of collocations. According to Nation (2001: 318, 327), ‘language knowledge = collocational knowledge’. Thus, it is important to draw learners’ attention to learning collocations at secondary school. In this chapter various definitions of collocations offered by different scholars have been described; two approaches to defining collocations have been discussed; also, the classification and types of collocations have been considered.

## CHAPTER 2

### ROLE OF COLLOCATIONS IN ELT

#### 2.1 The role of collocations in the teaching/ learning process

The significance of the awareness of collocations has been widely acknowledged as a crucial aspect in language learning/teaching (Lewis, 1993, 1997, 2000; Coady 1997; Woolard 2000, 2009). According to Michael Lewis's views, it is believed that teaching collocations would raise students' proficiency in language learning (1993, 1997, 2000). In contrast to grammar, vocabulary has long been neglected in teaching. It has always been taught through the other skills whereas grammar has been taught separately. Nesselhauf is echoed the same view asserting that the role of vocabulary has been almost neglected in teaching English, but nowadays it is widely acknowledged that the number of collocations, fixed expressions and other lexical items is extensive and they play a significant role in language use (Nesselhauf, 2005: 1). Grammar was taught intensively, but vocabulary was ancillary. Bolinger (cited in Nesselhauf, 2005:1) claims that 'our language does not expect us to build everything starting with lumber, nails, and blueprint. Instead it provides us with an incredibly large number of prefabs'. It is widely accepted by many linguists that an English speaker's lexicon consists of 'recurrent patterns', many of which are phraseological (Nesselhauf, *ibid.*), e.g. *I see what you mean* which means *I understand*, *Take your time* which means *Do not hurry*.

According to Nesselhauf (2005, *ibid.*), it has been confirmed by researchers such as Howarth, Wray that collocations are 'a frequently occurring type of semi-fabricated unit' and it can be seen from these corpus studies that from a written 240.000 word corpus 5,000 verb-noun combinations constitute over one thirds of the combinations which were established to be collocations (Howarth, 1996, cited in Nesselhauf, 2005:1). This can be seen as one of the proofs that collocations are part and parcel of language learning, as well as being an inherent part of fluency (*ibid.*). Pawley and Syder (cited in Nation, 2001:56) provide a striking example of the reason why native speakers of any language speak their first language fluently. It is because native speakers do not construct their speech from individual words, but they use ready-made chunks. Also Nation (2001:106) adds that 'knowing what words can occur with other words contributes to the fluency with which language can be used'. In addition, it is worth noting, that, according to Peters (1983) and Wray (1999) (in Nesselhauf, 2005: 1), there is more and more evidence that these prefabricated units (Nesselhauf's terminology) play a significant role in the process of language learning because it is possible to consider them as a

foundation 'for the development of creative language in first language and childhood second language acquisition'. Moreover, according to Fillmore (1979) and Aitchison (1987) (in Nesselhauf, *ibid.*), there is plentiful of evidence from psycholinguists that 'the human brain is much better equipped for memorizing than for processing', and thanks to the existence of numerous 'prefabricated units' (Nesselhauf's terminology), it is not needed for the human brain to process intensively, but just recall the aforementioned units from the memory because when a person uses ready wholes of language, his/her brain does not need to make special efforts for processing, consequently, that fact helps to make the learner's speech more fluent in speaking and writing as well. Miller, Grosjean and Lomanto (1984), as Hulstiju (in Robinson, n.d.:17) maintain that a speaker usually pronounces two or three words per second in a fast connected speech, which means that the speaker's brain makes an intensive effort while speaking. Nesselhauf (2005:1) asserts that the brain of a human being is much better at memorizing as opposed to processing and she comes to the conclusion that when a speaker uses ready-made prefabs the speaker's speech becomes more fluent. It means that the speaker does not need a long process of formulating his/her thoughts using single words coupling word by word to express his/her thoughts. Consequently, the human brain automatically finds the necessary ready-made units as a good librarian can find the required book quickly because he/she knows exactly where this book is. This knowledge comes to the librarian from practice, from repeated actions. The same is with the human brain because for the immediate recall of these prefabs they should be taught/learnt and recycled repeatedly. Only with this proviso in mind, it is possible to recall ready-made units very quickly from memory during the connected speech.

The next fact offered for consideration by Hunston and Francis (cited in Nesselhauf, 2005: 1) which should be taken into account is the following: when one interlocutor listens to another, he/she does not have to lend the attentive ear to every word that his/her interlocutor pronounces because it is understandable without that. Moreover, Wray (cited in Nesselhauf, 2005:1), also Rawley and Syder (*ibid.*) claim, that 'prefabricated units serve to indicate membership of a certain linguistic group; they fulfill 'the desire to sound [and write] like others'. Having analyzed the role of the aforementioned 'prefabricated units' Wray (in Nesselhauf, *ibid.*) comes to the conclusion that the role of these units 'for the development of creative language in the first language and childhood second language acquisition' (Peters (1983) and Wray (1999) in Nesselhauf, *ibid.*) is not so important for adult learners, nevertheless, the rest functions are very important for both native and non-native speakers.

The lack of collocational competence often leads students to create longer sentences or paraphrase a lot because they do not know the collocations which express precisely what they

want to say. That is why, when a student can express his/her thoughts without much effort but just recall ready wholes of language from his/her memory, it can lead to fluency 'through reducing processing effort' because for non-native speakers to express his/her thoughts in a foreign language demands much more efforts than for native speakers ( Nesselhauf, 2005, *ibid.*)

Learning collocations is a crucial part in learning vocabulary. A student who uses a lot of collocations expresses himself/herself more clearly and his/her language sounds much more natural. Moreover, knowing and using appropriate collocations in the given context allows the student to use alternative ways of speaking their ideas-more precise and more colourful which help the learner to avoid frequent repetitions and improve his/her English proficiency. Nowadays, many non-native speakers can speak English, but their English is not natural English, because non-native speakers use equivalents from their L1 when they speaking English. Bahns (1993, in Schmidt, 2000: 86-87) points to the fact that learners have problems with collocations and they usually collocates in a wrong way. Hill (2000: 49) observed many non-native speakers and noticed that they have problems 'not because of faulty grammar but a lack of collocations'. Also Hill (1999: 5) asserts that 'fluency is a natural consequence of a larger and more phrasal mental lexicon'. His view is echoed by Handl (in Meunier and Granger (eds.) , 2008:48) who considers collocation as " an integral part of any language' and consequently, collocation is part and parcel in the teaching/ learning process of language because when 'learners are trying to achieve native-like fluency, learners must be provided with a more objective and intuitive access to collocations'. Also, Handl (in Barfield and Gyllstad (eds.), 2009: 70) supposes that the main role of collocations 'is to facilitate smooth communication', thus, it leads to fluency which is a key aim for language learners. It is worth emphasising that a good range of collocations will make language sound more genuine and will not only help learners understand and manage lexis but also communicate ideas more effectively. Hill (2000:54) asserts that 'collocation allows us to think more quickly and communicate more efficiently'.

It is important to note that collocation is an integral part of communicative competence. According to CEFRL (Online: 110), communicative competence consists of several aspects such as: linguistic, sociolinguistic, pragmatic competences.

In turn, linguistic competence is divided into lexical, grammatical, semantic, phonological, orthographic and orthoepic competences.

Collocations being a part of lexical and semantic competences are to be discussed as constituents of linguistic competence (*ibid.*:111), which signifies that it is an essential part of communicative competence. Therefore, as collocations belong to a set of competences, Hill

(in Lewis, 2000: 49) insists that it is crucial to popularize a separate notion such as collocational competence.

Woolard (2000: 35) asserts that one of the important roles of collocations for language learners is to become more independent from their teachers. Teachers teach the strategies of noticing, selecting collocations for the real needs of the learners, encourage the learners to acquire and further keep a collocational notebook, explain how to use dictionaries of collocations and as a result the students will be able to notice, select, write down all the necessary for them collocations and they will be also able to search for collocations in different texts themselves, so they will become more independent in language learning.

## **2.2 Difficulties in teaching/learning collocations**

Collocations have become the subject of a linguistic study only recently, that is why it tends to be one of the most problematic and error-generating areas of vocabulary. Why is it so difficult to teach/learn collocations?

Among the many possible causes is that in spite of different approaches which already exist there is no unique system for teaching/learning collocations. Schmidt (2000: 87) emphasises that ‘the fact is that we have little idea of the best way to teach collocations’.

Another reason of difficulties in collocations teaching/learning is that a large number of collocations are unpredictable. There are no special rules to collocate words correctly. That is why the students have no options but to guess and to learn. And if this problem is minor for native English speakers who intuitively make the correct collocations, non-native speakers have more difficulties and often collocate words in a way that sounds weird to native speakers. There is a tendency that students use equivalence from L1 when they combine words (*to accept decision; a good-paid job, a blazing desire* instead of *to make decision; a well-paid job, a burning desire*).

Also, there is a big problem with collocation application. The teacher should give learners more discussion questions including chunks. Personalisation will make the language more memorable. But it is known that teachers at schools do not dedicate enough time to discussion, given the preference to other activities (reading, matching, and listening).

One more problem that may occur during the study of the English language is the fact that it is quite difficult for students to retain words in long-term memory and turn passive vocabulary into active vocabulary. Therefore, the teacher also has to find ways to introduce language varieties and complexities, to make the students get accustomed to its fixed expressions, collocations, idioms using it at different levels of formality (formal, semiformal,

informal) according to the context and situation. To consider the problem why it is so complicated for students to memorize collocations it is worth discussing the role of memory in learning new information.

Seung in his seminal and fascinating book compares the human brain to ‘an army of paparazzi employed by a magazine...’ (2012: 63). It is true because nowadays learners have to attain a lot of new information every day on different subjects, also to process this information and to store certain, useful information in a long-term memory for different reasons which depend on the purposes of memorization. Due to the fact that modern learners are overloaded with a huge flow of new information it can lead to a confused recall or no recall at all. Seung (2012:72) explains that this could be one of the reasons why the human memory ‘can never function perfectly, no matter how much we wish it did’. He also comes to the conclusion that too huge a spread of different activities can lead to the problem of recall and he supposes that in such cases ‘the brain’s memory is balanced on a knife edge’. The vivid association with the human memory can be built using the striking example from Plato who compares a humans’ mind with a block of wax where all images we receive are imprinted, as soon as the wax image is effaced, the human forgets it (Online 1 ). This association came to Plato from his real life because in his day a sharp stylus was used to write different texts and to draw pictures on a wax tablet. And when a new text needed to be written the old text was smoothed from the wax tablet. That is why such an association came to Plato. Plato imagined the analogy with that material because it could keep its shape and later it was possible to alter its shape again. Thus, teachers should offer their students to recycle the information that has been taught regularly, i.e. the previous printed trails on the imagined wax tablet (e.g., collocations that have been taught) should be refreshed repeatedly; it can help returning the information that has been attained into a long-term memory. If not, the previous information can be smoothed like a sea wave wipes away signs written in the sand. Thus, recycling the information that has been taught is a significant part of teaching/learning vocabulary. Moreover, teachers should offer learners the opportunity to rehearse words when the learners feel they do not know them properly. According to Baddeley (in Hulstijn, n.d:3), it is also very important to do ‘elaborative rehearsal involving the formation of connections between the new information and information already known’. As Krashen (ibid.) claims this means that ‘a new input should contain familiar information plus new elements whose meaning become clear for learners from familiar information’. Thus, teachers should focus students’ attention on familiar words, word combinations and phrases through activate background knowledge, i.e. ‘rehearsal of old input’ is very important in the teaching/learning process (Robinson, n.d.: 283.). Likewise, it is worth stressing that some modern coursebooks

for EFL students usually contain a text in a unit and all the tasks revolve around this text in this unit; students usually do different tasks on comprehension and grammar, etc. However, having done the exercises and tasks connected with this text, students very seldom return to this text again. A new unit - a new text. Robinson (ibid.) asserts that returning to this text again, 'for the sake of training automatic word recognition, would be desirable', i.e. it would be useful for students to repeat the text again at the next lesson or in the next units. However, it is worth noting that repeating the same text would not be interesting for the students, consequently, a wave of indignation may arise at first, because students are used to starting with a completely new text in the next unit, but the main task for the teacher is to explain to the students why it is so important to read or listen to the same text again. Robinson (ibid.) supposes that it would be ideal if each unit in a coursebook contained new listening or reading a text but with the 'old input' (i.e. previously taught words and constructions). However, some coursebooks are printed for commercial purposes and there are some coursebooks for student entertainment. Moreover, Hill (1999:5) asserts that 'the language of many current textbooks and syllabuses is at odds with our understanding of language and how it is acquired'. And perhaps, it would be considered boring for students to repeat (reread or relisten) the same text. However, designing a new text (reading or listening) with the 'old input' requires extra finance expenditures and it can be time-consuming although is possible, real and must-have. But the effect of rereading or relistening to the text can be obvious. Otherwise, the information that has been taught once would not retain in the students' memory. Thus, the information should often be reactivated. Usually reactivation happens when students come across the taught information in different activities (reading, listening, speaking and writing) and the rehearsal of the information should be conducted at short intervals. The teacher can keep his/her own vocabulary (collocational or phrases notebook) to record when the new vocabulary was introduced, when it was repeated the first, the second time and what intervals should be set.

Moreover, it is important to note that teachers should realise that it is impossible to teach collocations effectively enough without a cultural background of the language and people who speak that language. Teachers at schools should build up collections of pictures and videos of typical British food, places, people, institutions and holidays. These additional means must be used on suitable occasions to immerse the students into the cultural background of the language.

Additionally, teachers focusing on collocation teaching should first of all investigate different multiple intelligences of their students and choose the approach appropriate to the

specific group of students. However, the fundamental goal for all teachers is to develop the learner's communicative language competence.

To sum up all the mentioned above, it is worth emphasising that the harmonious use of different approaches and strategies together brings especially positive results.

Chapter 2 has been dedicated to the role of collocations in ELT and the difficulties in teaching/learning collocations have been discussed. The chapter considers possible solutions of overcoming these difficulties and helping learners in learning collocation.

In the next chapter the key principles of the Lexical Approach and lexical principles for task design will be discussed.

## CHAPTER 3

### LEXICAL APPROACH TO TEACHING COLLOCATIONS

#### 3.1 Key principles of the Lexical Approach

In this chapter the theoretical issues of the Lexical Approach will be discussed as teachers have to be aware of the necessity of the theoretical basis before implementing the approach into practice.

Sinclair and Renouf published *The Lexical Syllabus for Language Learning* in 1988 devoted to the lexical syllabus. Afterwards, this idea was developed by Willis (1990) and popularized by Lewis (1993, 1997, 2000).

Sinclair and Renouf (1988) state that the key advantage of the Lexical Syllabus in the following: the most frequent word combinations (language items) are to be considered the most useful for learners (Online 2).

In 1990 Willis published his Lexical Syllabus and a great interest to teaching lexis evinced. Willis proposed that teaching a language should be organized in a way to help learners to avoid problems during the learning process. Moreover, the language has to be thoroughly selected (Online 3).

These ideas were developed further by Lewis (1993, 1997, 2000). Some common hallmarks can be noticed in Willis's Lexical Syllabus and Lewis's Lexical Approach. One of them is that both scholars are worried about the distinction between grammar and vocabulary which has been in the traditional teaching of a language. Lewis (1993: vi) affirms that 'the grammar/vocabulary dichotomy is invalid; much language consists of multi-word chunks'. However, Thornbury (2002:115) asserts that there are some distinct features in Willis's and Lewis's view on teaching a language. These distinctions are included in what Willis prefers, i.e. 'task-based approach to learning the semantic syllabus', whereas Lewis prioritizes 'text-based approach', where learners are offered texts with chunks. Thornbury (ibid.:112) criticizes Lewis's approach in spite of the practical issues offered by Lewis in his latest books which are more practical for English teachers than Lewis's views expressed in his first book (1993), which is more theoretical, because there is still no whole syllabus for implementing the Lexical Approach.

Moreover, Harwood (Online 4) claims when applying the Lexical Approach it is very important to use corpora for designing materials for students because corpora provide real

English. Also, he considers the Lexical Approach from the following point of view: the vocabulary that has been taught has to be recycled regularly.

The significance of the awareness of collocations has been widely acknowledged for the last decades as a crucial aspect in language teaching/ learning after Lewis's thought-provoking book for English teachers (1993). Nowadays a modern learner should know about the existence of collocations and modern course books should appear where collocational exercises and consciousness-raising tasks on collocations are included.

First of all, for the sake of clarity, it is worth discussing what an approach and lexis mean. According to Lewis (1993:2), 'an approach is an integrated set of theoretical and practical beliefs, embodying both syllabus and method. [...] If syllabus is what of language teaching, and method the how, approach is the why. An approach provides principles to decide what kind of content and what sorts of procedures are appropriate', because teaching and learning eventuate in different settings and learners are different.

Concerning lexis or, in other words vocabulary, in contrast to grammar, it has long been neglected in teaching. Else 19-20 years ago the primary goal for many teachers in EFL was to succeed in teaching to the students building the correct sentence's structure and mastering the different sentences patterns. In contrast to this view, the Lexical Approach focuses on vocabulary enrichment and 'chunks' mastery (Lewis, 1993, 1997, 2000; Thorbury, 2002). Lewis's view (Lewis, 1993:115) is echoed to the illustrious dictum of Wilkins (in Coady and Huckin, 1997: 14), when he claims 'without grammar very little can be conveyed; without vocabulary nothing can be conveyed' because Lewis who is the originator of the aforementioned approach asserts that lexis teaching has to be a foremost subject in language teaching/learning (Lewis, 1993, 1997).

According to Lewis (1993), the Lexical Approach covers several global concepts. The main concept of the Lexical Approach defines that institutionalized expressions and lexical phrases are taught from the first steps in teaching English. It is worth noting that this Approach expands the ideas of the Communicative Approach. According to Lewis (1993), other key concepts of the discussed approach are the following:

- Language consists of grammaticalised lexis, not lexicalized grammar;
- A central element of language teaching is raising students' awareness of, and developing their ability to 'chunk' language successfully;
- 'Language is recognized as a personal resource, not an abstract idealisation;
- Grammar is considered as not only the ability to create accurate sentences but as a receptive skills which require understanding of the difference in meaning, e.g. in 'contrastive pairs of sentences' - Will/Are you going to ask him?;

- Collocation is integrated as an organizing principle within syllabus;
- Receptive skills, particularly listening, are given enhanced status;

There are only some of the principles proposed by Lewis in this subchapter.

Thornbury (2002: 112) asserts that the lexical approach puts forward the vocabulary learning as individual words which are frequent as word combinations. The scholar considers the principles of the lexical approach which are the following: “syllabus should be organized around meanings; the most frequent words encode the most frequent meanings; words typically co-occur with other words and these co-occurrences (or chunks) are an aid to fluency”.

Lewis (1993) declares that the Lexical Approach deals with different kinds of lexical items. Lexical items consist of single words, as well as of multi-word items forming three main groups: polywords, institutionalized expressions and collocations.

According to Lewis (1993: 92), ‘polywords belong to the “messiest” category’. The difference between different kinds of lexical items is not clearly defined. It is known, that phrasal verbs are included into this group, some fixed collocations such as *at the weekend, the day after tomorrow*, compound nouns and set phrases such as *by the way*.

Institutionalized expressions include fixed items frequently connected with politeness such as *Sorry to interrupt* and semi-fixed items such as *I’ve got (a plane) to catch, Could you pass (something) me, please*. The learners can fill the gaps according to their needs. Another item of institutionalized expressions is an idiom. Idioms are comparatively fixed expressions, e.g. *Take your time*; the meaning of this expressions is metaphorical *do not hurry up*.

The biggest part of the lexical items belongs to collocations. ‘Collocations, describe the way individual words co-occur with others’ (Lewis1993: 93). Lewis supposes that there is a spectrum between free and fixed collocations. Free collocations are word combinations which are not rigid, for instance, *beautiful woman/girl*. ‘Fixed collocations are one kind of polyword where one element of collocation pair may strongly, perhaps, almost uniquely, suggest the other element, but this degree of fixedness is non-reciprocal’ (Lewis, 1993: 93), for example, *rancid butter, non-alcoholic drink, blond hair*.

Thornbury (2002:7) defines collocations as word combinations (more or less fixed) which ‘occur together with more than chance frequency’. He describes a continuum where at the one edge -- compound words, in the middle -- lexical chunks including phrasal verbs and idioms and at the other edge -- collocations.

Opposite to traditional teaching/learning grammar paradigm ‘Present-Practice-Produce’, the Lexical Approach by Lewis focusing on teaching/learning lexis offers ‘Observe - Hypothesize-Experiment paradigm’ developing the idea that using the Lexical Approach the

students should experiment in practicing English even making errors as it considers errors as a necessary part in the process of learning language (Lewis, 1993:6).

Both Willis (cited in Thornbury, 2002:112) propose to organize a course implementing the lexical syllabus based on high-frequency words as they have ‘the most frequent meanings in the language’.

Besides, there are crucial points how to effectively implement the Lexical Approach by Lewis (1993:115) into school syllabus:

1. To introduce new vocabulary with its main collocates and several sentences including these word combinations to demonstrate the appropriate usage.
2. To try to assist to learners not to learn new vocabulary but to acquire.
3. To avoid de-contextualized lexis as students are unable to learn new words and later to express their ideas out of the context.
4. To accept pidgin language as it allows students to reach fluency in short terms.
5. To teach verbs lexically; even irregular verbs can be taught as vocabulary items at the initial stage and only later implement it as grammatical items.
6. To teach time expressions through vocabulary at early stage and later teach through tenses.
7. From the early stages the teacher should create surroundings through listening. It leads toward speaking.
8. To aid mastering the language to encourage to use the ‘archetypical examples’ such as collocations, idioms, fixed expressions without detailed analysis.
9. To use different formats to teach lexis. It could be collocational notebooks with different organizational structure.
10. To help to transfer from short-term memory to long-term memory avoiding simple memorization and using consciousness-awareness tasks.

However, in spite of the well-planned theoretical base it is acknowledged that such innovative ideas are not still implemented into all English language classrooms. Many modern textbooks still offer just to do several exercises in a certain period of time, and do not integrally incorporate lexical items consciousness-awareness tasks in teaching English as a foreign language.

Coady (1997:282) asserts that several studies (Cowie,1992; Bahs and Eldaw,1993) have discovered that familiar and stable collocations are not learnt quite well due to the fact that teachers have habitual language experience and recommends that it is absolutely high-priority for collocations to be taught and learnt in an explicit way.

Lewis (1997: 3) convinces that the Lexical Approach is not a ‘upheaval’ in the English classrooms, but, undoubtedly, it can be a reason of changing teachers’ mindset and also the Lexical Approach offers a lot of changes in teaching/learning process, ‘but methodological changes are small:

- recording adjective + noun rather noun alone
- highlighting certain expressions [...]
- exploring the environment in which certain kinds of words occur
- emphasizing the pronunciation of lexical chunks, not individual words’.

