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ELTWeekly

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Newsletter Contents

Video: Middle English: Languages of the World

Alexander Arguelles presents a series of videos to provide introductory overviews of the languages of the world. Working diachronically through various language families in turn, he demonstrates how to identify each language, translates a text sample to show how it works, and discusses its genetic affiliation and cultural context. For further information about the series, please refer to http://www.foreignlanguageexpertise.com

Watch the video 'Middle English: Languages of the World' at
http://www.eltweekly.com/elt-newsletter/2010/07/64-video-middle-english-languages-of-the-world/

News-1: Take notes by texting

The following excerpt has been retrieved from http://www.kait8.com/Global/story.asp?S=12821225

"JONESBORO, AR (KAIT)- Two professors from Arkansas State University have invented a tool to help students take notes. . .by texting!

Dr. Ralph Ruby, Jr. and Dr. Paula Ruby of ASU recently conducted research in teaching strategies, which lead to a new invention!

Dr. Ralph Ruby, "The major part of our research has been in learning and teaching strategies and in the last four years it's been primarily learning strategies. All of our research pointed to and indicated the fact that note taking increases retention level, thus with retention levels increased test scores will naturally follow. So, we wanted to know how we could take and develop some type of instrument that would help our students increase their retention level. And we looked around and we saw our students using their thumbs doing this thing which we were not familiar with. And as we started talking to them we found out that was texting. And we found out, again, as we were doing more research over the last couple of years, texting has increased at a geometric proportion. Not only in the United States, but around the world.""

Read the complete news story at **http://www.eltweekly.com/elt-newsletter/2010/07/64-news-take-notes-by-texting/**

News-2: Dispatch: Learning 'Globish'

The following excerpt has been retrieved from http://www.ft.com/cms/s/2/bd7fee1a-8fb2-11df-8df0-00144feab49a.html

"*Stand on the promenade of any British seaside resort on a summer's afternoon, and you will hear the full, remarkable range of accents of this small island pass by soon enough.*

Stand on the seafront in Brighton, and the experience is rather different. The accents come from all over the planet. Most people seem to be speaking English, which is what they are meant to be doing. But it may not be English as we know it.

For if English is now the language of the planet, Brighton might be the new centre of the universe. There are about 40 language schools operating within the city. And at the height of the season – which is right now – about 10,000 students crowd into town, thronging the bars and cafés, practising their fragile English skills."

Read the complete news story at **http://www.eltweekly.com/elt-newsletter/2010/07/64-news-2-dispatch-learning-%E2%80%98globish%E2%80%99/**

ELT Research Paper: 'Patterns of the Iranian Advanced Learners' Problems with English Collocations' by Abbas Ali Zarei

Abstract

Collocations are a pervasive feature of many languages and English seems to be particularly rich in such multi-word lexemes. They have not been a major focus of teaching and research, however, despite the fact that learners have serious problems with the production of idiomatically correct language . The present study , therefore, aimed at finding out the problems of high proficiency level Iranian learners of English with English collocations. The study had two phases. In phase I, about 2400 pages of materials produced (in English) by 27 subjects were carefully studied and a list of collocational errors were extracted. The list was then analyzed and five patterns were found. In phase II, six cued production tasks were developed which were given to 64 subjects. Results showed that Iranian advanced learners of English do have serious problems with English collocations (about 55 percent of the time). The results of the present study can have theoretical and pedagogical implications for syllabus designers, teachers, and translators.

Introduction

During the 1990s, interest in vocabulary teaching and research increased. Nation's (1990) 'Teaching and Learning Vocabulary' appeared at the beginning of the decade and proved influential in its inclusive review of research on vocabulary while providing pedagogical guidance through interpreting the research in terms of classroom applications. According

to Michael Lewis (2000), John Sinclair's (1991) book, 'Corpus. Concordance, Collocation' and subsequent collocation studies have revealed new understandings of how English works leading to new descriptions of the language.

Yet, as Zahar, Cobb, and Spada (2000) rightly claim, while L2 vocabulary acquisition is no longer a 'neglected area' (Meara, 1980), a lack of progress remains on some basic questions . One important question which remains unresolved concerns whether the L2 lexicon itself can be acquired through reading, or is more likely to result from some kind of direct instruction, or instructionally enhanced reading. No matter which approach to vocabulary acquisition is chosen, one fact remains uncontroversial ; that all learners, even advanced ones, have at least *some* problems with their vocabulary, particularly in their production. One reason for this may be that learners usually try to learn the meaning of words individually without paying much attention to the relations that words form with each other. Carter (1991) asserts that knowing a word completely and for purposes of accurate productive use involves at least knowing (among other things) the network of relations it forms with other words, either collocationally, or in terms of semantic field or colligationally.

Firth (1957 : 197) introduced the notion of collocation as a part of his overall theory of meaning. It is at the collocational level of analysis, between the situational and the grammatical that he proposes to deal with lexical meaning. More particularly, as Koiranen & Hyrsky (1997) state , Firth (1968 : 179) later argued : " you shall know a word by the company it keeps" and this 'keeping company' he called collocation and considered it a significant part of the word's meaning. There is no airtight definition of collocations. Viegas (1996) points out that : " Our general thesis is that there is no single definition for what a collocation is, but rather, collocational behaviour emerges from a theory of what the range of connections and relations between lexical items can be". Viegas (*ibid.*) claims that much of the allegedly idiosyncratic and language specific

collocation in language is in fact predictable from a sufficiently rich theory of lexical organization. Yet, a number of definitions of collocations have been offered in the literature.

A collocation is often defined as either " an arbitrary and recurrent word combination" (Benson, 1990) or "the occurrence of two or more words within a short space of each other" (Sinclair, 1991). Newmark (1988) who defines collocations as two or more words that go happily or naturally with each other, for example, *pay a visit*. Hill (1999) describes collocations as ' the way words occur together in predictable combinations. Similarly, Gitsaki (1999) describes collocations as recurrent word combinations, e.g., *strong tea, to commit suicide,* etc. A similar definition is proposed by Cruse (1986).

Taylor (1997) defines collocations in terms of Saussure's well-known dichotomy between syntagmatic and paradigmatic relations of lexical items. The syntagmatic axis refers to a word's ability to combine with other words in the same string. This is collocation.

In simple terms, there are situations in which " a teacher finds herself saying to a learner that what he said is not wrong exactly, but doesn't sound English" (The Digital Education Network, 1996). It is here that the notion of collocation comes in handy.

