

determination of adequate conditions of use of the set of all subsystems means of the language including extra-linguistic factors of the communicative situation.

Key words: rhythm, political speech, rhetoric, rhetorical effectiveness.

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LEXICAL INCONSISTENCY ERRORS IN FOREIGN LANGUAGE STUDIES

Among the different meanings of the words implication and application that appear in the Dictionary of English, we highlight the following:

Implication: *the things that are likely to happen as a result of something.*

Application: *the use of it in a particular situation.*

With these two concepts, we intend to explain the way in which lexical inconsistencies affect the studies and how we can use it practically for pedagogical purposes. Our main objective is to explain the term lexical inconsistency and point out its importance and the difficulty of its classification, at the same time that we comment on the main consequences of their presence in the classroom and propose some useful, practical applications of this phenomenon.

Researches on lexical development are very important because studies that deal with lexical matters are relatively recent. Grammar has been the major part in research, leaving aside the fact that vocabulary is vital in language acquisition and communication. Learners have to be able to „get across meaning” [1], and this they do, first of all, with words. Grammatical structures and sound patterns are meaningless if they do not form a lexical item [3]. Furthermore, vocabulary is extremely important in second language acquisition and teaching research because it is essential for communication, and learning a language starts with the acquisition of words.

Lexical knowledge is not only basic as regards communication, it also serves as an academic predictor. In general the relationship between language proficiency and educational achievement has been widely acknowledged. Furthermore, lexical knowledge is considered to be of the most important determinants of academic success. Students with a poorer lexical knowledge lag behind their group-mates in studies. The more their knowledge of words progresses the better they are at studies. Many investigations have

shown the strong connection between vocabulary knowledge and reading comprehension. This relation is even more important because reading greatly contributes to vocabulary development and knowing more words in its turn improves reading comprehension abilities.

It is difficult to find a well-established definition of lexical inconsistencies which can be applied to the variety of cases in the process of studies. We also find inconsistencies in the application of the term, from a general use to the avoidance of the term „error” or to a reference to a category which can be further subdivided into many subclasses. Reviewing the articles devoted to this problem one can get an impression that authors treat the term as that like. As a result we have many different definitions of the term „lexical inconsistencies” depending on the aims of the author. For example, Sieb G. Nooteboom refers to lexical inconsistencies as slip of the tongue, speech errors exclusively without considering any other possible types of errors, for example, written errors. Most of the authors do not define the term or define it roughly and limit their definition to the purposes of their studies without possibility of generalization.

Having analyzed a number of definitions of lexical inconsistencies we can draw a working definition of the term which will serve us as the starting point for the subsequent analysis.

Lexical inconsistency is a deviation of the lexical norm of the target language. This deviation shows itself as a confusion of two lexical elements (intended word and error word) due to semantic similarity and influence of the mother tongue.

As to classification of lexical inconsistencies, there are also many contradictions. These classifications of lexical inconsistencies imply psycholinguistic causes of lexical inconsistencies and focus on the processes that give rise to them. From our point of view the definition should also imply some understanding of lexical inconsistencies origin in order to predict future errors of the same kind and thus prevent their further repetition.

So, let’s try to analyze lexical inconsistencies and their impact on daily communication and process of studies.

It is very difficult to avoid lexical inconsistencies in the process of language acquisition. And this is the reason which makes them very important. Lexical inconsistencies inevitably remain and appear from time to time. Lexical inconsistencies seem to be communication distracters in language learning as far as we consider vocabulary the central part and an essential and necessary component in communication.

We can understand the importance of lexical inconsistencies in two ways: as the window that provides us with an insight into the learners lexical competence or as „the effect that errors have on the person(s) addressed” [4], that is whether the addressee comprehends what the learner wanted to say and how he reacts to this utterance. This second consideration of errors importance is based on their role as communication disturbers. Different researchers who have dealt with the evaluation of errors have found that lexical inconsistencies

are graded as very serious, above all by native speaker judges. They also discovered the reason why lexical inconsistencies were considered to be so problematic, namely because they distort communication. The utterance with the lexical inconsistency is less intelligible than utterances with other types of errors. Intelligibility suffers at most due to lexical inconsistencies. Lexical inconsistencies are, therefore, important to identify, describe, classify and evaluate since they are the first cause of communication problems and the most severely assessed in and outside the classroom, not only by the teacher but also by the learners themselves. The communication distortion role and the role of a window into the vocabulary acquisition processes are phenomena derived from lexical inconsistencies also observed in the classroom.

As with any study of errors, the analysis of lexical inconsistencies allows us to know the learning process better. Lexical inconsistencies are a window into the learner's language that permits us to see the stage of lexical development of the student. These lexical inconsistencies are a reflection of the mental lexicon as regards the amount of words the students know (stored in the lexicon) and the quality of that knowledge, how well they know those words. They also reflect the organization and structure of the lexicon. As soon as we understand how the vocabulary acquisition process works, how it develops and at what stage of it are our students we can guide students' steps in further vocabulary acquisition.

