Apprendere e insegnare l'inglese come lingua straniera alla scuola primaria

INSEGNARE L'INGLESE NEL SECONDO CICLO DELLA SCUOLA PRIMARIA

WEBINAR 6

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l'umanesimo che innova
DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, DEI BENI CULTURALI E DEL TURISMO

Temi e calendario

- Webinar 1 – 10/02/23 – E. Cognigni
  Acquisire una lingua straniera nella classe plurilingue: premesse teoriche e ricadute sull'insegnamento.
- Webinar 2 – 13/02/23 – S. Castagnoli
  Metodologie per l'insegnamento dell'inglese nei primi anni della scuola primaria
  - glottodidattica ludica
  - TPR - Total Physical Response
- Webinar 3 – 16/02/23 – S. Castagnoli
  Lo storytelling

  Laboratorio 1

Temi e calendario

- Webinar 4 – 09/03/23 – E. Cognigni

  Insegnare l'inglese in una prospettiva plurilingue

  ➡ Laboratorio 2

- Webinar 5 – 06/04/23 – S. Castagnoli

  Progettare percorsi CLIL

  ➡ Laboratorio 3

- Webinar 6 – 27/04/23 – S. Castagnoli

  Metodologie per l'insegnamento dell'inglese negli ultimi anni della scuola primaria

Indicazioni nazionali (2012)

- Nell'apprendimento delle **lingue la motivazione nasce dalla naturale attitudine degli alunni a comunicare, socializzare, interagire e dalla loro naturale propensione a "fare con la lingua"**.
- L'insegnante avrà cura di **alternare diverse strategie e attività**: ad esempio proposte di **canzoni, filastrocche, giochi con i compagni, giochi di ruolo**, consegne che richiedono **risposte corporee a indicazioni verbali in lingua**.
- Introdurrà gradualmente delle **attività che possono contribuire ad aumentare la motivazione, quali ad esempio l'analisi di materiali autentici (immagini, oggetti, testi, ecc.), l'ascolto di storie e tradizioni di altri paesi, l'interazione in forma di corrispondenza** con coetanei stranieri, **la partecipazione a progetti** con scuole di altri paesi. L'uso di **tecnologie informatiche** consentirà di ampliare spazi, tempi e modalità di contatto e interazione sociale tra individui, comunità scolastiche e territoriali. (…) **Si potranno inoltre creare situazioni in cui la lingua straniera sia utilizzata, in luogo della lingua di scolarizzazione, per promuovere e veicolare apprendimenti collegati ad ambiti disciplinari diversi**. [> CLIL]
- **Alle attività didattiche finalizzate a far acquisire all'alunno la capacità di usare la lingua, il docente affiancherà gradualmente attività di riflessione** per far riconoscere sia le convenzioni in uso in una determinata comunità linguistica, sia somiglianze e diversità tra lingue e culture diverse, in modo da sviluppare nell'alunno una consapevolezza plurilingue e una sensibilità interculturale.

Approcci umanistico-affettivi

- Evidenziano il ruolo delle componenti affettivo-emotive dell'apprendimento.
- Privilegiare tecniche glottodidattiche che permettono di **stimolare l'apprendimento con esperienze gradevoli e motivanti**, facendo leva sul ruolo della motivazione basata sul piacere.
  - **The best methods are those that supply comprehensible input in low anxiety situations, containing messages that students really want to hear**.
  - Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. **Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.** (S. Krashen)
- Apprendere la lingua attraverso tentativi, sperimentazione, errori.

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giochi
(e giochi di ruolo)

comunicare

socializzare

interagire

«fare» con la lingua

Glottodidattica ludica

- **Riconosce nel gioco una situazione comunicativa-pragmatica autentica per il bambino** (→ motivante) in un **ambiente di apprendimento rilassante, motivante e piacevole** (→ motivazione, aspetti emotivi e affettivi).
  - *Rule of Forgetting* (Krashen, 1983): partecipare a un'attività ludica distrae dai contenuti strettamente linguistici del compito poiché l'attenzione si concentra sull'obiettivo immediato del gioco e sulla sua dinamica.
- Il processo di apprendimento segue così un **percorso naturale** di scoperta che prevede il **coinvolgimento attivo e totale** del discente: dalla sfera emotiva a quella affettiva, dalle capacità cognitive a quelle relazionali.

(cf. webinar 2)

There's more to play than having fun

- Play is one of the things that comes most naturally to a child. It is through play that children learn more about the world around them in a **safe and controlled environment**, whilst simultaneously developing social skills. Play allows children to **practice interacting with others** while learning to **respect the rules** of the game they are playing; **social mediation and conflict resolution** are skills that they can transfer through to adult life.
- When children play games that involve physical actions or movement, they are led to develop their **physical coordination or psychomotor skills** too. All in all, regardless of the nature of the game, games and play help develop children's **concentration and memory skills, creativity and critical thinking**.
- Increasing fun-based English language learning means **changing our mindset about how we approach another language**. The **benefits are long-lasting** as children learn **without inhibitions**. It prepares them to have a healthier relationship with this new language.

https://www.cambridge.org/elt/blog/2022/03/24/importance-teaching-english-through-play/

Advantages of learning through games

(game-based learning, play-based learning)

Non-language specific advantages:

- Enjoyable and fun
- Stimulating, encourage active participation
- Boost students' confidence
- Holistic learning and integrated development (physical, social, emotional and cognitive, besides linguistic)

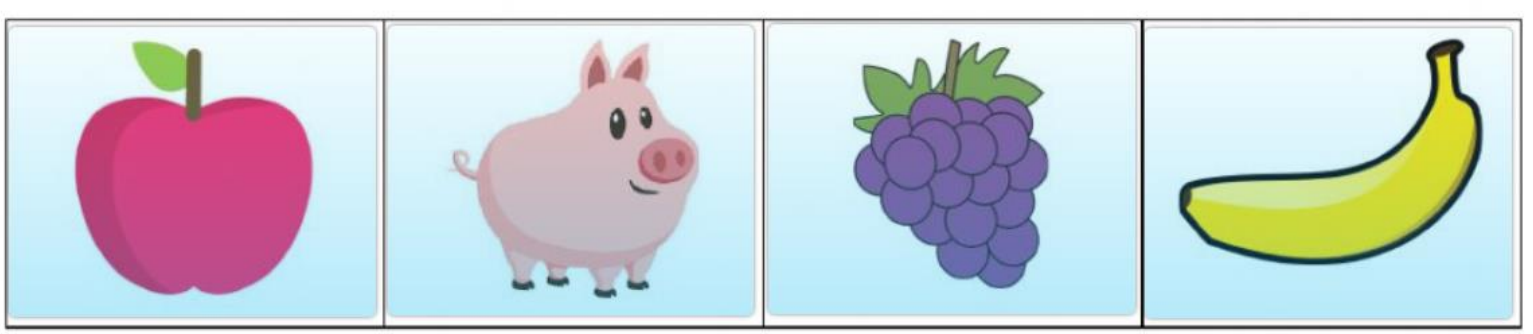
Language-specific advantages:

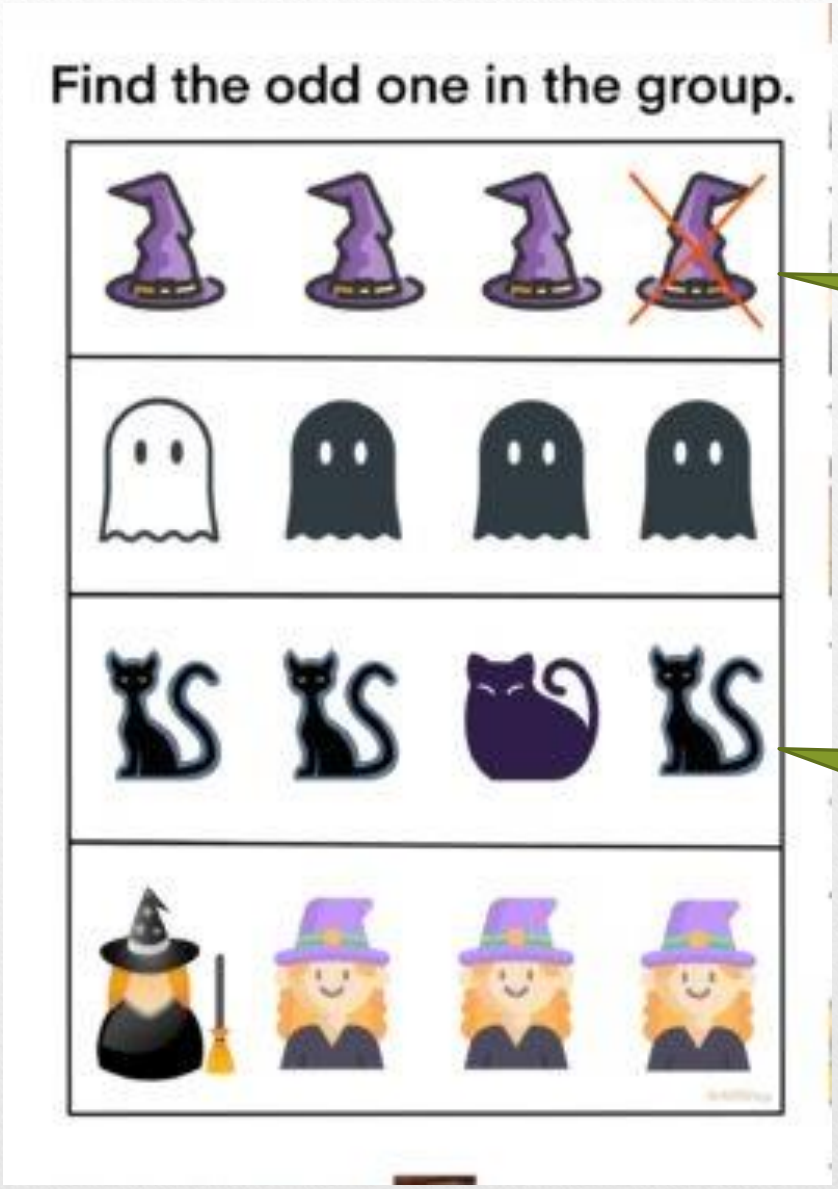
- Engage children naturally in using English as a means to achieve a goal
- Promote positive attitude towards English
- A familiar context to meet new language
- Enjoyable repetition

