Instructed Second Language Vocabulary Learning

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Discussion Question #1

When you are learning a new language, are there many unknown vocabularies during your reading and speaking? How do them influence your understanding?
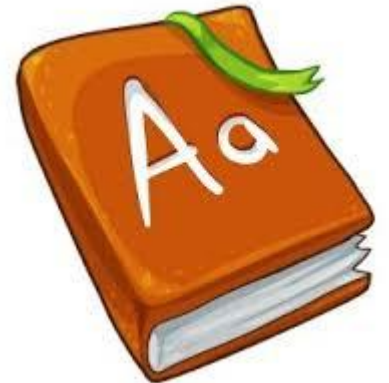
Introduction

II The scope of the vocabulary learning challenge

❖   outline reasonable vocabulary learning goals.

❏   First: Determine the percentage of the lexical items.

95% to 98%-99% at least for written discourse.

❏   Two studies for spoken discourse:

1. Bonk (2000)-----95%

2. Larson and Schmitt-----90% (under review)

❏   Written Vocabulary: Nation(2006) calculated that 8000-9000 word families are

necessary to read

II The scope of the vocabulary learning challenge

- ❏ Each word family includes several individual word forms

- ❏ Sometimes, these word family members are transparently related or guessable.

  ex, nation-national

- ❏ BUT, it is not always the case, and learners may have troubles with these less-transparent member.

  ex, nation-nationalistically

  - ❏ Horst and Collins (2006): Morphological productive ability in French learner of English

  - ❏ Schmitt and Zimmerman (2002)

II The scope of the vocabulary learning challenge

❏ Four learning partners:

    ❏ 1. the willingness to be active learners

    ❏ 2. the guidance

    ❏ 3. the researcher

    ❏ 4. the material writer

II The scope of the vocabulary learning challenge

❖ Depth of vocabulary knowledge/the incremental natural of vocabulary learning

- ❏ intentional learning
- ❏ explicit teaching component & component that maximized repeated exposures to lexical items
- ❏ receptive vs. producctive level.

III Issues in vocabulary acquisition and pedagogy

The importance of word form

- establishing an initial form in the vocabulary acquisition process.
- the form element: downplayed or disregarded.
- L2 learners always have troubles with word form.
- There are many other words that have a similar form in L2.
- forms is mainly acquired through exposure.
- learning additional polysemous meaning senses.

The role of the L1 in L2 vocabulary learning

- L1 exterts a considerable influence on L2 learning.
- nearly one-quater were judged to be attributable to L1 influence.
- for verb-noun collocation errors is over 50%.
- There is a clear advantage in establishing the initial form-meaning link.
- Prince (1996)
- Ramachandran & Rahim (2004)
- Lotto and de Groot (1998)
- Hall (2002)
- Barcroft (2002)
- a little disadvantage to using the L1 to establish initial meaning.
- using different teaching methods at different stages.

Discussion Question #2

When you study L2, do you think your L1 will influence your learning vocabulary in L2 ?

Engagement with vocabulary

- The more a learner engages with a new word, the more likely they are to learn it.
- Craik and Lockhart's (1972) Depth/Levels of Processing Hypothesis
- Hulstijn and Laufer (2001)- Need, Search, Evaluation.
- Students' motivation and attitudes.
- Students' strategic behavior.

Table 3 Relative effectiveness of vocabulary learning methods

The more effective task	The less effective task	Study
Meaning selected from several options	Meaning explained by synonym	Hulstijn 1992
Meaning looked up in a dictionary	Reading with/ without guessing	Knight 1994; Luppescu & Day 1993
Meaning looked up in a dictionary	Meaning provided in a marginal gloss	Hulstijn et al. 1996
Meaning negotiated	Meaning not negotiated	Newton 1995
Negotiated input	Premodified input	Ellis et al. 1994
Used in original sentences	Used in non-original sentences	Joe 1995, 1998
Used in a composition (LI-L2 look up)	Encountered in a reading task (L2-L1 look up)	Hulstijn and Trompetter 1998
Interactionally modified output	Interactionally modified input	Ellis & He 1999
Reading and a series of vocabulary exercises	Reading only (and inferring meaning)	Paribakht & Wesche 1997
Reading, words looked up in a dictionary	Reading only, words not looked up	Cho & Krashen 1994

Other factors facilitating vocabulary learning

- ❖ increased frequency of exposure;
- ❖ increased attention focused on the lexical item;
- ❖ increased noticing of the lexical item;
- ❖ iincreased intention to learn the lexical item;
- ❖ a requirement to learn the lexical item (by teacher, test, syllabus);
- ❖ a need to learn/use the lexical item (for task or for a personal goal);
- ❖ increased manipulation of the lexical item and its properties;
- ❖ increased amount of time spent engaging with the lexical item;
- ❖ amount of interaction spent on the lexical item.

