

Lexical Approach 에 기반한 어휘지도

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Objectives

어휘 학습/교육 - 인식을 바꾸자!

1. 한국의 영어어휘교육은 무엇이 문제인가?
2. 왜 어휘의 새로운 정의가 필요한가?
3. 문법-어휘란 2분법적 접근은 왜 문제인가?
4. **Lexical phrases & collocation**은 왜 그렇게 중요한가?
5. **Lexical Approach**란 무엇인가?
6. 어휘를 어떻게 배우고 가르칠 것인가?
7. 어떤 자료들을 활용하면 좋은가?

Grammar is dead! Long live grammar!!

In fact, **grammar is dead!!** It isn't, of course, but in its present state, it really should be!! We use less of it than we imagine; half of the grammar that we do teach, we hardly use at all; **much of what we do use is far more constrained by vocabulary than we may previously have imagined**; and much of our actual spoken language is blocks, chunks of pre-fabricated language, grammaticalized lexis.

(Hugh Dellar: *co-author of English coursebook Innovations*)

What is the problem with Korean English learners; vocabulary?

국?	soup
약?	medicine
우산?	umbrella
행복한 미소?	happy smile
강조?	emphasis
에스컬레이터?	escalator
혈압?	blood pressure
짐작?	guess

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100점

국을 마시다?	_____
약을 먹다?	_____
우산을 쓰다?	_____
행복한 미소를 짓다?	_____
크게 강조를 하다?	_____
에스컬레이터를 타다?	_____
혈압을 재다?	_____
짐작하다?	_____

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10점

What are the problems in learning vocabulary?

1. Lack of interest/motivation from students
2. Memorizing lists of words just for entrance exams
3. No connections between the words
4. Missing collocations
5. Poor transition to speaking, writing, reading

What are the major problems with Korean English learners when speaking/writing?

1. Lacking vocabulary
2. Not knowing how to apply grammar rules
3. Lack of expressions knowledge
4. Direct translation from Korean into English
5. Fear of making mistakes
6. Selecting appropriate level of formality
7. Word order
8. Right use of discourse markers
9. Overgeneralizing rules from their mother tongue.

Which argument are you going to adopt?

1. **Linguistic competence** primarily involves **knowing a system of grammatical rules** which allow the language user to **produce and understand a potentially infinite set of possible sentences.**

(Noam Chomsky)

2. **The ability to speak fluently** is based on knowledge of **thousands of memorized sentence stems and whole sentences** that are lexicalized to varying degrees.

(Pawley and Syder 1983)

Is the grammar-vocabulary dichotomy still valid?

1. The grammar-vocabulary dichotomy is invalid. **Language consists of grammaticalized lexis, not lexicalized grammar.**

(Michael Lewis 2002)

2. The lexical system is not something fitted into grammar. **The most delicate form of grammar is lexis.** As grammar becomes more specific, choices are more and more realized by a choice of lexical item than a grammatical structure.

(Halliday 1978)

3. **Lexico-grammar:** the relationship between vocabulary and grammar. These forms of language organization are normally studied separately, but **increasingly, lexico-grammatical patterns are being seen as central to language description and language learning.**

(Longman dictionary of language teaching & applied linguistics 2002)

What is the basis of language?

1. The **building blocks** of language learning and communication:

grammar, functions, notions

lexis

2. **Language is** not made up of ;structure+vocab,; but rather **different kinds of lexical phrases.**

(Nattinger)

Reality of the language used on a day-to-day basis

1. A vast proportion of the language used on a day-to-day basis is pre-fabricated blocks or fixed and semi-fixed phrases. Because we speak in real time, with the time pressures that involves, we need a mass of expressions to enable us to communicate. We could not function if we were putting language together word by word, using only our underlying knowledge of both grammar and vocabulary. We all have thousands and thousands of these phrases in our repertoire.

(Michael Lewis & Hugh Dellar)

2. As much as 70% of adult native language may be formulaic.

(Altenberg 1990)

Which is more important for language production: lexis or grammar?

