

EdUHK Corpus-based ELT Lesson Design Competition

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Lesson Topic/Title: Teaching English Lexical Collocation (Verb + Noun) to Undergraduate ESL/EFL Learners

Title of the course where your lesson fits: Writing and Communication 101

Please provide additional information of the course in a couple of sentences (e.g., the purpose and focus of the course): The course focuses on polishing ESL/EFL undergraduate learners' communication skills (both writing and speaking). This particular lesson aims to improve English lexical collocation (verb + noun) in students' written work.

Target students: Pakistani undergraduate students (freshmen)

Corpus tool used: Lextutor

Non-corpus resources used: Classroom lecturing and worksheets

Lesson duration (suggested duration: 30 - 90 mins): 1 hour and 45 minutes

Rationale: Collocation tends to be one of the most error-generating areas of vocabulary for EFL/ESL learners. Simple dictionaries cannot be consulted for learning and improving one's use of lexical collocations (Kheirzadeh & Marandi, 2014). These can be learnt best if their occurrence in the authentic language is observed, and that too, in multiple contexts (Lewis, 1993). The corpus-based approach allows it. In addition, it also lets the learners to independently research into their language problems, having the authentic language in front of their eyes. Examples based on writer's intuitions can never be better than some of the real-life instances that corpus-based teaching offers (Sinclair, 1991).

Learning objectives:

- To allow learners to pick out the appropriate nouns collocating with verbs, from the printed concordance lines,
- To enable them to learn these collocates as holistic units to be used correctly in future,
- To get the students to use the online concordancer for an in-depth analysis,
- To enable them to extrapolate the required information from a limited set of concordance lines.

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
10 minutes	Step 1: Teaching students the basic concept of collocations	By showing them examples of wrongly used collocation (miscollocations) in students' written work See appendix I	consciousness raising	teacher – student	student papers, samples of other written work
15-20 minutes	Stage 2: teaching them the use of the online concordancing tool called Compleat Lextutor	By demonstrating the use of the said online tool as shown in the pictures attached below (under the 'teaching procedure' part)	getting the students to use the online concordancer for drawing inferences and analyzing	teacher – student	IT labs, computer systems
30 minutes	Stage 3: attempting the grid-completion part of the activities on their own	handing out the two (attached) worksheets	enabling them to extrapolate the required information from a limited set of concordance lines and record answers on the grid	students working on their own or in pairs/groups (if the teacher deems it appropriate) teacher can supervise but not spoon-feed	worksheets, online tool
45 minutes	Stage 4: using the learnt collocations	Making sentences using the collocates learnt from <u>Activity Worksheet I & II</u>	enabling them to learn these collocates as holistic units to be	students working on their own or in pairs/groups	worksheets, online tool and ChatGPT

	in their sentences ...		used correctly in future	(as the teacher finds suitable) teacher can supervise	
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Concrete teaching activities and worksheets



Activity Worksheet I: Verb + Noun Collocation

	Respect	Money	Support
Deserve	✓		
Make	✗		
Have	✓		

Step 1: Fill the grid by putting tick or cross in the spaces, using the online tool as an aid.

Step 2: Run a search for the tick-marked collocations and use them in your sentences.

One is done for you as an example.

1. Deserve respect: Everyone deserves **RESPECT**, equality and dignity.
2. Have respect: I have no **RESPECT** for her because she gave up.



Activity Worksheet II: Verb + Noun Collocation

Part I

Grid completion activity (GCA): Students need to be instructed to run an online search, on the basis of which they're supposed to fill the grid, marking correct verb + noun collocations.

	charges	costs	prices
drop			
lose			
shed			

Part II

On the basis of the grid filled above, pick the tick marked collocations and use them in your sentences.

Teaching Procedure

These activities are supposed to be conducted in computer labs because every student is required to be working on a computer system.

