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**AVOIDING LANGUAGE TRANSFER THROUGH COLLOCATIONS IN THE
ENGLISH CLASSROOM**

Tema de investigación previo a la obtención del título de:

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Tema:

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RESUMEN

El presente trabajo ofrece información valiosa acerca de la adquisición de un segundo idioma, la interferencia de la lengua materna en la adquisición del mismo y *collocations* en inglés. Temas de importancia para profesores del idioma inglés como segunda lengua. Analiza la interferencia o transferencia del idioma materno en la adquisición de un segundo idioma, en este caso el Inglés. Ofrece definiciones sobre términos importantes como *Language Transfer* y *Collocations* para una mejor comprensión del tema, las cuales permitirán establecer sus propias conclusiones acerca de estos temas. El capítulo final presenta algunos ejemplos de actividades que se pueden ejecutar en el aula de clase para el proceso enseñanza - aprendizaje de *Collocations*. Algunos de los ejercicios presentados pueden ser adaptados al grupo, nivel y propósito del aprendizaje del idioma Inglés.

ABSTRACT

This work offers valuable information about the second language acquisition, the interference of the first language and collocations in English. These topics have a great importance for teachers of English as a second language. It analyzes the language transfer as a major interference in the second language acquisition, in this case the English language. It offers definitions of essential terms like *Language Transfer* and *Collocations*, therefore the readers can understand the topics and formulate their own conclusions about them. The final chapter contains some examples of activities that can be executed in the classroom for the teaching and learning process of collocations. Some of these activities can be adapted to the group, level and purpose of learning the English language.

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INTRODUCTION

Learning a new language is easy for some people and difficult for others. The main difficulty seems to be the mother tongue interference in the learning process of the second language.

The language transfer, cross-meaning or linguistic interference is an aspect that affects the second language acquisition and it cannot be ignored since the student start to learn the new language, otherwise, the students are not really learning a second language but a version of it.

People who are involved in teaching English as a second language have to deal with this interference every class and they should be aware about the most relevant aspects of what language transfer is and how to avoid it.

There are many activities that teachers could use in the class to solve the language transfer barrier in the achievement of the English language and this work will present some alternatives associated to the use of words or phrases in English.

CHAPTER I

1.3 Second language acquisition

There are some theories that explain how a person acquires a language and each one has been the motivation of different definitions about the L2 acquisition. The most accepted theory is the Universal Grammar.

1.1.1 The Universal Grammar

According to Chomsky, the author of this theory, the human brain (in normal conditions) has itself a genetic condition that allows recognizing the main parts of the language structure without any type of teaching as the first factor of the language acquisition; this theory expresses that a second factor is the external influence or external data which becomes experiences to the individual.

The Universal Grammar by Chomsky states that the language has a structural basis which is recognized by the human brain that owns itself a set of rules to differentiate which expressions are acceptable and which are unacceptable.

To have a clear idea of what the second language acquisition is it is better to analyze some definitions of it.

1.1.2 The second language acquisition (SLA).

The second language acquisition or second language learning is the process by which people learn a second language. That is, it is the process of learning an additional language by someone who has already learned a native language or multiple native languages. Second language acquisition refers to what the learner does; it does not refer to what teachers do. (Wikipedia- Virtual Encyclopedia, 2011)

Bialystock stated that the strategies introduced explicitly in a formal setting can contribute to implicit linguistic knowledge and therefore to students' ability to comprehend and produce spontaneous language. (O'Malley – Chamot, pg. 10)

“The approach suggested by McLaughlin, Rossman, and McLeod stated that the learner is viewed as an active organizer of incoming information, with processing limitations and capabilities” (O’Malley – Chamot, pg. 11)

Summarizing, the human beings have internal abilities that allow them to acquire a language. Those internal abilities plus the external contribution in the acquisition of a language are responsible for the results people obtain when they are learning a second language.

1.4 Language transfer

The huge influence of the native language causes interference when the person is learning a second language. This interference is known as Language Transfer.

The Language Transfer refers to an unintentional use of the structure and other important aspects of people’s first language when they are learning a second language. That might result into appropriate meaning in the second language or into inappropriate meaning in the second language.

Teachers of English as a second language must be aware about the transfer influence in the second language acquisition. This knowledge offers a better understanding of the nature of a language acquisition in all types of contexts. Language transfer happens not only on what concerns to the syntax and pronunciation but also about other types of mix of the language like borrowing words from other languages.

