Welcome!

Follow up with this documents

*References at the end

What are we doing here today?

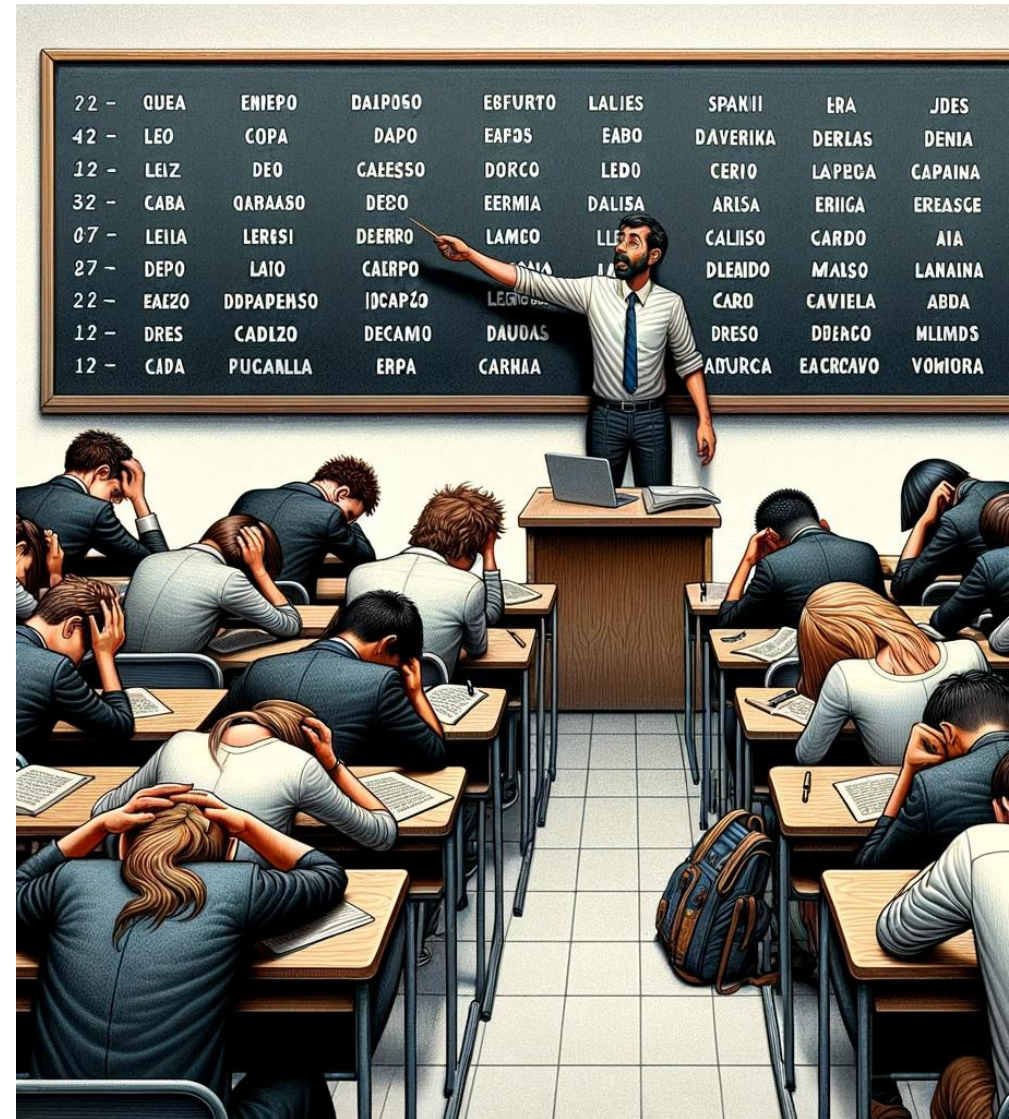| Explore	Learn
to deepen the teaching of deliberate lexical learning strategies.	To improve flashcards and pass a glossary to flashcards to Anki

Starting questions

- What is the role of the teacher in **vocabulary learning**?

- What are **incidental** and **Intentional** learning?

- What are **productive** and **receptive** learning?

Teacher's role and vocabulary learning

Teachers' role according to Nation (2022):

- **Plan** =focusing on relevant-useful vocabulary

- **Organize**: development of class activities and assignments + enabling conditions

- **Train** efficient + autonomous **learning strategies**

- **Assess** = vocabulary size / give feedback

- **Teach** ☣️ limited in time, supplemented with self-learning strategies; the amount is large and retention through teaching is moderate ☣️ .

  - *Intentional and explicit teaching of strategies is essential because of the breadth of it; there is not enough time to work it all in class* (Higueras, 2012).

1:34

Two ways to learn

- **Incidental:** Learning without specific intention.

- **Intentional:** Conscious, directed study and practice.

Advocate for a balanced approach to L2 vocabulary instruction, with opportunities for decontextualized instruction (...), supplemented by a combination of receptive and productive activities (...).