Ask students to go to:

<http://www.lextutor.ca/>

This is where they'll access the online concordancer and follow the following steps:

The image shows a screenshot of the LexTutor website in a browser window. The browser title is "Compleat Lexical Tutor" and the address bar shows "www.lextutor.ca". The website header includes a multilingual greeting: "Willkommen/bienvenue/welcome - y ¡Hola! - to". Below this, it says "Compleat Lexical Tutor v8.3 For data-driven language learning on the Web". There are search boxes for "search or speak..." and "SEARCH SITE". A navigation bar includes "QUICK LOOK-UP or LISTEN" and "BookBox". A yellow banner at the bottom of the header says "Cross-browser, best on Chrome" and "Free - no cookies, ads or registration". Below the banner, there are icons for "MOBILE" and "WEB APPS".

Below the website screenshot, there is a diagram showing a menu of tools. A large green arrow points from a list of tools on the left to a list of tools on the right. The tools listed are:

- List Learn
- 'DefCon2'
- Group Lex
- Hypertext
- Concord Writer
- N-Gram
- Range v.3
- React Time v.6
- Vocab Stats
- Concordance
- Vocabprofile
- Research Base
- Text Tools
- Familiarizer
- BNC->BNCoca (new)
- Frequency
- Text Lex Compare
- ReNdOmICITy
- KeyWords
- Clickers v.09 New!
- Tests
- Flashcards
- Cloze
- Fon(W)Fs
- ID-Words / Dictator
- Morphology

At the bottom of the page, there are logos for UQAM, Tom e Cobb, and PayPal Donate, along with the text "To the free dissemination of knowledge on the WWW".

After you've picked concordance from the list, pick the language 'English'

Online concordancers

Pasting Conc Output to Word?

A concordance is a list of several words, phrases, or distributed structures along with immediate contexts, from a corpus assembled for language study.



Concordancers: [English](#) | [French](#) | [German](#) | [Spanish v.7](#) | [Clean Sentence Concs \(Eng\)](#) | [Conc for iPhone/Android \(Eng/Fr\)](#)

- [2009](#) Brown corpus joined by Braun (German) & Bruno (Spanish)
- [Aug 2010](#) refinable output, corpus switching, per-million counts
- [Mar 2013](#) KEY SEARCH gives family-member frequencies (Eng) or remainder counts from starts-with search (Fr, Ger, Sp)
- [Nov 2015](#) 'Associated Word' space expanded to handle multiple items (for better handling of homographs - see Demos - Eng/Fr)
- [Feb 2016](#) Multi-files search + Sub-Corpus sort

+ [Multi-Concordance v5.5](#), +[Quiz](#), English + French

- Multiple outputs for clear comparison (but for limited number of lines)
- Task-builder option (worksheet or interactive)
- Black-on-white for easy print or paste to worksheets Jan '16
- Quiz - Re-Randomization Oct '08; cumulative score + bilingual Dec '12; stay-put top, better menus, arrow-tab shortcuts Jan '16

2. Text-based concordancers: [EnglFrenlSpan Multilingualism!](#)

- Entry is user's text, output is concordance-linked frequency index for entire text, with rt-left sort
- French and Spanish service upgraded Dec 2014 through transfer to UTF-8 encodings

3. Corpus of 200+ [Graded Readers](#) for English learners

- Search through stories by keyword (*murder, money, etc*) to locate themes

4. Story concordancers : Search through chapters [English](#) | [French](#)

- Every word in a full length story is click-linked to concordances from rest of the story + other works by author

5. Related: [Range](#) and [N-Gram](#) are types of concordancers; [Concord Writer](#) is a writing tool integrated with Conc 1 above (all Eng/Fr).