According to Wikipedia, Language transfer (also known as L1 interference, linguistic interference, and cross-meaning) refers to speakers or writers applying knowledge from their native language to a second language. It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.

1.2.1 Positive and negative transfer

When the structure of both languages is the same or similar, linguistic interference can result in correct language production called *positive transfer* or "correct" meaning. This means that a native speaker of the second language a non native speaker is learning, can understand without difficulty what the non native speaker expresses. On the other hand, that language interference is most often discussed as a source of errors known as *negative transfer*.

Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. When there is great differences between the two languages negative transfer can be anticipated.

There are many factors that generate transfer. Each language has its own context and all the factors surrounding the language affect it. Language transfer is considered negative because the acquisition of a language is influenced by the social context to produce its internalization; this means that if the learner is not in the appropriate context to acquire the language in the best way, the learner could not master the second language. That explains the great effort teachers do in the classroom when the context is not favorable.

1.2.2 Conscious and unconscious transfer

Transfer may be conscious or unconscious. Consciously, learners may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage. Transfer sometimes depends on whether learners have abstracted critical attributes of a situation. Perkins and Salomon (1999) state that transfer is facilitated when new material is studied in previously learned material that serves as an analogy or metaphor. What the learner knows about the "old" domain of knowledge can now be transferred to a "new" domain thereby making it better understood and learned.

Unconsciously, they may not realize that the structures and internal rules of the languages in subject are different. Learners could not be aware of both, the structures and internal rules, and consequently often fall back on their first language. The organism responds automatically to any initial detection of any connection between languages. Many times the language contact does not offer enough examples and practice to achieve a significant and automatic appropriate use of the L2 so this reduced base does not consent to perform a reflexive transfer.

Some language transfer produces distinctive forms of learning English, depending on the speaker's first language. Some examples, labeled with a blend of the names of the two languages in question, are:

- Chinglish (Chinese)
- Denglisch (German)
- Dunglish (Dutch)
- Engrish or "Japlish" (Japanese)
- Finglish (Finnish)
- Franglais (French)
- Konglish (Korean)
- Poglish (Polish)
- Porglish (Portuguese)

- Spanglish (Spanish)
- Swenglish (Swedish)
- Tenglish (Thai)
- Turklish (Turkish)

1.2.3 Types of interference errors

1.2.3.1 Overextension of analogy

It occurs when the student misuses a vocabulary item because it is similar, either phonetically, orthographically, semantically or syntactically to another form in the L1.

Examples:

Actually, I live in Ambato.

Actualmente vivo en Ambato.

1.2.3.2 Transfer of structure

These happen when the student commits a grammar error because the mother tongue rules are followed.

For example, the errors of Spanish speakers while learning English are those in the negative form. Examples:

I not have a bike.

Jose no wanna go.

These constructions do reflect Spanish negation structure:

Yo no tengo bicicleta.

José no quiere ir.

1.2.3.3 Interlingual/Intralingual.

This group consists of the grammar or vocabulary errors students make because a word distinction, either lexical or grammatical, which is made in the L2 because does not exist in their native language or vice versa.

Examples of errors:

Rosy lies the bed.

Rosy tiende la cama.

They have hunger

Ellos tienen hambre.

I have 12 years old.

Yo tengo 12 años.

The interference of the native language in the second language acquisition produces different types of errors that make a struggle for the teachers in every class. Sometimes the language transfer does not incur in a serious issue to deal with, anyway, the use of this transfer by learners has to be considered for all who are implicated in the area of English as a second language.

Given that the language learning makes the learners to stimulate internal functions of the brain to produce it and a second language acquisition has a similar process, we can see that the language transfer can occur consciously or unconsciously creating a mixture of languages that might be a difficulty to solve. The language transfer is an interference that affects the second language acquisition and produces errors like overextension of analogy, transfer of structure and interlingual or intralingual which affects the production of the English language by the L2 learner.

CHAPTER II

2.2 Collocations

This variety of the English language has been considered as relevant in the last years, which did not occur many years ago in the formal teaching process of the English language. For a better understanding of this important part of English here are some definitions.

