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Nation, Paul: *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2011

p. 2

A **balanced language course** should consist of **four major strands**,getting roughly the same amount of time i.e. 25 % of the learning time. These strands may appear in many different forms, but hey should all be present in a well-designed course.

1. **The first strand: learning from comprehensible meaning-focused input**

(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. Learning from meaning-focused input can best occur if learners are familiar with at least 95 % of the running words in the input they are focusing on. In other words, learning from meaning-focused input cannot occur if there are lots of unknown words)

1. **The second strand: language-focused learning alias form-focused instruction**

(There is growing evidence that language learning benefits if there is an appropriate amount of usefully-focused deliberate teaching and learning of language items. This means that a course should involve the direct teaching of vocabulary and the direct learning and study of vocabulary. The gradual cumulative process of learning a word can be given a strong boost by the direct study of the features of the word)

1. **The third strand: meaning-focused output**

(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. Speaking and writing are useful means of vocabulary development because they make learners focus on words in ways they do not have to while listening and reading. These productive activities can strengthen knowledge of previously met vocabulary.)

1. **The fourth strand: fluency development**

(In activities which put this strand into action learners do not work with new language; instead, they become more fluent in using items they already know)

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Table 2.1 **What is involved in knowing a word?**

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

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* 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 conditions. These conditions should involve roughly equal proportions of the four strands of **meaning-focused input, language-focused learning, meaning-focused output and fluency development**

Paul, Nation: *New Ways in Teaching Vocabulary*

p. viii In addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation

p. viii vocabulary knowledge

**Nation Paul**, *New Ways in Teaching Vocabulary*, Virginia: TESOL, 1994

Paul Nation supports

1. written input (e.g. the sheets given to the learners in a communication activity such as ranking or problem solving)
2. negotiation of meaning
3. communication activities

Teachers should not be overly concerned if some learners are not participating a lot in the communication activities. Learners observing the negotiation learn as well as those who actually perform the negotiation

**The following sections reflect the major components of a language learning course**

1. **Meeting new vocabulary for the first time**

Meeting new words through formal presentation: written input and communicative activities, extensive reading (e.g. reading aloud or storytelling) and extensive listening

1. **Establishing previously met vocabulary**

Although some words may be learned after one meeting, this is exceptional. The meaning of a word must be communicated many times; further meetings will be necessary to assist learning. Very few course-books build spaced repetition of the target vocabulary into the course. It is left to the teacher. The repetition of vocabulary can be added to a course in several complementary ways:

By setting aside class time for revision, e.g. reviewing learners’ vocabulary notebooks or by testing previously met vocabulary and by planning the recycling of previously met vocabulary through pair and group activities

1. **Enriching previously met vocabulary**

One reason for which it is difficult to learn a word from one encounter is that there are many things to know about a word: What range of meanings can it have? What is its core meaning? With what other words does it collocate What grammatical patterns does it fit into? What particular positive and negative associations does it have? Is it a frequently used word or an infrequently used word? (low/high frequency vocabulary/words) What prefixes and suffixes can it take**?**

1. **Developing vocabulary strategies**

In addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and wiring, to gain fluency in using known vocabulary, and to learn new words in isolation. These strategies include guessing from context, using word parts, knowledge from other languages etc.

1. **Developing Fluency with Known Vocabulary**

Learners’ growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary. This fluency can be partly achieved through activities that lead to the establishment and enrichment of vocabulary knowledge, but the essential element in developing fluency lies in the opportunity for the meaningful use of vocabulary in tasks with a low cognitive load

The “levels of processing” theory of learning suggest that a very important factor in learning is the quality of mental activity in the brain of the learner at the moment the learning occurs. If this activity is at a deep and thoughtful level, the learning will remain for a long time. It is thus useful for at teacher to consider the possible depth of processing that a particular vocabulary activity could give rise to. Deep and thoughtful processing can result from:

1. Relating the new word to previous knowledge
2. Having to create a context for the word
3. Drawing on a range of clues to recall the word
4. Having to appropriately relate the word to a variety of aspects
5. Using the word in goal directed activity like solving problems

Nation, Paul: *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2011

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