

**...LEXICAL APPROACH...
E SVILUPPO DEL PARLATO IN LINGUA
STRANIERA**

*'Without grammar little can be conveyed, without
vocabulary **nothing** can be conveyed'*

(D. Wilkins)

D. Cucchiara

**...LEXICAL APPROACH...
E SVILUPPO DEL PARLATO IN L2**

TODAY'S MENU

INTRODUZIONE AL CORSO

APPROCCIO LESSICALE – L.A.

Competenza lessicale, Chunks, Mental
lexicon

L.A. and FL TEACHING/LEARNING

OBIETTIVI DEL CORSO



Competenze...

- programmare percorsi didattici finalizzati al potenziamento dell'abilità di parlato, che tengano conto del lexical approach
- Integrare la propria prassi didattica con attività finalizzate all'acquisizione di chunks significativi
- sviluppare negli alunni la consapevolezza delle possibili strategie da utilizzare nel parlare in lingua straniera

OBIETTIVI DEL CORSO



PROMUOVERE :

- conoscenza del Lexical approach e delle sue implicazioni nell'insegnamento della L2,
- conoscenza delle strategie linguistiche collegate all'interazione e produzione orale in L2,
- capacità di individuare attività finalizzate all'apprendimento lessicale
- capacità di valutare l'interazione e produzione orale

CONTENUTI DEL CORSO

- Lexical approach (aspetti più rilevanti)
- Chunks, collocations e lexical units
- Interazione vs. produzione orale
- Strategie implicite nel parlato in L2
- Strategie di memorizzazione
- Verifica del parlato



RIFLETTIAMO INSIEME....

***‘Without grammar little can be conveyed,
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LEXICAL APPROACH

David Willis *'The Lexical Syllabus'*
(1990)

LEXICAL APPROACH

Michael Lewis

'The Lexical Approach: the state of ELT and a way forward' - 1993

'Implementing the Lexical Approach, putting theory into practice' - 1997

'Teaching Collocation. Further development in the Lexical Approach' - 2000

LEXICAL APPROACH...

PERCHE'

APPROCCIO E...NON METODO...?



UN APPROCCIO ALL'INSEGNAMENTO DELLE
LINGUE , formulato da D.Willis e da M.Lewis

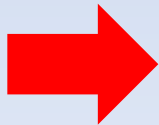
NON 'RIVOLUZIONE' , MA EVOLUZIONE
APPROCCIO COMUNICATIVO



ABILITA' COMUNICATIVE MA...
FOCUS SU **FLUENCY** E **LESSICO** (LEXIS) ...

OBIETTIVI

- SVILUPPARE LA **COMPETENZA LESSICALE**, (PROFICIENCY WITH LEXIS)
- INSEGNARE **L'INGLESE REALE**, NON quello talvolta artificiale dei libri di testo, che non sempre corrisponde a *'what people say'...*



LANGUAGE CORPORA

Un **corpus** è un **database** che contiene una vastissima quantità di testi autentici (orali e scritti) di diversa tipologia (giornali, interviste, fiction, conversazioni informali, etc.). Riflette uso reale della lingua

- **COBUILD bank of English corpus,**
- **The Cambridge International corpus,**
- **British National Corpus-BNC**

LANGUAGE CORPORA



[List](#) Chart Collocates Compare KWIC

teacher [POS]

Find matching strings Reset

Sections Texts/Virtual Sort/Limit Options

(HIDE HELP) NOT LOGGED IN

Same corpus - new location: [English-Corpora.org](https://www.english-corpora.org/)

The [British National Corpus \(BNC\)](#) was originally created by [Oxford University press](#) in the 1980s - early 1990s, and it contains [100 million words](#) of text texts from a wide range of genres (e.g. spoken, fiction, magazines, newspapers, and academic).

The BNC is related to many other [corpora of English](#) that we have created, which offer unparalleled insight into [variation in English](#).

Click on any of the links in the search form to the left for context-sensitive help, and to see the range of queries that the corpus offers. You might pay special attention to the [comparisons between genres](#) and the (new) [virtual corpora](#), which allow you to create personalized collections of texts related to a particular area of interest.