Even Chomsky, the father of contemporary studies in grammar, has recently adopted a **lexicon-is-prime** position (Richards and Rodgers 2001). Theorists are now more inclined to think of language as primarily lexis (vocabulary) stuck together with grammar, rather than as primarily grammar with words slotted in.

(Johanne McComish 2004)

Without grammar very little can be conveyed; without vocabulary *nothing* can be conveyed.

(David Wilkins)

Lexical errors cause more communication difficulties than grammatical errors.

(Ellis 1994)

A new definition of 어휘: lexis

1. words
2. collocations
3. lexical phrases/frames

Nature of lexical sequences:

- relatively fixed in form
- We recognize them as familiar expressions because we use them regularly for various purposes in everyday communication.

What is collocation?

- ? **What time** is it?
- ? I don't **have the time to go** to the party.
- ? It **is** almost **time to go** to the airport.
- ? I've made the same mistake **time and time again**.
- ? We should get there **in time for** the start of the meeting.

What is collocation?

1. **the way in which words are used together regularly. Collocation refers to the restrictions on how words can be used together.**

(Longman Dictionary of Language Teaching & Applied Linguistics)

2. **fixed, identifiable, non-idiomatic phrases and constructions;**

(The BBI combinatory dictionary of English)

3. **"the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency".**

(Lewis, 1997)

Patterns of lexical collocation

L1 = verb (meaning creation, activation) + noun/pronoun/prepositional phrase
Come to an agreement, make an impression, draw a line

L2 = verb (meaning eradication, nullification) + noun
Reject an appeal, reverse a decision, repeal a law

L3 = adjective + noun
strong tea, weak tea, a chronic alcoholic, a crushing defeat, house arrest

L4 = noun + verb
Bees buzz, bombs explode, blood circulates

L5 = noun + noun: units (usually noun + of + noun)
A herd of buffalo, a pack of whales

L6 = adverb + adjective
Strictly accurate, deeply absorbed, hopelessly addicted

L7 = verb + adverb (not adverbial particle)
Apologize humbly, amuse thoroughly

Patterns of grammatical collocation

G1 = noun + preposition:

insight into

G2 = noun + to-inf:

to have the right to do it

G3 = noun + that-clause:

an agreement that she would do it

G4 = preposition + noun:

by accident, in advance

G5 = adjective + preposition/prepositional phrase:

angry at everyone, hungry for, fond of

G6 = predicate adjective + to-inf:

It was necessary to work, She is ready to go.

G7 = adjective + that-clause:

afraid that she would fail the exam

G8= verb patterns (Nineteen patterns)

What are lexical phrases?

A **lexical phrase** is a group of words that looks like a grammatical structure but operates as a unit, with a particular function in spoken or written discourse.

(Nattinger and DeCarrico 1992)

Four categories of lexical phrases

1. Polywords:

- *for the most part* (qualifier)
- *at any rate; so to speak* (fluency devices)
- *hold your horses* (disagreement marker)

2. Institutionalized expressions:

- *a watched pot never boils; how do you do?; long time no see; once upon a time...and they lived happily ever after*

What is lexical phrases?

Four categories of lexical phrases

3. Phrasal constraints:

- *a [day/year/long time] ago;*
- *yours sincerely[truly];*
- *as far as I know[can tell/am aware];*
- *the [sooner] the [better].*

4. Sentence builders:

- *I think that X;*
- *not only X, but also Y;*
- *that reminds me of X.*

(Nattinger and DeCarrico 1992)

Are these lexical or grammatical in nature?

It's on the tip of my tongue.

I'll be home all weekend.

Have you heard the news?

I'll believe it when I see it.

There's nothing you can do about it now.

I thought you'd never ask.

Call me as soon as you get home.

(Pawley and Syder 1983)

What is The Lexical Approach?

1. "Language consists of grammaticalized lexis, not lexicalized grammar."
2. **The standard unit of meaning**
(i) single words (○) collocations/lexical items
3. Lexical phrases play a central role in language learning.
4. **Fluency is achieved largely by combining ready-made chunks.**
ex. Would you mind + turn the volume down
→ Would you mind turnING the volume down?
5. **Lexis should be the center of language syllabi.**
6. As much as 70% of adult native language may be formulaic.

