

Five Golden Rules

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The potentially revolutionary impact of The Lexical Approach!

- “Language is not lexicalised grammar. It is, rather, grammaticalised lexis”

Golden Rule #1: Use lexical materials

- 1 This does NOT just mean a lexical syllabus!
- 2 Less authentic texts - more texts written for language learners!
- 3 A healthier balance between transactional and interactional listenings.
- 4 Texts which students want to talk about!

Exploit texts via lexical language exercises

1. Words
2. Collocations
3. Fixed - and semi-fixed - expressions
4. Spoken grammar
5. Grammar as lexis

Golden rule # 2: Foster Linguistic Awareness

- We need to combat the notion that L2 = grammar + single words.
- Encourage Ss. to notice which words go together.
- Give Ss. typical ways of saying things.
- Warn Ss. about the perils of word for word translation

Our boardwork has a central role to
play

Give examples of usage.

*I'm going on a day-trip to ...
this Saturday.*

Other ways to foster awareness

1. Watch what students are underlining.
2. Get students to underline new collocations / expressions from texts
3. Make gap-fill exercises of good collocations

Golden Rule # 3: Dealing with error

Error should NOT be an excuse for punitive correction and more grammar - rather, it's a chance to start from where the students are at.

Students often make mistakes because they don't know any better! For example:

Your book is a new book which is similar with the my old book, but has been improved and more up-to-date!

Reformulation is the best way ahead!

Ss1: Sorry I'm late. I lost my bus.

Let student interlanguage control the class more.

I'm really busy at work at the moment. I'm really stressed-out about it all.

So what do you do?

➤ *I'm a*

Wow! That must be really stressful!

*I always get really nervous before...
... flying / exams / interviews.*

*She's a very nervous kind of person. She
never really seems to relax.*

Golden Rule # 4: The triple X rule!

When dealing with new vocabulary, **explain**,
exemplify . . . and use the class to help you
expand upon this.

*I feel really guilty about . . .
. . . forgetting my mum's birthday.
I wish I hadn't done it!*

*I feel really guilty about ...
... eating that cake this morning.
... what I said to him!
I wish I hadn't done it!*

I really regret ... losing his number.

Ask questions about language to generate connected language

Ss. need more than to simply understand meaning - they need to know about collocation, colligation, etc.

Take a phrasal verb exercise, for example, where one of the answers is **got kicked out of**:

- Anything else you can be **kicked out of**?
- Who by?
- Why?

The 5th and final Golden Rule: Students need to practise

Make revision questionnaires:

- Has anyone you know ever been kicked out of anything? What? Why?
- When was the last time you went on a day-trip? Where did you go?
- What was the last thing you felt guilty about?

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