

# Vocabulary learning and teaching methods

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(with thanks to Dr Zoe Handley, York)



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# Outline

- 10 ways to learn new words
- Games for vocabulary building
- Tools to create materials
  - Quizlet
  - Lextutor
  - AntConc
- Testing vocabulary
  - LLAMA aptitude tests (inc: vocabulary test)

# What do you need to learn a word?

- definitional and contextual information about a word;
- multiple exposures to a word in different contexts;
- encouragement of students' active participation in their own learning of the new words.

# What does it mean to know a word?

- Vocabulary knowledge
  - Form: spoken, written, word parts
  - Meaning: form and meaning, concept and referents, associations
  - Use: grammatical functions, collocations, constraints on use (register, freq)
- Ideal psychological conditions for vocabulary learning
  - Noticing
  - Comprehension
  - Retrieval
  - Generative use

# Use of French

- Giving lots of input in French is a good thing.
- Research shows that only the more able/ more proficient learners can make use of it.
- Sometimes switching to English is useful – particularly with weaker students.

# Why focus on vocabulary?

- Need at least 2000 words to pass A-level French.
- Good learners typically can learn up to 500 words per year.
  - Using the techniques on the next slide – increase to 1000 words.
- Several studies have shown that there is a link between learning words and learning the grammatical rules.
- Native speakers make use of gender (le/la) information in order to help them quickly comprehend sentences.
  - English learners don't generally do this.
  - Need to have a completely accurate gender system in order to do this.

# 10 ways to learn new words: students

1. Use a mnemonic/ keyword system
2. Learn lots of words and set yourself targets of X number of words per day/ week/ month
3. Learn words in context
4. Read something every day until you come across 5 words you don't know.
5. Write something every day.
6. Review your vocabulary systematically
7. Word association
8. Watch DVDs with subtitles
9. Listen to songs
10. Learn a book off by heart.

# Games for building vocabulary

- Card games
  - Snap
  - Dominos
  - Pelmanism games
- Other games (pairs/groups/whole class)
  - Pictionary (only more concrete words)
  - Charades
  - Taboo words (explain words without using the word)
  - 20 objects
  - Categories
  - Bingo
  - Hangman
  - Word search/ cross words
  - Board games, e.g. snakes & ladders

# Tools for teachers to make materials

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# Quizlet:

- [www.quizlet.com](http://www.quizlet.com)
- Can use for free but may need year subscription \$14.99.
- You input a list of words and it makes a series of activities.
  - Flashcards
  - Learning
  - Spelling (based on sound)
  - Test
  - Scatter game (drag the words on top of translation)
  - Gravity (type the word before an asteroid hits your planet)
- Some materials already created for free use.

- Latest Activity
- Your Study Sets
- Settings

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QUIZLET NEWS



Welcoming Amber to Quizlet!

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**Chapter 4.1** 100 terms

by french

In November 2015

**Demo** 3 terms

by Vivienne\_Rogers

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Most Missed Original Alphabetical

## Never Missed You've gotten all of these right (+)!

☆ Select these 2

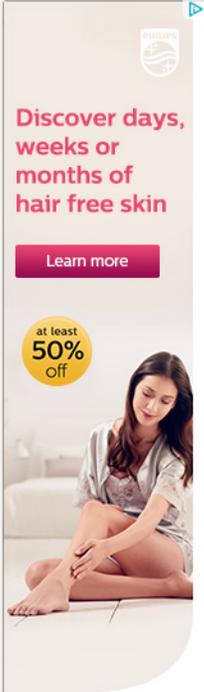
+1 +	le terrain de sport	sports field	☆ 🔊
+1 +	something	quelque chose	☆ 🔊

## No Answers Yet You still haven't studied these!

☆ Select these 98

No answers yet	Alors	so...	☆ 🔊
No answers yet	au fait...	By the way...	☆ 🔊
No answers yet	avoir entraînement	to have practice	☆ 🔊
No answers yet	bachoter	to cram	☆ 🔊
No answers yet	Can you help me a the clinic?	Peux tu m'aider à l'infirmierie?	☆ 🔊
No answers yet	C'est possible.	Its possible.	☆ 🔊
No answers yet	c'est possible parce qu'elle n'ai pas été au match de foot.	Respond to the question: Tu crois qu'il est arrivé quelque chose à Magali. Elle n'ai pas été au le CDI faire des recherches avec moi.	☆ 🔊
No answers yet	comment s'est passé...	how did...turn out?	☆ 🔊
No answers yet	Complètement	completely	☆ 🔊
No answers yet	dis- moi...	Tell me...	☆ 🔊

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**PHILIPS**



laboratory

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Remaining

100

Incorrect

0

Correct

0

See Term first

 Play audio

Start Over

True or False: Students in france pick there jobs after they graduate college.

