

MORE LEXIS, LESS GRAMMAR: THE IMPORTANCE OF LARGER LEXICAL INPUT AT MORE ADVANCED LEVELS OF ENGLISH



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Over many years of teaching English at advanced levels (from B2 to C2), we have noticed that students find it difficult to bridge the gap between the B2 and C1 levels. Therefore, we have decided to analyse two texts of different levels in order to establish what makes one text more complex than the other. Having compared, in great detail, the two texts meant for intermediate and advanced levels of English, we have shown that what they differ in is not the complexity of grammar structures but lexis and its use. Doing grammar exercises will not suffice for those students who want to achieve a higher level of communicative competence and proficiency in English, and for that reason lexis should be given a more central role in teaching. This does not imply that grammar will lose of its importance – it will remain an indispensable part of English teaching, but what we propose is an approach that would create more opportunities for practising lexical content.

Key words: intermediate level, advanced level, lexis, lexical phrases, collocations, chunks

1. INTRODUCTION

In this paper we want to explore what language features make the C1 (advanced) level different and more complex than the B2 (intermediate) level. As we have been active EFL teachers for many years, teaching English to all age groups and levels, especially FCE and CAE students, we have noticed, just like many teachers before us, that it is relatively easy for students to reach pre-intermediate or intermediate level. However, once they reach intermediate level, their learning process loses its momentum, and many of them find it hard or even impossible to move on. This being so, we decided to look into intermediate and advanced texts in order to see what it is that makes a C1 text so much more complex. Therefore, we have chosen two texts¹, two newspaper articles on the same topic but adapted for intermediate and advanced levels and we compared them structure by structure, chunk by chunk.

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The article we have selected „Racism, ratings and reality TV”² tackles the problem of racism that surfaced and then exploded during the 2007 Big Brother reality TV show in the United Kingdom, leading to a diplomatic incident between the UK and India.

While selecting a text, we have given considerable thought to what makes a text appropriate for class use. We have taken into account the fact that the text should satisfy the following conditions: first, the topic should be interesting to students and second, the language in the text should contain features that are suitable for the students’ level and should be abundant in new collocations, fixed phrases and structures. Therefore the abovementioned newspaper article seemed the best choice for the vividness of its style and richness of structure and vocabulary. We also thought that the topic itself would be appealing and provocative enough to cause interest with students, as the Big Brother show has been popular for some time among young people in Europe, Croatia included.

2. THEORETICAL BASIS

In this article we try to show to what extent the principles of lexical approach, advocated by Michael Lewis, can be applied in teaching English, especially to advanced students. Namely, language teaching has been traditionally seen in terms of a grammar/vocabulary dichotomy, grammar being structures almost exclusively on sentential level and vocabulary being single words, where grammar is considered more important, a skeleton onto which flesh (words) are stuck. However, things are not often clear-cut, and the dividing line between the two has proved to be rather fuzzy, especially if we accept the functionalist view and tend not to study the sentence structure *per se*, but the function of an utterance in context. In formalist view, a structure such as ‘If I were you, I would...’ would be seen as an example of a conditional clause and would be analyzed as such; in functionalist view, this structure, this prefabricated chunk, as the proponents of lexical approach like to say, would be seen as a chunk with the function of introducing advice, and as such can be included into coursebooks long before conditional clauses are studied as part of syllabus. The atomistic approach in formalist analysis will not bring much novelty to students’ knowledge, and they will tend to make conditional sentences from scratch according to the model, disregarding the fact that there is already an existing chunk ready to be used. This may result in sentences that are well-formed, but that are, as utterances, unnatural or inappropriate for the occasion.