The literature on collocations shows an agreement among researchers and language pedagogists as to the importance of collocations for F/SL learning. As Gitsaki & Taylor (1997) point out, it has been suggested that an increase of the students' knowledge of collocations will result in an improvement of their oral skills, their listening comprehension, and reading speed (Brown, 1974). Collocational knowledge could also help students overcome problems of vocabulary style and usage. The importance of prefabricated language chunks and routinized formulas for language acquisition and use

has been reported by Nattinger & DeCarrico (1992). Gary Chang (1996) quotes Brown (1994) who provides evidence that collocations are important in learning vocabulary because : First, they reinforce the fact that language is spoken and read in chunks; second, high proficiency learners rely on associated meanings as input into memory; third, collocational groups are also rhythm groups; fourth, collocations define and delimit each other , their defining power can help students infer meaning from context; and finally, from the knowledge of common collocations, the students can more easily understand uncommon or technical ones.

Anderson & Naggy (1991) underscore the importance of taking into account the deep meanings including collocational properties hidden in words. According to The Centre For Instructional Development And Research (2000) , our brain tends to store language in chunks, rather than individual words. Thus, familiarity with collocations and the resulting ability to make guesses about a speaker/writer's speech should increase a non-native speaker's efficiency as a listener or reader. Gough (1996 :32) claims that students need to know "which words go with which_ how words go together normally and how we can manipulate these arrangements to make new meanings for ourselves".

Despite the partial similarity between the words used to define collocations, there is a lack of agreement as to the interpretation and understanding of the exact nature of collocations. According to the Center For Instructional Development & Research (2000) , collocations are collections of words that 'fit together', i.e., they are predictable patterns and phrases or groups of words that we typically use together. So, idioms like *take a break,* structures like *If I had a chance, I would …*, and word combinations like *get on a bus/ get in a car,* are all considered collocations. In much the same way, Gitsaki refers to collocations as *combinations of lexical items, conventionalized language forms, prefabricated language chunks and routinized formulas, phrase patterns, and word associations.* On the other hand, however, Amold (1995) differentiates idioms from collocations, saying that idioms are strings of words the meaning of which cannot be

determined from the meaning of their component parts. In case of collocations, however, the meaning can be guessed from the meaning of their component parts. What is not predictable is the particular words that are used. Yet again, according to the Center For Instructional Development & Research (2000), collocations can be described in a number of ways. One way of thinking about them is in terms of 'fixedness'. By a fixed collocation it is meant one in which the pattern has very few expected variations , like the idiom *kick the bucket.* In other words, idioms are once more viewed as collocations.

In addition, the Center For Instructional Development & Research (2000) differentiates between collocations and word associations. Also, according to the Digital Education Network (*op. cit.*), one should not confuse collocations with association of words and ideas. If a psychiatrist asks a patient to freely associate words and the patient comes up with '*table, wood, trees, birds'* these are not collocations .

Collocation is one of the darlings of those who follow a philosophy called the lexical approach – a school of thought that says that 'language consists of grammatical lexis, not lexicalised grammar' (Morgan Lewis, 1997). But it is now widely accepted that making students aware of the way words combine with others in predictable ways is a vital element in the struggle to engender accurate and natural sounding English. For, students at the intermediate and advanced levels often know the words, but frequently use them inaccurately. For example, they say 'weak rain' instead of 'light rain.

Such problems arise partly because of the arbitrary and unpredictable nature of collocations. Townsend (1999) says that on a more deeply erratic and idiomatic level, collocation demands that one word is used rather than another in particular contexts and this idiomaticity often defies any obvious logic and is thus very difficult for non-native speakers to predict_ for example, *a roaring trade, donkey's years,* and *in the nick of the time,* etc. In fact there is no logical reason why certain words go together, e.g., one can say *John is an eligible bachelor* but cannot say *John is an available bachelor.* Why is

this? There is no logical reason. This unpredictability of collocation is clearly stated in the following definition of collocations given by 'Winfield college, Teachers' Teasers':

Collocations are defined as idiomatic expressions …which are easy to understand but not so easy for a learner to produce correctly. One can think of many verbs that might be used with *lion* to describe the sound it makes ,for example, *bellow, shout, scream, yell, holler.* It just happens that English speakers have chosen to use *roar.*

Unlike idioms , collocations do not hold simply between words but some more general item that subsumes them all. For example, one may find *a strong argument, the strength of the argument, he argued strongly , his argument was strengthened.* So the collocation does not hold between *strong* and *argument* but between all the related words, *strong, strength, strongly, strengthen, and argue and argument.*

Learners' Problems with Collocations

As Gitsaki and Taylor (1997) contend, the task of learning collocations can present both intralingual and interlingual challenges. Collocation describes lexical relations and word combinations, but joining words that are semantically compatible does not always produce acceptable combinations. For instance, *many thanks* is an acceptable English collocation but *several thanks* is not. On the other hand, collocations can differ from language to language, e.g., someone who drinks a lot is a *heavy drinker* in English and a *strong glass* in Greek. *The road is clear* in English but *free in Greek.* Similarly , *snow* is *heavy* both in English and Farsi, but *rain* is *heavy* in English while it is *hard* or *fast* in Farsi. A lot of collocational errors that learners commit were found to be due to negative transfer from L1, unfamiliarity with the structure of the particular collocations, and the tendency to use generic terms instead of specific ones, e.g., *pipewater,* instead of *tap water.* (Fayez-Hossein, 1990 cited in Gitsaki & Taylor ,1997)

It is worth noting that , as Cornelia (1999) states, it is the production rather than comprehension of collocations that is the real problem.

As to the interlingual problems, Martelli (1998) believes that mother tongue interference accounts for the generation of wrong collocations. In the same way, Shalev (2000) believes that students learning EFL tend to make mistakes because of the differences between English and their mother tongue. Shalev refers to Gough (1996) who suggests activities to enable pupils to understand their errors and explore collocational relationship. David Crystal (1987) cited in Gough (*ibid.*) is of the opinion that collocations differ greatly between languages and provide a major difficulty in mastering foreign languages. For instance, in Japanese, the verb for *drink* collocates with *water* and *soup* but also with *tablets* and *cigarettes.* Yarmohammadi (1997) reports the following errors committed by Iranian learners :

* the chief of the bank   (manager)

* the chief of the department   *(*chairman)

* the chief of the college   (dean)

* the chief of the university(chancellor)

* the chief of the high school   (principal)

With regard to the intralingual problems, O'Neil points out that English words have typical word patterns. In English we can *go for* or *take a walk_ catch* or *miss a bus _watch a film on television,* but *see it in a cinema.* One *rides a horse and a bike,* but *drives a car*. Naggy & Anderson (1991) give similar examples:

> You can say *set forth a valid argument,* but can not in any normal situation say *set forth a warm greeting;* you can say *grant him permission,* but you cannot say *grant him a shove.*   *(p : 698)*

Flowerdew (1999) found evidence from an examination of the KWIC (key word in context) that the students knew all about the key lexis, but were not familiar with the naturally occurring environment in which the word usually occurs. Learners may, for example, produce erroneous utterances like :

* *This butter is sour.*   (rancid)   * *They made a walk.*   (took)

* *I am going to take fish.*   (catch)   * *The enemy used a fatal weapon.*   (lethal)

* *My tea is very powerful.*   (strong)   * *The chief of the college*   (dean)

* *Flock of cows*   (sheep)   * *herd of sheep*   (cows)

Taken from : Amold (1995), Viegas (1996), Ziahosseini (1994), and Yarmohammadi (1997)

In the last example, for instance, there is no meaning distinction between *herd* and *flock* except that one is used with *cows* and the other with *sheep.* Similarly, the words *fatal, deadly, lethal,* and   *mortal* are commonly considered synonyms in that they have in common the meaning *bring about death or disaster.* However, as Rudzka et al. (1985 : 170) stress, care must be taken not to use them interchangeably. A *weapon* can be *lethal* but not *fatal.*

Learners, even at advanced levels, are usually not aware of the collocational properties of words. As a consequence, although they might have a large reservoir of vocabulary knowledge, they sometimes produce utterances that simply do not sound English.

In another experiment, Trinh (1993) gave phrases for *fake pharmaceuticals , a worrying reality , etc.* in Vietnamese to be translated into English by Vietnamese candidates . Results showed that phrases like *faked medicines, counterfeit drugs, forged medicines,* for *fake pharmaceuticals* and *a worrying situation, a worrisome reality,* and *a fearful reality* for *a worrying reality* were produced. This shows that they were unaware of

collocations. In other words, a language learner must learn not only what is possible to say grammatically, but also what a native speaker is likely to say. When a learner talks about *taking a fish*, this is a problem of collocations : the word *catch* collocates more readily with *fish* than does *take*. Even learners with good vocabularies, as Hill (1999) states, may have problems in that their collocational competence is very limited. At the same time, very often the difference between words of similar meaning is defined partly by their different collocational fields (Silbermann, 2000).

Martelli (1998) reports errors in which students assume that related words like *job, work, career, employment, occupation,* are complete synonyms and   can be used interchangeably (*look for a work* instead of *look for a job, dangerous career* rather than *dangerous job).* Although the general sense of these terms   is similar, there are differences in collocation and connotation. What makes this difficult is the fact that such difference in meaning is fine and subtle. This difficulty is found in an extreme form in the collective words : *flock of sheep, herd of cows, school of whales, pride of lions.* It is also the case that words may have more specific meaning in particular collocations. Thus, we can speak of *abnormal* or *exceptional weather i*f we have a heat wave in November, but an *exceptional child* is not an *abnormal child.*

Gitsaki (1999) classifies learners' problems with collocations into the following categories :

Intralingual :   *many thanks* but not *several thanks*

Interlingual :   English : *heavy drinker*   Greek : *strong glass*

Overuse of a few lexical items : e.g., get : *This is an opportunity for you to…knowledge in your field of study.*

Unfamiliarity with collocative patterns of words they know well : beautiful noise; shooting stones

All these boil down to is the fact that collocations are a pervasive feature of many languages and English seems to be particularly rich in such multi-word lexemes.(Cornelia, 1999) Such complex lexemes have not usually been a major focus of teaching and research, however, despite the fact that learners have serious problems with the production of idiomatically correct language.   These problems may well warrant a study on collocations and how they can be taught and learnt.

The purpose of the present study, therefore, is to find out the problems of Iranian advanced learners of English with English collocations. The study aims at discovering the systematically misused collocational patterns that pose a threat to the accurate use of words and hence hinder communication. It also aims at finding out which kind(s) of collocation pose(s) the most severe problems for Iranians.

Method

The study has two phases each with its own subjects and materials.

Phase I

Subjects

The subjects of the first phase of the study were 27 male and female advanced-level (M.A and Ph.D.) students and graduates of English.

Materials

The materials were the productions (in English) of the above-mentioned subjects which consisted of a variety of different kinds of writing including books, theses and dissertations, articles, term papers, free writings, letters, e-mails, and whatever materials they had produced.

Procedures

Over 2400 pages of the materials produced by the advanced-level Iranian learners of English were collected. This corpus of about 270,000 words was then studied carefully , and instances of the misuse of collocations were isolated and listed. The list was then studied and it was discovered that the collocational problems could be classified into a number of categories (see Appendix A). Appendix A gives the list and the kinds of collocational problems advanced level Iranians have with English collocations. However, this was not sufficient , for several reasons, for the purpose of the present study which aimed at finding out the *patterns* of collocational problems. First of all, the list included the problems of only a few subjects who may not be accepted by everyone to be a representative sample of all advanced-level Iranian learners of English. Moreover, not all errors were committed by all the subjects for the researcher to claim he had discovered the *patterns* of collocational problems. In fact, a majority of the errors were those committed by one or only a few subjects. On the other hand, the fact that some errors appeared so infrequently in the corpus could not, in any sense, indicate that those errors were uncommon among Iranian learners of English, hence not systematically problematic. For, the subjects may have used the 'avoidance strategy' whereby they consciously avoided doubtful combinations and produced perfectly correct English without revealing any of the many problems they have with English collocations. These factors made a second phase of the study inevitable.

Phase II

Subjects

The subjects of the second phase were 64 M.A and Ph.D. students and graduates of TEFL.

Materials

The materials contained six cued production tasks which were intended to elicit the subjects' use of various kinds of lexical collocations.

Procedure

To confirm that the errors committed by the subjects in their free production tasks were common to a majority of other similar subjects and not individual cases of misuse of collocations, using the list of problems extracted from the subjects' free production, a number of (six) cued production tasks were made. The first task, which had four subtasks, was one which required the subjects to use adjective + noun collocations . The second task (with four subtasks) was designed to test the subjects' ability to use noun + noun collocations. The purpose of task three (with two subtasks) was to see how the subjects performed on noun + verb collocations. Task four was a translation task in which expressions including various kinds of word combinations were given in Farsi to be translated into English. In order not to allow the subjects to avoid producing the intended combinations and to produce circumlocutory translations, parts of the translations were also given. Task five , consisting of three subtasks, contained sentences and expressions which required the subjects to use verbs to collocate with certain nouns. Its purpose was to gauge the subjects' knowledge and use of verb + noun collocations. Finally, task six (with two subtasks) aimed at testing the subjects' use of idioms and fixed expressions. A complete list of tasks is given in Appendix B.