Don't know

Answer

à é è ê î

0%

0/7

Term (Fast)

replay audio

à é è ê î

is entraînement \_\_\_\_\_ or  
feminine?

## 5 Written questions

[Print test](#)

1. La ringuette, elle est quoi?

(answer in english)

à é è ê î

2. grade

3. to fail

4. clinic

(nurses office)

5. Oui, sans doute.

## 5 Matching questions

1.  Je la y suis allé pour le chimie.

a

True or False: Students in france pick there jobs after they graduate college.

2.  False: they chose them early in life

b is gymnase masculine or feminine?

3.  do you think so?

c

4.  masculine

Je suis allé au laboratoire faire une expérience pour le chimie.  
(use pronouns)

5.  Je n'aime personne que toi!

d Tu Crois?

e I only like you.

OR

I dont like anybody but you. (same answer)

## 5 Multiple choice questions

1. Il me faut un nouveau ordinateur.

- a.  le conseiller
- b.  I need a new computer.
- c.  bachoter
- d.  une note

2. i don't know anything about it...

## Question types

- Written
- Matching
- Multiple choice
- True/False

## Start with

- Term
- Definition
- Both

## Question limit

20 of 100 available terms

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is expérience masculine or feminine

sports field

masculine

Je me demade si... encore

feminine

is entraînement masculine or feminine?