We agree with what Jimmie Hill, Morgan Lewis and Michael Lewis (2000:88) meant when they said „words are like people” and that „relationships between words closely resemble the relationships between people” because „we all feel comfortable when we are surrounded by friends and acquaintances, but anxious in unfamiliar situations when we are surrounded by strangers”: such are the words. Vocabulary is, unfortunately, often seen as a never-ending dictionary-like list of single words. It is again the lexical approach that sees much of vocabulary as already prepared in forms of lexical phrases that have a certain social function in real life context. Words on sub-sentential, sentential and supra-sentential level establish certain syntagmatic relations whose fixedness is of a varying degree, these relations being collocations (sometimes called ‘word partnerships’) and other combinations usually referred

to as lexical chunks or lexical phrases. Native speakers are able to recognize unsuccessful combinations and tell them apart from successful and accepted fixed expressions, whereas foreign speakers yet have to learn to combine words and discriminate correct combinations from the incorrect ones. For that matter, foreign learners have to be trained to learn not just the meaning of a particular word, but its combinatorial potential. On the other hand, learning word combinations instead of isolated items facilitates the process of memorizing, as they are stored as complete information in one's mental lexicon, ready to be retrieved when needed. Word combinations contribute to fluent communication, for the learner does not need to combine the words *ab initio* when there are phrases at their disposal (Petrović, 2006:34). These prefabricated lexical phrases also bring about cohesion in longer stretches of speech on supra-sentential level, that is, in discourse.



3. TEXTS ANALYSIS AND INTERPRETATION

In the following paragraphs we compare the two texts (A1-intermediate and A2-advanced) on linguistic and extra-linguistic levels.

3.1. Linguistic differences

A1 adjective/A2 collocation (verb+noun):

- has always been **controversial**/has always **courted controversy**

Whereas A1 merely states the fact that the show is controversial, the verb+noun collocation in A2, besides containing descriptive meaning, implies that the show has, from its very start, been rather disquieting.

A1 verb+object/A2 fixed phrase+-ing form:

- has never before **caused an international incident**/has never before been **on the verge of sparking an international incident**

Again, A1 gives bare facts, whereas A2, by the term 'sparking', used mainly in journalism to imply something involving violence or angry feelings, brings a touch of barely avoided drama.

A1 adjective1+noun1/A2 adjective2+noun1:

- **angry viewers**/ **outraged viewers**

There is a difference in the degree of anger between *angry viewers* and *outraged viewers*,

who are not only angry but also shocked.

A1 verb1/A2 verb2:



- **grew** to 22,000/**topped** 22,000
- an online petition **organised** by the newspaper Eastern Eye/ A separate online petition **launched** by the newspaper Eastern Eye
- Channel 4 released a statement **saying** that/ Channel 4 released a statement **insisting** that
- **showing** us the hidden prejudices of Britain/ **revealing** the hidden biases of Britain
- remarks which people rightly **regard** as offensive/ remarks which people see rightly as offensive
- anything that **goes against that**/ Anything that **detracts from that**
- this year's show has **led to** demonstrations on Indian streets/ Celebrity Big Brother yesterday **sparked** demonstrations on Indian streets

In general, A2 verbs, along with their descriptive meaning, have an additional expressive component that creates the atmosphere of excitement, suspense and scandal often welcome in journalese (*lead to/spark*). Such a style adds the impression of dynamism and speed to the text. Some verbs do not entirely translate, e.g. *grow/top*, so on several occasions the meaning differs to some extent.

A1 verb/A2 phrasal verb:

- the Indian government **criticised** the programme/ the Indian government **spoke out against** the programme
- Dozens of Shetty's fans **protested** on the streets/ Dozens of Shetty's fans **took to** the streets

The higher incidence of phrasal verbs in A2 shows that they come naturally to native speakers; foreign learners of English, however, have to put a lot of effort first to understand them, as the meaning may or may not be obvious from the words taken separately (e.g. *take off a hat/take to streets*), and then to use them correctly.

A1 noun1/A2 noun2:

- **shock and anger** in Downing Street/ **consternation** in Downing Street
- **controversy/storm**
- a furious **argument**/ a furious **row**
- The **controversy**/ The **furor**
- **Arguments**/ **clashes**

- This is not a **one-off situation**/ It is no **aberration**
- the hidden **prejudices** of Britain/ the hidden **biases** of Britain

Once again, as in the case of A1 verb1/A2 verb2 category, A2 nouns are stronger (e.g. *controversy/furore*, *arguments/clashes*), metaphorical (*controversy/storm*) and with somewhat different meaning (e.g. *prejudice* – a reasonable dislike of or preference for one group of people or thing over another/*bias* – prejudice against one group and favouritism towards another, which may badly affect someone's judgement of a situation or issue, Collins Cobuild (1995)).



