



# Teaching Collocations in the EFL Classroom: New Insights from Research by Dr Marijana Macis, Manchester Metropolitan University, UK

**Date: Saturday 9th July 2022**

**Time: 10am - 11.45am GMT (doors open 10am; talk starts 10.15am)**

**Venue: This is a free online event.**

**[Register here](#)**

<https://forms.gle/PnjhLXh3mei1Tmbh8>

**Registration closes at 5pm the day before the event.**

**Zoom details will be emailed to you the day before the event.**

It is without question that EFL/ESL teachers should look to teach phrases as opposed to merely individual words, but this brings to mind the following questions:

- How should we teach collocations, implicitly and explicitly, to make meaning clear? What are the best methods?
- How should we get learners to practise the collocations so that they can learn them and we as language teachers can check that they have been learned? Again, what are the best methods?
- How often and at what spaced retrieval intervals should we review these collocations, and how?
- How and when should we test our students on the mastery of these collocations to check our teaching and their learning?

I will present answers to these questions, based on my own published research and that of leading scholars in the field. There will be opportunities for discussion and networking.

Marijana holds a PhD in Applied Linguistics from the University of Nottingham (UK). Her research focuses on the teaching and learning of formulaic language in a second or foreign language. More specifically, she is interested in how learners acquire multi-word combinations such as collocations as well as in the effectiveness of different teaching and learning methodologies for improving knowledge of formulaic sequences. She has publications in international peer-reviewed journals such as *System*, *Language Teaching Research*, *ELT Journal* and *Reading in a Foreign Language*. In addition, Marijana has sought to increase her public and practitioner engagement profile by working with English language teachers in a bid to increase their awareness of research, and to increase the relevance of her work to classroom teaching. To this end, her work has appeared in the internationally-read professional magazine, *English Teaching Professional* as well as in *OASIS*.

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