Carol Read (2007)

Odd one out

- Say four words where three are part of the group but one is not, e.g. *dog, cat, table, rabbit*. Ask your child to say which word is the odd one out.
- Make the odd one out more difficult, e.g.
  - four-legged animals and a two-legged animal
  - odd numbers and an even number
  - words that start with 'b' and a word that starts with 'c'.





left - right

numeri ordinali
comparativi

Name : _____ Date : _____

Odd One Out

Find the odd one among the four words and circle it

1. cat, dog, cow, lion.

2. parrot, sparrow, bear , peacock.

3. pen, pencil, cycle, scale.

4. carrot, apple, orange, peach.

5. laptop, mouse, cat, keyboard.

6. bowl, note, spoon, plate.

7. tea, coffee, pizza, milk.

https://whatistheurl.com/

Kim's game - 1

- Revise vocabulary
- Enhance memory



Kim's game - 2

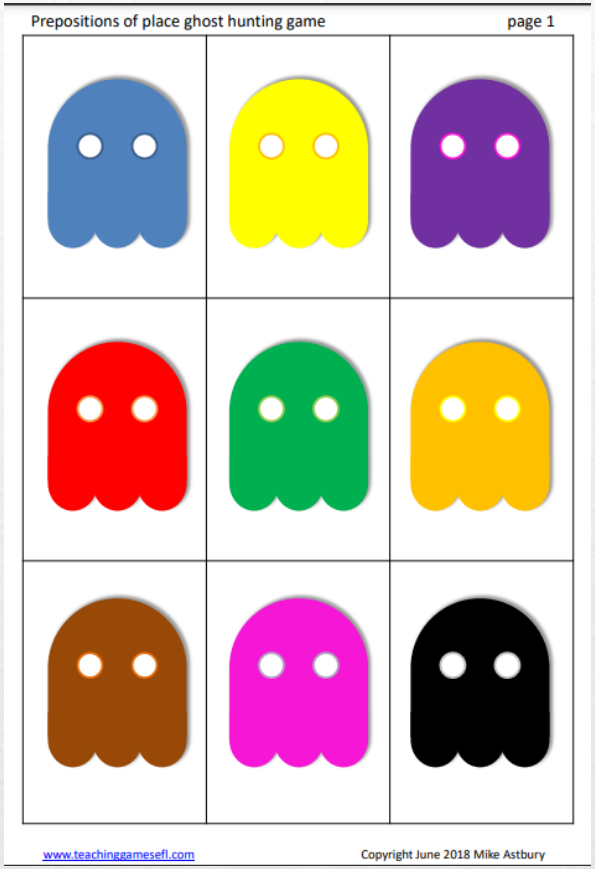
- Revise vocabulary
- Enhance memory
- Practice
  - *there is – there are*
  - *numbers, plural nouns*
  - using articles [*a, an*]

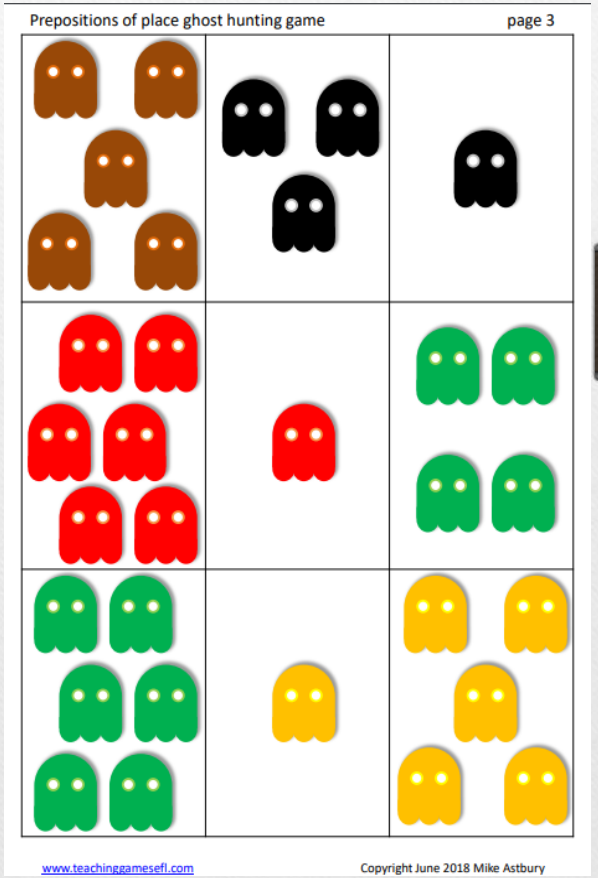


Ghost hunt

"Hide" ghosts in the room and practice

- *colours*
- *numbers*
- *there is/ are*
- *articles*
- *prepositions of place*
  (above the door, on the chair, next to the window, …)

