

Handout 8

Nation 2013, pp. 1-91

Chapter 1 – The goals of vocabulary learning

- 1 Explain to each other what the acronym LIST means and how it reflect aspects of vocabulary knowledge.

goals	specific aspects
1 L _____ i _____	a) _____ b) _____ c) _____
2 I _____	a) _____ b) _____
3 S _____	a) _____ b) _____ c) _____ d) _____
4 T _____	a) _____ b) _____

- 2 Structure a 40 min school unit focussing on vocabulary according to Nation's *four strands*:

- 1) learning from comprehensible meaning-focused input
- 2) learning from meaning-focused output
- 3) language focused learning
- 4) fluency training

- 3 A vocabulary item ('word') has various levels for analysis. Discuss some of these levels, as well as strategies for counting 'words'.

- 4 Analyse types, tokens (running words), and lemmas in the following sentence and compute the TTR:

I just ate something I have never eaten before, but normally I eat normal food.

tokens: _____

types: _____

lemmas: _____

TTR: _____

- 5 Discuss the learning burden for the following tokens.

- Don't **break** it, he **broke** his arm, this necklace **breaks** easily
- This car **braked** fast, did you **break** up? **breaking** dawn is beautiful, this was his final **break-through**
- The farm's **produce** **produces** good income.
- Don't **swallow** a **swallow**.

- 6 Which of the following words would belong to the same word family, and what kind of task assesses this type or vocabulary knowledge?
act, acts, acted, active, activity, activation, actual, actually, actor, actress, acting, overacting, activist, action, action movie, enactment, pro-active, actuality,
good, do-gooder, goodness, well, better, best, goody-bag, good morning, goods, goodish
- 7 In how far do the following three pieces of information help gauge a good selection of vocabulary for a learning process, and in how far is this information problematic?
- words in a language
 - words known by native speakers
 - words needed to use the language
- 8 In how far can native speaker's language proficiency be the goal for L2 learning? Think of the following aspects.
- inter-individual variation
 - intra-individual variation
 - standards and norms
 - language change
 - range & accuracy
 - pronunciation
 - creativity
 - [...]
- 9 Interpret the following 2 table from Nation, 2013, p. 17 & p. 20 and his manual on vocabulary size tests.

Table 1.2 *English vocabulary sizes needed to get 95% and 98% coverage (including proper nouns) of various kinds of texts (Nation, 2006)*

Texts	95% coverage	98% coverage	Proper nouns
Novels	4,000 word families	9,000 word families	1-2%
Newspapers	4,000 word families	8,000 word families	5-6%
Children's movies	4,000 word families	6,000 word families	1.5%
Spoken English	3,000 word families	7,000 word families	1.3%

Level	1000 word family lists	Learning procedures
High frequency	1000-2000	Reading graded readers Deliberate teaching and learning
Mid-frequency	3000-9000	Reading mid-frequency readers Deliberate learning
Low frequency	10,000 on	Wide reading Specialised study of a subject area



Figure 1.1 Coverage of academic text by the General Service List, academic words, technical words and other vocabulary in an applied linguistics text

- 10 What does Nation say about the importance of high-frequency words in language learning (cf. pp. 24-28)?

- 11 How does the new receptive Vocabulary Levels Test (*VLT*, Webb, Sasao, & Ballanc, 2017) work? Consider the extract below?

1,000 Word Level

	boy	rent	report	size	station	thing
how big or small something is						
place buses and trains go to						
young man						
	ear	gold	lake	letter	office	people
information sent to people						
men and women						
place for working						
	fellow	hat	ice	joke	light	system
funny story						
man or boy						
something worn on your head						
	date	forest	mistake	news	record	shop
latest information						
place with many trees						
something that is not right						

- 12 What is typical for the *Academic Word List* in terms of frequency and coverage? Consider words such as:

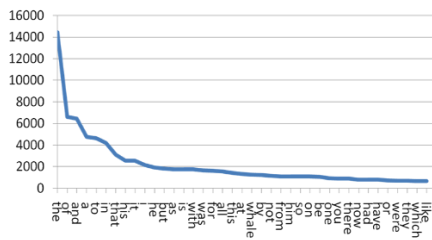
assume, establish, indicate, conclude, maintain, [...]

cf. <http://www.newgeneralservicelist.org/>

- 13 Explain to each other Zipf's law and calculate Zipf's constant based on the following frequency data (<http://norvig.com/mayzner.html>).

rank	word	frequency (bn)	percent	Zipf's constant
1	<i>the</i>	53.10	7.14	
2	<i>of</i>	30.97	4.16	
3	<i>and</i>	22.63	3.04	
4	<i>to</i>	19.35	2.60	
5	<i>in</i>	16.89	2.27	
6	<i>and</i>	15.31	2.06	
7	<i>is</i>	8.38	1.13	
8	<i>that</i>	8.00	1.08	
9	<i>for</i>	6.55	0.88	
10	<i>it</i>	5.74	0.77	

- 14 What does a Zipf distribution suggest for practically every English text. Consider the following graph.