Vandenberghe et al. (2021)

1:34

Receptive & productive learning

📖 🙋 **Receptive knowledge**. - Recognizing and remembering the meaning - Reading, listening

- *What does a word look like?*
- *Multiple Choice*

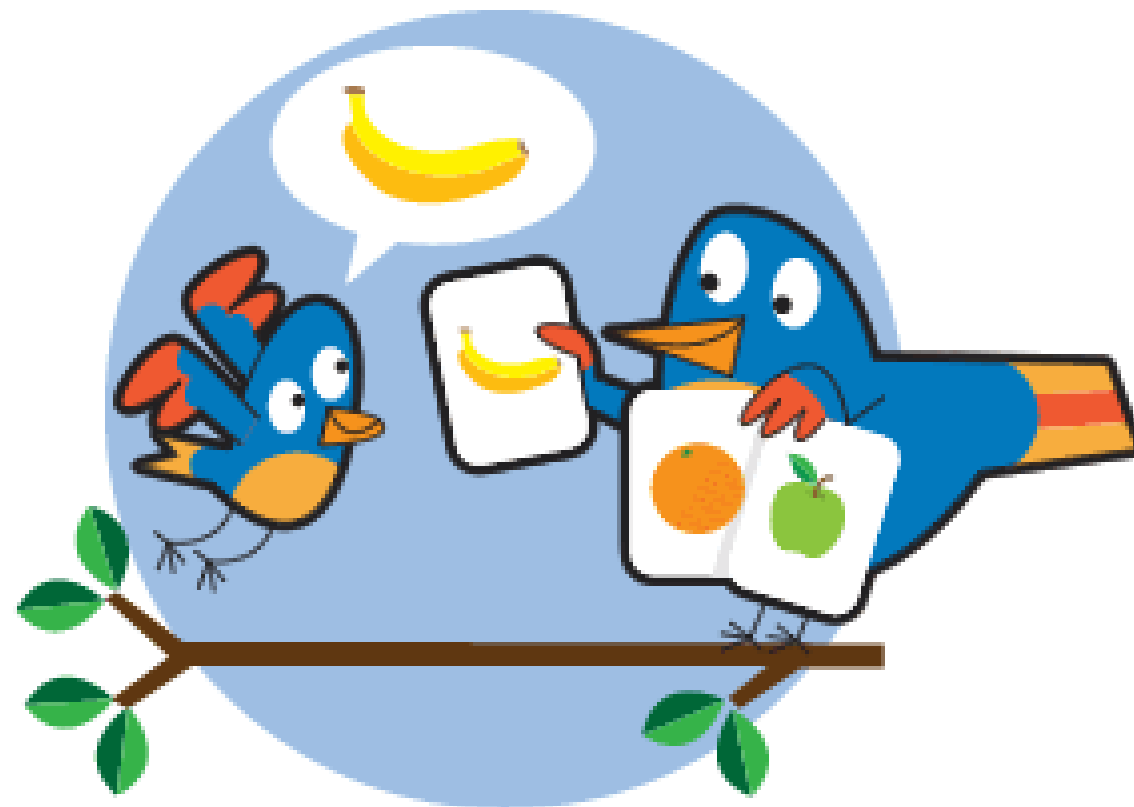✍️ 💬 **Productive knowledge**. - form recognition and recall - Writing, speech

- *How is a word written and spelled?*
- *Open answer*

- Schmitt (2010)

1:34

Deliberate learning

+ Efficient (time-retention) (Hulstijn, 2003)

+ Short and long term memory (Beaton, Gruneberg y Ellis, 1995)

+ Actual acquisition (Elgort, 2011)

+ Autonomy

+ Especially useful at beginning levels.

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Flashcards

A powerful tool

- Cards with information on both sides
- Facilitate review and self-testing
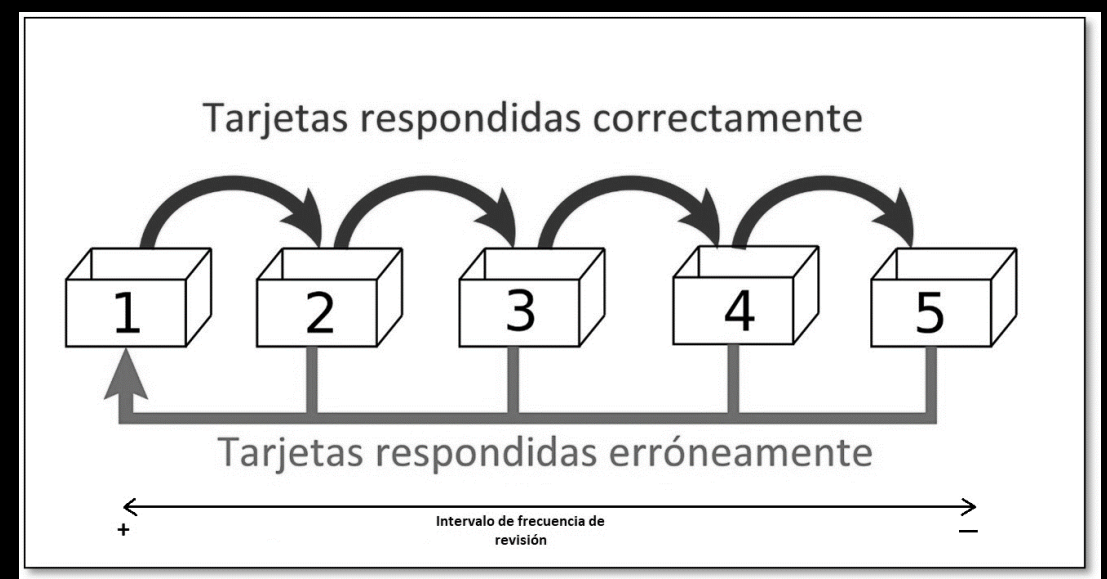- Ideal for **spaced repetition** and **productive learning**

