

Applying a Lexical Didact Procedure to enhance Learners' Lexical Knowledge

Dr. Keiby Caro

Universidad del Atlántico, Colombia

Abstract

Most foreign language teachers are aware of the relevance that lexis plays for learners to communicate effectively with others in the target language. However, there is no consensus as to how lexis can be taught and learned systematically. What is agreed upon is that L2 learners require a lot of exposure inside and outside the classroom to develop robust lexical knowledge. It is known there is a significant difference between L1 and L2 lexis learning, where the learning rate for the latter is much slower and uneven and where the use opportunities are scarcer. In addition, there are not so many models, sequences or procedures available to learn and teach lexis. Regarding this, I designed a Lexical Didactic Procedure (LDP) as my doctoral proposal to teach and learn EFL lexis systematically. By applying this in class, we can ensure that our learners master most of their lexical items taught, aiding them to memorize and retain them longer in the long-term memory. During my presentation, the participants will get acquainted with the lexical tenets of this procedure: lexical item selection, the Four Strands Approach (2012) considering the nine aspects of lexical knowledge, assessment-for-learning activities and ending with the quiz/test.

Keywords: lexical didactic procedure; lexical knowledge; lexis; lexis learning; lexis teaching