I wonder if... again

feminine

to take a test

to go to school

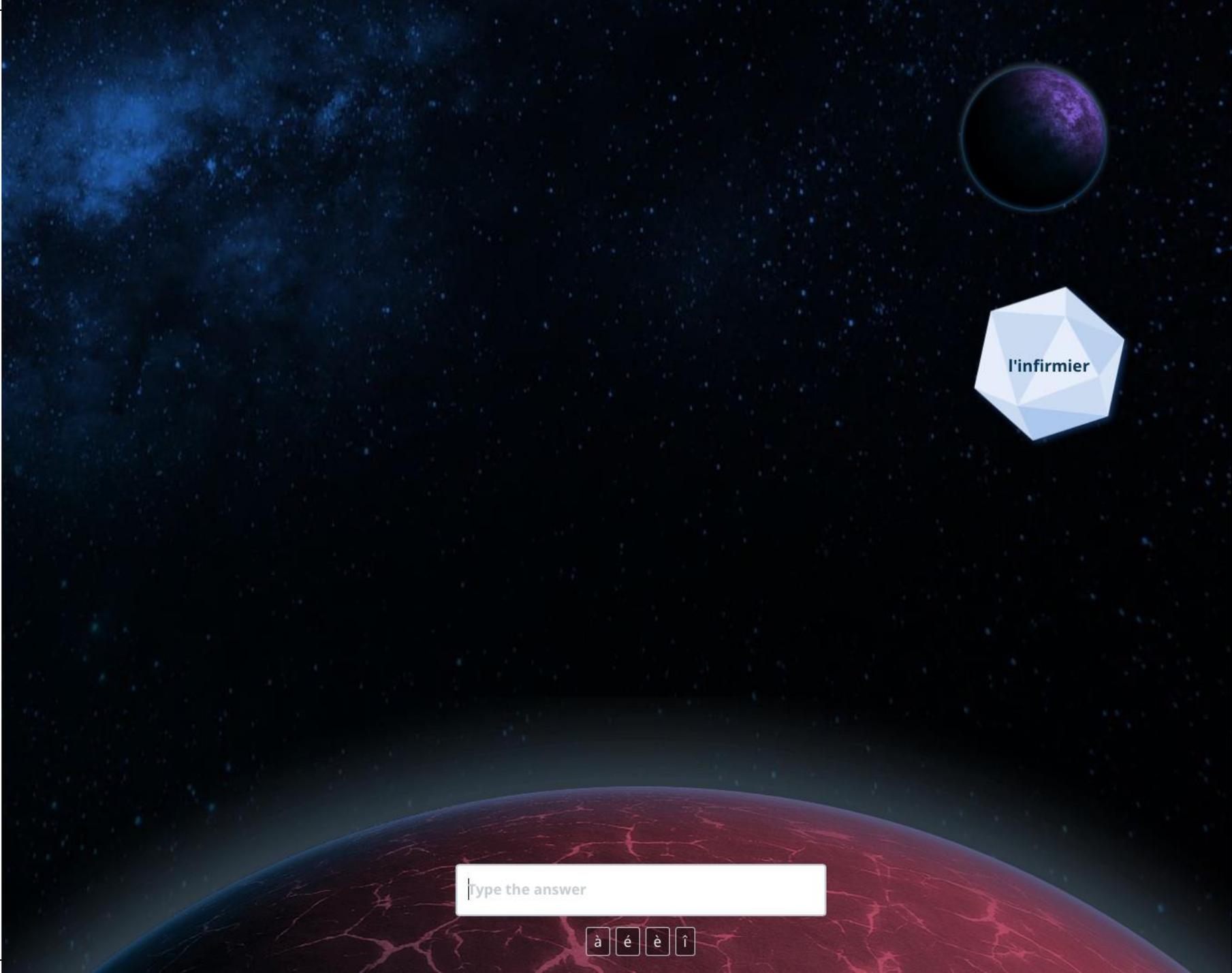
is infirmerie masculine or feminine

passer un examen

grade

aller à l'école

le terrain de sport



l'infirmier

type the answer

à é è î

“Only when words are in their habitual environments, presented in their most frequent forms and their relational patterns and structures, can they be learnt effectively, interpreted properly and used appropriately”

(Wu, 1992: 32)

# Corpora as tools in language learning

- FRIDA <http://sites.uclouvain.be/cecl/projects/Frida/gateway.htm> (Granger et al., 2001)
  - French Interlanguage Database
  - Error tagged corpus of 450, 000 words from essays written by French learners
- Talkback project [www.talkbank.org](http://www.talkbank.org) (MacWhinney 2007)
  - L2 French, Spanish, Danish, English, Welsh, Hebrew
  - Tagged spoken corpora with attached sound files.
  - Also contains speech data from patients with dementia and aphasia, as well as corpora coded for gesture etc.

# Example activity with learner corpora: Developing more complex speech

- FLLOC ([www.flloc.soton.ac.uk](http://www.flloc.soton.ac.uk))
- Semi-elicited data with learners and native speakers
- Loch Ness story (LingDev, Newcastle corpora)
- Give class a selection of transcripts from different year groups (e.g. year 9-13, native speakers)
- Ask class to divide the transcripts according to proficiency.
- What clues did they use to categorize them?
- Lead into traditional exercises in use of discourse markers, connectives.
- Write their own story.

# Data Driven Language Learning

- DDL, as described by Tim Johns, is intended "to confront the learner as directly as possible with the data, and to make the learner a linguistic researcher [...] [someone who is able] to recognize and draw conclusions from clues in the data [...]" (Johns, 2002: 108).



**Tim Johns**

# Corpus linguistic techniques

- Concordancing
  - “using corpus software to find **every occurrence of a particular word or phrase**” (O’Keefe et al., 2001: 8)
- Word frequency counts and word lists
- Key word analysis
  - “**Key words** ... are those whose frequency is unusually high in comparison with some norm” (O’Keefe et al., 2001: 12)
- Cluster analysis
  - **Cluster analysis** allows the user to generate a list of the most frequent 2-, 3-, 4-, 5-, or 6-word combinations (n-grams, word/lexical clusters/bundles) from a corpus, i.e. collocations and colligations (O’Keefe et al., 2001)

# Corpus linguistic techniques 2

- Concgramming
  - “A ‘**concgram**’ is all of the permutations of constituency variation and positional variation generated by the association of two or more words” (Greaves and Warren, 2007: 290)
- Lexico-grammatical profiles
  - Collocates
  - Chunks/idioms
  - Syntactic restrictions
  - Semantic restrictions
  - Semantic prosody

