MINISTRY OF HIGHER AND SPECIALISED SECONDARY EDUCATION OF THE REPUBLIC OF UZBEKISTAN

FERGHANA STATE UNIVERSITY

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This is submitted for

BACHELOR'S DIPLOMA DEGREE

Theme: "The importance of vocabulary in language learning. The ways of teaching vocabulary: collocations, word-combinations phraseology"

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Contents

After getting the Independence the Republic of Uzbekistan has worked out an own model development taking info account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well functioning education system. As the education system ensures the formation of a highly developed that must be able to live in a highly with social and personal activity, ability to function independently in the public and political life.

By 1997 on the basic of the National Model of development there had been worked out the national program for Personal Training which defined conceptional ways and concrete details, mechanisms for radical reforming the education system and personal Training. The program is the normative scientific basic for reforms. Starting from 1997 it is being put info practice stage by stage. The document paves the way for radical reforms in the structure and content of education system of the National PROGRAMME.

We need to change some ways of teaching the English language under school conditions as the old-approaches and longer meet the requirements of the last year. The historic changes took place in Uzbekistan, since there have been obtioned. Independence and soverlighty after September 1991, in Independent Uzbekistan many political, economical, cultural and social factors have changed. Therefore, the very time of getting Independence the head of the republic I.A.Karimov attended to change Educational System and the attempts reflected on changing in Educational System in 1997. The Educational System and Personal Training so high developed before Independence no longer meets requirements of democratic and market changes occurred in the Republic today. It should be noted that the National Program of Personal training had some unique features the reforms are carried out on a extensive scale and are supported scientifically.

As the President I.A. Karimov emphasized in his book "Uzbekistan along the road of Independence and progress"

There are four path of reform and development is based:

-adherence to universal human values;

-consolidation and development of the nations spiritual heritage;

-freedom for the individuals realization;

-patriotism

The highest objective of reformation in Uzbekistan is to revive those traditions fill them with new content and set up all necessary conditions achieving peace and democracy prosperity, cultural advancement freedom of conscience and intellectual maturity for every person on earth. According to the requirement on the National Program of Personal training and reforming of highest education in the Republic of Uzbekistan it is important to make effective changes in the system of higher education.

As I.A. Karimov highlighted "Our-young generation must be quick-cutter wiser, heal-their and of course must be happier than us".

In order to achieve harmoniously developed generation educators should use all the suitable aids.

There were many research works qualification papers and others in this area of vocabulary teaching, there are a lot of attention in these studies focused on the issue of teaching vocabulary. It should be noted that there is still no consensus about the ways of teaching vocabulary especially phrase teaching and word-combinations, collocations.

There are several strong reasons for which the vocabulary component of a language course needs to be carefully planned. Several of the points raised here are dealt with in more detail in the introductions to the various sections of the book.

Firstly, because different vocabulary gives greatly different returns for learning it is important to make sure that the learners have good control of the high frequency words of the language before moving on to the less frequent vocabulary. In addition the focus of teaching for high frequency vocabulary is different from the focus of teaching for low frequency vocabulary. A good vocabulary learning program should therefore focus on the appropriate level of vocabulary for the learners and should do this in the appropriate way.

Secondly most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping opposites, synonyms, and items in a lexical set together causes interference that result in confusion for the learners. It is simple matter to avoid this problem.

Thirdly vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities. Let us look at an example of this:

In a detailed study of negotiation and vocabulary learning from communication activities, Newton (1993) found that all of the negotiated vocabulary in the activity and that the negotiation of the meaning of words contributed significantly to their learning. This vocabulary learning occurred even though the learner attention activity and its solution.

Newton's findings have several implications for teachers.

The written input (the sheets given to the learners) in a communication activity such as ranking or problem solving are the means of determining what vocabulary will receive special attention from the learners during the activity. These sheets should be carefully designed and their effects monitored to provide the best opportunity for the learners to make use as the new vocabulary they contain.

Teachers should not be overly concerned if some learners are not participating a lot in the communication activities. Newton (1993) found that learners who observed the negotiation learned as well as those who actually performed the negotiation.

Communication activities can be a major source of planned, indirect vocabulary learning.

Nation showed that can be the basis for teachers to evaluate and develop the vocabulary component of their language teaching program. Most of the points covered in the following parts of this introduction According to Nation's point of view are given the followings. How to evaluate the vocabulary component; Teachers should know who learners vocabulary level and needs; Is the program focusing appropriately on the appropriate level of vocabulary; Is the vocabulary help fully sequenced; Are the skill activities designed to help vocabulary learning ? There are a suitable proportion of opportunities to develop fluency with known vocabulary.

As I mentioned above

There are different approaches and point of view of teaching and learning vocabulary. Here is given Elle's research on learning vocabulary through listening to stories shows that this enjoyable activity can be a useful means of vocabulary learning, particularly if the person reading aloud or telling the story gives the new words a title attention such as briefly explaining them or noting them on the board without interrupting the story too much.

We have seen that new vocabulary can be met in communicative activities and that the written input for these activities can be an effective source of new vocabulary. Finally in the classroom new vocabulary can be met in activities where the learners work individually one in pairs or small groups to reach the outcome of a self motivating task.

As we see there are some different approaches to teach vocabulary. I have brought some examples and ideas, ways to teach vocabulary in my work is described the ways of teaching vocabulary how to teach collocations, fixed expression word-combinations and phraseology and their importance in teaching vocabulary.

In analyzing the views and different approaches of foreign linguists involved in the study of vocabulary teaching I tried to give the clearer explanation to vocabulary teaching and learning; and concept of vocabulary strategies; identify key species to analyses the ways of teaching vocabulary and how to teach vocabulary, problems of teaching vocabulary, and analyses how is important vocabulary and teaching methods the practical part of the review cases of ways of teaching vocabulary (collocations word combinations, phrases) to trace how they implemented in different contexts, exercises.

Thus the object of study in this work is teaching vocabulary where I tried to consider and con secrete this issue from different points of view.

The purpose of the study is to analyses the ways of teaching vocabulary. Teaching collocations, word-combinations, phraseology and their importance in teaching vocabulary

The significance of the research is to systematize the lessons in domestic and foreign theory and practice them in the vocabulary exercises, different contexts, situations, examples using word combinations collocations fixed expressions and phrases in every day speech, even in lessons.

The purpose of the study this work necessiated the formulation of the formulation of the following specific tasks:

1. General characteristics to vocabulary teaching (why is important vocabulary); (How is learned vocabulary), Developing vocabulary strategies

2. Different approaches and methods of teaching vocabulary;

3. LISTINGUISH types and major groups of collocations and their usage;

4. Investigate the courses of learners needs to collocations, fixed expressions phrases; idioms in learning the vocabulary

5. Selection of the most interesting examples to illustrate the collocations and phrases word-combinations (By Appendix).

Relevance of the study of vocabulary which is realized of vocabulary genres of literature, contexts, for example acquired the importance that they have acquired at the present time in collection with the development of numerous human activities. Research material served as the texts containing the various types of collocations, word combinations and phrases taken from reference books.

The primary method of research analysis of the literature on this issue and to consider different points of view of the authors

The practical significance from the fact that these analysis provides theoretical information as well as practical tips guidelines for teachers who teach the vocabulary which has its practical value and can be used as background material for teaching the theory and practice of vocabulary. This work consist of Introduction two chapters, Conclusion and Bibliography; In the Introduction formulated goals, objectives, justified the choice of theme study, the relevance the theoretical and practical importance. The first chapter sets out the developing vocabulary strategies, the importance of vocabulary developing fluency with vocabulary. How is vocabulary learned? The second chapter describes the main part if the theme is the ways of teaching vocabulary and analysis of examples of using collocations.

Word–combinations phrases. In some examples, situations

In conclusion summarizes the work. The mechanics of vocabulary learning are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult second language learners. Rather

they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing then that is considered productive knowledge (passive active are alternative terms)–The assumption is that people learn words receptively first and later achieve productive knowledge. This generally seems to be the case but in language learning there are usually exceptions. An example of knowing a word productively (at least in speaking mode) but not receptively in the written mode happened to me with a word connected with law. I had often heard and verbally used a word describing the formal charging of a   criminal with a crime or offense. I never had the occasion to write this word although I assumed from its   pronunciation that the spelling was "indict". At the same time I had occasionally seen the word indict. I didn't know what it meant, but assumed that it rhymed with predict. It was only later that I figured out that indict was the spelling for the word I had used for years to talk about law. This shows that framing mastery of a word only in terms of receptive versus productive knowledge if far too crude. I had good   productive mastery over the spoken form of indict but not over its written form. This suggests that we   also need to consider the various facets of knowing a word. Of course everyone realizes that a word's meaning must be learned before that word can be of any use. In addition there is the practical matter of   mastering either the spoken or the written form of the word before it can be used in communications. A person who has not thought about the matter may believe that vocabulary knowledge consist of just these two facets–meaning and word form.

But the potential knowledge that can be known about a word is rich and complex. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

-the meaning (s) of the word

-the written form of the word

-the spoken form of the word

-the grammatical behavior of the word

-the collocations of the word

-the associations of the word

-the frequency of the word

-Word combinations.

there are known as types of word knowledge and most or all of them are necessary to be able to use a word in the variably of language situations one come across. The different types of word knowledge are not necessarily learned at the some time however. As we hove seen being able to use a word in oral discourse does not necessarily entail being able to spell it. Similarly a person will probably know at least one meaning for a word before knowing all of its derivative forms. Each of the word-knowledge types is likely to be learned in a gradual manner but some. May develop later than others and at different rates. From the perspective vocabulary acquisition must be incremental as it is clearly impossible to gain immediate mastery of all these word knowledge simultaneously. This at any point in time unless the word is completely unknown or fully acquired the different word knowledge will exist at various degrees of mastery.

Nation list is convenient in that it separates the components of lexical knowledge for us to consider. But we must remain aware that this is an expedient,

and in reality the different kinds of word knowledge are almost certainly interrelated for example frequency is related to formality (Part of register) in that more frequent words tend to be less formal and less frequent word tend to be more formal. Thus greater awareness of a word–knowledge aspect could help improve knowledge of related aspects. At this point however it would still be speculation as research info this connection is just beginning. There fore although h/e can use a word–knowledge respective to describe what it means to know a word "We will have to wait and see whether it can be used to explain lexical acquisition and processing. My own opinion is that word knowledge is a useful framework to discuss vocabulary, and so I have used it as a scaffold in this to ensure that all of the major vocabulary issues are addressed. Thus in this work in chapter II all of the word-knowledge types will be discussed in more detail, hopefully giving you a broad understanding of word knowledge.

II. Chapter I. The importance of vocabulary in language learning

2.1. Different approaches and methods of teaching vocabulary, how is vocabulary learned?

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh".

Vocabulary is not a syllabus, lie is a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need

to show them being used together in context. Words do not just exist on their own they live together and they depend on each other there fore teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques.

Both vocabulary teaching and learning have been a concern in Second language Acquisition (SLA) research for some time now. Throughout the years researchers have explored a number of approaches and techniques to enhance acquisition. Various strategies have been found to help improve vocabulary learning. With the introduction of computer technology a new trend of vocabulary research has begun. In this chapter I include a brief explanation of what it means to know a word which puts into perspective the complexity of learning vocabulary. I also explain the importance of vocabulary what collocation is and why it is important   when transferring vocabulary from a receptive to a productive stage. Moreover I give details about what the academic word list is and why it is important. Subsequently I present the connection between collocation and writing, types of collocation. Finally I present the research which has informed me about teaching and learning in the classroom.

Learning vocabulary involves understanding a number of details and nuances about words. Richards stressed the importance of becoming familiar with a word sociolinguistic attributes, its semantic behavior, its derivational aspects (prefixes and suffixes) and its possible combinations. Nation complemented Richards assumptions by dividing them info sets of questions concerning the word form (i.e. spoken written and word parts) meaning, concept and referents and associations) and use (i.e. grammatical functions, collocations, and constraints on use).

