Teaching Vocabulary Stuart Webb and Paull Nation

Teaching vocabulary deals with two main aspects including *preparation* and *planning*. **Preparation** deals with teachers ensure that their students learn the words that are most useful to them and engage them in a range of activities that will help them learn vocabulary both deliberately and incidentally. ***Planning*** means teachers need to have specific goals for vocabulary learning during the course and need to make their students aware of these goals. Moreover, teachers may use **an approach** that will learners develop comprehensive knowledge of the target words, as well as to measure vocabulary learning in the course.

Which words should be paid attention? "***the unknown words***" that have greatest values. Criteria : have highest frequency in both spoken and written text. The most frequent 2,000 word families in the British National Corpus (BNC) recorded 89% in the Wellington Corpus of Spoken English, and 3,000 word families of proper noun recorded 96 of the words. ***Low-frequency words*** are in the focus as well. ***Vocabulary learning strategies*** can be used to help improve students' vocabulary learning outside the classroom.

Vocabulary development starts at 1,000 word families and 1,001-2,000 word families recorded in BNC/COCA (Corpus of Contemporary American English) both spoken and written texts.

Most frequent word includes Academic Word List (Coxhead, 2000) in higher degree level of education. The list involves 570 words families for 8.5-10% in academic texts across disciplines.

Vocabulary size needs to be done at the beginning of the course. The ***Vocabulary Size Test*** is designed for advanced learners and for native speakers, while for foreign language learners, ***the new vocabulary test*** is suitable for them which cover 5,000 of most frequent word families and each 1,000 level can be used separately for lower proficiency learners.

Vocabulary learning goals → increasing vocabulary size in the early stage of vocabulary development as well as on the degree to which learners can use and understand language. Factors influencing the goals are ***time*** available for vocabulary learning inside and outside the classroom as well as ***methods*** used for learning. One example method

for vocabulary learning is ***Explicit learning methods*** including learning *word pairs* and learning with *concordance* help boost students' vocabulary sizes. While incidental learning is rather small as it is dependent on the amount of input; words are learned gradually through repeated encounters in context. For example native and foreign language learners in L2 learning context, it seems rather small. Native shows only 1,000 word families each year and EFL learners may not have much effect on increasing vocabulary size. Research tends to agree that combining approach between ***explicit learning and incidental learning method***s may be most effective. From the perspective of learners; they need to understand how the goals designed by the teachers gain certain vocabulary sizes that allow them to better understand the target language. Type of vocabulary sizes for receptive learning:

1. 3000 word families and knowledge of proper noun – TV programs and Movies
2. 6,000-7,000 word families --- Conversation
3. 8,000 – 9,000 word families --- Novels and newspapers

For productive skills smaller number may be enough. For survival foreign travellers consist of little over 100 words. For speaking it needs less than 2,000 words. For academic writing, vocabulary sizes is one measurement to judge the quality of writing. Consequently, this situation; writing quality judgment is based on a richer vocabulary, needs to be sees as ***intermediate goals.***

Learn vocabulary in the course
a. Teacher creates a plan at the beginning of the course for comprehensive vocabulary development. (e.g., vocabulary test that includes the link form and meaning; learners to fully learn a word, completing a single activity may not be sufficient)
b. Use the words in native-like manner
c. Focus in receptive and productive knowledge
d. The use of Nation's (2007) four strands;
    1. *Meaning-focused input* (e.g., listening and extensive reading); comprehensive and enjoyment, understand text without assistance, focus on the unknown words
    2. *Meaning-focused output* ; to strength and deepen vocabulary knowledge by using encountered words in speech and writing. Challenges for teacher: design a task that represent the target

language in original contexts. (e.g. word replacement to complete the task). This special for productive knowledge of words

3. *Language-focused learning*; to explicitly focus students on learning words and to train effective vocabulary learning strategies including the highest frequency occurrence of words (e.g., word cards or electronic flashcards, intensive reading, and activities that involves linking form and meaning); also the use of low frequent words outside the classroom, guessing from context, learning from word cards, using word parts, and dictionary, morphological awareness, (derivational affixes for word families). Spaced multiple between 7 and 16 meetings including repetition is very important for learning for long term recall.