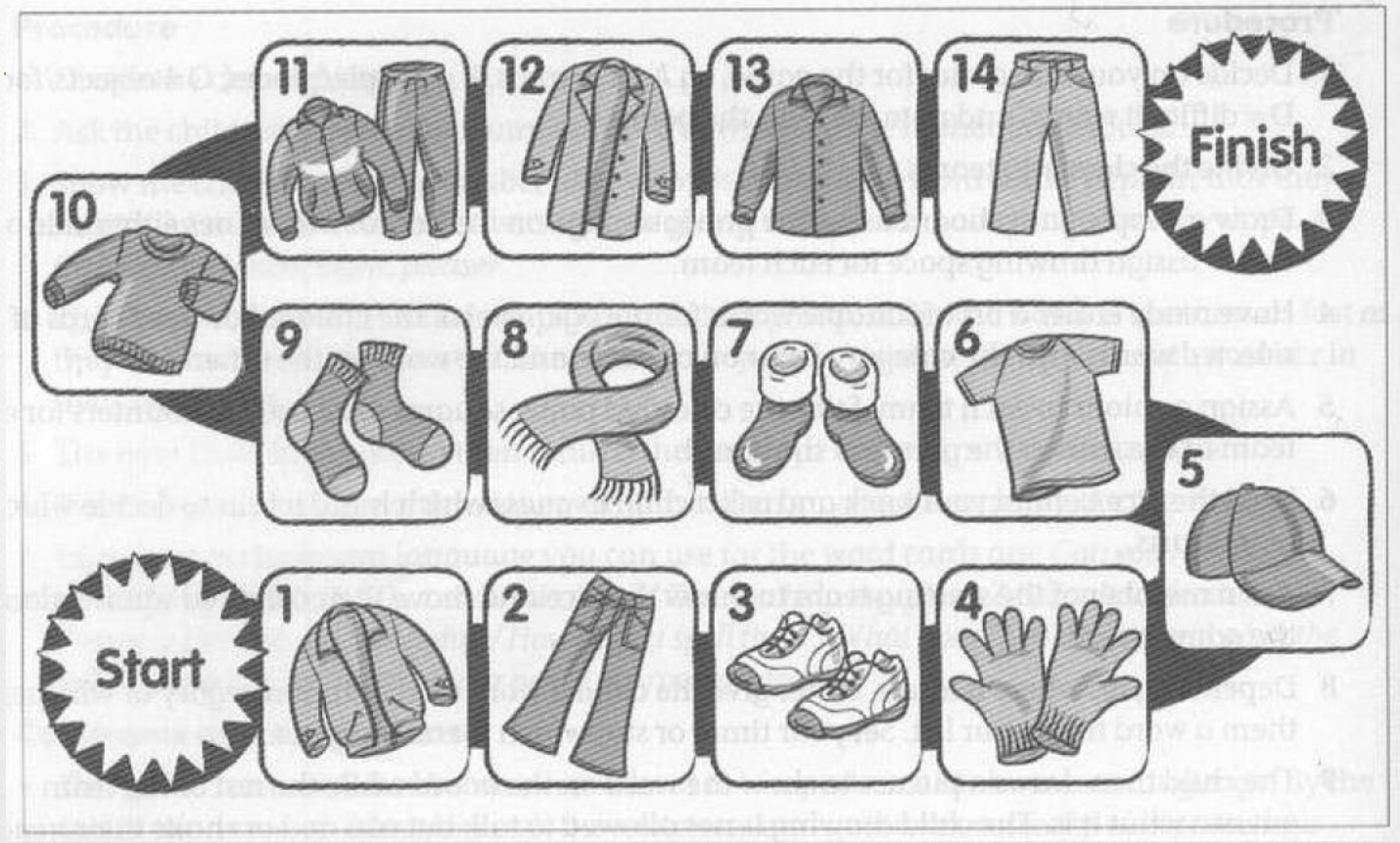




Bingo



Board games



Board game templates: (several online, see for example)
https://en.islcollective.com/english-esl-worksheets/search/blank+board+game?page=1

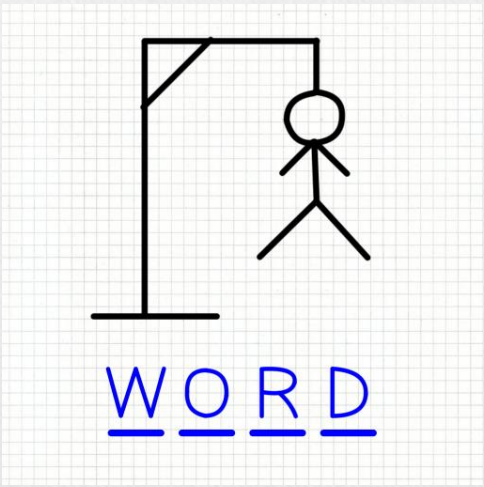
Board games

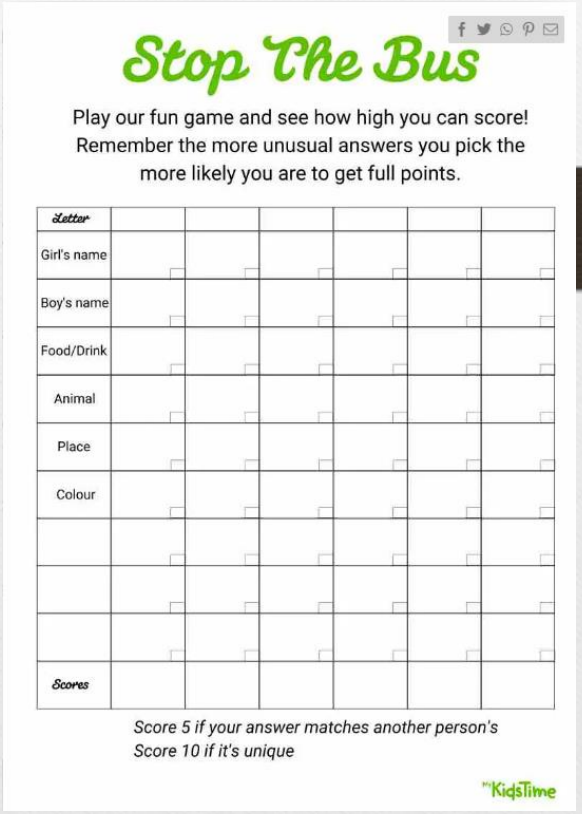

START
Can you say the alphabet from A to M? 1
Can you count from one to ten? 2
Go forward 2 spaces. 3
Can you spell "MONDAY"? 4
Can you sing a song? 5
Can you count from ninety to one hundred? 6
MISS A TURN! 7
Go forward 2 spaces. 8
Can you swim? 9
Can you count from eleven to twenty? 10
Can you dance? 11
Can you say the alphabet from N to Z? 12
MISS A TURN! 13
Can you spell "FEBRUARY"? 14
Can you dance hip-hop? 15
Can you count from sixty to seventy? 16
Go back 4 SPACES. 17
Can you say a tongue twister? 18
Can you ski? 19
FINISH

Other «traditional» games

- Twenty questions / Who am I?
- Hangman
- Stop the bus







Digital games (e.g. *Gaming grammar*)



https://www.youtube.com/watch?v=atDSOlBpkRo

comunicare

socializzare

interagire

«fare» con la lingua

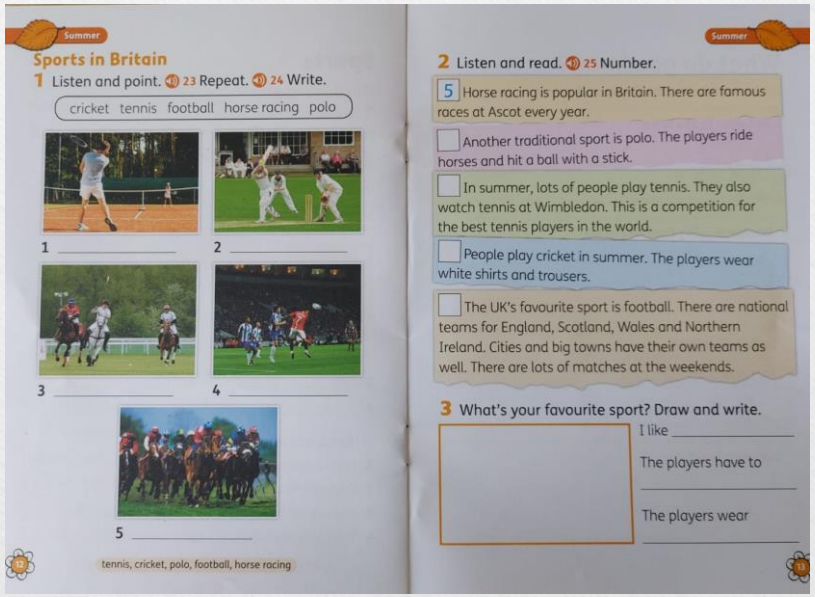
giochi
(e giochi di ruolo)

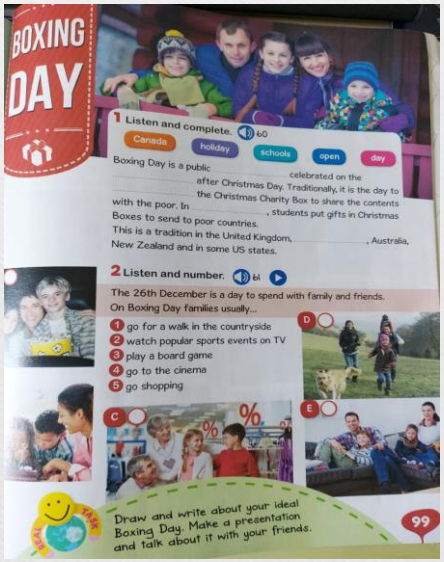
storie e tradizioni di altri paesi


PANCAKE DAY
1 Listen and complete. T2
Easter 3 day apron
pancake 47 boys
Pancake Day, or Shrove Tuesday, is the traditional feast before the start of Lent.
Shrove Tuesday is always ..... days before ..... Sunday. On this day people make pancakes. A pancake is a thin, flat cake. You eat them with golden syrup, lemon juice, sugar or chocolate.
In the UK, pancake races are an important part of the Shrove Tuesday celebrations. The most famous ..... race takes place at Olney in Buckinghamshire. At the official race, only local housewives can participate, but there are also races for ..... and girls.
All the contestants must wear an ..... and a hat or scarf. Each contestant has a frying pan with a hot pancake. Contestants must toss the pancake ..... times during the race. The first person to arrive at the church is the winner.
Organise a pancake contest in your school and... have fun!


Saint George's Day
1 Listen and complete. T3
costumes one day holiday England rose
Saint George is the patron saint of England. His emblem is the flag of ..... : a red cross on a white background. This flag is part of the flag of the United Kingdom.
Saint George and the Dragon is ..... of England's most famous historical myths.
23rd April is Saint George's Day and it is England's national .....
On 23rd April people buy and wear a red ....., the national flower of England.
Saint George's Day is not a public ....., but in many English towns and villages people celebrate and remember England's patron saint.
There are parades and people wave flags.
Street artists perform the legend of Saint George and the Dragon. They wear medieval .....