2.2.1 Definitions

“A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong"” (English Club, 2011)

“**Collocation** defines a sequence of words or terms that co-occur more often than would be expected by chance. The term is often used in the same sense as linguistic government” (Wikipedia, 2011)

“A word or phrase which is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning” (Cambridge Dictionary, 2011)

“A collocation is an expression consisting of two or more words that correspond to some conventional way of saying things.” (Manning and Schütze. 1999)

“A sequence of two or more consecutive words, that has characteristics of a syntactic and semantic unit, and whose exact and unambiguous meaning or connotation cannot be derived directly from the meaning or connotation of its components” (Choueka, 1988)

Some examples of collocations:

Strong tea instead of *powerful tea*

Powerful computer instead of *strong computer*

2.2.2 Why should we learn collocations?

L2 learners have to be taught collocation because of all the aspects that might affect a good quality production of the second language. Teachers and learners objective is the acquisition and production of English in the most natural way it can be. Some reason to learn collocations are:

- Learning collocations will make the person produces natural language generation (to make sure that the output sounds natural and mistakes like powerful tea or to take a decision are avoided).
- The context of the social setting is also very important when a person is learning English as a second language (as opposed to the idealized speaker)
- Learners acquire everything that compose the language and not only isolated words.
- The learners will have alternative and richer ways of expressing themselves.
- It is easier to use language in chunks rather than as single words.

These reasons support the importance of learning collocations and why teachers ought to teach them in their classes.

2.2.3 Frequency of collocations

Studies have proved that it is considered as a collocation the words or phrases that go together recurrent times. The best method researchers have found to grant this proof is counting the words that appear together in people's normal use of the language. Here are examples of the frequency of collocations with the words *strong* and *powerful*:

Frequency of *strong* and *powerful* use

<i>Strong</i>	<i>Times</i>	<i>Powerful</i>	<i>Times</i>
support	50	force	13
safety	22	computers	10

sales	21	position	8
opposition	19	men	8
showing	18	computer	8
sense	18	man	7
message	15	symbol	6
defense	14	military	6
gains	13	machines	6
evidence	13	country	6
criticism	13	weapons	5
possibility	11	post	5
feelings	11	people	5
demand	11	nation	5
challenges	11	forces	5
challenge	11	chip	5
case	11	Germany	5
supporter	10	senators	4
signal	9	neighbor	4
man	9	magnet	4

The nouns occurring most often in the patterns “*strong*” and “*powerful*”

(Manning & Schütze study 1999)

Here are some examples of knocking on or at a door:

- a. She knocked on his door.
- b. They knocked at the door.
- c. 100 women knocked on Donaldson’s door.
- d. A man knocked on the metal front door.

The words that appear between knocked and door vary and the distance between the two words is not constant so a fixed phrase approach would not work here. But there is determined that knock is the right verb to use in English for this situation, not hit, beat or rap. (Manning and Schütze, 1999)

Collocations have certain characteristics that must be mentioned:

- The meaning of a collocation is not exactly the meaning of its parts. An example of this can be the idiom *kick the bucket*, or when there is a special connotation of one of its parts. For example: white wine, white hair, white woman.
- It cannot be used a near synonym of any part of the collocation. Example: it cannot be said yellow wine instead of white wine.
- Any part of a collocation can be modified or it cannot be added any extra word.

Example:

to get a frog in one's throat

to get an ugly frog in one's throat.

A collocation cannot be translated into any other language word by word because the sense will be totally changed and wrong. (Manning and Schütze, 1999)

2.1.4 Types of Collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- **Adverb + Adjective:** completely satisfied (NOT downright satisfied)
- **Adjective + Noun:** excruciating pain (NOT excruciating joy)
- **Noun + Noun:** a surge of anger (NOT a rush of anger)
- **Noun + Verb:** lions roar (NOT lions shout)
- **Verb + Noun:** commit suicide (NOT undertake suicide)
- **Verb + Expression With Preposition:** burst into tears (NOT blow up in tears)
- **Verb + Adverb:** wave frantically (NOT wave feverishly)

(Essberger 1997 - 2011)

2.1.4.1 Light verbs

Verbs with semantic content like the verbs do, take, make are called light verbs.

Example:

Make a decision

Do a favor

2.1.4.2 Verb particle constructions (phrasal verbs)

Phrasal verbs are an important part of the lexicon of English. These are good examples of non-adjacent words.

Example:

Take off

Go down

2.1.4.3 Proper Nouns

They are included in computational work. They are fixed phrases that reappear in exactly the same form throughout a text.

Examples:

the World War I

the Industrial Revolution

The Eiffel Tower

New York

2.1.4.4 Terminological expressions

Terminological expressions refer to concepts and objects in technical domains. Although they are often fairly compositional (e.g., hydraulic oil filter), it is still important to identify them to make sure that they are treated consistently throughout a technical text.