Ir de excursión

Spaced repetition

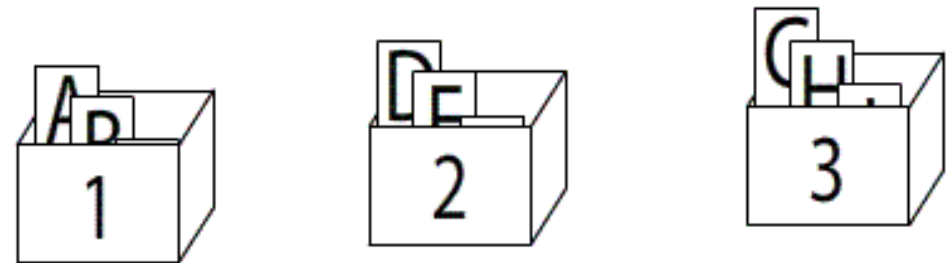Psycology (Ebbinghaus, 1885, Leitner, 1972) cognitive sciences (Dunlosky et al., 2013, Nakata).

Study information at specific and extended time intervals.

Maximize retention.

Tarjetas respondidas correctamente

1   2   3   4   5

Tarjetas respondidas erróneamente

+   Intervalo de frecuencia de revisión   —

Session 1

1   2   3

Apart from the target lexical unit, what can be included on a flashcard?

1

2

What can be included in a flashcard?

- Definition (in L1 or L2)
- Genre
- Category (adjective, noun, periphrasis, collocation, verb, etc.)
- Example sentences
- Drawing
- Translations (in 1 or more languages) (of definition or sentences)
- When it is taught in class (place in manual, class, etc.)
- Notes: register, irregularities, etc.
- Pronunciation
- Keyword technique
- Parts of the lexical unit
- Common collocations
- *Sound
- *Image (depictions, memes, gifs, etc.)

1:34

Knowing a word

Table 2.1 What is involved in knowing a word

Form			
Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency …)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.

(Nation, 2022, p. 54)

1:34

Deliberate vocabulary learning from word cards

(Nation, 2022, p. 402)

1:34

Table 11.1 Aspects of word knowledge dealt with by learning from word cards

Form	spoken	R	✓☑
		P	
	written	R	✓✓
		P	✓✓
	word parts	R	☑
		P	
Meaning	form and meaning	R	✓✓
		P	✓✓
	concept and referents	R	✓
		P	
	associations	R	☑
		P	
Use	grammatical functions	R	✓
		P	✓
	collocations	R	✓
		P	✓
	constraints on use (register, frequency …)	R	☑
		P	

In column 3, R = receptive knowledge, P = productive knowledge. In column 4, ✓✓ = well dealt with, ✓ = partly dealt with.

From the Glossary to Anki

Step by step

1:34

Anki

- Digital tool for flashcards.
- Based on spaced repetition.
- Customizable and versatile.
- *Learning curve: complex
- Multiplatform: available on PC, mobile and web.
- Active community: addons and shared decks.

AnkiDroid
Flashcards

1:34

Types of cards in Anki

Choose card type:

Reversible: Question and answer (Receptive / productive)

Cloze: Fill in the blanks

Images: produce target with an image.

Audio: produce target listening to an audio.

Sentence receptive / productive learning

Step by step

- Download the app on **Windows or Mac**

- **Register**

- **Download my sample card** and use it to get started (double click)

- **Import your glossary into a data table** (Excel/sheets): -Copy and paste-
  - For photos: use an OCR program: like "PowerToys Text Extractor"-Correct with AI if the copy contains errors

1:34

Sample card: Receptive

de manga larga

▶

---

de manga larga

▶

glish GB:

long sleeve

entence:

En invierno prefiero camisas de manga larga.

ranslation:

In winter I prefer long-sleeved shirts.

冬天我喜欢穿长袖衬衫。

rad. Chinese:

长袖

imp. Chinese:

長袖

otes:

olocación

9 + 1 + 0

Mostrar respuesta

<1 m	<6 m	<10 m	3 d
Otra vez	Difícil	Bien	Fácil

Editar

< 1 min	< 10 min	4 d
OTRA VEZ	BIEN	FÁCIL

< 10 min	2,5 mes	10,1 mes	2,2 año
OTRA VEZ	DIFÍCIL	BIEN	FÁCIL

1:34

Screen 1

55 6 4

sailor

. . . .

Escribir respuesta

Mostrar respuesta

Screen 2

55 6 4

sailor

---marinero -----

↓

el marinero / la

marinera

el marinero / la marinera ▶

Los marineros están en el puerto

The sailors are in the port

水手/路

Ejercicio: 10. UN BARRIO IDEAL

<1 m Otra vez	<6 m Difícil	<10 m Bien	4 d Fácil

Screen 3

59 2 4

trafic

. . . .