← → C www.lextutor.ca/conc/eng/ ☆

Home > Concordancers > Corpus search input (Eng)

Corpus Concordancer v.7

With Sub-Corpus capacity for [French](#) [German](#) [Spanish](#) [English](#) (in select menu - five now + more to follow) [DEMO](#)

Base Speed ≈ 1 second per million words of corpus
Add more for extras (associated words, family search, sub-corpus)

Keyword(s): equals ▾ In corpus: Brown (1 million wds) ▾ [Corpus descriptions](#)

CONTROLS:

Sort By word(s) to of keyword | Line Width Number of Lines Gapped?

On STARTS or FAMILY searches, "sort by keyword" gives distribution of forms

OPTION With associated family ▾ within words to side
and NONE of these words anywhere in the line

* Scan for any recurring word (potential colloc.) within words presenting <= times

DEMOS: [Demo 1](#) [Demo 2](#) [Demo 3](#) [Demo 4](#) [Demo 5](#) [de-homynisers >>](#) [River bank](#) [Money bank](#)

[Reset](#) [Get concordance](#)

Link Extractor [As discussed here](#) and [deployed here](#)
Extractor URL moved to copiable hyperlink at top of concordance output

Enter any word (noun in this case), for example, “job”. Concordance lines will appear just as seen in the picture below

The screenshot shows a web browser window with the address bar displaying a URL from lextutor.ca. The page title is "Concordance for equals job in brown_strip.txt sorted 1 wd left of key". The search parameters are set to "equals" and "job" in the "Brown (1 million wds)" corpus, sorted by frequency, with a window size of 1 word to the left. The search results are displayed as a list of text excerpts, each starting with a line number (e.g., 071, 072) and containing the word "job" in blue. The excerpts show various contexts, such as "performing an excellent job of debunking", "a fair job of keeping the sun off walls", and "a good job of keeping weeds down".

Then choose a corpus of your choice from the drop-down menu. For this particular lesson, general corpora starting with BNC and COCA are recommended

Home> Concordancers> English Input «Back» (Back keeps original settings) Copiable extract-Link to this data >> here
Concordance for equals job in brown_strip.txt sorted 1 wd left of key Dictionary Eng_Eng Speak Eng-US

Extract: All | 0 | prev 10 | 20 | 30 | 50 | Go >

>> equals job Brown (1 million wds) sorted 1 wd left +assoc on left <<

071. ating with precise facts and figures, performs an excellent JOB of debunking. #PLEBIAN DICTATORS# Of many passages in th
072. or build won't have big overhangs, you can still do a fair JOB of keeping the sun off walls and windows with properly d
073. ment, either as a lawyer or as a printer. He got a good fat JOB and we congratulate him on his good luck. We hope that h
074. or details- all in all, mechanics of producing the finished JOB with a maximum of crispness. The longer I work, the more
075. in tool-and-die work and in the building trades, the first JOB must be often on an apprentice basis, but two years of h
076. g. I came out here to retire. That's why I- why I do a free JOB now and then. You should have told me about her before".
077. . #WHAT IS THE COST?# THE charge for a complete full-banded JOB differs in various parts of the country. Work that might
078. e in a field of work which is likely to lead to a full-time JOB on graduation. The "diversified occupations" program is
079. one had been near. Lewis was a man who had made a full-time JOB of cow stealing. He hadn't even pretended to be farming
080. use of the farm. _LABOR_ If you have a year-round, full-time JOB you can't expect to grow much more than your family uses
081. field must be encouraged to adopt a wider outlook on future JOB opportunities. There is a need for an expanded Federal e
082. the class use this same coloring book and do a fairly good JOB with things their proper color. Should I show my daughte
083. a heavy one. Three inches of porous material will do a good JOB of keeping weeds down and the soil moist and cool. When
084. double spur bit, and the power wood bit. All will do a good JOB if sharp, but the twist drills don't cut quite as smooth
085. reflect sincerity, but they exhibit a concern to make a good JOB out of his pious impersonation. Occasionally, Seigner dr
086. rains will collect. Still Andrena will do a reasonably good JOB, so that an animal with a full pollen load looks like a
087. S AND SPEEDS# Drill speeds are important if you want a good JOB. Each cutting tool will operate best at a given speed, d
088. s of the game. "In fact our whole defensive unit did a good JOB". The Texans won the game through ball control, with Qua
089. y wetting or surface-active agent will do a reasonably good JOB when present in sufficient amount in a hard-surface clea
090. got to admit she was smart to scare up this fine government JOB over there- she'll get a home for herself and Cathy in n

Then type in a word (verb in this case) to see if it collocates with a noun. If it does, you'll see it used together with the noun in one or more concordance lines.

