

Use of “collocation-based” glossaries for boosting CLIL skills among Japanese students

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Overview

1. Rephrasing of CLIL 4Cs (Iwasaki, 2019b)
2. Learners failing to recognize collocations
3. Definitions of lexical and grammatical collocations
4. Examples of collocation-based glossaries
5. Conclusion

Who Are CLIL Teachers?

(Fluency in the target language, Iwasaki, 2019b)

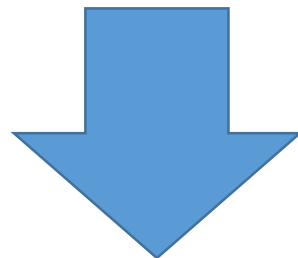
Silver Spoons (NSs)



Combatants (NNSs)

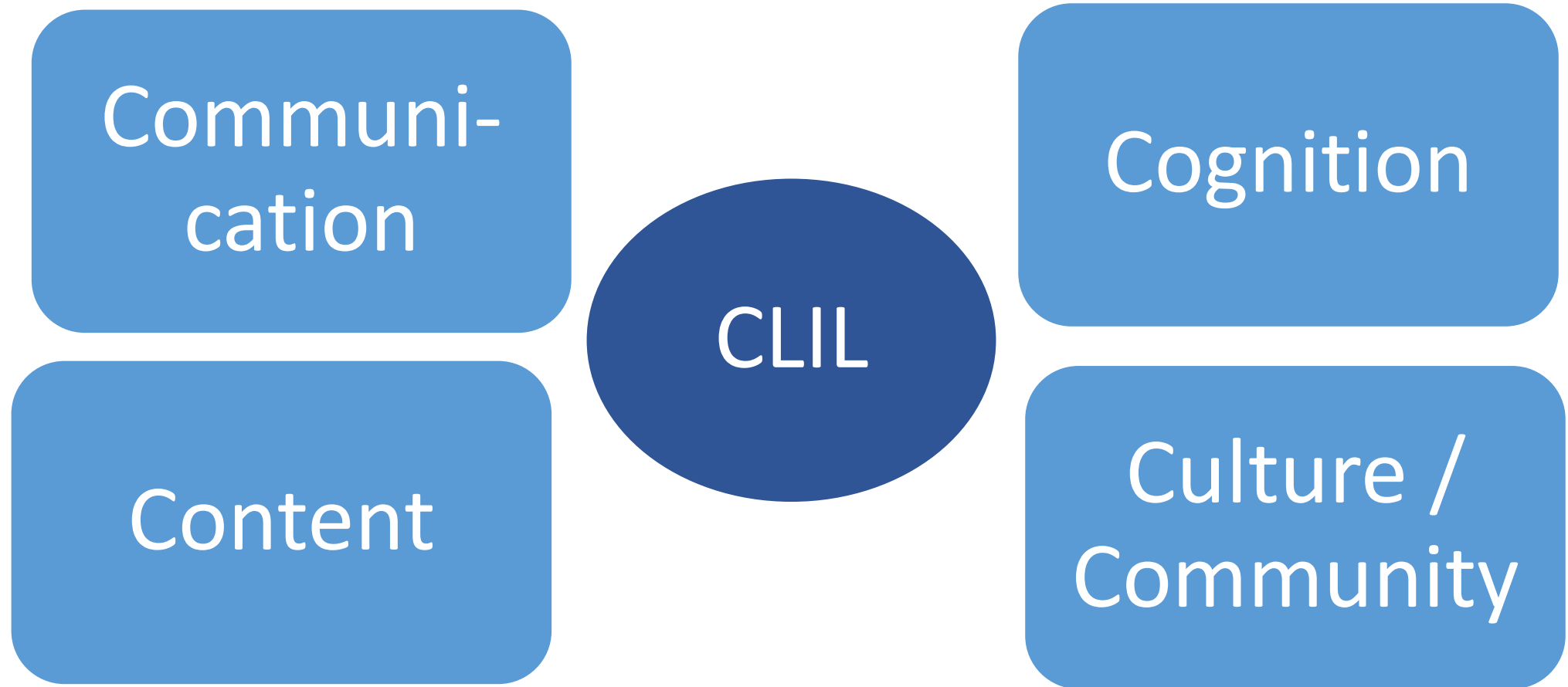


*Face the same
problem*



Low fluency & lack
of productive skills
of the JP learners

CLIL 4 C's (or 5)



Rephrasing 4 C's (Iwasaki, 2019b)

*Not meant to replace the original

1. Consciousness

Raising

(as a way of
“dramatizing” &
motivating your class)

