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**Skills**

in

**ELT**

**Hossein salarian**

آمادگی آزمون دکتری

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کلیه حقوق مادی و معنوی این اثر متعلق به موسسه آموزش عالی آزاد ماهان می‌باشد. و هرگونه اقتباس و

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برنام تو

ایمان داریم که هر تغییر و تحول بزرگی در مسیر زندگی بدون تحول معرفت و نگرش میسر نخواهد بود. پس بیایید با اندیشه توکل، تفکر، تلاش و تامل در توسعه دنیای فکریمان برای نیل به آرامش و آسایش توأمان اولین گام را برداریم.

چون همگی یقین داریم دانایی، توانایی می آورد.

**شاد باشید و دلی را شاد کنید.**

**برادران سیّری**

## **Preface**

For more than six decades now, research and practice in English language teaching has identified the 'four skills' as of paramount importance. ESL curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others. And a visit to the most recent TESOL convention will offer us a copious of a presentation indexed according to the four skills. Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration and a whole language approach.

This book contains 11 chapters, all necessary for PhD Entrance Exam in Iran. Each chapter is the summary of chapters in related issues in some books with some tests at the end of it, key notes and a useful glossary. On the whole, it has more than 170 test items with keys and explanations, besides the test items in the recent PhD Entrance Exams. I hope it meets your needs and provides supports and is a bridge for the grade A, i.e., the full per cent, in PhD entrance exam. I would like to thank all those who have contributed directly or indirectly to this book.

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# *Chapter 1*

## *Vocabulary*





If we went to count how long a book is or how fast someone can speak or read in words per minute, then we need to count 'tokens'. The sentence '*to be or not to be, that is the question*' contains ten tokens. Even though the same word from be occurs twice it is, counted each time it occurs.

### **Sight vocabulary**

'Sight vocabulary' are words that are known well enough to be recognized quickly and accurately, and it should be mentioned that 'active' words are the words we use in contrast to 'passive words' which we only recognize and know them but we don't use them.

Count word 'types'. The sentence 'to be or not to be, that is the questions' contains eight word types. Both be and to occur twice, and so they are not counted after their first occurrence. Some of the problems with counting types include deciding what to do about capital letters (are High or high two types or one?). And, what do we do with identical types that have different meaning (generation (of electricity) and (the younger) generation).

There is evidence (Nagy et al., 1989) that language users see closely related word forms (*mend, mends, mended, mending*) as belonging to the same word family and it is the total frequency of a word family that determines the familiarity of any particular member of that family. In other words, the regular word-building devices create items that are seen as being very closely related to each other. A major problem with counting words families is in deciding what should be counted as a member of a family. The most conservative way is to count 'lemmas'.

Pawley and Syder (1983) suggest that native speakers speak appropriately and fluently because they have stored very large numbers of the 'multi- words units' (MWUs) which they can draw on when using the language. These MWUs go by several names:

- 'Preformulated language' (emphasizing how MWUs can be stored as single units which are 'ready to go')
- 'Formulas' (emphasizing how MWUs can be repeatedly used instead of having to generate new ways of saying things)
- 'Lexical phrases' (emphasizing how certain phrases are typically use to achieve particular functions in everyday life, for example have you heard the one about \_\_\_\_\_ is commonly used to introduce a joke) .

A key future of these MWUs is that the words in the unit cannot be freely substituted with other words; rather they have strong partnership connections, a property called 'collocation'. Although we have always been aware of some MWUs, for example idioms, research into MWUs have only blossomed with the advent of corpus analysis, which has brought extended lexical patterning into the light. Because this is a new area, counting these MWUs is still difficult, as no defining criteria have yet gained general acceptance. So, what is considered to

be a MWU will depend on the purpose of the counting. If the goal is to count items that would require learning for comprehension then the MUWs would need to be to some degree non-compositional (the meaning of the unit could not be inferred from the meaning of its parts). This criterion would result in a rather short list of high-frequency items, if the frequency cut-off point was the same as that for single words. That is, MWUs are much less frequent than single high-frequency words. If the goal of counting is to come up with a list of items that could contribute to fluency and a native-like turn of phrase then the MWUs need at least to be frequent and grammatically coherent.