The Lexical Approach by Lewis seems to be more acceptable at secondary school. That is why, it has been chosen to apply at secondary school.

As it has been mentioned above implementing the Lexical Approach cannot cause a serious disturbance to the teaching/learning process. Its introduction should be gradual, i.e. small changes in every lesson, which was done by the author of the present paper during the pilot teaching. Lexical principles for task design will be discussed in the next subchapter.

### **3.2 Lexical principles for task design**

As it has been stated in the previous subchapter, the Lexical Approach cannot cause a serious disturbance to the teaching/learning process. The introduction of the Lexical Approach should be done gradually by small changes in every lesson. This subchapter should start by reviewing what is worth changing in the English classroom.

First of all, to reach the efficacy, a large amount of input should be implemented; it can lead to a significant intake. This idea is considered thoroughly by Lewis in his compelling book *Implementing the Lexical Approach* (1997) where he is focusing on the importance of noticing collocations in input. One of the teachers’ main goals is to teach how to cope with it.

Secondly, it is necessary to consolidate the input by repetition and revision of the taught material in new contexts. Due to the fact that teachers have time constraints during lessons, it is vital to plan and organize lessons in advance focusing on ‘multi-word items’ (Lewis, 1997: 45). In addition, teachers should select the most useful material for students taking into consideration the students’ expectations and needs concerning the represented input (Swan, cited in Lewis, 1997: 45). To empower the effect of the received input recording of the new language should be recommended as it is an effective means of teaching/learning a language. It was noticed that in choosing the materials for the lessons, the teacher should draw students’ attention to certain features of a language, focusing not only on grammar, but mostly on lexis, which can help students to fulfil the task appropriately, for example, when describing their

future jobs in a target language. As input, the students can be offered a text containing useful collocations connected with the theme. Teacher can ask students to find and highlight collocations and expressions in the offered text using different coloured highlighters. For one certain theme, for example, ‘Job’ a yellow or orange highlighter can be used, for another theme—other colours (Lewis, *ibid.* :108). Following that, teachers can ask students to share their findings with their classmates. This activity can be useful for teachers as well because they can get a relevant feedback and students’ collocational mistakes can be a valuable source of inspiration for designing new collocational tasks. Finally, the teacher asks students to write down the encountered collocations and useful expressions in students’ notebooks.

Thirdly, in contrast to conventional vocabulary notebook the teacher can introduce collocational notebook where students can write down useful collocations that were noticed in input (teacher’s talk, reading and listening). Introducing the collocational notebook teachers have to explain why it is important, what the aim of it and what format should be followed. It is recommended to arrange the items alphabetically which would be more practical and easy for retrieving from memory (Lewis, 1997: 75). Regarding the content of the above mentioned notebook it can contain collocations such as adjective + noun, verb + noun, verb + adverb, etc. and fixed expressions such as greeting, leaving expressions, etc. as well (*ibid.* :77). Such organization of the collocational notebook can help students to search for necessary collocations quite quickly. However, students need to be guided by their teacher to ensure the recording of collocations and fixed expressions is clear and well-organized. Lewis offers different types of format for student collocational notebook, as well as teacher’s. It can be a table with a headword and its five collocates, for example, the first column of the table can contain five verbs such as *dismiss/express/meet/raise/withdraw* and the headword *objection*. The 5-5-1 format can also be very useful. The table contains five verbs such as *attract/ be subject to/ deserve/ react to/ provoke*, five adjectives such as *adverse/ blunt/constant/ helpful/severe* plus the headword *criticism*. Another example *deadly/ grave/ great/ serious/financial* plus the headword *peril*. It could also be the format 5-1, where five nouns are presented in the first column of the table and the headword in the second column, for example, *export/management/labour/transport/overhead + costs*. It can also be a verb as a headword in the first column of the table and five adverbs, for example, *protect + completely/ fully/ properly/ well/ successfully*. It is worth emphasizing that the aforementioned tables have not been completed immediately with all collocates, but gradually when it is encountered by students in input. Also, the students can be provided with ‘contextual opposites’ (Lewis, 1997:81), for example, *cushy/ challenging job; to build/ to ruin a career, a skilled/unskilled employee; a low-paid job/well-paid job; easy/ hard-earned money*.

Fourthly, when the input is presented teachers should spend some time teaching students how to use dictionaries of collocations, as it can have a beneficial effect on expanding students' lexicon (ibid). However, simultaneously with teaching how to use dictionaries the teacher should instruct students how to guess the meaning of the words from context without any dictionary. The aim of the guessing strategy is to ensure students that it is possible to understand the meaning of text without translating every unknown word. Both strategies are equally good in the learning process. Michael Lewis in collaboration with Jimmie Hill and Morgan Lewis (Lewis, 2000: 88) describe different interesting ways how they introduced collocations to their students using associations with people relationships, model aeroplanes, building the parallels between molecules and words partnership. Also they offer different types of activities for learners such as collocation dictionary-based activities during which teachers can train their students how to find a necessary word using entry, focusing on already known words or 'half-known' (ibid.:99); also how to record collocations in collocational notebooks.

Moreover, Lewis (1997: 86) asserts that expenditure of the learners' lexicon can be achieved providing a rich input with as much listening and reading as possible. According to Lewis (ibid.), it is 'the best way to develop learners' lexicon'. No doubt that the input should be consolidated in practice. Lewis offers various exercises designed on lexical principles in his book *Implementing the Lexical Approach* (1997) such as matching tasks with collocations, fixed expressions and chunks; gap-fill exercises with collocations and expressions; deleting exercises where the learner needs to delete the odd word which does not collocate with a headword in the offered group of words, for example: *new experience/baby/potatoes/situation/job/food/year* (here the word *food* is the odd one); also exercises with de-lexicalised verbs such as *take, get, make etc.* Lewis offers activities which can be designed on lexical principles, i.e. it is possible to make Dominoes with collocations designed by the teacher or students on the basis of the text that is being read. According to Lewis (1997:116), this 'activity is lexical' and can be implemented in lessons quite successfully. Also Lewis considers a collocation dictation and a lexical crossword as very useful activities for students. 'The pedagogical value is for learners to produce good lexical item clues in a relaxed, game-playing atmosphere' (Lewis, ibid.:133). Also, the jigsaw dialogues can be useful in the English classroom. The dialogue can be cut into pieces and students can re-arrange it into the correct order, then teacher can ask students to read it aloud several times 'until it sounds natural'(ibid. :136). The dialogue should be interesting for students and should contain useful expressions and collocations. Additionally, listening to dialogue and gap -filling activities can be useful for students. Lewis in his other fascinating

book *Teaching Collocations* (2000) discusses ‘one of the interesting methodological insights of recent research into second language acquisition, [...], ‘doing the same activity more than once’ (ibid. :90). According to Lewis (ibid.:91), ‘[...] asking learners to repeat the same task - can produce real improvements in the lexical - in particular collocational - quality of learners’ production...’. Lewis considers the following activity ‘4-3-2 minute talk’ as extremely useful in ‘developing learners’ fluency: 1. Learner work in groups: one student in each group gives a short talk for four minutes to one of the others in the group; 2. The same student then gives the same talk to a different student in the group, this time restricted to three minutes; 3. Again with a new partner, the student gives the same talk a third time, this time restricted to two minutes’. According to Lewis (ibid.) changing partners and reducing the time limit are very important in this activity. Lewis claims that there is researched evidence that students in their final talk use more collocations than in their first talk because they have time in their third talk to recall collocations which students could not recall during their first talk. Thus, it leads to better results in the productive use of collocations that have been taught.

In these books *Implementing the Lexical Approach* by Lewis (1997) and *Teaching Collocations* (2000) sets of various exercises and activities designed on lexical principles are presented which can be implemented in the English classroom that was done by the author of the present paper. The empirical research will be discussed in the next chapter.

## CHAPTER 4

### APPLICATION OF LEXICAL APPROACH TO TEACHING LEXICAL COLLOCATIONS

Chapter 4 is devoted to the description of the empirical part of the research in which the Lexical Approach was used to teaching lexical collocations to the students of Riga secondary school N.60. The Lexical Approach was probed during the teaching/learning process to examine its efficacy.

#### 4.1 Methods of Research

Endeavours of researchers to specify the term of case study have led to different definitions. According to Stake (in Dornyei, 2007:151), the case study is the study of the ‘particularity and complexity of a single case’. As Dornyei (ibid.: 151) claims as well Morrison (2005:181) and Nunan (1992:77) cases can be ‘individuals, a school, a community, an institution and a programme’. According to Dornyei (2007:152), the case study usually requires collecting thorough information and scrutinizer examines ‘the case in its natural surroundings’. A similar opinion is echoed by Cohen, Manion and Morrison (2005:181) when they assure that a case study ‘provides a unique example of real people in real situation’. As Richards, Platt, and Weber (in Dornyei, 2007:76) claim the case study is ‘the study of the speech, writing or language use of one person, either at one point in time or over a period of time’. Alderman et al. (1980, in Cohen et al. (2005:181) assert that ‘a case study is the study of an instance in action’. Whereas, Dornyei (2007:152) summarizes that ‘the case study is [...] a method of collecting and organizing data so as to maximize our understanding of the unitary character of the social being or object studied’. Also scholar (ibid.) adds that ‘case study researchers usually combine a variety of data collections methods such as interviews, observation and document archives’. Referring to the aforementioned definitions the author of the present paper has chosen Cohen, Manion and Morrison’s definition as the working definition of a case study for the present paper.

The author of the present study conducted the case study at secondary school. It must be also remembered that ‘case studies are typically discussed under the label of qualitative research [...]; actual case studies often include quantitative data collection instruments as well such as questionnaires’ (Verschuren in Dornyei, 2007: 152). This is true about the Diploma paper under discussion in which both quantitative and qualitative methods of research have

been applied. The case study is able to operate with methods triangulation using multiple tools, such as records, observations, interviews, diaries, questionnaires, tests (Cohen, Manion and Morrison, 2005: 189). As Freeman (1998: 97) states that 'the aim of triangulation is to strengthen the study'. That is why, in addition, to validate the data obtained during the research the method of triangulation, i.e. observation, questionnaires, tests, was applied in the present study.

## 4.2 Case study

There are various materials for teaching vocabulary through collocations. The author of the present paper used materials such as *The Lexical Approach* by Lewis (1993), *Implementing The Lexical Approach* by Lewis (1997), *Teaching Collocations* (2000) ed. by Lewis, *English Collocations in Use* by McCarthy and O'Dell (2005), *Key Words for Fluency* by Woolard (2005), and other collocational resources, such as dictionaries: the *BBJ Combinatory Dictionary of English: a guide to word combinations* by Benson, Benson and Ilson (1993), the *LTP Dictionary of Selected Collocations* edited by Hill and Lewis (1997), the *Oxford Collocations Dictionary for students of English* (2009). Also, *New Opportunities Students'* book and *New Opportunities Teacher's* book Intermediate level by Harris, Mover and Sikorzynska (2006) were used because the students in that class use the aforementioned coursebook. Moreover, different handouts with exercises, games, etc. with lexical collocations were designed by the author of the present paper. They are described in subchapter 4.3.

The participants of this study were 11<sup>th</sup> class students at Riga secondary school N. 60. The selection of the school was not random. The author observed some lessons last year and also distributed different tests for the subject 'Testing' at that school. The second reason was that the author of this paper had a discussion with many English teachers at that school and one of them confirmed the necessity of the development of the collocational knowledge and found it to be valuable to do the present research in her class. Twelve students aged 16-17 years (3 boys, 9 girls) at the intermediate level of English participated in this study. Their target proficiency level ranges between B1 and B2 according to CEFRL. The author of the present paper worked with these students during the period from 28.02.12 till 27.03.12. Seventeen lessons were conducted by the author of the present paper. The school teacher of the English language of that class was observing the lessons conducted by the trainee teacher, i.e. the author of the present Diploma paper, during the aforementioned period of time.

The author of the present paper would like to provide the procedure step by step. The period of the research lasted from February 2012 till April 2012:

**Step 1:** The pre-questionnaires for the students were distributed;

**Step 2:** The test was designed by the author of the present paper to check the students' general collocational competence (Intermediate level) and its analysis was done;

**Step 3:** Pre-test collocations related to the theme 'Career' was distributed and its analysis was done;

**Step 4:** Writing the lesson plans and pilot teaching;

**Step 5:** Lesson observation performed by the English teacher of the group;

**Step 6:** Post-test with collocations related to the theme 'Career' was distributed and the analysis of the test was done;

**Step 7:** Speaking activities were designed by the author of the present paper. Recording the students' dialogues during the speaking activities on a Dictaphone and a video camera. Later the data was supposed to be transcribed and analyzed;

**Step 8:** The post-questionnaires for the students were distributed and later the analysis of the responses was done;

**Step 9:** The data received were analysed, the results were interpreted and the relevant conclusions were drawn.

### 4.3 Pilot teaching

The author of the present study (during the pilot teaching also called the trainee teacher) conducted 17 lessons at secondary school N. 60 in the 11<sup>th</sup> form. Before the pilot teaching the pre-questionnaires (see Appendix 29) and two tests were distributed among the students: the test on general collocational competence and the pre-test on the theme 'Career', because the lessons' theme of module 8 in *New Opportunities Students' Book Intermediate level* and school syllabus was 'Career'. After the pilot teaching the post-tests on the theme 'Career' were designed and administered. The analysis and discussion of the aforementioned tests can be seen in subchapter 4.5. All the tests (see Appendices 21, 24 and 26) were created by the trainee teacher (Task 1 in the test on general collocational competence was designed in collaboration with E. Mantle who has been teaching English in Riga for 4 years). The results of the pre-test and the post-test on this theme are discussed in subchapter 4.5.4. Moreover, a speaking activity was designed, later the students' speech (dialogues) was recorded on a Dictaphone and a video camera, afterwards data were transcribed and analysed. At the end of one of the last lessons the post-questionnaires for the students were administered (see subchapter 4.6 with their analysis and Appendix 30).

The author of the present paper did not follow only the textbook but also designed the tasks for the students which will be discussed in this chapter. It is worth noting that the collocations were not taught separately as a separate theme, they were incorporated into lessons as their usual constituent part.

The pilot teaching consisted of the three parts: input, practice and output. As an input the trainee teacher provided several reading tasks containing the collocations related to the theme 'Career', such as:

- The texts 'Real-life Stories' (Ian's, Jane's, John's, Bobby's and Rickie's Stories) (authentic online chat adapted by the trainee teacher for the intermediate level) (see Appendix 2)
- The text 'Odd Jobs' from the coursebook *New Opportunities Students' Book* Intermediate level by Harris, Mower and Sikorzynska (2006: 95) was used. The students were asked whether they noticed collocations in the text and which of them they supposed to be useful for them and which they would like to learn. Then the game Collocational Dominoes was designed using the collocations from the aforementioned text 'Odd Jobs'. It will be discussed in detail further.

As well the input included several listening tasks containing the collocations connected with the theme 'Career'. They were as follows:

- a recorded and created by the trainee teacher dialogue between two native speakers E. Mantle (Wales) who has been teaching English in Riga for 4 years and R. Dawson (Scotland) who has been teaching English in Riga for 1 year. The dialogue was named 'Alex and Jack Reunion' (see Appendix 4). The dialogue was checked for the authenticity by E. Mantle. This dialogue was used for different purposes (reading, noticing collocations related to the theme 'Career', later it was used for the reactivation of collocations that had been taught, the dialogue was cut into pieces, then the students had to rearrange it into the correct order (Lewis's idea, Lewis in Coady and Huckin, 1997: 269), then it was role played.
- The video about the job interview was used as well (Online 5). Two different fragments of the job interviews were shown to the students. Special attention was drawn to polite questions and some common questions typical for a job interview which without any doubts would be helpful for the students in their future.

These aforementioned tasks were followed by the creation of collocational notebooks where the students started to write down the collocations encountered in the reading and listening using the structure presented by the trainee teacher based on Lewis's idea (Lewis, 1997:79-81)(see a sample of the student's notebook in Appendix 5).

The practice included numerous exercises based on the listening and reading tasks and collocations related to the same theme, such as:

- Game ‘Collocational Dominoes’ was created by the trainee teacher basing on Lewis’s idea (1997:116) as it has been mentioned above (Appendix 3). The game had been tried out with the colleagues of the present paper’s author to be sure that everything in the game is going right.
- Game ‘Collocational Bingo’ was created by the trainee teacher (Appendix 6). The main aim of the game is the repetition of the collocations. The tips for teachers: it is useful to have a table (Call Sheet) with all the collocations that have been taught to control the process and avoid cheating.
- Collocational dictation with *make* and *do* (Appendix 7).

It is very important for learners to know common collocations with de-lexicalized verbs such as *have*, *get*, *take*, *make* and *do*. Here the variants for the dictation with *make* and *do* are presented. The trainee teacher asked the students to draw a table with two columns and then the trainee teacher explained that she would dictate the words and the students had to fill in the table making collocations with *make* and *do*. After that the trainee teacher was dictating the words: *the paperwork*, *efforts*, *a job*, *an impression*, *well*, *etc.*, which the students were supposed to put into the columns *make* and *do* accordingly.

‘Centipede’ exercise (Appendix 8) was created by the trainee teacher basing on Lewis’s idea (Lewis, 1997: 78-81; Lewis in Coady and Huckin, 1997:262). This exercise helped the students to understand how to keep the records in their collocational notebooks. The students completed the table with 8 adjectives and 6 verbs that formed a strong partnership with a headword *JOB* from a drawn ‘centipede’ on the legs of which were verbs and adjectives, but the headword was written on the body of the ‘centipede’. Later the students confirmed that they remembered that image and collocations with a headword and it was easy for the students to recall the collocations from that exercise. However, the students faced the difficulty because the exercise demanded the knowledge of morphology and did not refer to the usage of collocations in the context. It is worth emphasizing that exercise can be done from the text where the students can find collocations and fill in the table.

Matching, filling in the gaps and multiple choice exercises with collocations were designed and applied by the trainee teacher (see Appendix 9), also the exercises from *Key Words for Fluency* by Woolard (2005) (Appendix 10), the exercises from *English Collocations in Use* by McCarthy and O’Dell (section 30, 31 ‘Jobs, Careers and Business’) were used. Moreover, a crossword with collocations related to the theme ‘Career’ was designed by the trainee teacher (Appendix 11). Collocations in that crossword can be valuable

input as well, not only for repetition. The task ‘Tom’s Story’ with collocations and pictures to create the story about Tom’s career was designed (Appendix 12), ‘Strange jobs’ task (pet detective, cheese sprayer, neon light cleaner, forest fire lookout) was designed and probed (Appendix 13). Concerning ‘Strange Jobs’ task, the students were offered to think of a strange job and working in pairs to guess the strange job thought of by one student in pair asking up to ten questions. Then the students had to change their roles. That task was difficult for some students and they could not imagine any strange job and as it was noticed by the teacher it was also difficult to ask so many questions to guess the job of the partner. One student told the class about a strange job – a person who lifted up the penguins if they fell down looking up at the airplanes in the sky. The story created a joyful atmosphere in the class and the students were laughing. Then the trainee teacher passed round the cards which had been prepared in advance with the names of some strange jobs (a pet detective, a cheese sprayer, a neon light cleaner, a forest fire lookout) and their definitions. The students had to guess the strange job of their partner using the questions from handouts which were passed round as well. These new strange jobs were discussed in pairs, exchanging opinions about relative risks in these jobs, whether these jobs were well-paid or low-paid, stressful, rewarding, part-time or full-time, whether they would like to do these jobs, why ‘yes’ and why ‘not’, etc. Then the pairs reported back to the class their conclusions they had reached during the discussion whether they managed to guess the strange jobs of their partners or not.

Moreover, the *LTP Dictionary of Selected Collocations* (1997), edited by Hill and Lewis, the *Oxford Collocations Dictionary for students of English* (2009), the *BBI Combinatory Dictionary of English: a guide to word combinations* (1993) by Benson, Benson and Ilson were introduced to the learners. It was explained by the trainee teacher how to use the dictionaries and for what purposes it is needed. During the lessons the students had the opportunity to use all of these dictionaries. After the pilot teaching two of the dictionaries had to be taken back to the university library. However, the pupils were very pleased that the *Oxford Collocations Dictionary for students of English* (2009) was presented to this class. Both the English teacher of that group and her students expressed their willingness to continue working with the dictionary of collocations further as well as keeping the collocational notebooks when studying new themes. According to Hadl (in Meunier and Granger, 2008: 48), the dictionaries of collocations can give ‘explicit information about their status and relevance’, which makes students think of the importance of collocations in the learning process, it can also lead to the acquisition of useful vocabulary items by learning single words but learning word combinations.

The students were asked to keep collocational notebooks as it has already been mentioned. During the pilot teaching the students were encouraged to keep collocational notebooks using one of the structures offered by Lewis (1997:79) to help the students memorize the collocations (a sample of the student's collocational notebook with the key word *job* is presented in Appendix 5).

For the output several speaking activities were designed by the trainee teacher, e.g, a role-play was designed where the students were training to talk to the interviewer at the imagined job interview. The interviewer could produce polite questions which were introduced during watching the video aforementioned above. One student was an interviewee and the other student was the interviewer. The students were offered to choose from a list of different jobs or think of their own jobs. The options to choose from were as follows: a hotel receptionist, a pilot in a big company, a model in a leading model agency, a chef in a restaurant and others.

Moreover, two speaking activities based on Bidstrup's pictures 'Career' and 'The unemployed' were designed. At first it was extremely difficult for the students and after the first attempt to describe these pictures the students were offered the collocations which could be useful for them describing the pictures and also the students could demonstrate their ability to use dictionaries of collocations using headwords (see Appendix 14). It helped, however, only strong students who were able to produce the description of the pictures properly. However, many students experienced difficulties with entries of the dictionaries of collocations, keywords they had to search for in these dictionaries to express their thoughts in English and with describing these pictures in their mother tongue.

Regarding teaching collocations, due to the numerous recalls of the collocations at the beginning of the lessons and during the lessons and focusing the students' attention on collocations during reading and listening tasks, it was obvious that the students liked to notice collocations in different texts and in listening and got used to recognizing collocations in the texts. Also doing exercises and playing games based on lexical collocations designed by the trainee teacher the students remembered some collocations relevant to the taught theme and when the trainee teacher asked the students to name collocations (adjective + noun, verb+ noun) with key words such as '*job*', '*career*', '*salary*', '*wage*', '*employment*', '*employer*', '*employee*' '*economy*', '*interview*', the students named collocations quite successfully.