In addition, Nation mode a distinction between receptive and productive vocabulary knowledge, the former refers to words that learners understand in speech, and reading, whereas the latter are words learners actively utilize in conversation and writing. By observing what is involved in knowing a word, one

can understand who teaching and learning vocabulary constitutes an arduous task. Without grammar little can be conveyed. Without vocabulary noting can be conveyed. David Wilkins comment in Lewis sums up the relevance of vocabulary learning in a language. His point of view is shared by various second language researchers.

Zimmerman for instance comments that "vocabulary is central to language and of critical importance to the typical language learner". Laver in mentions that learners associate progress in language learning with an increase in the number of words they know".

KITEJIME observes that vocabulary constitutes an essential "and adds that without words… a speaker cannot express intended meanings" and also he point out that "there are numerous reasons for believing that lexis is important in second language acquisition. In fact the lexicon may be the most important language component for learners". These commons illustrate the importance of vocabulary in language acquisition either in an L2 or a foreign language. [FL]. Vocabulary learning has many facets, and one of its challenging aspects consists of collocations or word combinations. For instance we can talk about developing, encouraging stimulating creativity however we do not say persuading creativity. Other examples of acceptable word combinations are safety procedure or emergency procedure.

On the other hand we do not say income procedure. This word combination is not acceptable in English.

It has been noted that when studying vocabulary learners tend to focus on the translation and the meaning of words, and very often they stop there. However when learners try to use these new words the face the task of combining them and at times fails to do so accurately.

Michael Lewis proposed the lexical Approach as s way to teach vocabulary with an emphasis on collocation. This approach entails teaching words already in

their chunks as apposed to individual items. By doing so the learners are exposed to one or several appropriate combinations. Since then the lexical Approach has been explored and utilized by various instructors to teach vocabulary. Some instructors swear by it whereas others are still experimenting with it. This is one of the various approaches to vocabulary teaching discussed in the last the decades. Vocabulary acquisition strategies have been studied extensively in the last 25 to 30 years. Be searches have looked an indirect and direct teaching of vocabulary. Some researches have looked at strategies to help vocabulary learning including mnemonic device, vocabulary notebooks, dictionary use grids and diagrams the depth of processing theory has also been discussed in the use literature of L2 vocabulary acquisition. Developed by CRAIK and Lockhart this theory suggested that retention could be increased by a deeper processing of the information. CRAIK and Lockhart defined depth of processing as a series of hierarchy of processing stages where greater depth implies a greater degree of semantic or cognitive analysis. Authors supported the nation that deeper analysis or processing led to "more elaborate, longer lasting and stronger traces". These traces would be like etchings left on the memory. According to CRAIK and Lockhart stronger traces led information to long-term memory and consequently led to deeper levels of retention and recall.

Research on vocabulary acquisition is far from being exhausted. As WESCHE and PARIBAKHT said the process by which a learner acquires new vocabulary in a second language is poorly understood. Even though the researchers here were referring to second language teaching or learning in general such research would also be relevant in the case of L2 vocabulary teaching or learning.

In this study lexical approach is combined with blended instruction to teach academic vocabulary. The goal of the study was so directly teach or focus on an aspect of vocabulary which students often forget (collocations) to guide them to locate these combinations in reading and listening possages, and to provide

practice in combining words so that the s-s would eventually develop the ability to transfer this knowledge to their writing.

The blended instruction consisted of a combination of face-to face to teach academic vocabulary collocations.

In the study of vocabulary acquisition specifically collocations, collocation is one vocabulary aspect that can help learners to use words more accurately. Also Hill commented that "with the mental lexicon, collocations the most powerful force in the creation and comprehension of all naturally occurring text". More over collocation knowledge helps learners to create more native-like sentences. In the following chapter I define collocation and discuss its RELVONCE for vocabulary learning and language learning and language learning in general. Kennedy reported that there was a controversy on whether collocations existed or not.

He said that RESEARCHERS like KRASHEN and SCARCELLA did not believe that collocation was dominant in the language.

Kennedy presented a variety of terminology used to refer to collocations. He mentioned that "researchers have often used different terms, many of which are synonymous for collocation". Some of the terms included "prefabricated routines" prefabricated patterns formulated speech lexicalized sentence "stems" and "fixed phrases" to name a few. The term collocation though has been used more often recently to refer to this aspect of vocabulary. OXFORD collocation defines the term as "the gay words combine in a language to produce natural-sounding speech and writing". Nation refers to collocation as a term used to refer to a group of words that belong together either because they commonly occur together like take a chance or because the meaning of the group is not obvious from the parts. ".. By the way or take some one in". Collocation is not a new concept Already in the 1970 s Brown talked about student difficulty in using proper collocations Brown called attention to the difficulty of collocating verbs. She also highlights the

importance of providing collocation exercises to the students and presented a number of collocation activities for the classroom.

Nat TINGER under scored "The importance of prefabricated speech routines in language behavior, he added that it has generally agreed that the sequence of words in phrases with lass variation was more predictable an extremely important fact in communication which accounts for much of the way we produce language". He presented examples of prefabricated sentences which could be more readily stored and recalled if thought as a unit. NATTINGER divided these phrases under various categories such as DEVICTIC locution (as for as I know, for "that matter") sentence builder s (not only… but also) "verbatim texts" (better late can I ever repay you?) to name a few. All these phrases consisted, of chunks commonly used by native speakers in speech and or writing.

Looking at NATTINGER'S examples, one can notice that there are a number of prefabricated phrases/sentences in English, which, if taught a chunk, could assist learners in vocabulary use and possibly enhance their fluency and accuracy in the L2. NATTINGER suggested that ESL instructors could take advantage of these existing patterns and present them to learners as such. Then "our teaching … would center on these patterns and the ways they can be pieced together, along with the ways they vary and situation in which they occur" (p/ 341). His focus seemed to have been teaching communicative functions. However, this idea can be expanded to teaching various types of vocabulary chunks.

Lewis (2001) points out that some writers refer to two types of collocations: grammatical and lexical collocations. Grammatical/syntactic collocations relate to combining a main word with a grammatical word, such as an adjective +a preposition (happy about, suspicious of, absent from), a verb +a preposition (talk about, participate in, know of/about), or a noun +a preposition (research on, approach to). Lexical/semantic collocations are combinations in which two (or more) words add to each other's meaning. Richards (1976) provides an example of adjective +noun combinations. When referring to fruits, we use adjective such as

ripe, green, sweet, or bitter, while when talking about meat, we say tender and tough (p.79). A few other examples using academic vocabulary are a specific course, identified variables, and an established business. There are also verb–noun combinations such as benefits, analyze data, establish a policy, and conduct research, for instance. Examples of noun +verb combinations include data, research shows, and the study demonstrates.

2.2. The importance of vocabulary.

The importance of vocabulary Major sources of vocabulary teaching the importance of vocabulary acquisition has always been recognized although at times vocabulary was treated as separate from grammar and skills. However the communicative and natural approach emphasized the importance of vocabulary development, which resulted in more interest in vocabulary teaching. It is accepted that choosing our words care fully in certain situation is more important than choosing grammatical structures we cannot use structures correctly if we do not have enough vocabulary knowledge. Although many techniques and approaches such as word families and key words have been employed in teaching vocabulary it is suspected that none of them has interested language teachers more than Michael Lewis's lexical Approach which argues that language consists of chunks that produce coherent texts when they are combined. This article explains what is meant by collocation and why it is important and useful in English language teaching. In this approach to teaching vocabulary, Lewis puts heavy emphasis on collocations. Collocation describes the relationship between words that often appear together.

They include structural patterns that resemble traditional grammar and combinations of words that simply go together. Therefore, idioms like take a break, and word combinations like get on a bus are considered collocations. Collocations fall info different categories for example, Hill states what a collocation can consist of two or more words and contain the following elements: adjective-noun: a huge profit. It's almost impossible to say exactly how many

words there are in English. The Global Language Monitor which tracks language trends, especially in the media, has counted up to almost a million at 988, 968. Counting words is a complicated business. For a start, what do we mean by a word? Look at these members of the word family Bun: run, runs, running, runner and runners. Should we count different uses of the same in run a marathon as in run a company? Is it the same as the noun a run? How do we deal with idiomatic uses like run out of gas, feel run down, or a run of bad lick? And of course new words are being added to the language all the time, the Internet especially has given us lots of new words like podcast, NETIREN , and blog as well as new meanings such as surf as in surf the web.

Despite such difficulties researchers have trade to estimate how many words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 word families not including phrases and expressions. Current learner dictionaries such as the Cambridge "Dictionary of American English includes more than 40,000 frequently used words and phrases…." This huge number of: terms present a challenge that would be impossible for most English language learners, and even for many native speakers. Fortunately it is possible to get along in English with fewer than 20,000 words. Another way of deciding the number of words learners need is to count how many different words are used in an average spoken or written text. Because some high frequency words are repeated, it is said that learners can understand a large proportion of texts with a relatively small vocabulary. So for example learners who know the most frequent 2000 words should be able to understand almost 80persent of the words in an average text, and a knowledge of 5000 words increases learners about 1800 words make up over 80persent of the spoken corpus.

Related to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about

themselves and their lives. Students should be encouraged to add vocabulary they want to learn too and if the experience of learning is also enjoyable so much the better. One note of caution is that personalization may be more appropriate for some students than others in a large study of vocabulary learning strategies used by students at different ages. Schmitt reports that younger students found that personalization was less helpful to them than the older students in university and adult classes. Another important point is not to overload students there are limits to how much vocabulary any one can absorb for productive use in one lesson and this will be affected by how "difficult" the words are and how much students are required to know about them. If vocabulary sets ever seeds to daunting for students allow them to choose which they want to prioritize. Since the classroom may be the main or only place that students hear or use English it's important to in clued in lessons the strategies vocabulary we identified in this work as it makes up so much of spoken vocabulary. It will be up to the teacher as the most experienced user of English to find ways to introduce with types of vocabulary in class. It might be useful here to look at the different types of talk 24 teaching vocabulary that happen in classrooms, which Walsh divides info four "modes": managerial, materials, skills and systems and classroom context, each of which has different teaching aims and can include different functions.

Managerial mode refers to the way teachers organize the class and move between activities. In doing this it's possible to use a range of basic discourse markers for starting, concluding and changing topics, such as All right, okay, so, lets start, let's move on. Although Walsh sees this type of talk primarily as the teachers as the one who organizes and manages what happens in the classroom there are aspects of managerial talk that students can usefully learn to help them organize pair and group work (O.K, lets change roles; that's it, we're finished) or to interact with the teacher in order to change the way the class proceeds (Could) you explain that again, please?). Material mode refers to talk that takes place when teachers and students are doing an activity in the materials. This includes eliciting answers from students checking and explaining answers and giving feed back on

answers. In this type of talk it would be useful for, teachers to model different kinds of responses when evaluating student answers (That's night; Excellent) and when seeking clarification (You mean…?) (He went where?). Skills and systems mode is the largely teacher-directed talk that goes on when the teacher is trying to get students to use a particular language item or skill and will involve the teacher in giving feed back explaining and correcting. In this mode teachers can model phrases for reformulation (I mean …) and for organizing and staging information (Now … first of all).

Classroom context mode refers to the type of language learner use when they are talking about their personal experience of feelings-some times called "freer practice activities". Here the teachers role is to listen and support the interaction which is the most like casual conversation that learners will engage in. "Teachers can support these conversation" by teaching the types of strategic vocabulary identified the work in order to help students manage their own talk, relate to other students, respond and manage the conversation as a whole.