# Example Activities

- In vocabulary learning
  - Compleat lexical tutor ([www.lextutor.ca](http://www.lextutor.ca))
- In reading/ listening activities
  - Youth corpus ([www.um.es/sacodeyl/](http://www.um.es/sacodeyl/))
  - Belgian news service with audio ([www.rtbf.be](http://www.rtbf.be))
- In teaching grammar
  - AntConc ([http://www.antlab.sci.waseda.ac.jp/antconc\\_index.html](http://www.antlab.sci.waseda.ac.jp/antconc_index.html))
  - Le Petit Prince (<http://www.undlfoundation.org/lpp/sentences.txt> )

# Vocabulary learning

- Compleat lexical tutor ([www.lextutor.ca](http://www.lextutor.ca))
  - [ListLearn](#) – vocabulary lists for French and English divided into frequency bands of 1000 words. Links to audio, concordance and dictionary.
  - [Hypertext](#) – upload your own text. Links with concordance, audio and dictionary. Reading resources for words.
  - [Concordances](#) – English, French, German,
  - [Cloze builder](#) - upload your own document then decide what words to delete (e.g. every 5<sup>th</sup> word). Links to concordance.
  - [N-gram](#)- upload text and search for 3,4,5 word strings (useful for formulaic language)
- Works best with Internet Explorer

ListLearn French - Windows Internet Explorer

http://conc.lexutor.ca/list\_learn/fr/

compleat lexical tutor

Concordance for *equals* **QUESTION** in Fr(le\_monde).txt (50 hits) [Dictionnaire pour QUESTION](#)

extract  [Check [all](#) | [none](#) | [any 10](#) | [20](#)] **Click keyword link for Larger Context** family question refine

001.  incapables de combattre. MARIO BEUNAT NICE (ALPES-MARITIMES) |d10 |p8 [QUESTI](#)

002.  sont actuellement vérifiés par un second laboratoire. Comment ? Bonne [QUESTI](#)

003.  orange sur un jaune. Chevreul, Seurat, Kandinsky ont réfléchi à cette [QUESTI](#)

004.  t victimes des stratégies présidentielles" et sont "dévorés par cette [QUESTI](#)

005.  tendue, mais pas suffisamment." "Je suis en désaccord total sur cette [QUESTI](#)

Speech

numéro

- [1-1000](#)
- [1001-2000](#)

objectif

- [objecti'](#)

objet

Look up:  French-English Rechercher

Voir également :

- quémander
- quenelle
- quenotte
- quenouille
- quéquette
- querelle
- quereller
- querelleur
- quérir

**question:** [en español](#) | [in context](#) | [images](#)  
verb conjugator

Pocket Oxford-Hachette French Dictionary © 2005 Oxford University Press:

**question** /kɛstjɔ̃/  
*feminine noun*

- question;  
**je ne me suis jamais posé la** ~ I've never really thought about it;  
**pose-leur la** ~ ask them;
- matter, question;



start | Inbox - Microsoft Ou... | BAAL\_2010 | Microsoft PowerPoin... | ListLearn French - W... | ListLearn French - M... | 13:05

The screenshot shows a Windows Internet Explorer browser window with the following elements:

- Address Bar:** <http://www.lextutor.ca/hypertext/fr/users/Le%20Petit%20Prince-master.htm>
- Page Title:** Le Petit Prince-master.htm
- Main Content Area:**

**FICHE HYPERTEXT : Le Petit Prince** [Close Window]

*Un clic pour entendre, deux pour concordance et dictionnaire...*

---

Le Petit Prince.

À Léon Werth.

Je demande pardon aux enfants d'avoir dédié ce livre à une grande personne.

J'ai une excuse sérieuse:
- Dictionary Popup (Oxford Concise or Unabridged):**

**pardon:** en español | in context | image  
verb conjugator

Pocket Oxford-Hachette French Dictionary © 2005 Ox

**pardon** /pɑrdɔ̃/  
masculine noun

  - forgiveness;  
pardon;  
**je te demande** ~ I'm sorry;
  - ~! sorry!  
~ **madame/monsieur, je cherche...** e  
looking for...