BONFIRE NIGHT
1 Listen and choose. S6
In Great Britain the 5th November / December is Bonfire Night. On this special night / day people light small / big bonfires, burn a model of Guy Fawkes and watch fireworks.
Traditional Bonfire Night sports / food is jacket potatoes, toasted marshmallows, parkin biscuits and toffee oranges / apples.
2 Write the correct words under each picture.
1 2 3 4 5
...en and learn the Bonfire Night rhyme by heart. S7
...ember, remember the fifth of November,
...powder, treason and plot.
...no reason why gunpowder treason
...ould ever be forgot.
Surf the Internet and find information about Guy Fawkes.
97


Summer
Sports in Britain
1 Listen and point. 23 Repeat. 24 Write.
cricket tennis football horse racing polo
1 2 3 4 5
tennis, cricket, polo, football, horse racing
Summer
2 Listen and read. 25 Number.
5 Horse racing is popular in Britain. There are famous races at Ascot every year.
Another traditional sport is polo. The players ride horses and hit a ball with a stick.
In summer, lots of people play tennis. They also watch tennis at Wimbledon. This is a competition for the best tennis players in the world.
People play cricket in summer. The players wear white shirts and trousers.
The UK's favourite sport is football. There are national teams for England, Scotland, Wales and Northern Ireland. Cities and big towns have their own teams as well. There are lots of matches at the weekends.
3 What's your favourite sport? Draw and write.
I like .....
The players have to .....
The players wear .....


BOXING DAY
1 Listen and complete. 60
Canada holiday schools open day
Boxing Day is a public ..... celebrated on the ..... after Christmas Day. Traditionally, it is the day to ..... the Christmas Charity Box to share the contents with the poor. In ....., students put gifts in Christmas Boxes to send to poor countries.
This is a tradition in the United Kingdom, ..., Australia, New Zealand and in some US states.
2 Listen and number. 61
The 26th December is a day to spend with family and friends. On Boxing Day families usually...
1 go for a walk in the countryside
2 watch popular sports events on TV
3 play a board game
4 go to the cinema
5 go shopping
Draw and write about your ideal Boxing Day. Make a presentation and talk about it with your friends.
99

Culture sections and/or…



03 Apr 2023

Easter

What do you know about Easter? Read this article to find out what people do at this special time of year.



20 Mar 2023

April Fool's Day

What do you know about April Fool's Day? Read this article to find out what people do on this funny day!



09 Mar 2023

Ramadan

What do you know about Ramadan and Eid al-Fitr? Read this article to find out what people do at this special time!



09 Feb 2023

Holi

What do you know about Holi? Read this article to find out what people do at this special time!



09 Feb 2023

Pancake Day

Many people around the world have a special day for eating pancakes! Read this article and find out how to make pancakes for Pancake Day.



01 Dec 2022

Christmas

What do you know about Christmas? Read this article to find out what people around the world do at this special time of year.



25 Nov 2022

Hanukkah

What do you know about Hanukkah? Read this article to find out what people do at this special time!



24 Oct 2022

Bonfire Night

What do you know about Bonfire Night? Read this article to find out about this special day!

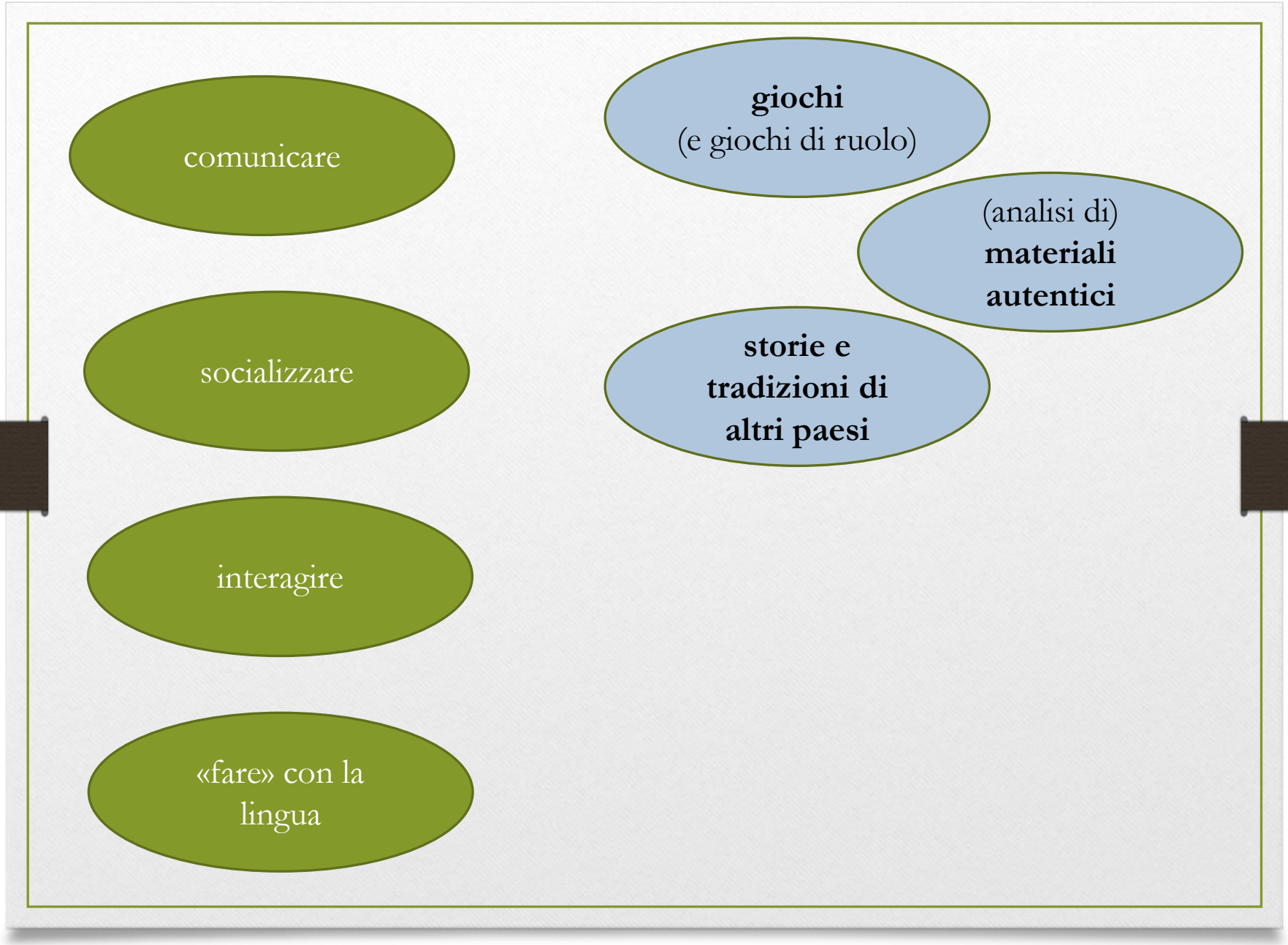


22 Oct 2022

Halloween

What do you know about Halloween? Read this article to find out what people do on this special, scary day!

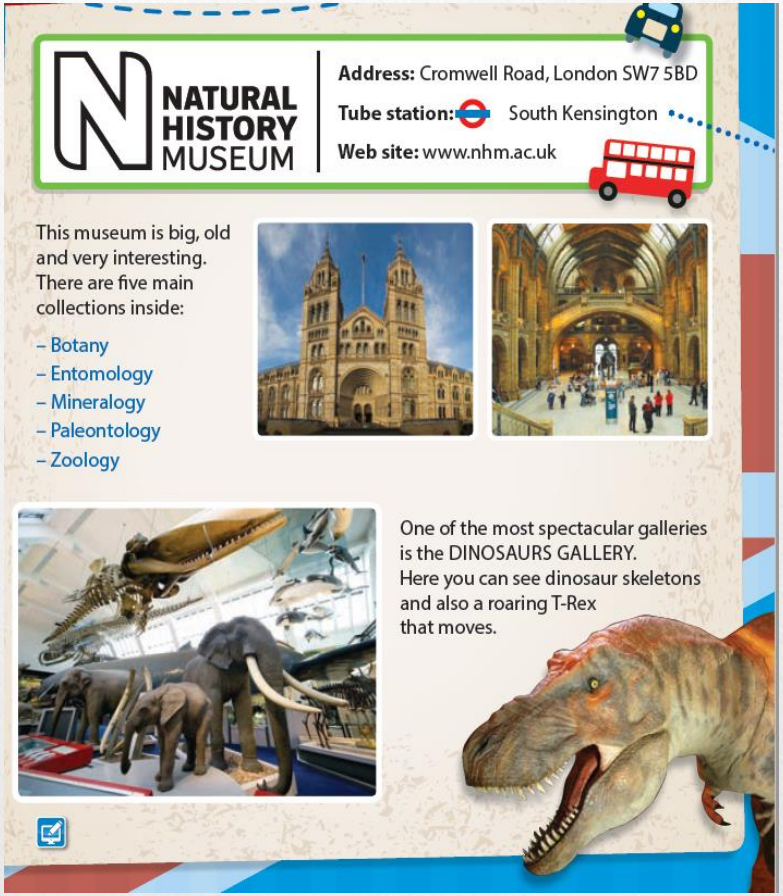
- https://learnenglishkids.britishcouncil.org/read-write/magazine

