

Making communication more creative and learning more effective with an innovative use of linguistic aspects.

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Creative and economic language use is important in the training of teachers, for trainers and students. This project is a review in which I was involved as a university consultant for the Ministry of Education new French Curriculum guidelines.

We investigated language features with an overall view to a 'new grammar approach' related to an utterance-centered methodology. We explored aspects of syntax, with the conclusion that a lexical approach as well as the development of a weighting scheme in syntagmatic and paradigmatic practical substitutions are of interest to learners. As regards lexicology taking into account findings from corpus linguistics work well to support lexical development and the acquisition of increased numbers of lexical items. Concerning morphology, aspects emphasizing risk taking have shown to increase grammatical development as well as confidence in language use without impeding comprehensibility. Features of discourse were investigated and it became apparent that a wide use of collocations, the knowledge of routines and a concentration on literacy learning might produce more favourable results. The exploration of linguistic pragmatics as well as socio-cultural issues for successful communication uncovered the relevance of collocations including commonly used proverbs and sayings intermixed with "islands of reliability" (Dechert) while at the same time contextualizing teaching/learning to learners personal and learning needs. We devised methodological approaches to better meet today's more creative learners' needs. These learning needs were triangulated through the use of technological

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means as well as intuitive characteristics in language use. This, in turn, allowed to highlight a different way of communicating more in line with new developments in the global economy.

We will present specific activities designed as a result of our investigations.

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