A lot of vocabulary learning research points to the relative success of learners who are independent devote time to self-study use a variety of learning strategies, and keep good vocabulary notes. As some linguists summarizes their own and other studies "Good learners seem to be those who initiate their own learning, selectively attend to words of their own choice, studiously try to remember these words, and seek opportunities to use them". We can help students be better learners and acquire good learning habits by setting structured learning tasks that can be done out of class. These might include helping students can truce a vocabulary notebook, using resources such as dictionaries and the Internet and finding opportunities to use English Lets look at these three areas.

Materials which give space to personal learning logs, like vocabulary notebooks encourage students to continue learning outside of class although learning logs are often recommended to be in loose-leaf folders or on cards and separate from the text book the course book can play a valuable role by offering

guidance in the form of different types of note-taking skills, and learning tips as well as providing organizing tools such as templates, grids, and chards. Very often students own vocabulary note-taking consist only of writing translations of single word in lists, but it can be much more varied that this including labeling pictures and diagrams completing chards and word webs writing true sentences, creating short dialogues, etc. Good vocabulary notebook activities show students what is worth writing down and give ideas, as for various ways of organizing vocabulary notes, using different grouping ideas, as mentioned above. Students now have access to vast resources such as the Internet and the wealth of information in learners and ON LINE dictionaries.

If students are trained how to use these resources and understand how they can provide information on formality, collocation, grammatical patterns, act, they can exploit these resources more effectively and become more independent in their learning.

Materials can also provide students with ideals to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English speaking environments. Activities might include labeling items of Furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store. As mentioned earlier, the act of retrieving vocabulary seems to be an effective way of learning and such activities can take place at any point in the day-not just at times designated for studying English.

The acquisition of vocabulary is arguably the most critical component of successful language learning. Until recently, however it has been difficult to determine the most important words and phrases needed to establish a suitable vocabulary for conducting conversations most effectively. The Corpus massive collection of text has given us access to wealth information regarding spoken and written English that was previously available. The task at hands, therefore is to take this new information and apply it in the classroom. Since there are so many things to learn about each piece of vocabulary (meaning, spoken/written forms,

collocations, connotations, grammatical behavior, etc) it is important that we as teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary and returning later to more difficult vocabulary and less frequent uses of previously learned items. We need to repeat vocabulary often, because students must word with a word or phrase many times before acquisition takes place, and we must offer variety to keep the exercises fresh and to cater to different learning styles, finally we need to help students understand that learning is a gradual process in creament over time, to encourage their own specific needs. There are some principles in teaching vocabulary. Some activities word games, language play, culture games, crosswords, different exercises with phrases, idiomatic expressions, etc. Communication activities can be a major source of planned, indirect vocabulary learning. Major components of a language learning course:

1. Meeting new vocabulary for the first time

2. Establishing previously met vocabulary.

3. Enriching previously met vocabulary.

4. Developing vocabulary strategies

5. Developing fluency with known vocabulary there is no generally accepted should meet new vocabulary in a language course.

This is most likely the result of the widely differing conditions under which English is learned through the world. But meeting new words through formal presentation in a language course is only one of the ways to meet new vocabulary. Another very important way is through extensive reading and extensive listening. During extensive reading including reading of simplified texts or graded reader new words should one not be met at a rate grater than one or two new words per hundred known running words if learners are to gain pleasure form read. At this

rate in a typical middle-level graded reader, a learner could expect to meet 50-70 words.

ELLEY'S research on learning vocabulary through listening to stories show that this enjoyable activity can be useful means of vocabulary learning particularly if the person reading aloud or telling the story gives the new words a little attention such as briefly explaining them or noting them on the board without interrupting the story too much. We have seen that new vocabulary can be met in communicative activities and that the written input for these activities can be an effective source of new vocabulary. Finally in the classroom new vocabulary can be met in activities where the learners work individually, or in pairs or small groups to reach the outcome of a self motivating task. There is an important distinction between communicating the meaning of unknown vocabulary and learning new vocabulary. Although some words may be learned after one meeting this is exceptional. Although a teacher may clearly communicate the meaning of a word that does not ensure the word will be learned. To assist learning further meetings will be necessary. Very few course books build spaced repetition of the target vocabulary info the course. It is left to the teacher to make sure that the target the time and effort that went info initially presenting the vocabulary is not wasted through the absence of later attention. This repetition of vocabulary can be added to a course in several complementary ways:

*by setting aside class time for revision, for example reviewing learner vocabulary notebooks.

*by periodically and systematically testing previously met vocabulary and following up on the results and

*by planning the recycling of previously met vocabulary through pair and group activities

One reason for which it is difficult to learn a word from one encounter is that there are many things to know about a word: As what part of speech can it

function? What range of meanings can it have? What is its core meaning? What prefixes and suffixes can it take? With what other words does it collocate? What grammatical pattern does it fit info? What particular positive and negative associations does it have? Is it frequently used word or an infrequently used word? The answers to these questions come from meeting and having to use the word in a variety of new can text.

In addition to learning new vocabulary learners need to be able to use strategies to copy with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation. Most of these strategies can begin to be developed in the earliest English classes. The time spent on them is well repaid by the amount of use the learners will find for them. Vocabulary learning is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Learner growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary. This fluency can be partly achieved through activities that read to the establishment and enrichment of vocabulary knowledge, but the essential element in developing fluency lies in the opportunity for the meaningful use of vocabulary in tasks with a low cognitive load. It would be wrong to suggest that vocabulary learning has to be all work and no play, including word games, has a long history. Children of all cultures seem to enjoy games and there is a long tradition of adult word games a number of which have been adapted for television. Most first-language word games transfer comfortably to the second-language classroom. We looked at some of the principles, of word formation in English. We noted that words can be formed by the addition of prefixes and suffixes a process called affixation. (The word affixation is itself an example of the result of adding affixes to the root fix). We also saw how, by compounding two or more words can join up to make one. Thus: black + board=blackboard. Or new words can be created by a process called conversion, when a word that in one context is one part of speech(such as a noun) in another context can be enlisted to serve a different function (such as a verb).

Teacher boarded the new words and the students wrote them down. Then again words can cluster (but not join up) to form multi-word units-loosely called chunks-that behave as it they were single words. For example, along side black, the Longman Dictionary of Contemporary English lists: black and white, black and blur, black sheep, in the black and to black out. (This last is an example of a phrasal verb). Many chunks have an idiomatic meaning that is to say the meaning of the chunk as a whole is not directly inferable from the individual words: He's the black sheep of the Family; you've introduced a red herring etc.

A rule based approach starts by isolating and highlighting any relevant patterns or regularities. Take word formation, for example I a rule-based approach words can be grouped and presented according to the manner of formation (affixation, compounding, conversion etc). Within these categories finer distinctions can be made. So of the words formed by affixation we can select those formed by the addition of prefixes, and this group can be narrowed down further to those that have a negative meaning.

2.3. Selecting vocabulary to teach presenting vocabulary.

Teaching vocabulary is clearly more than just presenting new words. This may of course, have its place but there are other issues too. For example, students see a lot of words in the course of a week. Some of them are used straight away others are not. Should we teach some words (which we need for structure practice, for example) and not teach others (which occur incidentally in reading texts for example) is there any way in which we can encourage students to really learn a word? We will look at "Active and passive", Interaction with words and Discovery techniques. A distinction is frequently made between "active" and "passive" vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to words which the students will recognise when they meet them but which they will probably not be able to produce.

This distinction becomes a bit blurred however when we consider what "Knowing a word" means and when we consider the way students seem to acquire their store of words. It is true that students know some words better than others but it has not been demonstrated that these are necessarily the words which teachers have taught them, especially at higher levels. They might be words that are often used in the classroom or words that have appeared in the reading texts which students have been expased to. It we have any belief in language acquisition theories it is clear that many words which students know do come trough learning other words may be those that students wonted to use them. Or they may be words that students have met and some how "liked".

At beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn. Most of these early words will be constantly practiced and so can, presee mably be considered as "active". But at inter mediate levels and above the situation is rather more complicated. We can assume that students have a store of words but it would be difficult to say which are active and which are "passive". A word that has been "active" trough constant use may slip back info the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs. The students who remembered the word "cuddle" because they liked the experience of learning it and because they liked the word seem to provide another example of how students learn and retain words. We could predict that "cuddle" is a word they are going to remember for a long time though it may eventually fade through lack of use. This word touched them in some way. They had some kind of a relationship with it. It was not just a word they had repeated because it referred to a picture they had been shown, e.g. It is an apple. It was a word that had personal meaning for them. Not all vocabulary items have the warmth of a word like "cuddle" however. But it would be nice if we could provoke the same kind of relationship with the words we teach as those students seemed to have had with their word. Experiments on vocabulary seem to suggest that students

remember best when have actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun, an adjective, putting words together, etc. help to fix the words in the learner's minds.

Some how or other, then, it seems that we should get students to interact with words. We should get them to "adopt" words that they like and that they want to use. We should get them to do things with words so that they become properly acquainted with them. Vocabulary learning needs the "deep experience" especially intermediate levels and above discovery techniques (where students have to work out rules and meanings for them selves rather than being given everything by the teacher are an appropriate alternative to standard presentation techniques. This is certainly true of vocabulary learning where students will often be asked to discover for themselves what a word means and how and why it is being used.

At intermediate levels we can assume that students already have a considerable store of vocabulary. Bather than teach them new words we can show them examples of words in action and ask them to use their previous knowledge to work out what words can go with others, when they should be used and what connotations they have.

Even at beginner levels, however we may wont to ask students to try to work out what words mean, rather than just handing them the meanings: When students have "had a go" with the words we can lead feedback sessions to see if they have understood the words correctly. Discovery techniques used vocabulary materials allow students to activate their previous knowledge and to share what they know (if they are working with others). They also provoke the kind of interaction with words which we have said is desirable. The conclusion we can draw from this discussion about active and passive vocabulary and about interacting (and about discovery techniques) are best summed up by a quote from Adrian Underhill: "engaging the learner … is essential to any activity that is to have a high learning

yield". We know that learners will select the words they want to learn. We know that the words they have acquired seem to move between active and passive status, and we know that involvement with words is likely to help students to learn and remember them. In other words, if we provide the right kind of exposure to words for the students and if we provide opportunities for students to practice these words then there is a good chance that students will learn and remember some or all of them. As Richard Rossher writes: "The factors that are crucial surely, are those least easily controlled, such as the relevance of a word to an individual's immediate wants needs and interests the impact on his or her "affect" on the first few encounters and the number of opportunities to bring it info active use".

We have said that vocabulary teaching is as important as the teaching of structure and in the following examples we will look at a range of activities which are designed to teach and practice words and their various uses. We will look at presentation, Discovery techniques and Practice.

Not all vocabulary can be learnt through interaction and discovery techniques. Even if such techniques are possible however they are not always the most cost effective. There are many occasions when some form of presentation and (or explanation) is the best way to bring new words info the classroom. We will look at some examples:

REALIA-

One way of presenting words is to bring the things they represent info the classroom by bringing "REALIA" info the room. Words like "postcard", "ruler", "pen", "ball", etc. can obviously be presented in this way. The teacher holds up the object (or points to it) says the words and then gets students to repeat it.

PICTURES-

Bringing pen info the classroom is not a problem. Bringing in a car, however is. One solution is the use of pictures. Pictures can be board drawings, wall

pictures and charts flashcards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking stricks, cars smiles, frowns etc.

Mime, action and gesture

It is often impossible to explain the meaning of words and grammar through the use of REALIA or in pictures. Actions in particular are probably better explained by mime. Concepts like running or smoking are easy to present in this way: so are ways of walking, expressions, prepositions (to represent the past, for example).

Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of "empty" by contrasting it with "full", "cold" by contrasting it with "hot", "big" by contrasting it with "small" We may present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning we ensure our students understanding.

Enumeration

Another sense relation we looked at was that of general and specific words. We can use this to present meaning. We can say "clothes" and explain this by enumerating or listing various items. The same is true of "vegetable" or "furniture" for example.

Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a

word must include explaining any facts of word use which are relevant. If we are explaining the meaning of "mate" (=friend) we have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than for females.