The recorded and created by the trainee teacher dialogue between two native speakers named 'Alex and Jack Reunion', which has been mentioned above, was used several times with different activities during two lessons. The plan for one of the lessons where the trainee teacher used this dialogue is presented in Appendix 1.

As regarding students' collocational notebooks, the problem occurred that the students were used to keeping their vocabulary notebooks with the conventional two-column format L2-L1 and at first it was difficult for them to get used to the new structure of keeping collocational notebook adopted from Lewis (1997:78), i.e. of 5-5-1 format. The trainee teacher always had to remind and check whether the students follow the new rule of keeping collocational notebooks. To reinforce this habit, the students were asked to write down the new collocations in students' collocational notebooks during the lessons.

Some students liked to highlight the encountered collocations in different texts. Two students (17%) told the trainee teacher that they like reading fiction books in English and they started to notice and highlight collocations while reading.

The students liked to play games with collocations and they (100%) confirmed that the aforementioned games were useful for repetition and the students would like to play such games more often in the future. The students also stated that they had learnt how to use dictionaries of collocations and acknowledged that dictionaries of collocations are useful tools in studying English. For most of them (10 students which makes 83%) it was a discovery. Some students started to use dictionaries of collocations during the lessons, they were interested which words can be collocated with high-frequency words such as *tea, wind, rain, view, idea, time, book, movie, thought, role, factor, work, performance, risk* and they found collocations interesting and useful for them such as: *strong tea, weak tea, tea for two, tea and sympathy; strong, high, icy, harsh wind; hard, heavy, soft, pouring rain; to take a view, to air a view; to push, to promote, to test, to brainstorm an idea; to provoke thought; spare time, to take (sb) time, to make the time*, also a phrase *I can probably make the time to see them; to make a movie; to take, to run a risk*, etc.). During the lessons they shared their findings with their classmates. Also, it was noticed by these students that the above words (nouns) have a lot of collocates (especially adjectives).

Finally, for homework the students were asked to prepare a dialogue in pairs using the collocations that have been taught. These dialogues called 'Conversations between Friends' (about yesterday's job interview) were performed and recorded on a Dictaphone and video-recorded with a preliminary agreement with the students at the next lesson. To help the students to prepare for the speaking activities the handouts with possible questions were provided (see Appendix 15). The recordings on the Dictaphone were made by the trainee teacher. For the video recording the friend of the trainee teacher was invited for the lesson. Video recording helped the trainee teacher to transcribe the students' conversation at the next stage of data collecting. Transcribed dialogues (Appendix 16) were discussed with the students at the next lesson. The students were informed about the assessment criteria of the

task preparation and performance in advance. That speaking task was assessed by the trainee teacher focusing on lexical collocations. It is worth emphasising that it was difficult to evaluate productive use of collocations in speech as well as to establish criteria for assessment of this task. The criteria for accuracy were adapted from the marking scale for speaking (2010) by the trainee teacher. It was approximating criteria (Appendix 17). The marking scale for speaking was offered by the school English teacher of the group (Appendix 18) who was also assessing that speaking task (communication strategies and interaction, task achievement, fluency and pronunciation).

The analysis of the students' speech transcripts has revealed that some students during the 4-minute dialogue used lexical collocations (adjective + noun and verb + noun) very often, for example, student A (female) used collocations in every sentence, but student A's interlocutor – student B (male) used lexical collocations related to the theme 'Career' only three times. Student C (female) used five lexical collocations connected with the aforementioned theme while student D (female) used lexical collocations only once. Student E (male) and student F (female) used six and five lexical collocations respectively. Students G used 6 lexical collocations and student H used 4 lexical collocations related to the theme 'Career' in the 4-minute dialogue. Only 4 pairs, i.e. 8 students' speeches were recorded and transcribed due to the fact that two students refused to answer (reason: "they did not feel comfortable to perform the task") and two students were not present at that lesson. Thus, it can be seen from the students' speech transcripts that some students used lexical collocations related to the theme 'Career' very actively, some students-very seldom. In comparison with the receptive test on collocations (the post-test) it worth noting that the productive use of collocations is much more difficult for the students. For example, student H did the post-test with lexical collocations quite well, i.e. received 18 points (78%) out of 23 points (in the pre-test student H had 7 points (30%) out of 23 points). However, from the transcript of that student's speech it can be seen that student H during the 4-minute talk used only four lexical collocations relevant to the theme, although that student had an obvious progress on the receptive test. Another example, when the receptive knowledge was better than productive, is student B who received 14 points (61%) out of 23 points for the post-test with lexical collocations, however, in the productive use student B almost did not use lexical collocations in his speech during the dialogue with his friend about the simulated yesterday's job interview. The theme was complicated for the students as it was difficult to imagine themselves in such a situation as a job interview due to the fact that those students had not had any work experience and any job interview's experience. But, it is desirable to encourage students to communicate integrating new collocations in their speech, thus developing the productive use the studied collocations.

**Findings:** The teacher should draw students' attention to key words in input and ask learners to notice how the words interact. It is confirmed by Nation (2001:56) who claims that 'knowing a word involves knowing what words it typically occurs with'. The teacher should help learners to notice collocations in all the materials and turn it into a habit not only in the classroom but also outside the learning environment. Two students (17%) told the teacher that they read a lot books in English downloading them in their electronic books. Now they are aware of collocations and while they are reading they are noticing collocations especially with *do* and *make* and adjective +noun as well. While they are reading paper books they are underlining encountered collocations in texts, i.e. collocations that are more interesting and useful for the students, also they write down the found collocations in their collocational notebooks.

The next subchapter is devoted to analysis of the lesson observations results.

#### **4.4 Lesson observation**

Two lesson observation checklists were designed in accordance with the lessons' objectives. The aims of these lesson observation checklists were to discover the strong and the weak sides of the trainee teacher teaching collocations because it was her first teaching experience at secondary school. The aim of the lesson observation was to get a feedback from the English teacher of the group concerning the effectiveness of applying the Lexical Approach to teaching collocations.

As regards the content of the lesson observation checklists, lesson observation checklist 1 (see Appendix 19) was dedicated to the questions of general competence of the trainee teacher, such as preparation for the lesson, lesson plans, materials, conducting the lessons, the teacher's interaction with the students, novelties in teaching collocations, strengths and weaknesses of the trainee teacher's teaching. Lesson observation checklist 1 contained 9 open-ended questions.

Lesson observation checklist 2 (see Appendix 20) was devoted to the issues concerning the ways of presenting collocations, the most interesting activities for the learners, the materials designed for the lessons and homework, the process of working with students' collocational notebooks, the problems that occurred and recommendations and possible problem solutions. Lesson observation checklist 2 included 14 questions, both open-ended questions and multiple choice ones.

The ideas for designing lesson observation checklists were borrowed from Thornbury (2002: 75-92) and Harmer (2007: 229-246).

The English teacher of the group was observing each lesson during the pilot teaching on a regular basis and afterwards gave the trainee teacher useful recommendations regarding conducting lessons, organizational matters, the teacher's interaction with the class and methodology.

As it has been stated in lesson observation checklist 1 by the English teacher of the group the lessons were considered to be thoroughly prepared. It has been emphasized that the handouts and authentic materials were designed by the trainee teacher personally. All the stages of the lessons were well-structured and logically developed. Moreover, as it has been indicated by the English teacher of the group that the activities and exercises followed in logic sequence enabling the students to understand, recognize, consolidate and use lexical collocations in their speech. The activities with collocations such as games, dialogues and role-plays were motivating and involved all the students into the learning process. During the lessons the positive atmosphere was created and the trainee teacher used different types of interaction. The materials included audio, visual sources and authentic texts. As it has been confirmed by the English teacher of the group the chosen materials helped to achieve the lessons' objectives, were appropriate for the students' level of English language proficiency and their needs. The activities motivated the students to communicate in the English language. The speaking activities, listening task, the introduction of collocational notebooks, different materials and games such as Collocational Bingo, Collocational dominoes, and collocation crossword designed and implemented by the trainee teacher were considered to be very successful novelties.

In lesson observation checklist 2 in relation to the ways of presenting collocations it has been indicated the trainee teacher was presenting collocations in different ways: explaining them in English, drawing the tables with the key words, giving synonyms, giving antonyms, asking the students to explain, giving the examples and presenting collocations in the contexts. As it has been stated by the English teacher of the group the students faced the problems in remembering such collocations as *professional qualification* and *highly qualified*. The students were mixing them up. Another question in lesson observation checklist 2 dealt with the motivation of the students by the trainee teacher in learning collocations which has been evaluated positively: collocation learning was motivated by using language games such as Collocational Bingo, Collocational Dominoes and crossword. One more question was aimed at evaluating the students' reproductive knowledge of collocations. The English teacher of the group confirmed that the students used collocations taught during the previous lesson quite actively. During the lessons the trainee teacher very often used lexical collocations very often in her speech, drew the students' attention to the lexical collocations and created

collocation-based speaking activities. In the observer's opinion, the most interesting activities for the students were games and 'centipede' exercise. The original authentic materials: handouts, video, listening task and real-life stories about different jobs containing lexical collocations not only for the lessons but for homework were also highly evaluated. The numerous recalls of collocations during the lessons resulted in learning them successfully. The English teacher of the class confirmed that the students were writing down lexical collocations in their collocational notebooks with enthusiasm and assured that the group would continue working with the dictionary of collocations further learning new themes. It has also been recommended to devote more time to writing tasks.

Thus, having reviewed the results of the lesson observation, it can be concluded that such novelties such as Collocational Bingo and Dominoes, collocational notebooks implemented by the trainee teacher were considered to be very successful.

In subchapter 4.3 it has been discussed the teaching lexical collocations related to the theme 'Career'. In the subchapter a description of the exercises, tasks, activities for the students at secondary school have been provided. In Appendices 2-15 different activities and authentic texts have been amended as a source of lexical collocations relevant to the aforementioned theme. In this subchapter it has also suggested how to integrate lexical collocations into English lessons. Several situations have been described and commented. Several suggestions have been offered on how to reactivate the collocations that had been taught. Subchapter 4.4 dealt with the analysis of the data obtained from the lesson observation.

The next subchapter is devoted to testing, its aims, design and data evaluation.

## **4.5 Tests**

Pilot teaching included different tests in order to determine the students' general collocational competence (Intermediate level) and the students' collocational knowledge related to the theme "Career". In order to check the efficacy of the pilot teaching the pre-test and the post-test on collocations related to the aforementioned theme were distributed among the students of the 11<sup>th</sup> form at secondary school N. 60.

### **4.5.1 Test on general collocational competence**

To determine the students' general collocational competence the test was designed and administered to a group of students of the same age at another secondary school in order to

check its validity and reliability. It enabled the author to improve the test which was then distributed among the target group of the students participating in the pilot teaching. The improved test comprised 24 items containing collocations. The test consisted of 3 tasks: multiple choice task (10 items), matching task (7 items), fill-in-the-gaps task (7 items). Task 1 was designed by the author of this paper in collaboration with the native-speaker, task 2 and task 3 were designed by the author of the present paper consulting the *LTP Dictionary of Selected Collocations* (1997), edited by Hill and Lewis, the *Oxford Collocations Dictionary for students of English* (2009), the *BBI Combinatory Dictionary of English: a guide to word combinations* (1993).

The results of this test allowed to determine that the students had the Intermediate level of general collocational competence. The test specification, the test itself and the keys to the test are presented in Appendix 21.

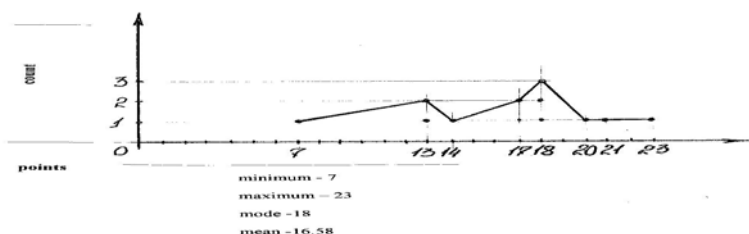
The test analysis was done by the author of the present Diploma paper by hand which is highly valuable experience as ‘doing an analysis by hand may take a long time but it will help you understand the analysis process’ (Izard, 2005: 39).

This test helps to assess the ability to choose the appropriate collocations for a certain context and the ability to recognize the collocations.

The number of the testees who have taken the test was 12 students of the 11<sup>th</sup> form of secondary school N. 60. Further the analysis of the test on general collocational competence will be discussed.

‘The *mean* score of any test is the arithmetical average: i.e. the sum of the separate scores divided by the total number of testees’ (Heaton, 1997: 175). As Bachman (1990:166) asserts, this ‘statistical concept [...] will be useful in discussing reliability ‘of the test. The way how the author of the present paper has been taught to calculate the mean score was the following: it was by adding all the points received by the students for the test and then the sum of the data was divided by the number of students. According to the total results of the test, the mean score is 16.58 (see Appendix 22). To find out how the scores are distributed around the mean it is necessary to calculate the standard deviation. ‘The standard deviation is a way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean’ (Heaton, 1997: 176). In this case the standard deviation is 4.11 (Appendix23). It means that the average marks for the test are between 12.47 and 20.69 points. Thus, this test can be considered reliable, because of the variety of marks obtained by the testees, and valid, since it contains the items proposed for the intermediate level. The scores which formed the mean are shown on the distribution curve in Figure 4.1 below (also in Appendix 22). For the

correct answer each student gained 1 point, for the wrong answer- 0 and for the omitted answer -0.



**Figure 4.1 Distribution curve of the scores of the test on general collocational competence Intermediate**

According to Heaton (1997:178), the analysis of the test provides valuable information concerning: “the performance of the students as a group, the performance of individual students; the performance of each of the items comprising the test”.

The obtained results of the test and the total score for each student reflected in Figure 4.1 (Appendix 22) prove that none of 12 students reached the maximum results (24 points for 24 items), one student gained 23 points, one student had 21 points, one student- 20 points, three students-18 points, two students- 17 points and one student had 14 points, two students gained 13 points, one student-7. According to Heaton (1988:175), “the mode refers to the score which most candidates obtained”, it is, in this case, as can be seen in Figure 4.1, the mode is 18 points. According to the diagram, it is clear that the distribution curve is negatively skewed (Appendix 22). The majority of the scores are in the higher region, i.e. 66, 7 % (8 students out of 12) gained scores higher than the mean. Thus, the test takers had quite good knowledge of collocations at the Intermediate level.

However, to increase the validity of the test all its items should be considered from the point of view of their level of difficulty and their level of discrimination.

‘The *index of difficulty* (or *facility value*) of an item simply shows how easy or difficult the particular item proved in the test. The index of difficulty (FV) is generally expressed as a fraction (or percentage) of the students who answered the item correctly. It is calculated by using the formula:  $FV = R/N$ , where R represents the number of correct answers and N the

number of students taking the test' (Heaton, 1997: 178). Thus, for this particular case Table 4.1 shows the facility value of each item.

'The discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able. The index discrimination (**D**) tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test'(Heaton,1997: 179). Table 4.1 shows the index discrimination for each item where **D** discrimination index. For the calculating the discrimination indices the author of the present paper used the formula offered by Heaton (1997: 180) and Wood (in Matlock-Hetzel, 1997:4).

**Table 4.1 Item difficulty and item discrimination**

Item's number	FV	D
1	.83	-0.3
2	.58	0
3	.58	0.3
4	.58	1
5	.83	-0.3
6	.50	1
7	.92	0.3
8	.25	0.3
9	.83	0.7
10	.25	0.3
11	.83	0.7
12	1.0	0
13	1.0	0
14	.83	0.3
15	.83	0.7
16	.91	0
17	.75	1
18	.50	0.7
19	.91	0
20	.66	1
21	.58	0.7

22	.50	0.3
23	.66	0.7
24	.33	1

Thus, as can be seen from Table 4.1, items 12 and 13 have facility value= 1.0, which 100 per cent of the students answered correctly, consequently, they have to be removed or amended. Moreover, items 7, 16 and 19, on which 92 and 91 per cent of the students answered correctly, has to be discarded and items 1, 5, 9, 11, 14, 15 are very easy items, from which 83 per cent of students taking the test obtained the correct answer. It is worth noting that “knowing the facility value of individual items enables the test developer to ensure that the test materials are at the right level of difficulty for the test candidates’ (Language Examining and Test Development (2002), prepared under the direction of M. Milanovic).

According to Heaton (1997:180), ‘discrimination indices can range from +1 (= an item which discriminate perfectly-i.e. it shows perfect *correlation* (Heaton’s italic) with the testees’ results on the whole test) through 0 (= an item which does not discriminate in any way at all) to -1 (= an item which discriminates in entirely the wrong way)’. Thus, for this particular case there are two items with negative discrimination index (item 1 and 5). But there are five items (items 2, 12, 13, 16 and item 19) with discrimination index 0, thus, these items are extremely easy for the testees as well as items 3, 7, 8, 10, 14 and 22 have discrimination indices .30, thus, these items discriminate poorly among the strongest and the weakest students. Thus, the items with zero discrimination indices as well as the items with low discrimination indices are not suitable for the particular group and it is highly inadvisable to use them again and these items have to be amended. From Table 4.1 it can be seen that in spite of several items which have the negative discrimination indices and the low discrimination indices there are items which are at the right level of difficulty and discriminate well (items 4, 6, 18 and 21). No doubt, that the test has to be improved and should be administered to a large audience.

According to Heaton (1988: 162), “reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measurement instrument”. The reliability of the whole test can be estimated by using the formula (Heaton, 1997: 164):

$$r_{11} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{Nx^2} \right)$$
, where N= the number of items in the test; m= the mean score on the test for all the testees; x= the standard deviation of all the testees’ scores, and r 11 = reliability. In this case r 11 = .725. Thus, the present test is reliable.

To conclude, it is important to emphasize that the mean of the test denotes that the pupils had quite high general collocational competence at Intermediate level.

In order to determine the students' collocational competence on lexical collocations related to the theme 'Career' the pre-test was designed by the author of the present paper and administered to the target group of the students before teaching lexical collocations.

#### **4.5.2 Pre-test on collocations related to the theme 'Career'**

As mentioned above, the aim of the pre-test was to examine the students' knowledge on lexical collocations related to the theme 'Career' before teaching lexical collocations on the aforementioned theme.

The analysis of the pre-test was done using the method described in subchapter 4. 5.1. (Heaton, 1997; Wood (in Matlock-Hetzel, 1997). The pre-test specification, the pre-test itself and the keys to the pre- test, the full analysis of the pre-test with item analysis, reliability of the pre-test and standard error of measurement are presented in Appendix 24. This test helps to assess the ability to choose the appropriate collocations from 4 alternatives where only one of the options is correct; the ability to define collocations relevant to theme 'Career; the ability to choose the appropriate collocations for a certain context. The number of testees who have taken the test is 12 students of the 11<sup>th</sup> form of secondary school N.60.

According to the total results of the test, the mean score for the pre-test is 7.25 points (out of 23 points)(see Appendix 24 ). It demonstrates the average mark obtained by the testees. To find out how the scores are distributed around the mean it is necessary to calculate the standard deviation. 'It measures the degree to which the group of scores deviates from the mean' (Heaton, 1997: 176). In this case, the standard deviation is 5.21 (see Appendix 25). It means that the average marks for the test vary from 2.04 to 12.46 points. It can be seen as a broad spread of scores, which is normal for a proficiency test (Heaton, 1997:177).

The scores which formed the mean are shown on the distribution curve of the scores in Appendix 24. Each item in task 1 of the pre-test contained only one possible correct answer from four options. In task 2 the testees had to match items from columns A and B to make seven collocations. Task 3 had the discrete sentences containing collocations necessary for the intermediate level students related to the theme 'Career'. For each correct answer the testee received 1 point, for the wrong answer 0 point and for the omitted - 0.

As can be seen from the diagram with distribution curve of the scores, it is clear that the distribution curve is positively skewed (Appendix 24). It means that this particular test is too difficult for the candidates. According to Heaton (1988:175), 'the mode refers to the score

which most candidates obtained', in this case, it is 2 points (out of 23). It can be seen in the diagram (Appendix 24) that the majority of the scores are in the lower region, i.e. 66, 7 % (8 students out of 12) gained scores lower than the mean score. Thus, the test takers had quite poor knowledge on collocations related to the theme 'Career' at the Intermediate level.

### 4.5.3 The post-test

After the pilot teaching the students were asked to write the post-test to check the efficacy of the pilot teaching. The test specification, the post-test itself, the keys to it as well as the analysis of the results of the test are presented in Appendix 26. The post-test was administered to assess the students' knowledge of collocations on the theme "Career". The number of the testees who have taken the test is 12 students of the 11<sup>th</sup> form of secondary school N. 60.

According to the total results of the post-test, the mean score is 17.5 points (out of 23) (see Appendix 26). In this case the standard deviation is 2.96 (Appendix 26). It means that the average marks for the test are between 14.54 and 20.46 points. The scores which formed the mean are shown on the distribution curve in Appendix 26. It is worth stressing that 66, 7 % (8 students out of 12) gained the scores higher than the mean. According to the diagram, it is clear that the distribution curve is normal skewed (Appendix 26). This distribution curve shows that the target group of the students managed to achieve a high level of knowledge of the collocations related to the theme 'Career' at the Intermediate level during the pilot teaching.

The comparative analysis of the results of the pre-test and the post- test is presented in the following subchapter.

### 4.5.4 Comparing the results of the pre-test and the post-test

To compare the results of the pre-test and the post-test the author of the present paper calculated the difference index, which, according to Brown (2002: 120), 'indicates the degree to which an item is reflecting gain in knowledge or skill' and also 'indicates the degree to which an item is distinguishing between the students, called *masters*, who know the material (or have the skill being taught) and students, labelled *non-masters* (Brown's italic), who do not. All the calculations for the difference index are presented in Appendix 27.

In Figure 4.2 it can be seen that the students' mean of the scores in the pre-test was 7.25 points (out of 23 points), the mean of the scores in the post-test is 17.50 points (out of 23 points). Moreover, the distribution curve in the pre-test is positively skewed, which signifies

that this particular test was difficult for the candidates. However, it can be seen that the distribution curve in the post-test is negatively skewed, which shows that this particular test was easy for the candidates. It may be noticed in the post-test that the high bars are to the right, thus, the progress has indeed been made. The progress also proved by comparing the means of the scores in the pre-test and the post-test (7,25 and 17,5 respectively), enables to the conclusion that progress has made 140%. Compared to 33% of the students who gained the scores higher than the mean score in the pre-test, 66,7% of the students gained the scores higher than the mean score in the post-test. In the pre-test the range of the scores varies between 8,7% and 95,7%, whereas the range of the scores varies between 52% and 95,7% in the post-test. The comparison of the results of the pre- and post-tests proves that the students have learnt the lexical collocations related to the theme “Career” successfully.