Phrasal vocabulary

- very widespread
- used for a number of purposes
- allows more fluency in production
- highlighting phrasal language to learners can have an impact
  - ❖ Jones and Haywood (2004)
  - ❖ Boers et al. (2006)
- bringing corpus data into classroom for learners to analyze-Kennedy and Miceli (2000)

Intentional Learning of Vocabulary

- When the specific goal is to learn vocabulary, usually with an explicit focus.

- Vocabulary requires explicit attention to learning the lexical items themselves.

WHY?

The main reason for an explicit focus on vocabulary is that it is effective: although research has demonstrated that valuable learning can accrue from incidental exposure, intentional vocabulary learning almost always leads to greater and faster gains, with a better chance of retention and of reaching productive levels of mastery.

HOW?

- Explicit vocabulary exercises led to about 70% of the words being known on immediate receptive posttests.

- Although this decayed to 21–41% on two-week delayed posttests.

- But, It is far better than results reported from incidental learning.

Case Study

1. Case studies into two Asian contexts show that the percentage of words taught explicitly are very low (Hong Kong: 2.79%; China: 12.24%) (Tang and Nesi, 2003).

2. Meara, Lightbown, and Halter (1997) found that teachers from both audiolingual and communicative approaches used only about 2.75 new words per 500 words of speech.
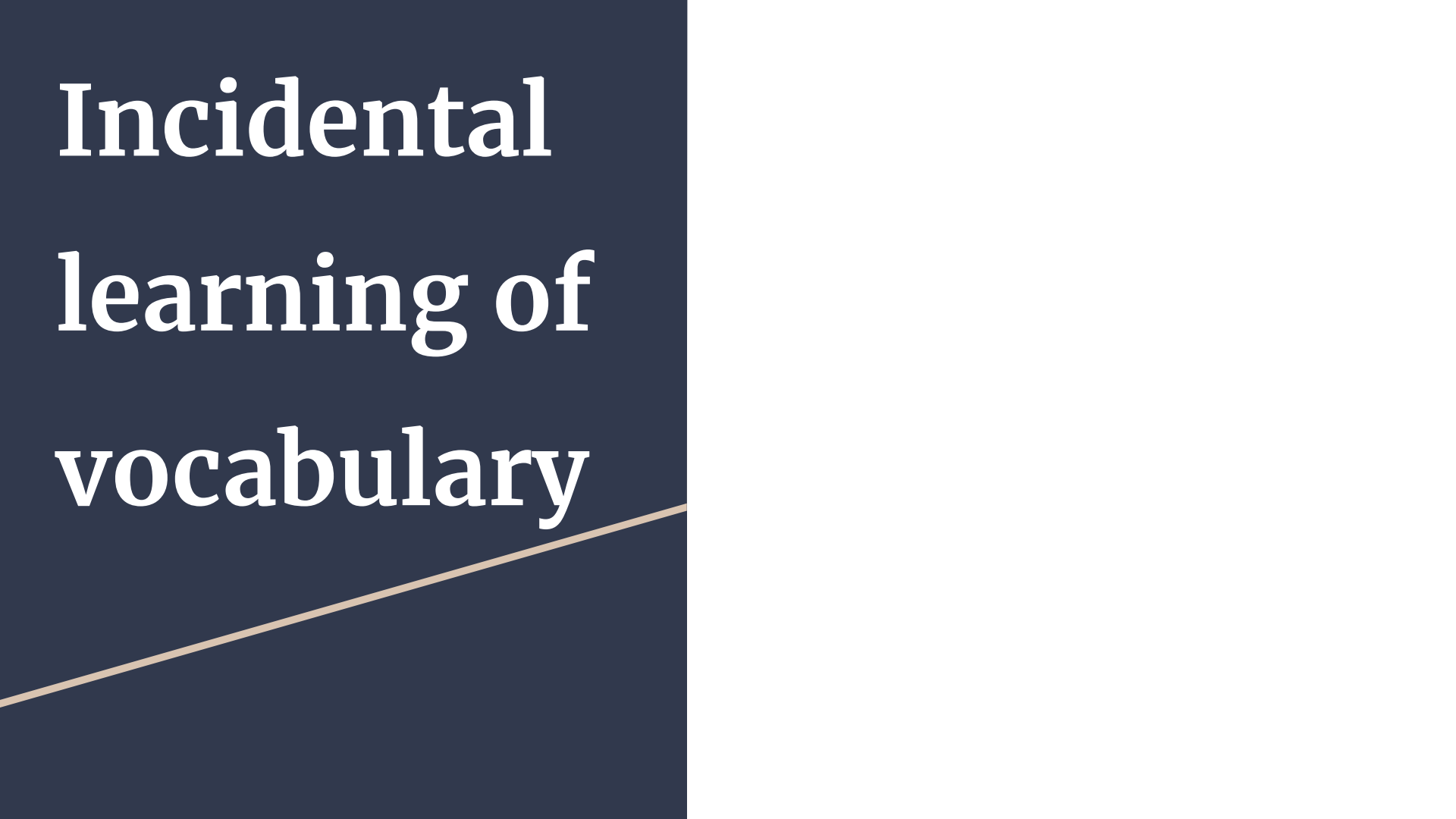
Three Principles for Selecting/Constructing Effective Learning Tasks