A1 active/A2 passive:

- three white fellow contestants **had behaved in a racist way** towards Bollywood star Shilpa Shetty/ Bollywood star Shilpa Shetty **had been subjected to racist abuse** by three white fellow contestants
- The controversy **started** after a series of incidents **involving** a group of contestants/ The furore **was sparked** by a series of incidents **centred** on a group of contestants

As the passive form is typical of written, more formal texts, it is the writers' choice in A2. This entails a slightly different meaning in these two examples, the focus being on the object, the victim of racism Shilpa Shetty as well as on the consequence of a socially unacceptable action. The choice and use of such a stylistic variant succeeds in bringing about readers' sympathy for the way Shetty was treated.

Goody **said** about Shetty/ Goody **was heard saying** of Shetty

By using the verb 'hear' in the passive form, the authors once more conjure up the atmosphere of gossip on the brink of scandal.

Different word order:

- Speaking **to another contestant**, Cleo Rocos, **after the argument** Shetty said/ Speaking **after the argument to another contestant**, Cleo Rocos, Shetty said
- I condemn anything that goes against that view/ Anything that **detracts from that** I condemn.

In the second example the speaker's choice of marked word order that conveys his resoluteness contributes to a more dramatic effect.

A1 verb/A2 verb+noun collocation:

- after **appearing** on the non-celebrity version of the show/ after **finding fame** on the non-celebrity version of the show



The verb and verb+noun collocation do not correlate in their meaning, as 'appear' does not imply 'become famous', but 'find fame' entails 'appear' in this context; thus, once more A2 lexis proves to be multi-layered.

A1 noun phrase/A2 reduced noun phrase:

- it is not only an attack on women but also **on the colour of her skin** and her country/ it is not only an attack on women but also **on the skin** and the country

The A1 noun phrase is reduced to a metonymical expression in A2. Fewer words and no superfluous explanations lead to a greater beauty and elegance of style.

Miscellaneous:

The remaining examples do not belong to any of the previous categories. However, they do exhibit characteristics similar to the abovementioned: the matter-of-fact style in A1 naturally lacks in expressiveness, whereas the A2 examples not only state the facts but also flirt with sensationalism so as to engage the reader's attention.

- Another 20,000 people **signed** an online petition organised by the newspaper Eastern Eye/ A separate online petition launched by the newspaper Eastern Eye had last night **attracted 20,000 signatures**
- **However**, as the number of complaints/Yet as the number of complaint
- claiming that the arguments **were the result of class and cultural differences**/ claiming that the clashes **were based on class and cultural differences**
- the row has **united** all the major political parties/ the row has **managed the rare feat of uniting** all political parties
- the UK Chancellor of the Exchequer, Gordon Brown, **had to answer questions from journalists** about a reality show he said he had never seen/ UK Chancellor of the Exchequer, Gordon Brown, **faced journalists questioning him** about a reality show he said he had never seen.
- The reality TV show Celebrity Big Brother is already in its **fifth year**. The number of viewers **has been falling**/ Three days ago it was merely the **below par fifth season** of a **faltering reality TV show**.

3.2. Extralinguistic differences

The differences between the two articles surpass the linguistic level: the advanced students are expected to possess a wider general knowledge, so A1 mentions the visit to India, whereas A2 specifies the city, it being Bangalore, not the country, obviously expecting the reader to know where the city is. A2 also gives more particulars which are left out in A1,

e.g. local police vs. Hertfordshire police; Broadcasting Minister vs. Broadcasting Minister Priyaranjan Dasmunsi. A2 also quotes the then Prime Minister Tony Blair's spokesman, whereas A1 merely summarizes his words. A possible explanation to these extralinguistic differences could be that A2 students, apart from being linguistically more proficient, should be better read and informed of current affairs as well as geography, history etc. Consequently, the information input is to some extent larger.