Lexical knowledge is considered an important predictor of academic success. The richer the vocabulary of the students is the better their progress in foreign language studies will be. As a consequence, lexical inconsistencies also become negative academic predictors. In the foreign language class these lexical inconsistencies tell the teachers what are the areas of difficulty for their students and what results they can expect at test lessons. Thus, students with a great number of lexical inconsistencies and, therefore, low lexical competence will show poor results.

When a lexical inconsistency is produced in the foreign language class, then it affects not only the teacher's evaluation of the student's knowledge but it greatly affects on communication. This communicative distortion impacts on the negative assessment of the error and on the student as learner and speaker of the target language. These negative aspects of lexical inconsistencies, to be more precise, communicative distortion and subsequent negative evaluation are parts of the same problem. They are mutually interdependent. The pedagogical implication of the lexical inconsistency as a communication distracter produces negative effect on the students' progress.

Thanks to lexical inconsistencies, the teacher can find out what strategies his students are using to improve, enlarge and store their vocabulary in order to communicate using this vocabulary. Once these strategies have been determined the teacher can use and promote them in the classroom. Furthermore, lexical inconsistencies show us the success or failure of these strategies, their effectiveness, and their pedagogical power. What is more, we can establish a relationship between the type of lexical inconsistencies and the

concrete strategies used to overcome or avoid them. Thus, we can learn what areas of vocabulary profit from the use of this or that strategy, and, as a pedagogical implication, how, when and for what purpose a particular strategy should be encouraged in the classroom.

We turn now to the way we can use these consequences of lexical inconsistencies to improve the teaching and learning process of the foreign language learners in the classroom. The pedagogical applications of lexical inconsistencies show themselves basically in two main streams, teaching itself, which implies awareness raising on part of the learner and the practice that leads to the elimination of the error, and evaluation. Further we will analyze each of them in detail.

Teaching is the first to be discussed. We have identified that lexical inconsistencies are classified into several types. Explanations of lexical inconsistency are based mainly on psycholinguistic criteria that imply the source of the lexical errors. These classifications can be used by the teachers in order to show their pupils the characteristics of the lexical errors they commit and of the type of lexical inconsistencies, and the cause that provokes them, and what strategies to use to overcome them. In order to know what lexical information our learners require we have to study their lexical knowledge to see where their studies of lexis fail, that is, where the lexical inconsistency appears, and then try to classify those lexical inconsistencies.

For instance, if a learner keeps on confusing words of a similar form like: *look for* and *look forward* the teacher can deduce that he has problems with the phrasal verbs of look and he will therefore, have to go over them again and practice them.

The lexical inconsistencies produced by her pupils in their written compositions may be caused by semantic confusion, transfer of formal or semantic features of a mother tongue word and other reasons. Once the learner is aware of the error and its causes there is, consequently elimination of the particular lexical inconsistency, or even of the type of lexical inconsistencies to which that error belonged. Therefore, this is an elimination of the lexical inconsistency simply by explanation.

Another use of lexical inconsistencies and of their classification in the classroom is the design of exercises aimed at the practice of those lexical elements that cause problems, errors. The consequence of this practice is the removal of lexical inconsistencies the production of sentences that contain the problematic words and even a sentence that contains both, learning words in context is mostly helpful. There is a great quantity and variety of exercises of this type and the possibilities of design are also very ample. Preventive exercises are another possibility of the use of lexical inconsistencies in the second language classroom. They are like remedial exercises, but performed before the lexical inconsistencies have been produced. For this type we need data from other learners and it implies the presupposition that learners with the same characteristics (age, proficiency level, educational background) commit the same type of lexical inconsistencies. There are therefore, two aspects of

the application of lexical inconsistencies to teaching, explanation and practice, both aspects can perfectly combine.

The other main pedagogical application of lexical inconsistencies is evaluation. The assessment of written compositions represents one of the major problems of foreign language teaching, it is very difficult for teachers to decide what makes a good composition good. Production in the second language implies, except for very young learners, a cognitive imbalance between what the learner knows, understands, and wants to say and what he can actually express in the second language. As a consequence of this, lexical inconsistencies are expected to be many.

