

An Analysis of Collocations in an Authentic Text

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Abstract

This paper discusses constraints on word combinations in English, that is to say collocations. Literature indicates that collocations can be problematic for learners of English. The literature on collocations and problems related to learning and teaching them is outlined in the literature review. Next, the rationale for selecting texts to aide teaching of collocations is discussed and the collocations in an authentic text are isolated. Pedagogical tasks for these collocations are presented in Section 4 of the paper. In concluding the paper the case for the importance of collocations in the classroom is restated.

1. Introduction

The importance of collocations in language teaching and learning has been increasingly recognised in recent years. This paper sets out to explore the constraints on word combinations in English, specifically collocations, and proposes ways in which teachers can raise learner awareness of these constraints. There is a consensus that collocations need to be taught (McCarthy, 1990; Nesselhauf, 2004; Nation, 2001). However, a difficult issue for learners and teachers is that they are arbitrary (Nesselhauf, 2004, p.1). This paper will first examine some of the pertinent literature on collocations. Next, an online news article will be dissected with collocations to be taught being isolated with the aide of the Oxford Collocations Dictionary (OCD). Following on from this, ways of using and teaching the collocations in the text will be examined. Finally, the conclusion will outline some pedagogical implications of this paper.

2. Literature Review

2.1 Collocations

Collocations are a group of words which occur in together frequently such as *take medicine* or *take a chance*. Definitions vary greatly (Nesselhauf, 2004, p.11),

but some pertinent definitions include: a term used to describe a group of words, which occur repeatedly in a language (Carter, 1998, p.51); a group of words, which belong together (Nation, 2001, p.317); arbitrarily restricted lexeme combinations (Nesselhauf, 2004, p.1). Nesselhauf's use of the word *arbitrarily* is highly significant in that it highlights a key issue. Nation asserts that the collocation *take medicine* is not predictable from some learners' first language (2001, p.328). He states that in some languages they say *drink* or *eat* medicine. This is true of Japanese learners who frequently incorrectly predict the collocation *drink medicine* rather than *take medicine* because of their L1 equivalent *kusuri wo nomu* (Literal translation *drink medicine*, see Appendix 1 for further examples). There is no particular reason why one language says *drink*, yet another says *take*, but they do. However, even though this ambiguity may prove problematic for learners, it is a key issue which must be addressed if learners are to progress. As McCarthy and Carter (1998, p.70) assert "the whole notion of collocations is extremely important for acquiring vocabulary." Ways of making learners aware of this ambiguity, and of helping learners to cope with it will be discussed further in Section 4.

2.2 Chunking

Chunks are 'bits' of information that are formed into larger meaningful chunks. Nation (2001) asserts that chunking occurs at all levels of language and offers the following examples:

Table 1 Nation's description of chunking

Level	Type of chunking	Examples
Letters	Each letter is processed as a unit not as a set of separate strokes.	<i>P</i> is processed as a unit, not as a small circle and a descending stroke on the left hand side
Morphemes	Each morpheme is processed as a unit rather than a set of letters.	<i>Play</i> is processed as a unit not as a combination of <i>p,l,a,y</i>
Words	Complex words are processed as a unit rather than several morphemes.	<i>Player</i> is processed as a unit not a combination of two units <i>play</i> and <i>-er</i>
Collocations	Collocations are processed as a unit not a group of two or more words.	<i>A player with promise</i> is processed as a unit

(Nation, 2001, p.319)

Nation states that there are two ways to develop chunking: memorised unanalysed chunks that can be analysed later, or smaller chunks that can be grouped into larger chunks. These small parts, for example the characters when learning a language such as Japanese, are gradually chunked together to make

bigger chunks. At a higher level learners may be able to recognise words without having to look closely at each character. He goes on to outline the advantages and disadvantages of chunking, stating that the main advantage is speed. The chunk can be referred to as a unit without having to analyse each part of the chunk. This saves time in processing and producing the chunk. He believes that the main disadvantage is storage. That is that there will be a large amount of chunks to store and that they may be difficult to access. In addition, if the chunks are stored in an unanalysed way, it is difficult to be creative with them.

2.3 Three Positions on Collocation

Three positions on collocation are examined by Nation. They are:

1. Language knowledge is collocational knowledge
2. Fluent and appropriate language use requires collocational knowledge
3. Some words occur in a limited set of collocations

(Nation, 2001, p.318)

He goes on to outline each position in detail.