(Manning and Schütze, 1999)

2.1.5 Examples of Collocations

Here we have some examples of collocations in English:

1. adverb + adjective

- Invading that country was an **utterly stupid** thing to do.
- We entered a **richly decorated** room.
- Are you **fully aware** of the implications of your action?

2. adjective + noun

- The doctor ordered him to take **regular exercise**.
- The Titanic sank on its **maiden voyage**.
- He was writing on the ground in **excruciating pain**.

3. noun + noun

- Let's give Mr. Jones a **round of applause**.
- The **ceasefire agreement** came into effect at 11 am.
- I'd like to buy two **bars of soap** please.

4. noun + verb

- The **lion** started **to roar** when it heard the **dog barking**.
- **Snow was falling** as our **plane took off**.

- The **bomb went off** when he started the car engine.

5. verb + noun

- The prisoner was hanged for **committing murder**.
- I always try to **do my homework** in the morning, after **making my bed**.
- He has been asked to **give a presentation** about his work.

6. verb + expression with preposition

- We had to return home because we **had run out of money**.
- At first her eyes **filled with horror**, and then she **burst into tears**.
- Their behaviour was enough to **drive anybody to crime**.

7. verb + adverb

- She **placed** her keys **gently** on the table and sat down.
- Mary **whispered softly** in John's ear.
- I **vaguely remember** that it was growing dark when we left.

It has been shown through the chapter that collocations are an area of the English language that represents an important line of study because of the context which makes a substantial distinction in each language.

CHAPTER III

3.2 Collocations activities to avoid language transfer in the English classroom.

This chapter will illustrate a variety of activities that teachers can apply in the English class to teach collocations which are a very important part to give natural significance to the English language.

3.1.1 How to learn collocations

Some tips to learn collocations:

- Be **aware** of collocations, and try to **recognize** them in any case.
- Treat collocations as **single blocks** of language.
- Write down new words and other words that collocate with it (*remember rightly, remember distinctly, remember vaguely, and remember vividly*).
- Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally.
- Practice 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*).
- Find specialized dictionaries of collocations.

(Essberg. 1997 - 2011)

3.1.2 Peer teaching

This activity allows the students to work cooperatively teaching each other collocations usage.

Source: New Interchange 3. Resource book 3

Skill: Speaking

Competence: To connect the content with real situations

Time: 15 minutes

Resources: Cut outs

Level: Intermediate

Procedure: First the teacher divides the class in five groups and assigns each group with a different verb. Teacher hands out with the corresponding cut out to each group. Students find out which the collocations are.

3.1.3 Guess collocations

This activity promotes students to formulate predictions about the meaning of some collocations.

Source: www.trainingexpress.es

Skill: Writing and speaking

Competence: To verify predictions

Time: 15 minutes

Resources: Worksheets (see annex 1)

Level: Intermediate

Procedure: First the teacher provides a worksheet. Students have to read and find out the appropriate noun according to the description. Students have three rounds: in the office, on the road, and in a meeting. Students analyze the situations and find the correct noun that goes with the set of verbs provided.

A variation could be to ask students to create a short role play with any of the collocations learned and act it out in front of the class.

3.1.4 Collocations competition.

This activity is a good warm up for students because they will activate their brain in a competitive way and will learn collocations at the same time.

Source: Maria Fernanda López

Skill: linguistic

Competence: To verify predictions

Time: 15 minutes

Resources: Board, markers, lists of words (see annex 2).

Level: Intermediate

Procedure: First the teacher draws the initial graphic for the mind map with a verb in it and a list of nouns on the board. The students are divided into two groups. Students have to find out which words from the list go with the verbs and complete the mind map. The winner is the group that first finishes and has the most correct collocations.

3.1.5 Dialogues

This activity provides a good oral practice for students and develops their knowledge about collocations.

Source: <http://www.theenglishe.com/samples/736.pdf>

Skill: oral

Competence: To use collocations properly in conversations

Time: 10 minutes

Resources: Worksheets (annex 3)

Level: Intermediate

Procedure: Teacher provides students with a worksheet. Students match columns A and B to make short conversations. Students act out the conversations in pairs.

3.1.6 DO and GET Collocations

The regular uses of the verbs *do* and *get* in English make important to teach students the most common DO and GET Collocations.

Source: <http://www.say-it-in-english.com/Lesson1.html>

Skill: writing

Competence: To learn collocation usage

Time: 10 minutes

Resources: Worksheets (annex 4)

Level: Pre - Intermediate

Procedure: Teacher provides students with a worksheet. Students read and replace the verbs. Students read out loud and learn some collocations with do and get.