3.3. *Conclusion to the analysis*

According to Michael Lewis (2000:174), what makes a learner proficient is not only accuracy or fluency, but complexity of his/her lexis and structures as well. Having thoroughly read and compared the two texts, and having noticed and extracted the lexical phrases, we have come to the following: what makes the texts different is the complexity of lexis, not the complexity of grammar. We have not found any instances of convoluted grammar structures, for example, no complicated conditional clauses, which have traditionally been present in language teaching and drilled to exasperation, while students, nevertheless, often remained on the intermediate plateau. As Morgan Lewis says in his article (2000:17) „It is a major change of mindset for teachers to realise that many grammatical errors are caused by lexical deficiencies, and that the best response to many of these errors at intermediate and advanced levels is to do more lexical work in place of grammatical correction”. This sets new standards for teachers who have to re-evaluate their attitudes in teaching and learning and who, within assigned class time, should revise priorities in favour of lexis so as to help students make headway toward the advanced level (Hill, 2000:68).

The instances of active form in A1 and passive in A2 do not represent a mere transformation but are used for the reason known to the writer: „the passive is not a strange alternative for the active; it fulfils an essential role in the language and exists independently of the active” (Lewis, 1986:132). We can say that a grammatical structure can have a pragmatic meaning, as the speaker can express his/her intention choosing one form over the other: „grammar is not only a matter of fact, but frequently a matter of the speaker's choice” (Lewis, 1986:134).

The analysis of the two texts shows that lexical items do not always have to be entirely unknown and difficult, but they may come in combinations new to our students though natural to native speakers. The choice of language structures and word combinations which contain both descriptive and expressive meaning renders A2 more complex stylistically and therefore more demanding for the reader.

On the whole, text A1 is informative, but not dynamic; A2 is dynamic - it informs, but also exaggerates, creates the atmosphere of suspense, scandal and gives opportunity to readers to sympathize with protagonists. In A2 nouns, verbs and adjectives are often fraught with additional meanings and connotations and they appear in more complex combinations which are different from those in A1; meanings of expressions in A1 and A2 do not entirely correspond; word order is sometimes marked; phrasal verbs appear more frequently at the advanced level; A2 surpasses A1 in the number of figures of speech (e.g. metaphor,

metonymy).

4. GUIDELINES ON HOW TO BRIDGE AN INTERMEDIATE-ADVANCED LEVEL GAP



In traditional teaching it often happened that vocabulary teaching was rather random and students were just expected to note down a new word, remember it and use it one day. Things are changing and vocabulary teaching can be assigned more time and space through systematic and well-planned language work.

In Michael Lewis' opinion (2000:174) a way to increase one's lexicon would consist not only of adding new words, but also of expanding the knowledge of the collocational field of words that students already know. This involves teaching e.g. a new verb with a commonly used noun or vice versa. It is only a huge lexical input that will enable and help students to read extensively, understand much better both spoken and written language and speak with ease.

Language is proven to be a mixture of the totally novel, the absolutely fixed, the relatively fixed, and all held together with fairly simple structures which we call grammar. The largest learning load and the one which is never complete – even for native speakers – is mastering the lexicon. Within the lexicon, collocation is one of the biggest definable areas to which all learners need to be introduced from lesson one. (Hill 2000:68)

Of course, teachers should find the right balance between spoken and written texts, for if students receive the input solely or to a considerable degree from written texts or from listening exercises, their intake will result in expressions which are typical for one or the other medium. In such cases their English may prove to be deficient if they are asked to produce an essay when they have been previously exposed only to exercises requiring active listening and speaking, or if they are asked to listen actively and speak when they have been presented only with written texts. Obviously, mastering spoken and written English requires different input.

