

## Plenary

### English Collocation in Practical Use for L2 Learners

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#### I. Introduction

Korean language is different from English in many ways. Learners may write grammatically correct sentences, but without understanding a cultural undertone of English, fluent communication may not be done. For example, 'strong rain', and 'heavy wind' are grammatically correct, but the native speakers may not understand easily, they rather say 'strong wind' and 'heavy rain'. Conversely, native speakers may not easily understand Korean collocations. For example, Korean also has the collocation 'muk-da(eat)', and it is used in various expressions. It may be easy for Koreans, but native speakers may not understand the meaning easily as 'eat'. According to Kim (2009), the foreign language learners' first language influence is considered a critical factor which poses difficulties for learner in the use of collocations. To help and understand the undertone of English, 'Collocation' program in English MouMou may assist L2 learners.

#### II. Methodology

According to the *Oxford collocations dictionary for students of English* (2003), collocation is the way words combine in language to produce natural-sounding speech and writing. It may be important for learners because, as Nattinger mentioned, "the meaning of a word has a great deal to do with the words with which it commonly associates."(2001) Realizing the importance of learning collocations, various types of practices are necessary for learners, not focusing on memorization. According to Injeeli (2013) the drawback of personalized memorization methods is that a student tends to learn words in isolation, without seeing them in context. For learners to avoid memorization and understand the undertone, meaningful practice to produce natural-sounding speech and writing more native speaker like is ready inside the textbook for the learners. This is the sample practice of the idiom.

**FIGURE 1**  
**Examples of Collocation practice (Idioms)**

◎ Explain the difference between two underlined words in Korean
① The man <u>put down</u> a backpack on the table. (놓다 - Put down something in Korean)
The army <u>put down</u> a riot by force. (진압하다 - stop something by using force in Korean)

Like the examples above, learners may guess the unitary meaning of ‘put down’ as put something down and stop something by using force in Korean. If the Korean L2 learners translate ‘put down’ directly to Korean without recognizing unitary meaning, they translate wrong. According to Decarrico(2001), the unitary meaning of idioms that makes them particularly troublesome for second language learners since the meaning cannot normally be guessed by the meaning of the words that make them up. If the learners understand Idioms that is a commonly occurring type of multiword unit in English, they could communicate easily like the native’s way.

### III. Conclusion

Learners cannot start learning collocation from the beginners’ level. According to Decarrico(2001), in the earliest stages of learning vocabulary, some researchers recommended that collocations not be included at all, it may be learned in a more advanced type of word knowledge that should be left to higher level students who are enhancing and consolidating vocabulary already partially learned. That’s the reason collocations are set for the learners who finished from phoneme awareness to grammar course in English MouMou. Under this environment Korean L2 learners may learn how to communicate like native speakers’ way.

### REFERENCES

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