Subscribe to the Oxford Concise or Unabr
- Search Results:**

<Back

Concordance for *equals* **PARDON** in Fr(le\_monde).txt (17 hits) [Dictionnaire pour PARDON](#) [Colloc summary](#)

extract  [Check [all](#) | [none](#) | [any 10](#) | [20](#)] **Click keyword link for Larger Context** family  refine

001.  on est passé maître : "My fellow Americans, je vous demande **PARDON** : si j'ai menti, c'étai

002.  r de corriger les erreurs. Surtout celles des autres. Donc, **PARDON** pour ce crime contre l'

003.  11 jours... "5th"...
- Taskbar:** Shows the Start button and several open applications, including the current browser window.

# Vocabulary/grammar

- Using AntConc
- (<http://www.antlab.sci.waseda.ac.jp/software.html>)
- Concordance lines (edited)
- Option 1: give list of sentences with unknown word – what does it mean?
- Option 2: replace keyword with blank
- Option 3: distribution of two L2 words with same L1 meaning, e.g. to know (savoir vs. connaître)
- Option 4: Idiomatic uses of word

# Savoir versus connaître

à lui. Mais moi, malheureusement, je ne **sais** pas voir les moutons à travers les cais  
... tats-Unis, le soleil, tout le monde le **sait**, se couche sur la France. Il suffirait  
n'éteint. Mais, comme il disait, On ne **sait** jamais! Il ramona donc également le vol  
Mais il n'y a personne à juger! On ne **sait** pas, lui dit le roi. Je n'ai pas fait e  
... . J'ai tellement de travail! je ne **sais** plus ... . Je suis sérieux, moi, je ne  
i aperçus il y a des années. Mais on ne **sait** jamais où les trouver. Le vent les prom  
ssis auprès de moi. Quelle promesse? Tu **sais** .... une muselière pour mon mouton ....  
it encore un effort: Ce sera gentil, tu **sais**. Moi aussi je regarderai les étoiles. T  
st à dire .... pas tout à fait. Mais je **sais** bien qu'il est revenu à sa planète, car  
n'est semblable si quelque part, on ne **sait** où, un mouton que nous ne connaissons p  
uait au vent des cheveux tout dorés: Je **connais** une planète où il y a un monsieur cramo  
ions d'un gros monsieur rouge? Et si je **connais**, moi, une fleur unique au monde, qui n'  
sa chaise. Il voulut aider son ami: je **connais** un moyen de te reposer quand tu voudras  
nes, là où il n'y en a qu'une seule. Je **connais** quelqu'un, dit le petit prince, qui ser  
idée de notre planète à ceux qui ne la **connaissent** pas. Les hommes occupent très peu de pl  
t, on ne **sait** où, un mouton que nous ne **connaissions** pas a, oui ou non, mangé une rose ....

Extracts from *Le Petit Prince* (<http://www.undlfoundation.org/lpp/sentences.txt>)

# Reading/Listening

- Using Youth corpus (French, Spanish, German, Italian, Lithuanian, Romanian, English)
- <http://www.um.es/sacodeyl/>
- Based on videoed speech data
- Transcripts and resources available
- Searchable by topic, grammatical function etc.
- Students aged 11-18

## ‘From textbook to data’ or ‘from data to textbook’?

“Th[e] principle of fidelity to the data is one which we ignore at our, and our students’, peril. That danger is well illustrated by Groß, Müller and Wolff (1996), which uses concordance data to teach the old textbook rule for the use of *some* and *any* in English: *some* in positive statements, *any* in negative statements and in questions. Reference to any (!) KWIC concordance of *any* will show that generalisation to be false: the problem is that having decided on the generalisation in advance, it is all too easy to select only those citations that support it”

(Johns, 2002).

# Benefits

- Automatic searching and sorting (Leech, 1997)
- Open-ended supply of language data (Leech, 1997)
- Enables the learning process to be tailored (Leech, 1997)
- Authentic language
- Promotes a learner-centred approach (Leech, 1997)
- Learner autonomy (Chambers and Kelly, 2002)
- Processing authentic texts can increase learners' metalinguistic knowledge (Gavioli, 1997)
- Engaging and “something different”

# Limitations

- Volume of information may overwhelm students (Cobb, 1998) or teachers
- Unknown words in the contexts (Cobb, 1998)
- Contexts are short and incomplete (Cobb, 1998)
- Required training for efficient use (Stevens, 1995)
- Learners may treat the corpus as another dictionary (Stevens, 1995)
- Not all learners have positive attitudes to inductive learning (Krieger, 2003)
- Difficulty of assessing such an open-ended task (Leech, 1997)