[Five minute tour](#)

LANGUAGE CORPORA

Cambridge International Corpus : C x +

cambridge.org/elt/corpus/cancode.htm

CAMBRIDGE English Language Teaching

Home > English Language Teaching > Cambridge International Corpus > Cambridge and Nottingham Corpus of Discourse in English

Cambridge International Corpus

Real English Guarantee

Home

What is a Corpus?

Corpus-based publications

Cambridge International Corpus

Cambridge Learner Corpus

Resources

ELT website

Ordering

Help

Cambridge International Corpus

What is it?

CANCODE is the Cambridge and Nottingham Corpus of Discourse in English. It is a unique collection of spoken English that has been built up by Cambridge University Press and the University of Nottingham. It forms part of the **Cambridge International Corpus**. The recordings were collected in Britain between 1995 and 2000, keyboarded by trained transcribers, coded, and stored in a computerised database which can be searched with specially designed software. CANCODE comprises 5 million words.

About the recordings

The tapes for CANCODE were recorded at hundreds of locations across the British Isles. They include a wide variety of situations: casual conversation, people working together, people shopping, people finding out information, discussions, and many more types of interaction. Only spontaneous speech is found in the CANCODE corpus.

How is it different?

A feature of CANCODE that makes it different from other spoken corpora is that all the recordings have been coded according to the relationship between the speakers: whether they are intimates (living together), casual acquaintances, colleagues at work, or strangers.

This coding allows us to look more closely at how different levels of familiarity (formality) affect the way in which we speak to each other.

How is it used?

The University of Nottingham use CANCODE for many kinds of research into spoken English.

At Cambridge University Press, authors, editors and lexicographers use CANCODE and the Cambridge Corpus Tools (a state-of-the-art software package developed at Cambridge University Press) when they are working on books for Cambridge University Press. They can search CANCODE to find examples of how English is spoken today and to check facts about what people really say when they talk to each other.

Here's what a lexicographer would see if they were writing the dictionary entry for 'know' and wanted to see how people use the word 'know' when they are speaking.

<\$2> +and they've now you **know** <\$G?>+

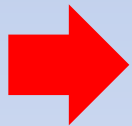
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18/10/2019

<https://www.cambridge.org/elt/corpus/cancode.htm>

I corpora forniscono **lingua autentica** e la relativa frequenza d'uso, le collocations, e i **pattern grammaticali** (es. *-matter: no matter how...What's the matter with...*)



Aiutano a scoprire i pattern di **language usage**, come funziona la lingua reale , e contribuiscono alla definizione del **lexical syllabus**

**LEXICAL APPROACH e...
C.E.F. - COMPETENZA LESSICALE**



- COMMON EUROPEAN FRAMEWORK -

Cap.5 – *'Le competenze di chi apprende e usa
le lingue'*



Competenze Linguistico-Comunicative



COMPETENZA LESSICALE

LEXICAL APPROACH e...
C.E.F. - COMPETENZA LESSICALE



COMPETENZA LESSICALE

Conoscenza e capacità di usare il lessico di una lingua, che si compone di elementi lessicali e di elementi grammaticali

LEXICAL APPROACH e...
C.E.F. - COMPETENZA LESSICALE
COMPETENZA LESSICALE

ELEMENTI LESSICALI*

- Espressioni delle funzioni (es. salutare, etc.)
- Espressioni idiomatiche
- Collocations *
- Content words* (classi aperte)

**ELEMENTI
GRAMMATICALI**

- Function Words*
- Strutture fisse'
(Can I... Shall I.... /
To be hungry, etc

WORD CLASSES

OPEN CLASS WORD

Lexical words / Content words

- **Nouns**
- **Adjectives/Modifiers**
- **Verbs**
- **Adverbs**



N.A.V.A.

CLOSE CLASS WORD

Structural/Grammatical/ Function words

- Pronouns
- Determiners
- Prepositions/ Particles
- Conjunctions
- Aux.

✓ **ARTICLES**

✓ **POSSESSIVE**

DETERMINERS

✓ **DEMONSTRATIVE**

✓ **INDEFINITE** (all, some, any, no, every, each, either, neither, one, another, one-another, both, several, enough, many, more, most, few, fewer, less, fewest, least)

✓ **NUMBERS**

✓ **PREPOSITIONS**

LEXICAL APPROACH e...