2.3.1 Language knowledge is collocational knowledge

Ellis (2001) takes the strongest of the three positions when he asserts that stored sequences of words (collocational knowledge) are the bases of learning. He argues that a lot of language learning can be explained in terms of “sequentially observed language items” which can be accessed without needing to refer to rules. He contends that by having chunks of language in long term memory, language reception and production are more effective. Ellis does concede that there is a place for formal learning, however he considers meaning-focused language usage, that is activities where the learners main focus is on the meaning they are trying to convey, is the way in which most learning will take place.

2.3.2 Fluent and appropriate language use requires collocational knowledge

Pawley and Syder (1983, cited in Nation, 2001, p.323) discuss nativelike selection and nativelike fluency, the former being the most appropriate way to say things from a large range of options, and the latter being the ability to produce language fluently. They suggest that the best explanation of how learners can achieve these is that units of language are stored as chunks in the memory. They also assert that the fluent stretches of speech in everyday conversation we hear contain a large percentage of memorised clauses and clause sequences. They conclude that all collocational sequences are important and need to be encountered repeatedly.

2.3.3 Some words occur in a limited set of collocations

Sinclair (1987) discusses the way words occur in texts and offers two models:

1. The 'open choice principle' sees language text as a series of choices where the only limitation on choice is grammaticality.
2. The 'idiom principle' sees the constraints and limitations being much greater. As well as limitations based on the nature of the word and choice of register, language users have a large number of memorised or partly pre-constructed sequences.

(Sinclair, 1987, cited in Nation, 2001, p.324)

Nation asserts that the idiom principles widespread and pervasive nature acts to justify the study of collocations. He says that "in many cases the collocations are so idiomatic that they could only be stored as memorised as chunks. In others there are general collocational rules" (2001, p.318). This position, while not as strong as the previous two, still makes it clear that collocational knowledge is required for some words.

Although these three positions vary in the extent of their advocacy of the role of collocational knowledge, all three positions do advocate an important role for collocational knowledge in the teaching/learning process.

2.4 Classifying Collocations

Researchers have proposed various systems of classifying collocations, and this section will outline some which are relevant to the current context. Howarth (1996, p.102) outlines five levels of restriction:

1. freedom of substitution in the noun
2. some substitution in both elements
3. some substitution in the verb, complete restriction on the choice of noun
4. complete restriction on the choice of verb, some substitution of the noun
5. complete restriction on the choice of elements

While Howarth's system is reasonably comprehensive, it is limited in that it only covers verb/noun combinations.

Carter (1998) offers us three criteria for determining how fixed particular lexical patterns are: collocational restriction, syntactic structure, and semantic opacity. The first, collocational restriction bears similarities to Howarth's classification outlined above, although it only contains four levels, it does include non-verb-noun combinations, unlike Howarth's system.

These criteria may be useful for a teacher in planning or a researcher, however, for learners they will not be appropriate. For a classification of collocations that is relevant to and understandable to learners we should consider something written with learners in mind. The Oxford Collocations Dictionary for

students of English (OCD) (2009) is aimed at learners. It includes thirteen types of combinations as follows:

Noun entries

Adjective + noun: *bright/harsh/intense/strong **light***

Quantifier + noun: (..of): *a beam/ray of **light***

Verb + noun: ***light** gleams/glows/shines*

Noun + noun: *a **light** source*

Preposition + noun: *by the **light** of the moon*

Noun + preposition: *the **light** from the window*

Verb Entries

Adverb + verb: ***choose** carefully*

Verb + verb: *be free to **choose***

Verb + preposition: ***choose** between two things*

Adjective entries

Verb + adjective: *make/keep/declare sth **safe***

Adverb + adjective: *perfectly/not entirely/envirnomentally **safe***

Adjective + preposition: ***safe** from attack*

In addition, short phrases including the headword are included: *the speed of **light**, pick and **choose**, **safe** and sound.*

(Oxford Collocations Dictionary for students of English, 2009, p.vi-vii)

This is a classification system that would be understandable and useful to certain learners, specifically advanced learners who possess a reasonable knowledge of grammar terminology and have a grounding in grammar. As such it is useful for the current study with aims to demonstrate to and raise learner awareness of the constraints on words in English. Because of this it is this classification system that will be used below in section three to classify the collocations in the chosen text.