(Altenberg 1990)

The importance of learning lexical phrases

Ready-made chunks making retrieval easy

Lexical phrases may be treated as wholes, either as complete or partially preassembled units. As such, they are stored in the lexicon as unanalyzed chunks just like words. Being ready-made, they are easily retrieved.

Lexical phrases are context-bound and have situational meaning associated with them. Being recurrently associated with a certain context, learners are able to recall these phrases in similar situations (Huang and Hatch 1978).

It constitutes a springboard for language development.

The importance of learning lexical phrases

Overcoming processing constraints :

The capacity of speech processing memory is constrained by syntactic complexity both in adult and children native speakers.

Lexical phrases are a way of overcoming such constraints because they are stored as wholes and are therefore readily accessible. This means that learners do not need to pay attention to grammar if they use these phrases. By shifting their attention from grammar to features such as relevance, coherence, and appropriateness, learners are able to organize their speech at discourse level and maintain the flow of conversation.

The importance of learning lexical phrases

Collocations for written and spoken fluency

1. Learning collocations leads to an increase in written and spoken fluency (the brain has more time to focus on its message if many of the nuts and bolts are already in place in the form of collocations of varying length).
2. Fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items. Moreover, stress and intonation also improve if language is met, learnt, and acquired in chunks. Quality input should lead to quality output.
3. Students who encounter words initially with their common collocates use them far more naturally, pronounce them better, and have a greater amount of ready-made language at their disposal to aid fluency, allowing more time to focus on the message.

The importance of learning lexical phrases

Discriminating among near-synonyms

	woman	man	child	dog	bird	flower	weather	landscape	view	day	village	house	furniture	bed	picture	dress	present	voice	proposal
beautiful	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
lovely	+		+	(+)		+	+		+	+	+	+	(+)	+	+	+	+		
pretty	+		+		+	+			+		+		+	+	+				
charming	+	+	+								+	+						+	
attractive	+	+									+	+				+		+	+
good-looking	+	+	+	+															
handsome	+	+														+			

How to solve the 'inert knowledge' problem?

'Inert knowledge' problem: we teach a grammatical structure, explain it, do lots of practice, they pass all the tests ... but then they still make mistakes in it when speaking or writing independently.

If learners are to learn how to communicate more complicated ideas, **what they need is not more grammar structures like these, but rather different kinds of multi-word phrases.**

(Hugh Dellar: *co-author of English coursebook Innovations*)

What does it mean to know a lexical item?

There are many aspects to learning a word - the meaning, the spelling and pronunciation, the grammar of the word, and the other words it is used with, and so on. **In addition, a person's vocabulary is a network of words that operate as a interconnected net rather than as individual items** (Meara, 2004). Learners have to gradually build up their richness and interconnectedness of word knowledge, and its relationship with cultural meanings.

" You shall know a word by the company it keeps"

(Firth, 1957)

What does it mean to know a lexical item?

Components of word knowledge

1. Grammatical patterns

In what patterns does the word occur? (receptive)

In what patterns must we use the word? (productive)

2. Collocations

What words or types of words can be expected before or after the words? (R)

What words or types of words must we use with this word? (P)

3. Frequency

How common is the word? (R)

How often should the word be used? (P)

4. Appropriateness

Where would we expect to meet this word? (R)

Where can this word be used? (P)

(Nation, 1990)

What are the major causes of grammatical mistakes?

a. ¡lt boosted team morale¡.

→

¡lt went to make the feeling and the spirit of the team go up¡.

b. ¡a revised edition¡

→

¡a new book that is quite similar with an old book, but had been improved and more up-to-date¡

This suggests a major change of mindset for teachers. We need to accept the fact that many grammatical errors are actually the result of lexical deficiencies and that what is thus needed is NOT more grammar correction and study, but rather more lexical input.

(Hugh Dellar: *co-author of the upper-intermediate general English coursebook Innovations*)

In fact fewer things are improbable

I'm meeting ...

I'm going to ...