### What Vocabulary Should Be Learned?

What vocabulary to focus on should be determined by two major considerations – the needs of the learners and the usefulness of the vocabulary items. The traditional way of measuring the usefulness of items is to discover their frequency and range in a relevant corpus. The most striking features of the results of a frequency-based study are:

- The very wide spread of frequencies, with some items occurring many many times and some occurring only once.
- The relatively small number of words needed to cover a very large proportion of the token in a text.
- The very large number of low frequency items that account for a very small proportion of the tokens in a text.

The information from frequency studies suggests a cost-benefit approach to dealing with vocabulary. If we use frequency counts to distinguish high-frequency from low-frequency words then it seems clear that the high- frequency words need to be the first and main vocabulary goal of learners.

The low-frequency words are so frequent, have such a narrow range of occurrence and make up such a large group that they do not deserve teaching time. Of course, learners need to keep on learning low-frequency words after they have learned the high-frequency words, but they should do this incidentally or deliberately in their own time. Teachers should focus strategies that help learners do this ' incidental' or 'deliberate' learning. These strategies include guessing from context, learning from word cards, using word parts and dictionary use.

*Learning incidentally:* | - in first lang.; for nonnative, based on 3 conditions  
| - is cumulative



## How Should Vocabulary Be Learned?

### *Learning Vocabulary from Meaning of focused Input (Listening and reading)*

Learning from meaning-focused input, that is, learning incidentally through listening and reading, accounts for most first language vocabulary learning. Although this kind of learning is less sure than deliberate study, for native speakers there are enormous opportunities for such learning (Nagy, Herman and Anderson, 1985). For such learning to occur with non native speakers, three major conditions need to be met. First, the unknown vocabulary should make up only a very small proportion of the tokens, preferably around two percent, which would mean one unknown word in 50.

Second, there needs to be a very large quantity of input, preferably one million tokens or more per year. Third, learning will be increased if there is more deliberate attention to the unknown vocabulary through the occurrence of the same vocabulary in the deliberate learning strand of the course and through consciousness-raising of unknown words as they occur through glossing (Watanabe 1997), dictionary use and highlighting in the text. It is important to remember that incidental learning is cumulative and therefore vocabulary needs to be met a number of times to allow the learning of each word to become stranger and to enrich the knowledge of each word.

*- Organized, well-monitored, substantial extensive reading programme based largely, but not exclusively, on graded readers.*

Graded readers are particularly helpful for learners in the beginning and intermediate stages, as they best realize the three conditions for learning outlined above.

There are currently some very well-writing grader readers which have key advantages: even beginning and intermediate learners with limited vocabulary size can read simplified readers for pleasure, which is an authentic usage, even if the text itself is not purely 'authentic'. Learners find it impossible to respond authentically to texts that overburden them with unknown vocabulary.

Listening is also a source of meaning-focus input and the same conditions of low unknown vocabulary load, quantity of input and some deliberate attention to vocabulary are necessary for effective vocabulary learning. Quantity of input, which directly affects, repetition, maybe partly achieved through repeated listening, where learners listen to the same story several times over several days. Deliberate attention to vocabulary can be encouraged by the teacher quickly defining unknown items (Elley, 1989), noting them on the board or allowing learners the opportunity to negotiate their meaning by asking for clarification.

Newton (1995) found that although negotiation is a reasonably sure way of vocabulary learning, the bulk of vocabulary learning was through the less sure way of non-negotiated learning from context, simply because there are many more opportunities for this kind of learning to occur.

### **Learning vocabulary from meaning-focused output (speaking and writing)**

Learning from meaning-focused output, that is, learning through speaking and writing, is necessary to move receptive knowledge into productive knowledge. This enhancement of vocabulary through the productive skills can occur in several ways. First activities can be designed, such as those involving the use of annotated pictures or definitions, which encourage the use of new vocabulary. Second, speaking activities involving group work can provide opportunities for learners to negotiate the meaning of unknown words with each other. Such negotiation is often successful and positive (Newton, 1995). Third, because the learning of a particular word is a cumulative process, the use of a partly known word in speaking or writing can help strengthen and enrich knowledge of the word.