2.5 Collocations in the Classroom

2.5.1 Conciousness-raising

Thornbury (2002) compares two approaches to learning vocabulary, a rule based approach and an item learning approach. The former being an approach where relavent patterns or regularities are isolated and highlighted, and the latter being an approach where the items (in this case, collocations) are learned individually. He advocates the latter approach, but cautions that the item learning approach is a very gradual one. He says that this process can be expidited by conciousness-raising activities. That is, by drawing attention to and helping learners to notice patterns and regularities in language. He offers a list of pattern highlighting techniques that could be adapted to raise learner awareness of the

constraints on word combinations in English.

1. Learners are given a text and asked to search for and underline all compound nouns, negative prefixes, multi word units, etc.
2. Learners find words in the text that are derivations. For example, 'find three words in the text that are derived from sense.'
3. Learners classify these derivations according to the parts of speech they are
4. Learners categorise words in a text according to a common affix, or according to the word formation principle they exemplify

(Thornbury, 2002, p.110)

Ways in which some of these techniques can be applied to the collocations from the text in Appendix 2 will be discussed more in Section 4.

2.5.2 The role of the Learners' L1 in Teaching/Learning Collocations

The unpredictability of collocations outlined through the example *take medicine* at the start of section 2 can cause difficulties for learners. Ringbom (2007) asserts that learners do look for similarities and differences between their L1 and L2 either consciously or unconsciously. Comparisons of this type may have a positive (facilitative) effect, but it is likely that they will have a negative effect which would lead to errors such as learners producing *drink medicine* instead of *take medicine*. As such one might consider the L1 to be a negative factor in teaching/learning collocations. However, the role of the L1 is well established as a highly effective way of conveying meaning of unknown words (Nation, 2003; Macaro in Turnbull & Dailey-O'Cain, 2009) with Nation going so far as to say that translation is the most effective way of conveying the meaning of unknown words and Macaro also asserting that there is evidence that learners acquire vocabulary more effectively if the L1 is used. If one accepts this position and assumes a shared L1 (between the learners at least and possibly the teacher too), then the use of the learners L1 to convey meaning of collocations and to raise awareness of the constraints on word combinations is essential. In addition, the teacher actively comparing and contrasting differences between collocations in the L1 and the L2 may help to combat the issue of differences between the L1 and L2 mentioned at the start of this section.

3. Analysing the Text

3.1 Choosing a text

The distinction between authentic and synthetic texts has been made well established (Sinclair, Jones, & Daley, 2004, p.14; Thornbury, 2002, p.53; Redmond, 2009, p.73), an authentic text being one which has not been written specifically for or altered for classroom use. In addition Adams (1995, p.3) contends that an

authentic text must be written “by native speakers for native speakers of a common language”, although he concedes that this may not be completely satisfactory to everyone, and indeed others do consider texts written by non-native speakers to be authentic if they meet the other criteria outlined above. Authentic texts are considered to be a useful pedagogical tool with the benefits including: showing learners word in context with associated collocations, authentic reading opportunities, and classroom exposure to texts they are likely to encounter when they are in a foreign country. Redmond (2009, p.74) warns against altering these texts for classroom use. He also asserts that is better instead to modify pedagogical tasks. In addition to this, the Common European Framework (2001, p. 165) warns of the danger of “syntactic over-simplification” which may actually make the text more difficult due to the loss of certain clues to meaning. Scrivener’s ARC (1994, p.134) is also pertinent in trying to establish what is authentic. The ARC is a system which classifies language use with A standing for authentic, R for restricted, and C for clarification. He says that authentic use includes: meaning focused use; use for communication; fluency; real-life; pleasure. Since the topic at hand is a text, it is also worth considering the distinction he makes between authentic reading and restricted reading. Newspapers, novels, articles, leaflets, notices and ads are authentic, and examples, coursebook texts and exercises are restricted.

For the current study, a text which satisfied the following four criteria was sought. Firstly an authentic text was sought because of the benefits outlined above. This paper did not adhere to Adams’ strict interpretation that it had to be written by native speakers for native speakers, so texts with non-native speaker utterances and writings were included in the search. Secondly, a text that would be of interest to the learners, since the link between personalization and higher interest levels and engagement amongst learners is well established (Willis and Willis, 2007; Dornyei, 2001). Thirdly a text of appropriate length, that is to say one that could be read by learners in a short period of time, allowing sufficient class time for the pedagogical activities that would follow. Finally, a text with sufficient collocations and fixed expressions to generate learning opportunities for learners, however since the vast majority of authentic texts which were considered met this criteria, it was not the main concern in the selection process.