I'm having dinner / a drink with ...

and not a lot else!! In fact, what is of real interest here is not so much this relatively closed set, but the endings each would collocate with :

I'm meeting ... a friend of mine for a drink later

I'm meeting ... an old friend from college who I haven't seen for ages

I'm meeting ... some friends from work and we're going out for dinner in town

(Hugh Dellar: *co-author of English coursebook Innovations*)

How to teach lexis

The teacher's role

The problem for advanced learners is not so much with encountering vast numbers of new words (although extensive reading and listening which will contain new lexis is no doubt necessary) as with **working with already half-known words and exploring their collocational fields.** (Hill 1999)

How to teach lexis

Word grammar counts!

Every word has its own grammar ... (and) ... knowing a word' involves knowing its grammar - the patterns in which it is regularly used.

Michael Lewis (2000)

How to teach lexis

1. For the language teacher, research indicates that a shift in attention from the structural to the lexical is in order.

2. A central element of language teaching is raising students' awareness of, and developing their ability to 'chunk' language successfully. Collocation is a useful organizing principle for teaching vocabulary.

(Michael Lewis 2002)

3. Knowing a word is much more a case of knowing how to use it and what words collocate with it than simply knowing what it means.

(Morgan Lewis: Teaching Collocations 2000)

How to teach lexis

Time constraints make any item by item approach unrewarding since applying a 'collocationist' view to language reveals that "there are many more -tens of thousands more- individual items to be learned than language teaching has ever recognized" .

(Lewis, 1996)

An attempt to tackle lexical items one-by-one would not be effective because of the sheer number of them, but consciousness-raising activities based on texts they have come in contact with, broadly aimed at sensitizing learners to frequently found types of patterns or constraints, will provide valuable clues to be used in further input as the process of acquisition advances.

(Matthew Walsh 2005)

How to teach lexis

Quick Write:

What is a quick write? It is a pre-writing or brainstorming technique to get students thinking about a topic. **Instruct students to write continuously for 3.5 mins. (depending on proficiency level) ; students; pen/pencil should not be lifted from the paper!** Note that quick writes should never be corrected or graded for grammar or mechanical errors. The quick write should be followed by a sharing session.

Your quick write prompt is:

What kinds of vocabulary do your students need?

What kinds of problems do your students have with learning vocabulary?

How to teach lexis

Encouraging students to keep notebooks recording encountered collocations or fixed expressions can be productive if students are willing and time permits ; and for the teacher, making a habit of eliciting or providing a few common collocations and related words when offering clarification of any vocabulary item in the classroom is something of primary importance.

(Lewis, Morgan, 2000)

How to teach lexis

Receptive learning vs. Productive learning

Generally, it is more efficient to do receptive learning for receptive use, and productive learning for productive use.

	Recep. test	Prod. test	Total
Recep. Learning	15.1	6.0	21.1
Prod. learning	13.1	8.0	21.1
Total	28.2	14.0	

How to teach lexis

3-step RSE learning process

Language learning is not simply a matter of acquiring new forms. As well as recognizing new forms, learners need to work consciously on building up the systems of the language.

1. Recognition

It can be directly assisted by teacher intervention, drawing students' attention to aspects of language form.

2. System building

This is a conscious process whereby learners try to work out rules, speculating on the systems of the language and how they relate to one another.

3. Exploration

This is an unconscious process whereby learners discover or refine the language for themselves.

(Dave Willis 2003)

Examples of system building

1. 'relaxation' group: a break; a holiday; a day off; a rest

have[take] a break;

have[take] a holiday;

have[take] a day off;

have[take] a rest

2. 'decision' group: decision; agreement; conclusion; arrangement etc.

reach[come to] a decision

reach[come to] an agreement

reach[come to] an arrangement

come to a conclusion

Examples of system building

3. degree of difficulty:

easy; simple; difficult; hard; tough; possible; impossible;

It is easy to do...

It is simple to do ...

It is difficult to do...

It is possible to do...

It is impossible to do...

It is simple to do ...

4. 'double objective verb' group:

give; hand; offer; send; bring; get; pay; buy; tell; read; teach etc.

He *gave* me a bit of a surprise.

I *sent* you a message.

She *brought* me a cup of tea.

I will *tell* them a bedtime story.

cf. overgeneralization resulting in an error

They *presented* her a magnificent bouquet of flowers.