Joe, Nation and Newton (1996) describe guidelines for the design of speaking activities that try to optimize vocabulary by careful design of the written input to such activities. These guidelines include predicting what parts of writing input are most likely to be used in the task, using retelling, role-play or problem-solving discussion which draws heavily on the written input, and encouraging creative use of the vocabulary through having to reshape the written input to a particular purpose.

There are no studies of the learning of particular vocabulary through writing, but writing input to the writing task could play a role similar to that which it can play in speaking tasks.

### **Direct/ Deliberate Vocabulary Learning**

*-more focused and goal-directed than incidental*

*-more effective*

Studies comparing incidental vocabulary learning with direct vocabulary learning characteristically show that direct learning is more effective. This is not surprising as noticing and giving attention to language learning generally makes that learning more effective. Deliberate learning is more focused and goal-directed than incidental learning. Which has resulted in a very useful set of learning guideline (Newton, 2001) . These guidelines are illustrated below through the use of word cards.

*Spaced repetition results in longer lasting learning.*

Deliberate vocabulary teaching is one way of encouraging is one way of encouraging deliberate vocabulary learning. Such teaching can have three major goals. First, it can aim result in well-established vocabulary learning, requires 'rich instruction'. Raising learners consciousness.

*Second, Gaining knowledge of strategies.*

*Rich instruction in deliberate vocabulary: spending time on each word in its different aspects.*



Such rich instruction is necessary if pre-teaching has the effect of improving comprehension of the following text.

Directed towards high-frequency words. Deliberate vocabulary teaching can have the aim of simply raising learners "consciousness" of particular words so that they are noticed when they are met again. Here, vocabulary teaching has the modest aim of beginning the process of cumulative learning. Third, deliberate vocabulary teaching can have the aim of helping learners gain knowledge of strategies and of systematic features of the language that will be of use in learning a large number of words. These features include sound-spelling correspondences to word parts.

Deliberate vocabulary teaching can take a variety of forms including:

- Pre-teaching
- Exercises
- Self-contained
- Word detective
- Quickly dealing

*Two approaches to fluency dev.:*

1.	<i>Repetition and called "well-beaten path" approach: choosing from many paths not one path</i>
2.	<i>Making connections and associations with a known item, Called "richness approach"</i>

### **Developing Fluency with Vocabulary across the Four Skills**

Developing fluency involves learning: thus fluency development activities should not involve unknown vocabulary. The conditions needed for fluency development involve a large quantity of familiar material, focus on the message and some pressure to perform at a higher-than-normal level. The first relies primarily on repetition and could be called "the well-beaten path approach" to fluency. This involves gaining repeated practice on the same material so that it can be performed fluently. This includes activities such as repeated reading, the 4/3/2 technique (where learners speak for four minutes, then three minutes, then two minutes on the same topic to different learners), the best recording and rehearsed talks. The second approach to fluency relies on making many connections and associations with a known item. Rather than following one well-beaten path, the learner can choose from many paths. This could be called "the richness approach" to fluency. This involves using the known item in a wide variety of contexts and situations. This includes speed-reading practice, easy extensive reading, continuous writing and retelling activities. The aim and result of this approach is to develop a well-ordered system.



## Strategy Development

There are four major strategies that help with finding the meaning of unknown words and making the words stay in memory. These strategies are guessing from context clues, deliberately studying words on words cards, using word parts and dictionary use. These are all powerful strategies and are widely applicable. They provide access to large number of words, they deserve substantial amounts of classroom time. It seems easier to use them than not use them. These strategies are useful for the high frequency words of the language and they are essential for the low-frequency words. Instead, teachers should provide training in the strategies.

### Guessing from Context

Most useful of the strategies. To learn the strategy learners need to know 95-98% the tokens in a text. Learning from guessing is part of the meaning focused input.

Training in the skill of guessing results in improved guessing, such training should focus on linguistic clues, clues from the wider context, common-sense and background knowledge.