Data Analysis

The data were meticulously analyzed by moving from one item to another within each subtask of each of the six tasks, and examining all the subjects' responses given to any individual item. This kind of analysis showed not only the types of error the subjects had

committed but also the frequency of each kind of error. The analysis of the subjects' performance on each of the subtasks yielded the following results:

Table 1. *containing information about the subjects' performance*

on each of the 16 sub-tasks

	No of sub	No. of answers Possible	No. of answers given	Frequency of errors	Frequency of unanswered Items	% of errors	Sum of problems	% of problems
Task 1.A	64	1152	935	347	217	40	564	48.95
Task 1.B	64	768	602	316	166	52.49	482	62.76
Task 1.C	64	576	492	301	84	61.17	385	62.15
Task 1.D	64	512	481	166	31	34.51	197	38.47
Task 2.A	64	384	330	107	54	32.42	161	41.92
Task 2.B	64	896	746	350	150	46.91	500	55.80
Task 2.C	64	640	593	247	47	41.65	294	45.93
Task 2.D	64	384	256	88	128	34.37	216	56.25
Task 3.A	64	1024	352	137	669	38.92	806	78.71

Task 3.B	64	768	495	276	273	55.75	549	71.48
Task 4	64	2176	1539	547	637	35.54	1184	54.41
Task 5.A	64	1152	1034	281	118	27.17	399	34.63
Task 5.B	64	704	571	91	133	15.93	224	31.81
Task 5.C	64	896	624	258	272	41.34	530	59.15
Task 6.A	64	1024	734	253	290	34.46	543	53.02
Task 6.B	64	512	368	121	144	32.88	265	51.75

It is worth noting that the antepenultimate column in the table (percentage of errors) refers to the percentage of errors out of the given responses. However, owing to the fact that some of the subjects did not respond to some of the items because they did not know the answer, the percentages given in that column do not represent the real percentages of the subjects who had problems with collocations. It was necessary, therefore, to add two more columns. The penultimate column (sum of problems) refers to the total number of the subjects who had problem with collocations including those who made mistakes as well as those who did not respond. And the last column represents the total percentage of the problems with collocations. Finally, to decide which collocational patterns posed the greatest difficulty for the Iranian learners of English, the subjects' performance on each pattern was compared with their performance on other patterns, and the following results were obtained. It has to be mentioned that only 5 patterns of lexical collocations are included in the table because task 4 (translation task) did not represent a separate collocational pattern but was a combination of other patterns. So, the results obtained

from task four were divided into different parts and each division was added to the corresponding pattern. The results of the comparison are summarized below.

Table 2. *containing information about the subjects' performance*

On the different collocational patterns

	No. of sub	No. of answers possible	No. of answers given	Frequency of errors	Frequency of unanswered items	% of errors	Sum of problems	% of problems
Adj + N	64	4288	3472	1463	816	42.13	2279	53.14
N + N	64	2816	2232	846	584	37.90	14.30	50.78
N + V	64	1792	847	413	942	48.76	1355	75.61
V + N	64	3136	2499	785	637	31.41	1422	45.34
Idioms & fixed exp.	64	1536	1102	374	434	33.93	808	52.60

Conclusion and discussion

From the first phase of the study, it can be concluded that the most frequent problems of advanced-level Iranian learners of English with English collocations are in 'adjective + noun', 'noun + noun', 'noun + verb', 'verb + noun' combinations, and idioms and fixed expressions. The second phase of the study confirms the result of the first phase and shows that collocations are indeed a significant factor in learning English, and on average

about 55 percent of the time advanced-level Iranian learners make mistakes in the use of English collocations. Sometimes, they are conscious of the fact that what they say may not be the way English people say the same thing. But since they do not know the right way of saying it, they have no way but to say it their own way. Quite frequently, however, they are not even aware of the collocational properties of words in English. That is why they keep using wrong or unidiomatic word combinations even at advanced levels. A look at the percentage of errors and problems in table 2 confirms such a claim. The second phase of the study (table 2) also shows that the following is the sequence of collocational patterns in order of increasing difficulty (from easy to more difficult):

1. verb + noun

2. noun + noun

3. idioms and fixed expressions

4. adjective + noun

5. noun + verb

A point needs clarification here. Although the noun + noun collocations posed more problems in the cued production tasks than idioms and fixed expressions, they are considered, on the whole, to be less problematic than idioms because proportionately more subjects avoided responding to idioms. The same is true with the computed difficulty level of some of the subtasks out of the answers given and their level of difficulty on the whole (table 1). In addition, from table 1, one can extract the following hierarchy of the subtasks from the most problematic collocations to the least problematic ones:

	subtask	belonging to pattern
1.	3. A	noun + verb
2.	3. B	noun + verb
3.	1. B	adjective + noun
4.	1. C	adjective + noun

5.	5. C	verb + noun
6.	2. D	noun + noun
7.	2. B	noun + noun
8.	4	combination of all patterns
9.	6. A	idioms
10.	6. B	fixed expressions
11.	1. A	adjective + noun
12.	2. C	noun + noun
13.	2. A	noun + noun
14.	1. D	adjective + noun
15.	5. A	verb + noun
16.	5.B	verb + noun

The table shows that task 3. A, which gauges the subjects' ability to associate the name of different animals with the sounds they make, is the most difficult task. Task 3. B, which also has the pattern noun + verb, is the second most difficult task. And so forth down the list. Once again, it has to be reiterated that even though task 1.C ranks fourth and task 3.A stands first in the hierarchy of the overall difficulty, when it comes to the percentage of errors committed by the subjects, task 1.C tops the list, while task 3.A is placed in the 7th position. This is simply because more subjects ventured to respond to task 1.C than task 3.A. In a nutshell, the results of this study suggest that knowledge of collocations is an important component of language learning which is largely ignored in case of Iranian learners of English. And this has had consequences; despite the fact that many Iranians have achieved a high level of proficiency with large reservoirs of vocabulary and good command of grammar, their communicative competence is usually far from that of the native speakers of English. There may, of course, be many factors responsible for this. Nonetheless, this study suggests that one such factor which hinders perfect communication may be the problems Iranian learners have with English collocations.

Implications

The idea that much native speaker speech is based on prefabricated language rather than created from scratch, that we store and perhaps even acquire most of our language in this ready-made form, obviously has far-reaching implications not only for the theoretical analysis of language, but also for pedagogic theory.