Escribir respuesta

Mostrar respuesta

Screen 4

59 2 4

trafic

el traffico

↓

el tráfico

el tráfico ▶

Llego tarde a menudo por el tráfico

I'm often late because of the traffic

交通

Ejercicio: 4. MI BARRIO

<1 m Otra vez	<6 m Difícil	<10 m Bien	5 d Fácil

- Ancho/a
- Bolso
- Botas
- Bufanda
- Camisa
- Camiseta
- Chaqueta
- Cinturón
- Clásico
- Cómodo/a
- Corbata
- Corto/a
- De cuadros
- De manga corta
- De manga larga
- De rayas
- De tirantes
- Deportivo/a
- Elegante
- Estampado
- Estrecho/a
- Falda
- Gafas
- Gafas de sol
- Gorra
- Gorro
- Jersey
- Largo
- Llevar
- De manga corta
- De manga larga
- Moderno
- Pantalón
- Pantalones cortos
- Ponerse
- Prenda
- Probar
- Pulsera
- Quitarse
- Raya
- Reloj
- Ropa
- Ropa interior
- Sandalias
- Sombrero
- Traje
- Vestido
- Vestirse
- Zapatillas
- Zapatos

Add it to Excel/sheets: simply copy and paste

For photos: use an OCR program: like "PowerToys Text Extractor"

Or ask GPT

And correct with GPT if the copy contains mistakes

*GPT, DeepL y *flashcards*

GPT

- example sentences.

- category of the units

- contents (translations, antonyms-synonyms, collocations, irregularities, etc.)

DeepL

- Good quality translations

Prompt: GPT
(Semester 1 course)

Transfer the following glossary to an excel/data table.

-In the second column add the translation to English

-In another column add the grammatical category (verb, adjective, masculine or feminine noun, collocation, adverb, pronoun, etc.).

-Add another column with a sample sentence for each lexical unit, it has to be a simple sentence with verbs in the present indicative tense, appropriate for an A1 student of Spanish according to the CEFR. They can include verbs in the present tense or some periphrasis such as "tener que" or "ir a infintivo".

-Add another column of notes, where you can indicate irregularities for example with verbs (pronominal, irregular o-ue, irregular e-i, first person irregular (pongo, hago,etc), e-ie, totally irregular) or nouns (ropa: incontable, gafas:plural etc). Do NOT forget this.

*If they are adjectives, remove the "/a".

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PA

Pasa este glosario a una tabla de datos.
-En la segunda columna añade la traducción
-En otra columna agrega la categoría gramatical (verbo, adjetivo, nombre masculino o femenino, colocación, adverbio, pronombre, etc.)
-Agrega otra columna con una frase de ejemplo para cada unidad léxica, tiene que ser una frase sencilla con verbos en presente de indicativo, apropiadas para un estudiante de A1 de español según el MCERL. Pueden incluir verbos en rpesente o alguna perífrasis como tengo que o ir a infinitivo.
-Agrega otra columna de notas, donde se pueden indicar irregularidades por ejemplo con los verbos (pronominal, irregular o-ue, irregular e-i, first person irregular (pongo, hago,etc), e-ie, totalmente irregular) o nombres (ropa: incontable, gafas:plural etc). NO olvides esto por favor.
*Si son adjetivos, elimina la "/a". No hace falta que menciones esto.
Ancho/a
Bolso
Botas
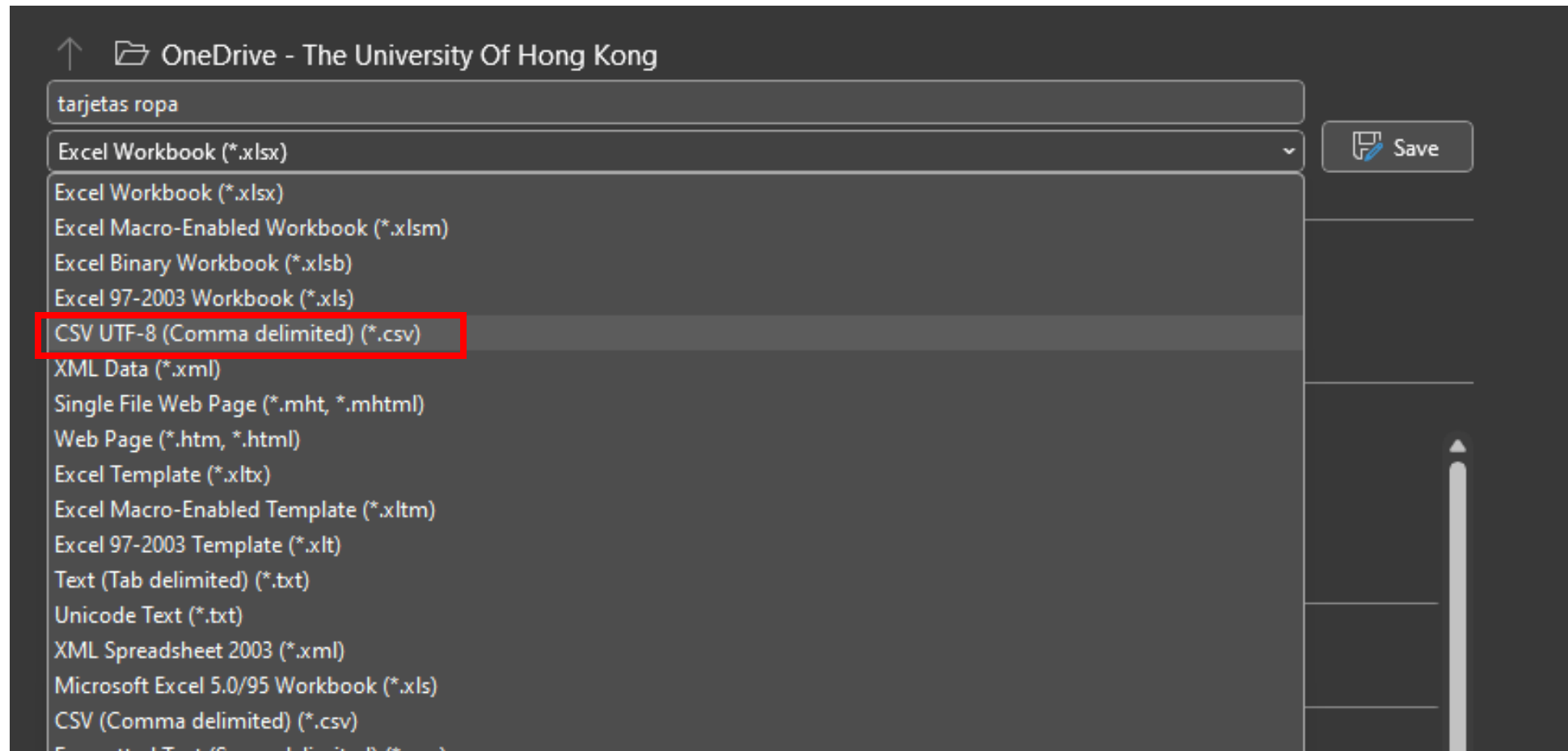Bufanda
Camisa
Camiseta
Chaqueta
Cinturón
Clásico

