

## Using Pictures and Themes to Teach Collocations

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### Reference Data:

Ho, U. T., & Eddy-U, M. E. (2016). Using pictures and themes to teach collocations. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. Tokyo: JALT.

In this study, the effectiveness of using pictures and themes to teach collocations with prepositions was investigated. The participants were a group of Chinese-speaking learners of English at a tertiary institution in Macao, China. Data from pre- and posttests as well as questionnaires and interviews indicated positive results of using pictures and a combination of pictures and themes to teach collocations with prepositions. Although there was no significant difference in test scores when compared to a traditional approach, the use of pictures was a preferred method according to both participating students and teachers.

本研究では、前置詞を伴うコロケーションを教授する際に、絵と主題を用いる方法の有効性を調査した。調査研究の被験者は、中国のマカオにある高等教育機関に在籍し、中国語話者としての言語背景を持つ英語学習者の集団である。結果として、実験前後のテストから得られたデータと、アンケートとインタビューから得られた知覚データがともに、絵を用いた場合と、絵と主題の両方を用いた場合において、有意性を示した。テストの得点という点では、従来どおりのアプローチと大きな差異は認められなかったものの、実験に参加した学習者と教師の両者にとって、絵の使用はより好ましい方法であると受け取られた。

Over the past three decades, many scholars (Ellis, 2001; Hill, 2000; Nation, 2001; Pawley & Syder, 1983) have emphasised the importance of learning and teaching collocations in the EFL classroom. Knowing collocations is essential to a complete understanding of a word because EFL learners' collocation production is often affected

by L1 transfer (Duan & Qin, 2012). In Macao, China, a study by Ho (2014) showed that around 85% of teachers wanted to teach collocations in the classroom, and 70% agreed that collocations should be explicitly taught, yet less than half reported having adequate textbook materials for collocation teaching.

One particularly challenging area of collocations is prepositions. Prepositions in collocations, for example *in terms of*, are usually fixed, meaning they cannot be replaced with different prepositions and still be grammatically correct. Although collocations with different prepositions may exist, each has a slightly different meaning, such as *talk to* and *talk about*. The prepositions used in collocations often serve a grammatical function apart from their literal spatial meaning (Huddleston & Pullum, 2005), which makes them particularly difficult for EFL learners to correctly guess.

A potentially useful approach for teaching prepositions, especially with adult learners, is provided by cognitive linguistics (CL). CL pedagogy intentionally encourages learners to use their analytic abilities rather than process texts holistically (Boers, 2013), which may be effective with adult L2 learners who are generally receptive to explicit teaching of grammar and linguistic analysis. Two CL-inspired approaches to teaching collocations with prepositions were investigated in the current study: using images and themes. Regarding images, Sadoski (2006) argued that when vocabulary is easily convertible to mental imagery, students may more easily remember it because they have both the image and the words themselves to aid in understanding and memory, which is known as dual coding. However, vocabulary for abstract concepts, which are difficult to form mental images of, may be harder for students to understand and remember. Providing pictures of abstract collocations in context could help learners to visualise an otherwise abstract meaning. Because prepositions have various uses and abstract meanings, preposition collocations are a suitable choice to test this hypothesis.

Using themes to teach preposition collocations could also aid retention. Here, the word “theme” refers not to groups of vocabulary related by topic (e.g., animals or food), but rather to grouping collocations that share a similar “motivation” behind their construction. Moti-

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vation, in Boers's (2013) words, refers to the "plausible retrospective accounts of why a given way of packaging a certain message has become standardised in a language" (p. 211). For example, the irreversibility of the two nouns in phrases like *here and there*, and *come and go* stems from the thematic constraint *the closest comes first* (Cooper & Ross, 1975). For words that have multiple meanings, such as prepositions, the theme connecting the meanings can be the prototypical usage of that word. Boers and Demecheleer (1998) suggested that there is a prototypical spatial meaning of prepositions from which other spatial applications and figurative usages extend; for example, *behind* can indicate *causing*, as in *the classmate behind this mess*. Lindstromberg (2010) provided a step-by-step explanation of these conceptual links for various prepositions, which could be an effective approach for teaching preposition collocations to EFL learners.