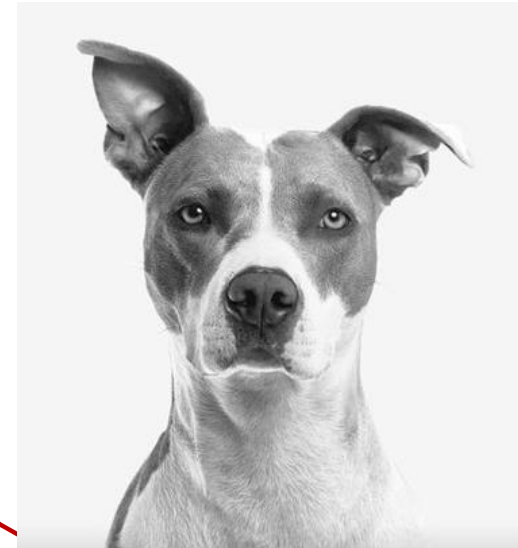


Ex. Connecting Different Things (= guessing) (Iwasaki, 2019b)

Air pollution +



Killer disease
such as malaria +



Rephrasing 4 C's (Iwasaki, 2019b)

2. **C**ollaborative
Interaction
(between T-Sts / St-
St) *Frequent &
brief



Rephrasing 4 C's (Iwasaki, 2019b)

3. **C**ollocation-based glossary

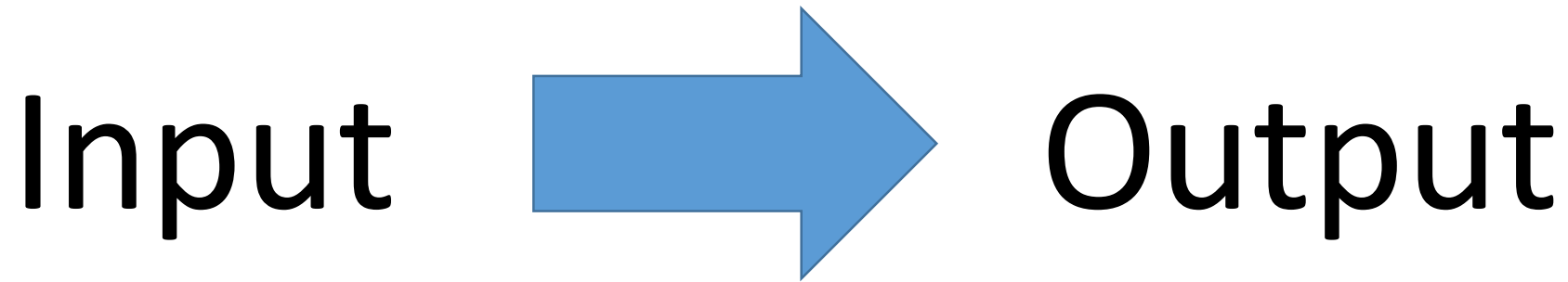


Rephrasing 4 C's (Iwasaki, 2019b)

4. **C**rack a
joke or two
(per class)



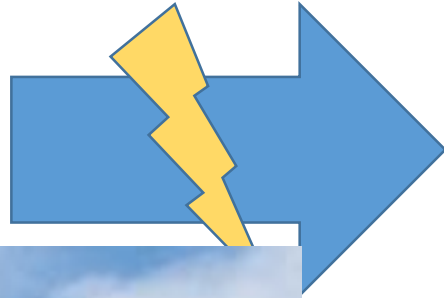
Problems in Production & Presentation



(MEXT Guidelines, 2017, 2018)

Observed Problems in Production & Presentation

Input



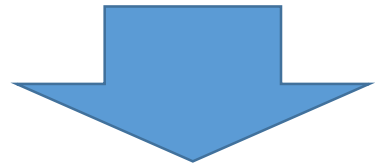
Output



*Scaffolding

Failing to “reuse” input expressions in retelling / summary

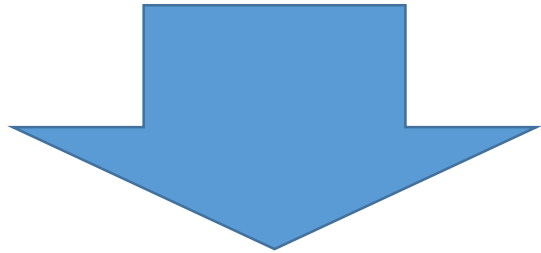
- Input: It's [= Yosemite is] famous
for its very tall trees.