Different people assess lexical inconsistencies depending on different criteria. Language teachers rely on the breach of learned rules to judge the severity of the error. According to our hypothesis, it is possible to find a relationship between the frequency and type of lexical inconsistencies and the stage of proficiency of the learners. If this hypothesis turns out to be ratified, then we can design lexical inconsistency typologies that relate closely to the level of competence of the learner. Thus, a type(s) of error will appear in the production of learners of a determined level with a particular frequency and conversely a particular level of proficiency implies the appearance of a certain type of lexical inconsistencies with a concrete frequency. With this information, the teacher can see whether the learners commit lexical inconsistencies typical of their level, of inferior or superior levels. Bearing this in mind, evaluation must proceed as follows: if the lexical inconsistency observed belongs to a type frequently found in the inferior stages of learning, then it must be severely judged, because that stage of learning was supposed to be overcome and the error eliminated. However, if the lexical inconsistency belongs to a superior level, the teacher has to point at it without considering it in the assessment, since the learner cannot do anything to prevent the error. He is not conscious of it. This is based on the idea mentioned above that errors are inevitable in the process of language learning. When the lexical inconsistency is characteristic of the stage where the learner is, the teacher has to take into account whether the lexical inconsistency or its type has been dealt with in the classroom (exercises or explanation), if not this cannot be judged very severely, but explained in the classroom. We cannot forget that the classroom context is completely different to *natural* communicative situation, therefore, it would be unfair to evaluate negatively those errors that due to ignorance are inevitable, although they bring forth an important distortion in communication. Anyway, the teacher has to explain them.

Lexical inconsistency typologies provide us with objective evaluation criteria when identifying and assessing lexical inconsistencies. However, there are still very few authors that actually use lexical inconsistencies and their classification as an assessment criterion.

In conclusion we should admit that the pedagogical application of the lexical inconsistency can only be implemented thanks to a classification that takes into account the psycholinguistic causes of the error (interpretative

and process-oriented) and that is developed with the intention to be used for teaching purposes. The pedagogical power of these typologies of lexical inconsistencies is immense, if they are correctly applied.

Another use of lexical inconsistencies and of their classification in the classroom is the design of exercises aimed at the practice of those lexical elements that cause problems, errors. The consequence of this practice is the removal of lexical inconsistencies. There is a great quantity and variety of exercises of these type and the possibilities of design are also very ample. Preventive exercises are another possibility of the use of lexical inconsistencies in the second language classroom.

The pedagogical importance of lexical inconsistencies not only includes their role as communication distracters and insight into the inter-language of the learners, but also the practical applications of their classifications aimed at benefiting and facilitating the language teaching learning process.

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Вітренко І. П., Новікова О. М. Помилки лексичної невідповідності при вивченні іншої мови

Стаття розглядає значення лексичних помилок у процесі вивчення іноземної мови. Лексична невідповідність визначається як відхилення від лексичних норм цільової мови яка з’являється внаслідок змішування двох лексичних елементів із-зі семантичної схожості та впливу рідної мови. Лексичні помилки можуть стати на заваді розбудови комунікативних навичок, тому попередження появи таких помилок є актуальною проблемою. У статті зроблено спробу визначити термін лексичної помилки, також як визначити критерії оцінки, заснованої на відповідній функціональній класифікації лексичних помилок.

Ключові слова: лексичні помилки, невідповідність, відхилення, семантична схожість, семантична плутанина, вплив, опанування, помилка, критерії оцінювання

Витренко И. П., Новикова О. Н. Ошибки лексической несообразности при изучении иностранного языка

В статье рассматривается важность лексических ошибок при изучении иностранного языка. Лексическая несообразность определяется как отклонение от лексических норм целевого языка, которая появляется в результате смешения двух лексических элементов из-за семантической схожести и влияния родного языка. Знание лексики является важным показателем успешности овладения иностранным языком. Лексические ошибки могут стать препятствием для развития коммуникативных навыков, поэтому их предупреждение при изучении иностранного языка является актуальной проблемой. В статье предпринимается попытка дать определение понятию лексической ошибки, а также критериям оценки, основанным на соответствующей функциональной классификации лексических ошибок.

Ключевые слова: лексические ошибки, несообразность, отклонение, семантическая схожесть, семантическая путаница, влияние, овладение, ошибка, критерий оценивания

Vitrenko I. P., Novikova O. M. Lexical Inconsistency Errors in Foreign Language Studies

Researches on lexical development are very important because studies that deal with lexical matters are relatively recent. Main objective of the given article is to explain the term lexical inconsistency and point out its importance and the difficulty of its classification, at the same time that we comment on the main consequences of their presence in the classroom and propose some useful, practical applications of this phenomenon. Lexical knowledge is not only basic as regards communication, it also serves as an academic predictor. In general the relationship between language proficiency and educational achievement has been widely acknowledged. Lexical inconsistency is viewed as a deviation of the lexical norm of the target language. This deviation shows itself as a confusion of two lexical elements (intended word and error word) due to semantic similarity and influence of the mother tongue. In the foreign language class these lexical inconsistencies tell the teachers what are the areas of difficulty for their students and what results they can expect at test lessons. Thus the teacher can find out what strategies his students should use to improve, enlarge and store their vocabulary in order to communicate using this vocabulary. Once these strategies have been determined the teacher can use and promote them in the classroom. Another use of lexical inconsistencies and of their classification in the classroom is the design of exercises aimed at the practice of those lexical elements that cause problems, errors. The consequence of this practice is the removal of lexical inconsistencies.

Key words: lexical errors, inconsistency, deviation, semantic similarity, semantic confusion, influence, acquisition, error, evaluation criteria.

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