### Learning from Word Cards and Using Word Parts

Learning vocabulary from small cards made by the learners has already been described in the section on the deliberate study of words, such rote learning. There are also very useful mnemonic strategies that can increase the effectiveness of such learning. The most well-researched of these is the keywords technique which typically gives results about 25 per cent higher than ordinary rote learning, to help link the form of a word to its meaning.

### Dictionary Use

Bilingualized dictionaries are effective in that they cater for the range of preferences and styles. Dictionaries may be used "receptively". Dictionary use involves numerous subskills such as reading a phonemic transcription interpreting grammatical information, generalizing from example sentence and guessing from context to help choose from alternative meanings.

Training learners in vocabulary use strategies requires assessment to see what skill and knowledge of the strategies the learners already have, planning a program of work to develop fluent use of the strategy, helping learners value the strategy and be aware of its range applications, and monitoring and assessing to measure progress in controlling the strategy.

This includes the vocabulary level test the productive level test the *eurocentres Vocabulary size test* and the vocabulary dictation tests.

The test includes some imitation words that look like real words ("ploat").

It can be used for determining the extent of learners' listening vocabulary quickly.



As can be seen, there is a wide variety of vocabulary test formats. Different test formats testing the same vocabulary tend to correlate with each other around 0.7, indicating that test format plays a considerable role in determining the results of a vocabulary test. This also suggests that different test formats may be tapping different aspects of vocabulary knowledge.

### **Limitations on Generalizing Vocabulary size Estimates and Strategies to Other Languages**

The chief characteristic of English vocabulary is that it is very large. Consider, for example, the set of objects and actions that in English are labeled as: *book, write, read, desk, letter, secretary* and *scribe*. These words are all related semantically in that they refer to written language, but it is impossible to tell this simply by looking at the words. They share no physical similarities at all and this means that learners of English have to acquire seven separate words to cover all this meaning. In other languages, this is not always the case. In Arabic, for example, all seven meanings are represented by words which contain a shared set of three consonants – in this case k-t-b. The different meanings are signaled in a systematic way by different combinations of vowels. This means that in Arabic all seven English words are clearly marked as belonging to the same semantic set, and the learning load is correspondingly reduced.

There are also some historical reasons which contributed to the complexity of English vocabulary. A substantial proportion of English vocabulary is basically Anglo-Saxon in origin, but after the Norman invasion in 1066, huge number of Norman French words found their way into English, and these words often co-existed side-by-side with already existing native English words. English vocabulary was again very heavily influenced in the eighteenth century when scholars deliberately expanded the vocabulary by introducing words based on Latin and Greek. This means that English vocabulary is made up of layers of words, which are heavily marked from the stylistic point of view.

English has also a tendency to use rare and unusual words where other languages often use circumlocution based on simpler items.

Barrier difficult vocabulary, Corson (1995)

### **The Lexical Bar**

Unfortunately for EFL learners, the opaque terms are not just an optional extra.

#### *Lexical bar or barrier*

Using a word in a wrong context can cause offence, make you look like an idiot or cause you to be completely misunderstood. All this represents a significant learning burden for non-native speakers, and one which is not always found to quite the same extent in other languages.



The basic problems in here seems to be that English vocabulary consists of a large number of different "items", which are layered according to the contexts in which they appear.

### **Vocabulary Size and Language Proficiency**

This means that the relationship between vocabulary size and overall linguistic ability may differ from one language to another. In English, there is a relatively close relationship between how many words you know, as measured on the standard vocabulary tests, and how well you perform on reading tests, listening tests and other formal tests of your English ability. In other languages, it is much less clear that this relationship holds up in a straightforward way.

A language which had a relatively small core vocabulary called "Simplish".

In Simplish, anyone who had acquired the basic vocabulary and understood the roles of compounding would automatically have access to all the other words in the vocabulary as well. "Difficult words" would exist in Simplish, but they would not be problem for learners. These infrequent word would problem be long because they were made of many components, but the components would all be familiar at same level.

The notion of "vocabulary size" would be completely irrelevant.

Vocabulary size in English strongly limits the sort of texts.

