

Lexical approach to language acquisition

At present more and more English language teachers are aware of the necessity to incorporate lexical ideas into their teaching and combine the concept of communicative competence with the concept of collocation competence. Understanding the phrasal nature of language teachers should create productive activities or adapt familiar classroom activities for learners to notice, record and learn language, from the materials they work with, in a way they can build their mental lexicon.

Group discussion appears to be one of the most fruitful type of productive classroom activities because it needs a fundamental preliminary preparation including extensive reading, interviewing, talking to the people concerned. Participants of the discussion, who are going to play different psychological and functional roles, have to highlight a lot of lexical chunks to be used in the process of discussion in order to sound naturally, as usually native speakers do. The higher is the level of learners the more diverse and rich is their mental lexicon, the more it is interrelated with grammar. Advanced level learners can subconsciously take in useful language units and then consciously use them in specific situations. It is an essential role of the teacher to help students to achieve the level of good command of the English language and enable them not only to talk, but primarily by means of talking to get business done.