C.E.F. - COMPETENZA LESSICALE



	VOCABULARY RANGE
C2	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
B2	<i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

LEXICAL APPROACH e...

C.E.F. - COMPETENZA LESSICALE



	VOCABULARY CONTROL
C2	<i>Consistently correct and appropriate use of vocabulary.</i>
C1	<i>Occasional minor slips, but no significant vocabulary errors.</i>
B2	<i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
B1	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
A2	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
A1	<i>No descriptor available</i>

LEXICAL APPROACH e... C.E.F. - COMPETENZA LESSICALE

- COMMON EUROPEAN FRAMEWORK –

CAP. 4 – Contesto d'uso della Lingua

DOMINI

Ogni atto linguistico si inserisce nel contesto di una specifica situazione, all'interno di uno dei domini (= **sfere di azione o aree di interesse**) della vita sociale. La scelta dei domini nei quali gli apprendenti devono essere preparati a operare è determinante.

LEXICAL APPROACH e...

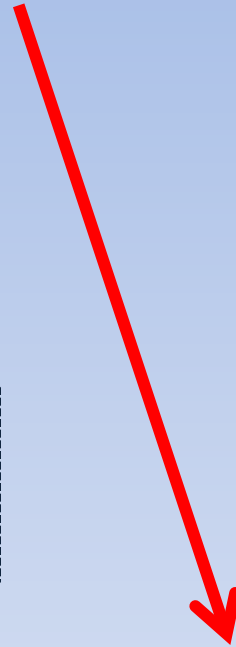
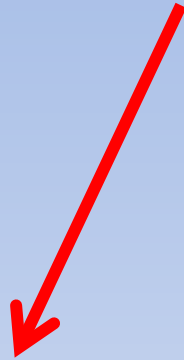
C.E.F. - COMPETENZA LESSICALE

DOMINI

- the *personal* domain, in which the person concerned lives as a private individual, centred on home life with family and friends, and engages in individual practices such as reading for pleasure, keeping a personal diary, pursuing a special interest or hobby, etc.;
- the *public* domain, in which the person concerned acts as a member of the general public, or of some organisation, and is engaged in transactions of various kinds for a variety of purposes;
- the *occupational* domain, in which the person concerned is engaged in his or her job or profession;
- the *educational* domain, in which the person concerned is engaged in organised learning, especially (but not necessarily) within an educational institution.

It should be noted that in many situations more than one domain may be involved.

COMPETENZA LESSICALE



LEXICAL APPROACH

COMMON EUROPEAN FRAMEWORK

WHAT LANGUAGE?

- **CONTEXTUALIZED LANGUAGE**

'Probable rather than possible English'... la lingua che gli alunni possono parlare al di fuori della classe...'

- **AUTHENTIC ENGLISH**

- **LANGUAGE USAGE**

LANGUAGE IS A SOCIAL PHENOMENON....



USAGE vs USE....Authentic English



- 1. She told me to take a few days to his job offer**
a. think b.wonder c. consider d. decide
- 2. Call the airline to....your reservation for the early flight**
a. affirm b. confirm c. contest d. agree

1. There's no need to decide now. You might need a couple of days to..... the offer

(a.think b.wonder c.consider d.decide)

2. Can I just make a quick call, please? I need to... my return flight, just to be on the safe side

a. affirm b. confirm c. contest d. agree

WHAT LANGUAGE ?

SUCCESSFUL LANGUAGE

E' più di 'lingua accurata', è la lingua che consente di comunicare con successo ciò di cui abbiamo bisogno, è la capacità di produrre lingua 'probabile', 'naturale', quella che userebbe un native speaker



RIFLETTIAMO INSIEME....

TS

Sono tutte corrette ?
Quale sceglierebbe un native speaker ?

- Could I make a call using your phone ?
- Could I call from your phone ?
- May I place a call by means of your phone ?
- Could I use your phone ?

(da: L.Salivan Lexical Grammar 2018 CUP)

NUOVO CONCETTO DI LINGUA

MEANINGFUL CHUNKS

that, when combined, produce continuous coherent text. Only a minority of spoken sentences are entirely novel creations

Termine 'ombrello' che include gli altri.