🔄 Regenerate

🖼 Send a message ➤

1:34

Save your table as "CSV UTF-8" and import it to Anki

Import options

Notetype	HKU EJEMPLO+
Deck	Example deck
Existing notes	Update
Match scope	Notetype
Tag all notes	
Tag updated notes	

Field mapping

Target	1: Ancho
Eng	2: Wide
Category	3: Adjetivo
Sentence	4: Esta camisa es muy ancha para mí.
Sentence in Eng	8: 这件衬衫对我来说太宽了。
Sentence in Simp. Ch	6: This shirt is too baggy for me.
Simpl. Ch	7: 宽度
Trad. Ch	(Nothing)
Notes	5
Audio	(Nothing)
Image	(Nothing)
Place in Coursebook	(Nothing)
Tags	(Nothing)

Check correspondence
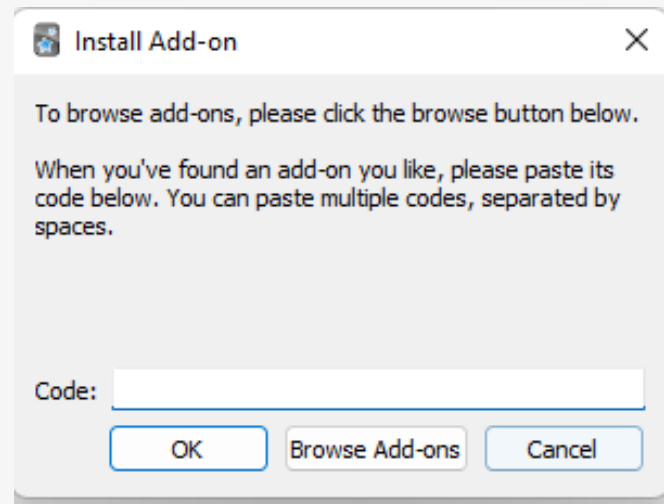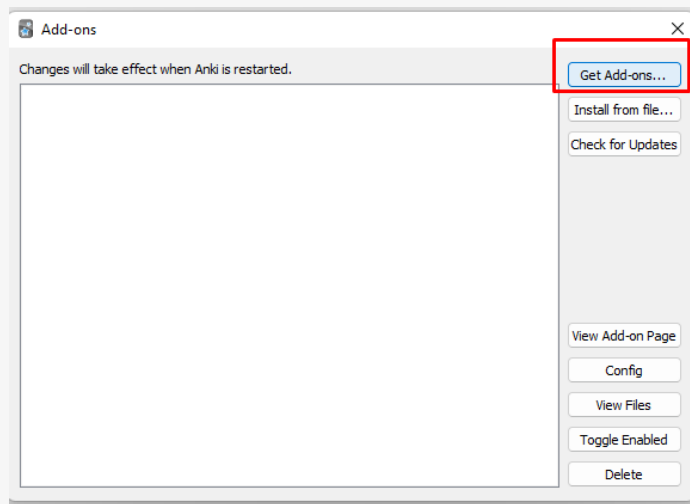
1:34

Improve Anki with addons

1436550454

- [AwesomeTTS - Add speech to your flashcards - AnkiWeb](#)