4. *Fluency development;* for known words to be used or understood in a more native-like manner. To know meaning and to be able to use it such as using very easy material with familiar content that does not contain any unknown vocabulary, grammatical features, and discourse features. For example of speed reading and the 4/3/2 task ---learners speak to another learner on a topic for four minutes, then gives exactly the same talk to another learner for three minutes, and finally to a third learner for two minutes.

In developing comprehensive vocabulary knowledge may not effective because when learners only gain incidentally through extensive reading in meaning-focused in put, and learn from the contexts, they may only learn from what could be gained from those contexts.

If learners are first given the meanings of words in a language-focused learning task, their understanding and use of those words will be limited to what could be gained through the meaning provided. The meaning of words can be elaborated upon when encountered in meaning-focused input, and learners may gain greater awareness of how those words are used. Meaning-focused output activities can help expand productive knowledge of words.

Activities from fluency can move learners be a more native-like use of vocabulary.

How vocabulary learning is assessed

Benefits :

⇒ Value on vocabulary learning --- need to be aware of the assessment (e.g. short quizzes for a continued focus on vocabulary learning)
⇒ Aware of learning progress --- encouragement for future learning
⇒ Awareness of the different aspects of vocabulary knowledge such as receptive or productive knowledge of form, meaning, derivatives and inflections, and collocations.

Planned vocabulary tests can also be used for further encounters with target items.

All in all, the vocabulary teacher's main task is planning so that these decisions are made and implemented in the most effective way.

Assessment of Vocabulary   John Read

Introduction

1. Assessing vocabulary means a process of testing learners' knowledge of a sample of content words, not simply to find out whether they know those particular words but to investigate their ability to understand and use vocabulary in a more general sense.

2. Vocabulary refers to individual words or the concepts of a 'word' is itself is a slippery one.

3. Two assessments : (1) if a vocabulary test item targets a particular word form and test takers answer correctly, can we also credit them with knowledge of related words. Such as, if learners understand *product*, it is reasonable to assume that they also know *production* and *productive*. (2) grammatical functioning of words is an essential part of vocabulary knowledge, such as – *save saves saving saved*; *product products production productive productivity*

4. Vocabulary also consists of fixed combinations of words as called "compound noun" (e.g., ironing board) phrasal verb (e.g., put up with), collocations (e.g., heavy rains), idioms (e.g., shoot the breeze), formulaic sequence (e.g., I declare the meeting closed), lexical phrases (as a matter of fact), and so on.

Selection of target items

1. The vocabulary is commonly specified in the coursebook, the syllabus, or other components of the language curriculum.

2. Word-frequency lists are used as key reference, on the principle that higher–frequency words are more useful to, and more likely to be known by, learners that words which do not commonly occur in the language.

3. West's (1953) General Service List as the classic source of word-frequency information for ESL vocabulary test.

4. Computer analysis :
   a. Two new general service lists (Browne, Culligan, & Phillips, 2013; Brezina & Gablasova, 2015)
   b. Two lists of high frequency words in academic texts (Coxhead, 2000; Gardner & Davies, 2014),
   c. Two of academic collocations (Simpson-Vlach & Ellis, 2010; Ackermann & Chen, 2013)
   d. Academic spoken word list (Dang, Coxhead, Webb, 2017)

5. Corpus software help count the occurrence of words as well as to identify vocabulary that is distinctive to particular disciplines, genres, or type of texts.

Design of assessments
1. Designing assessment tasks are debatable but scholars have a strong sense that the number of words they can understand is rather larger than the number that they use actively in their own speech.
2. Read (2000, p. 154-7) subdivides distinctions of assessment into recognition versus recall and comprehension versus use.