Although both pictures and themes have been investigated regarding preposition teaching, research investigating their relative effectiveness in a single study is lacking. Cho (2010) used a theme-based approach to teach the prepositions *in*, *on*, and *at*, linking figurative meanings to spatial meanings. Participants who had received themed instruction did slightly better on both immediate and delayed posttests than did a group receiving traditional lists of examples without explanation of a conceptual connection. However, this study did not include visuals. In another study examining prepositions, Tyler (2013) investigated the effects of using pictures when teaching the prepositions *for*, *to*, and *at*, as well as the difference between that approach and a more traditional (word-only) one. Although significant differences were found, Tyler's study did not consider whether the presence or absence of a theme helped with retention.

With this in mind, a classroom study using intact classes was conducted to examine the effectiveness of images and themes. The goal was to determine to what extent these two approaches, when used separately and together, were effective in enhancing learners' ability to remember preposition collocations. A further weakness of most previous studies on the use of pictures or themes in vocabulary teaching is that the focus has been limited to effectiveness in regard to student retention, without considering how students and teachers perceived these approaches. Thus, the following research questions were proposed:

- RQ1. Which method of teaching preposition collocations had the greatest effect on learners' ability to remember preposition collocations: word-only random presentation, word-only theme-based presentation, random presentation using images, or theme-based presentation using images?
- RQ2. What were teachers' and students' perceptions of the teaching of preposition collocations using images as opposed to word-only presentation?

### Methodology

One hundred and forty-two Chinese-speaking 1st-year university EFL learners took part in this study, with 121 participants returning complete and useable data. Eight EFL teachers assisted in the study using materials provided by the researchers. The teachers included both native and nonnative speakers of various nationalities and years of teaching experience. Intact classes were used; each of the four different versions of the teaching materials was used by two teachers. Six teachers used the materials with one class each and two teachers used the materials with two classes each. The class arrangements and types of materials provided can be seen in Table 1. Participation in the study was voluntary and informed consent forms were distributed and signed along with the pretest. The number of participants per class ranged from 7-17.

Table 1. Summary of Group Arrangements

Group	No. of intact classes	<i>n</i>	Materials
Group 1	3	27	Word-only + no theme (traditional instruction)
Group 2	3	41	Word-only + theme (collocations with the same preposition grouped together)
Group 3	2	28	Images + no theme
Group 4	2	25	Images + theme

Note: One teacher in group 1 (T2) and one teacher in group 2 (T4) used materials with two classes each.

Participants completed both pre- and posttests on preposition collocations. Pre- and posttests and explicit teaching of the collocations were completed during regular English classes over four class periods. Teachers were instructed to present the collocations as they would usually lecture using PowerPoint slides and without additional activities or review. Teaching sessions for the chosen collocations (24 in all, six per preposition) took place over two class periods lasting about 15 minutes per session.

Following completion of the posttest, participants completed a questionnaire about their understanding of collocations in general and their impressions of the prepositional collocation lessons. The questionnaire included open-ended questions about what the participants liked most and least about the collocation lessons and how they would like

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to be taught collocations in the future. In addition, the participating teachers were each interviewed about their use of the collocation teaching materials, impressions of the lessons, and suggestions for teaching collocations.

### Teaching Materials

Collocations with four different prepositions were taught: *for*, *about*, *at*, and *to*. Refer to Appendix A for the complete list of collocations taught. These prepositions were chosen based on frequent errors with these prepositions in the researchers' students' written work, which concurred with previous findings on Chinese students' most commonly misused prepositions (Yuan, 2014). Original teaching materials, exercises, and assessment materials (pretest and posttest) were designed for this study, relying mainly on Yates's (2011) analysis of preposition function and collocations. Yates listed a number of functions for each preposition (e.g., 22 functions for *for*; see Appendix B for an example of how a preposition theme was developed).

The selection of collocations for this study was based on three criteria:

1. Up to three grammatical patterns (noun + prep, verb + prep, and adjective + prep) exhibited the same function (e.g., *about*—to identify a topic), allowing for the development of a theme indicated by the use of that preposition in collocations.
2. There were at least six collocations that university-level EFL students could be expected to use regularly.
3. Students could not easily translate the collocations from Chinese (e.g., *deliver something to someone* is too easy because it translates directly).

For all of the four groups, the collocations were shown on PowerPoint one by one, and students were given a handout with the same words or images as the PowerPoint. In the non-theme-based groups, no attention was drawn to categorisation, and collocations with all four prepositions were presented in each lesson. In the theme-based lessons, only two prepositions were presented per lesson, and a theme or motivation indicated by the use of each preposition was discussed with the students before and after the corresponding set of collocations was presented (e.g., *for* indicating the intended result of an action). At the end of each PowerPoint lesson, five fill-in-the-blank sentences were provided to review the collocations taught that day. See Appendix C for an example of teaching materials for Group 4.