To meet these criteria various newspapers, magazines and online articles were considered. Since the 2010 FIFA World Cup was taking place when the initial search began, and students had expressed an interest in the tournament, the article that was decided upon was a short (196 words) piece about the disharmony in the French camp at the tournament. The full text can be found in Appendix 2. It is interesting to note that coincidentally, the text selected does contain quotes by

non-native speakers, French players and officials, but as outlined above it can still be considered an authentic text.

3.2 Isolating the Collocations in the text

As stated above, the OCD classifies thirteen different collocation patterns, and is a system that is understandable and pertinent to advanced learners. Hence, it was used to isolate the collations in the text. Thirteen collocations were isolated including some fixed expressions/short phrases. The table below offers a summary with the following three categories:

Collocation – this refers to the collocations that were isolated from the text in Appendix 2.

Headword – this is the headword under which the word was found in the Oxford Collocations Dictionary.

Pattern – the classification as per the combinations from the Oxford Collocations Dictionary outlined in section 2.3.

Table 2 Summary of the collocations from the selected text

	Collocation	Headword	Pattern
1	Sports minister	Minister (noun)	Adjective + noun
2	Extend her stay	Stay (noun)	Verb + noun
3	Sort out this shambles	Sort (verb)	Verb + adv
4	Taking note of	Note (noun)	Verb + noun
5	Taking immediate action	Action (noun)	Verb + noun
6	The right time	Time (noun)	Adjective + noun
7	Take disciplinary action	Action (noun)	Verb + noun
8	In another world	World (noun)	Short phrase
9	Catastrophic situation	Situation (noun)	Adjective + noun
10	Be gutted	Gutted (adjective)	Short phrase ¹
11	Look on	Look (verb)	Short phrase ²
12	conduct of	Conduct (Noun)	Noun + preposition
13	Was bewildering	Bewildering (adjective)	Verb + adjective

The collocations outlined here offer several teaching/learning opportunities including some fixed expressions (categorized as short phrases in the pattern column of Table 2). The question arises as to how to transform the text, and more

¹ Not found in the Oxford Collocations Dictionary. Entry from the Oxford Advanced Learner's Dictionary (7th Ed, 2005): **Gutted** *adj* (not before noun) (*BrE, informal*), extremely sad or disappointed. Example: *Dissapointed? I was gutted!*

² As above. **Look on** *phrasal verb*, to watch something without becoming involved in it yourself. Example: *Passers-by simply looked on as he was attacked.*

specifically the collocations in it, into tasks which can be used in the classroom. Some answers to this question will be explored in section four.

4. Teaching/Learning Collocations in the Classroom

4.1 Fixed Expressions

Table two above contains three entries which classified according to the OCD system are short phrases (in another world; be gutted; look on), and as such can be considered in terms of the idiom principle outlined in Section 2.3.3. That is to say that they could only be stored as memorised chunks. In order to highlight the complete restrictedness of these entries to learners an L1 explanation may be useful depending on the level of the learners.

4.2 Conciousness Raising

With some adaption, the first and third of Thornbury's techniques listed in Section 2.5.1 could be applied to the collocations from Table 2. The learners could be asked to underline and correctly identify the boundries of the collocations in the text (technique 1). Technique 3 could also be adapted, the teacher could have the learners identify the parts of speech within the collocations. I recently received a correspondence from a non-native speaker in which she said "*I'm feeling a bit ran-down*". She had obviously taken an item approach to learning this collocation, and had produced it almost perfectly, but she mistakenly conjugated *run* thinking it to be a verb, when in fact *run-down* is an adjective. If she had isolated the parts of speech she would have been unlikely to make that error. From the collocations highlighted in Table 2 above this could be relevant to *extend her stay* (Table 2, Entry 2) in that if the learners do not identify *stay* as a noun it is possible that they will attempt to conjugate it.

4.3 Teaching Collocations

In addition to dealing with fixed expressions and use of conciousness-raising activities, other important factors in attaining lexical competence are memorizing and frequent exposure (Thornbury, 2002, p.116).