1536291224
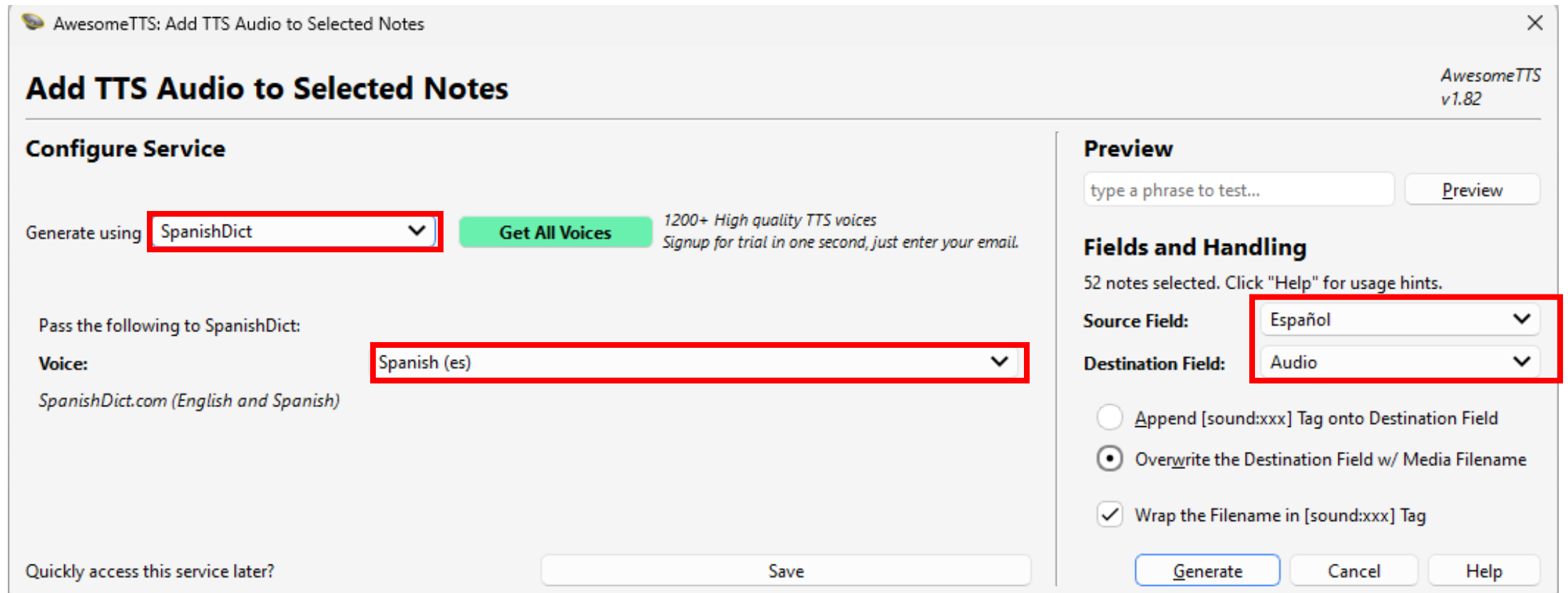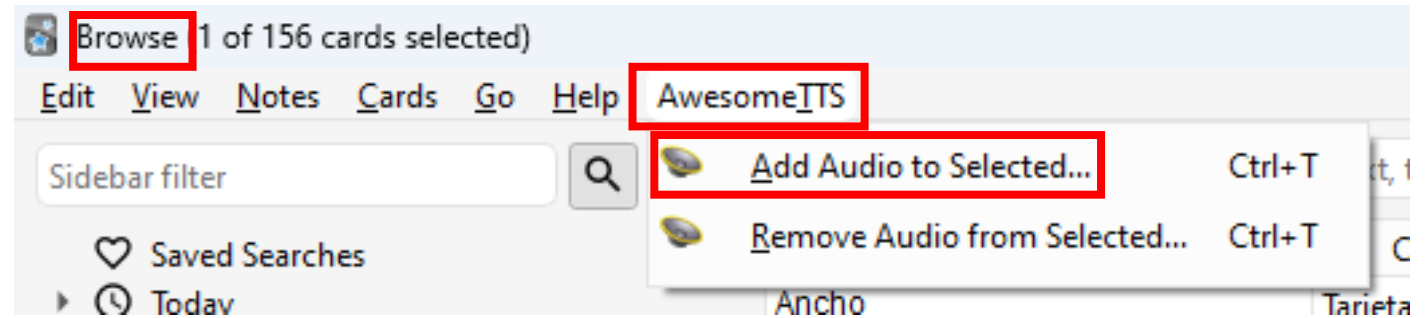
- [Google Translate - AnkiWeb](#)