The general point here is that the sheer size vocabulary has a very marked effect on the way we teach English, and severely constrain the level of achievement we expects of learners.

This means that teaching methods that take English vocabulary structure for granted will not always be the best way for us to approach the teaching of vocabulary in other languages.

This comparison underlines the importance of having a well-thought-out plan for helping learners with English vocabulary. The basis of this pan is an awareness of distinction between high-frequency and low-frequency words, and the strands and strategies which are the means of dealing with these words.

### **Notes: Communicative L2 Vocabulary Teaching:**

- allocating specific class time to vocabulary learning
- helping Ss to learn vocabulary in context
- playing down the role of bilingual dictionary
- encouraging Ss to develop strategies for determining the meaning of words.
- '**Bathtub effect**' is the most commonly finding in the literature on memory for words and is its visual metaphor: People remember the beginning and end of words better than the middle,





as if the word were a person lying in the bathtub. On average, the beginnings of words are better remembered than the ends.

- '**Involvement Load Hypothesis**': deeper engagement with new vocabulary as induced by task increases the chances of their being learned, (Schmidt, 2008). Laufer proposed the motivational-construct of involvement which comprises three basic involvement components: *need, search* and *evaluation*.

**Tests:****1. Which of the following sentences is FALSE?**

- a. *Sight vocabulary are words that are known well enough to be recognized quickly and accurately.*
- b. *A major problem with counting words families is in deciding what should be counted as a member of a family.*
- c. *Learning from meaning-focused input can be learning incidentally through listening.*
- d. *Vocabulary size in English doesn't limit the sort of texts.*

**2. Pawley and Syder (1983) suggest that native speakers speak appropriately and fluently because they have stored very large numbers of the '.....' which they can draw on when using the language.**

- a. *multi- words units*
- b. *lexical phrases*
- c. *strategies*
- d. *cohesive devices*

**3. All of the followings are 'multi- words units' (MWUs) which we can draw on when using the language, EXCEPT .....**

- a. *preformulated language*
- b. *formulas*
- c. *performance variables*
- d. *lexical phrases*

**4. '.....' emphasize(s) how certain phrases are typically use to achieve particular functions in everyday life.**

- a. *Preformulated language*
- b. *Formulas*
- c. *Performance variables*
- d. *Lexical phrases*

**5. A key future of the 'multi- words units' (MWUs) is.....**

- a. *unplanned vocabulary learning*
- b. *that local errors are ignored*
- c. *a property called collocation*
- d. *contrastive rhetoric*

**6. The traditional way of measuring the usefulness of items is to discover .....**

- a. *alternatives posed orally or in writing*
- b. *a follow-up writing exercise*
- c. *their frequency and range in a relevant corpus*
- d. *suitability of content and attention to grammatical forms*





## Keys :

### 1.d

Vocabulary size in English strongly limits the sort of texts.

Learning from meaning-focused input, that is, learning incidentally through listening and Studies comparing incidental vocabulary learning with direct vocabulary learning characteristically show that direct learning is more effective.

### 2.a

Pawley and Syder (1983) suggest that native speakers speak appropriately and fluently because they have stored very large numbers of the 'multi- words units' (MWUs) which they can draw on when using the language.

### 3.c

'multi- words units' (MWUs) which they can draw on when using the language. These MWUs go by several names:

'Preformulated language', 'Formulas' and 'Lexical phrases'.

### 4.d

'Lexical phrases' (emphasizing how certain phrases are typically used to achieve particular functions in everyday life).

### 5.c

A key feature of these MWUs is that the words in the unit cannot be freely substituted with other words; rather they have strong partnership connections, a property called 'collocation'.

**Note:** 'Contrastive rhetoric' is one pattern of written discourse.

### 6.c

What vocabulary to focus on should be determined by two major considerations – the needs of the learners and the usefulness of the vocabulary items. The traditional way of measuring the usefulness of items is to discover their frequency and range in a relevant corpus.

### 7.c

The information from frequency studies suggests a cost-benefit approach to dealing with vocabulary.

