



PIANO D'INTERVENTO PER LA RIDUZIONE  
DEI DIVARI TERRITORIALI IN ISTRUZIONE

# FORMAZIONE SULLE COMPETENZE DI BASE



**INDIRE** ISTITUTO  
NAZIONALE  
DOCUMENTAZIONE  
INNOVAZIONE  
RICERCA EDUCATIVA

**pon**  
Per la scuola  
competenza e risultati  
per l'apprendimento  
20<sup>14</sup>  
20<sup>20</sup>



Ministero dell'Istruzione  
e del Merito



**UNIONE EUROPEA**  
Fondo sociale europeo  
Fondo europeo di sviluppo regionale



# Teaching Vocabulary with Collocation

## From studying vocabulary to using vocabulary

Dott. Giacomo Folinazzo (University of Toronto)

## Key Points:

- Traditional methods
- Corpus linguistics
- Collocation
- Classroom application
- Students' awareness



# Traditional methods

- Lists with definitions and translations
- Synonyms, antonyms (semantic approach)
- Prefix, suffix, root (morphological approach)
- Contextual, topical (at the park, at school, etc)
- Activities (fill-in-the-blanks, sentence writing, etc)

**These promote memorization, test preparation**

# Most language teachers have experienced this

- “I Studied a lot, but I can’t use the word”
- The word is used but in an awkward way.





*“If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.”*

Chinese Proverb



# Memorization vs Usage

- **Corpus linguistics** – the study of language as expressed in the real world (language data collected from natural context).
- **Collocation** – combination of words that appears together in high frequency in everyday language usage.
- **Classroom application**

## Some examples:

to make the bed - *I need to make the bed every day.*

to take a risk - *Sometimes we all need to take risks in life.*

to give someone advice - *My friend gave us some advice on how to find a job.*

-> **More than formulas and common phrases**

Collocation Dictionary

[www.ozdic.com](http://www.ozdic.com)



# Practical examples

- **Assessment (n.)** The act of assessing; evaluation; appraisal.
- ITA = valutazione
- [www.ozdic.com](http://www.ozdic.com)
- Let's write some sentences

## ☆ **assessment** *noun*

### ■ ADJ.

**broad, general, overall | individual | continuous, regular**

*Examination is by continuous assessment.*

**| quick, rapid | external, internal | initial | final | accurate, balanced, fair, good, proper, realistic | careful, comprehensive, detailed, formal, systematic, thorough | independent, objective | personal, subjective**

*He was shrewd in his personal assessments.*

**| adequate | critical | optimistic, pessimistic | course | tax | needs, performance, quality, risk**

*Needs assessment is crucial if the hospital is to deliver effective health care.*

**| environmental, financial, medical, psychiatric, scientific**

### ■ VERB + ASSESSMENT

**carry out, do, give, make, undertake**

*The new manager carried out an assessment of the sales department.*

### ■ ASSESSMENT + NOUN

**methods, procedures, technique | criteria | process, system**

### ■ PHRASES

**a form/method of assessment**

# Practical examples

- **Perspective (n.)** the state of one's ideas; the facts known to one, etc., in having a meaningful interrelationship.
- **ITA – prospettiva**
- **Let's write some sentences.**

☆ **perspective** *noun*

<sup>1</sup> *in art*

■ ADJ.

**distorted | horizontal, vertical**

■ PREP.

**in ~, out of ~**

*That tree is out of perspective.*

■ PHRASES

**the laws of perspective**

<sup>2</sup> *attitude to sth*

■ ADJ.

**different, new | broader, wider | proper, true**

*We can now see things in their true perspective.*

**| cultural, historical, political, social, theoretical, etc.**

■ VERB + PERSPECTIVE

**get sth in/into, place sth in/into, put sth in/into, see sth in**

*Her death put everything else into perspective.*

**| gain, get, put**

*When you reach middle age you get a different perspective on life. This website puts a completely different perspective on world news.*

**| keep | lose | adopt**

*The book adopts a historical perspective.*

**| shift | provide**

■ PREP.

**from the ~ of**

*We should view this from the perspective of the people involved.*

**| in/into ~**

*Let's get this into perspective.*



# Practical examples

- Encourage students to guess collocates:

What can we say after the word “stimulating”?

Stimulating

---

---

---

# Practical examples

- Encourage students to guess collocates:

What can we say after the word “reliable”?

Reliable

---

---

---

Now, write your own sentence.



# Tips for teaching

- Include it in your teaching. Show its usefulness.
- Encourage independent research.
- Use metalanguage (e.g. collocation)
- Include in assessment
- Encourage guessing
- Increase awareness of relations between words
- Compare with Italian and other languages (plurilingual pedagogy)
- Paradigm shift

# References

Duan, M., & Qin, X. (2012). Collocation in English Teaching and Learning. Theory & Practice in Language Studies, 2(9).

Chicago

McCarten, J. (2007). Teaching vocabulary. Lessons from the Corpus. Lessons from the Classroom.

Mukherjee, J. (2006). Corpus linguistics and language pedagogy: The state of the art—and beyond. In S. Braun, K. Kohn, & J. Mukherjee (Eds.), *Corpus technology and language pedagogy: New resources, new tools, new methods* (pp. 5–24). Frankfurt am Main, Germany: Peter Lang.

Reppen, R. (2010). *Using corpora in the language classroom* (Cambridge language education). New York: Cambridge University Press



# Useful Websites

In class:

<https://www.macmillandictionary.com//browse/collocations/american/a/>

[www.ozdic.com](http://www.ozdic.com)

<https://www.freecollocation.com/search?word=simple>

For teachers:

<https://www.englishclub.com/vocabulary/collocations.php>