4.3.1 Memorizing Collocations

Word cards are a well established technique for memorizing words (Nation, 2001; Thornbury, 2002). As outlined in section 2.4.2 the learners' L1 is very useful and in many cases essential. Word cards could be used to memorize single words, or chunks, the latter being more relevant to the current collocations outline in Table 2. The learner would write the collocation on one side of a small card, and the L1 equivalent on the other. Learners could then test themselves by first

looking at the English collocation and trying to recall the L1 translation, or vice-versa by first looking at the translation and then trying to recall the English collocation. In addition to traditional paper based cards Computer Aided Language Learning (CALL) has become very useful in terms of memorizing. One very useful study tool is Anki, a software tool which creates flashcards for learners. In the words of the blurb on the Anki website: “Anki is a program which makes remembering things easy. Because it is a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn (Anki - friendly, intelligent flashcards)”. In addition to the Anki cards being available on the learners’ computer and through a web browser, it can also be accessed directly through some mobile phones making it a very portable and useful study tool. Nation (2001, p.343) asserts that memorizing unanalyzed chunks using word cards is very useful, especially for beginners. He advocates reading the chunks aloud, using mnemonic tricks (that is tricks that help you to remember rules, e.g. *i* before *e* except after *c*) and gradually increasing the intervals between learning sessions. As stated above, these word cards, be they paper or electronic ones, would be very useful if applied to the collocations in Table 2.

4.3.2 Exposure through Tasks and Activities

In this section some activities for learners will be outlined, the answer key for activities 1-4 can be found in Appendix 4.

In order for learners to understand collocations and be fully aware of the constraints on words in English, it is essential to understand the meaning of the collocations in a text. In the Touchstone series of textbooks McCarthy, McCarten and Sandiford follow the authentic texts they use with activities to help learners understand the meaning of words and chunks in the texts. Here are two examples³:

What do these words and expressions from the article mean? Choose a or b. How did you guess the meaning?

1. You'll flunk out	a. You'll fail and leave college	b. You'll graduate
2. According to him	a. He said	b. I said
3. Put your mind to it	a. Forget about it	b. Try hard to do it
4. Solodified it	a. Convinced me	b. Worried me

(McCarthy, McCarten, Sandiford, Touchstone 4, 2006, p.8)

³ The examples above have been shortened to include only the chunks and not the single word items from the original text.

Find words and expressions in the article with a similar meaning to the ones below.⁴

1. Find acting parts_____	3. Critized_____
2. Appeal to_____	4. Paid no attention to_____

(McCarthy, McCarten, Sandiford, Touchstone 4, 2006, p.104)

Activities such as these could be designed using the collocations in Table 2.

Activity 1

*What do these words and expressions from the article mean? Choose **a** or **b**. How did you guess the meaning?*

1. extend her stay	a. stay longer	b. go home quickly
2. Sort out this shambles	a. be unable to solve the problem	b. fix the problem
3. Catastrophic situation	a. a good situation	b. a bad situation
4. Was bewildering	a. easy to understand	b. difficult to understand

Activity 2

Find words and expressions in the article with a similar meaning to the ones below⁵.

- Extremely sad or disappointed_____
- Watch something without becoming involved yourself_____
- To deal with problems sucessfully_____
- Making you feel confused_____

As learners gain confidence in dealing with the ambiguity of collocations through conciousness-raising activities such as those outlined in Section 4.1, and are comfortable with the meaning through activities such as those outlined above, the next step would be to make those collocations (in the current context those collocations listed in Table 2) salient in learners' memories through further activites using the collocations.

Nattinger (Nattinger, 1988, p.70) offers the following exercise originally from Brown (1974, p.9):

Choose the items that collocate most usefully with each verb. The number of lines to the left after each verb is a guide to the number of useful collocations possible.

- | | |
|-------------------|--------------------------------|
| 1. To appeal..... | the slow student |
| | against the judge's decision |
| | to my friend for help |
| | him to learn from his mistakes |

⁴ Text not reproduced in full. The words and expressions (answers) from the text are: 1.land roles; 2. struck a chord with; 3. picked at; 4. shrugged off.

⁵ Definitions for this activity are taken from the Oxford Advanced learners' dictionary (7th Ed, 2005).

2. To encourage..... Etc.

.....

This activity could be applied to some of the verbs from Table 2.

Activity 3

Choose the items that collocate most usefully with each verb. The number of lines to the left after each verb is a guide to the number of useful collocations possible.

1. To extend into the matter
 her stay
2. To look the deadline beyond/from/to
 on in disbelief
 like his mother

The above activity takes *extend her stay* (Table 2, Entry 2) and *Look on* (Table 2, Entry 11) and challenges the learner to use those them as a starting point for more comprehensive exploration of collocates of *extend* and *look*.