The pretest and posttest were identical in format. The tests consisted of 24 forced-choice (*about*, *at*, *for*, and *to*) fill-in-the-gap questions such as

(1) Please don't stare \_\_\_\_\_ me.

(2) Many people apply \_\_\_\_\_ a job through email.

The participants were given a score out of 24 based on the number of correct choices. In the posttest, they were tested on how well they remembered the collocations that had been taught. However, in the pre- and posttests the collocations appeared in different sentences, requiring an understanding of the collocations in different contexts. Copies of the pre- and posttests can be found in Appendix D. The pre- and posttests were piloted with participating teachers and adapted based on feedback before being administered to the participants.

### Data Analysis

Data from 121 participants were included in the analysis, with the results of 21 participants excluded because they were absent from either the pretest or posttest. In addition, 137 participant questionnaires were collected and analysed. The interviews with participating teachers were recorded and transcribed. Transcriptions were given to the respective teachers to allow them to confirm accuracy of the ideas expressed and, in some cases, provide further details. Then, common themes were identified and thematically related comments were tallied.

Through interviews with the teachers, it was discovered that T4 had used the materials with her classes differently than the researchers had instructed. She had purchased a number of treats abroad and used these as an incentive in a competition reviewing all of the 24 collocations. "I said the top three students who score the best will get these three [prizes]. So I think that because of that, they would pay attention and they would try to remember what was being taught and the use of those prepositions" (T4). As this competitive review game took place during the class period before the posttest, changes to the students' posttest scores were possibly due more to the review itself than to the teaching materials. As a result, the researchers decided to treat T4's classes as an outlier group for data analysis.

## Results and Discussion

### Research Question 1

The results of the participants' pretest and posttest scores can be seen in Table 2. A one-way ANOVA was conducted to determine if knowledge of the targeted collocations as shown in the pretest differed among the five different groups. The results indicated that participants' pretest scores did not differ significantly between groups,  $F(4, 116) = 0.192$ ,  $p = .942$ .

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Table 2. Pre- and Posttest Comparison (Individual Change)

Group	n	Mean		No. of losses (-)	No. of gains (+)	Mean gain	Range	SD	pre to posttest change in individual score (paired t test)
		Pretest	Posttest						
1	27	12.1	13.9	8	19	1.8	-7 to 16	5.17	$p = 0.080$ Insignificant
2a	13	12.8	14.2	3	10	1.08	-2 to 7	2.69	$p = 0.089$ Insignificant
2b	28	12.0	19.3	1	27	4.92	-2 to 17	4.31	$p < 0.001$ Significant
3	28	11.9	14.4	5	23	2.6	-4 to 10	3.45	$p = 0.001$ Significant
4	25	12.4	15.7	6	19	3.3	-3 to 10	4.08	$p = 0.000$ Significant

Note. Group 2b was the outlier group.

The hypothesis that using images benefits retention was supported. Groups 3 and 4, which were taught collocations using images, both improved significantly from the pretest to the posttest with Group 4 (images + theme) demonstrating the greater improvement of the two. These results must be interpreted with caution, as other factors such as teacher differences may also have affected the results. However, based on the study data, visual cues appear to provide a slight benefit to students' ability to recall collocations with prepositions.

The effect of theme-based teaching on retention was inconclusive. Of the Group 2 classes, the participants taught by T3 demonstrated minimal improvement from the pretest to the posttest (1 point on average), and participants taught by the second teacher (T4), the outlier group, improved by nearly 5 points on average. Both classes in Group 4 improved significantly, but this improvement could be due to the visuals as well as to the theme. Thus, the individual or additive effect of a theme in teaching preposition collocations is unclear.

Table 3. Comparison of Traditional Approach with Each Cognitive Linguistic Approach

Group	Approach	Gain	Individual change (paired t test)	Comparison with traditional approach (two-way ANOVA)	Validity of results
1	Word-only + random order (Traditional)	1.8	Insignificant		Valid
2a	Word-only + theme (T3)	1.08	Insignificant	$p = 1.000$ Insignificant	Valid
2b	Word-only + theme (T4)	4.92	Significant	$p < 0.001$ Significant	Invalid
3	Images + random order	2.6	Significant	$p = 1.000$ Insignificant	Valid
4	Images + theme	3.3	Significant	$p = 1.000$ Insignificant	Valid

A comparison of the posttest scores of the traditional instruction group (Group 1) with each of the CL-informed approaches (Groups 2, 3, and 4) showed no significant differences (see Table 3). The small size of the current study may not have allowed for differences between the effects of the four teaching types to be clearly measured.