Qualunque coppia o gruppo di parole (**multi-word units**) che vengono di solito usate insieme e memorizzate come una singola unità di senso compiuto

ESPRESSIONI FISSE: *by the way, up to now, upside down, a long way off, out of my mind', as a matter of fact, etc.)*

POSSIBILI VARIAZIONI: *see you later/ soon/ tomorrow*

POSSIBILI VARIAZIONI:

see you later/ soon/ tomorrow

It takes me 30 minutes

to work

1 hour

to get

to school

ages

home

Anche strutture di solito associate alla grammatica, '**stems**' usati per costruire diverse frasi, ma anche **interi frasi**:

- If I were you...
- It's been a while since...
- It took me a long time to...

- It's none of your business...
- There's no doubt about it

I NATIVE SPEAKERS SI BASANO SU UN
AMPIO **REPERTORIO DI**
'PREFABRICATED ITEMS', FONDAMENTALI
PER LA FLUENCY (orale / scritta)

Tra il 50-80% della lingua utilizzata da native
speakers è costituita da multi-word
combinations ricorrenti

LA FLUENCY – la capacità di parlare/scrivere in modo scorrevole e spedito - NON dipende dalla conoscenza di un set di regole grammaticali e un separato stock di vocaboli, ma dall'avere rapido accesso ad un insieme di chunks, il che riduce 'thinking time'

es. ...I haven't seen you for ages ...

'LEXICAL PRIMING' ...

Nell'apprendere/acquisire nuovi termini
tendiamo inconsapevolmente a notare
anche le parole con cui vengono usati e
il relativo pattern grammaticale

(**M.Hoey**)

THE L. A. IS BASED ON THE IDEA THAT LANGUAGE IS MADE OF STRUCTURAL ELEMENTS....

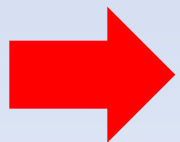


[/h] Our philosophy is **based** on the belief that
It is a package which is **based** on the philosophy which
opposition to the merger is **based** on the argument that the
over time - which is **based** on the concept that a
of Andrews's theorising is **based** on the premise that
Our forecast for 1996 is **based** on the assumption that
known. [p] Osteopathy is **based** on the notion that the
city of Bremen. The idea is **based** on the principle that
a rabbit out of a hat is **based** on the original in which
Portfolio management is **based** on the concept of
will disappear is **based** on the coincidence of two

LANGUAGE = GRAMMATICALISED LEXIS

(NOT LEXICALISED GRAMMAR), MEANINGFUL CHUNKS

La lingua non è costituita da un insieme di strutture grammaticali e un insieme separato di singoli vocaboli, ma da meaningful chunks che, combinandosi, producono testi coerenti. Solo una minima parte di frasi sono 'creazioni' del tutto nuove