# Working within the Limitations

- Simplify the data
  - Select familiar/predictable data
  - Reduce the quantity of data
- Simplify the task
  - Recognition vs. induction
  - Predetermined categories vs. devising categories
  - Group work vs. individual work

(Aston, 1997)

- Use print-outs/interactive whiteboard

(Johns)

# Some free corpora

- General search on the University of Oxford Text Archive
  - <http://ota.ox.ac.uk>
- Chambers-Rostand Corpus of Journalistic French:
  - <http://ota.ox.ac.uk/desc/2491>
- Lexicometrie: Corpus of classic French literary texts
  - <http://ota.ahds.ac.uk/headers/2466.xml>
- Le Corpus BAF (English-French Parallel):
  - <http://rali.iro.umontreal.ca/>

# Aptitude measures

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# Vocabulary aptitude tests: LLAMA



<http://www.lognostics.co.uk/tools/index.htm> Other aptitude tests available for download.

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Merci beaucoup!

# Concordancing

“using corpus software to find **every occurrence of a particular word or phrase**” ... “The search word or phrase is often referred to as the ‘node’ and concordance lines are usually presented with the word/phrase in the centre of the line with seven or eight words presented at either side. These are known as **Key-Word-In-Context displays (or KWIC concordances)**”

(O’Keefe et al., 2001:

8)

# Concordancing

**121761 hits in 3820 different texts (98,313,429 words [4,048 texts]; frequency: 1238.5 instances per 1000 words); selection to 5000 hits**

Show Sentence View    Show in random order   New Query

**Hits 1 to 50   Page 1 / 100**

ractising artist; if so, there is an excellent chance that	any	technical assessment included in a piece of criticism will
ot mean that these activities have an inner coherence.	Any	reader is entitled to ask what purpose such national antho
etween two figures quite remote from one another in	any	coarser understanding of the matter, to do this while adjus
be the better. Try to think of the essentials, as	any	good coach will tell you. For example, if you are
y become a child again? Improvisation should not, in	any	way, be confused with the rather general idea of 'making
ut going out there to give the greatest performance of	any	particular speech and then come away depressed because
rch has been particularly antipathetic to socialism in	any	form. It showed itself to have a horror of socialism alreac
ss and clergy lay down rules for the laity to follow in	any	given situation and the teaching of the church is seen as at
1946 there were already signs of clerical opposition to	any	socialization of welfare in queries about Fianna Fáil's pro
day. It could be argued that such a strategy was in	any	case unnecessary. However, it was not simply a strategy,

**KWIC Concordance: <http://bncweb.lancs.ac.uk/>**

# Concordancing

r query "[word="any"%c]" returned 121761 hits in 3820 different texts (98,313,429 words [4,048 texts]; frequent words), thinned with method *random selection* to 5000 hits

<<	>>	>	Show Page: 1	Show KWIC View	Show in random order	New Query
Filename	Hits 1 to 50	Page 1 / 100				
<a href="#">A04 332</a>	A traditional critic may be a practising artist; if so, there is an excellent chance that <b>any</b> technical assessment included in a piece of criticism will be thorough.					
<a href="#">A04 559</a>	<b>Any</b> reader is entitled to ask what purpose such national anthologies serve; their best justification is making art more accessible, enabling those living artists represented to find and hold on to audiences for their work.					
<a href="#">A05 576</a>	But they are brought together, in successive books, by the force of this preoccupation, and the reader has to make what he can of the resemblance between two figures quite remote from one another in <b>any</b> coarser understanding of the matter, to do this while adjusting his sight to a vista of copycats, impostors and successive interpretations — a vista which is far from unfamiliar now and can be caught, for instance, in the productions and reproductions of contemporary literary theory.					
<a href="#">A06 351</a>	Try to think of the essentials, as <b>any</b> good coach will tell you.					
<a href="#">A06 1365</a>	Improvisation should not, in <b>any</b> way, be confused with the rather general idea of ‘making things up as you go along’, which has no real purpose beyond that of entertainment.					
<a href="#">A06 2079</a>	Don't worry about going out there to give the greatest performance of <b>any</b> particular speech and then come away depressed because you know you've done it badly.					