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>> equals job Brown (1 million wds) sorted 1 wd left +assoc on left <<

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Let's check the verb 'apply' if it occurs anywhere along with the noun 'job'. Just type in the verb "apply" and results will appear in the KWIC format just as seen in the snippet attached below.

← → ↻ www.lextutor.ca/cgi-bin/conc/wwwassocwords.pl

Home > [Concordancers](#) > [English Input](#) [[Back](#)] ([Back](#) keeps original settings) Copiable extract-Link to this data >> [here](#)

Concordance for equals job in speech_10.txt sorted 1 wd left of key Dictionary Eng_Eng Speak Eng-US

Extract: All | 0 | any 10 | 20 | 30 | 50 | Go >

>> equals job BNC Speech (10 million) sorted 1 wd left +assoc apply on left <<

010. and er that's when I decided I would apply for a foreman's JOB at . Well to cut a long story short, and bear in mind th
 011. today. Yeah you'll be alright now. And he's applied for his JOB so. Has he? Ooh. New house new job. keeps saying to me n
 012. is is all very well in theory, but how can I apply it to my JOB and if they can't they think well what's the value of th
 013. came up and he said can I have an application form for that JOB in the window, so I gave him one and he went, oh well I'
 014. actors job wanted at Street Station. And I applied for that JOB, and I got it. Now yard inspector at er Street Station,
 015. tead of, oh, of course, I don't think I will apply for that JOB. And and the women, are very difficult about apply for t

On the same pattern, the two grid-completion activities have to be attempted.

Each **verb + noun** combination (collocation) has to be checked in the two corpora (BNC and COCA) just as shown step-wise in the pictures above. Students can pick from the drop-down list any of the general BNC and general COCA that are embedded in Compleat Lextutor.

The grids have to be completed. After that, they have to use the newly learnt collocations in their sentences.

For Activity II: Part II

Look at the example below.

One of the BNC search results for DROP + PRICES: “Oh they have had to drop their PRICES.”
(See BNC for broader context)

This marks DROP + PRICES as a valid set of collocates.

Make a new sentence using this collocation. For example:

The businessman had to drop the prices to increase his sales.

Now go to ChatGPT and check if the sentence is grammatically and syntactically correct or not. It will not only provide an answer to this but also suggest any improvement if required. (A response has been attached as an example)

Is this sentence grammatically and syntactically correct? The businessman had to drop the prices to increase his sales.



Yes, the sentence "The businessman had to drop the prices to increase his sales" is grammatically and syntactically correct.

If you want a minor stylistic improvement, you could replace "drop" with "lower" or "reduce" for a more formal tone, but it's correct as it stands.



References

- Kheirzadeh, S., & Marandi, S. S. (2014). Concordancing as a Tool in Learning Collocations: The Case of Iranian EFL Learners. *Procedia-Social and Behavioral Sciences*, 98, 940-949.
- Lewis, M. 1993. *The Lexical Approach*. Hove: Teacher Training Publications
- Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford University Press.

Appendix I

Impacts of Social Media

Social Media is the major thing that we have in the world. If these sites are used in excess, there is good probability that youth become greatly ill because sometimes it give them false news and also waste their time. Our current generation is spoiled because of Facebook, Instagram, Twitter. Apart from this, social media also has some very nice effect like study groups and communications.

Paraphrasing

Quality of Ideas

Cohe