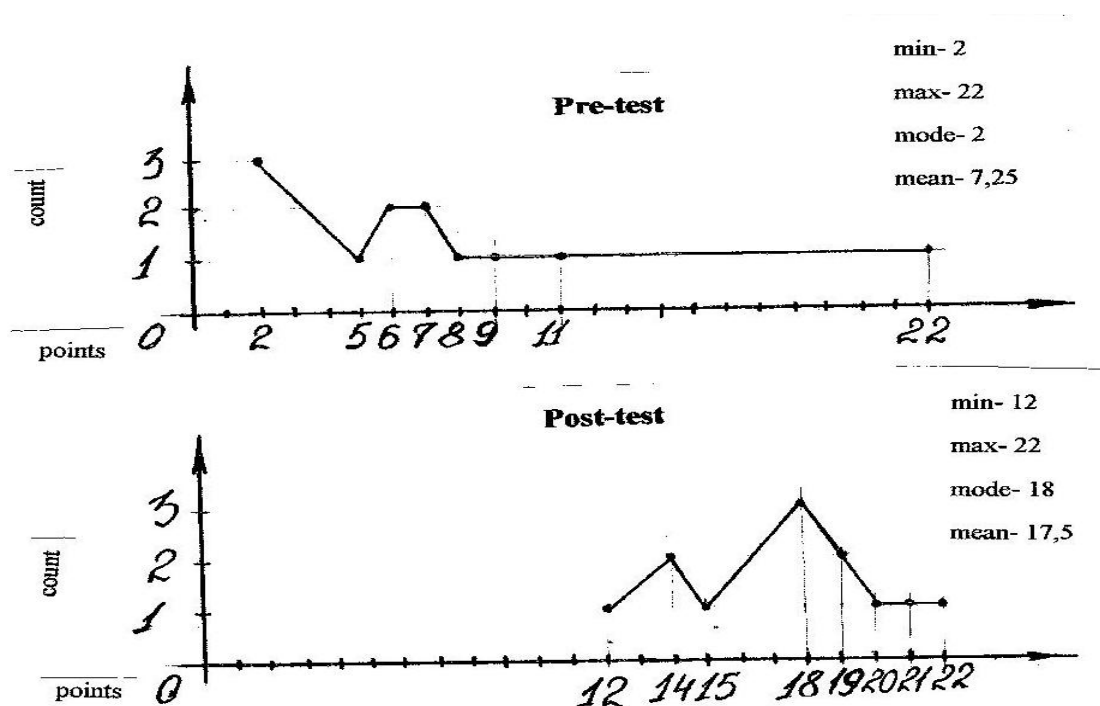


Figure 4.2 Distribution curves for the pre-test and for the post-test (12 stud., 23 items)

It is important to emphasise that testing and teaching are interconnected. The aims of tests are not only to assess students’ knowledge but also reinforce what has been taught.

In Appendix 28 the test which has three variants containing lexical collocations related to the theme ‘Career’ (total 75 collocations, 25 in each variant) designed by the author of the present paper. Due to the volume and time constraints of the Diploma paper writing it was not

used for this research but may be implemented in further studies on the theme under discussion.

#### **4.6 The results of the pre-questionnaire and the post-questionnaire for the students**

Before conducting the pilot teaching the pre-questionnaire was distributed among the students. After conducting the lessons the post-questionnaire was administered to the students (see Appendices 29 and 30). The objectives of these questionnaires were to investigate and evaluate the level of knowledge of collocational competence before and after the pilot teaching. Some ideas for designing the questionnaires were adopted from Barfield and Gyllstad (eds., 2009: 107). The pre-questionnaire included ten questions: eight closed-ended questions, one question with multiple choice, one question which included Likert scale (Dornyei, 2003:36). The post- questionnaire comprised fourteen questions: ten closed-ended questions, one question with multiple choice, one question which included Likert scale (Dornyei, 2003:36) and two open-ended questions. The ten questions in the pre- and the post-questionnaires were the same, however, the post-questionnaire contained additional questions concerning the pilot teaching. The findings obtained from the questionnaires are discussed in this subchapter.

The first question in the pre- and post-questionnaire addressed the students' ability to recognize the existence of lexical collocations. The number of students who are aware of lexical collocations has increased as a result of pilot teaching by 83% (10 students out of 12 are aware of existence of lexical collocations after pilot teaching, whereas before pilot teaching none of the respondents answered positively).

The second question sought to find out whether the students could notice lexical collocations in texts and during listening related to the theme 'Career'. The number of students, who could notice lexical collocations in input, increased after the pilot teaching from 0 to 11 students that is 92% of the respondents. Only one student (8%) replied that he/she still cannot notice lexical collocations in written or oral texts.

The third question aimed to find out whether the students knew that dictionaries of collocations are useful tools in learning English. In the pre-questionnaire all the students (100%) answered that they did not know about that, which was really surprising, whereas in the post-questionnaire all the students (100%) state that they have realised that dictionaries of collocations are useful tools in learning English.

Question 4 was aimed at assessing the students' ability to apply dictionaries of collocations using a key word. The results obtained proved a significant growth in developing the students' ability to use dictionary of collocations because as it is indicated in the pre-

questionnaire that nobody (0%) could use the dictionary of collocations before the pilot teaching, whereas after the pilot teaching all the students (100%) state that they are able to use dictionary of collocations using a key word.

The fifth question asked the students whether they run the collocational notebooks. The number of the students who run their collocational notebooks has increased as a result of the pilot teaching from 0 students (0%) to 10 students that is by 83% of the respondents.

When inquired about the importance of knowing and using lexical collocations in question 6 in the questionnaires, 0 students (0%) were confident about that before the pilot teaching, whereas after the pilot teaching 9 students (75% of the respondents) admitted that they had become confident about the importance of knowing and using lexical collocations.

As regard question 7, before the pilot teaching only 5 students (42%) acknowledged that teaching collocations helpful for them. But after the pilot teaching all the students (100%) have confirmed that teaching collocations was really helpful for them. The number of students, who consider teaching collocations helpful, has increased from 5 students (42%) to 12 (100%) that is by 58%.

The eighth question asked the respondents whether they had noticed that some collocations in English have an equivalent in the students' mother tongue, but some do not. The number of students, who had noticed that, increased from 2 students (17%) to 8 students (67%) that is by 49%.

Question 9. When asked about the respondents' preference for the ways they learn new words better with multiple choice items, 5 students (42%) chose the option 'each word separately', whereas 3 students (25%) chose the option 'in combinations' and 4 students (33%) – 'both' in the pre-questionnaire. In the post-questionnaire the number of the students who chose the option 'each word separately' decreased from 5 (42%) to 3 students (25%). The number of the students who preferred to learn new words in combinations increased from 3 students (25%) to 8 students (67%) that is by 42%. The number of the students who learnt new words better using both variants decreased from 4 students (33%) to 1 student (8%) that is by 25%.

Question 10 sought to find out whether and to what degree the students agree with the statement that collocations should be taught and learnt to help the students to increase their English language proficiency. However, the role of teaching/learning collocations in order to increase the students' English proficiently, has been evaluated differently: in the pre-questionnaire only 2 students (17%) fully agreed with the statement, 6 students (50%) partly agreed. It means that they were not fully aware. Moreover, 2 students (17%) totally disagreed and 2 students (17%) partly disagreed with the statement in the pre-questionnaire. In the post-

questionnaire the results are different due to the pilot teaching. The results of the post-questionnaire have revealed that the pilot teaching has increased the students' recognition of the necessity to teach and learn collocations in order to increase their English language proficiency, that is, 8 students which makes 67% of all the respondents, totally agree with the statement, 2 students (17%) partly agree, 2 students (17%) partly disagree and there are no students who totally disagree. Thus, all the students, except 2 students (17%), agree that collocations should be taught and learnt.

As mentioned above, the ten questions in the pre and the post- questionnaires were the same, however, the post-questionnaire contained additional questions concerning the pilot teaching.

The eleventh question in the post-questionnaire aimed to find out whether the students were going to continue to write down new collocations in their collocational notebooks when dealing with other themes. A great majority of the respondents (83%) confirmed their readiness to continue working with their collocational notebooks when dealing with other themes.

Question12 asked the students to share their opinion on the question whether they had noticed that when they used collocations their speech was becoming more fluent. Although 3 students (25% of all respondents) did not think that there was any connection between using collocations and fluency, however, a great majority of the students (9 students which constitutes 75% of all the respondents) confirmed that they had noticed that tendency.

In addition to the previous question about the connection between the usage of collocations and speech fluency, the researcher was also concerned about the students' opinion of the activities used during the pilot teaching. Question 13 comprised two aforementioned questions. Question 13 A asked the students which activities they liked and in question 13 B the respondents were supposed to consider the most useful activities on learning collocations. Answering question 13 A the students indicated almost all the activities used during the lessons, i.e. the games such as Collocational Dominoes and Collocational Bingo were mentioned by 100% of the students, also the crossword with collocations was considered as an interesting task by 100 % of all the respondents , 3 students (25%) liked video recording, speaking activities such 'Job Interview' and 'Conversation between Friends' were found interesting by 7 students (58%), running collocational notebooks was recognised as a good idea by 7 students (58% of all respondents). Two students' responses (17%) were surprising but pleasant as they mentioned that they liked the tests with collocations. The results regarding the question about the most useful activities are presented in Figure 4.3 below.

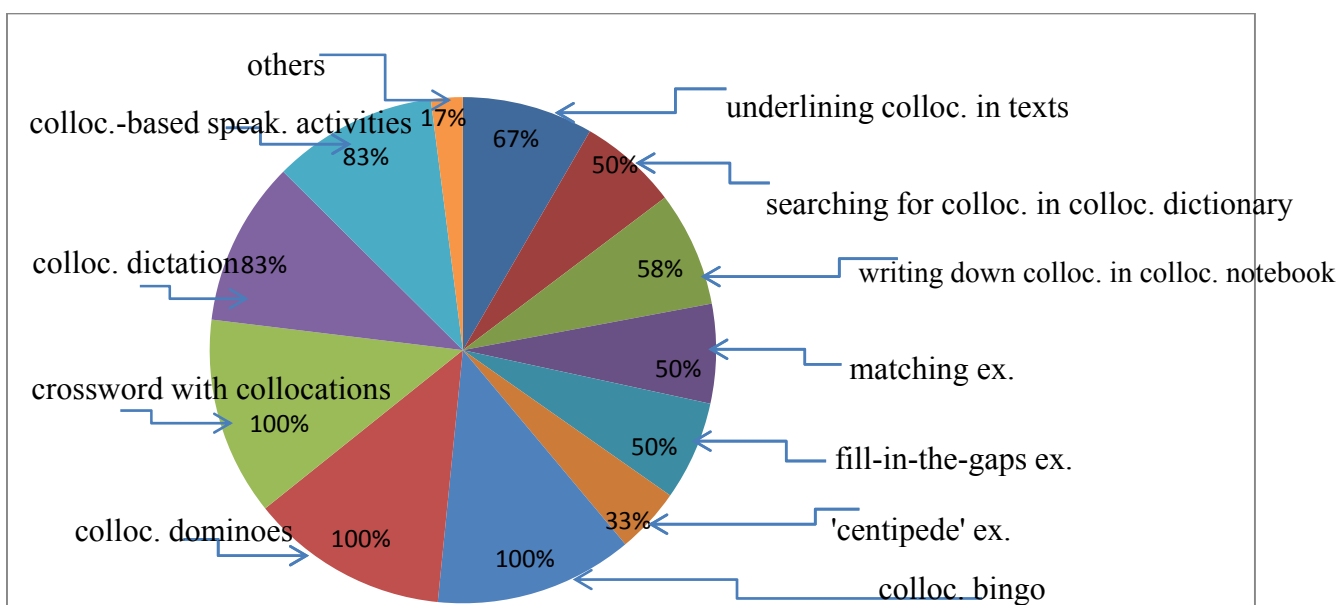


Figure 4.3 Most useful activities for students

As can be seen from the figure above 100% of the students mentioned that the games Collocational Bingo, Collocational Dominoes and crossword with collocations were the most useful activities during the pilot teaching. The next most useful activities in the opinion of 83% of the respondents (10 students) were collocation-based speaking activities and a collocation dictation. It has been an interesting discovery because usually students do not like and do not think that a dictation can be interesting and useful.

The activity found least useful was 'centipede' exercise (33%) It can be explained by the fact that to the performance of that activity demanded the knowledge of morphology and the distribution of collocations depended on it. This exercise does not refer to the usage of collocations in context, but involves analytical skills on the basis on morphology. This can be admitted as a drawback on the part of the trainee teacher's work.

Figure 4.3 shows that the activity which was found useful was underlining collocations in texts, 67% of the respondents ( 8 students) think so, whereas writing down collocations in collocational notebooks was considered useful by 58% of the respondents (7 students). The reason for that may be the fact that the students found it difficult to run their collocational notebooks on their own initiative, i.e. they need to be guided by their teacher in order to increase the efficacy of running collocational notebooks.

Among the activities which can be considered useful for the students are the following: searching collocations in dictionaries of collocations because 50 % (6 students) of all the respondents confirmed that; matching exercises were considered as useful by 50 % of all the respondents and fill-in-the-gaps exercises were named by 50 % of all the respondents as useful. Question 13 B also had an option 'others' (please, specify). Two students (17% of all

the respondents) specified that the tests distributed during the pilot teaching were useful for them.

Finally, the last question in the post-questionnaire asked the students to add some comments concerning teaching collocations. When answering this question, two students (17% of all the respondents) outlined the importance of out-class reading and 100 % (12 students) emphasized that it would be preferable to play more games with collocations in the future, also three students (25% of all the respondents) admitted that doing exercises with collocations would be essential.

To sum up, it is obvious that the students have recognized the importance of lexical collocations in the teaching/learning process and have received the real tools for further improvement of their language such as the knowledge how to search for new lexical collocations in collocation dictionaries by entry and the following recording in their personal collocational notebooks. The replies in the post-questionnaire to questions 1, 2, 3, 4, 6 show that the majority of the students from 75% to 100% have become aware of the necessity to knowing and use collocations. The results presented in Figure 4.3 have revealed that a vast majority of the students liked the activities with collocations offered during the pilot teaching. The results obtained from the questionnaires prove a remarkable progress in the students' collocational awareness. The students' answers helped the trainee teacher to understand the students better. The results of the questionnaires show that the vast majority of the students have demonstrated the enthusiastic and upbeat attitude towards teaching/learning collocations. It was an inspiring discovery for the researcher. The findings from the questionnaires clearly show that the students have benefited from the pilot teaching.

## CONCLUSIONS

The aim of the Diploma paper is to examine the efficacy of applying the Lexical Approach to teaching lexical collocations at secondary school. To achieve the goal of the research, the case study has been chosen by the author of the present study as a research method. In order to achieve the goal of the research primary research tools such as the pre-test and the post-test, pilot teaching, lesson observation, pre- and post- questionnaires for the students before and after the pilot teaching, the analysis of the students' speech recorded during the collocation-based speaking activities and later transcribed were used. The analysis of the theoretical sources was also applied as a secondary research tool. Using the aforementioned tools the aim of the study has been achieved.

Having done the research and summarized the results of the theoretical research including the relevant literature the author of the present study has come to the conclusions that there are a lot of definitions of collocations and there is no general consensus on defining collocations, consequently, there exist different classifications of collocations based on various criteria.

Explaining the role of collocations in teaching/learning English to students it should be emphasised that collocations play a significant role in teaching and learning vocabulary, and knowing word combinations contributes to the fluency because when a speaker uses collocations, the speaker's speech becomes more fluent, as the speaker does not need a long process of formulating his/her thoughts coupling single words word by word. One of the important roles of collocations for language learners is to become more independent from their teachers. Moreover, collocational competence is part of communicative competence.

It is known that there are no special rules to collocate words correctly. Thus, teachers should focus students' attention on collocations in input using different ways of introducing lexical collocations, later the focus should be switched on to their practice and production. The rehearsal of the material taught previously is very important in the teaching/learning process. In addition, it is important to note that teachers should teach collocations to immerse students into the cultural background of the language. It can be recommended to teach collocations explicitly and implicitly. It is also advisable to introduce different formats in recording lexis, it could be collocational notebooks with a different organizational structure. Moreover, to help to transfer new lexis from short-term memory to long-term memory consciousness-awareness tasks can be considered as very useful for students. It should be emphasized that the Lexical Approach should be introduced gradually to avoid causing disturbance to the teaching/learning process.

Having analyzed the results obtained during the empirical research the author has made the following conclusions. Firstly, during the process of designing tests, questionnaires for the students and lesson observation checklists, also during of the process of analyzing the data obtained from them, the researcher came to the conclusion that designing reliable and valid tests, questionnaires and lesson observation checklists demands a lot of knowledge and efforts.

Secondly, having analyzed the results of the post-test (receptive) on collocations and their productive use, the author of the present paper has come to the conclusion that the test turned out to be much easier for the students than the productive use of collocations. However, thanks to the Lexical Approach the students have enriched their receptive collocational knowledge whereas their productive collocational knowledge has not been enriched as it had been expected. Thus, it can be concluded that the stage of transferring of receptive collocational knowledge to the productive one demands additional work which may be done in further research.

Thirdly, for some students it was complicated to get used to new format of collocational notebook (an alphabetically indexed notebook with keyword and table with adjectives and verbs that collocate with keyword) because they were used to keeping conventional vocabulary notebook with two-columned format with L2 - L1. Thus, teachers should encourage the students and explain why it is important to use a different structure notebook (e.g. 5-5-1 format, Lewis, 1997: 79). Fourthly, teachers should help learners to develop a skill to notice lexical collocations in meaningful input and immediately record it in their collocational notebooks. The results of the research prove that the students have recognized the importance of lexical collocations in learning vocabulary and what is more important they have received the real tools for further improvement of their language such as real knowledge how to search for new lexical collocations in collocation dictionaries by entry.

Finally, teachers should encourage learners to use lexical collocations in their speech (productive use) by creating interesting collocation-based speaking activities.

The results of the empirical research can be used in the English classroom in order to make the teaching/learning process more effective. To get more reliable data, more case studies should be conducted and the tests presented should be distributed and used in bigger audience. The data obtained indicate that the development of collocational competence can be advanced by exposing students to relevant lexical collocational tasks.

The results of the research have shown that the Lexical Approach is an effective approach to teaching lexical collocations at secondary school. Thus, the hypothesis that the application

of the Lexical Approach to teaching lexical collocations facilitates the learning of lexical collocations at secondary school has been proved.

The case study has appeared to be a very effective method of the research as it has provided the natural learning environment with unique examples of real people in real situations.

## THESES

1. Concerning lexis or, in other words vocabulary, in contrast to grammar, it has long been neglected in teaching.
2. The Lexical Approach focuses on vocabulary enrichment and ‘chunks’ mastery.
3. ‘Without grammar very little can be conveyed; without vocabulary nothing can be conveyed’ (Wilkins)
4. The Lexical Approach puts forward the vocabulary learning as individual words which are frequent as word combinations.
5. Learning collocations is a significant part of learning vocabulary.
6. In spite of the fact that there are a lot of definitions of collocations, the main common feature of all definitions refers to the co-occurrence of words in certain combinations.
7. There are a lot of researches on collocations; however, it is difficult to classify collocations because the classifications are based on different definitions and various criteria.
8. Collocational competence is part of communicative competence, as well as an inherent part of fluency. The main role of collocations ‘is to facilitate smooth communication’, thus, it leads to fluency, which is the key aim for language learners.
9. Teachers teach the strategies of noticing, selecting collocations for real needs of learners, encourage learners to acquire and further keep collocational notebooks, explain how to use dictionaries of collocations and as a result students will be able to search for collocations in different texts themselves, so they will become more independent in language learning.
10. There are no special rules to collocate words correctly that is why the students have no options but to guess and learn. And if this problem is minor for native English speakers who intuitively make the correct collocations, non-native speakers have more difficulties and often collocate words in a way that sounds weird to native speakers.
11. There are difficulties for students to retain words in long-term memory and turn passive vocabulary into active vocabulary. Teacher should offer students to recycle the information that has been taught regularly, it can help returning the information that has been attained into long-term memory.
12. Lessons should contain new listening or reading texts which should include the lexical collocations that have been taught previously.
13. Teachers’ keeping their collocational notebooks for recording when the new collocations were introduced and repeated for the first and second times as well as the

intervals of recalling collocations is an effective tool of arranging the teaching of collocations.

14. The awareness of collocations is a crucial aspect in teaching/ learning a language.

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# Appendix 1

## Lesson plan

**Level:** intermediate

Class 11b

**Time:** 40 min

**Activities:** Listening, reading and speaking, writing (for homework)

**Aim:** to recall the vocabulary from the previous lesson (personality adjectives), to introduce new vocabulary (lexical collocations) related to the theme 'Career', to practice noticing collocations in input, to practice retelling the dialogue using the introduced vocabulary, to practice telling about themselves.

**Preparation:** handouts with a recorded and created by the trainee teacher dialogue between two native speakers E. Mantle (Wales) and R. Dawson (Scotland) named 'Alex and Jack Reunion' (see Appendix ...), CD-player, CD with recorded dialogue or computer and flashcard with recorded dialogue and speakers.

**Procedure:** Task-teach-task

### Warm-up

Ask the students to describe yourselves in 5 years? What would they do? job? salary, etc.

### Main part

- Pass round handouts with the dialogue 'Alex and Jack Reunion'
- Ask students to listen to the dialogue (the first listening)
- Questions for checking general comprehension
- Ask students what collocations they have noticed while listening
- The second listening and fill in the gaps in the dialogue
- Reading aloud (roles) and checking the answers. Focus student attention on lexical collocations connected with the theme 'Job'
- Speaking: describe the two friends, their job, career goals.... Imagine that you are Alex and Jack. Ask the students reconstruct the dialogue (Role-play pair work)
- Tell the class about themselves in 5 year-periods

**Homework:** write a short composition (100-120 words about one of your family member job using the collocations that have been taught)

**Debrief:** Discuss whether the students liked the idea to tell or imagine themselves in 5-year period. Have they found the teaching collocations useful for them?

Designed by the author of the present paper.

## Appendix 2

### Real-life Stories

#### Reading and speaking

Underline collocations connected with 'job' in the texts. Be ready to retell the story to your partner using collocations.

#### Rickie's Story

I left my job in a travel agency after a disagreement with my boss. We agreed that I would sign a voluntary redundancy form. I was warned by my boss that due to the economic situation I might be looking for another job quite for a long time. I started getting used to the idea of being unemployed. Next day I made 8 applications to companies. Obviously, it was not enough. Also, another fact was that I was an unskilled employee; I did not have work experience enough. I needed a part-time job to combine with my study at university. After that I applied for a job to 20 companies and not having received any reply, I realised that my boss was right. I had to accept one offer to distribute cosmetic products but it was not profitable (I did not make any profit). Then I became an employee in a fast-food restaurant as a cleaner. I was cleaning the premises throughout the night and sometimes I missed my first lecture at university. It was an extremely low-paid job but I had to make a living somehow. That time my dream job was to have a well-paid job. The only thing I could do was dream.

