

Further Discussion on Teaching Vocabulary for Student with English Collocation and Several Educational Methods

Le Huong Hoa, Ph.D

People's Police University, Ho Chi Minh City, Vietnam

Dinh Tran Ngoc Huy, MBA

Banking University HCMC Ho Chi Minh city Vietnam - International
University of Japan, Niigata, Japan (corresponding author)

Abstract: The goal of this paper is to present several methods to teach students to improve their English vocabulary.

This study will use qualitative analysis as a combination of different methods as follow: description, synthesis and analysis.

Hence, first, author present teaching English with collocations which became necessary in English speaking and writing and teachers realized that collocations learning is challenge and problematic for learners. According to Palmer (1976:94), he argued that "You shall know a word by the company it keeps," and he gave the example of the company of the English word "ass," which occurred in a limited set of contexts and in the company of a limited set of adjectives silly, obstinate, stupid, and awful.

Second, don't look at the word alone, you should see it in the whole sentence. Fortunately, reading and listening will not only expose you to new words, but also do it on a regular basis, integrating it into context, which is the hallmark of effective vocabulary learning. And A good movie, a good book or interesting videos on Youtube can be the right material

Keywords: English collocation, vocabulary improve, English teaching, education

1. Introduction

Vocabulary is considered a complex endeavor, the mastery of which is difficult for most learners (Stockwell & Liu, 2015). Ghalebi et al (2020) showed significant differences between high and low English vocabulary learners' usage of determination, memory, cognitive, and metacognitive strategies. However, there was no significant difference in their use of social strategies.

Therefore, British Council suggest several fun ways to teach English collocations For instance, Students must first ask someone to tell them which word they have. They must then find the person with the corresponding noun/adjective, sit down and write a sentence. The first pair to do so wins. Pairs can then work together for the next section of the class.

Quizlet is a web tool where you can make flashcard sets, which can be used in a variety of ways both in the classroom and by students at home. It's free, easy and will save you valuable classroom and preparation time. Simply go to quizlet.com, open an account, and start creating flashcard sets of whatever collocations you're studying. If you don't have time to make your own sets, simply use the search function to pore over the ever-growing database. Who knows... you might find one of mine or my colleagues', e.g., **make/do** collocations or **catch/make/do/have**.

(source: Tim, R.W., 2014).

Therefore in order to make further analysis on English collocation methods to support students in universities and colleges, author conduct this study "**Further Discussion on**

Teaching Vocabulary for Student with English Collocation and Several Educational Methods”.

2. Literature review

Author summarize in below table

Table 1 - Summary of previous related studies

Authors	Year	Content, results
Cruse	1986	offers a more comprehensive, exclusive and formal definition of collocation and develops criteria to answer the questions raised concerning rigorous differentiation between collocations and idioms. The term collocation, according to Cruse, refers to "sequences of lexical items which habitually co-occur, but which are nonetheless fully transparent in the sense that each lexical constituent is also a semantic constituent. Moreover, a collocation has a kind of "semantic cohesion" where the constituent elements are mutually selective.
Meara	1997	Teaching and learning English lexis should not be restricted to course books. A course book can only serve as a guide to learning. It cannot possibly handle the complex nature of acquiring lexical collocations. Teachers should encourage learners' creativity through the use of some aids to vocabulary learning such as, lexical matching and networks. Such aids to learning should not be presented

		as immutable, but rather as tentative tools which learners can test against further data; the technique can thus be seen to further creative and dynamic ends
Aghbar	1990	A collocation is composed of two co-occurring words that are connected in a native-speaker's memory [2]
Zhang	1993	A collocation in English is described as a formulaic, prefabricated, and conventionalized combination of two or more words.
Hsu	2000	Over the past decades, studies of EFL/ESL vocabulary acquisition have pinpointed the importance of collocations in language learning. Most findings showed that general collocational knowledge among EFL learners was insufficient and that collocational knowledge is beneficial for EFL learning, by greatly facilitating language learning, comprehension, and production. Nevertheless, few studies have investigated the impact of explicit collocation instruction on other aspects of EFL learners general English proficiency, such as listening, speaking, writing, reading, and lexical fluency
Demir	2018	Collocations, no matter where to use them, are an important linguistic issue if it is native