Word Grids are a very effective way of raising learner awareness of words that collocate with each other. Carter (1998) offers a summary and some examples. These grids may be useful for adjective + noun collocations. The following example could help to highlight some issues that may arise for learners when dealing the word constraints they may encounter. Studying the OCD entries for two nouns from Table 2, *action* and *situation* (entry 5; entry 7; entry 9), that collocate with adjectives reveals that some seeming synonymous adjectives collocate with one of these nouns, but not the other.

Activity 4

We can say a catastrophic situation, immediate action and disciplinary action. What other adjectives can we use with action and situation? Use the OCD to help you. Mark the adjectives that collocate with these nouns with an O and those that don't with an X.⁶

	Catastrophic	Immediate	Disciplinary	Happy	Effective	Volatile	Violent
Action							
Situation							

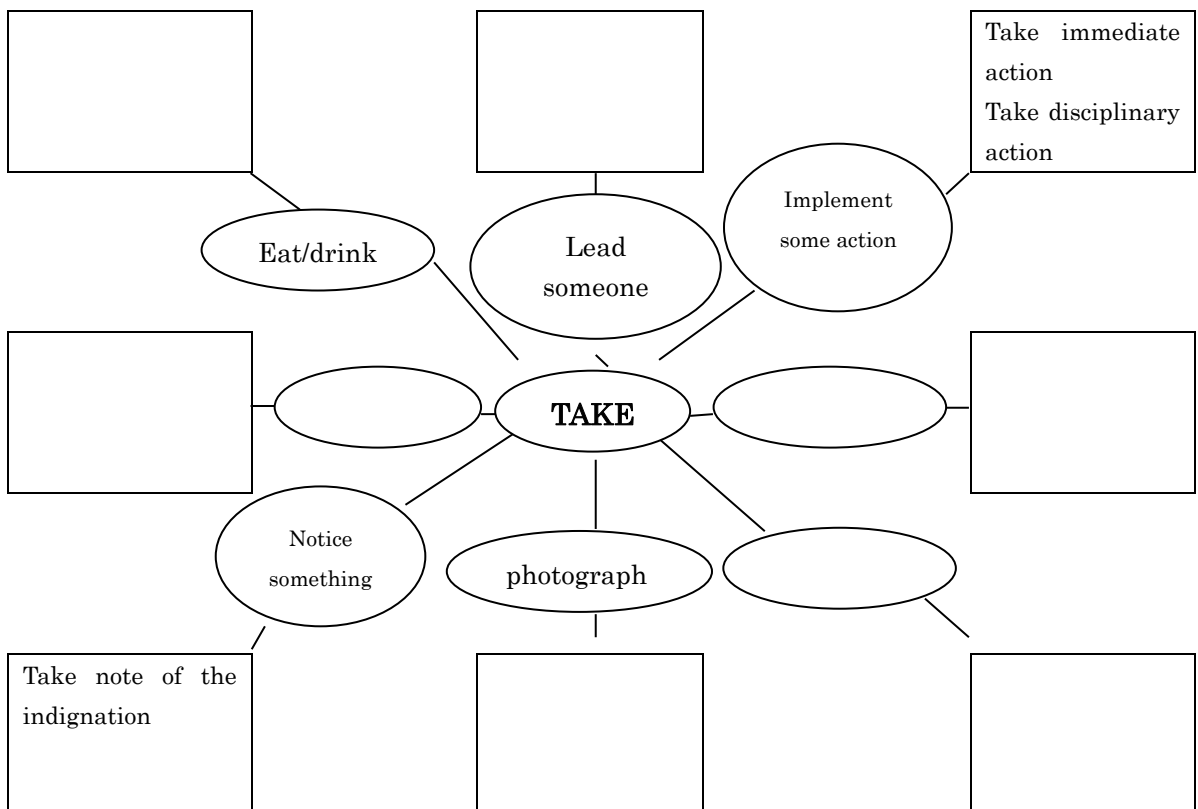
⁶ This activity assumes learners have access to the OCD.

This activity again takes the collocations from Table 2 as a starting point and encourages learners to explore other collocates of the headwords in Table 2. Doing this helps to further raise learner awareness of the constraints on word order in English.