Translation

Translation is a quick and easy to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible it may make it a bit too easy for students by discouraging them from interacting with the words.

Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy to words the use of the mother tongue is helpful for both teacher and students. All of these presentation techniques either singly or in combination are useful ways of introducing new words.

What must be remembered with vocabulary presentation, too, is that pronunciation is just as important here as it is for structural material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech it will also help them to remember the words. There are a number of ways of presenting the sounds of words:

1. Through modeling. Just as with structures the teacher can model the word and then get both choral and individual repetition. When the teacher is modeling the word he or she can use gesture, etc. to indicate the main stress in a word.

2. Through visual representation. When teacher writes up new words on the board they should always indicate where the stress in the word is. They can do this by underling, e.g: photograph.

They can use a stress square, e.g: photographer, they can use a stress mark, before the stressed sylla ble, e.g photographic. They can write the stress pattern of the words next to it, e.g: photography.

3. Through phonetic symbols. Some teachers get their students to learn the phonetic symbols at least fore recognition purposes. Certainly for more advanced students a basic knowledge of the symbols will help them to access pronunciation information from their dictionaries. We will look at a number of discovery techniques from simple matching tasks to more complex understanding of connotation and context. Students will be using their bilingual dictionaries through some of them may know these words already.

Teachers can easily prepare their own versions of this activity. For example students can be given numbered pictures and the teacher can then write words on the board which they have to match with the pictures. The use of simple matching activities like these as a prelude to repetition and practice allows the students more involvement then a presentation led by the teacher however the same procedure repeated for the introduction of all new words would become boring, activities for intermediate students broadens the matching of words to pictures by not actually giving the students the words. They have to find them from their own memories or from their peers. Notice how students are encouraged to come up with any more words they know to extend the list of vocabulary. It is often a good idea to have students working in pairs or groups for this activity. Frequently a word that is unknown to one student will be known by another. Some activities expands the concept to include word fields i.e. areas where a number of words group together, such kind of activities help students to put a list of words info different groups. Using mind map activity to create vocabulary fields is some thing that teachers can incorporate info their regular vocabulary teaching. Indeed such activities can form a useful prelude to work on specific topics. Thus if students are going to read a text about movement, the class might start with the basis for a mind map like this: crawl-walk-move-run. Words in context can help the students to learn new words.

When they read texts they are in a position to guess the meaning of the words, and this discovery activity is made usable because students had a chance to see the words in context. At their post-elementary level they would probably not know the words already so the text provides the information on which they can base their deductions and therefore fill in chart correctly.

This kind of activity can be used by teachers when working with any text. If there are a number of words that group info a vocabulary field if will be easy to design a similar chart which is a matching word and definition activity.

We said that students need to know about word formation. This exercise is designed to make them aware of how suffixes and prefixes work. After the students are reminded of how suffixes and prefixes work they are asked to look at a list of words and see what they mean: we saw how prefixes and suffixes are used to form different parts of speech, if you understand the meaning of the suffixes or prefixes you can often guess the meaning of a new word. Here are given some examples: fashionable-adjective, happy ness-noun; electrician=person. They can also add a new meaning; ex: bi-two; bilingual, biplane; non-fiction; dishonest; misunderstand; oversleep; redecorate etc. once again the point here is that students are being asked to interact with the words and work things out for themselves. Because this is an activity for upper intermediate students they can probably do so.

Understanding how words relate to each other also involves understanding which words are weaker or stronger than others. In some activities at the upper intermediate level students are being prepared to read a short story. The materials designer takes the opportunity to do a quick discovery activity on words associated with one word a major theme of the story. This activity reinforces the point about meaning in context and gains a lot through the discussion that takes place between students about what the words the words should be. Interestingly enough some of the words are easy for a native speaker to guess because they form part of cliched or fixed phrases (at point-blank range, he ran for cover, struggled to his feet) whilst others are more interesting and show the writer stretching words and meanings to

his particular purpose (firing info him) and some respond to the legal register of the piece (a third party released from his oath). Clearly this activity giving extracts for the students to read and complete the sentences of context where the missing words is difficult because of the complexity of the information the register and the general level of the language. But the same procedure can be used by teachers with texts at virtually any level. This examples have all encouraged students to work out meanings etc. for themselves. By provoking this involvement with words, we make it likely that students will remember them at least for a short time. Clearly through we will want to encourage students to practice using the words so that they become more familiar.

We must assume that the students have the knowledge of a majority of the words. That being so, the genuine discussion about the characteristics we would wish to see for various professions will provoke the use of a number of these words. The same kind of activity can be done with emotional reactions, for example. How would students expect to feel if they went to see a horror movie a love store, a Shakespeare play? This activity demonstrates the desirability of making the words and what they stand for the centre of a practice session, the importance of metaphorical use of language in some activities given. Practice-activity shows how students can be mode aware of metaphorical use, and in a controlled practice session how they can be encouraged to use some of the idioms. This activity shows how the metaphorical use of language can be approached. Here the vocabulary is dealt with in phrases than single words since in the context of restaurants the words without the vocabulary they collocate with. Students listen to an account of a meal where the sequence of events was different from the one given here and they are then given practice activity.

2.4. Developing fluency with vocabulary

The first thing to realize about vocabulary items is that they frequently hove more than one meaning. The word "book" for example obviously refers to something you use to read from (a written work in the form of) a set of printed

pages fastened together inside a cover, as a thing to be read according to one learner's dictionary. But the same dictionary then goes on to list light more meanings of "book" as a noun, two meanings of "book" as a verb and three meanings where "book" preposition makes phrases.

So we will have to say that the word "book" sometimes means the kind of thing you read from, but it can also mean a number of other things. When we come across a word, then and try to decipher its meaning we will have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying "But I booked my tickets three weeks ago" we will obviously understand a meaning of the verb "book" which is different from a police man (accompanied by an unhappy-looking man at a police station) saying to his colleague "We looked him for speeding". On other words, students need to understand the importance of meaning in context. There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus students need to know the meaning of "vegetable" as a word to describe any one of a number of other things-e.g. carrots, cabbages, potatoes, etc. Vegetable has a general meaning whereas "carrot" is more specific. We understand the meaning of a word like "good" in the context of a word like "bad". Words have opposites (antonyms and they also have other words with similar meanings (synonyms)-e.g. "bad" however one thing is clear: words seldom have absolute synonyms although context may make them synonymous on particular occasions. As for as meaning goes then students need to know about meaning in context and they need to know about sense relations. What a word means can be changed stretched or limited by how it is used and this is some thing students need to know about. Word meaning is trequently stretched through the use of metaphor and idiom.

We know that the word "hiss" for example describe the noise that shakes make. But we stretch its meaning to describe the way people talk to each other. ("Don't make or you're dead") she hissed. That is metaphorical use. At the some time we can talk about treacherous people as snakes ("He's a real snake in the grass")

"Snake in the grass" is a fixed phrase that has become an idiom like countless other phrases such as "raining cats and dogs" putting the cat the pigeons straight from the horse's mouth etc. Word meaning is also governed by collocation-that is which words go with each other. In order to know to use the word "sprained" we need to know that whereas we can say "sprained ankle" "sprained wrist" we cannot say "sprained thigh or sprained rib". We can have a headache, stomachache or earache, but we cannot have a "throatache" or a "legache". We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. if you want to tell some one you are angry you will choose carefully between the neutral expression of this fact (I am angry) and the informal version. (I'm really pissed off). The latter would certainly seem rude to listeners in certain contexts. At a different level we recognize that two doctors talking about an illness will talk in a different register than one of them who then talks to the patient in question-who has never studied medicine. Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in. words can change their shape and their grammatical contexts. Thus the verb "run" has the participles "running" and "ran" can also be a noun. There is a clear relationship between the words "death", "dead", "dying" and "die". Students also need to know affixes and prefixes work. How can we make the words potent and expensive opposite in meaning? Why do we preface one with im and the other with-in? Students need to know how words are spelt and how they sound. Indeed the way that stress can change when their grammatical function is different-as with nouns and verbs, for example is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

Word formation then means knowing how words are written and spoken and knowing how they can change their form

Just as words change according to their grammatical meaning to the use of certain words can trigger the use of certain grammatical patterns. Some examples will show what this means. We make a distinction between countable an uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs. The latter can only be singular; we cannot say "two furniture". This difference then has certain grammatical implications. "Chair" can collocate with plural verbs (provided that it is pluralized) whereas "furniture" never can (unless it is the name of a pop group, for example). There are also nouns that are neither countable nor uncountable but which have affixed form and the fore collocate only with singular or plural verbs e.g. "people", "the news", "mathematics", etc. verbs trigger certain grammar too. "Pell is followed by an object + to + infinitive" for example (He told her to wake him up at six) and so is "ask". But "say" does not work in the same way. Knowing modal verbs like "can" "must" etc. means also knowing that these verbs are followed by a bare infinitive without to". When students don't have this kind of knowledge they come up with erroneous sentences which all teachers instantly recognize e.g. "He said me to come", "I must to go", etc. there are many other areas of grammatical behave our that students need to know about what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? Without this knowledge can we really say that students know vocabulary items such as "look up" (as in a dictionary) "tired" and "worn" or greedily? They will develop their fluency with vocabulary what we will say is that knowing a word means for more than just understanding (one of) its meanings). Some how our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware students will be more receptive to the contextual behave our of words when they first see them in texts etc. and they will be better able to manipulate both the meanings and forms of the word. We can summarize "knowing a word in the following way". Words: meaning, word use, word information, word grammar. Meaning subdivided info: meaning in context,

sense relations. Words use subdivided info: metaphor use and idiom use collocation, style and register.

Word information subdivided info: parts of speech prefixes and suffixes, spelling and pronunciation. Word grammar subdivided info: Nouns: countable and uncountable etc. phrasal verbs, verb complementation etc; Adjectives and adverbs: position etc. Teaching vocabulary is clearly more than just presenting new words. This may of course have its place but there are other issues, too for example students see a lot of words in the course of a week. Some of them are used straight away others are not. Should we teach some words (which we need for structure practice, for example) and not teach others (which occur incidentally) in reading texts for example. Is there any way in which we can encourage students to really learn a word? We have looked at Active and passive.

Interaction with words and Discovery techniques before

It is not sufficient to have a large vocabulary. Learners must be able to access and use this knowledge fluently. Fluency is being able to make the most effective use of what is al ready known.

This comes from having a will-organized system of knowledge that has been well practiced in meaning full activities. For vocabulary learning, this means that learners should have plenty of opportunity to make use known vocabulary over the range of language skills and in a range of contexts.

The most suitable activities for fluency practice are ones in which a substantial part of the requirements of the task are already within the experience and capability of the learner. This happens if

1) The activity uses familiar language items. That is the vocabulary and grammatical constructions required in the activity are already known by the learner.

2) The content matter of the activity is familiar. That is, the learner is quite at home with the ideas that are involved in the activity. This can occur if the learner is drawing on knowledge from learner's own culture, from, previous experience, from preparation before the activity or from planned experience activities such as visits, watching films, or project work before the main activity.

3) The organization of the discourse and the activity itself are already familiar to the learner.

When the language, ideas and discourse in an activity are already familiar to a learner, and when the activity itself is already familiar, learners are able to give their attention to improving the level of skill with which they perform the activity. This enables them to make use of the vocabulary in the activity with a higher than normal level of fluency. Activities that contain many unfamiliar elements are likely to produce hesitant, uncertain language use. Vocabulary learning overlaps most of all with developing, the skills of listening, speaking, reading and writing. For a much wider range of activities to develop fluency with vocabulary through use it is necessary to look at the orther volumes in the New Ways series.