#### Ian's Story

My job is the Bakery Assistant in the afternoon. That really just translates to the bakery cleaner... because everyone knows there is no bread baked in the afternoons (at least in grocery stores anyway). I am a full time student and have to juggle between my work and a fairly heavy study load, that is why, I have a part-time job, i.e. 3 hour afternoon shifts in the bakery. At first, it was not bad; I do the occasional packing. Our store is actually a fairly hygienic and decent bakery. I have no horror stories to tell you about the actual goods we sell. The staff are generally nice people... but there is nothing nice about their work. In my opinion, it is an incredibly boring and unrewarding job. In terms of accomplishment, it is possible that I have one of the least rewarding jobs ever created because the majority of my work is cleaning. I will clean the place, come back the next day and find the bakery looking like a complete mess again. I work alone most of the time as well, but that can be seen as a good thing.

I think of quitting almost every day but then there's the problem of finding work that fits so perfectly to my lifestyle. One day I hope to become a journalist, as I am a media student majoring in politics and I will be able to support myself through it.

### **Jane's Story**

Hi, I am 24 years old and an LPN in Jersey. I have been working as a nurse for about a year now and I'm already fed up. I guess my experience in nursing is limited. I've been doing home care for the whole time and going in and out of people's home is insane, dangerous and plain disheartening at times. I mostly work with kids which are great and I love children but some of the parents are insane, mean and treat you as if you're a maid. I'm becoming weary (=exhausted). I know that nursing home is not for me; I did my training at some nursing homes during my school years and know that it's not for me. Right now, I'm looking for alternatives. I feel like I can't deal with people anymore. It's just not worth it. I get a starting salary because I'm new and it's driving me insane. In my opinion, it's a dead-end job. I just want to leave. I don't want to be trapped in this career. It's only ONE YEAR and I'm already fed up, what about in 5 or 10? What will be left of me? I'm scared. Not only of the future but also because I can't think of what else to do. My mom says there are many things that I could do with nursing but I just don't know what. Any advice?

### **John's Story**

Many have posted their horror stories about working at McDonalds but it's really not that bad. I think McDonalds is a great place to work. While of course there are those times when it seems unbearable when customers are yelling or it is really busy. For the most part it is not that bad. The training that you receive at McDonalds is incomparable to other part-time jobs not only when you first start, but throughout your time working there. As promotions become available they send you on courses where you learn management skills that can be carried on throughout your life. I started working at McDonalds when I was in grade 11 and they were always flexible around my school schedule not giving me too many work hours each week and booking time off was easy. The atmosphere is for the most part fun, while in high school I was working with people around my age and it was good times. Now that I'm in University I still enjoy McDonalds. I think McDonalds presents great opportunities especially for a first time work experience. I am making \$9.80/hour which is not that bad for a part-time job. Anyway just thought I would let everyone know it's really not that bad!

## Listening and speaking

1. Listen to your partner and fill in the gaps.
2. Underline collocations connected with 'job' in the texts. Be ready to retell the story of your partner using collocations.

### John's Story

Many have posted their horror \_\_\_\_\_ . I think \_\_\_\_\_ place to work. \_\_\_\_\_ when customers are yelling \_\_\_\_\_ . The training that you receive at \_\_\_\_\_ . \_\_\_\_\_ send you on courses where you learn management \_\_\_\_\_ . \_\_\_\_\_ were always flexible around my school schedule \_\_\_\_\_ . The atmosphere is \_\_\_\_\_ , \_\_\_\_\_ I was working with \_\_\_\_\_ . \_\_\_\_\_ presents great opportunities especially for \_\_\_\_\_ . I am making \_\_\_\_\_ !

### Real-life Funny Job Interview Story

#### Bobby's Story

I once went on job interview where upon arrival I parked my car, got out, locked the door and immediately locked my thumb in the door. My keys were already in my purse. I yelled for help but no one came. People just looked at me and kept walking. I finally managed to twist and turn and get my keys out of my purse. I went ahead and went into the interview for a receptionist position. During the interview the interviewer asked me to take a typing test. I explained that I couldn't take the test because of my thumb. I offered to come back the next day to take the typing test. The interviewer got me a cup of ice water and I soaked my thumb

while we continued the interview. The next day I got a call from the company. I was hired without a typing test. They said anyone who could stay as calm and collected as I was with a thumb swollen and bruised was someone they certainly wanted to run their front office. I was with the company for three years and left as Office Manager.

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Available from:

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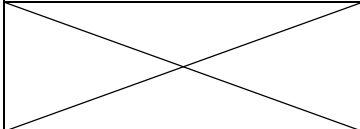
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### Appendix 3

#### Dominoes

#### Collocations

Preparation: prepare the set of cards with collocations from the text. On one half of the card write down a verb, on the other a noun (e.g. make + mistake; provide inspiration, etc. or adjective +noun (e.g. rewarding career). The first card should be empty or crossed out. The rules for this game is classical like for usual Dominoes. The present game should be start with card which left part is crossed out and the right part contains the verb *make* (card N. 1). The second step is to choose the card with number 2 which contains the word *money*. The two ways are possible in the present Dominoes (see keys on the next page).

<b>inspiration</b>	<b>technological</b>
<b>self-employed</b>	<b>provide</b>
<b>wage</b>	<b>do</b>
<b>a mistake</b>	<b>hourly</b>
<b>hard</b>	<b>become</b>
<b>well</b>	<b>try</b>
<b>one's best</b>	<b>rewarding</b>
<b>career</b>	<b>grow</b>
<b>dramatically</b>	<b>do</b>
	<b>make</b> <b>1.</b>

<b>advance</b>		<b>make</b>
<b>money</b>	<b>2.</b>	<b>high-tech</b>
<b>company</b>		<b>make</b>
<b>a living</b>		<b>do</b>

**Keys:** the first way

1. X (crossed out card)–make (card with N .1)
2. Make money
3. High-tech company
4. Make a living
5. Do one’s best
6. Rewarding career
7. Grow dramatically
8. Do well
9. Try hard
10. Become self-employed
11. Provide inspiration
12. Technological advance
13. Make a mistake
14. Hourly wage
15. Do...

the second way

1. X-make
2. Make money
3. High-tech company
4. Make a living
5. Do well
6. Try hard
7. Become self-employed
8. Provide inspiration
9. Technological advance
10. Make a mistake
11. Hourly wage
12. Do one’s best
13. Rewarding career
14. Grow dramatically
15. Do

Designed by the author of the present paper.

## Appendix 4

### Dialogue 'Alex and Jack Reunion'

#### Listening

*Topic:* Job.

The first listening. *Instructions to the students:*

Listen to a dialogue between two people and be ready to answer some general questions about the situation.

J. Hello Alex! How long since we last saw each other, mate?

A. Oh! 5 years, I suppose.....after graduating school. How's it going, Jake?

J. I'm in a bit of a hole, Alex.

A. What's wrong?

J. I've been made redundant.

A. Really?

J. Yes. Lack of work, you know. My \_\_\_\_\_ was an absolute disaster.

A. Too bad, Jake. What did you do?

J. I had a \_\_\_\_\_ job; also it was \_\_\_\_\_. It's a lie that low -paid menial jobs are easy. They're probably the hardest jobs of all in my opinion, with the exception of those jobs where you're responsible for other people, for example, supervisors, managers...I was a taxi dispatcher... Still a menial job, but ... in theory, it was probably the most stressful job I ever had, but in practice - it was a challenge...

Where are you working now?

A. I am working for a big company that \_\_\_\_\_ a huge profit..... I have a \_\_\_\_\_ and my salary is quite \_\_\_\_\_. I have a \_\_\_\_\_ contract. My current job has been \_\_\_\_\_ because I get to split my time between creative and organizational tasks.

I love having that duality, because when I get stuck on the creative stuff, I can switch gears and do the organizational stuff. It's nice being able to use both sides of my brain. I suppose that my job is \_\_\_\_\_ too. It is very important for me to get a positive feedback, my job gives me satisfaction and it encourages me.

J. In what capacity?

A. I'm a top manager. I have had a \_\_\_\_\_ career in the last 2 years. I've gone from an ordinary clerk up to a top manager. My job, of course, is very \_\_\_\_\_ and \_\_\_\_\_ but it is \_\_\_\_\_-paid. Also it's great to work with people that

care about their company and doing a good job. I also like that my bosses are very effective managers.

How are you planning to \_\_\_\_\_ a living now?

J. I have been looking for a job for three months. Nothing worthwhile has come up. . How did you find this job, Alex?

A. I started working when I was a student in this area. Worked hard, \_\_\_\_\_ a good reputation and got \_\_\_\_\_. Then I applied for a job in a big company and got \_\_\_\_\_ successfully. In spite of the fact that there were a lot of other candidates I managed to prove that I was the best person for the offered position. My \_\_\_\_\_ employer promised to \_\_\_\_\_ my salary soon.

J. You are lucky, Alex.

A. I am just hard-working. It's the secret of my success.

J. You have a \_\_\_\_\_ career, Alex. Perhaps, you can find a \_\_\_\_\_ job for me in your office, can't you? Now I'd like to \_\_\_\_\_ easy money.

A. .... You'd better to be a \_\_\_\_\_ worker.....

#### *Questions:*

Who was talking?

What were they talking about?

What did they say?

What collocations have you noticed connected with 'job'?

The second listening. Listen to this dialogue again and fill in the gaps.

Read aloud.

The students negotiate the meaning of the new words with each other.

#### Role-play

This task puts students in a real situation, where they must report information. Class discussion could be followed about the similar situations they heard, about their viewpoints. The teacher can offer the students to imagine themselves in five-year period when they meet each other, for example, at the anniversary after graduating school and discuss it in pairs.

## Keys

*Topic:* Job.

### Alex and Jack Reunion

**J.** Hello Alex! How long since we last saw each other, mate?

**A.** Oh! 5 years, I suppose.....after graduating school. How's it going, Jake?

**J.** I'm in a bit of a hole, Alex.

**A.** What's wrong?

**J.** I've been made redundant.

**A.** Really?

**J.** Yes. Lack of work, you know. My former employer was an absolute disaster.

**A.** Too bad, Jake. What did you do?

**J.** I had a menial job; also it was low-paid. It's a lie that low -paid menial jobs are easy.

They're probably the hardest jobs of all in my opinion, with the exception of those jobs where you're responsible for other people, for example, supervisors, managers...I was a taxi dispatcher... Still a menial job, but ... in theory, it was probably the most stressful job I ever had, but in practice - it was a challenge...

Where are you working now?

**A.** I am working for a big company that makes a huge profit..... I have a top job and my salary is quite high. I have a long-term contract. My current job has been challenging because I get to split my time between creative and organizational tasks. I love having that duality, because when I get stuck on the creative stuff, I can switch gears and do the organizational stuff. It's nice being able to use both sides of my brain. I suppose, that my job is rewarding too. It is very important for me to get a positive feedback, my job gives me satisfaction and it encourages me.

**J.** In what capacity?

**A.** I'm a top manager. I have had a turbulent career in the last 2 years. I've gone from an ordinary clerk up to a top manager. My job, of course, is very responsible and stressful but it is well-paid. Also it's great to work with people that care about their company and doing a good job. I also like that my bosses are very effective managers.

How are you planning to make a living now?

**J.** I have been looking for a job for three months. Nothing worthwhile has come up. . How did you find this job, Alex?

**A.** I started working when I was a student in this area. Worked hard, earned(got) a good reputation and got promoted. Then I applied for a job in a big company and got through the

interview successfully. In spite of the fact that there were a lot of other candidates I managed to prove that I was the best person for the offered position. My current employer promised to double my salary soon.

**J.** You are lucky, Alex.

**A.** I am just hard-working. It's the secret of my success.

**J.** You have a promising career, Alex. Perhaps, you can find a cushy job for me in your office, can't you? Now I'd like to make easy money.

**A.** ..... You'd better to be a freelance worker.....

Designed by the author of the present paper.

## Appendix 5

### A sample of student's collocational notebook

Adjectives	Verbs	Key Word
a stressful	to get	job
a challenging	have	
a gruesome	change	
a responsible	find	
a rewarding	perform	
full-time	to do	job
part-time	accept	
one-off	take	
odd	to carry out	
nine-to-five	start	
a top	to offer sb	a job
a low-paid	to like	
a well-paid	to provide	
dead-end	to leave	
menial	to lose	

J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z

Based on Lewis's idea (1997:79)

## Appendix 6

A sample card for student and the rules for the game 'Collocational Bingo'

to make a living	a freelance worker	a booming economy	to make a career	a starting salary
a covering letter	a full-time job	to recruit an employee	a healthy economy	a stressful job
a primary goal	a cushy job	Collocations	a six-figure salary	to hold an interview
to take a risk	a part-time employee	to provide inspiration	a turbulent career	an hourly wage
to build a career	to cut a salary	to make complaints	a dead-end job	to become self-employed



**Prepare:** Print out different BINGO cards with collocations that have been taught for each student plus a bag with cut call sheets made from carton.

**Mark image:** To prepare transparent tokens from mild folders' plastic using sharpen metal pattern or scissors. Transparency is very important to collocations memorization.

**Distribute:** Hand out one Bingo card with collocations to each student (each card should be different).

**Call:** The caller should pull out one card with collocations and call it to the students.

**Winning:** Once a predetermined pattern with collocations is made on a card, the student with that card calls out BINGO.

Designed by the author of the present paper.

## Appendix 7

### Collocational dictation with *make* and *do*

It is very important for learners to know common collocations with de-lexicalized verbs such as *have, get, take, make and do*. Here the variants for the dictation with *make* and *do* are presented. Ask your students to draw a table as following:

Do	Make

Then explain that you would dictate the words and the students have to fill in the table making collocations with *make* and *do*. After that dictate the words: the paperwork, efforts, a job, an impression, a favour, well, an arrangement, housework, money, complaints, a mistake, a deal, a trouble, one's best, a mess, a promise, shopping, a living, homework, a profit, business. The keys for this exercise are presented below:

<b>Do</b>	<b>Make</b>
the paperwork	efforts
a job	an impression
well	an arrangement
housework	money
a deal	complaints
one's best	a mistake
shopping	a trouble
homework	a mess
business	a promise
a favor	a living
	a profit

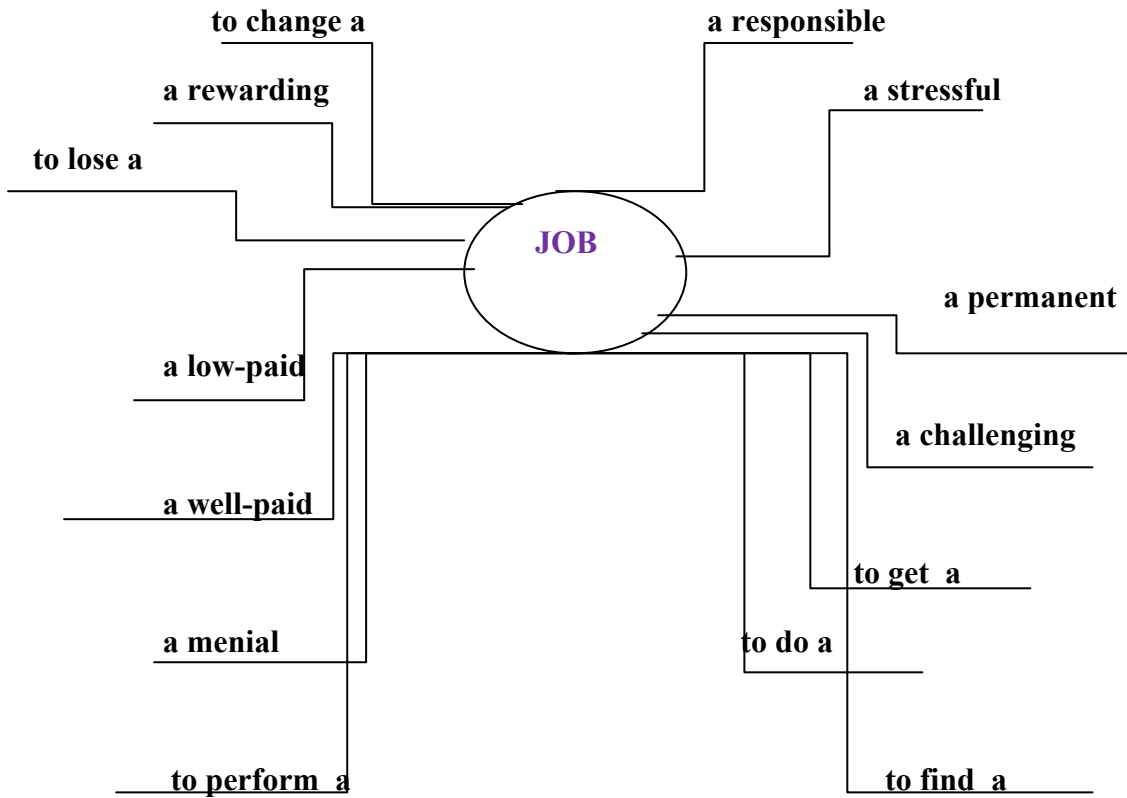
Designed by the author of the present paper.

## Appendix 8

### ‘Centipede’ exercise

### Collocations

Fill in the table below using words from ‘centipede’.



Verbs	Adjectives	<b>Job</b>	

Designed by the author of the present paper.

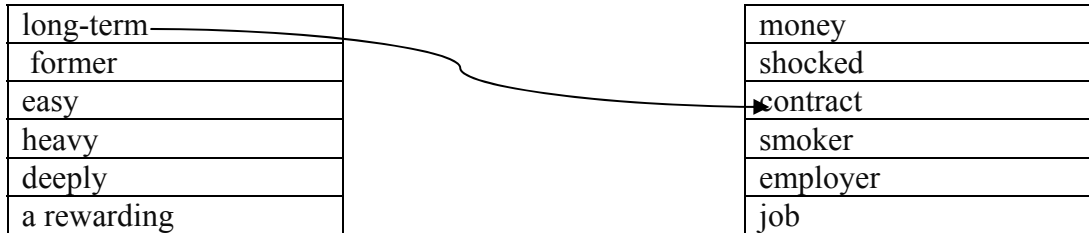
## Appendix 9

### Collocation Exercises

#### Ex. 1

Make 5 collocations by matching the words in the left and right columns. See the example.

long-term	money
former	shocked
easy	contract
heavy	smoker
deeply	employer
a rewarding	job



Ex.2 Circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

See the example: Basically her role is to \_\_\_\_\_ charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. I'm glad I got a nice soft easy \_\_\_\_\_ job.

- a) richly-paid      b) good-paid      c) well-paid      d) high-paid

2. Business has been \_\_\_\_\_ through social networking through the ages. With Facebook, you gain access to one of the biggest online traffic resources.

- a) done      b) made      c) got      d) realized

3. Frank \_\_\_\_\_ believes in learning from experience.

- a) hardly      b) surely      c) firmly      d) heavily

4. If you have \_\_\_\_\_ the decision to leave, arrange for a place to go.

- a) accepted      b) done      c) imagined      d) made

5. Did I \_\_\_\_\_ a good impression? Could I have answered my interview questions better?

- a) provide      b) make      c) show      d) produce

### **Ex.3**

Fill in the gaps using the appropriate words from the box.

See the example: I was so happy that my husband had a permanent job.

make	hourly	ruining
voluntary	launches	

1. \_\_\_\_\_ redundancy is when a person is persuaded to give up their job voluntarily, usually in exchange for a sum of money.
2. Ted blames his ex-wife for \_\_\_\_\_ his career as an actor because she is well-connected actress.
3. If you're going to \_\_\_\_\_ a living as an artist you have to be able to sell your art.
4. Traditionally, when Apple \_\_\_\_\_ a new product, the company will preserve the price but lower the prices of the older models.
5. Part-time nannies typically receive higher \_\_\_\_\_ wages than full-time nannies.

#### **keys:**

1. making a living
2. offered a job
3. rewarding career
4. provide inspiration
5. do his best
6. grows dramatically

Designed by the author of the present paper.

## Appendix 10

### Woolard's Exercises

#### Ex 1 Collocations     Verb+ career

ruin a career, began a career, develop a career, choose a career

Complete the sentences below with the above verbs:

1. This scandal has.....his career as a politician. It's now in ruins.
2. He's is owner of a chain of hotels, but he .....his career as a waiter.
3. Getting more professional qualification is probably the best way to .....your career.
4. I think money is a key factor for most people when it comes to .....a career in business.

#### Adjective+ career     a turbulent career, a promising career, a rewarding career

Complete the sentences below with the above adjective:

5. I consider teaching a .....career. It is very satisfying to feel that you are helping people to develop.
6. He had a .....career in politics, becoming Prime Minister at the age of 46.
7. He had a.....career ahead of him in basketball until an arm injury put him out of the game at the age 21.

#### Ex 2     Choose wage or salary:

1. The government plans to raise the minimum wage/salary from £4.50 to £5 per hour.
2. He was offered a six-figure wage/salary to move to an international company.
3. The owner of the restaurant only pays the waiters a weekly salary/ wage of £90.
4. He earns a high wage/salary as a doctor, but not as much as a consultant gets.
5. My husband's wage/ salary goes directly into the bank on the last Friday of each month.
6. I'm a babysitter and the basic wage/salary is low, so I'll have to find a second job to make a living somehow.

Have you notice other collocations in the sentences? Underline them.

### Ex 3

professional qualification(x3), highly qualified (x2)

Complete the sentences below with above collocations:

1. Only two of the applicants had the \_\_\_\_\_ qualifications.
2. The ski instructors are \_\_\_\_\_ qualified and certified to teach all styles and levels.
3. You'll never get a well-paid job if you don't have any\_\_\_\_\_.
4. The course leads to a \_\_\_\_\_ in business administration.
5. The teaching staffs are all \_\_\_\_\_qualified.

### Keys:

#### Ex.1

1. ruined
2. began
3. develop
4. choosing
5. rewarding
6. turbulent
7. promising

#### Ex.2

1. wage
2. salary
3. wage
4. salary
5. salary
6. wage

#### Ex.3

1. professional
2. highly
3. professional qualifications
4. professional qualification
5. highly

Source: Exercises selected from *Key Words for Fluency* by Woolard (2005:30-36)

## Appendix 11

### Crossword Collocations

#### Crossword questions

##### **Across:**

4. A \_\_\_\_\_ employment----an employment situation where an employee is expected to remain in a position only for a certain period of time (adjective, opposite to *a permanent job*).
5. a job that is difficult to deal with or achieve, but interesting and enjoyable (adjective).
6. a synonym for *a terrible job* ( adjective).
7. can be an hourly, daily or weekly that employee receives for work hours, once a week or every day for work done (noun).

