

Handout 9  
 Nation 2013, pp. 92-160

**Chapter 3 – Teaching and explaining vocabulary**

- 1 **Discuss the following classical arguments against *direct* teaching of vocabulary.**
  - 1) too many words
  - 2) too much to learn about each word
  - 3) too time consuming
  - 4) too many alternatives
  - 5) too uncertain in terms of effectiveness
  
- 2 **What are the three cautions mentioned by Nation when directly teaching vocabulary:**
  - 6) Instruction should be directed towards \_\_\_\_\_.
  - 7) It is \_\_\_\_\_ of a course.
  - 8) It can deal with \_\_\_\_\_, with other \_\_\_\_\_.
  
- 3 **With reference to the following aspects, why is the direct, language-focussed approach so popular with teachers?**
  - 1) teaching techniques
  - 2) preparation
  - 3) materials
  - 4) teachers' knowledge
  
- 4 **Comment on the involvement load hypothesis with reference to the following table?**

Table 3.2. Tasks and amount of involvement for vocabulary learning

| Task   | Need | Search | Evaluation |
|--|------|--------|------------|
| Reading with questions. Words glossed are not relevant to the task | -    | -      | -          |
| Reading with questions. Words glossed are relevant to the task     | +    | -      | -          |
| Reading with questions. Needed words looked up                     | +    | +      | +          |
| Read and fill in given words                                       | +    | -      | +          |
| Write sentences using given words                                  | +    | -      | ++         |
| Writing a composition  | ++   | ++     | ++         |

Notes:

- = no involvement load, + = moderate involvement, ++ = strong involvement

- 5 **Discuss the five main characteristics of technique feature analysis as well as their relatedness.**
  - 1) *motivation* – interest (teacher / learner)
  - 2) *noticing* – decontextualization
  - 3) *negotiation* – doing vs. observing
  - 4) *definition* – translation, glossing, L1, L2
  - 5) *textual enhancement* – efficiency?
  - 6) *word consciousness* – morphology, syntax, semantics, pragmatics
  - 7) *retrieval* – receptive vs. productive, memory strengthening, repetition
  - 8) *creative use* – originality, fluidity, flexibility (elaboration) – NOT FROM BOOK !
  - 9) *retention* – instantiation, imaging, difficulty

**6 Comment on the Technique Feature Analysis with reference to the following table.**

Table 3.3 *A checklist for Technique Feature Analysis*

| Criteria   | Scores |   |
|--|--------|---|
| <b>Motivation</b>  |        |   |
| Is there a clear vocabulary-learning goal?                       | 0      | 1 |
| Does the activity motivate learning?                             | 0      | 1 |
| Do learners select the words?                                    | 0      | 1 |
| <b>Noticing</b>  |        |   |
| Does the activity focus attention on the target words?           | 0      | 1 |
| Does the activity raise awareness of new vocabulary learning?    | 0      | 1 |
| Does the activity involve negotiation?                           | 0      | 1 |
| <b>Retrieval</b>   |        |   |
| Does the activity involve retrieval of the word?                 | 0      | 1 |
| Is it productive retrieval?                                      | 0      | 1 |
| Is it recall?  | 0      | 1 |
| Are there multiple retrievals of each word?                      | 0      | 1 |
| Is there spacing between retrievals?                             | 0      | 1 |
| <b>Creative use</b>  |        |   |
| Does the activity involve creative use?                          | 0      | 1 |
| Is it productive?  | 0      | 1 |
| Is there a marked change that involves the use of other words?   | 0      | 1 |
| <b>Retention</b>   |        |   |
| Does the activity ensure successful linking of form and meaning? | 0      | 1 |
| Does the activity involve instantiation?                         | 0      | 1 |
| Does the activity involve imaging?                               | 0      | 1 |
| Does the activity avoid interference?                            | 0      | 1 |
| Maximum score  | 18     |   |

**7 Discuss the four basic question teachers should ask about the activity they want to design, as well as the table underneath relating conditions, indications, and activities.**

- 1) learning goal
- 2) psycho(linguistic) conditions
- 3) indications if goal is reached
- 4) steps to reach goal

Table 3.3. *The conditions of learning, signs and features in activities with a vocabulary learning goal*

| Psychological conditions encouraging learning | Signs that the conditions are likely to be occurring   | Design features of the activity that promote the conditions                           |
|---|--|---|
| Noticing a word                               | The learner consults a glossary<br>The learner pauses over the word<br>The learner negotiates the word   | Definition, glosses, highlighting<br>Unknown words in salient positions               |
| Retrieving a word                             | The learner pauses to recall a meaning<br>The learner does not need to consult a dictionary or gloss<br>The learner produces a previously unknown word | Retelling spoken or written input   |
| Using the word generatively                   | The learner produces a word in a new sentence context<br>The learners produce associations, causal links, etc.   | Role play based on written input<br>Retelling without the input text<br>Brainstorming |

**8 Comment on Nation’s direct vocabulary teaching approaches.**

- |                             |                     |                   |
|-----------------------------|---------------------|-------------------|
| 1) definitions and examples | 3) rich instruction | 5) dictionary use |
| 2) translations             | 4) code-switching   | 6) visualisations |

**9 Discuss the 8 ways for dealing with words in intensive reading.**