The point is to make students aware of the collocational potential that words have and to teach them to collocate. Students may know a large number of words but this does not mean that they will be able to retrieve and use them properly unless they are taught how to collocate them (Conzett, 2000:74-75). Not only that: some collocations are more fixed than others, some are rather loose and there is a whole scale of fixedness. Oftentimes there seems to be, unfortunately, no underlying logic that would help students understand the reasons why and how words collocate. From the point of view of a foreign learner, collocational mechanisms may sometimes seem completely arbitrary. This puts certain pressure on teachers who, in such cases, cannot take refuge in any rules, like grammatical ones, and find answers there, but who have to make their students sensitive to the fact that every language has its particularities that cannot be explained, only accepted as such and remembered.

It is not sufficient to meet a new lexical item once, practise it in an exercise and never

use it again; what is needed are new situations where that item will reappear, thus enabling students to recycle it in new contexts. According to Michael Lewis (2000:198), it is necessary to meet a new lexical item at least seven to ten times before it is fully acquired. Unfortunately, EFL coursebooks lack systematic recycling and it could take months before encountering the same lexical item once, let alone seven times. For that reason, it is up to teachers to supply students with authentic materials where a particular lexical item would normally appear. However, recycling must be done engagingly enough so as to keep students' interest (Harwood, 2002:146) and inspire them to take active part in performing meaningful tasks that reflect real life situations. Students will learn a lexical item more easily if they can relate it to their personal experience or if they can find it useful for their everyday life and then lexical input will result in intake.



According to Hill (2000:53), „up to 70% of everything we say, hear, read or write is to be found in some form of fixed expression”. Therefore, it is advisable to include teaching fixed expressions to students from an early stage, starting with simple ones, so that they expand their lexicon not by accumulating new words often unrelated to the previously learned ones, but by learning collocates and other combinations that form various sorts of lexical phrases. In order to meet as many new expressions as possible, it is imperative that students read and listen in English intensively and extensively, as the input they meet in traditional coursebooks is usually deficient for them to make evident progress. In addition, students have to be aware that words alone may have several different meanings and that they can often function as different parts of speech (noun and verb, noun and adjective), so their collocational fields correspondingly change. This requires developing certain flexibility in their attitude toward English.

Studying prefabricated chunks helps explain texts that surpass the limits of one single sentence, as they may often serve as cohesive devices that differentiate discourse from „a mere sequence of sentences” (Lewis, 1993:47) and consequently, make it coherent. For that reason, students should be trained to identify and understand the whole chunk and record it in that form, so as to be able to retrieve it when needed: „introducing the idea of chunking to students, and providing them with materials which encourage the identification of chunks should be one of the central activities of language learning” (Lewis, 1993:122), that is, teachers should show students what combinations exist and warn them not to take a word at its face value, for it may contain meanings that do not emerge at first reading. On the other hand, students should be made aware of the fact that the number of isolated words that they have acquired will not make them competent users of English, unless they learn to combine them within their respective collocational range and limitations. Knowing the collocational potential of a word and using it actively should lead to fluency and proficiency.

As to recording, most students simply write down a new item as it appeared in the text, making a list in which words are not connected in any way, except linearly. It often happens that after some time students will not be able to remember the co-text and context from which they derived the item, and they will be left only with the item's dictionary meaning, stripped of its possible connotations, expressive content, register level and its natural collocates. This may lead to overgeneralization of usage of a particular item which can, for that reason,



appear in inappropriate context and even bring about a breakdown in communication. Therefore, students should be encouraged to record whole phrases, and, if they find it practical, categorize them in a way that is the most appealing and suited to their learning style (diagrams, pictures, mind maps, word trees, etc.).

We agree with Hill (2000:67) that „translation should never have been discarded”. L1/L2 comparison and translation are crucial; we cannot pretend there is no mother tongue. Pointing out similarities and differences between L1 and L2 can greatly facilitate their learning process. This becomes only too evident in ESP courses, especially business English, where most students are not able to grasp the meaning of sometimes very complex expressions unless they try to find equivalents in L1 and relate them to their business practice. The problem is that students often tend to analyze text word-by-word expecting to find an exact equivalent in their mother tongue; the truth is that it is not often the case. Therefore, we should raise students' awareness that texts can be broken down into meaningful chunks (not atomized into individual words) that consist of more than one word and are often pre-fabricated and part of the native speaker's mental lexicon. On the other hand, they have to be taught not to literally translate L1 collocations and lexical phrases into L2 and vice versa, as they often do not correlate.