### 8.a

Newton (1995) found that although negotiation is a reasonably sure way of vocabulary learning, the bulk of vocabulary learning was through the less sure way of non-negotiated



learning from context, simply because there are many more opportunities for this kind of learning to occur.

Learning from meaning-focused output, that is, learning through speaking and writing, is necessary to move receptive knowledge into productive knowledge. This enhancement of vocabulary through the productive skills can occur in several ways.

### 9.c

Joe, Nation and Newton (1996) describe guidelines for the design of speaking activities that try to optimize vocabulary by careful design of the written input to such activities. These guidelines include predicting what parts of writing input are most likely to be used in the task, using retelling, role-play or problem-solving discussion which draws heavily on the written input, and encouraging creative use of the vocabulary.

### 10.d

Deliberate vocabulary teaching can take a variety of forms including:

- Pre-teaching
- Exercises
- Self-contained
- Word detective
- Quickly dealing

### 11.a

Two approaches to fluency dev. with Vocabulary across the Four Skills:

1. Repetition and called "well-beaten path" approach: choosing from many path not one paths
2. Making connections and associations with a known item, Called "richness" approach

### 12.b

In Simplish, anyone who had acquired the basic vocabulary and understood the roles of compounding would automatically have access to all the other words in the vocabulary as well.



## *Chapter 2*

### **Lexis in the Syllabus**





## Key Notes:

- *Distinguishing features: fundamentally different attitudes from the treatment of text*
  - *Recognizing the importance of co-text and*
  - *Proposing a range of awareness- raising activities*
- *Criteria:*
  - *For inclusion: including only maximum useful items, which reflect to:*
    - ✓ *Particular course*  
*and*
    - ✓ *Students*
  - *Reasons for Excluding materials:*
    - ✓ *Not identified*
    - ✓ *Not valued*
    - ✓ *Not prioritized*
  - *Not synthetic but analytic syllabus = learners involve in with chunks of language items with communication purpose*
  - *Sinclair and Willis equate lexically syllabus and word-based syllabus*
  - *Limiting elements: cohesive and coherent devices*
  - *Functions and skills emphasized.*

Syllabus is interpreted in what Nunan calls the 'narrow' sense – the content of the teaching program. Willis, in *The Lexical Syllabus*, observes that an approach involves both syllabus specification and methodology, and that syllabus and methodology are not discrete options: indeed, syllabus may be specified in terms of goals, performance objectives, or other criteria such as Prabhu's procedural syllabus. Historically, syllabuses were structural; the Communicative Approach introduced functions, and certain re-orderings.

### *Distinctive features of lexical approach:*

- 1. Recognizing the importance of co-text and discourse*
- 2. proposing a range of awareness – raising activities*



Traditional language teaching is in direct conflict with some of these objectives. The P-P-P (present, practice, produce) paradigm, repetition, and controlled pattern practice are elements of this kind. A task-based methodology, and an O-H-E (observe, hypothesis, experiment) paradigm are in sympathy with the wider educational syllabus.

***Reasons for excluding:***

Three principle reasons may be identified for **excluding** material: it is **not identified, not valued, or not prioritized**.

***Shortcoming of task-based:***

A shortcoming of task-based approaches is that they make it difficult syllabus content, and as teachers we cannot be sure what has been learned in the course of a given language activity or a given unit.

***Factors for inclusion of words:***

- *frequency*

- *learnability*

- *communicative power*

Despite the reference to 'phrases in which they occur' Sinclair and Willis largely equate the lexical syllabus with a **word-based** syllabus. Inherent in this interpretation are three problems which manifest themselves in the course described in Willis's *The Lexical Syllabus*:

1. The most frequent 'words' are frequently items previously regarded as structural and, ironically, words of low semantic content. These largely de-lexicalized words are highly frequent precisely because they often have several meanings, and their pattern profiles are extremely complex. Mastery of words like *to, with, have* is considerably more difficult than mastering a vocabulary item with higher meaning content *accident, soot, slump*.

