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# Curating & Reproducing Lexical Chunks: Activities for all Students

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# Today's Session

## Topics and Activities



Short Introduction to reproducing lexical chunks  
Some theory/guidelines/considerations  
A lesson framework  
Try it out



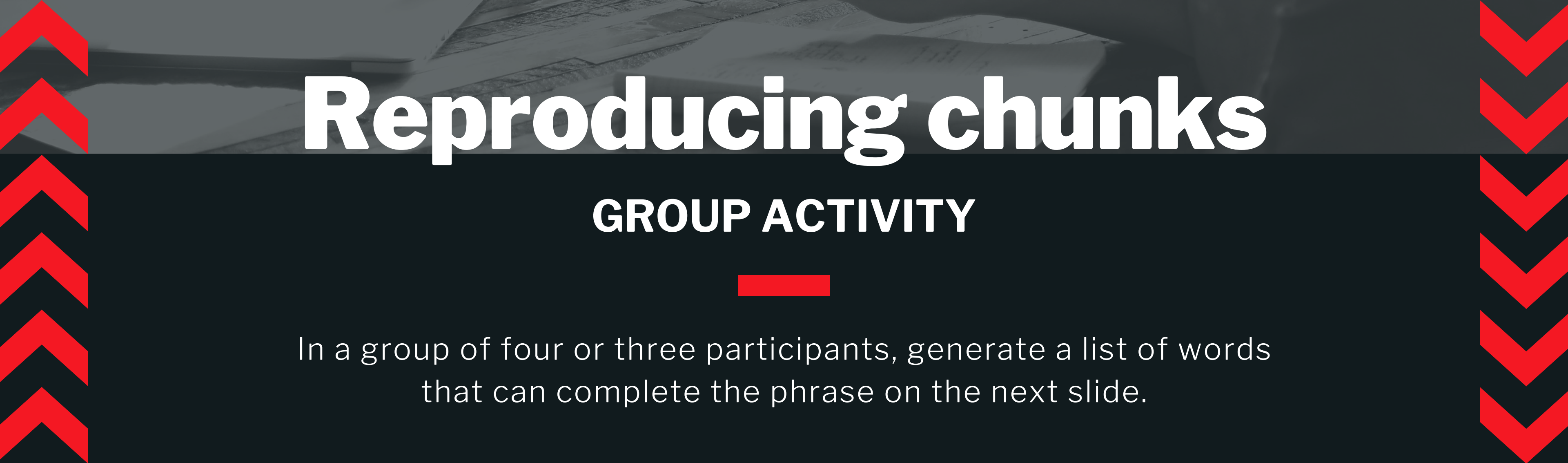


# Reproducing chunks

## GROUP ACTIVITY

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In a group of four or three participants, generate a list of words that can complete the phrase on the next slide.



**pass the ...**



# pass the ...

## BNC

1	<input type="checkbox"/>	PASS THE TIME	71	
2	<input type="checkbox"/>	PASS THE BUCK	25	
3	<input type="checkbox"/>	PASS THE BALL	22	
4	<input type="checkbox"/>	PASS THE TEST	17	
5	<input type="checkbox"/>	PASS THE MESSAGE	14	
6	<input type="checkbox"/>	PASS THE INFORMATION	11	
7	<input type="checkbox"/>	PASS THE PARCEL	11	
8	<input type="checkbox"/>	PASS THE WORD	11	
9	<input type="checkbox"/>	PASS THE FOLLOWING	9	
10	<input type="checkbox"/>	PASS THE BILL	8	

## COCA

1	<input type="checkbox"/>	PASS THE TIME	483	
2	<input type="checkbox"/>	PASS THE TEST	203	
3	<input type="checkbox"/>	PASS THE BILL	166	
4	<input type="checkbox"/>	PASS THE SENATE	146	
5	<input type="checkbox"/>	PASS THE HOUSE	123	
6	<input type="checkbox"/>	PASS THE BALL	99	
7	<input type="checkbox"/>	PASS THE WORD	64	
8	<input type="checkbox"/>	PASS THE BUCK	60	
9	<input type="checkbox"/>	PASS THE TORCH	46	
10	<input type="checkbox"/>	PASS THE BAR	42	
11	<input type="checkbox"/>	PASS THE LEGISLATION	30	

# THANKS TO



**Ken Lackman**

**Michael Lewis**

**Bruno Leys**



# Some theory

Are we on the same page?

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What is my motivation for using a lexical approach?

What is the lexical approach?



# WHY?

## LEXICAL APPROACH & GRAMMAR: TWO QUOTES

01

**John Sinclair (1996)**

A lexical mistake often causes misunderstanding, while a grammar mistake rarely does.

02

**Michael Lewis(1997)**

However unpopular it is with teachers, language which contains grammatical errors is unlikely to be misunderstood in context, but with lexical errors misunderstanding, incomprehension, or in rare cases even offence, are quite likely. Recognizing the lexical nature of language, and the centrality of lexis to the creation of meaning, and consequently to communicative power, demotes grammar – and in particular, the often unnatural, inaccurate grammar of standard EFL – to a subsidiary role.





# WHY?

## LEXICAL APPROACH & FLUENCY: TWO STUDIES

**01**

**Mohammadi (2018)**

After teaching lexical chunks, students fluency increased significantly and the students enjoyed learning the lexical chunks.

**02**

**Boers, Eyckmans,  
Kappel (2006)**

'...helping learners build a repertoire of formulaic sequences can be a useful contribution to improving their oral proficiency.'



# THE LEXICAL APPROACH

## A DEFINITION

The Lexical Approach	Is based on the	Idea	That	Language is made up of other structural elements besides what we traditionally think of as grammar.
		notion		
		premise		
		assumption		
Noun/Noun Phrase	Is based on the	Slot fillers	that	clause



# LEXICAL CHUNKS

## THREE CATEGORIES

**Collocations:** words which go together, usually, but not always, two words

**Fixed phrases:** expressions which cannot be changed or can only be changed minimally. Most fixed phrases are idiomatic or are those used in polite speech.

**Semi-fixed phrases:** expressions which have at least one slot into which a number of different words or phrases can be inserted.





# Tyring out a Framework

Are you ready to work?

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This framework comes from Ken Lackman (2019) with some slight modifications.

# FRAMEWORK (1)

**Traditionally approach a listening/watching/reading text**

Read/comprehension/unknown vocabulary

**Generate speaking/writing topics**

Have students produce a list or use speaking activities that come with the text



# FRAMEWORK (2)

## **Curate lexical chunks from text**

Can be collocations, fixed expressions, semi-fixed expressions

Give guidelines: find a lexical chunk of 4 words, contains content word, find 5 examples

## **Clarify & practice as needed**

Clarify meaning; give controlled practiced if necessary



# FRAMEWORK (3)

## **Reproduce lexical chunks in a spoken or written task**

Have them use some or all of the found chunks in a practice; provide feedback and error correction

## **Select a few for repeat visits**

Make a list or lists of chunks; focus on specific types of tasks (describing, writing an email, etc)





# Discussion/Questions

Thoughts?

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How would you use this framework?  
Could you use this framework?