3.1.7 Act it out

Considering that the use of the body for some students is important to learn, this activity will develop not only the knowledge about collocations but also a warm task that let students to enjoy learning collocations.

Source: <http://www.englishcorner.vcau.com/vocabulary/problem.html>

Skill: speaking

Competence: To learn collocation of problem

Time: 20 minutes

Resources: collocations of problem (annex 5)

Level: Intermediate

Procedure: Teacher provides students with a list of collocation of *Problem*. Teacher organizes groups. Students read and create a situation to act out in front of the class using collocations of *problem*.

3.1.8 Collocations dictation

This exercise draws on technical language and it can be adapted to the needs of the students group. This exercise can be used for students in their own specialities or for general English too.

Source: Dictation. Davis and Rinvoluceri. Pg.36

Skill: writing

Competence: To spell appropriately and associate words

Time: 10 minutes

Resources: collocations list

Level: Intermediate

Procedure: teacher dictates the groups of adjectives or the half part of collocations in the list. Ask students to give the first word they can think of which fits with each of the words they have written down in the set to structure collocations.

3.1.9 Collocations Identification

This exercise will allow students to identify some collocation in context.

Source: María Fernanda López

Skill: writing - comprehension

Competence: To identify collocations

Time: 10 minutes

Resources: text

Level: Intermediate

Procedure: Teacher provides students with a text. Students underline collocations they find in the text. Teacher and students discuss about the use and context in which collocations appears.

3.1.10 Collocations stories

This exercise will provide some practice in collocations use. Students will make active their previous knowledge about collocations.

Source: María Fernanda López

Skill: writing - comprehension

Competence: To use collocations in context.

Time: 15 minutes

Resources: Collocations list from previous lessons.

Level: Intermediate

Procedure: Teacher provides students with topics or the beginning of stories. Students have to use collocations they have learned previously to write a short story or to continue the story teacher has given to them.

The activities to teach collocations are innumerable. This chapter has collected just a few examples of activities that English teachers can use in the classroom to teach

collocations. The activities offered in this chapter are focused on Intermediate level of English knowledge but they can be adapted to the group according to the number of students, level and purposes.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

- The transfer language is a present difficulty in the English classroom.
- Each language has its own individualities. Collocations in English is one of those particular parts of the language that makes it different from others
- Teachers should be aware about collocations in English to teach in a better way English as a second language.
- The use of a variety of activities can help students to learn collocations in English and produce it in a more natural way.
- There are infinite numbers of activities that an English teacher can use to teach collocations. We need to be willing to look for them.

RECOMMENDATIONS:

- English teachers should be prepared about collocations.
- Teacher should investigate more resources to teach collocations, thus their lesson plans will have a great range of activities and more interesting material to work with.
- Teachers, who must be aware about language transfer, should provide all the tools to their students to be more fluent and natural in English.

- Teacher should make their students know about the differences of both languages Spanish and English, consequently their students will pay attention more effectively when they speak in English.
- Internet is a worthy resource to plan our lessons.

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ANNEXES

Annex 1

Calculated guess: Collocations

Choose the noun from the box which collocates with each set of verbs (1-8).

Round 1: In the office

1 You can make it. You can take it. You can receive it. You can return it. What is it?

2 You can crash it. You can shut it down. You can play on it. You can reboot it. What is it?

3 You can complete it. You can draft it. You can file it. You can submit it. What is it?

4 You can get it. You can send it. You can address it. You can mail it. What is it?

5 You can sign it. You can make a copy of it. You can send it off. You can fill it in. What is it?

6 You can open it. You can delete it. You can create it. You can back it up. What is it?

7 You can send it. You can take it. You can leave it. You can listen to it. What is it?

8 You can reply to it. You can check it. You can go through it. You can delete it. What is it?

Round 2. On the road

your flight - an appointment - a meeting - your office

a presentation - an agreement lunch - your hotel

1 You can go back to it. You can check into it. You can be dropped off at it.

You can be picked up at it. What is it?