Recognition (Vocabulary knowledge – 1ˢᵗ phase)
1. The core element of vocabulary knowledge is the ability to establish a link (which ultimately should be automatic) between the form of an L2 word and its meaning. Criticize negatively due to effect in encouraging learners to engage in too much supposedly unproductive study of decontextualized word lists. Counter argument saying that the learning of high frequency vocabulary using mnemonic techniques is an efficient means if establishing a foundation for rich vocabulary development.
2. Yes/No formats ---the test takers are presented with a set of words and are simply asked to indicate whether they know the meaning of each one or not: example
> Bag
> Ill
> Predict
> Estle
> Seminar
> Broccoli
> Sanglous
3. The format includes an indirect validity check in that a certain proportion of the items are not actual words (like *estle* and *sanglous*)
4. Effectiveness of the format leads to estimate vocabulary size and a quick method of indicating the learner's level of language competence.
5. Another test includes learners to associate each L2 words with expression of its meaning, which may be in the form of a synonym or short definition in L2, or if the learners share **a common language background** ---- an equivalent expression in their own language

which are presented in multiple choice and in a short, nondefining dsentence.

6. Oral version of multiple choice includes picture-vocabulary format, in which the test taker listens to a word as it is spoken by the person administering the test and chooses which of four pictures represents the word meaning.

🔲 *Recall (Vocabulary knowledge - 2nd phase)*

1. Challenging task due to requiring a stronger form – meaning link in the learner's mind.
2. Assessment to *select* a response from the task and *supply* the target word.
3. Labelling of objects in a picture in a diagram is one example of recall like *Gap-filling* task.

      Example → I went to borrow a book from the _____
      This task is challenging because:

- There are possible words to fill (answer : library, librarian, teacher, and shelf)
- Misspell/ incorrect grammatical form

4. Paragraph/longer texts with multiple deletion. The deleted words must be fixed intervals (such as *every seventh word*). This cloze test assesses lexical items (e.g., nouns, verbs, adjectives, and adverbs)

🔲 *Comprehension (vocabulary knowledge – 3rd phase)*

1. Whether vocabulary acquisition is an end in itself or a means for the learner to use the second language more effectively for a variety of communicative purposes.
2. Comprehension refers to access their knowledge of words and exploit them effectively in performing real language-use tasks.
3. Comprehension tasks oblige the test takers to process the vocabulary in real time, which means they need both automatic recognition of high-frequency words and the ability to process the input in chunks rather than word by word. (e.g., *listening* and *reading*)
4. Selecting text comprehension
   a. To evaluate the suitability of the vocabulary content for the learners' level of proficiency in the language (such as the Flesch Reading Ease score or the Flesch–Kincaid Grade Level score (both available in Microsoft Word)

b. To submit the text to the VocabProfile section to the Compleat Lexical Tutor (www.lextutor.ca), which offers both color coding and frequency statistics to distinguish common words from those that occur less frequently.

The vocabulary test leads to the focus of the items changes from simply eliciting evidence of the ability to recognize or recall word meanings to contextual understanding.

Reading assessment offers more scope for items that focus on individual lexical units in the text than listening assessment, because a written text remains available for review in a way that a spoken text does not. In fact, it may be counterproductive to encourage learners to concentrate on vocabulary in a listening task.

Use (vocabulary knowledge – 4th phase)

1. Use refers to the ability of learners to draw on their vocabulary resources in undertaking speaking or writing tasks, like giving a talk, participating in a conversation or discussion, composing a letter, writing an essay, or compiling a report.
2. Use tasks can be assessed purely as measures of the learners' vocabulary ability or as measures of a larger speaking or writing construct in which vocabulary is embedded as one component
3. TOEFL / in the Pearson Test of English (Academic)
4. IELTs use lexical resources as one category along with fluency and coherence, grammatical range and accuracy, and pronunciation.

Conclusion

Given the central role of vocabulary in language acquisition and use, a whole range of procedures is needed to assess learners' developing vocabulary ability in a second language. Much depends on the purpose of the assessment. For beginning and intermediate learners, who are building their core knowledge of high-frequency words, recognition and recall formats have an important role in monitoring their lexical development. Such for- mats are also useful in placement and diagnostic tests. However, as learners' competence in the second language advances, we need to assess their ability to draw on their vocabu- lary resources effectively for functional communication by means of comprehension and use tasks.