Dictionaries, both mono- and bilingual (a dictionary of collocations would be an asset), though disregarded for lack of class time, are indispensable tools for students who aim at becoming proficient users of English, but first they should be adequately trained and encouraged to use them. Good dictionaries not only provide users with correct spelling, pronunciation and meaning, but also with verb patterns, word combinations and register, all exemplified by authentic English. Soon enough many of them will become independent explorers of English. Paraphrasing an old Chinese proverb about giving a fish to a man and teaching him how to fish, we can tell students what a word/collocation/lexical chunk means and we have, hopefully, taught them one particular item on that particular occasion; teaching them how to find, record and use new words/collocations/lexical chunks, we teach them how to do that for a lifetime.

5. FOOD FOR THOUGHT

In the course of our teaching and writing this article we have come up with several questions that we think should be reflected on by all teachers of English who want their students to make a significant move to a higher level of language competence and performance. Here they are:

- 1) How much class time do you dedicate to teaching vocabulary apart from grammar?
- 2) How often do we actually use reported speech and conditional clauses in real life?
- 3) In case you have not introduced the idea of collocation in your class, how would you do it?
- 4) Do you encourage your students to write down new words in isolation or in context?
- 5) Do you manage to paraphrase and recycle new lexis in class so that it becomes students' intake?

- 6) Do you try to raise their language awareness, e.g. ask them if they have noticed any unusual word combination?
- 7) Have you managed to help them become motivated and autonomous learners?
- 8) Do you compare English collocations and those in their mother tongue (e.g. English-brown bread; Croatian-crni kruh)?
- 9) Do you warn students that a collocation that functions in one register may be inappropriate in another?
- 10) In what way can you help your students feel that they are making progress once they have reached and passed the intermediate level?



6. CONCLUSION

After a detailed analysis of the two versions (intermediate and advanced) of the same newspaper article we have come to a conclusion that they differ in the choice and use of lexical phrases and not in the complexity of grammatical structures. In order for students to achieve a higher level of communicative competence and proficiency, doing grammar exercises will not suffice, so more class time should be dedicated to studying lexis. This, by no means, implies the rejection of grammar – it still remains essential, but we propose an approach where the share of lexis would be much larger than it is in current teaching.

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Bilješke

¹ The texts were downloaded from www.onestopenglish.com (Feb. 22, 2008), both adapted from *The Guardian Weekly* where they were published January 18, 2007.

² The authors were Owen Gibson, Vikram Dodd and Randeep Ramesh.

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NEWS LESSONS / Racism, ratings and reality TV / **Advanced**

Racism, ratings and reality TV: now
Big Brother creates a diplomatic
incident

Complaints over Channel 4 show hit record
22,000. Police to investigate abuse of Bollywood
film star.

by Owen Gibson, Vikram Dodd and Randeep
Ramesh in Delhi. January 18, 2007

Three days ago it was merely the below par fifth season of a faltering reality TV show. But as the storm over the alleged racism of its participants intensified, Celebrity Big Brother yesterday sparked demonstrations on Indian streets, consternation in Downing Street, condemnation from the chancellor on a state visit to Bangalore and a police investigation.

The Channel 4 show has always courted controversy but has never before been on the verge of sparking an international incident. Yet as the number of complaints from outraged viewers topped 22,000, the Indian government spoke out against the programme and Hertfordshire police confirmed it would investigate allegations that Bollywood star Shilpa Shetty had been subjected to racist abuse by three white fellow contestants.

The number of complaints looked sure to rise last night as Channel 4 broadcast a furious row between Shetty and Jade Goody, who earned



millions after finding fame on the non-celebrity version of the show. Speaking after the argument to another contestant, Cleo Rocos, Shetty said: „I’m representing my country. Is that what today’s UK is? It’s scary. It’s quite a shame actually.” Rocos said: „I don’t think there’s anything racist in it.” But Shetty replied: „It is, I’m telling you.” Later, glamour model Danielle Lloyd, when talking to Goody, said that the Bollywood star should go back home.