		<p>fluency that is longed for in academic writing. In line with that, the present study aimed at increasing the awareness towards the importance of collocations in order to have native fluency in academic writing; making some suggestions regarding involvement of collocations in academic texts, and creating a practicable list of collocations to be used especially in research articles by non-native writers of English. A hundred research articles written in English in the field of ELT by native speakers of English made up the data of the present study. The findings showed that native speakers heavily rely on collocations while writing academic texts. In addition, the literature also provided compelling evidence regarding the close relation between native fluency in academic texts and correct collocation use</p>
<p>McCarthy</p>	<p>2017</p>	<p>Two advantages of collocations were mentioned in McCarthy and O'Neil. First, they help learners to express their spoken or written ideas naturally and concisely as native speakers. Second, learners can acquire lexical knowledge and increase their vocabulary size.</p>

Li Li	2019	show that vocabulary journals helped the participants to learn vocabulary more effectively.
Huei et al	2021	utilize Quizizz to enhance the vocabulary achievement among primary English as Second Language (ESL) pupils in rural schools.

(source: author synthesis)

3. Methodology

The paper explores some aspects of collocations in English teaching and hence it uses different methods as follow: description, synthesis and analysis. The procedures of the study are to synthesize meanings of verb 'make as well as examples to illustrate from different sources such as dictionaries, libraries, literary works, newspapers, magazines, and websites, to collect collocations in which they are often used in English documents.

4. Main findings

4.1 Several methods to improve students' vocabulary

First, For the vocabulary learning, for instance, Brown and Payne (1994, as cited in Hatch & Brown, 1995, p. 373) have identified five phases: (a) finding sources for encountering new words, (b) drawing a clear image of the forms of the new words, either visual or auditory or both, (c) learning the meaning of the words, (d) getting a strong memory connection between the forms and the meanings of the words, and (e) using the words.

Second, Videos are a fantastic way of teaching and revising verb-noun collocations as they contain natural everyday actions. They are especially good for teaching common phrasal verbs like 'take out', 'pick up', 'put down' etc. Below are a few suggestions for short videos to use for video dictation exercises similar to my **Mr Bean activity**. Watch one of the videos before class and jot down any specific language to teach before watching. Put students in pairs facing each other with one facing the screen and the other with their back to the screen (Tim, R, W., 2014).

Third, In the other words, what learners need during the process of vocabulary development is to be directed and guided by their teachers to manage study time in order to optimize the learning both inside and outside of the classroom (Rogers, 2018).

Fourth, O'Dell (2008) mentioned that 'Idioms are groups of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individual words'. In brief, the words and word order of an idiom is fixed.

Fifth, using dictionaries to learn new words. To find a word's collocates, teachers can look it up in dictionaries of collocations such as the LTP Dictionary of Selected Collocations (Hill and Lewis), or the Oxford Collocations Dictionary (2002). And this is a very good thing, because we are simply not very good at coming up with a word's collocates off the top of our heads (Fox).

4.2 Teaching vocabulary with English collocation

Collocations refer to "the way in which words are used together frequently" (Dictionary of English Language Teaching and Applied Linguistics, 2002, p.81).

And Celce- Murcia (2000) refers to collocation as "words come together or 'chunks that native speakers can access for comprehension or production'".

English collocations with 'make': 'make' + noun/ object (+ adjective/ verb); phrasal-prepositional verbs with the verb 'make';

Example: make it easy, make it simple, etc.