III. Chapter II. The ways of teaching vocabulary: collocations, word-combinations, phraseology.

3.1. Collocations; Major groups of collocations, types of collocations and their importance in teaching vocabulary.

A third reason to focus on collocation is to help students with f1uency. Nick Ellis (1997) points out that an important index of native-like competence is that the learner uses idioms fluently. So language learning involves learning sequences of words (frequent collocations, phrases and idioms) as well as sequences within words"(P.130). Nation (2001) points out that "by having chunks of language in long-term memory, language reception and language productions are made more effective" (P. 321).

As learner become familiar with chunks, they will also be exposed to the stress and intonation used to produce these chunks. Therefore, "if learners learn the stress pattern of a phrase as a whole their stress and intonation will be better." It is crucial that "correctly understood and stored, [chunks] should be available for immediate use" (Hill in Lewis, 2001, P. 56). Moreover, according to Oxford Collocations (2002),learners who utilize correct collocations "will make [their] speech and writing sound much more natural, гоге native-speaker-like, even when basic intelligibility does noт seem to be an issue" (P. vii). Finally, Nation (2001) states that "lexicalized sentence stems and memorized sentences aгe the building blocks off fluent speech" (P. 324)

In spite of the relevance of collocation, some researchers believe that there has not been el10ugh research done oп the topic. SHEI and Pain (2002) point out that "though the role that collocation plays in language acquisition is an important topic, very few cyctematic studies can be found that address this issue." NESSELHAUF (2003) agrees with them when she comments that despite it being a known difficulty and essential part of language acquisition for students, "collocations have not been investigated in much detail so far" (p/223). The research found dealt with the analysis of student's writing and how these students collocate the words. These studies have identified problems in students' use of collocation.

Some of the research oп collocation has investigated the way students combine words in their writing. NESSELHAUF (2003) looked at how advanced English learners handled collocation production. She analyzed 32 essays written by university students whose first language was German. NESSELHAUF focused oп the verb-object (noun) collocations. Prior to analyzing the data, she clarified that she would look at three types of combinations: free combinations [F] (as in Ьuy a house), restricted collocations [RC] (as in gain knowledge), and idioms [I] (as in sleep oп it). Lastly, she would verify the acceptability of the combinations the students produced. The chunking classification and acceptability were based oп

dictionary information-Oxford Advanced Learner's Dictionary (2000) and Collins COBUILD English Dictionary (\ 995)-as well as a native speaker's perception. By the end of the analysis a new criterion had been included: (restrict collocation), the question mark, indicating that the analysis had been inconclusive.

In the analysis, NESSELHAUF (2003) located 1072 verb-object-noun combinations, f which were divided into 213 RC or RC? 846 free combinations, and 13 idioms. She found that about 1; 4 of the combinations had some form of error and that the majority of the mistakes were related to choosing the wrong verb. Her analysis led her to conclude that on average 50% of the mistakes were related to L I influence. Thus, L 1 seemed to play an important role in students' collocation mistakes. NESSELHAUF'S results showed that "even advanced students have considerable difficulty in the production of collocations" (P. 237).

HOWARTH (1998) compared the writings of native speakers to those of non-native speakers. He worked with full-time postgraduate students at British universities these students came from a variety of backgrounds, such as Botswana, Germany, Greece, Hong Kong, Japan, Taiwan, and Thailand. HOWARTH focused on the verb + noun combination in the writings of both groups. His analysis showed that "a much greater incidence of non-standard phraseology [was] ... found in non-native writing, reflecting the learner's general lack of awareness of the phenomenon" (P. 186). HOWARTH called attention to learners' difficulty in handling collocations. He commented that "although they [were] not all major errors in themselves, and while the degree to which intelligibility [was] affected [varied], they [could] have an appreciable impact on the effectiveness of a piece of writing, and their cumulative effect [could] be a serious loss of precision" (P. 162).

HOWARTH (1998) concluded that "the evidence of NNS collocation deviation ... [showed] that тапу learners [failed] to understand the existence of the central area of the phraseology spectrum between free combinations and idioms." Learners had difficulty using restricted collocation and their sentences contained "errors of both a lexical and grammatical nature" (P. 86).

Granger (1998), on the other hand, looked at French speakers' use adverbs in English. She compared the use of adverbs between native speakers and non-native speakers (NNS), and concluded that there was L1 influence in the adverb use in the L2. Granger also found that non-native speakers "[underused] native-like collocations and [used] atypical word-combinations" (P. 152). Granger was of the opinion that if we "[exposed] L2 learners to prefabs," the learners would improve the use of grammar also. Moreover, she pointed out that *J*ГеГ study showed that "learner's phraseologic skills [were] severe1y limited: they [used] too few native-like prefabs and too ТаПу foreign-sounding ones" (P. 158).

These studies demonstrate that indeed learners, and even advanced learners, have difficulty collocate various types of words. Their writings show examples of collocation transfer *from*L 1, poor use of phraseology, and the creation of atypical combinations.

Learner's lack of awareness of collocations may have led them to make such mistakes. OXFORD Collocations (2002) points out that when learners select appropriate collocations they not only "express [themselves] much more clearly" but also convey meaning ТоГе accurately. Considering that in writing learners' only have words with which to communicate, the clearer their language the better.

Because of this limitation of learners', NESSELHAUF (2003) suggests that collocations be explicitly taught, and when possible that teachers call learners' attention to the collocation differences between L1 and L2. Wray (2002) also supports collocation explicit teaching when she says that " ... collocations can only be learned if they are encountered, and it may be that our expectations of learners are too high, relative to their experience of language input" (P. 183). In other words, teacher may need to bring the collocations to the learners' attention, especially because learner may not notice these combinations unless teachers point them out.

Lewis (2001) reinforces the idea of teaching collocations when he says, "given the present stage of our knowledge of acquisition, it is likely to be helpful to make learners explicitly aware of the lexical nature of language ... this means helping learners develop an understanding of the kinds of chunks found in the texts they meet" (P.161). Lewis concludes that "the more aware learners are of the chunks of which any text is made, the more likely that the input they notice will contribute to intake" (P.163). Nation (2001) also agrees that time spent on collocation is justifiable "because of the return in fluency and NATIVELIKE selection" (p. 317). In other words, it is important to direct students to examples of collocations in 'real' texts because it illustrates to students that collocations are truly part of considering that these words fall into the low frequency category and that they appear in a very specific setting, academic vocabulary tends to pose difficulty to learners (COXHEAD, 2000, P.218, referring to a comment in Bauer & Nation, 1993). Therefore, it is worthwhile for teachers to take class time to help learners who intend to pursue a degree in an English-speaking university to increase their knowledge of these words. COXHEAD (2000) reiterates the need for class time when she says, "the Awl might be used to set vocabulary goals for EAP [English for Academic Purpose] courses, construct relevant teaching materials, and help learners focus on useful vocabulary items"(P.227). For learners learning English for academic purposes, the AWL is essential. In this particular instance, Nation (2001) equates the AWL to a high-frequency type of vocabulary for these students. He adds that "… any time spent learning [this list] is time well spent" (P.196).

We teaching these words, COXHEAD and Nation (2001) point out that instructor should include tasks which deal with all four skills: reading, speaking, and writing, since in an academic environment learners are exposed to and have to cope with these words in these areas. The authors also suggest that the words be explicitly taught. Finally, they point out the importance of students developing the ability to fluently use these words. One way to assist learners on improving their productive use of academic vocabulary is to make them aware of the collocations

of these words. In the following section, I talk about the importance of academic vocabulary collocation in writing.

No study was found that focused on how the actual teaching of collocations affected learners' writing production. A few studies, to be presented in a later section, dealt with the use of concordance software and its effects on students' writing. These studies "taught" collocation in the sense that they exposed students to collocations via a concordance program. Nevertheless, some researchers indicated that the students were not always aware of collocation and its importance. Moreover, researchers seemed to believe that some explicit form of vocabulary teaching might be beneficial to learners' productive use of vocabulary. 'Π the following section, I present what research and researchers have found in relation to explicit teaching and intentional learning.

L2 Vocabulary, Explicit Teaching, and Intentional Learning

Below I discuss explicit and implicit vocabulary teaching and their relevance to vocabulary acquisition.] present a definition of these terms and discus their relevance to L2 vocabulary acquisition. Finally, I introduce general studies which demonstrate the relevance of explicit vocabulary instruction.

Explicit instructions studies in the last three decades, vocabulary acquisition has been extensively researched. When examining this research, it can be observed that researchers have gone in a number of different directions. Read (2000) points out that "although the amount of research on second language vocabulary acquisition has increased in recent years, the field has tended to lack coherence" (P. 38).

One aspect on which some researchers have disagreed is whether vocabulary is better learned explicitly (directly) or implicitly (indirectly). When explaining what the terms mean, Nation and Newton (1997) point out that direct vocabulary teaching entails allotting time to do "explicit vocabulary exercises, which may include word-building exercises, matching words with various types of definitions,

studying vocabulary in context, semantic mapping and split information activities focusing on vocabulary." In contrast, they explain that indirect vocabulary teaching involves learning vocabulary via "communicative activities like listening to stories, information gap activities, and group work," as well as extensive reading (P.241).

Considering the number of words in a language, a combination of both approaches might be the ideal way to go. On the one hand, Ellis (1994) points out that it is unrealistic to expect that learners would be taught all the necessary words in an L2; part of learners' vocabulary would be acquired incidentally (P. 2). On the other hand, teacher's may be able to save students' time if they can help students learn fundamental types of vocabulary.

STOLLER & GRABE (1993) agree that vocabulary development most likely occur sing a combination of incidental learning and instruction (P.31). When talking about students using context clues to learn vocabulary, they point out that "without sustained explicit training, however, students are not likely to make efficient use of redundancies, collocation, and cohesive devices used in writing" (P.32). Finally, Schmitt (2000) states that "L2 learners benefit [гот a complementary combination of explicit teaching and incidental learning" (P.137). He believes that explicit teaching can introduce a word to learners, yet these learners would need several exposures to the word before fully understanding it, also because "vocabulary acquisition is incremental in nature" (Schmitt, 2000, P. 1 17).

Certain words are so important for learners' language development that it would be worthwhile to employ both approaches to teach them for example, when dealing with vocabulary such as high-frequency words, Nation () 990) points out that "these words deserve time and attention [гот teachers and learners" (P.15). In fact, Nation (2001) suggests that the words can be taught via "direct teaching, direct learning, incidental learning, and planned meetings with the words" (P. 16). Another type of vocabulary worth teachers' time and attention is academic

vocabulary because these words are frequently found in all types of academic texts (Nation, 1990).

As mentioned earlier, Nation (2001) equates academic vocabulary to high-frequency vocabulary, and as such "it should be taught and studied in a variety of complementary ways" (P. 19). On explicitly teaching academic vocabulary, more specifically the A WL, COXHEAD (2000) says that "the direct learning and direct teaching of the words in the AWL also have value." Citing Rod Ellis (1990) and Long (1988), she adds that "courses that involve direct attention to language features have been found to result in better learning than courses that rely solely on incidental learning" (P. 228). Finally, COXHEAD (2000) suggests that "direct teaching through vocabulary exercises, teacher explanation, and awareness raising, and deliberate learning using word cards need to be balanced with opportunities to meet the vocabulary" in both passive (listening and reading) and active (speaking and writing) situations (P. 228). The following studies illustrate the relevance of and need for a more explicit approach to vocabulary teaching.

LAUFER (1994) conducted a longitudinal study to investigate "changes in the lexical quality in the writing of learners" whose major was English as a foreign language (P. 23). To evaluate the pieces of writing, she utilized a Lexical Frequency Profile (LFP), "which CLASSIFIE [d] the vocabulary of an essay into frequency levels" (P. 21). She looked at the percentage of the University Word List (UWL) items as well as non-frequent words that learners used. The UWL was created by XUE & Nation (1984) and was a precursor of the AWL. In addition she looked at the lexical variability in the text. She compared these "scores" in various pieces of writing to assess the learner progress.