2 You can miss it. You can give it. You can attend it. You can take notes at it. What is it?

3 You can come to it. You can reach it. You can work it out. You can negotiate it. What is it?

4 You can enjoy it. You can change it. You can miss it. You can be booked on to it. What is it?

5 You can fix it. You can cancel it. You can keep it. You can fail to turn up for it. What is it?

6 You can skip it. You can grab it. You can go for it. You can pick up the bill for it. What is it?

7 You can organize it. You can hold it. You can speak at it. You can lead it. What is it?

8 You can phone it. You can e-mail it. You can check with it. You can keep in touch with it. What is it?

Round 3: In a meeting

decisions - problems - ideas - figures

excuses - views - proposals - your colleagues

1 You can address them. You can deal with them. You can foresee them. You can solve them. What are they?

2 You can develop them. You can share them. You can come up with them. You can brainstorm them. What are they?

3 You can make them. You can consider them. You can put them forward. You can withdraw them. What are they?

4 You can look at them. You can go through them. You can quote them. You can round them up. What are they?

5 You can make them. You can question them. You can reach them. You can put them off. What are they?

6 You can support them. You can attack them. You can back them up. You can chat with them. What are they?

7 You can air them. You can share them. You can express them. You can exchange them. What are they?

8 You can make them. You can look for them. You can invent them. You can refuse to accept them. What are they?

Annex 2

Business collocations

Do business

Do your best

Annual turnover

Break off of negotiations

Close a deal

Come to the point

Dismiss an offer

Draw a conclusion

Go bankrupt

Make a profit

Take on staff

Annex 3

Speaking – Words that go together

Match the column A with the response in column B. Practice the conversations with a partner.

A.	B.
<p>Why are you wearing those long white gloves?</p> <p>I've decided to have a low-fat diet.</p> <p>I had fish with brown rice and a green salad for dinner</p> <p>I have high blood pressure. What can I do?</p> <p>I've had watery eyes all week. I don't know why.</p> <p>Ouch! I've cut my hand on some broken glass.</p> <p>I've had ticklish cough all week.</p> <p>Why are you wearing a sling? Have you broken your arms?</p> <p>My doctor told me to exercise every day for 20 Minutes</p> <p>I've had a severe pain in my back all month</p>	<ol style="list-style-type: none">1. Maybe you're suffering from an allergy.2. I know and cough medicine never helps much, does it?3. That's a deep cut. It'll need stitches.4. I have sensitive skin and I need to stay covered it up5. No, I have a dislocated shoulder. It's really painful.6. What for? You son't need to lose weight.7. What a nutritious meal. You're very healthy.8. You need pain killers. Go and get some from the doctor9. Well, you should cut salt from your diet to start with10. I think that's very sound advice.

Annex 4

Replace the underlined words with a form of DO. Write the answer on the line at the end of the sentence. Try to figure out which definition is illustrated by each sentence.

1. Mary said she had to set her hair before the dance. _____

2. Jim was tired after working a double shift in the factory. _____

3. The gymnast performed a complicated flip in her dismount from the high bar. _____

4. That second piece of pie was enough to satisfy me. _____

5. Will space exploration bring about good or evil? _____

6. The citizens paid homage to the aging former president. _____

7. The veterinarian asked the couple how their new puppy was feeling. _____

8. Mr. Harris loved to barbecue chicken on the grill. _____

9. Bob's mother said he couldn't go out until he finished his homework, _____

10. I used to prepare my own taxes. _____

Exercise B: Replace the underlined word with a form of the verb GET. Write the answer on the line at the end of the sentence.

1. In order to arrive at work on time, I have to catch the 6:30 train. _____

2. On the way home from work, Jim stopped at the store and bought a gallon of milk.

3. I don't know why we are not receiving as much mail as we used to. _____

4. I have earned a lot of money by selling things on E-bay. _____

5. Ten students figured out the correct answer. _____

6. You kids work on your homework while I start preparing supper. _____

7. Did you acquire the camping equipment I told you about? _____

8. I don't understand these tax rules. _____

9. The whirling Frisbee smacked Tom right on his nose. _____

10. Mary, will you grab that box off the top shelf for me? _____

Annex 5

Collocations of *problem*

There are many words that are used with the word problem. Here are some of the most common that you will come across in your reading.

ADJECTIVES

baffling

complex

complicated

daunting

difficult

formidable

knotty

perplexing

thorny

tough

tricky big

bigger

enormous

greater

huge

major

minor

serious

severe

tremendous

continuing

enduring

growing

intractable

longstanding central

key

main

principal looming

potential

current

immediate

past

recent

urgent basic

fundamental

typical

underlying

VERBS

address

confront

correct

deal with

grapple with

handle

solve

struggle with

catch

detect

identify

recognize formulate

pose

state