India’s Information and Broadcasting Minister Priyaranjan Dasmunsi appealed to Shetty to appear before the Indian High Commission in London when she came out of the house. „If there has been some racism shown against her in the show, it is not only an attack on women but also on the skin and the country,” he said. Media regulator Ofcom said last night it had received 19,300 complaints, more than double its previous record, while a further 3,000 were made to Channel 4 directly. A separate online petition launched by the newspaper Eastern Eye had last night attracted 20,000 signatures.

Hertfordshire police said it would formally investigate 30 complaints. A spokesman said: „We are investigating allegations of racist behaviour in the Big Brother house, and will be conducting an inquiry, including a review of tapes.” Channel 4 executives and the show’s producers met yesterday to discuss the row, but privately may be delighted. Tuesday night’s show was watched by 4.5 million people, 1 million more than Monday’s.

The furore was sparked by a series of incidents centred on a group of contestants led by Goody, and including her boyfriend Jack Tweed, Lloyd and ex-pop singer Jo O’Meara. At one point Goody, after a row with Shetty, had said: „You need elocution lessons. You need a day in the

slums. Go to those people who look up to you and be real. You're a fake."

Channel 4 released a statement insisting that there had been no overt racism, and claiming that the clashes were based on class and cultural differences. But in India, the row has managed the rare feat of uniting all political parties. Communists, Hindu nationalists and the ruling Congress party have all demanded action be taken to preserve Shetty's dignity. „[Big Brother] is holding a mirror to British society. It is no aberration. We should thank Channel 4 for revealing the hidden biases of Britain,” Mahesh Bhatt, a Bollywood director, told the Guardian. Dozens of Shetty's fans took to the streets in Patna, eastern India, to protest against what they said was her humiliation, burning straw effigies of the show's producers. In Bangalore, UK Chancellor of the Exchequer, Gordon Brown, faced journalists questioning him about a reality show he said he had never seen. „I understand that in the UK there have already been 10,000

complaints from viewers about remarks which people see rightly as offensive,” he said. „I want Britain to be seen as a country of fairness and tolerance. Anything that detracts from that I condemn.”

Later Tony Blair's spokesman added: „What clearly is to be regretted and countered is any perception abroad that in any way we tolerate racism in this country.” In one exchange, Goody was heard saying of Shetty: „She makes me feel sick. She makes my skin crawl”, while her now evicted mother Jackie continually referred to her as „the Indian”. Later Lloyd claimed that the Bollywood star „wants to be white” and called her a „dog”. After Shetty cooked a roast chicken dinner, Lloyd had said: „They eat with their hands in India, don't they. Or is that China?” She added:



„You don't know where those hands have been.”

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Racism, ratings and reality TV: now
Big Brother creates a diplomatic
incident

Complaints over Channel 4 show hit record
22,000. Police to investigate abuse of Bollywood
film star.

by Owen Gibson, Vikram Dodd and Randeep
Ramesh in Delhi. January 18, 2007

The reality TV show Celebrity Big Brother is already in its fifth year. The number of viewers has been falling but now a controversy over the alleged racism of some of the participants in this year's show has led to demonstrations on Indian streets, shock and anger in Downing Street, condemnation from the Chancellor of the Exchequer on a state visit to India and a police investigation.

The Channel 4 show has always been controversial but has never before caused an international incident. However, as the number of complaints from angry viewers grew to 22,000,

the Indian government criticised the programme and local police confirmed they would investigate allegations that three white fellow contestants had behaved in a racist way towards Bollywood star Shilpa Shetty.