The idea to teach words in groups, i.e., collocations or chunks, came from Lewis' (2002a) The Lexical Approach. As Lewis put it:

An important part of the language acquisition is the ability to produce lexical phrases as unanalyzed wholes or 'chunks', and that these chunks become the

raw data by which the learner begins to perceive patterns, morphology, and those other features of language traditionally thought of as 'grammar'. (P. 95).

The reason гог focusing on collocations was the fact that learners frequently struggled when using words actively, and one aspect which often caused problems гог learners was collocation. In the process of learning academic vocabulary collocations, some of the essential principles of the Lexical Approach were "recognition, generation and effective recording of collocations" (Lewis, 1997, P.257). The rationale гог focusing on this aspect of vocabulary acquisition lay in the fact that, as NESSELHAUF (2003) commented, "collocations [were] of particular importance for learners striving гог a high degree of competence in the second language, but they [were] also of some importance for learners with less ambitious aspirations, as they not only enhance[d] accuracy but also fluency (P. 223). In addition, learning such information about words would help learners to create гоге native-like texts.(Nation 2001).

Since in the last few years 1 have been working with learners who were preparing to attend a University in the U.S., the logical vocabulary choice was the AWL. Considering learners' difficulty with writing in an academic setting, 1 deemed it important to focus in an aspect of vocabulary which would help students when completing academic assignments. Collocation "skills," as Lewis (2001) said, "equip [PED] learners to expand their individual mental lexicons in a way which [was] relevant, personal and a skill which [could] be taken away as a tool for life.

It seems that the lexical approach is not so popular among teachers of English. This has resulted in vocabulary negligence and in particular, an unawareness of the importance of collocation in language learning. It is probably because the teachers are more familiar with the grammar-translation methodology since they probably have the traditional mindset that "mastery of the grammatical system is a prerequisite for effective communication". Later they have been over whelmed

with the idea of the communicative approach. Lewis explained that the communicative approach concerns the expression and communication of meanings. With such an emphasis fluency is obviously considered of more importance than accurancy. Students seem to be more proficient in two skills i.e. speaking and listening, despite the fact that the approach itself emphasizes all the four skills. Students may be able to speak and communicate well, but the effectiveness of vocabulary and grammar used is still questionable.

With the recent campaign for the lexical approach

EFL personnel have increased their attention in collocations. However in some where this is probably not the case since the number of action or classroom research on collocation is very limited. Introducing collocation at the earliest possible stage is ideal. Hill states that "collocation should play an important part in our teaching from lesson one". We have to accept the fact that collocation has been an undervalued aspect of productive vocabulary, despite its significance in EFL learning. Collocation should be focused on in every single stage of a learner academic path, from the primary to university levels. Also it should be highlighted when teaching any English skill such as listening, speaking, reading, writing and translating.

It is now time to strongly encourage the teaching of collocations or word partnerships in all English courses at all levels since "adherence to the collocation conventions of a foreign language contributes greatly to one's idiomaticity and native likeness, and not doing so announces one's foreignness". This article collocations and suggestions on how to teach collocations are later presented in this work finally sample collocation exercises are given. What is the lexical approach? The lexical approach has emerged since 1993 when the term lexical approach was coined by Lewis. Lewis posits his ideas that vocabulary should be the most important aspect in teaching. English stating that "Language is

grammaticallisced lexis, not lexicalized grammar". There were a number of objections to the lexical approach at the beginning: however, over time, a lot of, re searchers have come out in favor and the lexical approach has found its way info the classroom. The principle of the lexical approach is to allow learners to experience language items in natural contexts and to learn from their experience the approach relies crucially on the concept of the learner corpus. It focuses on developing learner proficiency with words and word combinations. It is based on the idea that an important part of language acquisition is the ability to produce lexical phrases as chunks and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar". In sum the lexical approach gives more importance to vocabulary than grammar.

One way to apply the lexical approach in the classroom is to focus on collocations

Under this topic collocation, which is an important element of the lexical approach, is highlighted.

Lewis defines collocations as "the way in which words co-occur in natural text in statistically significant ways". For other linguists collocations are defined as "strings of specific lexical items that co-occur with a mutual expectancy greater than chance, such as rancid butter and curry favor". Here are another definition "collocations are "the other words any particular word normally keeps company with".

At last a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound "wrong" to native speakers of English. For example, the adjective fast collocates with car, but not with a glance. Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example take a photo, where no word

other than take collocates with photo to give the same meanings. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to stick to the rules. Here are some more examples of collocations:

1. You must <u>make</u> an <u>effort</u> and study for your exams. (Not an effort)

2. Did you watch TV last night? (Not TV)

3. This car has a very powerful engine. It is can do 200 km an hour (Not engine)

4. There are some ancient monuments hear by. (Not monuments). Sometimes a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If some one says I did a few mistakes they will be understood, but a fluent speaker of English would probably say O mode a few mistakes.

Learning collocations is a good idea because they can:

a) give the learners the most natural way to say some thing: smoking is <u>strictly forbidden</u> is more natural than <u>smoking</u> is <u>strongly</u> <u>forbidden</u>

b) give the learners alternative ways of saying some thing, which may be more colourful expressive or more precise: instead of repeating. It was very cold and very dark, we can say I was bitterly cold and pitch dark

c) Improve the style of learners writing instead of saying poverty <u>causes</u> <u>crime,</u> you can say poverty <u>breeds</u> crime; instead of saying a <u>big meal</u> you can say a substantial meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better: this book includes notes about formality wherever the collocations are especially formal or informal.

There are two main ways in which you can find collocations. Yu can train yourself to notice them wherever you read or listen to anything in English. Lets consider the following collocations that are worth learning from this short text in English. After giving Mark a lift to the air port, Cathy made her way home. What an exciting life he led! At times Cathy left desperately jealous of him. She spent her time doing little more than taking care of him and the children. Now her sister was getting divorced and would doubtless be making demands on her too. Cathy had promised to give her sister a call as soon as she got home but she deeded to run herself a bath first. She had a sharp pain in her side and hoped that a hot bath might ease the pain.

The learners can find the collocations in any good learner's dictionary for example, if we look up the word sharp we will find some of these collocations:

a sharp pain

a sharp bend (turn)

a sharp contrast (difference) distinction

a sharp rise (increase) drop.

The best way to record a collocation is in a phrase or a sentence showing how it is used. Highlight the collocation by underlining it or by using a highlighting pen. For example! I don't have access to that kind of secret information or jim gave me a very useful teaching collocations is not so different from teaching any vocabulary item. The key things are to:

*regularly revise what you want to teach

*practice using what you want to teach from context that are meaning ful for you personally and for learners

*teach collocations in groups help the learners to fix collocations in their memory. Teacher might group together collocations relating to the same topic. Or

you might group collocations based on the same word, for example: I must <u>find a way</u> to help him.

Can you <u>find your way</u> back to my house?

I learnt the hard way that jack can't be trusted.

Please tell me if I'm <u>getting</u> in <u>your</u> <u>way.</u> You must <u>give</u> <u>way</u> to traffic from the left. I've <u>tried</u> <u>every</u> <u>possible</u> way to get him to change <u>his mind.</u>

The reasons whu collocations should be taught are suggested, collocation is arbitrary and unpredictable, for example it is correct to say to make the bed but not to do the bed; to turn on but not to open the light, sales volume but not sales amount; bread and butter but not and bread; to shrug one's shoulders but not to shrug one's arms. etc . Obviously, it is hard to EFL learners to cope with and to produce collocations effectively if collocations are not focused on and practiced. As EFL teachers, we all frequently observe students collocation errors.

Students produce errors such as speak story, hew bread, eat water, do a mistake go to swimming or for more advanced learners errors such as emerge hew branches in the occasion of emphasize on, etc. plausible explanations to account for the errors are suggested by a number of researches collocational awareness has been raised. Some researches point out in their research that EFL learners have poor mastery of collocations for two reasons. First collocations in general do not cause comprehension problems. A collocation consists of word partners. Each lexical constituent is also a semantic constituent. Therefore it is possible for learners to guess the meaning such as a quick glance, it rains heavily, etc. the second reason is that some collocations are very difficult for the learners, particularly, unique collocations or idiomatic expressions. They are very confusing for the learners, such as a withering glance, it rains cats and dogs, etc. The mother-tongue interference also influences their understanding and production of collocations. It is therefore necessary for teachers to raise awareness and teach collocations so as to enable EFL / ESL learns to master the language. Collocation, despite being

earnestly introduced about ten years ago, is quite a new issue for teachers have little or no knowledge about this. When a teacher teaches new vocabulary she or he does not realize the necessity to introduce a chunk, not a single word, so as to let learners register from the very beginning the word being taught and its word partners. For example if a teacher wishes to teach the word homework, she/he should introduce to do homework as a chunk instead of letting students register in their memory only the single word, homework. As a result, it is possible that students may be confused whether a collocate of homework is to do or to make. However, teachers should make a good judgement in choosing which collocations to be taught since a great number of collocations generally appear in each class.

Teachers should not teach passive or unclear collocations. Rather, they should choose to teach only active and clear ones.

Passive idioms and dead metaphors, such as to put the cat among the pigeons, etc. are not necessary for the EFL learners daily life and should probably not be focused on in classroom teaching.

Hill suggests that teachers should teach what he categorizes as medium strength collocations such as strong coffee, to attend a course deeply appreciate, etc. Mean will it is suggests that teachers should stop including idiom exercises in their teaching and some linguists support this idea by saying that "common" collocations like fast color, rough sea and weak tea are communicatively more useful to L2 learners than idioms like pull one's socks up, kicked the bucket, and bury the hatchet. To sum up the first and foremost point that EFL teachers should have in mind when teaching new vocabulary is to introduce a new word together with its frequent co-occurrence/s or its collocate/s. also, teachers are recommended to focus only on active collocations. As mentioned earlier, collocations should be included when teaching all English skills. General suggestions on teaching collocations are as follows:

*First of all, convince learners of the usefulness of including collocations in their communication since it is natural for learners of a foreign second language to want to be like a native speakers "Native-like proficiency of a language depends crucially on knowledge of a stock of prefabricated units". Therefore EFL learners should have a number of collocations in stock in communicate fluently and accurately.

*Encourage learners to notice and be regularly aware of collocations whenever they learn English. The habit can be formed by making them notice and record language patterns and collocations. Regular awareness raising activities should help students improve their collocational competence, and even fluency. The collocation awareness-raising phrases proposed by Ying and Hendricks suggests four steps in teaching collocations. First, make students understand what collocations are. Second, raise collocation awareness by introducing materials for target collocations. Third teach the students the steps of noticing and noting collocations, followed by the step of incorporating the learnt collocations in tasks. Lastly examine and give feed back on students work.

*Be selective about what collocations to teach. Make sure that thay are active and appropriate for learners at different stages. Do not confuse students with idioms that are too passive or difficult chunks.

*Encourage students to guess the meaning of an unknown word from the context first and later show how useful a dictionary is. Encourage them to look up difficult word and pay attention to the examples provided in a dictionary particularly a collocation dictionary such as Oxford collocations Dictionary for students of English, to allow learners to register the new vocabulary together with the collocates at the same time. Also observe and record other useful collocations of the word/s not just a single one.

*Repeat and recycle the collocations already learnt every now and then in class activities to help learners register those learnt in their memory. "The same thing twice activities collocations".

*Have students work corrected by their friend. Peer correction is recommended since it is a means to get feedback and instant reinforcement.

*Work in groups help fostering learning interdependence, especially in vocabulary work. Learners can exchange knowledge and ask others to explain unknown items Group work is a motivating factor, which involves trying to remember details together explaining impressions and building good memories.

Encourage learners to reinforce learnt collocations by having a variety of activities including task-based activities.

*Advanced learners should work with language corpuses accessible on the Internet such as the British National Corpus.

Teaching phrases: teaching content: lexis in phrases the advantages of phrases word combinations.