→ They *presented* her *with* a magnificent bouquet of flowers.

Source books of collocation

1. 한영사전: <네트워크>: **network**

? 국내 타 사전:

네트워크: **a network**

? 능률한영사전:

네트워크를 구축하다 **establish[build up; set up] a network**

네트워크를 해킹하다 **hack into a network**

네트워크에 침투하다 **penetrate[get into] a network**

네트워크 접속을 차단하다 **block access to a network**

Source books of collocation

2. 영한사전: <ease>: 완화하다

? 국내 타 사전:

ease a person's anxiety

ease pain

? 능률롱맨영한사전 (2009년 상반기 발행예정)

ease the pain

ease the problem

ease the tension

ease the burden

ease pressure

3. 영영사전

4. collocation 사전

-Oxford Collocations Dictionary

-LTP Dictionary of Selected Collocations

-The BBI Dictionary of English Word Combinations

-Phrasal Verbs Plus (Macmillan)

Source books of collocation

5. 한영-영한 온라인 검색서비스 www.et-house.com

I passed the exam - I just found out today.

나는 시험에 통과했다 - 나는 오늘 막 알게 되었다.

fail an exam / flunk a test

시험에 떨어지다

take the employment(entrance) exam / interview for the job

입사 시험을 보다

barely pass an exam / just manage to pass the exam / scrape through the exam

간신히 시험에 합격하다

barely pass an exam / just manage to pass the exam / scrape through the exam

간신히 시험에 합격하다

prepare for an exam / study for an examination / (벼락치기로) cram for an exam

시험공부를 하다

take an exam / test

시험을 치다[받다]

Vocabulary for Speaking

Book 1

소개	밥
첫인상	음식
사람	감사
날씨 1	여가활동
날씨 2	대화하기 2
안부	기본
헤어짐	감사, 감정
일	제안, 조언, 거절, 사과
학교	제안, 조언, 바람, 희망
대화하기 1	의구심, 허가, 요청
좋다	가능성, 부탁, 요청
기분 1	확인, 선호사항
기분 2	
시간	
약속	

Book 2

도움	교육
전화	인생
관심사	꿈
즐기다	원하다
여행, 휴가	도전과 결과
식당	기본
돈	거절, 감정
쇼핑	조언, 제안, 감정
가격	강조, 제안, 조언
구입	허가, 요청, 선호사항
교통	개인의견, 가능성
교통수단	개인의견, 의견 묻고 답하기
건강	
아프다	
병	

Vocabulary for Speaking

공부

- 공부를 잘하다/못하다
be a good/bad student; do well/poorly in school
- 영어 공부에 흥미가 있다
be interested in studying English
- 밤새워 공부하다
study all night; stay up all night studying; <inf> burn the midnight oil
- 경제학을 전공하다
major/specialize in economics

시험

- 시험공부 하다 study for a test prepare for a test
- 시험을 보다 take a test
- 시험 잘 봤어요? How did your test go?; How did you do on your test?
- 시험을 잘 보다 do well on a test
- 시험을 망치다 do poorly/bad on a test <inf>blow a test;
- 시험에 합격하다 pass a test; succeed[be successful] in a test
- 시험에 떨어지다 fail a test / flunk a test

Vocabulary for Speaking

조언, 제안, 감정

- ? it's time to/that~, would you care for~?
- ? I can't stand~, it's too bad that~

강조, 제안, 조언

- ? all you need to do is~, I can't wait to/for~
- ? please don't forget to~, I don't think~

허가, 요청, 선호사항

- ? is it all right if/to~?, would it be possible to~?
- ? prefer A to B, would rather A than B

개인의견

- ? what do you say ~?, the point is that~
- ? there seems to be~, must have p.p.~
- ? it doesn't matter~, I don't care ~
- ? there is no way that~, I bet~

개인의견 묻고 답하기

- ? what I'm trying to say is (that)~, don't get me wrong, but~
- ? what makes/made you~, what brings/brought you 장소?

A blue, torn-edge graphic with a white background. The text "Thank you very much!" is written in white, bold, sans-serif font across the center of the blue area.

Thank you very much!