### Research Question 2

Based on the participant questionnaires, participants in this study clearly enjoyed the use of images. Of participants from the image groups, 97% indicated that they enjoyed the lectures overall; the students receiving lectures without images were marginally less positive, with 92% enjoying the lectures. Participants and teachers perceived that the use of images was attractive to the students:

The PowerPoint with pictures is very good. (Group 4 participant)

[The students] were excited because I think the visuals caught their attention, so I think that was a great factor in arousing their interest. (T8)

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Although enjoyment is not the only purpose of teaching, interest in and enjoyment of tasks have been linked to greater willingness to engage in those tasks (Eddy-U, 2015), which could in turn affect retention. Furthermore, the pictures increased students' understanding of the collocations.

The preposition collocations were illustrated with pictures, which enhanced our understanding. (Group 3 participant)

Using pictures in the teaching materials made it easier to understand the meaning of the words. (Group 4 participant)

However, it is unclear whether it was the attractiveness of the images or a clearer understanding of the collocations' meaning due to images, or a combination of these factors, that led to the slightly higher posttest scores for students who had seen the images.

Visuals appeared to make teaching more fun for the teachers as well. Of the positive comments about the collocation teaching sessions, 83% were made by teachers using materials with images. "[What I liked most] was the PowerPoints themselves [laughing], very creative having the photo and then some arrows" (T8). This suggests that having interesting pictures adds an element of fun for teachers as well as students. Teachers also explained that particularly for abstract or less common collocations, images can simplify the teaching process:

[The illustrations] provided a lot more information so that [the participants] could generate a context and understand it. I think if it were just the phrases themselves it would have been a lot more difficult. (T6)

It would be very difficult to explain without the photos, right? So I'm glad I had the visuals. (T8)

Because images were able to show the meanings of some collocations more clearly than words and also provide a context in which to use the collocation, teachers saved time that would otherwise be spent on verbal explanation. Attractive images could also have increased students' interest in the lesson, which made teaching easier as well.

The positive effect of images was also clear from the negative comments made by those using materials without images. All of the teachers who used words-only materials, as well as several participants, complained that the materials were boring:

I liked the PowerPoint the least. It was boring without some pictures. (Group 2 participant)

It was useful, but not interesting enough. (Group 2 participant)

I just thought it was really boring . . . , really mechanical. Basically you explain the meaning and do exercises. Probably they have done things like that in middle school thousands of times . . . I felt bored. (T2)

The majority of suggestions made by participants using word-only materials (51 out of 76 total) were about using more pictures, movies, interactive activities or games to teach collocations; their teachers' suggestions were similar:

If [the PowerPoint] has some pictures or some videos it will be better. (Group 2 participant)

I prefer to learn collocations by telling a story or singing a song. (Group 1 participant)

[I suggest] visuals definitely. And maybe some movies, videos, something like that, where the target prepositions are used, or getting [students] to do role-plays. (T2)

One participant pointed out that these additional pictures, videos, and activities were not only for enjoyment, but also for "adding in more elements to help with our understanding and learning." A teacher explained, "For [the students] to actually learn anything and benefit, they NEED to enjoy it. So the only thing I'd suggest is fun it up. As long as the associations connect" (T3). Meanwhile, participants and teachers using materials with images made far fewer suggestions for making the lesson more enjoyable. This contrast suggests that attractive visuals can make a lesson more interesting and fun for both participants and teachers.

### Limitations and Further Applications

The current study was limited in a number of ways. First, the sample size was quite small, which did not allow for clarity of differences between groups. Secondly, a number of external factors may have confounded the findings of this study, including a lack of consistency between teachers in how materials were used and the fact that sampling was based on convenience. Because intact classes were used in this study, it is also important to note that the results cannot be generalised beyond the classes. Thus, further research or replication is needed to confirm, reject, or continue this research.