Theoretical Implications

The fact that collocational competence influences one's overall language ability can hardly be disputed. There is both logical and empirical support for the effective role of collocations in the successful and native-like performance of EFL learners. As Taylor puts it, the knowledge of which collocations are acceptable in English and which are odd can help learners get a feel of the target language and achieve a more native-like proficiency in the target language. Apart from its role in accuracy, becoming aware of collocations is also a way of improving one's fluency. The knowledge of what problems Iranian students have with collocations can, therefore, be conducive to finding a way of improving their knowledge in the use of English collocations. For, it goes without saying that unless one knows the nature of collocations, and how they are learnt and used, one cannot do much about them.

Pedagogical implications

Teachers and translators may benefit from the findings of the present study. Teachers can get their students to learn vocabulary more efficiently by presenting words in collocations (INGED, 2000). If students already know the most frequent collocate(s) of a certain word, they will be less likely to combine words freely and produce odd or erroneous

word combinations. In fact, the finding of a study by Gitsaki (1999) suggests that language teachers introduce lexical items with their most frequent collocations. Michael Lewis even believes that the whole language can be taught through collocations. The present study will give teachers some cues as to where problems with collocations lie so that they can focus their attention on the problem areas. Also, the knowledge of the sources of collocational problems will certainly be of help to teachers in enabling their students to overcome such problems. In addition, since collocational problems are the source of many problems in translation, translators can also use the results of this study to improve their translation.

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Appendix A

The list of collocational errors committed by the subjects

Note : The correct intended words (as understood from the context) are given in parentheses .

1. adjective + noun collocations

… as *gloomy* as an owl   (proud)

It is like giving the child *rancid* milk and then believing …   (sour)

After hearing another *morbid* joke, he …   (sick)
… listened with *total* disbelief.   (blank)

… helps them grow *harder* bones. (denser)
… do the scoring with a scoring *scale*.   (device)

They must have a *harsh* dislike for the job.   (intense)

… from the *respectfu*l university of Tehran.   (respected)

… and my *oldest* sister is 29.   (eldest)

… alas, it was only a *brief* happiness.   (transient)

… was as stupid as a *cow*   (   )**

It was the *rotten* tooth that …   (decayed)

… because of surfeiting, i.e., eating *extra* amounts of food.   (exesive)

She picked up the *withered* apple and began to …   (shriveled)

… in a hot and *tainted* weather like this …   (rotten)

The student replied *with* a *weak* voice … (feeble)

They are obviously seeking a more *placid* way of life. (peaceful)

That may be an explanation for the *constant* conflict between husbands and wives. (eternal)

A *celebrated* linguist later told us about …   (distinguished)

… with 20 *valuable* stones (precious)

… preferred the *fried* rice. (browned)

… permitted them such a *generous* expenditure (lavish)

… to consult with an *eminent* actress   (a famous)

One of Julia's upper teeth was *slack*.   (loose)

… only the *stifled* throb of the engine could be heard . (muffled)

His *aberrant* explanation did not satisfy her.   (elusive)**

… turned as white as *snow.*(a sheet)
… never thought of doubting a *decorous* friend like him.   (decent; honest)

Of the four siblings, three were married and one *celibate.*   (single; unmarried)

Despite a severe cold and *coarse* voice,…   (hoarse)

… won with a *dominant* majority (clear)

… a *strong* promise not to …   (solemn)

It was as clear as *daylight* that…   (a bell)

… were shaking like a *willow*   (leaf)

… a *spindly* grace   (slender)

Members of the lighting *group* were ready.   (crew)

… was as *dirty* as a mule   (stubborn)

… spoke in such a *callous* language …   (coarse)

They live a *nonluxurious* life.   (simple, spartan)

They were using *faked* names.   (fictitious)

…and he was rather **abusive-mouthed**.   (foul-mouthed)

The **gloomy** air of the class was once more filled with noise.   (dull)

… the **feral** murderer was…   (brutal)

He sat as still as **a statue.**   (stone)

Their water supply was running **short.**   (low)

The dead animal produced a sort of stench and **decayed** odour.   (putrid)

… villages are more **frugal** than people…   (**))

She hated his **bitter** humour.   (ill)

Speaking totally in English with **nascent** learners …   (elementary)

They gathered some **dried** brunches.   (dead)

A loaded gun is always a **fatal** weapon.   (lethal)

…, for he was madly **enamoured** of the actress. (fond)

… didn't have any special **tendency** for teaching.   (talent)

… had an itchy **leg**   (foot)

Once the water boiled, put some **dry** tea, and wait…   (black)

Whether in boldface or **lowface**, it should be italicized. (lightface)

Sometimes, they are difficult to translate into **appropriate** English. (proper)

He was one of those youngsters who wear **open-collar** shirts with **sticky** jeans.(open-necked ; tight-fitting)

… her **gentle** love for…   (tender)
… walked with an **agile** pace.   (a brisk)

… and he had to put up with a **water-cooked** egg.   (boiled)

2. Verb + Noun collocations

… after only a week, he **ran away from** prison. (broke)

He **refrained** from voting. (abstained)

… their attempt **died** in the bud.   (nipped)

… to stadium to **encourage** our favourite team. (bolster ; support)

… fill the glass with water, then **solve** a teaspoonful of …   (dissolve)

It didn't take them long to **understand** that he was ill.   (learn)

Have you **provided** the book yet? (obtained)

… can **bring** many reasons…   (give)

He **rose** his hand to …   (raised)

To **drive** an airplane …   (pilot; fly)**

I tried unsuccessfully to **halt** my yawn.   (smother)

A teacher who constantly **violates** his/her promise cannot…   (break)

…like an addict who has to **use** drugs to…   (take)

… where you spend it (money) like **sand**.   (water)

… can **raise** many different flowers.   (grow)

 … decided to **block** the country's assets. (freeze)

She waited and waited until she **revealed** her spite.   (vented)

… in S/FL classes may **develop** successful results.   (yield)

… who **train** their children in private institutes who … (educate)

After **reeling off** the list of names, …   (calling, reading)

I wouldn't like to **run** to the conclusion that… (jump)

The Ministry of High Education **delayed** the exam due to…   (postponed)

They **took away** the kidneys of the executed prisoners. (removed)

Never before, had their income *permitted* them such a *generous* expenditure. (allowed)

She grew white and her lips *shivered.*   (trembled)
… suddenly *increased* speed and won the match.   (gathered)

Nowhere in the world does such a crime *demand* death penalty.   (attract)

… see how culture *encloses* poetry and …   (embraces)