##### **Down:**

1. A letter that a person writes when he/she has decided to apply for a job (adjective).
2. the minimum amount of compensation an employee must receive for performing labor—a \_\_\_\_\_ wage (adjective).
3. a work that a person does with paper in a office (noun).
8. to \_\_\_\_\_ an employee, i.e. to get someone to work in a company (verb).
9. A \_\_\_\_\_ economy will produce a better business environment and a better future for our citizens (adjective).

CROSSWORD

COLLOCATIONS

The crossword puzzle grid is composed of the following elements:

- Across 1:** MAKE A STAR CAREER (The words 'MAKE' and 'CAREER' are in purple, while 'A STAR' are in a star shape).
- Across 2:** A 10-letter empty word starting at the second square of Across 1.
- Across 3:** A 10-letter empty word starting at the fourth square of Across 1.
- Across 4:** A 10-letter empty word starting at the sixth square of Across 1.
- Across 5:** A 10-letter empty word starting at the eighth square of Across 1.
- Down 1:** A 5-letter empty word starting at the first square of Across 1.
- Down 2:** A 5-letter empty word starting at the second square of Across 1.
- Down 3:** A 5-letter empty word starting at the third square of Across 1.
- Down 4:** A 5-letter empty word starting at the fourth square of Across 1.
- Down 5:** A 5-letter empty word starting at the fifth square of Across 1.
- Down 6:** A 5-letter empty word starting at the sixth square of Across 1.
- Down 7:** A 5-letter empty word starting at the seventh square of Across 1.
- Down 8:** A 5-letter empty word starting at the eighth square of Across 1.
- Down 9:** A 5-letter empty word starting at the ninth square of Across 1.
- Down 10:** A 5-letter empty word starting at the tenth square of Across 1.

## Crossword keys

### **Down**

1. covering
2. minimum
3. paperwork
8. recruit
9. stable

### **Across**

4. temporary
5. challenging
6. gruesome
7. wage

Designed by the author of the paper

## Appendix 12

### Tom's story

#### Topic: Job

1. Look at the pictures; put them in order writing down the numbers on the pictures.
2. Match the sentences with the pictures, e.g. 

5
---

 A
3. Underline collocations in the sentences
4. Be ready to tell the story not looking at the sentences. Look at the pictures. Use collocations connected with 'job'.

- A      After 8 months Tom got promoted.
- B      Tom had a job interview, he got through the interview successfully and he got a job.
- C      He was unemployed and was looking for a job.
- D      Tom had to work hard.
- E      But Tom was absolutely happy, he had a high salary and an expensive car which was offered by the company.
- F      Tom applied for a job with a food company and sent his CV.
- G      Tom was sacked. He was unemployed again.
- H      Tom left his job after a disagreement with his boss.

Adapted from *New English File Intermediate Student's Book* (Oxenden, C. and Latham-Koenig, C. (2006), Module 5 C. Oxford: Oxford University Press.



## Appendix 13

### Strange Jobs

Guess the strange job of your partner using your own questions and the questions below.

Do you work outside? Inside?

Is your job dangerous? Gruesome? Rewarding? Routine? Menial? Cushy?

Do you work with your hands / with people/ with animals /with plants /with computer?

Are you paid a lot of money? Do you have a low-paid job?

Do you have a challenging job? Do you have a stressful job? Do you have a permanent job or one-off? Do you have a full-time job or part-time job?

<b>Pet detective</b>	someone who finds lost pets
<b>Cheese Sprayer</b>	This person is actually in charge of spraying either cheese or butter on popcorn.
<b>Neon lights cleaner</b>	someone who cleans neon lights outside
<b>Forest Fire Lookout</b>	someone who sits in a tower and who is responsible for watching for fire danger

Designed by the author of the present paper.

## Appendix 14

### Task based on Bidstrup's pictures

Look at the pictures, tell the story, use the keywords below and the dictionary too.

Skilled/unskilled employee

It's raining cats and dogs

To be sacked

To get benefit

To be unemployed

To lose a job

To recruit employees (to hire employees)

To make a huge profit

To earn a reputation

To crawl, on all fours, on hands and knees

To be punished

Service submission

To work hard

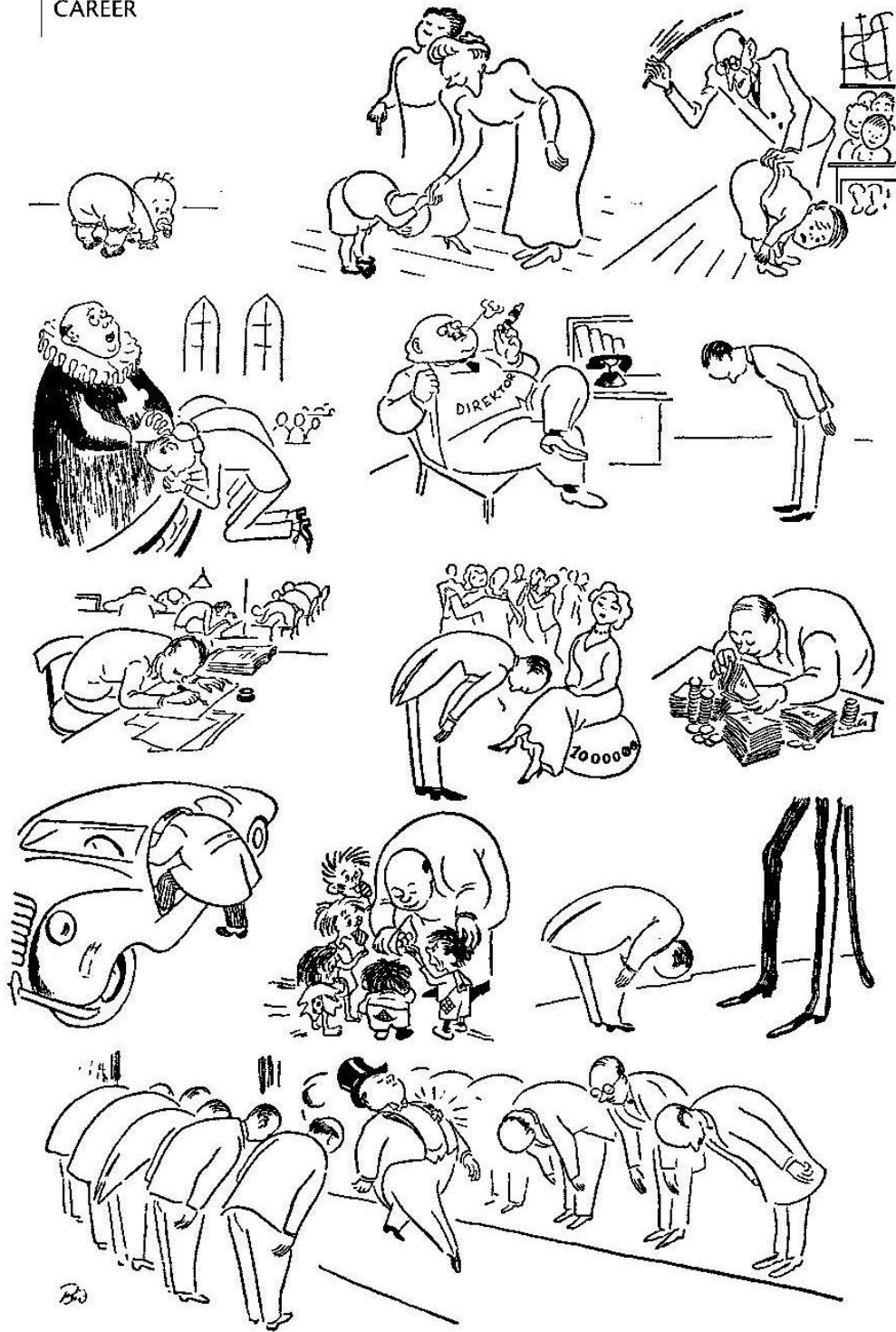
To bow deeply, low, respectfully, slightly

To give a formal bow,

To make a deep bow to...

To take a final bow (=retiring)





Bidstrups H. (2011) *Bidstrups smejas, Bidstrups izsmej*. Riga: Zvaigzne ABC.

## Appendix 15

### Conversation between Friends

A flight attendant	Airbaltic/ Lufthansa
A model	Fashion industry
A cosmetologist	Beauty salon
A pilot	Airbaltic/ Lufthansa
A chauffeur for Sting	
A zookeeper	Riga Zoo or Prague Zoo
A computer programmer (database app developer)	Agriculture food and fisheries Ministry/.....
An accountant	kindergarten/ food logistic company
An actress/actor	Cinema/theatre
A head chef	Italian restaurant
A hairdresser	Beauty salon in
A vet	Veterinary clinic
A band- master/conductor	National Symphony Orchestra
A photo operator	<i>National Geographic</i>
A cashier	'Lido'/Rimi
A designer	Furniture industry
A receptionist	The Royal Horseguards Hotel

Designed by the author of the present paper.

Ask your friend the questions as many as possible. Be ready to retell his/her story.

1. How did the job interview go?
2. Did you dread the interview?
3. Was your first job interview face-to-face?
4. Was it difficult to hold the interview?
5. How did you prepare for your first job interview?
6. Why do you want to work there?
7. What questions did your potential employer ask you? Could you tell me about that?
8. Did your employer (interviewer) ask you about your last job? About your work experience? About your professional qualification?
9. Did your interviewer ask you to describe your daily activities?
10. Did she/he ask you if you prefer to work by yourself or with others? Did she/he ask you if you are a good team player?
11. Did she/he ask you if you have career goals? or what your future plans are?
12. Did you manage to turn your weaknesses into your strengths?
13. Was your interviewer interested in your hobbies and interests?
14. Did your interviewer ask you what motivates you in your work?
15. Did you discuss your future salary? Is it a well-paid or low-paid job?
16. Could you describe your future job? Is it stressful? rewarding? full-time? part-time?
17. Is it your dream job? dead-end? challenging?
18. Tell me what is more important to you – a high salary or rewarding job?
19. Do you believe that your career will be promising, turbulent?
20. Will it be long-term employment or short-term?
21. If you get that job will you be a permanent or temporary employee?
22. How many work hours will you have if you get that job? What about your job responsibilities?
23. Do you consider yourself as a skilled or an unskilled employee? How do you evaluate your chances on the job market? How do you think they recruit you as a valuable employee?
24. What impression did you make?

Sources: <http://jobsearch.about.com/od/interviewquestionsanswers/qt.htm>

<http://www.jobinterviewquestions.org/>[Accessed February 1, 2012]

## Appendix 16

### Students' speech transcripts

The 11<sup>th</sup> class

Intermediate level

#### Conversation between Friends about Yesterday's Job Interview

##### Student A and Student B

**A:** I 've heard that you were in your interview....job interview yesterday. How did it go?

**B:** Yes... Hi! I have yesterday.....interview. It was terrible....I was very stressing in....(pause) scared...

**A:** O-o, that's very terrible. Was it a face-to-face interview or in a group?

**B:** It was face-to-face interview...with my future...(indistinguishable)

**A:** O, I think, it's more scaring...m-m...What's...Were you talking about your future salary? Will be it's low-paid or well-paid job?

**B:** of course, I want to well-paid job because pilot is dangerous and.....m-m...

**A:** ja, ja and I want to.....m-m.... so, what do you think, are you will have a promising, rewarding, turbulent career?

**B:** in future, I think, I will be respecting and....m-m...

**A:** a good famous pilot, yes?

**B:** yes

**A:** May be people...(indistinguishable) (surname of student B) is a good pilot. So, that's good...yes...and...Did your boss asking something about ...who motivated you to get this job?

**B:** My parents told me....I am good at....some....and it was my long-term dream.

**A:** Have you had any work experience or professional qualification before?

**B:** No, I haven't because I've just finished my pilot school.

**A:** Is it an university, yes?

**B:** Yes.

**A:** All right..... ( indistinguishable) here, in Latvia?

**B:** in Latvia.

**A:** m-m....What I wanted to ask? .....Is there many candidates in.....when you was in this job interview ...you said it was face-to-face interview when you sit in corridor ...is there many candidates?

**B:** yes, two men and I think they are good pilots, they don't have ....m-m

**A:** any experience?

**B:** any experience. Because they are like me...just finished pilot school.

**A:** They have the same situation like you, they have only ...have had....only finished their pilot school...so...they don't have experience. You ...they have equal ....equal....future plans ...to have work in this company

**B:** Yes.

### **Student C and Student D**

**C:** Hi! I know you have job interview yesterday? What kind of job is?

**D:** Hello! I have interview about my job. It's actress and....it was very stressful and...amazing sometimes...but...I hope it is good interview.

**C:** Really? Actress? Yes? I know that you are great person...but...how the interview go?

**D:** O-o....Thanks...it is a ...I have a lot of questions and....it's so interesting for me...it's my first interview...and...I think..it's better to me because I'm...(indistinguishable) ....with that...with that....questions and interview..I'm go in my career.

**C:** Did you dread the interview?

**D:** O...yes, it is so scary...I'm ...I'm...yes, it's very stressful and I'm scary about...and...I'm... it's so interesting...

**C:** yes, I agree, it's interesting...but...the interview was face-to-face or in group?

**D:** you know, it was in group because...and.. there is a lot of questions....and....it's so scary...and...but...they have three...two...(indistinguishable)...bettered my plans...(indistinguishable)...

**C:** What....How are you dress up?

**D:** in theatre?

**C:** yes, in theatre. It was in theatre, yes?

**D( nodded):** it's so colourful and interesting dress...because before my....(long pause)...

**C:** You have some special clothes for theatre?

**D:** yes...

**C:** it was colourful, yes?

**D:** yes.

**C:** If it is not secret, did you discuss about your future salary? It is low-paid or well-paid job?

**D:** It's ...well-paid....and it...(indistinguishable)...hoe people go to the theatre and how it is popular, interesting.

**C:** It's great...really...but...it is...did you ask some questions...to your employer?

**D:** O-o...it is... (long pause)...

**C:** you didn't have some questions, yes?

D: Yes, I didn't have some questions...but..I hope my work will be interesting for me and I grow...after month I'm....meet with you... and talk about much more about my job.

C: I hope you like each other

D: I think too...

C: Thank you.

### **Student E and Student F**

F: Hi!

E: Hiya!

F: I know you...applied for job...

E: I am a chauffeur for the company.

F: Did you dread the job interview?

E: No...I mean...I didn't prepare ...since...it is not that much important job...

F: Why haven't you prepared? This is serious.

E: It's just a chauffeur job and...don't really... I don't think to awful prepare...very well...

F: Do you like your job?

E: Well, it's well-paid job, it's dead-end and this no way to...get promotion...

F: O-o..., that's...(indistinguishable)... serious...and...if it is dead-end job..so...why you decided to work in this area?

E: It's pretty well-paid and...this only for high...(indistinguishable)...

F: Are you working in company or only for one person?

E: for company.

F: Do you like your boss?..How...What kind of relationship do you have? Are they good or bad?

E: ...pretty good...since...I have ...him.....(indistinguishable)...

F: May be do you mind to change your job to get another?

E: Well, this job is my part-time job..I study for being scientist...and when I get a degree I'll quit it.

F: O-o..., that's very interesting...If you...decide...to...to...change your job...what kind of job do you get?

E: Well, when I finish my studies I'll go for...for... science...scientist...quantum scientist...

F: O-o..., it's really interesting...Do you like science?

E: yes...yes...very much.

F: What is your future plans for your science job?

E: Well, become famous and win some Nobel prizes.

F: You have good plans for your future life and ...I hope that everything will be very nice.

E: Thanks.

### Student G and Student H

G: Hello!

H: Hello!

G: I have a ...some questions...so...how did your first interview past?

H: It was good..It was a little bit scary but...I made it...and—I think it was good interview because I was a little bit afraid and....I think...It was good...

G: How was you dressed?

H: I was dressed in a black suit and..I had my...my...hair in a ponytail.

G: When did you want this job?

H: ...because I like to do make up, I like to do manicure; I think it's pretty, interesting and after that I want to open my own beauty salon.

G: How much is your salary?

H: At the first month I will have a minimum, what's minimum in our country, yes?...but..after that I will have some procents and may be later I will have more well-paid job.

G: Are you sure that you have made a good impression?

H: I think...I'm not so sure but...I think...yes...because the manager who was making....taking....an interview...he...was...always smiling...and we had a good talk..about my future career and...he was smiling...he was...talking to me very good and....pleasant..and... I think ...yes.

G: So...Do you have some work experience...from your last job?

H: Yes. I was working in salon...beauty salon. But...I didn't like my boss, so that's why, I decided to leave and...to...have a new job...because this beauty salon is new ...and...I've heard only good things about that salon and...I think it will be better than...in my past...experience.

G: Did you dread the interview?

H: Yes, because it was only my...second...interview ...and...I forgot...what is that. I was very scared and...it was strange...I...in future...I started to think about that...I start to remember how was my...meeting...how my meeting was...I remember that...my...the manager was smiling and...he was talking to me very good and I think that it wasn't very bad.

G: Do you want to...may be...to raise ...your career...to...may be...to become...may be a director or...actually...(mother tongue....). I don't remember...career... to raise your career...

H: of course!

Both: thank you.

## Appendix 17

### Marking scale for assessing collocations in dialogue

Collocations related to the theme 'Career'

Conversation between Friends

6 points	Extensive range of collocations, accurately used
5	Wide range of collocations, mostly accurately used
4	Quite a wide range of collocations used with a few errors
3	Moderate range of collocations, some inaccuracies
2	Restricted range of collocations. Inaccuracies in common collocations
1	Very restricted use of collocations
0	Not enough to evaluate

Student	Quantity of lexical collocations in a speech	Points
A	10	6
B	3	2
C	5	4
D	1	1
E	6	5
F	5	4
G	6	5
H	4	3

Adapted from Marking Scale-Speaking, 2010



2010

**EKSĀMENS ANGLŪ VALODĀ  
12. KLASEI**  
2010. gada 25.-27. maijā  
MUTVĀRDU DAĻAS VERTĒTĀJĀ LAPA

**Marking Scale – Speaking**

	<b>Communication strategies and interaction</b>	<b>Task achievement</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>
<b>6</b>	Initiates and maintains interaction effectively	Task fully and convincingly achieved	Extensive range of vocabulary and grammar structures, accurately used	Utterances are coherent and fluent and in a style appropriate to the context	Accurate and consistent use of all aspects of pronunciation
<b>5</b>	Initiates and maintains interaction, but lacks ease	Task achieved, but the interlocutor's support is felt in 1-2 minor cases	Wide range of vocabulary and grammar structures, mostly accurately used	Utterances are quite spontaneous and fluent without evident search for words	Broadly accurate and consistent use of most aspects of pronunciation
<b>4</b>	Intended meaning communicated, but with some hesitation	Task is achieved, but the interlocutor's support is occasionally required	Quite a wide range of vocabulary and grammar structures, but used with a few errors	Utterances are at times fluent, but the student searches for words. Sentences may be left uncompleted	Sometimes faulty pronunciation
<b>3</b>	Communicates main ideas. Initiates and maintains interaction with difficulty	Task is partly achieved, but several task requirements are lacking. Interlocutor's support is frequently required	Moderate range of vocabulary and grammar structures or many grammatical inaccuracies in complex structures	Utterances are usually hesitant and jerky, but the speaker is able to keep the conversation going	Often faulty pronunciation, strong interference from the native language rhythm, intonation and pronunciation
<b>2</b>	Communicates main ideas in limited contexts; initiation rare	Task requirements not achieved, but the student has made an attempt to fulfill all tasks	Restricted range of vocabulary. Many inaccuracies even in basic structures	Utterances are fragmentary and halting, but at times the student manages to keep up the conversation	Frequent pronunciation errors cause unintelligibility
<b>1</b>	Great difficulty in communication; unable to initiate	Task not fulfilled, but the student attempts to perform at least one task	Very restricted vocabulary and inadequate grammar	Speech is slow, exceedingly halting, stumbling. Difficult to perceive continuity in utterances	Largely unintelligible
<b>0</b>	Unable to communicate	Is not able to do the tasks	Not enough to evaluate	Not enough to evaluate	Not enough to evaluate

VISC

Veļņu ielā 2, Rīgā, LV-1050

## Appendix 19

### Lesson observation checklist 1

Dear observer,

I am conducting a research on teaching of lexical collocations at secondary school. I would appreciate if you could answer the following questions. Please, express your opinion on my teaching.

1. Preparation for the lessons

---

2. Lesson plans

---

3. Material

---

4. Conducting the lessons

---

5. Interaction with the students

---

6. What should the trainee teacher be praised for?

---

7. What shortcomings did the trainee teacher have in teaching of collocations?

---

8. What was new in teaching collocations to the students?

---

9. Your comments:

---

Thank you

## Appendix 20

### Lesson observation checklist 2

Please, underline the corresponding answer and express your opinion.

1. How does the teacher present the new vocabulary through collocations  
Explaining in English   
Translating into mother tongue   
Drawing the table with key words   
Asking the students to explain   
Giving synonyms   
Giving antonyms   
Giving examples of use   
Giving collocations in contexts
  
2. What collocations do the students have problems during the lesson?  
\_\_\_\_\_
  
3. How does the teacher motivate students to learn collocations?  
\_\_\_\_\_
  
4. Did it really work?  
Yes  No
  
5. What collocations do the students remember very well from the previous lessons and use in their speaking?  
\_\_\_\_\_
  
6. How often does the teacher use collocations during the lesson?  
Often   
Not so often   
Seldom
  
7. What activities do you consider are more interesting for the students?  
\_\_\_\_\_
  
8. Does homework contain exercises with collocations?  
Yes  No

9. Does the teacher use only “New Opportunities” Students’ Book and Language Powerbook for the lesson and for homework?

Yes

No

10. Does the teacher design some activities by herself?

Yes

No

11. Does the teacher recall collocations that were taught on the previous lesson?

Yes

No

12. Do the students write down new collocations in their collocational notebooks with enthusiasm?

Yes

No

13. Please, write down your comments about the lesson.

---

---

14. What should be improved?

---

---

Thank you

## Appendix 21

### Test on general collocational competence (Intermediate level)

#### Test specification

##### 1.1 Purpose of the Test

The purpose of the present test is to check students' general collocational competence at the intermediate level. As it is widely known, EFL learning demands a set of competences. It is important to notice, that collocational competence is one of these competences. It is grounded by the directions *Common European Framework of Reference for Languages* that the development learners' collocational competence is a part of communicative language competence (2001:111). The test has three tasks.

##### 1.2 Test Audience

The audience of the given test consists of learners who study at the intermediate level at secondary school in the 11<sup>th</sup> class. Quantity of testees - 12 students.

##### 1.3. Test Types

Proficiency test

The given test is provided for English language learners to evaluate their English proficiency.