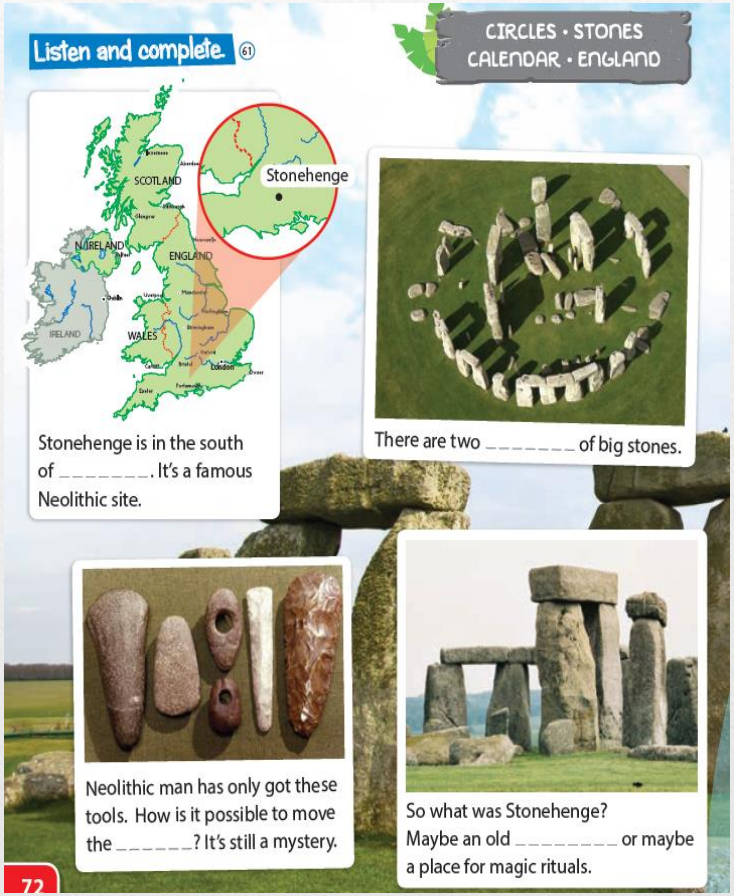

comunicare
socializzare
interagire
«fare» con la lingua
giochi
(e giochi di ruolo)
(analisi di)
materiali autentici
storie e tradizioni di altri paesi