… is a tune which *envisages* the spirits of the dead.   (conjures up)

Teaching that way is much like *training* tigers. (taming)

I was *progressing* towards the silent woods…   (advancing)

… *having* company with bad people   (keeping)

She kept on *huddling* her little son…   (cuddling)

Suddenly, it *racked* my mind to… (crossed)

He *made* the lead and others followed.   (took)

… *brought* excuse after excuse   (invented, made)

They *reduced* their distance …   (shortened)

Now, go and *get* money, become rich.   (make)

They had already *got* access to … (gained)

… is that the teacher should not *pull side* in these cases.   (pull string, take side)

It *wounds* the soul that …   (afflicts)

He *put forward* his resignation and…   (tendered)

They *got* 400 new soldiers. (recruited)

Seeing the bend, he *lowered the gear* ,… (changed down a gear)

Children were *shaking* their hands as the train was leaving the station.   (waving)

She *moved* her hand *in* her hair.   (ran – through)

I was so hungry that I could eat a *cow.*   (horse)

They decided to *increase* taxes.   (put up; raise)

At first, I did not *consider* his threat seriously.   (take)

To arrive on time, he quickened his *speed*.   (pace)

… couldn't *stand* the loss. (bear; suffer)

… would *retaliate* his kindness with a dinner party.   (repay)

Whatever we did, we couldn't *appease* the angry woman.   (pacify; placate)

The other man was *breaking* sticks to make a fire.   (chopping)

She had already *set* the table.   (laid)

He *gave* tribute to the guest speaker.   (paid)

You shouldn't *criticize* yourself for that. (blame ; reproach)

3. Noun + Verb collocations

The fender of his car was *penetrated* in the crash.   (dented)

The committee was *persuaded* that …   (convinced)
…because their father had *banned* them from watching TV.   (**)

…like a lion that *lures* a rabbit.   (stalks)

…but it (colour) didn't *fit* the wall.   (match)

The only thing that disrupted the silence was the distant *barking* of jackals. (howling)

His anger *relieved* when he heard the news.   (subsided)

… fell down the steps like a ball *turning round* on the ground.   (rolling)

…, security was <u>enhanced</u>. (tightened)

The boy had put on boots and his trousers were <u>pushed</u> in his boots. (tucked)

4. Noun + Noun collocations

… a *leg* of beef…   (side)

… even hear the *squeaking* of crickets   (chirping)

As expected, the *chief* of the faculty rejected the proposal.   (dean)

…it was all because of *electricity cut*.   (power failure)

… be charged in the *region* court. (district)

He suffered from severe language *damage*.   (impairment)

Syllabus design is concerned with the selection and *gradation* of content.   (grading)

They were kept in a military *custody* center.   (detention)

… a car *burglar*   (**)

… including a *pack* of cotton were destroyed in fire.   (bale)

… and the windscreen *cleaner* did not work.   (wiper)

They were watching a *terror* film when…   (horror)

Since the family *adjusting* programs failed, … (planning)

5. Fixed Expressions

According to the importance of vocabulary in …   (owing to; due to)

Although he used to *bite* bones with me, I actually…   (pick)

Indeed, it augured *very bad* since…   (ill)

Nobody can *make* such dangerous criminals *free*.   (set free)

6. Adverb + adjective collocations

This is *nearly* related to the principles of case grammar.   (closely)

 … looking with eyes wide *agape*.   (open)

The man proved to be mentally *crazy.*   (deranged; insane)

He was *orderly* shaven.   (smoothly)

7. Verb + Adverb collocations

I thanked her *greatly*.   (profusely)

Appendix B
The complete list of the cued production tasks
Task 1   Adjective + Noun
A. Match the adjectives given in column II with suitable nouns given in column I.

compulsive	behaviour
constructive	heat
evasive	gambler
expensive	results
exhaustive	answers
impressive	plot
impulsive	behaviour
inventive	criticism

oppressive	tests
permissive	tastes
gloomy	view
dismal	face
brief	child
transient	happiness
eloquent	words
articulate	encounter
abject	disaster
unmitigated	poverty

B. Supply proper adjectives. Follow the model.   EX: as *light* as a feather.

as	…	as a bat	as	…	as a bee
as	…	as a bell	as	…	as a daisy
as	…	as an eel	as	…	as a mule
as	…	as an owl	as	…	as brass
as	…	as a priest	as	…	as a lamb
as	…	as a wolf	as	…	as a scarecrow

C. Use adjectives that can go with the given nouns and can be translated as ' بد ، فاسد،
گندیده

Some	…	butter	some	…	cream
Some	…	eggs	some	…	milk
	…	bacons		…	brains
what a	…	weather	I have a	…	tooth.
A	…	cabbage			

D. Choose the adjective that can best collocate with the given nouns.

1. a/n   …   joke

   a. morbid   b. sick   c. diseased   d. unwholesome

2. a/n   …   colour

   a. sickly   b. ill   c. morbid   d. diseased

3. a/n   …   curiosity

   a. ill   b. sick   c. sickly   d. morbid

4. a/n   …   food

   a. unwholesome   b. diseased   c. morbid   d. sickly

5. a   …   expenditure

   a. lavish   b. generous   c. profuse   d. lush

6. …   thanks

   a. generous   b. profuse   c. lush   d. lavish

7. …   apologies

   a. profuse   b. generous   c. lavish   d. lush

8. …   green grass

   a. lush   b. profuse   c. lavish   d. generous

Task 2 Noun + Noun

A. Fill in the blanks with appropriate measure words. Example : a *box* of matches

1. a   …   of soap   2. a   …   of sardines

3. a   …   of paper   4. a   …   of lamb

5. a   …   of beef   6. a   …   of bread

B. Fill in the blanks with suitable words having the general meaning of '*group*'.

a   …   of fish   a   …   of sheep

a   …   of cows   a   …   of whales

a   …   of lions   a   …   of beautiful girls

a   …   of bananas   a   …   of flowers

a   …   of keys   a   …   of thugs

a   …   of newspapers   a   …   of sticks

a	…	of grapes	a	…	of nerves
a	…	of chairs	a	…	of dishes
a	…	of hills			

C. Supply words that have the general meaning of '*head*' or '*boss*'

the	…	of the bank	the	…	of the department
the	…	of the college	the	…	of the university
the	…	of the high school	the	…	of the faculty
the	…	of the police	the	…	of staff
the	…	of the hotel	the England football …		

D. Fill in the blanks with words which have the general meaning of '*mass*' or '*piece*'
For example : a **slice** of toast

a	…	of dough	a	…	of wood
a	…	of cake	a	…	of glass
a	…	of china	a	…	of melon

Task 3   Noun + Verb

A. Do you know what sounds these animals make?

dogs …	owls …	lions …
mice …	lambs …	donkeys…
crickets…	camels …	bears …
apes …	bulls …	jackals …
pigeons …	ravens …	snakes…
turkeys…		

B. Fill in the blanks with suitable verbs which can convey the meanings specified.

I   (پوسیدن)   II   (درخشیدن- برق زدن)

Teeth …   Stars   …

Leaves   …   A candle flame   …   in the breeze.