- Output:** Tall trees are famous in
Yosemite. [ST]

Failing to “reuse” input expressions in retelling / summary

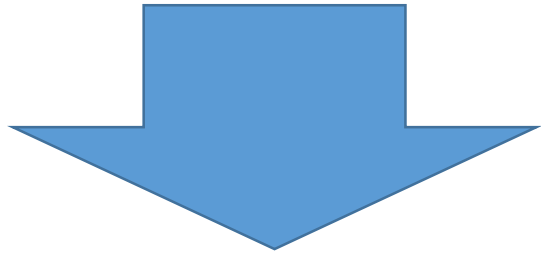
- Input: She's convinced that we can train dogs to find people that carry the parasite.



- **Output:** We can train dogs and dogs find people with parasite. [ST]

Failing to “reuse” input expressions in retelling / summary

- Input: Isaac Asimov made good predictions
back in 1964 about our lives today.



- **Output:** Asimov did prediction of our lives
today. [ST]

Failing to “reuse” input expressions in retelling / summary

- Input: The vocabulary section had a high correlation with the reading section.



- **Output:** Vocabulary section had correlation of reading. [ST]

Failing to “reuse” input expressions in retelling / summary

- Input: The village is already two-thirds along the way of becoming plastic bag free.



- **Output:** Two thirds of the shops in the villages give free plastic bags. [ST]

Lexical Collocations

Habitual and semantic combinations
of content words beyond chance
frequency

*ex. take a shower, drive a car, give
information*

Grammatical Collocations

Habitual and grammatical combinations
of words beyond chance frequency;

content word + function

word/grammatical category

*ex. in spite of N, in fact, want N, want N
to (do), want N (done)*

Traditional glossary

- correlation 相関
- hypothesis 仮説
- train 訓練する

Collocation-based glossary

- have [show] a high [moderate, low]
correlation 高い[中程度の、低い]
相関を示す

Collocation-based glossary

- formulate [support, reject] the hypothesis 仮説を設定する[支持する、棄却する]

Collocation-based glossary

- train A to (do) Aが...するように訓練する

ex. They *trained* a dog *to* find the mosquito larvae smell.

Collocation-based glossary

- become plastic-bag free = stop using plastic bags

→ Use of English monolingual dictionaries

Elicit collocations from...

1. The journal / textbook itself
2. English dictionaries
3. Collocation dictionaries
4. Corpora (ex. COCA, BNC)

hypothesis in an E-J dictionary

hy·poth·e-sis * 【名】(複一-ses)

1 [C] [...という]仮説, 前提, 仮定[that 節]

// a working ~ 作業仮説/If a ~ is proved true, it becomes an accepted fact. 仮説が正しいと証明されると公認の事実となる.

2 [U] 推測, 推量. (『ジーニアス英和辞典』)

hypothesis in a collocation dictionary

hypothesis *noun*

ADJ. **plausible** | **bold** ◇ Scientists have proposed a bold ~. | **speculative** | **alternative, competing** | **testable** | **working** ◇ These observations appear to support our working ~. | **scientific**

VERB + HYPOTHESIS **construct, develop, form, formulate, have, make, present, propose, put forward, suggest** ◇ It is possible to make a ~ on the basis of this graph. ◇ A number of hypotheses have been put forward. | **consider, discuss, evaluate, examine, test, test out** ◇ She used this data to test her ~ | **confirm, prove, support** | **accept** | **reject** ◇ None of the hypotheses can be rejected at this stage.

(Oxford collocations dictionary)

hypothesis in a corpus (COCA)

	<input type="checkbox"/>	CONTEXT : 100 200 500	ALL FORMS (SAMPLE)	FREQ	TOTAL 1,811 UNIQUE 589 +
1	<input type="checkbox"/>		SUPPORT THE HYPOTHESIS	169	<div></div>
2	<input type="checkbox"/>		TEST THE HYPOTHESIS	133	<div></div>
3	<input type="checkbox"/>		TEST THIS HYPOTHESIS	94	<div></div>
4	<input type="checkbox"/>		SUPPORTS THE HYPOTHESIS	69	<div></div>
5	<input type="checkbox"/>		TESTED THE HYPOTHESIS	55	<div></div>
6	<input type="checkbox"/>		SUPPORT THIS HYPOTHESIS	52	<div></div>
7	<input type="checkbox"/>		<u>SUPPORTED THE HYPOTHESIS</u>	43	<div></div>
8	<input type="checkbox"/>		SUPPORTING THE HYPOTHESIS	29	<div></div>
9	<input type="checkbox"/>		TESTING THE HYPOTHESIS	26	<div></div>
10	<input type="checkbox"/>		REJECT THE HYPOTHESIS	22	<div></div>
11	<input type="checkbox"/>		TESTED THIS HYPOTHESIS	21	<div></div>

Conclusion

1. Production / presentation: vital for fluency
2. Learners often failing to observe collocations → Scaffolding
3. Training of observing collocations
4. Use of collocation-based glossaries

References

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