Living English



Living English

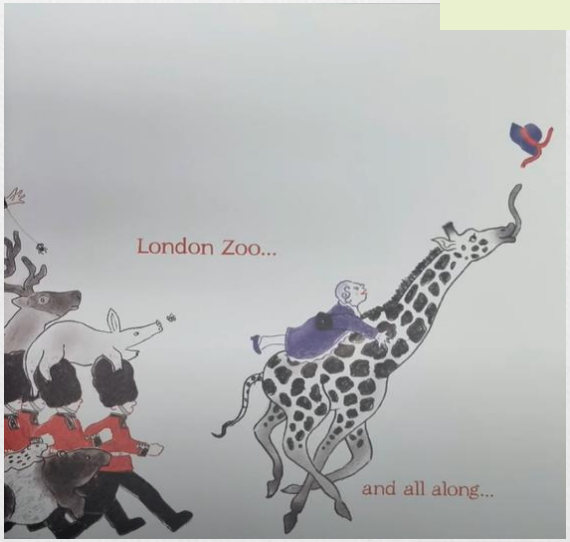




Storytelling





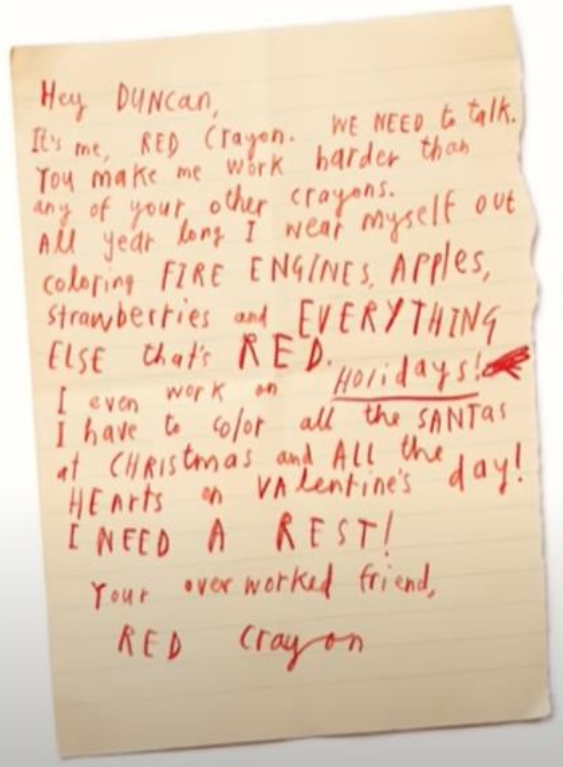




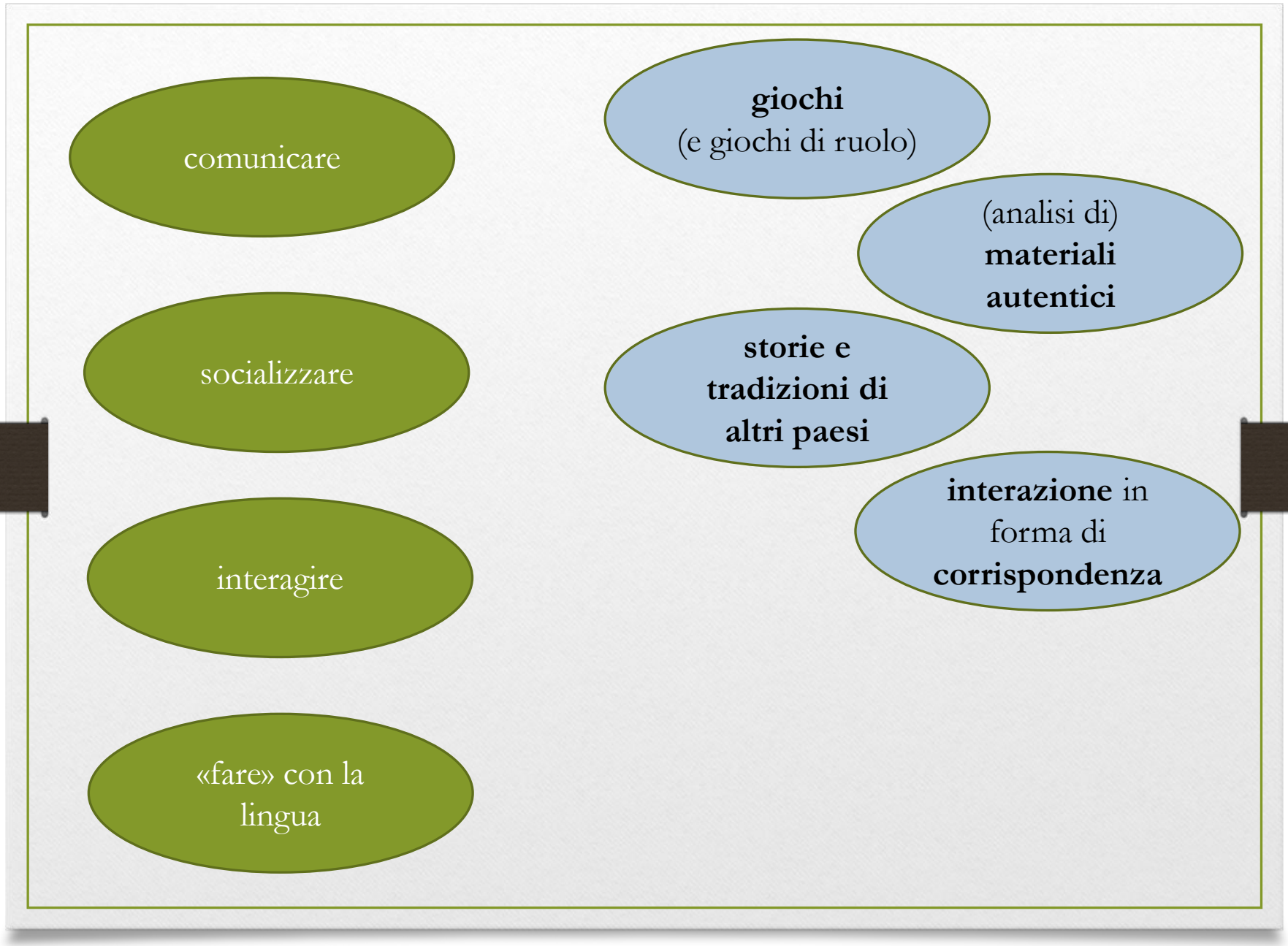


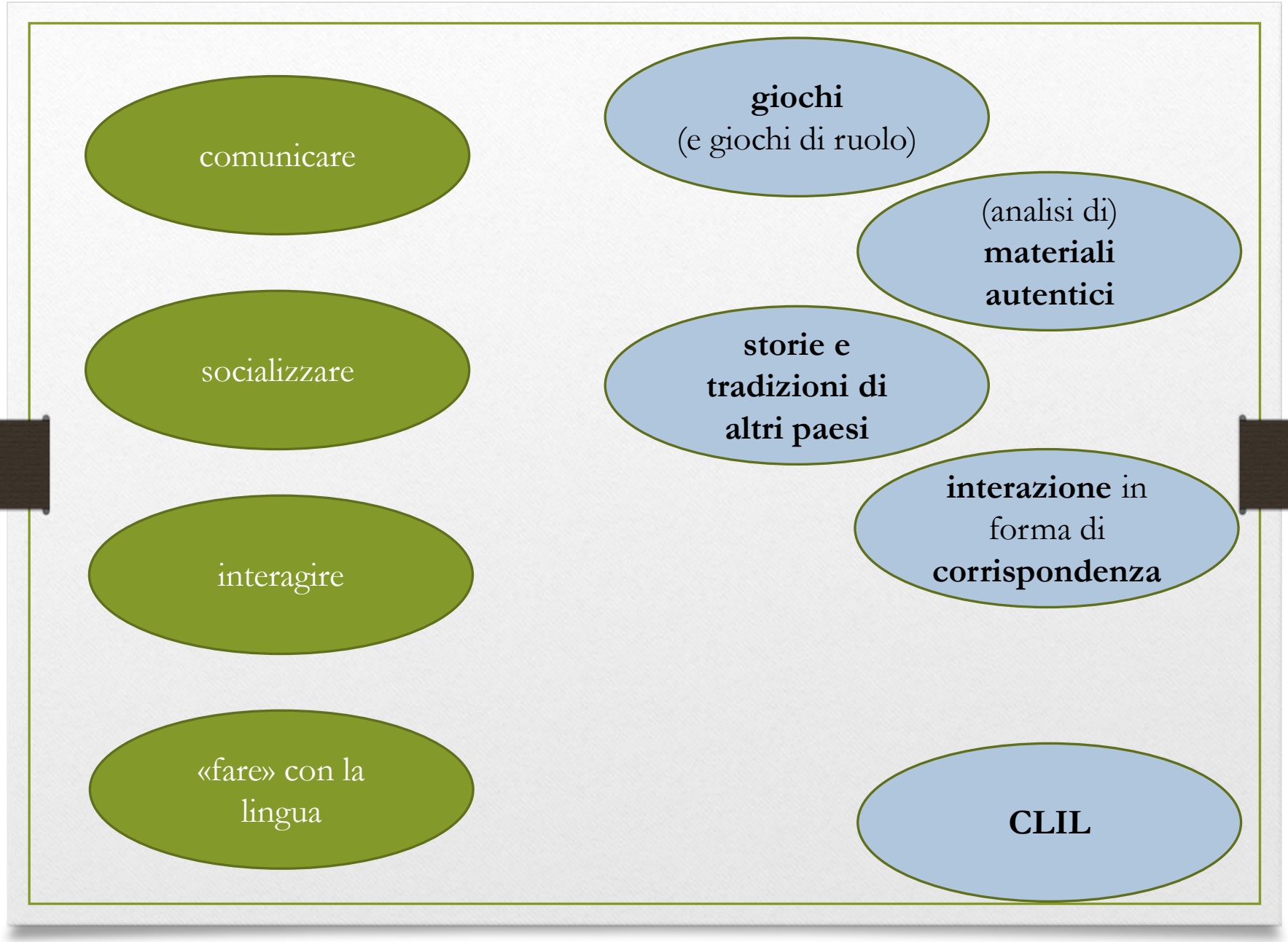
One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.




Hey DUNCan,
It's me, RED Crayon. WE NEED to talk.
You make me work harder than any of your other crayons.
All year long I wear myself out coloring FIRE ENGINES, Apples, strawberries and EVERYTHING ELSE that's RED.
I even work on Holidays!
I have to color all the SANTAs at CHRISTmas and ALL the HEARTS on VALentine's day!
I NEED A REST!
Your overworked friend,
RED Crayon



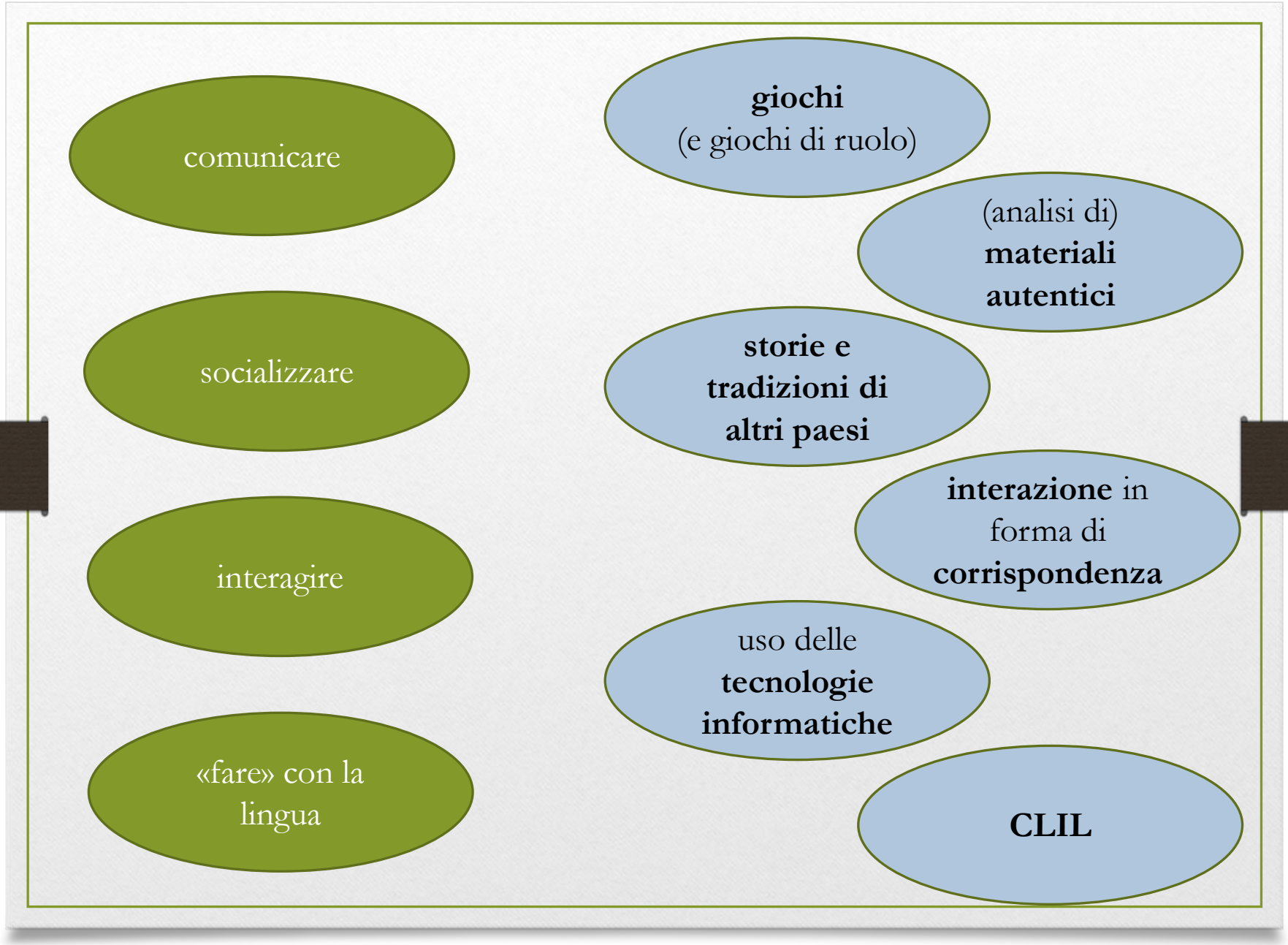

comunicare
socializzare
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giochi (e giochi di ruolo)
(analisi di) **materiali autentici**
storie e tradizioni di altri paesi
interazione in forma di **corrispondenza**