1. **Use activities that maximize learner engagement with target lexical items**

2. **Maximize repeated exposures to target lexical items**

3. **Consider which aspects of lexical knowledge to focus upon**

Table 4 Four strands of vocabulary teaching (Nation, 2001, p. 390)

Strand	General conditions	Vocabulary requirements	Activities and techniques
Meaning-focused input	• Focus on the message • Some unfamiliar items • Understanding • Noticing	• 95%+ coverage (preferably 98%) • Skill at guessing from context • Opportunity to negotiate • Incidental defining and attention drawing	• Reading graded readers • Listening to stories • Communication activities
Meaning-focused output	• Focus on the message • Some unfamiliar items • Understanding • Noticing	• 95%+ coverage (preferably 98%) • Encouragement to use unfamiliar items • Supportive input	• Communication activities with written output • Prepared writing • Linked skills
Language-focused learning	• Focus on language items	• Skill in vocabulary learning Strategies • Appropriate teacher focus on high-frequency words, and strategies for low-frequency words	• Direct teaching of vocabulary • Direct learning • Intensive reading • Training in vocabulary strategies
Fluency development	• Focus on the message • Little or no unfamiliar language • Pressure to perform faster	• 99%+ coverage • Repetition	• Reading easy graded readers • Repeated reading • Speed reading • Listening to easy input • 4/3/2 speaking exercise • Rehearsal tasks • 10-minute writing • Linked skills

Incidental learning of vocabulary

The effectiveness of incidental vocabulary learning from reading

- A one-month extensive reading case study studied by Pigada and Schmitt found that 65% of the target words are enhanced on at least one of these word knowledge types.

- Pick-up rate: 1 out of every 1.5

- Incidental vocabulary learning from reading is more likely to push words to a partial rather than full level of mastery

To promote incidental vocabulary learning

- How many exposures are necessary to promote incidental vocabulary learning?
- Rott (1999): **six**
- Pigada & Schmitt (2006): **10+**
- Waring & Takaki (2003) / Horst, Cobb, and Meara (1998) : **at least eight**
- Webb (2007) : **ten**
- Repetition is key to learning words!

Incidental learning from listening

- Low uptake rate

- Retaining about only 50% of vocabulary after 4-8 week lecture

- Incidental learning from listening seems to be better when there is a variety of speakers and voice types

Extensive reading

- **Graded readers**
- Learning over half of the unfamiliar words they encountered in the graded readers they read. (Horst 2005)
- The amount of reading is key

Inferencing from context

- One of the most frequent and preferred strategies.
- "It seems to be a major strategy when learners attempt to guess the meaning of phrasal vocabulary, at least for idioms."(Cooper 1999)
- 25.6% successful
- 18.6% partially successful

Glossing

- More difficult texts can be read

- Glossing provides accurate meanings for words that might not be guessed correctly

- Has minimal interruption to reading

- It draws attention to words that should aid the acquisition process

Discussion Question #3

Based on the contents above, which learning strategies do you prefer to use when you learn new vocabulary?

Conclusion

★ The seven principles of Hunt and Beglar in 1998.

★ Intentional and incidental approaches

★ What need to be acknowledged for learning voecabulary.

Thank You!