Some verbs, known as delexical verbs have very little independent meaning. One such verb which occurs multiple times in the text is *take*. The example *take medicine* has also been mentioned, so this is a word which warrents a little attention. Collocation Maps as outlined by Thornbury (2003, p.20) would be useful here.

Activity 5

1. Find three collocations containing the verb *take* and write them below.
1. _____ 2. _____ 3. _____
2. Put these three collocations in the correct box in the chart below.
3. Use your learners dictionary to finish the chart, write examples of each meaning in the appropriate box.



The activities outlined in Section 4 offer a range of activities to aid learner in becoming aware of the word constraints on words in English. It is important when

planning activities of this nature to be prepared to help learners expand beyond the collocations in a text to explore other words that collocate with the headword. If one advocates an item learning approach (see Section 2.5.1) then this in-depth exploration is essential.

5. Conclusion

This paper set out to explore the collocations in a text and to explore ways of raising learners' awareness of the ambiguity of collocations and the constraints on words in English. In concluding the paper, a look at some of the implications of the paper is pertinent. Firstly, when the teacher takes the time to familiarize themselves with the collocations in the text they choose for classroom use, either authentic or synthetic, and to prepare suitable tasks and activities to expose learners to them, the difficulties called by the arbitrary nature of collocations can be lessened or even eradicated. This can be achieved through consciousness-raising activities such as those outlined in Section 4.1. However, these consciousness raising activities alone are not sufficient. They need to be carefully sequenced with other tasks and activities that will give learners ample exposure to the collocations that are being taught. Secondly, in relation to authentic texts, we can conclude that such texts are rich in teaching/learning opportunities in relation to collocations. Finally, the pervasive of nature of collocations in the authentic texts, be they spoken or written, strongly support Ellis's position (Section 2.3.1) that language knowledge is collocational knowledge. As teachers and planners we must make the teaching of collocations a central part of the syllabi which we design. Without extensive collocational knowledge learners have little chance of achieving the goals that they have in language learning and it is incumbent on teachers to help their learners to achieve their goals.

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Appendix 1

Collocations of the Japanese verb *nomu* (drink)

Japanese Collocations	English Equivalent
Miruku wo nomu	Drink milk
Kusuri wo nomu	Take medicine
Tobako wo nomu	Smoke a cigarette
Sake wo nomu	Have a drink (of alcohol)
Suupu wo nomu	Eat soup

Source Genius Japanese- English dictionary

Appendix 2

The Text

Source: ESPN soccernet (accessed July 23rd, 2010)

URL: http://soccernet.espn.go.com/world-cup/story/_/id/799597/ce/uk/?cc=4716&ver=global

French sports minister Roselyne Bachelot has revealed President Nicolas Sarkozy has asked her to extend her stay in South Africa to try to sort out the shambles engulfing the French squad.

She will meet with Patrice Evra, Raymond Domenech and French Football Federation (FFF) chief Jean-Pierre Escalettes on Monday.

"We are taking note of the indignation of the French people," she said. "We are calling for dignity and responsibility." Asked if she would be taking immediate action against any of those involved, she replied: "It's not yet the right time to take disciplinary action - but that time will come very soon."

"We're in another world here," Christian Teinturier, the vice president of the FFF, told reporters. "French football is in a catastrophic situation."

"Everyone in the whole world is mocking us now," winger Franck Ribery said. "I'm gutted, because we're not playing football anymore."

While other countries' coaches have looked on in bewilderment and kept their thoughts to themselves, one, Switzerland's Ottmar Hitzfeld, said the conduct of the French players was bewildering. "What can I say? If something like this happens, I am going to say bye," he said. "This is where our paths part." (196 words)

Appendix 3

Answer Key for Activities 1-4

Activity 1

1. extend her stay	a. stay longer	b. go home quickly
2. Sort out this shambles	a. be unable to solve the problem	b. fix the problem
3. Catastrophic situation	a. a good situation	b. a bad situation
4. Was bewildering	a. easy to understand	b. difficult to understand

Activity 2

- Extremely sad or disappointed _____ be gutted
- Watch something without becoming involved yourself _____ look on
- To deal with problems successfully _____ sort out
- Making you feel confused _____ bewildering

Activity 3

- To extend ...the deadline.....
.....her stay.....
- To lookon in disbelief.....
.....into the matter.....
...like his mother.....

Activity 4

	Catastrophic	Immediate	Disciplinary	Happy	Effective	Volatile	Violent
Action	X	O	O	X	O	X	O
Situation	O	O	X	O	X	O	X