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CLIL

CLIL: Motivazioni e aspetti glottodidattici

- Content and Language Integrated Learning
- maggiore autenticità delle attività (*purposeful activities*)
- maggiore autenticità della lingua
- incremento di esposizione alla lingua straniera
- spostamento dell'attenzione dalla forma linguistica ai contenuti
- sviluppo abilità cognitive
- task-based, cooperative, active learning

> fare con la lingua


comunicare
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(analisi di) **materiali autentici**
storie e tradizioni di altri paesi
interazione in forma di **corrispondenza**
uso delle **tecnologie informatiche**
CLIL

CALL - Computer-Assisted Language Learning

- Over the past 20 years, integration and "normalisation" of technology into educational settings
  - Classroom settings: numerous CALL technologies including PowerPoint, e-whiteboards, smartphones, tablets, …
  - Out of the classroom: searching for information online, online educational videos, interactive games
- Explosion of e-learning technologies, platforms etc. due to the pandemic
- CALL exercises
  - self-contained, self-correcting, self-regulating
  - exercise types not exclusive to CALL (gap fill, reordering, selection), but interactive and often more attractive on the computer than they are on paper

Data-Driven Learning (DDL)

- An approach to foreign language learning which is not based on teachers and textbooks, but treats **language as data** and **students as researchers** undertaking guided **discovery** tasks.
- The basic task in DDL is to **identify patterns** at all levels of language (lexis, syntax etc.). From their findings, foreign language students can see how an aspect of language is **typically used**, which in turn informs how they can use it in their own speaking and writing.
- In DDL, students use – directly or indirectly -- the same types of tools that professional linguists use, namely a **corpus** of texts that have been sampled and stored electronically, and tools for linguistic analysis.

What's a corpus?

- "a collection of naturally-occurring language text, chosen to characterize a state or variety of a language" (Sinclair, 1991:171)
- "a collection of texts assumed to be representative of a given language, dialect, or other subset of a language, to be used for linguistic analysis" (Francis, 1992:7)
- "a closed set of texts in machine-readable form established for general or specific purposes by previously defined criteria" (Engwall, 1992:167)
- "a finite-sized body of machine-readable text, sampled in order to be maximally representative of the language variety under consideration" (McEnery & Wilson, 1996:23)
- "a collection of (1) machine-readable (2) authentic texts […] which is (3) sampled to be (4) representative of a particular language or language variety" (McEnery et al., 2006:5)

An example of planned balance: the *British National Corpus*

- 100m words of contemporary spoken and written British English
- Representative of British English "as a whole"
- Designed to be appropriate for a variety of uses: lexicography, education, research, commercial applications (computational tools)
- Balanced with regard to genre, subject matter and style
- Sampling and representativeness very difficult to ensure

The British National Corpus: http://www.natcorp.ox.ac.uk/
Other English corpora: https://www.english-corpora.org/

Concordance for nodeword "eyes" (sorted 1L) from the BNC

a dark-haired young man with flashing black	eyes	came and stood alone in the dim light.He was
turned and looked at him with piercing black	eyes	.'You liked it, though?''I think it's the most wond
woman, with a very red face and bright black	eyes	.Mary did not like her, but that was not surprisin
pursed, and concern clouded her large blue	eyes	.It was hundreds of miles away.For the first time
d, taking the friar by the hand, her bright blue	eyes	full of life, 'this is the first time I have met you.P
mercurial, with a stocky figure, piercing blue	eyes	, and bristling beard.He was at once gentle, co
y-eight.He had a round pink face, little bright	eyes	, a small body, a lot of fair hair, quick fingers, a
ht yeah.Let's send to them. mean, big brown	eyes	.No he hasn't.Where's he gone? Oh! like somet
side in the tight white dress, with huge brown	eyes	and a tiny, rosebud mouth, was being introduc
Margaret, white-faced and with dark-ringed	eyes	, nodded slightly and Catesby prised loose the
n life she had been glamorous.Her greenish	eyes	were wide open, staring sightless at the ceiling
on the swell of her breasts.She had fine grey	eyes	that were heavy lidded, giving her a sensual lo
onium across the Atlantic, and it has shut its	eyes	to the consequences.So far, no one has explai
dividual can fence himself off from the prying	eyes	or fingers of the state, can maintain his private
his tangled beard and his horns and his ruby	eyes	.And there, too, was the fisherman's little son, l
anor.It had not escaped the Brownies' sharp	eyes	that Mr. Gordon turned up near the close of ea
ttractions and certainly raised its value in the	eyes	of the applicants.In the 1830s the total number
ent.So, if the job at the new location is, in the	eyes	of the tribunal, a suitable one for that employee
the enactment of the legislation which, in the	eyes	of British (although not Irish) constitutional law,
eet half of Liverpool's electricity needs.In the	eyes	of the Department of Energy, wave power on a
ns will largely be dictated by business.'In the	eyes	of government officials, therefore,' he says, 'bu
it is, it's happening right in front of th the very	eyes	of the Jewish leaders and the Jewish authoritie
echnology industry — away from the watchful	eyes	of the HSE and GMAG.The same voluntary not
u watch it carefully, particular not to take your	eyes	off it.There's a certain bone, a little crotch bone
onsidering our Vets coverage. So keep your	eyes	peeled !Age old rowFurther to the letter from T
'.Alternatively, the reply could be 'Close your	eyes	and, keeping them closed all the time, try to fin

Concordance for nodeword "eye" (sorted 1L) from the BNC

down again this morning.We must keep an **eye** on that.Yeah.Cos between one and two bar o
dded.'Listen, Geraci, I want you to keep an **eye** on the other two for me.'The inspector stared
uble between the rival fans. let's er keep an **eye** on the bottom now.Summat gone over the top
nts and had a member of staff 'keeping an **eye**' on them.Clearly, time, energy and commitme
e, Desmond said: 'I think I'd better keep an **eye** on young Hilary.'And Margaret said: 'I'm goin
him straight away, then I meant to keep an **eye** on him,' he interrupted grimly.Her lower lip tre
oth glasses in the same place and keep an **eye** on them for about half an hour.Which melts fa
se in thirty years (Sam Brittan, 'Keeping an **eye** on the national wealth', Financial Times , 16 J
ctors know this is going on and turn a blind **eye**.They know that it bumps up sales figures.Inex
ile many others turned a conveniently blind **eye** to their arms merchants' activities.Never agai
.Some parents are better at turning a blind **eye** than others.Teachers, who have to cope with
icing.Political pundits are keeping a close **eye** on the sticky survey.Gargy Patel reports. Vide
ding will make it important to keep a close **eye** on this potential problem in future.Moreover, a
erforming many of the stunts requires good **eye** and hand coordination, as well as lots and lot
something or other and they've got a good **eye** for a thoroughbred." It looks like a woman." I
machinery of life, beginning with the human **eye**, a favourite example which Darwin was later t
nice one.Let's test the power of the human **eye**.'Breeze complied, and they talked of trivial m
ailed spectra of stars as faint as the human **eye** can see.Alternatively the other detector can ta
view of him and he can hold the important **eye** contact.The line being spoken is always in the
e. Vis , only visible, not visible to the naked **eye**.Look at this.Eyes undressed.What's the matte
ntish nova, just about visible with the naked **eye** and easily seen with binoculars.He telephone
due south.It should be visible to the naked **eye** as a fuzzy patch (without a tail) two to three tir
the thing that started, at least to the naked **eye**, in Berkeley, California about 1964, and swep
ons, she feels a need to keep in the public **eye**, so she didn't want to turn it down, but she ins
uch a problem as he was less in the public **eye**.In 1940 he fell for an actor who was his lover f
ust her 75-year-old husband into the public **eye**.Mrs Kluge, 40, has pursued the royal family re

On the brink of

- recession
- collapse
- war
- (nuclear) armageddon
- bankruptcy
- ruin
- (financial) disaster
- economic crisis
- extinction
- destruction

negative collocates

On the verge of

- (political, litter, IT) crisis
- (house price) crash
- a nervous breakdown
- resigning
- civil war
- recession
- collapse
- extinction
- a 4-0 whitewash
- exporting
- re-appraisal

Negative (or mixed) collocates

On the cusp of

- (a stunning) recovery
- change
- a new industrial revolution
- (becoming) UK number one
- innovation
- takeover
- (major) growth
- a new era

mainly positive collocates

Data-Driven Learning (DDL)

- The corpus/machine is not a surrogate teacher or tutor, but a rather special type of informant.
- Once the informant answered the question, students have to make an effort in order to "make sense of that response (possibly asking other questions in order to do so) and to integrate it with what is already known (Johns, 1991).
- **Corpora provide data, but do not interpret them: it is up to learners' work and responsibility to evaluate the information found.**

Data-driven learning (DDL)