561924305

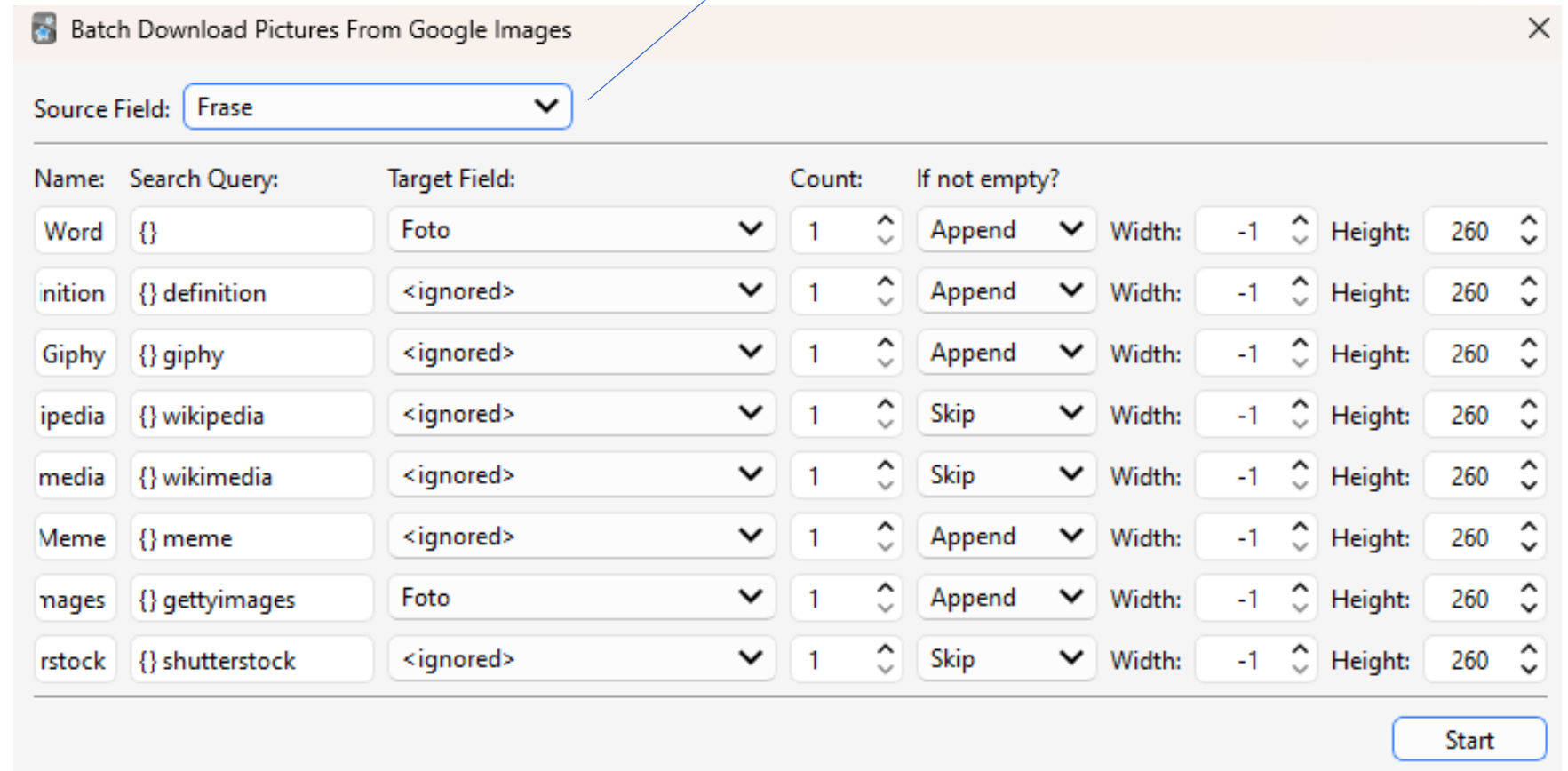- [Batch Download Pictures From Google Images - AnkiWeb](#)

1:34

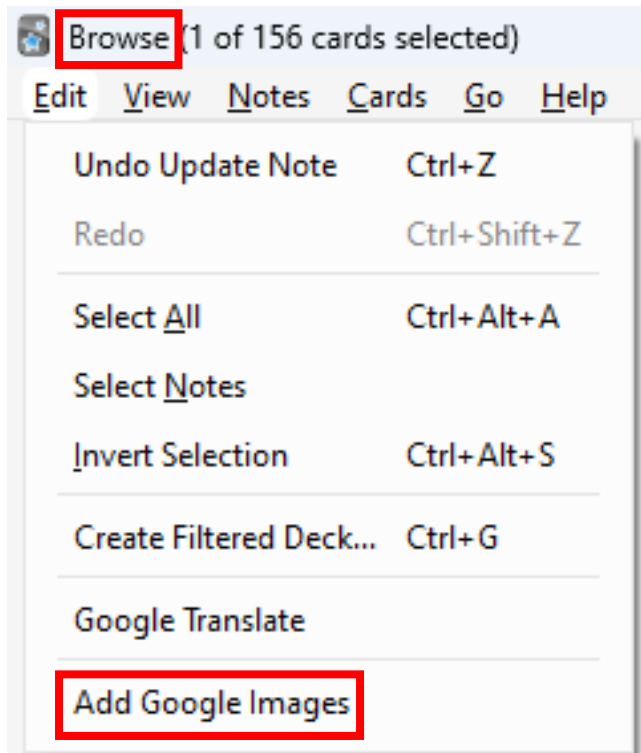# Add audio

Add images

Try; *sentence* or the field with the main target in the meta L

Browse (1 of 156 cards selected)