KWOC Concordance: <http://bncweb.lancs.ac.uk/>

# Key Word Analysis

“**Key words** ... are those whose frequency is unusually high in comparison with some norm”

(O’Keefe et al., 2001:

12)

- *Wordsmith Tools* (Scott, 1999)
  - Compares the word list obtained from a small corpus with that obtained from a large reference corpus
  - Applications: genre analysis, forensic linguistics, stylistics, content analysis, text retrieval, and **Languages for Specific Purposes**

# Key words from economics lecture relative to corpus of academic lectures

## O'Keefe et al (2007:13)

1	Tax	8	poor	15	Higher	22	labour
2	Income	9	thousand	16	Percent	23	terms
3	System(s)	10	impact	17	Rates	24	Cost(s)
4	Average	11	equity	18	ordinary	25	characterised
5	basic	12	under	19	sixty	26	workers
6	rate	13	both	20	marginal	27	systems
7	supply	14	figures	21	scheme	28	negative

# Key word Analysis



# Cluster Analysis

**Cluster analysis** allows the user to generate a list of the most frequent 2-, 3-, 4-, 5-, or 6-word combinations (n-grams, word/lexical clusters/bundles) from a corpus, i.e. collocates.

(O'Keefe et al., 2001)

- Example application: Natural language processing (Part-of-Speech tagging), lexicography, **study of formulaic language**

# Cluster Analysis

Concordance	Concordance Plot	File View	N-grams	Collocates	Word List	Keyword List
Total No. of N-Grams Types: 24939		Total No. of N-Grams Tokens: 208029				
Rank	Freq	N-gram				
1	766	n est pas				
2	479	n a pas				
3	469	il y a				
4	273	et de la				
5	257	que l on				
6	224	millions d euros				
7	217	a t il				
8	206	président de la				
9	204	et de l				
10	201	n ont pas				
11	193	Jean Pierre Raffarin				
12	190	Il y a				
13	189	milliards d euros				
14	188	n y a				
15	184	de l Etat				
16	182	ce n est				
17	171	de l année				
18	170	ne sont pas				
19	166	de la République				

**From Chambers-Rostand  
corpus: Oxford Text  
Archive using Ant Conc**

# Concgramming

- “A **‘concgram’** is all of the permutations of constituency variation and positional variation generated by the association of two or more words” (Greaves and Warren, 2007: 290)
  - The words may be separated by a number of words
  - The words may appear in any order
- Permit the identification of meaningful word associations within a corpus, that is the ‘aboutness’ of a corpus or its **‘phraseological profile’** (Greaves and Warren, 2007)

# Concgramming

## **economic/economy/development (2006 Policy Address)**

1. growth. Strong government is a prerequisite for **economic development**. A harmonious society, itself
2. society, itself founded on strong government and **economic development**, will create a favourable
3. workforce is more than a deciding factor in **economic development**. It also helps create social
4. 71. We have a steadfast commitment to promoting **economic development**. Following a strong rebound last
5. Although there will be various risks in global **economic development** in the coming year, the recovery of
6. set up under the Commission to study political, **economic** and social **development**. The Central Policy Unit
7. Hong Kong has **development** into a services-oriented **economic** that relies on the vast Mainland market. The

(Greaves and Warren, 2007: 299)

# Lexico-Grammatical Profiling

- Collocates
  - Which word(s) occur most frequently and with statistical significance in the word's environment?
- Chunks/idioms
  - Does the word form part of any recurrent chunks? Is the word idiom-prone?
- Syntactic restrictions
  - Are there syntactic patterns which restrict the word? For example, are there prepositions that go with the word? What are its typical clause-positions (initial/medial/final)? Are there any tense/aspect restrictions?

(O'Keefe et al., 2001: 14-15)

# Lexico-Grammatical Profiling

- Semantic restrictions
  - Are there any semantic restrictions? For example, the word/phrase is applied to humans only, or is never used with an intensifier.
- Semantic prosody (Louw, 1993)
  - What are the connotative and attitudinal meanings of the word? Is the word positive or negative?
  - The collocates of *cause* are negative (*accident, cancer, commotion*)
  - The collocates of *provide* are positive (*care, food, help, jobs*)

(O'Keefe et al., 2001: 14-15)