In addition, in this study, a number of artificial limitations were put in place that hindered understanding of how collocations can be best taught and retained in a classroom

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setting. This was done in an effort to focus on the particular effects of themes and images in collocation teaching materials. The time spent learning the collocations was limited to just 30 minutes over two class periods, and teachers were instructed not to review or follow up on the initial teaching. Thus, it is not surprising that students' understanding of the collocations a few weeks later was only slightly improved. In contrast, in the L2 classroom, vocabulary and collocations are generally connected to course content and reviewed throughout the course, both of which can lead to greater retention. A second limitation in the collocation teaching materials was a lack of examples, which cannot be ignored in the classroom setting. In this study, the absence of examples was noticeable, with both participants and teachers suggesting that examples be included to connect the collocations to real-life contexts and to show the grammatical structure of the collocations in sentences. In fact, five of the teachers orally provided some examples of their own while presenting the collocations, and three teachers tried to elicit example sentences from the participants. In the classroom setting then, examples should certainly be included to help learners develop more connections with use of the collocations, which could assist in later recall. Finally, time can be allotted during class to supplementing the initial presentation of vocabulary with a variety of written exercises and oral activities, including interactive pair, group, whole-class activities, or all of these. It is likely that having attractive visuals combined with reinforcing classroom activities would result in even greater understanding and retention. Thus, EFL teachers and materials designers should not attribute collocation learning to initial presentation only, rather viewing this as the first step in the learning process.

### Conclusion

To conclude, although the quantitative results concerning the effectiveness of themes and images in teaching collocations were somewhat inconclusive, the feedback provided by participants and teachers regarding the materials showed a clear preference for images. Considering the positive reactions to the visuals and the positive effects on both teacher and student interest, EFL teachers and materials designers should consider using more visuals to introduce collocations and vocabulary. Images can be particularly useful for abstract concepts or ideas expressed differently in English than in the learners' L1. Visuals can increase student interest in the lesson, which may improve both recall and willingness to participate. Images can also heighten teachers' interest in and improve their attitude toward the lesson; having an enthusiastic teacher further benefits students by positively affecting their own attitudes and motivation to participate.

This being said, creating appropriate visuals can be challenging and time consuming. Some abstract collocations and vocabulary cannot easily be shown in picture form; moreover, showing a picture context for a collocation can sometimes limit learners' understanding of the collocation (T6). For example, although an image of a gun aimed at a target is one example of the collocation *aim at* in context, this image does not capture abstract meanings in other contexts, such as that of aiming at a goal in life. Thus, teachers should treat the visual as only one context in which a collocation can be understood and guide the learners in brainstorming other contexts in which the collocation could also be applied. Likewise, in addition to visuals, materials designers could provide examples of each vocabulary word or collocation in different contexts to help students develop a more rounded understanding.

The findings of this study suggest that cognitive linguistic approaches to teaching collocations and vocabulary, such as through using images or themes, are worth considering for both teachers and researchers. Because both students and teachers responded positively to images, further investigation into student and teacher impressions of CL approaches is warranted. Because many learners, especially those in EFL settings, learn an L2 through analytical teaching, using alternative modes such as images could be enjoyable and effective in helping learners interrogate the mysteries of many English collocations.

### Acknowledgements

The researchers would like to particularly thank the colleagues who assisted with this study: Anna Litwin, Doris Ip, Hilda Fok, Laurie Baker-Malungu, Rachel Luna Peralta, Tom Wilhelm, and Xing Fang.

### Bio Data

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**Appendix A**

**Complete List of Collocations Taught**

<b>About</b>	<b>For</b>
a comment about an assurance about to complain about to hear about There's something charming about ... There's something rude about...	a project for instructions for to apply for to hope for to be eager for to be ready for
<b>To</b>	<b>At</b>
to adapt to an answer to to reply to a reaction to to be grateful to to be accustomed to	to aim at to stare at to frown at to hint at to be annoyed at to be shocked at

### Appendix B

#### Example of a Preposition's Function, Pattern, and Common Collocations Extracted From and Synthesized Based on Yates (2011)





Function	Pattern	keyword (n = 45)	preposition	common theme? <sup>a</sup>
	2: noun + about (p. 5)	Assurance*, comment*, complaint**, gossip, lie^, question**, statement^, truth (n = 8)		making a statement
identifying a topic	3: verb + about (p. 5)	agree, argue^, brag, care, complain*, cry, do, dream, forget**, groan, hear*, joke, know**, laugh, lie, moan, pray, read^, say, scream, sing, talk, think, wonder, worry, yell (n = 28)	about	expressing one's idea
	6: there's sth + adjective + about (p. 5)	charming*, kind, nasty**, nice^, mean, rude*, sweet**, understanding, unkind^ (n = 9)		attributes

<sup>a</sup> As considered by the authors of the current study.

Note: ^ refers to items used in the pretest; \* refers to items included in the teaching PowerPoint (a few words from the teaching PowerPoint were also in pretest because the other options were likely vocabulary the students would not be expected to know); \*\* refers to items used in the posttest.