Societies …   A white-hot coal on a fire … .

Potatoes …   A gold object … .

                                 A diamond necklace … .

Thunder   …   (می غرد) A volcano   … .   (فوران می کند)   An epidemic   …   .
(شایع میشود)

Task 4   Translation Task
Translate the following expressions into English.

1. to   …   somebody's attention   1. توجه کسی را جلب کردن

2. to be at somebody's …   2. گوش به فرمان کسی بودن

3. to   …   with someone   3. در غم کسی شریک بودن

4. to   …   bad company   4. با آدمهای ناباب گشتن

5. The air in the room was … .   5. هوای اتاق خفه بود

6. a tune which   …   the spirits of the dead   6. تداعی کردن

7. She has a/an   …   tongue   7. زبان تلخ

8.   …   baggage   8. اضافه بار

9. He had a/an   …   tongue.   9. زبان چرب و نرم

10. She was a/an   …   mother.   10. باردار (منتظر بچه)

11.   …   11. يك نخ سيگار

12.   …   12. يك چوب كبريت

13.   …   13. يك تخته فرش

14.   …   14. يك حلقه چاه

15.   …   15. يك فقره سرقت

16.   …   16. يك باب منزل مسكوني

17.   …   apple   17. سيب پلاسيده

18.   …   thanks   18. خيلي ممنون

19. a   …   smoker   19. كسي كه زياد سيگار مي كشد

20. a   …   traveler   20. يك مسافر تنها

21. a   …   place   21. يك جاي خلوت

22. a   …   weapon   22. اسلحه مرگبار

23. a   …   drug   23. داروي كشنده

24. a   …   danger   24. خطر مرگبار

25. a   …   combat   25. نبرد مرگبار

26.   …   poison   26. سم كشنده

27.   …   wound   27. زخم كشنده

28.   …   accident   28. حادثه مرگبار

29.   …   mistake   29. اشتباه مرگبار

30.	…	piece of land	٣٠. قطعه زمين با ارزش
31.	…	stones	٣١. سنگهاي قيمتي
32.	…	possessions	٣٢. دارائيهاي با ارزش
33. brain	…		٣٣. فرار مغزها

Task 5 Verb + Noun

A. In each group of the following sentences and phrases, fill in the blanks with appropriate verbs given. *Note* : A blank may be filled with more than one word, and a word may be used more than once.

enhance – heighten – intensify – aggravate

1. Everyone has the desire to   …   his/her reputation.

2. They   …   the enjoyment of their trip by swimming I the lake.

3. He is never helpful. He can only   …   rather than solve problems.

4. The presidential candidates   …   their campaign.

5. The war between the two countries   …   .

break – violate - infringe

6. She   …   her promise and did not attend the meeting.

7. I don't like anybody to   …   my privacy.

8. They don't respect the laws. They frequently   …   the regulations.

exterminate – slaughter – butcher – massacre – murder – assassinate - execute

9. They had to   …   rats to prevent the spread of disease.

10. Take care to   …   lambs by humane methods.

11. The invading army   …   the whole village.

12. The court decided to   …   the prime minister.

instigate – launch – initiate - commence

To   …   a course

To   …   an employment

To   …   criminal proceedings

To   …   a strike

To   …   an enquiry

To   …   a new product

B. Fill in the blanks with suitable verbs.

1. He …   her and did not let her finish her speech.

2. The strike …   the production.

3. The thieves   …   the house looking for valuables.

4. Please don't   …   through my papers, you will put them out of order.

5. She was   …   of all her jewelry while she slept.

6. The troops are   …   ing and looting wherever they go.

7. Our house was   …   while we were on holiday.

8. He took an   …   that he would never help her again.

9. It surprised me to …   of her decision.

10. During the election about 28 million people …   their ballots.

11. You   …   a film on TV, but you   …   it in the cinema.

C. **Supply verbs that collocate with the given nouns and convey the meanings specified.**

To	…	a yawn	جلوي خميازه را گرفتن
To	…	murder	مرتكب شدن
To	…	a dictionary	نوشتن- تاليف
To	…	a wound	زخمي كردن
To	…	a conclusion	نتيجه گرفتن
To	…	an airplane	راندن
To	…	an excuse	بهانه تراشي
To	…	a story	داستان سر هم كردن
To	…	a law	زير پا گذاشتن-نقض كردن
To	…	an appointment	خلف وعده كردن
To	…	some one permission	اجازه دادن
To	…	prison	گريختن از زندان
To	…	of age	به سن قانوني رسيدن
To	…	drug	دارو مصرف كردن

Task 6 – Idioms

A. **Complete the following sentences or phrases to form idioms according to the given**

   meanings.

1. A: How is your grand mother?   B: Oh, the old girl finally kicked the … . (died)
2. Once the teacher heard the name 'Mary', he flew off the   …   . (became angry)

3. Whenever I did anything wrong, one of those stupid kids would   …   the beans.

   (reveal the secret)

4. They even …   no bones to assert that they hate English classes. (speak frankly)

5. He was so brave that he was always ready to take the bull by the   …   . (face

   difficulty)

6. They finally decided to bury the   …   and work together to solve the problem.

   (end their hostilities)

7. He only sees his father once in a   …   . (quite infrequently)

8. Can you give me a   …   with this? I can't do it alone.   (help me)

9. He was the   …   of his mother's eye. (his mother loved him)

10. Come off it Jack. He is full of …   . (he is boastful)

11. He never accepts any responsibility. He always tries to   …   the buck. (shift

    responsibility to somebody else)

12. To give someone the   …   shoulder. (treat unsympathetically)

13. To sell like   … …   (be popular)

14. To be in the hot …   (difficult position of decision making)

15. To be   …   under the collar (angry)

16. To …   bones with someone (argue or quarrel with)

B. Complete the following phrases.

To fit like a …	کاملا اندازه و مناسب بودن
To run like a …	مثل باد دویدن
To sing like a …	مثل بلبل خواندن
To sleep like a …	مثل خرس خوابیدن
To shake like a …	مثل بید لرزیدن
To swear like a…	زیاد فحش دادن
To smoke like a …	زیاد سیگار کشیدن

To spend money like a …   مثل ریگ پول خرج کردن

About Author

Abbas Ali Zarei is a Ph.D holder in Teaching English as a Foreign Language. He was born in 1972 in Qazvin, Iran, graduated from highschool in 1990. In 1994, he got his BA in Teaching English as a Foreign Language from the University for Teacher Education in Tehran. He got his MA and PhD, both in Teaching English as a Foreign Language from Tehran University and Isfahan University in Iran in 1996 and 2002, respectively.   He is currently a member of academic staff as well as the dean of the Faculty of Humanities at Imam Khomeini International University (IKIU) in Qazvin, Iran. His main area of interest is vocabulary learning and the factors influencing it. He has written and published 14 books and translated four others. He has also had eleven articles published, mostly in the area of vocabulary learning.