Edit   View   Notes   Cards   Go   Help

Undo Update Note	Ctrl+Z
Redo	Ctrl+Shift+Z
Select All	Ctrl+Alt+A
Select Notes	
Invert Selection	Ctrl+Alt+S
Create Filtered Deck...	Ctrl+G
Google Translate	
Add Google Images	

Batch Download Pictures From Google Images

Source Field: Frase

Name:	Search Query:	Target Field:	Count:	If not empty?			
Word	{}	Foto	1	Append	Width: -1	Height: 260
inition	{} definition	<ignored>	1	Append	Width: -1	Height: 260
Giphy	{} giphy	<ignored>	1	Append	Width: -1	Height: 260
ipedia	{} wikipedia	<ignored>	1	Skip	Width: -1	Height: 260
media	{} wikimedia	<ignored>	1	Skip	Width: -1	Height: 260
Meme	{} meme	<ignored>	1	Append	Width: -1	Height: 260
nages	{} gettyimages	Foto	1	Append	Width: -1	Height: 260
rstock	{} shutterstock	<ignored>	1	Skip	Width: -1	Height: 260

Start

1:34

Add translations
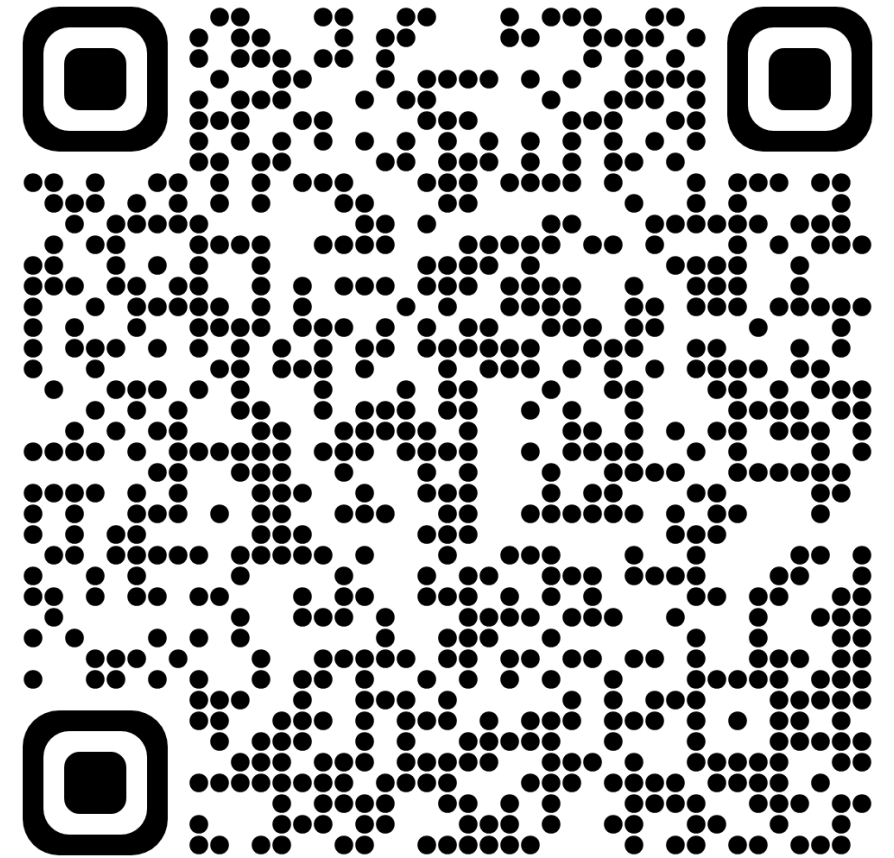
Share with your students

And teach how to use it
(Adapt the document in my folder for that)

If you have any questions, let me know: **pablot@hku.hk**

Thank you

1:34 PM

Q & A

Lexical adquisition keys 1/2

‼️ **Noticing**: (Schmidt, 1990)

⚙️ **Processing and implication** – (Lockhart y Craik, 1990, Hulstijn y Laufer, 2001)

♻️ **Reciclying and repeating** - Memory trace theory (Cohen et al., 1986).

«Several decades of psycholinguistic research have made it clear that lexical information simply needs to be reactivated on a regular basis to remain readily accessible.». Hulstijn (2007, p. 276) .

Lexical adquisition keys 2/2

Productive retrieval Schmitt (2010, p. 86)

📖 🧑‍🏫 **Receptive knowledge**. - Recognizing and remembering the meaning - Reading, listening

✍️ 💬 **Productive knowledge**. - form recognition and recall - Writing, speech

👁 **Dual codification** (Clark y Paivio, 1991)

〰 **Lexical units and collocations**: "manzana", "dar la vuelta", "a pesar de"

Tips for the correct use of (paper) cards

- Learn receptively and then productively - turn the card over.

- Change the order in which the cards appear - shuffle them - *Lists

- Pronounce aloud

- Use collocations or phrases as context

- Concentrate and process the information in depth

- Use spaced repetition

1:34

Some Mnemonic Association Strategies

- Connect new information with previous knowledge (*keyword*, etc).

- Create mental images or stories (*loci* or *peg*).

Carta - cart

Paloma – Plaa-loma

Flor – Floor

Àomén – Almond

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