Abstract

EFL learners spend a significant time learning lexis. However, it is difficult to utilise vocabulary in authentic situations since textbooks are unable to offer sufficient information on usage . The literature reviewed here proposes anew approach to content and methodology, which claims to be crucially relevant to both teachers and textbook writers. After briefly reviewing some of the reasons for placing emphasis on lexis over grammar, pedagogical implications for L2 vocabulary teaching will be discussed in terms of content and methodologies . For textbook writers and teachers , it is important to not only present those lexical elements which are essential for accurate and fluent use of the language, such as fixed expressions and lexical patterns (thus answering the question of ? what lexis to teach?), but also to attempt to design

some activities that raise learners ? Consciousness (thus offering suggestions as to? how to teach lexis?). By doing so, the encourage learners to realize that lexical items can work as useful tools to help produce more accurate and fluent utterances in authentic situations.

Introduction

It seems that teachers and learners spend a significant amount of time on lexis teaching and learning. Indeed, many EFL learners favour the type of vocabulary book that lists words frequently appearing in entrance examinations. However, these are unhelpful for the purpose of utilising the language since they do not present information on usage . Therefore, it is essential to give thought to the treatment of lexis elements , but a careful consideration of the kinds of lexical features that should be presented and applied. This literature review on classroom teaching of EFL lexis focuses on the contents and methodologies that can help learners indentify and use essential lexical features in authentic situations.

The paper will first consider the importance of emphasising lexis over grammar. Second, it will indicate the contents of the target lexical material, focussing on lexis used in phrases, such as fixed expressions and lexical collocations. Third, it will discuss lexis teaching methodologies , and elaborate on the relative advantages of implicit/explicit methods and consciousness-raising activities. Lastly, it will highlight the value of the proposed approach in terms of helping the students to become better language learners.

Prioritizing lexis over grammar

Teachers should always remember HALLIDAY? s(1975)belief that the learning of a language is essentially the learning of meanings. HALLIDAY (1978, p.1) believes? Language is a product of the social process? And? Language arises in the life of the individual through an ongoing exchange of meanings with significant others? STEVICK (1976, p.160) also points out that? Method should be

the servant of meaning, and meaning depends on what happens inside and between people?

In order to help learners exchange meanings with each other, through the lexis they have learned, teaching methodologies are important. Recently, several linguists have proposed the importance of putting lexis, not grammar, at the centre of the classroom in order to help learners develop their ability to use English for real communication. The importance of putting lexis before grammar is clearly expressed in the words of Lewis (1993, p.89)? Language consists of grammaticalized lexis, not lexicalized grammar? And? Grammar as structure is subordinate to lexis? Little (1994, p.106) also argues that? Words inevitably come before structures? Moreover, WIDDOWSON (1989, p. 135) notes that communicative competence is not a matter of knowing rules, but?

A matter of knowing a stock of partially pre –assembled patterns? He argues that? Rules are not generative but regulative and subservient and that they are useless unless they can be used for lexis.

Sinclair and RENOUF (1988) point out that focusing on lexis in classroom has several advantages. First, teachers can highlight common uses, and important meaning and patterns for frequent words. Both are worth learning may have used this information in authentic situations. Second, teachers can encourage a learner to make? full use of the words that the learner already has? Regardless of the learners level (Sinclair & RENOUF 1988, p.55). Willis (1990) also notes that it is easier for learners to start exploration of the language if they start from lexis ,which is concrete ,rather than from grammatical rules, which are abstract.

On the other hand ,in claiming the importance of focusing on lexis , linguists do not mean that teachers only need to teach lexis and should exclude grammar from classrooms Rather, lexis and grammar are considered inseparable in nature and completely interdependent (Sinclair 1991;Hunston

&Francis 1998).Willis (1993) also notes that grammar and lexis are two ways of picturing the same linguistic objective .That is the lexis consists of word – meaning patterns, while the grammar consists of structures, and categories words according to such structure. He considers? Language learners have to work simultaneously with the grammar and the lexicon? (ibid, p.84) However, Wills (1990) thinks teachers need to pay more attention to lexical elements in the classroom. If teachers emphasis grammar too much, the creation of meanings is likely to be put off. The inseparability of grammar and lexis will be discussed in detail in section,? Focusing on lexical patterns?

The above arguments state the case for giving lexis prioprite over in the classroom. However, we must now turn to the practical application of this general principle. Our first question concern the selection of lexical content.

Teaching content: lexis in phrases

3.2. The advantages of phrases

Careful attention must be given to the selection of the specific aspects of the lexis that teachers need to focus on. For the purpose of real communication, there is a strong argument for teaching lexis in the phrases, not as single words. When linguists claim the significance if lexical phrases in second language acquisition, it may be for two distinct reasons. One approach is that phrases are important, because phrases are what constitute language. The other is that phrases are essential because they are useful to learners. The arguments of Pawley and Syder(1983), Sinclair(1991) and Lewis (1996) below represent the first approach, whereas the second is supported by Benson, Benson and Ilson(1997), and Nattinger DeCarrico(1992).

Pawley and Syder(1983., p.191) argue that native speakers are capable of fluent and idiomatic control of language because they possess a? knowledge of a

body of sentence stems which are institutionalized or lexicalized? They consider such sentence stems as? A unit of clause length or longer whose grammatical form and lexical content is wholly or largely fixed?, such as? What I think is?...? and? Come to think of it?...?, and estimate that native speakers have at least hundreds of thousands of such units. Sinclair (1991) explains the mechanism of native speakers? Language use with two different principles: the open-choice principle and the idiom principle. Sinclair(1991) observes that although language users apply both principles, the one which dominates is the idiom principles(most texts will be interpretable by the idiom principle). Lewis (1996, p.10) also notes that? Much of our supposedly original language use is, in fact, made of prefabricated chunks, much larger than single words?

The importance of using the context for implicit vocabulary learning has been emphasized (Sokmen 1997) because words have a habit of changing their meaning from one context to another (e. g ., The doctor ordered me to stay in bed/ He called our names in alphabetical order) (Labov 1973 cited Nagy 1997). As Nagy (1997) points out, first-language learners pick up most vocabulary from the context, and the acquisition of multi-meaning words is accounted for by this incidental learning. He also points out that contextual inferences contribute to learners developing an understanding of word meaning at different levels of knowledge: linguistic knowledge (syntactic knowledge, word schemas, vocabulary knowledge), word knowledge and strategic knowledge [I]. The context enables a learner to know different syntactic meanings and functions, to create appropriate word schemas (Nagy & Scott 1990 cited Nagy 1997), to understand the meaning of surrounding words , to infer the meaning of an unfamiliar word, and to encourage the use of strategy for making deliberate attempts to discover unknown vocabulary (Nagy 1997). Also, context can expose learners to high frequency vocabulary (Hunt & Beglar 1998).

Learners can develop skills in guessing meaning from the context by using gapped text- either traditional on modified cloze procedure—or by using words

with English affixes (Taylor 1990). However, there are also problems related to inferring the meaning of words from the context. For example, Sokmen(1997) points out the guessing words in context is likely to be a very slow process and is not an effective method for second language learners (Carter & McCarty 1988) because they have a limited amount of time to learn vocabulary. Secondly, inferring word meaning is not an error- proof process. Students often fail to guess the correct meaning (Presley et al 1987, Kelly 1990 cited Sokmen 1997) and their comprehension may be low because of insufficient vocabulary knowledge (Haynes & Bekar 1993 cited Sokmen 1997). Also, Giko (1978) cited in Nagy (1997) claims that context plays a relatively less important role, while explicit instruction has a relatively greater role in the vocabulary growth of second language learners. This is because second language learners are less effective than native speakers at using context, at least until they achieve a fairly high level of second language proficiency. Again, the best way of teaching vocabulary is by using a variety of classroom methods. Explicit teaching methods will therefore be described in the next section.

Exercise: explicit teaching

To deal with the problems of implicit vocabulary teaching, current research suggests adding techniques of explicit instruction (e.g. Hunt & Beglar 1998; Sokmen 1998). Explicit teaching is particularly emphasized because of its time-effisiency , its suitability for beginners or low proficiency students, its possibilities of improving word comprehension, and its adaptability. Firstly, there is a significant emphasis on the explicit teaching of single words at an early stage of second language learning (COADY & HUCKIN 1997). COADY and HUCKIN (1997) emphasizes that the 2,000 high-frequency words should be learned as quickly as possible to the point of automatisizing, because after learning the basic high –frequency words, learners can more easily increase their vocabulary size through reading, especially in the case of low-frequency words or specific purpose words. Secondly, because adult second language learners, unlike young

children learning their native language, have already developed a conceptual and semantic system which is linked to their first language (Ellis 1997), they can easily understand explicit word meanings and finally it is possible to apply vocabulary using various techniques for increasing understanding of the word meaning and for memorization (SOKMEN -1997). However effective teaching of vocabulary entails not only the presentation of new words, but also the elaboration and development of the meanings of old and new vocabulary (SOKMEN 1997). For example, to elaborate the meaning of newly learned lexis, the teacher should create opportunities for understanding recently learned words in new contexts, or organize exercises that provide new collocations, associations and so on (Hunt & Beglar 1998).

Owing to the strengths and weaknesses of different teaching approaches, appropriate use of a variety of techniques can thus increase the effectiveness of vocabulary teaching in class. By using both implicit teaching methods, we can raise learners? Consciousness and help them develop independent learning strategies (autonomous learning). This is subject of the next section.

3.3. Channeling Children's Energy through Vocabulary Activities

Teaching children is a challenge. They fidget. They mumble. They babble. They play. Well, of course do! They are children! Let their energy and enthusiasm work for you, instead of against you. In this article, I will describe several of my favorite supplementary vocabulary development activities for young learners that harness the exuberance of youth while delivering both enjoyable and powerful learning opportunities for children of all ages. But first, I'd like to share a few general thoughts about teaching children.

Make a lasting first impression.

A child's first English teacher bears a heavy responsibility. The goal of all early language education should be to hook students when they're young and keep them interested in learning English for the rest of their lives. If their first experience of

learning English is unpleasant, they may grow up with powerfully negative feelings towards the language .over and over, I've seen people scarred by their earlier learning experiences in English classrooms. Many teachers forget the importance of developing students' self-esteem and self-confidence as language learners and users. It is imperative that teachers make the learning experience both enjoyable and educational. Affect plays a large role in learning a second language, and when children are made to feel incompetent ,they certainly don't fell close to the L2 or the L2'sculture.One important part of language development is vocabulary and fun vocabulary activities can be used to develop a positive affect in the young learner English language classroom.

The goals of English instruction for young learners should be to:

Make students fell competent and confident while learning English;

Provide a safe entertaining, and educational environment;

Create life-long learner of English.

Remember –if your students are laughing with you, they are paying attention; they are probably learning something; and they most likely fell pretty good about themselves. The next section will describe several activities to help teachers achieve these goals.

Entertaining and educational activities

One of the hardest things about working with young learners is that often they are preliterate, that is, they have not yet learned how to read in their home or native language. When, as a teacher, you are working with preliterate students, you can't just write letters and words on the board and expect them to be able to read what you have written .However, preliterate students can orally learn a large amount of language before they learn to read and write This is the order in which we learn

our first language, do it makes sense to structure language classes in ways that take advantage of our natural learning inclinations. Described below are activities that work well with preliterate learners as well as with learners who have developed literacy skills in their native language and English.

What is Missing?

Purpose

This activity is designed to give students practice recalling the names of items in a specific category of vocabulary. Before doing this activity, students should have already been exposed to categories of vocabulary in real and/or pictorial form, such as food items, colors, classroom objects, seasons of the year, etc .now they can have some fun while practicing their new knowledge.

Preparation

You will need large picture of the vocabulary items in the category or the actual items themselves, if they can fit on the chalk board tray or be taped to the chalkboard. If the chalkboard does have a tray, you will need tape to fasten the picture or items to the board.