2. The word-based syllabus introduced words with both their highly frequent and much rarer meanings together. A preoccupation with the words as a unit meant infrequent meanings of highly frequent words were given preference over highly frequent meanings of rather less frequent words within the corpus. Some of these rarer meanings of high frequency words appear as of relatively low utility, and a relatively high confusion-factor for elementary students.

3. Multi-word lexical items are under-valued and under-exploited.

**Tests:**

**1. All of the following principal reasons may be identified for excluding material EXCEPT .....**

- a. not identified      b. not valued      c. not having frequency      d. not prioritized*

**2. Which of the following Factors is Not considered for inclusion of words?**

- a. frequency      b. learn-ability*  
*c. occurring in phrases      d. communicative power*

**3. Which of the following sentences is Wrong?**

- a. Despite the reference to 'phrases in which they occur' Sinclair and Willis largely equate the lexical syllabus with a word-based syllabus.*  
*b. Willis, in The Lexical Syllabus, observes that syllabus and methodology are not discrete options.*  
*c. A task-based methodology, and an O-H-E paradigm are in sympathy with the wider educational syllabus.*  
*d. Functions and skills are not emphasized in lexical syllabus.*

**4. The Lexical Syllabus .....**

- a. recognizes the importance of co-text*  
*b. doesn't emphasize functions and skills emphasized*  
*c. doesn't recognize the importance of co-text*  
*d. doesn't propose a range of awareness raising activities*



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## Keys:

### 1.c

Three principle reasons may be identified for **excluding** material: it is **not identified, not valued, or not prioritized**.

### 2.c

*Factors for inclusion of words:*

- *frequency*

- *learn-ability*

- *communicative power*

### 3.d

Despite the reference to 'phrases in which they occur' Sinclair and Willis largely equate the lexical syllabus with a **word-based** syllabus.

Willis, in *The Lexical Syllabus*, observes that an approach involves both syllabus specification and methodology, and that syllabus and methodology are not discrete options:

A task-based methodology, and an O-H-E (observe, hypothesis, experiment) paradigm are in sympathy with the wider educational syllabus

In *The Lexical Syllabus*, Functions and skills emphasized.

### 4.a

The Lexical Syllabus *recognizes the importance of co-text and emphasizes functions, skills and proposes a range of awareness raising activities.*

## *Chapter 3*

### *Grammar and Grammaticality*



For most people, the essence of language lies in grammar. When someone is said to “lack skills in language”, or when the popular press decries what it sees as the declining standard of English, they are generally referring to an actual or perceived decline in the ability of individuals to express themselves grammatically.

- **Defining grammar**

Cobbett wrote:

Grammar.... teaches us how to make use of words; that is to say, it teaches us how to make use of them in the proper manner ..... to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules; an these principles and rules constitute what is called Grammar.

Twenty-five years after Cobbett’s pronouncement, a grammar for schools appeared that reinforced the notion that grammar had principally to do with correctness, i.e., to express their thoughts, either in speech or writing. For most of the history of language teaching, grammar has had to do with correctness, and the role of the teacher was to impart the rules that would result in correct usage. The focus was on transmission rather than interpretation.

These days **Grammar**: (1) An analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker’s knowledge (a competence grammar). A contrast is often drawn between a descriptive grammar, which provides a precise account of actual usage, and a prescriptive grammar, which tries to establish rules for the correct use of language in society. (2) An analysis of the structural properties which define human language (a universal grammar). (3) A level of structural organization which can be studied independently of phonology and semantics.

**Grammaticality.** The conformity of a sentence or part of a sentence to the rules defined by a particular grammar of the language.

**Grammar.** *n* a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

### **Grammar: A problematic concept**

Research over the last few years suggests that many of the assumptions that are made about grammar and grammaticality are essentially problematic. This can be demonstrated by simple introspective tests of grammaticality.

There is large measure of disagreement between both the native and non-native teachers. In actual facts, levels of disagreement among linguists can be just as pronounced as those among ordinary native speakers.

Odlin (1994) in an investigation of grammaticality and acceptability, concluded that there are important limitations on the ability of “experts” to provide reliable judgments.

Both competence and performance limitations affect expert judgments of grammaticality, and these limitations can likewise affect judgments of acceptability.