



EXPLOITATION OF COLLOCATION IN CONVERSATION: A TASK- BASED APPROACH

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ABSTRACT

The paper emphasizes on using a number of collocation in conversation through task- based approach. Collocation is a phrase that joins two to more words together, giving an appropriate meaning for what we speak. The researcher aspires to test the students' knowledge on collocation in order to make their communication effective. The researcher tries to examine the tertiary level students whom would be divided into experimental group and control group. Assigning tasks would lead to learn collocation effectively by themselves. Implementation of this methodology in language classrooms would create a good ambiance for students to acquire new things better. Thus the study is made to develop students' conversation skill by using as much collocation as possible.

Keywords: *collocation, conversation, task, communication and method.*

English is the only language spoken by different people in different parts of the world. They speak English in order to communicate with the people who are not the native speakers of English. Especially in India, people speak many languages like Hindi, Malayalam, Tamil, Telugu, and so on. These languages are spoken by different people but when two states people meet, they use to converse in English. They consider English as a medium and they use this medium in order to communicate with people from different country. English made a great impact among both literate and illiterate people. In this current scenario, all the schools and colleges have started focusing on task- based approach which is welcomed by both teachers and students. At the secondary and the higher secondary level, students show great interest in doing tasks. But at tertiary level, students think that doing task in class seems to be so childish and hence they look for some new and innovative method which kindles the curiosity of students in learning new things.

Background of the Studies

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Conversation plays an important role in everyone's life. Conversing in English is a skill that everyone cannot do perfectly; acquiring that skill is also not an easy task. That can be enhanced by practicing it regularly. Classroom could provide a good ambiance where students can really develop their conversation skill. Teachers need to come out of the traditional way of teaching English and they need to implement new and innovative methods, in order to make teaching- learning effective. Assigning of tasks to students would enable them to improve their proficiency in the language gradually.

Hypotheses

1. Task- Based Learning connects students and teachers who target a similar destination.
2. Task Based Learning will be the effective tool in teaching the importance of collocation.
3. This method tests the proficiency of students in a positive way.
4. In addition to that classroom will be a learner- centered one where teachers play a little role.

Review of Literature

Task Based Learning in classroom, teachers start focusing on it in order to teach the second language properly. David Nunan (2004) suggests,

“it is okay to teach language first and then use it to perform a task later, other versions suggest the opposite: task first, language later (p. 175)”.

Chun Laii and Xiaolin Lin (2015) points out that the success of TBLT relies on three main factors: they are contribution of the individual learner, the task, and the task situation (Murphy, 2003, p. 21). The main aim of this TBL method is to make the class an interactive one by using the second language. By implementing this method in classroom, it makes the students feel ease while learning a language.

Mohammad Javad Ahmadian (2016) states,

“tasks pervade many aspects of language teaching research and practice but they may take on different forms and could be used under various guises- that is, real world tasks which promote situational authenticity or pedagogic tasks which foster interactional authenticity in the classroom (p. 377)”.

According to Dongkwang Shin and Paul Nation (2007),



“there are several reasons why teachers and learners should be interested in collocations. One reason is that collocations help learners’ language use, both with the development of fluency and native- like selection (p. 340)”.

Research methodology

Task Based Learning is a successful tool which induces curiosity of the students. When students engage in doing tasks in classroom, they learn new things through fun which may linger in the minds of students. Students usually shun the traditional way of teaching. Implementation of this methodology in language classrooms would create a good ambiance for students to acquire new things. By doing so, learners consciously or unconsciously do a role and try to complete the task with the help of second language. McKay (2006) said that this method is an instructional strategy where teacher provides cognitive and language support to help students complete a task.

Research Questions

1. Will teacher welcome TBL method while teaching collocation?
2. If yes, what kind of tasks can be implemented for undergraduate students?
3. Do learners and teachers get benefit of TBL method?

Discussion

As a second language speaker, number of collocation is used in day-to-day life which reveals the speakers’ deep knowledge in language. Having knowledge in grammar alone is not enough; learning collocation also plays the significant role in spoken language. The usage of collocation is lesser in written English when compared to spoken English. Keep quiet, keep silence, do your best, break the rules, come quickly are the most frequent terms used in classrooms. These kinds of words would be lingering in the minds of the students forever because students learn these words from teachers when they use frequently in classroom.

There is no connection between English used in classroom and English in use. English differs from person to person and it varies according to the native speakers. But no one finds solution to this issue of bridging the gap between native speakers and other users. If a person speaks informal conversation, that person conveys the meaning anyways which is not an easy job. Conversing in English is an art and skill that everyone should have. Teachers’ bound duty is to encourage students to converse at least bad English and make them practice it often. If they do so, students get benefit of it. This practice can be done through many tasks. According to Peter Sayer (2005), “course designers and teachers employ a repertoire of role-



plays, gap tasks, and the like, whereby students are initially guided through the conversations aided by role cards, diagramming, or other types of prompts (p. 14)".

Using single word is out dated now-a-days but collocation in conversation would enrich one's speaking skill. A good example for collocation is running nose; here running is a verb which co-occurs with a noun and both these words combined together to give some other meaning. Brown (1974) said that good control of collocation can help language learners to speak more frequently (p. 183). And the purpose of this study is to examine the students' knowledge in collocation and teach them how to use it frequently.

Conclusion

Task- based learning helps the learners and teachers to attain the set goal easily. Both teachers and students welcome this method of teaching in classroom. Acquiring knowledge in a language is an easy task, but with the help of TBL method, this tough task becomes a simple one. By using this approach, teachers motivate learners in acquiring the second language. Most of the teachers teach English as a subject and they handle it as a theoretical based one. This idea gets reversed in the case of TBL because students participate in doing the task and also they learn the language in a practical way which means they do some real world tasks. By doing this practice repeatedly, learners get benefit of it and teacher also feel satisfied in teaching the second language.

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