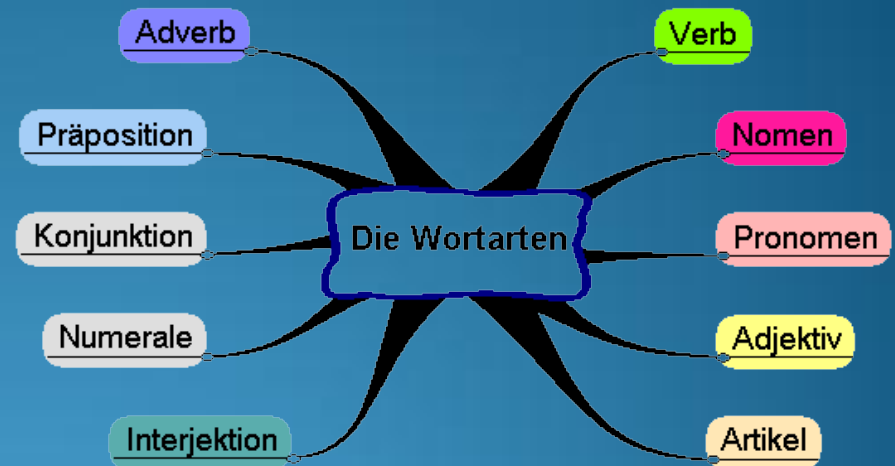


Vocabulary Teaching and Learning at AS/A2 Level using Online Tools



- Vocabulary is the single most important factor in determining how successful a learner is in communicating.
- a good predictor of language proficiency in a foreign language.
- reading has a strong association with vocabulary size
- The development of the foreign language lexicon is the prerequisite of grammatical development.
- Receptive vocabulary size is the determinant factor for reading success in L2.





- vocabulary breadth and vocabulary depth
- GCSE French: receptive knowledge of, on average, 850 words
- A-level students know on average about 2000 words (Milton 2006)
- More than three times the amount of vocabulary learning takes place per annum in Y 12 and 13
- density of unknown words: not consistent with the recommended level of 95%-98% of known words necessary for comprehension and learning (Richards et al 2008)

Vocabulary Learning



- knowledge of a certain lexical item: from mere word recognition through different degrees of partial knowledge toward precise comprehension.
- most lexical items initially enter the learner's receptive vocabulary
- It only subsequently becomes available for productive purposes.



- A maximum of seven lexical items
 - Up to 80% of what is taught is lost within 24 hours if not revised within this time
 - A minimum of five separate exposures to a given item is advised at increased intervals
 - The mind is highly organised and appears to store lexical items in semantic fields
 - The deeper the level of processing the better the chances of retention
 - Personalised
- (Peet 2009)



- Exposure to translation equivalents and active translation = allowing deeper and more elaborated processing and therefore may facilitate retention.
- Entails relating new information (new L2 forms) to prior knowledge (the L1) (Hummel 2010)
- Research consistently shows that more new words can be learned using L1 translations than with L2-based definitions

The number of encounters necessary: between 6 and 12.



- word's saliency: fewer encounters might be required for words that are central to the communicated message than for less salient words
- if the learner has previously recognised a gap within his/her vocabulary, this want for knowledge makes the learner receptive to any encounters with the needed word, making learning more likely

- Nation (2001) suggests that a multifaceted approach gives good learning results:
- a mixture of strategies such as visualising, word-analysis, the creation of contexts, collocations and meaning and using the new word in new contexts.



- Explicit vocabulary teaching is necessary - comprehensible input is insufficient for acquiring vocabulary and attention to form
- it is not enough to concentrate on the form-meaning link of those words but also on other aspects such as their word parts, collocations, synonyms and register constraints

Vocabulary Learning and Vocabulary Learning Strategies

Learners tactics include linking, imaging or highlighting to aid vocabulary learning.

See Taxonomy, Schmitt 1997

More successful vocabulary learners

- a larger and more varied repertoire of vocabulary learning strategies
- make use of monolingual and bilingual dictionaries
- more aware of the semantic relationships between new and previously learned words.



Advantages of using online tools to learn/teach vocabulary

- higher degree of autonomy in students' learning
- Self-paced
- instant feedback
- Visual learning
- Multi-modal
- game element – motivation
- collaboration



e.g. Glossary with sample, Hot Potato Tasks

Vocabulary training websites :

<http://quizlet.com/>

<http://www.cobocards.com/>

<http://www.myloern.com>



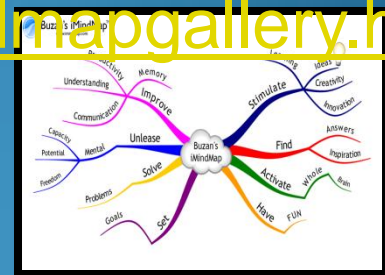
Mind maps

- Both the left and the right side of the brain are activated
- Activates learners' prior knowledge
- Key words are used
- Colour and image reinforce memory and recall
- Stimulates association and creative thought
- Uses clearly marked labels and interconnections to show the relationships between the concepts

<http://www.buzan.com.au//learning/mindmapgallery.html>

<http://www.mindmeister.com/>

<http://www.xmind.net/>



Concordancing

Some sort of concordance, which is a word list with contexts for each word, seems a likely first guess at a harmonization of depth and breadth
(<http://www.lextutor.ca/cv/Breadth.htm>)

http://conc.lextutor.ca/list_learn/fr/

<http://www.lextutor.ca/hypertext/>

<http://www.linguatools.de/>



Glosses

in the margin, bottom of the page, or end of the text
have similar effectiveness

(Yoshii, 2006 in Schmitt 2008)

A study by Hulstijn et al (1996) showed that L2
readers with marginal glosses learned more
vocabulary than dictionary-using readers, or readers
with no gloss/dictionary support

Klimawandel trifft die Ärmsten – Wie die EU helfen will



Die EU-Kommission will **Entwicklungsländern** stärker bei der **Bewältigung der Folgen** des Klimawandels helfen und plant deshalb ein weltweites **Bündnis** für den Klimaschutz.

In den letzten Jahren gab es auffällig viele Naturkatastrophen mit hohen **Opferzahlen** in Afrika, Asien und der Karibik: **Dürren** südlich der Sahara, **Überschwemmungen** in Indien, Bangladesch und Nordkorea, **verheerende Wirbelstürme** in der Karibik und in Mittelamerika. Das sind für die EU-Kommission deutliche **Zeichen** dafür, dass der weltweite Klimawandel vor allem die Entwicklungsländer trifft. Diese **tragen kaum** zur Verschmutzung der Umwelt bei, bekommen aber die Folgen der Verschmutzung durch die **Industrie- und Schwellenländer** sehr deutlich zu spüren.

Comment [a1]: affects

Comment [a2]: the poorest

Comment [a3]: developing countries

Comment [a4]: dealing with

Comment [a5]: the consequences

Comment [a6]: network

Comment [a7]: numbers of victims

Comment [a8]: draughts

Comment [a9]: flooding

Comment [a10]: hurricane

Comment [a11]: signs

Comment [a12]: beitragen = contribute

Comment [a13]: hardly



<http://cornelia.siteware.ch/blog/wordpress/2008/06/15/woordle>

Wordle

Activate students' prior knowledge

As a brainstorming tool

wordlist

(<http://landeskunde.wordpress.com/2009/11/20/wordle-ideen-fur-den-daf-unterricht/>)