- Data-driven learning (DDL) typically involves **direct learner engagement with language corpus data**, **either through the use of teacher-printed concordance materials or learner-led hands-on corpus consultation**, involving concordancing software or (increasingly) the use of online multimodal corpus-based applications that allow for students to learn and internalise statistical and contextual information about language in use **as they work as "language detectives", with "every student a Sherlock Holmes"** (Johns, 1997 :101).
- DDL, as a pedagogical approach, is proposed to promote **autonomous and constructivist learning**, in that learners "learn best when they discover or can be led to discover themselves" (Cobb, 1999, p.15). The learner is responsible for the detective work […] allowing language teachers to aid learners' deductive reasoning through guided support and scaffolding (Flowerdew, 2009).
- **The number of DDL studies on primary-age data "can probably be counted on one hand"** (Crosthwaite & Stell, 2019, p.150)

- While a welcome and fascinating development, **we need to be careful not to assume that YLs are already equipped with the technical knowledge and ICT skills required to adopt DDL-like learning practices**, as one might expect from YLs as "digital natives" (Prensky, 2001).
- While younger children may indeed have acquired a range of ICT skills even at the primary levels of education**, there may still be a gap between their technical abilities and the kind of information literacy, inductive noticing and deductive reasoning abilities required for successful engagement with corpus data** as would normally be required for DDL to be effective. **Children lack the acquired contextual knowledge from which to effectively apply deductive reasoning, and may lack the cognitive development required** […]
- **YLs are also developing in their L1 literacy, leaving sudden exposure to a multitude of 'authentic' L1 corpus data potentially problematic (let alone L2 data)**, and **corpus output may require significant modification to be comprehensible**.

Crosthwaite, P. (2022). DDL for Younger Learners. In R. Jablonkai & E. Csomay (eds.) *The Routledge Handbook of Corpora and English Language Teaching and Learning* (pp.377-389). Routledge.

SKELL for DDL

- SKELL - *Sketch Engine for Language Learning* (Baisa & Suchomel, 2014) is a simple tool for students and teachers of English to easily check whether or how a particular phrase or a word is used by real speakers of English.
- All examples, collocations and synonyms were identified automatically by state-of-the-art software analyzing large multi-billion samples of text. No manual work was involved.



https://skell.sketchengine.eu/

SKELL for DDL

"It seems likely that many learners around the world are already Googling the Internet in ways not entirely dissimilar to DDL, a practice which may be actively encouraged by their teachers"
(Boulton, 2012:25)

- SKELL vs. Google Search
  - SKELL finds **good examples** of the word or phrase useful for language learners.
  - Google Search finds **web pages** with information about the topic specified by the word or phrase.

https://skell.sketchengine.eu/

dog

English

Examples | Word sketch | Similar words

dog

noun

Show context

verbs with dog as subject		verbs with dog as object		adjectives with dog	
1. bark	dog barking	1. train	dogs trained	1. welcome	dogs are welcome
2. bite	bitten by a dog	2. walk	walking the dog	2. aggressive	dog aggressive
3. eat	dog eat	3. breed	dogs bred	3. friendly	dog friendly
4. chase	dogs chasing	4. bark	barking dogs	4. unattended	
5. love	dogs love	5. rescue	rescued dogs	5. overweight	your dog is overweight
6. foul	dog fouling	6. domesticate	domesticated dogs	6. loose	dogs loose on
7. attack	attacked by dogs	7. wag	the tail wagging the dog	7. healthy	your dog healthy
8. sniff	dog sniff	8. own	own a dog	8. shy	dog is shy
9. fight	dog fighting	9. feed	feeding the dog	9. vicious	
10. walk	dog walking	10. eat	eat dog	10. underweight	
11. jump	dog jumped	11. work	working dogs	11. allergic	
12. lick	dog licking	12. adopt	adopt a dog	12. susceptible	Dogs are susceptible
13. sit	dog sitting	13. let	let the dog	13. lethargic	
14. treat	dog treats	14. shoot	shot the dog	14. fearful	
15. breed	dog breeds	15. love	love dogs	15. cute	

dog

English

Examples | Word sketch | Similar words

dog + bark 0.32 hits per million

1. **Dog barking** is distinct from wolf barking.
2. **Dog barking** has always been distinct from wolf barking.
3. He could still hear that **dog barking** .
4. The other issue was the outside **dogs barking** !
5. A **dog** was **barking** somewhere in the distance.
6. Would have been totally peaceful apart from nearby **dogs barking** .
7. Yes, **dogs bark** in different languages.
8. But why wasn't the **dog barking** ?
9. Neighboring homes had nuisance **dogs barking** every morning at 5 am.
10. Includes 1969 sound clip with guard **dog barking** incessantly.
11. Somewhere he could hear a **dog barking** .
12. Are there threatening sounds such as other **dogs barking** ?
13. From the banks we could hear **dogs barking** .
14. The boy remembered that the **dogs** were **barking** earlier that evening .

verbs with dog as subject	
1. bark	dog barking
2. bite	bitten by a dog
3. eat	dog eat
4. chase	dogs chasing
5. love	dogs love
6. foul	dog fouling
7. attack	attacked by dogs
8. sniff	dog sniff
9. fight	dog fighting
10. walk	dog walking
11. jump	dog jumped
12. lick	dog licking
13. sit	dog sitting
14. treat	dog treats
15. breed	dog breeds

verbs with cat as subject	
1. scratch	cat scratching
2. meow	the cat 's meow
3. eat	cats eat
4. purr	cats purr
5. lick	cat licking
6. love	cats love
7. sit	cat sat on
8. jump	cat jumped
9. chase	a cat chasing
10. urinate	cats had urinated
11. sleep	cats sleep
12. leap	cat leaped
13. rub	cat rubbing
14. roam	cats roaming
15. live	cats living

dog + love 0.18 hits per million

1. My **dogs love** the water warm or cold.
2. The 2 **dogs loved** the garden and stream.
3. Also **dogs love** the challenge of learning.
4. My **dog loves** apple so these treats are perfect.
5. Of course our **dogs love** fruits and veggies anyway.
6. My **dog loves** crispy leaves that blow around in the wind
7. My other **dog loved** smoking with me.
8. The children and the **dog loved** the garden.
9. The garden is lovely and the **dog loved** it.
10. All 3 of our **dogs love** this toy!
11. Its a north face jacket for **dogs love** it.
12. The meals are healthy, and **dogs love** them.
13. These **dogs love** to play and be outside.

cat + love 0.06 hits per million

1. I love you more than **cats love** mice .
2. **Cats** also **love** these bugs for obvious reasons.
3. Very easy to erect and the **cats love** it.
4. My **cats love** the cords for my cell phone headsets.
5. She was an energetic **cat** who **loved** to race around the house.
6. Well made, easy to put assemble and the **cat loves** it!
7. I love this condo, but more importantly my **cat loves** it!
8. Above all else it must be remembered that the **cat loves** order.
9. **Cats love** to watch videos and listen to birds and other animals!
10. Chester – The highly imaginative, prideful **cat** who **loves** good literature.
11. Xica the **cat loves** to tell stories while rolling on the ground .
12. Oafie loves cats and **cats love** Oafie.
13. We have received such great compliments ..... "My **cat loves** this toy!
14. Mattie is a very sweet natured and pretty **cat** who **loves** attention.
15. Our **cats love** to have people around and to be petted.

weather

noun ▾ ✓ Show context

verbs with weather as subject		verbs with weather as object		adjectives with weather	
1. permit	, weather permitting	1. forecast	forecast the weather	1. warm	the weather is warm
2. warm	the weather warms up	2. brave	braved the weather	2. cold	weather is cold
3. delay	weather delayed	3. predict	predict the weather	3. hot	weather is hot
4. clear	the weather cleared	4. worsen	worsening weather	4. sunny	weather is sunny
5. prevent	bad weather prevented	5. deteriorate	the weather deteriorated	5. mild	the weather is mild
6. hamper	weather hampered	6. withstand	withstand the weather	6. unpredictable	weather is unpredictable
7. forecast	weather forecast	7. enjoy	enjoy the weather	7. overcast	the weather was overcast
8. improve	the weather improved	8. encounter	encountered bad weather	8. rainy	weather was rainy
9. cooperate	the weather cooperates	9. warm	to warm weather .	9. kind	weather was kind
10. deteriorate	the weather deteriorated	10. check	check the weather	10. perfect	The weather was perfect
11. force	weather forced the	11. blame	weather was blamed	11. pleasant	weather is pleasant
12. turn	the weather turns	12. moderate	the weather moderated ,	12. cloudy	the weather is cloudy
13. affect	affected by the weather	13. control	to control the weather	13. stormy	weather was stormy
14. worsen	the weather worsened	14. experience	weather experienced	14. nice	the weather is nice
15. strip	weather stripping	15. monitor	monitor the weather	15. changeable	weather is very changeable





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