##### 1.4. Task Type

###### Task 1

Multiple choice task which includes discrete sentences containing collocations necessary for the intermediate level students. The present test has one correct answer and three distracters. 'Multiple-choice item is a type of test item which consists of a question or incomplete sentence, which a choice of answers or ways of completing the sentence. The candidate's task is to choose the correct option from a set of three, four or five possibilities, and no production of language is involved. [...] Multiple –choice items may be discrete or text-based' (ALTE, 1999:79).

###### Task 2

Matching task.

###### Task 3

Filling in the gaps task.

### **1.5. Marking Instructions**

#### 1.5.1. Weighting of Each Task

1. Multiple choice task	10 points
2. Matching task	7 points
3. Filling in the gaps task	7 points
Total	24 points

### **1.6. Test Instructions**

#### 1.6.1. Duration of the test

The test is designed for 20 minutes. The teacher has 3 minutes to explain the task, to give handouts and then to collect the completed tests within the appointed time. Time-keeping starts from the moment when all the students in the classroom have received the handouts of the test tasks. Five minutes before the appointed time for the completion of the test, the teacher has to warn the students that there are only 5 minutes left.

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_

## Test

### Task 1

Circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

**Example:** Let's \_\_\_\_\_ the subject. I don't want to talk about it anymore.

- a) fix      **b) change**      c) turn      d) transfer

1. A fairly common social issue people have is that they're not sure how to \_\_\_\_\_ friends.

- a) acquire      b) do      c) start      d) make

2. It is widely believed that it always rains \_\_\_\_\_ in England.

- a) deeply      b) seriously      c) terribly      d) heavily

3. What is the secret of Demi Moore's beauty? Demi Moore reveals us that she follows a \_\_\_\_\_ diet of vegetables.

- a) hard      b) heavy      c) strict      d) narrow

4. I \_\_\_\_\_ an appointment to visit my doctor yesterday.

- a) made      b) did      c) agreed      d) phoned

5. I used to love it when my mum \_\_\_\_\_ a Christmas cake when I was a small girl.

- a) produced      b) made      c) created      d) did

6. Make sure that you are well prepared and never \_\_\_\_\_ unnecessary risks.

- a) cope      b) make      c) take      d) bring

7. My Italian relatives \_\_\_\_\_ me a warm welcome when I arrived in Sindia.
- a) gave            b) found            c) lent            d) showed
8. My brother smokes 2 packets of cigarettes a day. He is a \_\_\_\_\_ smoker.
- a) strong            b) big            c) hard            d) heavy
9. When my brother's cold, he usually drinks \_\_\_\_\_ tea with honey.
- a) tough            b) strong            c) heavy            d) hard
10. I am going to the shop. Could you keep \_\_\_\_\_ on the kids?
- a) a look            b) an arm            c) a stare            d) an eye

**Points**

10	
----	--

## Task 2

Match items from the two columns to form collocations. See the example.

- |            |                 |
|------------|-----------------|
| 0. strong  | a. a cold       |
| 1. play    | b. reading      |
| 2. thick   | c. page         |
| 3. bedtime | d. a joke       |
| 4. catch   | e. food         |
| 5. junk    | <b>f. wind</b>  |
| 6. web     | g. a compromise |
| 7. reach   | h. hair         |

0.	<i>f</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Points

7	
---	--

### Task 3

Complete each sentence with a word from the box using the letters in the brackets. Use each word only once.

politely (A)	utterly (B)	deeply (C)	<del>sunny</del> (D)	effective
(E)				
highly (F)		desperately (G)		intensively (H)

**Example:** Mr Smith always woke up in a cheerful mood with a    (D)    smile on his face.

1. My friend John is \_\_\_\_\_ worried about his exam.
2. I have found some \_\_\_\_\_ ways of working with this programme.
3. When they split up, they both were \_\_\_\_\_ miserable.
4. The injection was \_\_\_\_\_ painful, but fortunately it was short.
5. China says it is '\_\_\_\_\_ shocked' by Pakistani soldiers' deaths.
6. You can show kindness and respect for other people's feelings by speaking \_\_\_\_\_ to them.
7. After the treatment, it is \_\_\_\_\_ recommended that you wash your hair with shampoos that have neutral PH.

**Points**

7	
---	--

Designed by the author of the present paper

Task 1 (in collaboration with E. Mantle)

### **Keys: Task 1**

1. d

2. d

3. c

4. a

5. b

6. c

7. a

8. d

9. b

10. d

### **Task 2**

1. d

2. h

3. b

4. a

5. e

6. c

7. g

### **Task 3:**

1. G

2. E

3. B

4. H

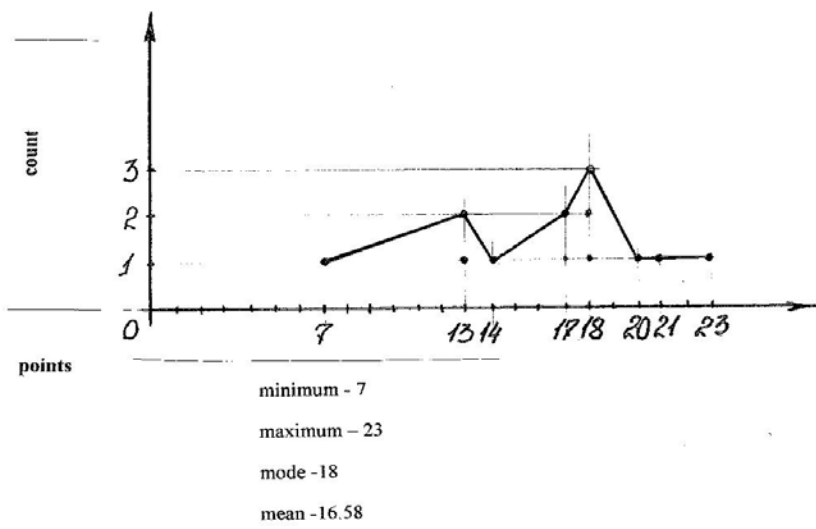
5. C

6. A

7. F

## Appendix 22

### Distribution curve of the of the test on general collocational competence (Intermediate)



## Appendix 23

### Calculation of standard deviation of the test on general collocation competence

12 students, 24 items

Score (Step 1)	Mean deviation ( <i>d</i> )	Squared ( <i>d</i> <sup>2</sup> )(Step 2)
23 ( 23-16.58(mean) =d)	6.42	41.22
21	4.42	19.53
20	3.42	11.69
18	1.42	2.02
18	1.42	2.02
18	1.42	2.02
17	0.42	0.18
17	0.42	0.18
14	-2.58	6.66
13	-3.58	12.82
13	-3.58	12.82
7	-9.58	91.78
		<b>Step 3: <math>\sum d^2=202.94</math></b>

**Step 4:**

$$\text{s.d.} = \sqrt{202.94} : 12$$

**Step 5:**

$$\text{s.d.} = \sqrt{16.91} = 4.11$$

where

s.d.- standard deviation

E –sum of

d- mean deviation

(Heaton, 1988: 177)

## **Appendix 24**

### **Pre-test on Collocations related to the theme “Career”**

#### **Test specification**

##### **1.1 Purpose of the Pre-Test**

The aim of the test is to examine the students’ knowledge on lexical collocations related to the theme ‘Career before teaching lexical collocations on the aforementioned theme.

##### **1.2 Pre-test Audience**

The audience of the given test consists of learners who study at the intermediate level at secondary school in the 11<sup>th</sup> class.

##### **1.3. Test Type**

Proficiency test

##### **1.4. Task Type**

Task 1: Multiple choice task with one correct answer and three distracters.

Task 2: Matching task

Task 3: Fill in the gaps

##### **1.5. Marking Instructions**

###### **1.5.1. Weighting of Each Task**

1. Multiple choice task	9 points
2. Matching task	7 points
3. Fill in the gaps task	7 points
Total	23 points

Name, Surname \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Pre- Test

#### Task 1

For each question, circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

**Example:** Basically her role is to \_\_\_\_\_ charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. Phil has found \_\_\_\_\_ jobs for his close associates.

- a) high-paid      b) good-paid      c) richly paid      d) well-paid

2. I don't think doctors are paid enough for doing such a \_\_\_\_\_ job.

- a) high      b) responsible      c) executive      d) reasonable

3. My job is so routine that I hate it. Filling papers all day is such a \_\_\_\_\_ job.

- a) flat      b) lifeless      c) boring      d) senseless

4. How long have you been \_\_\_\_\_ business with Germany for?

- a) doing      b) getting      c) making      d) realising

5. I \_\_\_\_\_ believe that this candidate suits us.

- a) surely      b) firmly      c) hardly      d) heavily

6. Have you \_\_\_\_\_ a decision yet about the new job?

- a) imagined      b) accepted      c) done      d) made

7. Anyway, I'm going to \_\_\_\_\_ all the options before I decide.

- a) look      b) consider      c) watch      d) see

8. Well, I know you never take my advice but I would \_\_\_\_\_ advise you to think of the future.

- a) strongly      b) firmly      c) seriously      d) finally

9. It is very important to \_\_\_\_\_ a good impression at the interview.

- a) produce      b) make      c) show      d) provide

**Points**

9	
---	--

## Task 2

Make 7 collocations by matching the words in the left and right columns. See the example.

work  
sick  
hold  
hourly  
full-time  
launch  
make  
high

wage  
leave  
an interview  
a new product  
a profit  
salary  
experience  
job

Points

7	
---	--

### Task 3

Fill in the gaps using the appropriate words from the box.

See the example: I was so happy that my husband had a permanent job.

voluntary	professional	
dead-end	rewarding	
ruined	make	freelance

1. Only two of the applicants had the \_\_\_\_\_ qualifications.
2. Garry was involved in a scandal that almost \_\_\_\_\_ his career.
3. I left my job in a travel agency after a disagreement with my boss. We agreed that I will sign a \_\_\_\_\_ redundancy form.
4. I became an employee in a fast-food restaurant as a cleaner. I had extremely the low-paid job but I had to \_\_\_\_\_ a living somehow.
5. One of the most important things a \_\_\_\_\_ worker can do is set up a time schedule.
6. Teaching kids is very satisfying. For me, it's a very \_\_\_\_\_ job.
7. You may be in a \_\_\_\_\_ job if you have never been offered a promotion.

Points

7	
---	--

Designed by the author of the present paper.

**Pre-Test****Keys:****Task 1**

1. d
2. b
3. c
4. a
5. b
6. d
7. b
8. a
9. b

**Task 2**

1. sick leave
2. hold an interview
3. hourly wage
4. full-time job
5. launch a new product
6. make a profit
7. high salary

**Task 3**

1. professional
2. ruined
3. voluntary
4. make
5. freelance
6. rewarding
7. dead-end.

## **Analysis of the pre-test**

### **Target skills**

The test aims at the assessment of the following target skills: *Collocations*

This test helps to assess: the ability to choose the appropriate collocations from 4 alternatives where only one of the options is correct; the ability to define collocations related to theme 'Career'; the ability to choose the appropriate collocations for a certain context.

### **Number of testees**

The number of testees who have taken the test is 12 students of the 11<sup>th</sup> form of secondary school N.60.

### **The Mean and Standard Deviation**

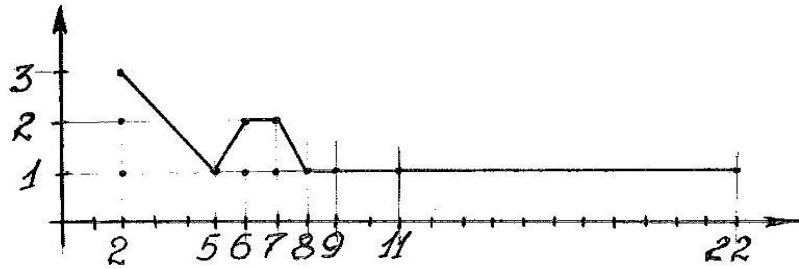
The test analysis was done by the author of the present report by hand. According to the total results of the test, the mean score is 7.25 points (out of 23 points). However, the mean alone does not reflect the real situation. It only demonstrates the average mark obtained by the testees.

To find out how the scores are distributed around the mean it is necessary to calculate the standard deviation. 'The standard deviation is a way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean' (Heaton, 1997: 176). In this case the standard deviation is 5.21. It means that the average marks for the test are 2.04-12.46.

### **Distribution curve**

The scores which formed the mean are shown on the distribution curve below. Each item in task 1 of the pre-test contains only one possible correct answer from four options. For the each correct answer the student gains 1 point, for the wrong answer - 0, for the omitted answer - 0. In task 2 the testees have to match items from columns A and B to make seven collocations. Each correct answer receives 1 point. Task 3 has the discrete sentences containing collocations necessary for the intermediate level students relevant to the theme 'Career'. For the each correct answer the testee receives 1 point, for the wrong answer 0 point, for the omitted - 0.

The obtained results of the test and total score for each student are reflected in Figure 1.



min-2  
max-22  
mode-2  
mean-7.25

*Figure 1* **Distribution curve of the scores of the pre-test** (12 students, 23 items)

From Figure above it is possible to see that one student out of 12 is closer to the maximum results (22 points for 23 items), one student gained 11 points, one student belong 9 points, one student-8 points, two students- 7 points and two students had 6 points, one student-5 points and three students gained 2 points. According to Heaton (1988:175), the mode refers to the score which most candidates obtained, it is, in this case, it can be seen in Figure 1, the mode is 2 points. According to diagram, it is clear that the distribution curve is positively skewed. It means that this particular test is too difficult for the candidates. According to Heaton (1988:175), the mode refers to the score which most candidates obtained', it is, the majority of the scores are in the lower region. 66, 7 % (8 students out of 12) gained scores lower than the mean. Thus, the test takers had a quite poor knowledge on collocations related to the theme 'Career' at the Intermediate level.

### **Item analysis**

All the items of the present test should be considered from the point of view of their level of difficulty and their level of discrimination.

### **Item difficulty and index discrimination**

*Table 1* **Facility value and index discrimination of each item** (Index of difficulty =FV- facility value)

Item's number	FV	D

1	.33	.33
2	.75	1
3	.83	.33
4	.42	.67
5	.08	-.33
6	.25	.67
7	.17	.33
8	.08	.33
9	.42	1
10	.25	.67
11	.17	.67
12	.33	.33
13	.58	1
14	.33	0
15	.17	.33
16	.42	.67
17	.17	.67
18	.42	.67
19	.50	1
20	.33	.67
21	.08	.33
22	.17	.33
23	.17	.33

Thus, as can be seen from Table 1, there are fairly easy items: No. 2 and 3 from which 75 and 83 accordingly per cent of students taking the test obtained the correct answer. Items No. 1, 4, 9, 12, 14, 16, 18, 20 have facility indexes .33 and .42 which indicate that 33 per cent and 42 accordingly per cent of the students answered aforementioned items correctly. It means that they are a bit lower than an average (.50) but still appropriate. Items 2 and N .3 have facility indices .75 and .83 which mean that they are too high to be appropriate so they are too easy for the testees. Items No. 5, 7, 11, 15, 17, 21, 22, 23 with facility indexes lower than .20 are too difficult for the testees.

According to Heaton (1997:180), ‘discrimination indices can range from +1 (= an item which discriminate perfectly-i.e. it shows perfect *correlation* (Heaton’s italic) with the

testees' results on the whole test) through 0 (= an item which does not discriminate in any way at all) to -1 (= an item which discriminates in entirely the wrong way)'. Thus, for this particular case there is one negative discrimination index (item No. 5). Also there is one item (item No. 14) with discrimination index 0, thus, this item is extremely easy for the testees. Items with discrimination index .33 are acceptable. Thus, the items with zero discrimination indices such as item No.14 and item No. 5 with negative discrimination index should be discarded.

From Table 1 it can be seen that in spite of the two items which have the negative discrimination index and the zero discrimination index there are items which are at right level of difficulty and discriminates well (items No . 9, 13 and No.19).

### **Reliability of the Test**

According to Heaton (1988: 162), 'reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measurement instrument'. The reliability of the whole test can be estimated by using the formula (Heaton, 1997: 164):

$r_{11} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{N\sigma^2} \right)$ , where N = the number of items in the test; m= the mean score on the test for all the testees;  $\sigma$ = the standard deviation of all the testees' scores, and  $r_{11}$  = reliability.  $r_{11} = .858$ . Thus, the present test is reliable.

### **Standard Error of Measurement (SEM)**

Calculating the standard error of measurement the author of the present report used the formula offered by Hughes (1996: 159):

Standard error of measurement = s.d. of test  $\times \sqrt{1 - \text{reliability of test}}$

Where s.d.—standard deviation

Standard error of measurement of this test =  $5.21 \times \sqrt{1 - 0.858} = 1.96$

According to Hughes (ibid.), 'we know that we can be 95 per cent certain that an individual's true score will be within two standard errors of measurement from the score she or he actually obtains on the test'. Thus, in this case, two standard errors of measurement amount to 3.92 (2  $\times$  1.96). This means, for example, that for a student who scores 7 points on the test we can be 95 per cent certain that the true score lies somewhere between 3.08 and 10.92 points. But for student who scores 11 points on the test –between 7.08 and 14.92.

## Appendix 25

### Calculation of Standard Deviation of the pre-test

Pre-test Collocations 'Job'

23 items, 12 students

Score (Step 1)	Mean deviation (d)	Squared (d <sup>2</sup> )(Step 2)
22 ( 22-7.25(mean) =d)	14.75	217.56 (14.75x14.75)
11 (11-7.25)	3.75	14.06
9	1.75	3.06
8	0.75	0.56
7	-0.25	0.06
7	-0.25	0.06
6	-1.25	1.56
6	-1.25	1.56
5	-2.25	5.06
2	-5.25	27.56
2	-5.25	27.56
2	-5.25	27.56
		<b>Step 3: Ed<sup>2</sup>=326.22</b>

**Step 4:**

$$\text{s.d.} = \sqrt{326.22} : 12$$

**Step 5:**

$$\text{s.d.} = \sqrt{27.185} = 5.21$$

where s.d.- standard deviation, E –sum of ,d- mean deviation (Heaton, 1988: 177).

## **Appendix 26**

### **Post-test on Collocations related to the theme ‘Career’**

#### **Test specification**

##### **1.1 Purpose of the Post-Test**

The purpose of the present test is to assess students’ knowledge of collocations on the theme ‘Career’. The present test has three tasks with the collocations that have been taught by the trainee teacher and the author of the present paper. Two tasks (N.1 and N.3) of the post-test have discrete sentences containing collocations necessary for the intermediate level students relevant to the theme ‘Career’. The task N.2 is a matching task.

##### **1.2 Test Audience**

The audience of the given test consists of learners who study at the intermediate level at secondary school in the 11<sup>th</sup> class. Quantity of testees- 12 students.

##### **1.3. Test Types**

Achievement test

The given test type of test is typically given by the teacher at a particular time throughout the course covering a certain amount of material.

##### **1.4. Task Type**

Task 1: Multiple choice task with one correct answer and three distracters.

Task 2: Matching task

Task 3: Fill in the gaps

##### **1.5. Marking Instructions**

###### **1.5.1. Weighting of Each Task**

1. Multiple choice task	9 points
2. Matching task	7 points
3. Fill in the gaps task	7 points
Total	23 points

##### **1.6. Test Instructions**

###### **1.6.1. Duration of the test**

The test is designed for 20 minutes.

**Post- test****Task 1**

**For each question, circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.**

**Example:** Basically her role is to \_\_\_\_\_charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. Although Susan works in a very high powered and very \_\_\_\_\_in the City, she openly admits that she missed her former job.

- a) high-paid      b) good-paid      c) well-paid      d) richly paid

2. I don't think teachers are paid enough for doing such a \_\_\_\_\_job.

- b) high      b) reasonable      c) executive      d) responsible

3. In my opinion, a job as a nighttime security guard is one of the most \_\_\_\_\_jobs you can get.

- a) boring      b) lifeless      c) flat      d) senseless

4. People tend to be comfortable \_\_\_\_\_business with people from their own culture.

- a) getting      b) doing      c) making      d) realising

5. I \_\_\_\_\_believe that if you are the best candidate for a job you will get it.

- a) surely      b) heavily      c) hardly      d) firmly

6. It was hard but I feel I've \_\_\_\_\_the right decision.

- a) made      b) accepted      c) done      d) imagined

7. John carefully \_\_\_\_\_ all the options and has chosen the best one.

- a) looked      b) watched      c) considered      d) saw

8. I \_\_\_\_\_ advise you to choose a profession that will suit you.

- a) firmly      b) strongly      c) seriously      d) finally

9. \_\_\_\_\_ a good impression in a job interview is about balancing professionalism and personality.

- a) producing      b) providing      c) showing      d) making

**Points**

9	
---	--

## Task 2

Make 7 collocations by matching the words in the left and right columns. See the example.

work

sick

hold

hourly

full-time

launch

make

high

wage

leave

an interview

a new product

a profit

salary

experience

job

Points

7	
---	--

### Task 3

Fill in the gaps using the appropriate words from the box.

See the example: You need a wide range of skills in order to run a successful business.

<del>run</del>			
	voluntary		professional
dead-end			
	rewarding		
ruin			
	make		freelance

1. My \_\_\_\_\_ qualification is 100% right according to the position.
2. If you continue to participate in any of these situations, you will \_\_\_\_\_ your career.
3. If I sign a \_\_\_\_\_ redundancy form will this have a negative effect on me?
4. He's managed to \_\_\_\_\_ a living doing what he wants and what he loves.
5. As a \_\_\_\_\_ worker, you can control your work load.
6. I work in a children's hospital. My job is \_\_\_\_\_ ----the smiles you get from the kids when they feel better, makes you forget the sadness of the whole situation.
7. When you're in a position with no room for promotion, you're boxing yourself into a career corner..... most likely... you are in a \_\_\_\_\_ job.

7	
---	--

Designed by the author of the present paper.

**Post-test****Keys:****Task 1**

1. c
2. d
3. a
4. b
5. d
6. a
7. c
8. b
9. d

**Task 2**

1. sick leave
2. hold an interview
3. hourly wage
4. full-time job
5. launch a new product
6. make a profit
7. high salary

**Task 3**

1. professional
2. ruin
3. voluntary
4. make
5. freelance
6. rewarding
7. dead-end

## **Analysis of the Post-Test**

### **Target skills**

The test aims at the assessment of the following target skills: *Collocations*

This test helps to assess: the ability to choose the appropriate collocations from 4 alternatives where only one of the options is correct; the ability to define collocations related to theme 'Career'; the ability to choose the appropriate collocations for a certain context.

### **Number of testees**

The number of testees who have taken the test is 12 students of the 11<sup>th</sup> form of secondary school.

