



Applied Linguistics

Vocabulary

What is a word???

In vocabulary studies answers are very difficult to be decisive...

It is dependent on the reasons for asking such a question.

Spoken or written words? We have to consider tokens....

Counting how much sight vocabulary a learner has???

We count word types..

Yet, problems related to capitalisation, identical types, words with different meanings...

**Word forms/ word families
???**

It is very hard to come to a conclusive number of word families and what to be considered as a member of family...

Should we speak of lemmas?

A lemma is the base form of a word and its inflected forms. The best way to check learner's receptive knowledge it is better to consider the word family as the best unit.

Formulaic language

It is the most helpful for native speakers to engage in conversations , because they have stored a great deal of it.

From a learning perspective formulaic language could be classified: core idioms, figurative, literals.

What vocabulary to be learnt?

The need of learners

**The usefulness of
vocabulary items**

The use of frequency counts

**High frequency words; the main
vocabulary to be learnt**

**Low frequency words
learnt incidentally or
deliberately**

How should vocabulary be learnt??

I - Learning vocabulary from Meaning Focused Input (listening & reading)

It is cumulative , incidental , strengthening, typically for foreign learners... Conditioned by three major factors

New ←
vocabulary should represent a small proportion of the tokens

A large quantity of input

Deliberate attention to the unknown vocabulary

II - Learning Vocabulary from Meaning focused Input (Speaking & Writing)

Moving receptive knowledge into productive knowledge



Using activities relying on pictures, group discussions, using known words in speaking and writing.

Deliberate vocabulary learning

Direct vocabulary learning is valued to be more effective. It is more focused and more directed. Deliberate vocabulary teaching have three major goals...

Resulting a well established vocabulary learning

Raising learners' consciousness to particular words

Helping learners gain knowledge of strategies and systematic features of the language

Developing Vocabulary Fluency through the four skills



Fluency activities should not include unknown vocabulary, but familiar material and targetting a message. Two approaches to consider...

I- Relying on repetition

II- Making associations and connections with a known item.

Both aim to develop a well ordered system of vocabulary

Strategy Development

Major strategies can help in guessing meaning of unknown words and in keeping them in memory

**Guessing
from the
context**

**Studying
deliberately
words
on word
cards**

Dictionary use

Assessing Vocabulary

Vocabulary Levels Tests: using a matching format where examinees write the number of their answers in the blanks

Productive Levels Tests: requiring learners recall the form of words using a sentence cue.

Vocabulary Dictation Tests: generally they consist of five paragraphs each paragraph contains less frequent vocabulary

Vocabulary seize tests: they comprise 140 multiple-choice items with the stem containing the tested word in a non-defining context sentence.

Limitations on generalizing Vocabulary size estimates and strategies to other languages



Mostly research has been done within the broad context of ELT and in no way we generalize in a straightforward way.

-Vocabulary is sometimes larger than we may think

-- the influence of historical factors.

-- sometimes some languages use simpler terms where as in English we tend to use rare and unusual words.

The lexical Bar / Barrier



The formal and the informal word-forms that learners should be aware of in terms of appropriate use ; **when where, and with whom.... (a Vocabulary dependent on context)**

Vocabulary size and language Proficiency

- The relationship between vocabulary size and linguistic ability differs from one language to another. (how many words you know and how well you can perform in an ability test.)
- The size of Vocabulary is dependent on the way we teach and what achievement is expected from learners

In no way we can generalize the research findings on English Language on other languages neither in vocabulary learning nor in teaching Methods.

Thank you