Article: ICT in ELT: Using BBC Learning English Content in ELT, Part-2 by Tarun Patel

In the first part of this article, I have given a general introduction to the experiment I carried out with the students of Pharmacy at CHARUSAT.

This week, I am focusing on the vocabulary learning process I adopted with the help of <u>BBC Learning English website</u> and the learning outcome at the end of the semester. For any sort of learning, a base should be created and the base for language learning lies in WORDS. So I started making my students visit and refer the 'Words in the News' column on <u>BBC Learning English website</u>. At the beginning of all the lab sessions they were supposed to open <u>Words in the News</u> page on BBC Learning site.

The 'Words in the News' column features latest news stories from around the world where new words or the key words are focused to make the learning quick.

The following is an example of how the BBC Learning English team puts the news and highlights the word from a specific news item.

*Much of Singapore's growth has been **fuelled** by investment and tourism from overseas. It has positioned itself as **a high-end manufacturer**. It makes complex **nanotechnology**, pharmaceuticals and **biotech products**like flu **vaccines**.*
Exports of electronics alone were up 49% in June.
*And visitors from wealthy neighbours China and Indonesia have**flocked** to its two new **casino resorts**, which opened in April.*

But Singapore's main trading partner remains the European Union. And,

*despite **austerity measures** imposed by EU governments, exports to **the bloc surged** 75%*

in June.

That prompted Singapore's government to raise its annual growth forecast to a record

high of between 13 and 15% for the year.

Pauline Mason, BBC News, Singapore

This is the text of news item which has the base of audio in the form of audio news story.

We had integrated these kind of news stories in our everyday curriculum, where the students used to listen and read the news stories and then follow the following steps:

1. Forming questions based on news stories.

2. Forming sentences using the newly learnt words from the news story.

3. Creating students' own version of the same news, keeping the newly learnt words in.

The students found it quite interesting and challenging to be gaining general knowledge, learning new words and practicing a language.

Having involved the students in the above mentioned process for almost 4 months, the results were as below:

- The students who were able to write 15-20 words per minute at the beginning of the session were able to produce 35+ words per minute at the end of the training.
- They became more fluent at oral expressions as compared to the beginning of the session.

- And the last but the most important impact was – they started putting efforts on their own to learn new words by referring the BBC news site, on their own.

That's it I could share in this piece.

Next week, I will bring in one more aspect of using the BBC Learning English website contents.

Article: 'English Language Teaching – How to Use MindMaps' by David F. James

Here is a method you will definitely want to include in your English language teaching toolkit:

MindMaps

What Are MindMaps?

A MindMap is a diagram showing related words and ideas linked around a central word of idea. By representing words in a radial fashion, the mind can quickly assimilate a number of words at once and see their relation to other words. Seeing a complete picture in this way is, under some circumstances, much more effective than representing the same information in a linear fashion.

Where Did MindMaps Come From?

Tony Buzan, an author and educational consultant, created them, coined the term and formally introduced the idea of MindMaps back in 1974.

How Can MindMaps Be Used In English Language Teaching?

A language teacher may wish to end a lesson by creating a MindMap on the board covering the main vocabulary for that lesson. This creates a repetition of things learned but not in a boring way. As the main theme is put on the board in the centre, students can be asked to call out the main keywords, creating a separate branch for each. Then students are encouraged to call out all the related words and phrases which are now included as sub-branches under each keyword. As the teacher develops the word MindMap, students can copy it into their own notebooks.

Alternatively, depending on the age of the students, they can be encouraged to create their own and add appropriate images and symbols. They can be encouraged to invest in a pack of colored crayons or pens, and use a great variety in each MindMap.

The Community Approach

Finally, students can be invited to exchange their MindMap with anyone near them. This can be timed so one minute is spent on each swap. Swap three times. Each student will then have been exposed to the same vocabulary a number of times, represented by multiple mind maps with different colors, symbols and pictures.

This has two advantages:

it impresses the vocabulary on their minds even more,

it can give them inspiration or ideas on how to develop their own mind maps to a higher level when they see what fellow students are doing.

Swapping MindMaps with other students draws from a community based approach so the combined input from a group can be utilized by an individual student.

In Conclusion

MindMaps have been used in an amazing variety of ways since their introduction in 1974. Families, schools, universities, and multinational companies have all found uses for MindMaps.

If you are involved with English language teaching, be sure to educate yourself about MindMaps. Simply type the word in your favorite search engine and find a wealth of information on the internet. Additionally, go to images dot google dot com and type in 'MindMaps' for numerous visual examples.

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Article Source: [http://EzineArticles.com/?English-Language-Teaching---How-to-Use-MindMaps&id=4478303] English Language Teaching – How to Use MindMaps

Article: Stirrers and settlers for the primary classroom

The following excerpt has been retrieved from
http://www.teachingenglish.org.uk/think/articles/stirrers-settlers-primary-classroom

Teaching in the primary classroom is very different from teaching teens or adults because of the amount of energy children have! Knowing how to channel this energy, or when to 'stir' and when to 'settle' children will help you achieve balanced lessons without children becoming over-excited on the one hand or bored on the other.

Teachers need to take many factors into consideration when planning a balanced primary lesson and it is important to plan varied lessons.

- Different kinds of activities to practise the different skills need to be balanced against each other.

- Teachers need to be aware that children have a much shorter concentration span than adults and this will affect the number of different activities we plan for a single lesson.

Read the rest of article at **http://www.eltweekly.com/elt-newsletter/2010/07/64-elt-article-stirrers-and-settlers-for-the-primary-classroom/**

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2.   Abstracts: An abstract in approximately 200 words should assist the article.

3.   Abbreviations: No stops are needed between capitals e.g. ELT, IELTS.

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