Procedure

Line up eight or more large pictures of one category of items, such as colors, on the chalkboard's tray. If your chalkboard doesn't have a tray, tape the pictures to the board .tell students to study the pictures, looking carefully at each one and saying the word to them selves. Then, have students put their heads down on their desks to block their view of the board. "Heads down! Heads down!" you cry, imitating the correct posture .Once every little head is on the desk, you remove one picture, rearrange the others ,and then yell : "What's missing?" Students look up and then guess which item has been removed. The first student to guess correctly scores a point and gets to hold the item. Continue until there are only two items left. The student with the most items wins.

Spin –offs

You may want to put students into pairs or groups of three and do this activity cooperatively .Also, you could have students take turns performing the teacher's role. This makes the activity extremely student –centered, which is always motivating.

Erase!

Purpose

This activity is mainly for beginning level students who are at the word recognition level. It allows students to practice their word recognition skills, using vocabulary items in a specific category. As students become able to recognize words, they can practice their reading skills at the word level. This high- energy activity that includes short bursts of running and some light-hearted play. I've used this with a variety of age groups and nationalities, and it has always been a great success. However, the teacher must be able to tolerate noise and high spirit sin order for this activity to succeed .By combining a vocabulary review activity with physical exertion, students are both reinforcing new vocabulary and burning off excess energy in a lively way. After this activity, they will be ready to sit and concentrate.

Preparation

All you need for this activity is a chalkboard, chalk, two erasers, and the ability to move desks out of the way. On the board, randomly write in big letters, a dozen or more vocabulary words from the same category. Divide students into two teams. Line them up at the back of the classroom. Move the furniture out of the way to create an open space between the students and the chalkboard .Give the first person in each team an eraser. Tell students that during this activity they will be asked to erase a particular word.

Procedure

After   you've written the words on the board, pushed the furniture to the side ,lined up the students in two teams ,and given the first student in each team an eraser ,stand back .Yell out one of the vocabulary words listed on the board. The two students race to the board to erase the word. The first student to correctly erase the word wins a point for the team .Line up the next two students and repeat. This is an exciting physical word recognition at the same time. The team that correctly erases the most words.

SPIN-OFFS

You could have students take turns facilitating the activity. Also if you have multiple chalkboards, you could divide your class into two sections and run two groups at the time. To use this activity with preliterate students, you can draw simple line drawings of vocabulary items on the board instead of writing the words Make sure that students have already learned –either in realia or picture form –the words represented by the drawings .During the game, students will erase the picture that corresponds to the word you yell out .

TPR Verb Game

PURPOSE

In the method called Total Physical Response, students act out commands given by the teacher. This is a great way to teach and practice classroom vocabulary and verbs. It doesn't require any verbal production. It also encourages physical movement, which children who have been seated for any length of time will surely appreciate. In addition, the physical action of carrying out a command is often very helpful for learning, especially for those students who learn by actually doing.

PREPARETION

Decide what vocabulary and verbs you want to review. You can pre-teach the verbs right before you start by acting them out and having the students imitate you.

PROCEDURE

Have students stand up. Demonstrate the verb "touch" by touching things and saying, "touch the door, touch the window ,touch the desk," while modeling these actions. Give a command and have students actually do it. "Touch the desk! Touch the floor! Touch the window!" I encourage the students to run to the item and touch it. As students get more advanced, you can give more complex commands, such as "Touch the door, your shoes, and then touch the window!" Depending on your tolerance for noise or controlled chaos, this works great, even with very young children. You can use all kinds of verbs, such as open, shut, tie, untie, throw away, pick up. This activity burns a lot of energy, is great fun, and is educational, too!

Spin- offs.

Students can take turns facilitating this activity .In addition ,you can put students in groups of two or three to do this activity and have them take turns facilitating the small groups.

Listen and Draw

PURPOSE

This activity is for a more advanced group that can produce speech, unlike the other activities that require little or no verbal production. This activity allows meaningful practice of prepositions of place and categories of vocabulary. In addition, students must competently communicate with each other in a realistic manner, which always increases motivation. The novelty of drawing pictures in the English class is also interesting for students, and the action of drawing often aids learning.

PREPARETION

This activity takes a little bit more preparation on your part than the previous activities. First, you need to choose a category of vocabulary that the students already know. Second, get 25 or more large index cards. On each card, draw a different set of pictures using the category of vocabulary. For example, to make a card illustrating the category fruit, in the middle of the card draw an apple. Above and to the right, draw a banana. Below and to the left, draw some grapes. And so on. Use your imagination!

PROCEDURE

On the day of the lesson, teach or review the words top, bottom, right, left, above, below, next to. Write the prepositions on the board and leave them there as a prompt. Put students in pairs. Give student A the card and model how to shield it from student B. Have student A describe the card bit by bit to student B, who draws it on a piece of paper according to student A's instructions. Student A can only use verbal language to communicate the message. When student B is finished, have the students compare the card to the drawing. Then have students switch roles with a new card and repeat the activity. This is an engrossing activity and will hook students of all ages. It works particularly w ell with shapes.

LEXICAL SETS

PURPOSE

This is another student-centered activity that allows students to review and critically evaluate vocabulary in categories. Students must analyze the relationship between items, thus using critical thinking skills while reviewing vocabulary items. Again this takes some preparation on your part.

PREPARETION

First, pick a category of vocabulary, such as things found in a school. Next, make a list of 25 to 30   words from this group. Then, arrange the words into subgroups, such as furniture, things you write with (pen, pencil, crayons), etc. You should make four to eight different subgroups of vocabulary. You can organize the subcategories any way you want, but make sure there is some logic! Now, make sets of little cards with each word on one card. Make 12to 15 sets of the 25 to 30 words, depending upon how many students you have.

PROCEDURE

Divide the students into pairs of groups of three. Give each pair a lexical set .Tell them that they have to put the pile of words into categories. That's all. After they have worked for a bit, tell them the number of categories. They will moan and then rework their groups. After another bit, tell them exactly how many items are in each different category. They will grown and then reanalyze their subcategories yet again. This activity focuses their attention on the vocabulary and makes them critically think about hierarchy and grouping which are higher order thinking skills than mindless, decontextualized memorization. This activity will engage your class until you put an end to it .Remember, more time-on –task equals more learning!

Spin-offs

With preliterate young learners, you can use pictures of items already learned instead of words. With advanced young learners, you could have pairs of students create the lexical sets and then use a different pair's set each time you run the activity. Again, a sense of being a stakeholder a part owner of the learning process, is incredibly motivating for students.

Conclusion

All of the supplementary activities listed above aim to channel the boundless energy of young learners towards enjoyable and educational learning experiences.

Laughter, movement, and noise are fine in the classroom! It's completely unrealistic to expect young learners to always sit in chairs in rows and silently, individually complete worksheets. It's much more effective to incorporate their inexhaustible supply of enthusiasm into activities rather than try to stifle it. When young learners are laughing, moving, and playing while learning, chances are good that they will have positive feelings toward the L2 and will look forward to English class in the years ahead.

Conclusion

By analyzing my qualification work I came info conclusion the mechanics of vocabulary learning are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult second language learners. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. Teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. Both vocabulary teaching and learning have been a concern in second language acquisition research for some time now. Through the years researches have explored a number of approaches and techniques to enhance acquisition. Various strategies have been found to help improve vocabulary learning with the introduction of computer technology and with different methods a new trend of vocabulary research has begun. In chapter I of this work it includes the importance of vocabulary, what collocation is and why it is important when transferring vocabulary from a receptive to a productive stage. At the end of this work we want to say that the learning vocabulary involves understanding a number of details and nuances about words. As Nation complemented Richards

assumptions by dividing them info sets of questions concerning the word from (i. e. spoken, written and word parts) meaning (i. e .form and meaning concept and referents and associations) and use (i.e. grammatical functions, collocations, and constraints on use). As it is seen from this work the former refers to words that learners understand in speech and reading whereas the latter are words learners actively utilize in conversation and writing. By observing what is involved in knowing a word, one can understand why teaching and learning vocabulary constitutes an arduous task. Without vocabulary nothing can be conveyed. Vocabulary learning has many facets, and one of its challenging aspects consists of collocations or word combinations.

It has been noted that when studying vocabulary learners tend to focus on the translation and the meaning of words and very often they stop there.

However when learners try to use these new words they face the task to do so accurately

Michal Lewis proposed the lexical approach as a way to teach vocabulary with an emphasis on collocation. This approach entails teaching words already in their chunks as opposed to individual items. By doing so the learners are exposed to one or several appropriate combinations. Since then the lexical approach has been explored and utilized by various instructors to teach vocabulary. In this study lexical approach is combined with blended instruction to teach academic vocabulary. The goal of the study was so directly teach or focus in an aspect of vocabulary which students often target collocations, to guide them to locate these combinations in reading and listening passages and to provide practice in combining words, so that the students would eventually develop the ability to transfer this knowledge to their writing. In the study of vocabulary acquisition specifically collocations, collocation is one vocabulary aspect that can help learners to use words more accurately. As Hill Comments that "Within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text, Moreover collocation knowledge helps learners to

create more native-like sentences. Different researches and linguists gave their own ideas and points of view on collocation and by summarizing these different points we can conclude that collocation, phase knowledge helps learners to create more native like sentences.

On order to conclude everything what we write we have to remind our structure of the qualification paper In Introductory part I tried to give more concrete version about my qualification work I mean its aim tasks objectively and problematic sides of my theme In my work I mostly tried to analyze how to teach collocations, phrases, word-combinations. Some problems and also advantages of teaching vocabulary, concluding I can say that the Major sources of vocabulary teaching as the importance of vocabulary the importance of vocabulary acquisition has always been recognized although at times vocabulary was treated as separate from grammar and skills. However the communicative and natural approach emphasized the importance of vocabulary development, which resulted in more interest in vocabulary teaching. It is accepted that choosing our words carefully in certain situations is more important than choosing grammatical structures. We cannot use structures correctly if we do not have enough vocabulary knowledge. Although many techniques and approaches such as word families and key words have been employed in teaching vocabulary it is suspected that none of them has interested language teaching more than Michael Lewis's lexical approach which argues that language consists of chunks that produce coherent texts when they are combined. This explains that what is meant by collocation and why it is important and useful in English language teaching. In this approach to teaching vocabulary collocations are emphasized. Obviously the problem can not be solved for a time, but without solving, it there is no sense in speaking of educating the coming generation. It is a well known truth that one of the most significant component of the educational phases is new teaching technology which is mostly invented by such students as we. This work research by me and teaching vocabulary through collocations, phases and word combinations are important nowadays. Because every student wants motivation, interesting tasks, needs for energy in the

classroom atmosphere and so on. In order to acquire the vocabulary students should know about collocations, phrases, word-combinations, about their advantages the importance of them in learning vocabulary, Moreover the problems of their usage and learning problems. About the reasons of collocation learning, therefore in this work given all of these reasons for collocation and phase learning, by summarizing all reasons for learning phraseology and collocations we can say that reasons to focus on collocation to help students with fluency so that the learners uses idioms, phrases fluently.

So language learning involves learning sequences of words (frequent collocations phrases and idioms) as well as sequences within words, by having word-combinations of language in long-term memory, language reception and language productions are mode more effective. As learners become familiar with chunks (word combinations) phases, they will also be exposed to the stress and intonation used to produce these chunks. Therefore if learners learn the stress patterns of a phrase as a whole their stress and intonation will be better. Moreover according to Oxford collocations learners who utilize correct collocations will make their speech and writing sound mach more natural, more native speaker like even when basic intelligibility does not seem to be an issue. In spite of the relevance of collocation some researches believe that there has not yet been enough research done on this topic. Though the role that collocation plays in language acquisition is in important topic, very few systematic studies can be found that address this issue. Collocations have not been investigated in much detail so for that's why I decided to research on this issue and analyzed collocation and phase teaching problems in detail in this work. This work found dealt with the analysis of students writing and how these students collocated the words. These studies have identified problems in student use of collocation.

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