The number of complaints looked sure to rise last night as Channel 4 broadcast a furious argument between Shetty and Jade Goody, who earned millions after appearing on the non-celebrity version of the show. Speaking to another contestant, Cleo Rocos, after the argument Shetty said: „I’m representing my country. Is that what today’s UK is? It’s scary. It’s quite a shame actually.” Rocos said: „I don’t think there’s anything racist in it.” But Shetty replied: „It is, I’m telling you.” Later, glamour model Danielle Lloyd, talking to Goody, said that the Bollywood star should go back home.

India’s Information and Broadcasting Minister appealed to Shetty to appear before the Indian High Commission in London when she came out of the house. „If there has been some racism shown against her in the show, it is not only an attack on women but also on the colour of her skin and her country,” he said. 19,300 complaints were made to the UK media regulator, more than double the previous record, while a further 3,000 complaints were made direct to Channel 4. Another 20,000 people signed an online petition organised by the newspaper Eastern Eye.

The local police said they would formally investigate 30 complaints. A spokesman said: „We are investigating allegations of racist behaviour in the Big Brother house, and will conduct an inquiry, including a review of videotapes of the programme.” Channel 4 executives and the show’s producers met yesterday to discuss the row, but privately they may be delighted. Tuesday night’s show was

watched by 4.5 million people, one million more than on Monday.



The controversy started after a series of incidents involving a group of contestants led by Goody, and including her boyfriend Jack Tweed, Lloyd and former pop singer Jo O'Meara. At one point Goody, after an argument with Shetty, had said: „You need elocution lessons. You need a day in the slums. Go to those people who look up to you and be real. You're a fake.”

Channel 4 released a statement saying that there had been no overt racism, and claiming that the arguments were the result of class and cultural differences. But in India, the row has united all the major political parties. Communists, Hindu nationalists and the ruling Congress party have all demanded action be taken to preserve Shetty's dignity. „[Big Brother] is holding a mirror to British society. This is not a one-off situation. We should thank Channel 4 for showing us the hidden prejudices of Britain,” Mahesh Bhatt, a Bollywood director, told the Guardian.

Dozens of Shetty's fans protested on the streets in Patna, eastern India. In Bangalore, the UK Chancellor of the Exchequer, Gordon Brown, had to answer questions from journalists about a reality show he said he had never seen. „I understand that in the UK there have already been 10,000 complaints from viewers

about remarks which people rightly regard as offensive,” he said. „I want Britain to be seen as a country of fairness and tolerance. I condemn anything that goes against that view.” Tony Blair's spokesman later added that racism is not tolerated in any way in the UK.

In one exchange, Goody said about Shetty: „She makes me feel sick. She makes my skin crawl,”



while another contestant continually referred to her as „the Indian”. Later Lloyd claimed that the Bollywood star „wants to be white” and called her a „dog”. After Shetty cooked a roast chicken dinner, Lloyd had said: „They eat with their hands in India, don't they. Or is that China?” She added: „You don't know where those hands have been.”

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VAŽNOST VEĆEGA RADA NA LEKSIKU U NASTAVI ENGLESKOGA JEZIKA NA VIŠIM STUPNJEVIMA

SAŽETAK:

Podučavajući polaznike naprednijih stupnjeva engleskoga jezika (od B2 do C2), primijetile smo da polaznici teško prelaze s razine B2 na C1, stoga smo odlučile analizirati tekstove različitih razina da bismo ustanovile što čini jedan tekst složenijim od drugoga. Na primjerima dvaju tekstova predviđenih za srednju i naprednu razinu znanja engleskoga jezika pokazale smo da se oni razlikuju prema izboru leksičkih izraza i njihovoj uporabi, a ne prema složenosti gramatičkih konstrukcija. Izvođenje gramatičkih vježbi nije dostatno za one studente koji žele postići višu razinu komunikacijske kompetencije i izvrsnost u vladanju engleskim jezikom, stoga bi se više pozornosti trebalo posvetiti učenju leksika. To ne znači da se odustaje od gramatike – ona je i dalje neizostavan dio nastave engleskoga jezika, ali mi predlažemo pristup kojim bi se otvorilo više prostora za rad s leksikom nego što ga je dosad bilo.

Ključne riječi: srednja razina, napredna razina, leksik, leksički izrazi, kolokacija