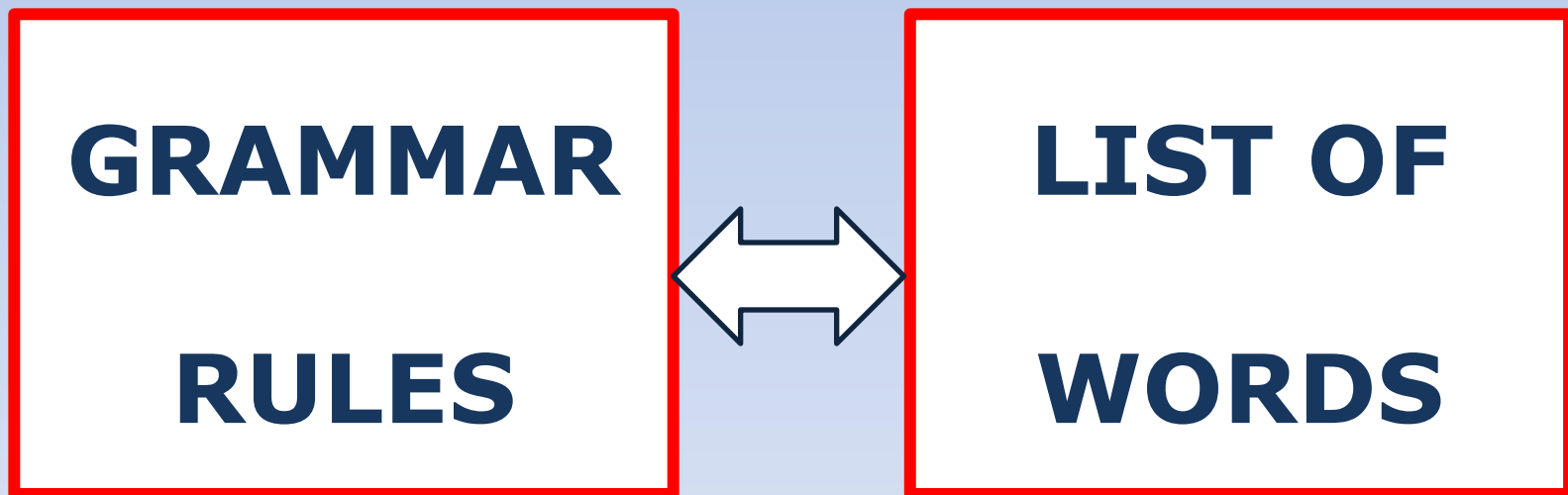


GENERATIVE POWER OF LEXIS

vs. Generative grammar (Chomsky)

LEXICAL APPROACH

LANGUAGE = GRAMMATICALISED LEXIS



LESSICO HA RUOLO CENTRALE

...LEXICAL APPROACH...

NO DICHOTOMY GRAMMAR vs. LEXIS

Nell'insegnamento/apprendimento, la **Grammatica** ha avuto sempre la **priorità sul vocabolario**, visto come di **secondaria importanza**, con il ruolo di **supporto**, di 'illustrare' il significato e la funzione della grammatica.

Nel lexical Approach questa dicotomia non è realistica, in quanto basata su un concetto errato di lingua. La lingua è costituita da meaningful chunks.

NO GRAMMAR - VOCABULARY DICHOTOMY

‘Se la lingua usata comprende lexico-grammatical units (chunks), il confine tra ciò che viene tradizionalmente etichettato ‘grammatica’ e ‘vocabolario’ viene meno’

(L.Salivan Lexical Grammar 2018 CUP – p. 3)

LEXIS vs. VOCABULARY

LEXIS ... è un termine dal significato più ampio rispetto a vocabulary. Lexis si riferisce non solo a singole parole, ma a combinazioni di parole che vengono immagazzinate nel nostro 'mental lexicon' pronto per essere utilizzato

VOCABULARY... si riferisce a singole parole

(M.Lewis: 1997)

LEXIS vs. VOCABULARY

**ABBIAMO UN 'MENTAL LEXICON'
COSTITUITO NON (solo) DA SINGOLE
PAROLE, MA DA MEANINGFUL CHUNKS,
MULTI-WORD UNITS**

LEXICAL ITEMS - CHUNKS

- **SINGLE WORDS**
- **POLYWORDS** (*e.g. up to now , upside down, a long way off , out of my mind, etc.*)
- **COLLOCATIONS** (Fixed/Strong vs. Free/Weak)
- **INSTITUTIONALISED UTTERANCES**
(*I'll get it, we'll see, if I were you.., Would you like....?*)

COLLOCATIONS



CHUNKS FORMATI DA DUE CONTENT WORDS CHE DI SOLITO 'OCCUR' INSIEME

Persue a carree (Verb+noun)

A scenic route (adjective+noun)

A chance encounter (noun+noun)

Ridiculously expensive (adverb+adjective)

Examine carefully (verb+adverb)

We can order cabs, reserve a table in a restaurant or book a holiday through social media. But surely, things are too important to seek online? Apparently not. These days, many parents are turning to the internet to find a babysitter. Word of mouth and noticeboards in community centres are being replaced by babysitting apps. Booking can be confirmed in a matter of minutes. Apps are particularly popular for late-night requests, but early morning sitters for parents who want to have a lie-in at the weekend are also on the rise
(adattato da L. Selivan Lexical Grammar 2018 CUP)

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