### Appendix C

#### Sample Teaching Materials: Images + Theme (Group 4)—About and For

 <p>a comment (about)</p>	 <p>to complain (about)</p>
 <p>to hope (for)</p>	 <p>to be ready (for)</p>



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**Appendix D**

**Pretest and Posttest**

*Pretest*

English Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Score: \_\_\_\_\_ / 24

Fill in the blanks in the following sentences with the most appropriate of the following prepositions: **About, At, For, To**

1. Students always hope \_\_\_\_\_ the summer holiday to come quickly!
2. There's something charming \_\_\_\_\_ dogs wearing cute clothes.
3. My mother always frowns \_\_\_\_\_ me when she doesn't like what I am doing.
4. Our professor did not tell us the answer \_\_\_\_\_ this question.
5. Children are always eager \_\_\_\_\_ playtime!
6. I was shocked \_\_\_\_\_ the number of people who visited Macau during Chinese New Year.
7. Have you heard \_\_\_\_\_ the Chinese New Year parade in Macau?
8. To be polite, you should reply \_\_\_\_\_ any emails mistakenly sent to you.
9. There are always many projects \_\_\_\_\_ IFT classes.
10. I am annoyed \_\_\_\_\_ my teacher for assigning so many projects.
11. Once you are accustomed \_\_\_\_\_ a foreign country, it will not seem foreign anymore.
12. Good friends provide assurance \_\_\_\_\_ your abilities.
13. The instructions \_\_\_\_\_ the test are written on the first page.
14. If you hint \_\_\_\_\_ what is inside the box, it will be easier for me to guess.
15. There's something rude \_\_\_\_\_ ignoring a compliment.
16. I'm grateful \_\_\_\_\_ my parents for their support over the years.
17. When shooting a gun, you must aim \_\_\_\_\_ the target.
18. I was not prepared for his reaction \_\_\_\_\_ my suggestion.
19. These days, many people apply \_\_\_\_\_ a job through email.
20. Stop complaining \_\_\_\_\_ the food in the IFT canteen. It's cheaper than eating at a restaurant.

21. After graduating from IFT, we will be ready \_\_\_\_\_ the workplace.
22. In order to adapt \_\_\_\_\_ a new environment, you must have an open mind.
23. Teachers often make comments \_\_\_\_\_ their students' performance.
24. Please don't stare \_\_\_\_\_ me. It's very rude.

*Posttest*

English Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Score: \_\_\_\_\_ / 24

**Part 1:**

Fill in the blanks in the following sentences with the most appropriate of the following prepositions: **About, At, For, To**

1. My brother was annoyed \_\_\_\_\_ being woken up so early.
2. My father made a rude comment \_\_\_\_\_ my new shoes.
3. I would like to apply \_\_\_\_\_ an exchange programme in Europe.
4. There's something charming \_\_\_\_\_ girls laughing.
5. I am eager \_\_\_\_\_ summer to come!
6. My girlfriend kept hinting \_\_\_\_\_ what she wanted for her birthday, so it was easy for me to pick a gift.
7. If you play computer games all night, you won't be ready \_\_\_\_\_ the presentation in the morning.
8. It is not easy to adapt \_\_\_\_\_ life at a new school.
9. If you hear \_\_\_\_\_ a part-time job opening, please tell me.
10. When you reply \_\_\_\_\_ business emails, check your writing carefully before sending it.
11. Projects \_\_\_\_\_ accounting classes are never easy.
12. Don't frown \_\_\_\_\_ me without telling me why you are unhappy.
13. There are two possible answers \_\_\_\_\_ this question.
14. I was shocked \_\_\_\_\_ ticket prices for the Taylor Swift concert.
15. Taking practice exams gives you assurance \_\_\_\_\_ your ability to pass the real exam.

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16. I am not accustomed \_\_\_\_\_ sleeping on the floor.
17. Don't aim \_\_\_\_\_ people's heads when throwing snowballs.
18. Your reaction \_\_\_\_\_ your meal was quite funny.
19. There's something rude \_\_\_\_\_ ignoring people who are sitting next to you in class.
20. If you are always complaining \_\_\_\_\_ something, you won't have many friends.
21. Teachers hope \_\_\_\_\_ all of their students to be successful.
22. The girl couldn't stop staring \_\_\_\_\_ her new boyfriend.
23. If you follow the instructions \_\_\_\_\_ building this model toy, you should not have any problems.
24. I am grateful \_\_\_\_\_ you for explaining this assignment.