### **The Mean and Standard Deviation**

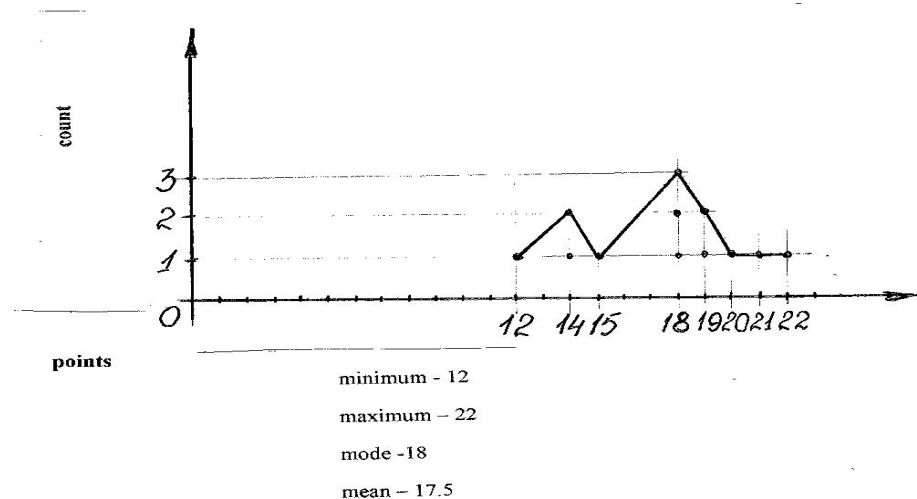
The test analysis was done by the author of the present report by hand. According to the total results of the test, the mean score is 17.5 points (out of 23). However, the mean alone does not reflect the real situation. It only demonstrates the average mark obtained by the testees.

To find out how the scores are distributed around the mean it is necessary to calculate the standard deviation. 'The standard deviation is a way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean' (Heaton, 1997: 176). In this case the standard deviation is 2.96. It means that the average marks for the test are between 14.54 and 20.46.

### **Distribution curve**

The scores which formed the mean are shown on the distribution curve in Figure 2. Each item in task 1 of the post-test contains only one possible correct answer from four options. For the each correct answer the student gained 1 point, for the wrong answer - 0, for the omitted answer - 0. In task 2 the testees had to match items from columns A and B to make seven collocations. Each correct answer received 1 point. Task 3 had the discrete sentences containing collocations necessary for the intermediate level students relevant to the theme 'Career'. For the each correct answer the testee received 1 point, for the wrong answer 0 point, for the omitted - 0.

The obtained results of the test and total score for each student are reflected in Figure 2 below.



*Figure 2* **Distribution curve of the scores of the post-test** (12 students, 23 items)

From the figure above it is possible to see that one student out of 12 is closer to the maximum results (22 points for 23 items), one student gained 12 points, two students belonged 14 points each, one student-15 points, three students- 18 points and two students had 19 points, one student-20 points and one student gained 21 points. According to Heaton (1988:175), the mode refers to the score which most candidates obtained', it is, in this case, as can be seen in Figure 2, the mode is 18 points , i.e. the majority of the scores are in the higher region. 66, 7 % (8 students out of 12) gained scores higher than the mean.

According to diagram, it is clear that the distribution curve is normal skewed. This distribution curve shows that the target group of students have had a quite good knowledge on collocations related to the theme 'Career' at the Intermediate level after teaching them the lexical collocations related to the theme "Career".

## Item analysis

All items of the present test should be considered from the point of view of their level of difficulty and their level of discrimination.

### Item difficulty and item discrimination

*Table 4.3 Facility value and index discrimination of each item*

Item's number	FV	D
1	1	0
2	1	0
3	1	0
4	.83	.33
5	.42	.67
6	.92	.33
7	.42	.67
8	.17	0
9	1	0
10	.75	.67
11	.83	.67
12	.92	0
13	.92	.33
14	.67	.33
15	.42	1
16	.75	.33
17	1	0
18	.67	.67
19	.50	1
20	.83	.33
21	.50	.67
22	1	0
23	1	0

Thus, as can be seen from table 4.3, there are fairly easy items: 10, 16, 4, 11, 20 and 6, 2, 13 from which 75, 83 and 92 accordingly per cent of students taking the test obtained the correct answers which mean they are too easy for the testees. Items 5, 7, 15 have facility index .42 which indicate that 42 per cent of the students answered aforementioned items correctly. It means that they are a bit lower than an average (.50). Items 8 has facility index .17 which lower than .20 and consequently too difficult for the testees. In the post-test here are items with facility index =1.0 (items 1, 2, 3, 9, 17, 22, 23) which means that these items too easy for the testees.

According to Heaton (1997:180), ‘discrimination indices can range from +1 (= an item which discriminate perfectly-i.e. it shows perfect *correlation* (Heaton’s italic) with the testees’ results on the whole test) through 0 (= an item which does not discriminate in any way at all) to -1 (= an item which discriminates in entirely the wrong way)’. Thus, for this particular case there is no negative discrimination index. Also there are several items (item No. 1, 2, 3, 8, 9, 12, 17, 22 and 23) with discrimination index 0, thus, this item is extremely easy for the everyone, both strong and weak students.

The analysis of the results of the post-test shows that the target group of the students had a quite good knowledge on the lexical collocations related to the theme ‘Career’.

## Calculation of standard deviation of the post-test

12 students, 23 items

Score (Step 1)	Mean deviation ( $d$ )	Squared ( $d^2$ )(Step 2)
22	4.5	20.25
21	3.5	12.25
20	2.5	6.25
19	1.5	2.25
19	1.5	2.25
18	0.5	0.25
18	0.5	0.25
18	0.5	0.25
15	-2.5	6.25
14	-3.5	12.25
14	-3.5	12.25
12	-5.5	30.25
		<b>Step 3: <math>\sum d^2 = 105</math></b>

**Step 4:**

$$\text{s.d.} = \sqrt{105} : 12$$

**Step 5:**

$$\text{s.d.} = \sqrt{8.75} = 2.96$$

where

s.d.- standard deviation

E –sum of

d- mean deviation

(Heaton, 1988: 177)

## Appendix 27

### Calculation of the difference index in the pre- and post-tests

The results of the pre-test and the post-test relating to the theme ‘Career’ are discussed in this appendix. To compare the results of the pre-test and the post-test the author of the present paper calculated the difference index, which, according to Brown (2002: 120), ‘indicates the degree to which an item is reflecting gain in knowledge or skill’ and also ‘indicates the degree to which an item is distinguishing between the students, called *masters*, who know the material (or have the skill being taught) and students, labelled *non-masters* (Brown’s italic), who do not. To calculate the difference index, the IF (i.e. FV-index facility, in other words, item facility, item difficulty, item easiness, p-value (Brown, 2002:114), of the post-test is subtracted from the IF=FV of the pre-test (Brown, 2002: 120).

The statistics in Table 2 below are derived from pre-test and post-test results and it can be seen that those items which have index facility= .33 (items 1, 12, 14, 20) (what means that only 33% of the students answered correctly) in the pre-test they have facility indices=.67, .83, 92 and 1.0 accordingly in the post-test (what means that 67%, 92 % and 100 % of the students answered to those questions correctly). That means that the testees did not know the correct answers to those questions before pilot teaching, but after the pilot teaching they have known the correct answers, i.e. they acquired the material that has been taught successfully. Also item 5 with facility index =.08 in the pre-test after teaching has had facility index =.42 what means progress. However, item 19 with facility index =.50 in the pre-test, in the post-test this item still has the same facility index as in the pre-test. That means that on this item there is no progress. In comparison, items 11, 17, 22 and 23 with facility indices =.17 in the pre-test (i.e. 17 % of the students knew the correct answers), in the post test resulted in facility index =.83 for item 11 (i.e. 83 % students answered correctly) and facility indices =1.0 for items 17, 22 and 23 (i.e. 100% students answered correctly) what means remarkable progress.

**Table 2 Comparing the results from the pre-test and the post-test (12 stud., 23 items)**

Item number	Post-test FV	subtraction	Pre-test FV	Difference index
1	1		.33	.67
2	1		.75	.25
3	1		.83	.17

4	83		.42	.41
5	.42		.08	.34
6	.92		.25	.67
7	.42		.17	.25
8	.17		.08	.09
9	1		.42	.58
10	.75		.25	.50
11	.83		.17	.66
12	.92		.33	.59
13	.92		.58	.34
14	.67		.33	.34
15	.42		.17	.25
16	.75		.42	.33
17	1		.17	.83
18	.67		.42	.25
19	.50		.50	0
20	.83		.33	.50
21	.50		.08	.42
22	1		.17	.83
23	1		.17	.83

## Appendix 28

### Test on collocations related to the theme 'Career' (3 variants)

The aim of the test is to examine the students' knowledge on lexical collocations related to the theme 'Career'.

Name, Surname \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

#### Test

#### The first variant

#### Task 1

For each question, circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

Example: 0. Basically her role is to \_\_\_\_\_ charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. When children don't study, parents tell their kids: 'Study hard or you will get a \_\_\_\_\_ job'.

- a) bad-paid      b) low-paid      c) poor-paid      d) unwell-paid

2. Before you \_\_\_\_\_ a complaint be aware of your consumer rights under the law.

- a) make      b) do      c) produce      d) apply

3. That beautiful woman \_\_\_\_\_ inspiration for many artists and musicians over the decades.

- a) produce      b) did      c) made      d) provided

4. We are looking for a live-in au pair to help with our 2 year old and newborn boys. Hourly \_\_\_\_\_ is negotiable.

- a) wage      b) salary      c) income      d) profit

5. Denia's only been here two weeks. It's a \_\_\_\_\_ job.

a) overtime      b) extra      c) temporary      d) additional

6. How much money does your brother \_\_\_\_\_?

a) do      b) make      c) print      d) take

7. He admitted he \_\_\_\_\_ a risk to win the Grand Prix.

a) brought      b) made      c) coped      d) took

8. I don't think doctors are paid enough for doing such a \_\_\_\_\_ job.

c) high      b) responsible      c) executive      d) reasonable

9. I work as a personal assistant for a large company. I have fixed work hours. I have a \_\_\_\_\_ job.

a) one-to-three      b) ten-to-seven      c) nine-to-five      d) three-to-nine

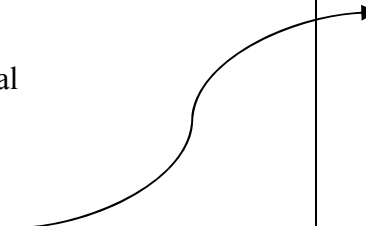
Points

9	
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## Task 2

Make 9 collocations by matching the words in the left and right columns. See an example.

promising	an employer
covering	qualification
declining	employment
six-figure	job
professional	leave
short-term	career
permanent	economy
to sue	salary
sick	letter
application	form



**Points**

9	
---	--

### Task 3

Fill in the gaps using the appropriate words form the box.

See the example: I was so happy that my husband had a permanent job.

voluntary				ambitious
	dead-end	part-time	booming	
potential				
		built	stressful	
rewarding				

1. My mother-in-law has been asked to take \_\_\_\_\_ redundancy after working there for more than 28 years.
2. People working in medical professions have the most \_\_\_\_\_ job – with 96.8 per cent saying caring for others is rewarding but traumatic on the same hand.
3. That country has already been in the list of countries with \_\_\_\_\_ economies for quite some time now and is also one of the richest countries in the world thanks to its rich gas deposits.
4. David is travelling the world and his very \_\_\_\_\_ goal is to have visited as many as possible countries before his 35.
5. Preparing for the first job interview will give you the confidence that every \_\_\_\_\_ employer sees during that first impression.
6. I had initially planned on asking for a raise but I was told that \_\_\_\_\_ employees don't get raises.
7. She has had a very \_\_\_\_\_ career and now enjoys the pleasure of having most of her business come from repeat clients.
8. When you're in a position with no room for promotion, you're boxing yourself into a career corner..... most likely... you are in a \_\_\_\_\_ job.
9. Matt has \_\_\_\_\_ his career at the intersection between marketing and technology.

Name, Surname \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Test

#### The second variant

#### Task 1

For each question, circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

Example: Basically her role is to \_\_\_\_\_ charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. His father found him a \_\_\_\_\_ job in the company, with almost nothing to do and a big salary.

- a) warm      b) cosy      c) cushy      d) light

2. She \_\_\_\_\_ an interview the following day in Cardiff, after she called me and got all the details.

- a) spent      b) held      c) run      d) made

3. I've gone from an ordinary clerk up to a top manager in a large corporation. It's one of the \_\_\_\_\_ jobs in management.

- a) top      b) high      c) up      d) peak

4. Teaching students is very satisfying. For me, it's a very \_\_\_\_\_ job.

- a) thankful      b) effective      c) grateful      d) rewarding

5. Jonathan had a beautiful well-educated wife, a house with a swimming pool in the suburbs

and a \_\_\_\_\_ job at a store in Newbury Street.

- a) well-paid      b) good-paid      c) richly paid      d) high-paid

6. He's managed to \_\_\_\_\_ a living doing what he wants and what he loves.

- a) do**                      **b) make**                      **c) take**                      **d) run**

7. If I sign a \_\_\_\_\_ redundancy form will this have a negative effect on me?

- a) freelance**              **b) ruining**                      **c) voluntary**                      **d) independent**

8. He managed to \_\_\_\_\_ a career in spite of his modest starting point as an assistant.

- a) make**                      **b) do**                              **c) design**                      **d) take**

9. It's hard to get a second chance to \_\_\_\_\_ a good impression.

- a) produce**                      **b) make**                              **c) show**                              **d) provide**


**Points**

<b>9</b>	
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## Task 2

Make 9 collocations by matching the words in the left and right columns. See an example.

recovering	experience
successful	employee
to do	interview
unskilled	job
face-to-face	career
permanent	economy
to cut	one's best
weekly	a salary
work	wage
short-term	goal



**Points**

9	
---	--

### Task 3

Fill in the gaps using the appropriate words from the box.

See the example: I was so happy that my husband had a permanent job.

work	full-time	menial
current	freelance	firing
phone	healthy	odd

1. My father was prepared to do the \_\_\_\_\_ job around the house but not all the housework.
2. During a \_\_\_\_\_ interview candidates may be asked to discuss their full work history, including the exact dates of their experience.
3. I started working at fast food restaurant when I was 17 and they were always flexible around my school schedule not giving me too many \_\_\_\_\_ hours each week.
4. \_\_\_\_\_ an employee is not an easy task for an employer.
5. It's very difficult to find time for yourself when you've got a family and a \_\_\_\_\_ job.
6. My \_\_\_\_\_ employer promised to double my salary soon.
7. Richard discusses how to develop a \_\_\_\_\_ economy by investing in education and health care.
8. I had to do some \_\_\_\_\_ jobs to help support my mother in spite I was a highly qualified employee.
9. As a \_\_\_\_\_ worker, you can control your work load.

**Points**

9	
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Name, Surname\_\_\_\_\_

Class\_\_\_\_\_

Date\_\_\_\_\_

## Test

### The third variant

#### Task 1

For each question, circle the correct answer (a, b, c or d). Only one of the options (a, b, c or d) is correct.

Example: Basically her role is to \_\_\_\_\_ charge of her boss.

- a) make      **b) take**      c) do      d) produce

1. I respect him because he didn't fear the challenges, and finally \_\_\_\_\_ his goal.

- a) took      b) pressed      c) finished      d) achieved

2. The owner of the restaurant only pays the waiters a weekly \_\_\_\_\_.

- a) salary      b) wage      c) income      d) profit

3. Scott has had a \_\_\_\_\_ career in banking in the last three years.

- a) quick      b) fast      c) turbulent      d) rapid

4. A \_\_\_\_\_ employee is someone who works less hours than a comparable full time employee doing the same type of work.

- a) part-time      b) little-time      c) short-time      d) partial

5. Has your son \_\_\_\_\_ a decision yet about the new job?

- b) imagined      b) accepted      c) done      d) made

6. Steve not only \_\_\_\_\_ a great job, he did it with consistent patience and cheerfulness.

- a) did                      b) made                      c) produced                      d) managed

7. Why don't you \_\_\_\_\_ all the options before choosing the best one?

- a) look                      b) consider                      c) watch                      d) see

8. If you want to become a more \_\_\_\_\_ employee, understand your particular job responsibilities.

- a) worthwhile                      b) expensive                      c) valuable                      d) compensative

9. Our nurses are proud of their reputation as \_\_\_\_\_ qualified home care providers.

- a) good                      b) strong                      c) tall                      d) highly


**Points**

9	
---	--

## Task 2

Make 9 collocations by matching the words in the left and right columns. See an example.

stable	goal
to ruin a	employment
grow	interview
a primary	job
to dread an	career
permanent	economy
highly	dramatically
high	qualified
to do	salary
temporary	a business



**Points**

9	
---	--

### Task 3

Fill in the gaps using the appropriate words from the box.

See the example: I was so happy that my husband had a permanent job.

recruit	one-off	freelance	part-time
hired	modest	double	
gruesome		former	

1. Special soldiers did the \_\_\_\_\_ job of counting up the number of killed people after each battle.
2. He was a full time student and had to juggle between his work and a fairly heavy study load, that is why, he had a \_\_\_\_\_ job, i.e.3 hour afternoon shifts in the bakery.
3. Every employer wants to \_\_\_\_\_ the best employee for the job.
4. This time they want me to teach Math, Science and English (20 hours in total per week).  
They offer quite a \_\_\_\_\_ salary (the same as they offer to the teachers who teach only English), so I am not sure if I want to take this load.
5. I suspect my \_\_\_\_\_ employer has given me a bad reference and told my new employer that I made a lot of mistakes...
6. Being a \_\_\_\_\_ worker will make you pay more expenses than in the case of being employed and paid by the boss.
7. Last year I did a \_\_\_\_\_ job for a friend of mine. I had no other employment and am not self employed, and have not done any work since.
8. My current employer promised to \_\_\_\_\_ my salary soon.
9. Suzanne has been \_\_\_\_\_ as a consultant and she is receiving \$3.000 per month.

Points

9	
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## Keys

### The first variant

#### Task 1

1. b)
2. a)
3. d)
4. a)
5. c)
6. b)
7. d)
8. b)
9. c)

#### Task 2

1. promising career
2. covering letter
3. declining economy
4. six-figure salary
5. professional qualification
6. short-term employment
7. to sue an employer
8. sick leave
9. application form

#### Task 3

1. voluntary
2. stressful
3. booming
4. ambitious
5. potential
6. part-time
7. rewarding
8. dead-end
9. built

## Keys

## The second variant

### Task 1

1. c)
2. b)
3. a)
4. d)
5. a)
6. b)
7. c)
8. a)
9. b)

### Task 2

1. recovering economy
2. successful career
3. to do one's best
4. unskilled employee
5. face-to-face interview
6. to cut a salary
7. weekly wage
8. work experience
9. short-term goal

### Task 3

1. odd
2. phone
3. work
4. firing
5. full-time
6. current
7. healthy
8. menial
9. freelance

## Keys

### The third variant

#### Task 1

1. d)
2. b)
3. c)
4. a)
5. d)
6. a)
7. b)
8. c)
9. d)

#### Task 2

1. stable economy
2. to ruin a career
3. grow dramatically
4. primary goal
5. to dread an interview
6. highly qualified
7. high salary
8. to do a business
9. temporary employment

#### Task 3

1. gruesome
2. part-time
3. recruit
4. modest
5. former
6. freelance
7. one-off
8. double
9. hired

Designed by the author of the present paper.

## Appendix 29

### Pre-questionnaire for the students

Dear Student,

I am conducting a survey, and your response would be appreciated.

Please, answer the following questions by ticking the corresponding answer (V).

1. I know that there are lexical collocations.

Yes

No

2. I can notice lexical collocations in texts and during listening connected with the theme 'Career'.

Yes

No

3. Do you know that dictionaries of collocations are useful tools in learning English?

Yes

No

4. I can use the dictionary of collocations using a key word.

Yes

No

5. I usually run my collocational notebook ( I usually write down lexical collocations in my collocational notebook when I come across a new collocation that I consider to be useful for me)

Yes

No

6. I am aware (or I fully understand the importance of knowing and using lexical collocations)

Yes

No

7. Do you find the teaching of collocations helpful for you?

Yes

No

8. Have you noticed that some collocations in English have an equivalent in your mother tongue, but some not.

Yes

No

9. How could you learn new words better?

Each word separately

In combinations (words together)

Both

10. Do you agree that collocations should be taught and learnt to help you to increase your English proficiently?

Totally agree

Partly agree

Totally disagree

Partly disagree

Thank you

## Appendix 30

### Post-questionnaire for the students

Dear Student,

Using the present questionnaire you can assess your progress in acquiring lexical collocations. Please, answer the following questions by ticking the corresponding answer (V).

1. I know that there are lexical collocations.  
 Yes  No
  
2. I can notice lexical collocations in texts and during listening connected with the theme 'Career'.  
 Yes  No
  
3. Do you know that dictionaries of collocations are useful tools in learning English?  
 Yes  No
  
4. I can use the dictionary of collocations using a key word.  
 Yes  No
  
5. I usually run my collocational notebook ( I usually write down lexical collocations in my collocational notebook when I come across a new collocation that I consider to be useful for me)  
 Yes  No
  
6. I am aware (or I fully understand the importance of knowing and using lexical collocations)  
 Yes  No
  
7. Have you found the teaching of collocations helpful for you?  
 Yes  No
  
8. Have you noticed that some collocations in English have an equivalent in your mother tongue, but some not.

Yes

No

9. How could you learn new words better?

Each word separately

In combinations (words together)

Both

10. Do you agree that collocations should be taught and learnt to help you to increase your English proficiently?

Totally agree

Partly agree

Totally disagree

Partly disagree

11. Are you going to continue to write down new collocations in your collocational notebooks when dealing with other themes?

Yes

No

12. I have noticed that when I use collocations my speech is becoming more fluent.

Yes

No

13. A) Which activities you participated in during the previous lessons (28.02-27.03.12) taught by trainee teacher Helen Dubovska did you like more? And why?

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B) Several options can be ticked in the following question.

Which activities you participated in during the previous lessons (28.02-27.03.12) taught by trainee teacher Helen Dubovska were the most useful in learning collocations?

Underlining collocations in texts

Searching for collocations in collocation dictionary

Writing down collocations in your collocational notebook

Matching exercises with collocations

Fill in the gaps exercises with collocations

The exercise 'Centipede'

Collocational Bingo

Collocational Dominoes

Crossword with collocations

Collocational dictation with verbs *make* and *do*

Collocation-based speaking activities ('Job Interview', 'Strange Jobs', 'Rickie, John, Jane and Ian, Bobby's stories, speaking activity on Bidstrup's pictures, Conversation between Friends')

Others (please, specify) \_\_\_\_\_

And why? \_\_\_\_\_

14. Your additional comments concerning teaching collocations:

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Thank you