Vocabulary learning

Sprogforum Nr. 3, 1995 side 45-55 Tema: Et ord er et ord; *Hvordan husker man ord? Fokus på forskellige opgavetyper*, Birgit Henriksen

Webs of meaning – semantic field

1. <u>**Frequency**</u>
2. <u>**Depth of cognitive processing** / deep processing</u>
3. <u>The possibility of working with **webs of associations/association web**</u>
   (erinddringskæde Tornberg p. 105, building on former experiences)
4. **Variation** <u>in the form of presentation</u>
5. **Salient** (distinctive, eyecatching, prominent, conspicuous) **features** in the word (fx a
   to'boggan: kælk [t*'bcg(*)n], encourage [in'karid3], desire [di'zai*], galumphing [g*'lamfinj] (kluntet,
   elefantagtig), rhino(ceros), hippo(potamus), her'bivorous, car'nivorous og squirrel [skwir(*)l]

<u>Web of association/association web</u>: not to be mistaken for / confused with / mixed up with <u>semantic web / concept map</u>: Gibbons, Pauline: *English Learners. Academic Literacy, and Thinking*, Portsmouth: Heinemann, 2009, p. 65
A semantic web, or concept map, is a well-known way of collecting, recording, and organizing information. A key word relevant to the topic at hand is written in the middle of a large piece of paper. Students contribute information they know about the topic.

Sprogforum Nr. 3, 1995 side 12-18 Tema: Et ord er et ord; *Hvad vil det sige at kunne et ord*, Birgit Henriksen
Quantaty – Quality – Control (two forms of control: receptive and productive control)

The examples from Greek and work with translation help to bring into focus what knowing a word means. When one talks about a language user's vocabulary or lexical competence, there are various ways of defining this competence. A language user can be said to be competent when he:

knows many words (= a question of QUANTITY)
knows much about the individual word (= a question of QUALITY)
can use the words in communication (= a question of CONTROL)

fpa: Taboo Game: based on the popular board game, Taboo
(Source: the Internet)
Wordclouds-program: www.tagxedo.com)

Nation, Paul: *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2011
p. 2
A balanced language course should consist of <u>four major strands</u>. These strands may appear in many different forms, but hey shoud all be present in a well-designed course.

1) learning from <u>comprehensible meaning-focused input</u>
(learners should have the opportunity to learn new language items through listening and reading activities where the main focus is on the information in what they are listening to or reading)

2) language-focused learning / <u>form-focused instruction</u>
(deliberate teaching and learning of language items; direct study of the features of the word)

3) <u>meaning-focused output</u>
(learners should have the chance to develop their knowledge of the language through speaking and writing activities where their main attention is focused on the information they are trying to convey)

4) <u>fluency development</u>
(learners become more fluent in using items they already know)

p. 27
Table 2.1 **What is involved in knowing a word?**

1. **Form**
2. **Meaning**
3. **Use**

p. 296
- Learning any word is a 'cumulative process. We cannot expect a word to be learned in one meeting and so we need to see each meeting as a small contribution to learning
- Learning a word occurs across a range of different learning condtions. These conditions should involve roughly equal proportions of <u>the four strands of **meaning-focused input, language-focused learning, meaning-focused output and fluency development**</u>

Paul, Nation: *New Ways in Teaching Vocabulary*
p. viii In addition to learning new vocabulary, learners need to be able to use <u>strategies to cope with unknown vocabulary</u> met in listening or reading texts, <u>to make up for gaps</u> in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation
p. viii <u>vocabulary knowledge</u>

<u>Vocabulary with regard to vocabulary learning</u>
network buildig – web of words – network of associations – it involves a process of network building – constructing a complex web of words (cf. Thornbury, *How to teach vocabulary*, p. 18)
recall: genkalde
retain: bevare; (i erindringen) huske

retention: bevarelse; bibeholdelse; erindring; binding, tilbageholdelse
retrieval: fremdragning; hentning; genfinding
retrieve: hente igen, hente frem
store: lagre
vocabulary acquisition:

Cameron, Lynne: *Teaching Languages to Young Learners*
p. 72ff Intrinsic – associative
Intrinsic: a word is acquired by relating it to other words through meaning, grammar, morphology and phonology
Associative: a word is acquired by relating it through association
p. 74 Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language

Lars Stenius Stæhr:
1. Bredde
2. Dybde
3. Anvendelseskompetence

Se ogs. Lightbown & Spada p. 96
As it has often been remarked, we can communicte by using words that are not placed in the proper order, ponounced perfectly, or marked with the poper grammatical morphemes, but communication often breaks down if we do not use the correct word

Se ogs. Thornbury, Scott
p. 25 *How to teach vocabulary* om **cognitive depth** og
p. 4 om **word family:** a word may share the same root/base (e.g. *look*) but take different endings: looks, looking, looked. By means of affixes/add-ons different forms of a word can be produced e.g. we can fashion *plays – played – playing* (**inflexions**) and *player – replay – playful* (**derivatives**). Inflexions and derivatives are both formed by the process of affixation.
A **word family** comprises the base word plus its inflexions and its most common derivatives e.g.
Understands
Understanding
Understood
Understandable
Misunderstand
Misunderstood

Sprogforum nummer 35, 2005
Lise Nerlov, *Det skal fungere i praksis!*

1. Write the word in English

2. Illustrate the word
3. Write a definiton of the word
4. Write the word class
5. Write a sentence with the word
6. Write words belonging to the same (superordinate) category as the word (meaning-related words)
7. Translate into Danish or another language

Atkinson's Keyword Method cf. the Internet

Cameron, Lynn: *Teaching Languages to Young Learners*

1. Having sources for encountering new words
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words
3. Learning the meaing of the words
4. Making a strong memory connection between the forms and meanings of the words
5. Using the words