Sadeghi (2010) specified that The specific area of collocation within lexis is of particular importance and forms a particular problem for language learners. The claim that the major problems the learner frequently encounters are predominantly lexical rather than grammatical is probably nowhere apparent and valid than in the area of collocation; the generation of collocationally compatible strings in a foreign language has always plagued even advanced learners. One peculiarity of English as second language learners is the failure of these learners to produce collocations in the proper order. These forms do not follow a prescribed patterns or rules, and while native speakers learn them throughout the normal acquisition process, foreign language learners have to train themselves in order to produce these collocations in the proper context. Fluency in the foreign language is determined by automation of collocation. The more the learner is capable of producing the correct collocations, the less hesitation pauses he makes in long sequences of words and consequently the more competent in the language he becomes.

Then, Mis-collocation- Mis-collocations, contrary to well-established collocations, are in contravention of co-occurrence restrictions (Cruise, 1990). Though, they are very prevalent in non-native writers' writings. For example, a native speaker would say the fast train; rancid butter; or a quick shower but not the quick train; rotten butter; or a fast shower. Incorrect collocations are not acceptable in academic discourse at all, and they are regarded as "a major indicator of foreignness" (McArthur, 1992, p. 232).

Next, Loc Thi Bui (2021) mentioned English collocations are a considerable part of the English language. Collocations are commonly used in English speech and writing and are considered an indispensable factor in the proficiency of the learners of English. Acquiring collocations is crucial, challenging, and problematic to non-native English speakers. Nevertheless, it is noticed that collocations are still underestimated in different EFL contexts, which may hinder English learners' fluency in speaking and writing.

Beside, Duc Thanh Hung Duong, Nha Dai Trang Nguyen (2021) presented Major findings illustrated that the students' demotivation of extensive reading and collocational practice were additional barriers to the collocational acquisition. Learners' and teachers' perspectives on the benefits of collocations in academic writing are congruent; however, the ignorance of collocations in language instruction and ineffective learning strategies might cause many constraints.

Below part author will present Tips to learn collocations:

Students learn collocations because:

- Your language will be more natural and more easily understood.
- You will have alternative and richer ways of expressing yourself.

- It is easier for our brains to remember and use language in chunks or blocks rather than as single words.

Learning collocations by:

- Be **aware** of collocations, and try to **recognize** them when you see or hear them.
- Treat collocations as **single blocks** of language. Think of them as individual blocks or chunks, and learn strongly support, not strongly + support.
- When you learn a new word, write down other words that collocate with it (remember rightly, remember distinctly, remember vaguely, remember vividly).
- Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally.
- Revise what you learn regularly. Practise using new collocations in context as soon as possible after learning them.
- Learn collocations in groups that work for you. You could learn them by **topic** (time, number, weather, money, family) or by a particular **word** (take action, take a chance, take an exam).

5. Discussion and Conclusion

Lewis (1997) suggested collocation exercises that may contribute to increase learners' awareness of collocations. Particularly two exercises may help substantially: matching and de-lexicalised verbs exercises. Matching exercises, the source of which was borrowed from native sentences, could be of utmost benefit. For de-lexicalised verbs exercises, a list of verbs can be noted down (take, make, have, do etc) and their collocate words can be written (a laugh, a smoke, an experience, a trip etc)..

Last but not least, Granger and Bestgen (2014) examined that low-level student writers tend to overuse high-frequency collocations in writing while high-level student writers incline to use more low-frequency, strongly associated collocations.

Beside, do not forget to practice reading, speaking, writing and listening:

These activities will give you the opportunity to learn new words, especially if you read and listen from a variety of sources. Since the language will be very different depending on the type of material you are using, reading/listening from a variety can improve English vocabulary. However, don't look at the word alone, you should see it in the whole sentence. Fortunately, reading and listening will not only expose you to new words, but also do it on a regular basis, integrating it into context, which is the hallmark of effective vocabulary learning.

As you do these exercises, pay attention to unknown words that don't look up right away that will interrupt the narrative. Just try to figure out what they mean from the context before checking the dictionary definition.

A good movie, a good book or interesting videos on Youtube can be the right material

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Conflicts of interest

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