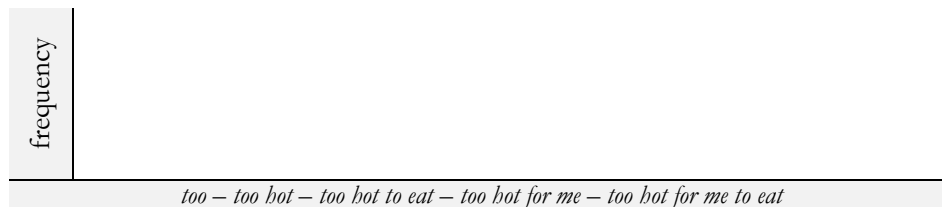


- 15 What is typical for the *Academic Word List* in terms of frequency and coverage? Consider words such as:

assume, establish, indicate, conclude, maintain, [...]

- 16 According to Zipf's law, what would a distribution of the following constructions look like in a graph such as below:

too too hot too hot to eat too hot for me too hot for me to eat



- 17 What tests are discussed in order to assess what vocabulary is known in a learner?

V ___ S ___ T ___
V ___ L ___ T ___

- 18 What six aspects for empowering students' vocabulary learning does Nation mention?

Chapter 2 – Knowing a word

- 19 What is the general principle of the learning burden? Discuss this with reference to the following vocabulary items. How could teachers help?

telephone, house, become, address, business, supercilious, abandon, woe,

- 20 In how far is the distinction receptive – productive problematic?

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telephone, house, become, address, business, supercilious, abandon, woe

- 22 Discuss what both receptive and productive knowledge of the following word could mean.

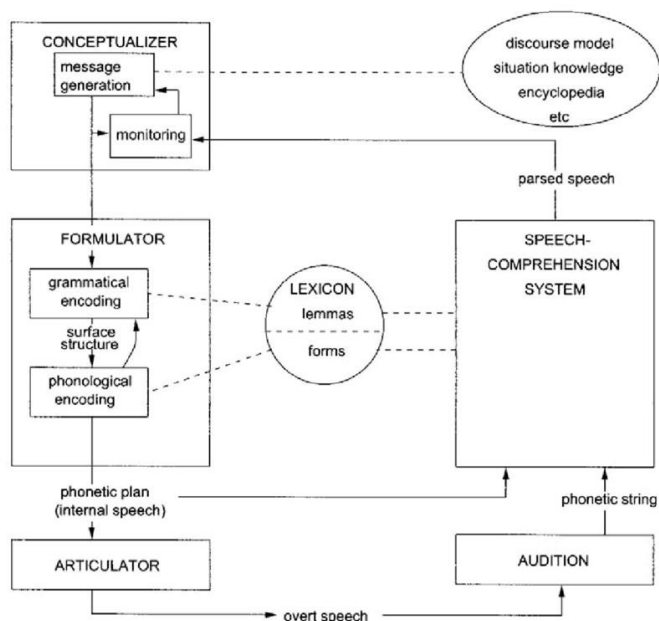
[ʌndədəvéləpt]

- 23 What does it mean when children understand *spaghetti* but cannot produce it properly?

- 24 In how far does Ellis distinguish between explicit and implicit learning? What are “encounters of vocabulary in meaning-focussed use”?
- 25 Discuss the following table, from Nation 2013, p. 60.

Kinds of knowledge	Kinds of learning	Activities
Form	implicit learning involving noticing	repeated meetings as in repeated reading
Meaning	strong explicit learning	depth of processing through the use of images, elaboration, deliberate inferencing
Use	grammar collocation	implicit learning
	constraints on use	explicit learning
		repetition
		explicit guidance and feedback

- 26 Discuss Levelt’s (1989) process model of language use (Nation, pp. 61-63), demonstrate it with a word of your choice, and outline what this model would predict for decontextualised learning of vocabulary.



- 27 How is inflection and derivation represented in Levelt’s model?
- 28 According to Nation 2013, p. 64, what types of relations can we expect to be at work in the mental lexicon? Think of the following aspects.
phonology, morphology, semantics, part of speech, grammatical functions

- 29 What are Nation’s 9 aspects of knowing a word and what do they mean?

- 1) *sp* _____ *f* _____ 4) *f* _____ - *m* _____ *c* _____ 7) *g* _____ *f* _____
 2) *wr* _____ *f* _____ 5) *c* _____ *a* _____ *r* _____ 8) *c* _____
 3) *w* _____ *p* _____ 6) *a* _____ 9) *c* _____ *o* _____ *u* _____

- 30 Discuss the meaning of the following terms.
phonotactics, phonics, stems, affixes, homonyms, homographs, homophones, hyponymy

- 31 Categorise the following word-forms.
mend, mends, mended, mending, mender, mendable, unmendable