

Contents

| | Series editors' preface Acknowledgements | page xiii xiv |
|---|--|------------------|
| | Introduction | 1 |
| | Learning goals | 1 |
| | The four strands | |
| | Main themes | 2 3 |
| | The audience for this book | 4 |
| 1 | The goals of vocabulary learning | 6 |
| | How much vocabulary do learners need to know? | 6 |
| | How many words are there in the language? | 6 |
| | How many words do native speakers know? | 8 |
| | How much vocabulary do you need to use another | |
| | language? | 9 |
| | High-frequency words | 13 |
| | Specialised vocabulary | 17 |
| | Low-frequency words | 19 |
| | Testing vocabulary knowledge | 21 |
| 2 | Knowing a word | 23 |
| | Learning burden | 23 |
| | The receptive/productive distinction | 24 |
| | The scope of the receptive/productive distinction | 26 |
| | Experimental comparisons of receptive and productive | |
| | vocabulary | 30 |
| | Aspects of knowing a word | 33 |
| | Levelt's process model of language use | 34 |
| | Spoken form | 40 |
| | Written form | 44 |
| | Word parts | 46 |
| | Connecting form and meaning | 47 |
| | Concept and referents | 49 |
| | | 7/11 |



| viii | Contents | |
|------|--|---|
| | Associations Grammatical functions Collocations Constraints on use Item knowledge and system knowledge | 52 55 56 57 58 |
| 3 | Teaching and explaining vocabulary Learning from teaching and learning activities Vocabulary in classrooms Repetition and learning Communicating meaning Helping learners comprehend and learn from definitions Spending time on words Rich instruction Arguments against rich instruction Providing rich instruction Spoken form Written form Word parts Strengthening the form-meaning connection Concept and referents Associations Grammar Collocation Constraints on use Vocabulary teaching procedures Computer-assisted vocabulary learning Using concordances Research on CAVL | 60 60 74 74 81 90 93 94 95 97 98 100 101 102 104 106 107 108 111 112 |
| 4 | Vocabulary and listening and speaking What vocabulary knowledge is needed for listening? Providing vocabulary support for listening Learning vocabulary from listening to stories Learning vocabulary through negotiation The vocabulary of speaking Developing fluency with spoken vocabulary Using teacher input to increase vocabulary knowledge Using labelled diagrams Using cooperative tasks to focus on vocabulary How can a teacher design activities to help incidental vocabulary learning? Designing and adapting activities | 114 116 117 123 125 127 129 131 133 |



| | Contents | ix |
|---|--|-----|
| 5 | Vocabulary and reading and writing | 144 |
| | Vocabulary size and successful reading | 144 |
| | Learning vocabulary through reading | 149 |
| | Vocabulary and extensive reading | 150 |
| | Extensive reading by non-native speakers of texts writte | |
| | for young native speakers | 151 |
| | Extensive reading with graded readers | 154 |
| | Extensive reading of unsimplified texts | 154 |
| | Extensive reading and vocabulary growth | 155 |
| | Intensive reading and direct teaching | 156 |
| | Preteaching | 157 |
| | Vocabulary exercises with reading texts | 158 |
| | Analysis of vocabulary exercises | 159 |
| | Readability | 161 |
| | What are graded readers? | 162 |
| | Designing and using a simplified reading scheme for | |
| | vocabulary development | 164 |
| | How to simplify | 171 |
| | Alternatives to simplification | 173 |
| | Glossing | 174 |
| | Vocabulary and the quality of writing | 177 |
| | Measures of vocabulary size and growth in writing | 178 |
| | Bringing vocabulary into productive use | 180 |
| | Responding to vocabulary use in written work | 185 |
| 6 | Specialised uses of vocabulary | 187 |
| | Academic vocabulary | 187 |
| | The importance of academic vocabulary | 189 |
| | Making an academic vocabulary list | 191 |
| | Sequencing the introduction of academic vocabulary | 193 |
| | The nature and role of academic vocabulary | 194 |
| | Testing academic vocabulary | 196 |
| | Learning academic vocabulary | 196 |
| | Technical vocabulary | 198 |
| | Distinguishing technical vocabulary from other | |
| | vocabulary | 198 |
| | Making lists of technical vocabulary | 201 |
| | Learning technical vocabulary | 203 |
| | Vocabulary in discourse | 205 |
| | Vocabulary and the information content of the text | 206 |
| | Vocabulary and the relationship between the writer or | |
| | speaker and reader or listener | 209 |
| | Vocabulary and the organisation of the text | 210 |
| | Words in discourse | 214 |



x Contents

| 7 | Vocabulary learning strategies and guessing from context | 217 |
|---|--|-----|
| | A taxonomy of vocabulary learning strategies | 217 |
| | Planning vocabulary learning | 218 |
| | Sources: finding information about words | 219 |
| | Processes: establishing vocabulary knowledge | 221 |
| | Training in strategy choice and use | 222 |
| | Learners' use of strategies | 224 |
| | Procedures that integrate strategies | 229 |
| | Learning words from context | 232 |
| | Intentional and incidental learning | 232 |
| | What proportion of unknown words can be guessed from | l |
| | context? | 233 |
| | How much vocabulary is learned from context? | 236 |
| | What can be learned from context? | 240 |
| | What clues does a context provide and how effective are | |
| | they? | 242 |
| | What are the causes of poor guessing? | 246 |
| | Do different learners approach guessing in the same way? | |
| | How can teachers help learners improve learning from | |
| | context? | 250 |
| | How can learners be trained to guess from context? | 250 |
| | Learning from context and attention-drawing activities | 251 |
| | Do glossing and dictionary use help vocabulary learning? | |
| | Formats for testing or practising guessing | 253 |
| | Steps in the guessing-from-context strategy | 256 |
| | Training learners in the strategy of guessing from | |
| | context | 261 |
| 8 | Wand study strategies | 263 |
| 0 | Word study strategies | 263 |
| | Word parts | 263 |
| | Is it worthwhile learning word parts? Studies of the sources of English vocabulary | 264 |
| | | 265 |
| | Studies of the proportion of affixed words | 266 |
| | Studies of the frequency of affixes Do language users see words as being made of parts? | 269 |
| | Word stems | 272 |
| | | 272 |
| | The knowledge required to use word parts | 275 |
| | Monitoring and testing word building skills | 278 |
| | The word part strategy | 281 |
| | Using dictionaries | 201 |
| | Is it necessary or worth training learners to use | 202 |
| | dictionaries? | 282 |
| | What skills are needed to use a dictionary? | 284 |



| | Contents | xi |
|----|---|-----|
| | What dictionaries are the best? | 288 |
| | Evaluating dictionaries | 290 |
| | Dictionary use and learning | 296 |
| | Learning from word cards | 296 |
| | Criticisms of direct vocabulary learning | 297 |
| | Decontextualised learning and memory | 297 |
| | Decontextualised learning and use | 299 |
| | The contribution of decontextualised learning | 301 |
| | The values of learning from word cards | 302 |
| | The word card strategy | 303 |
| | Training learners in the use of word cards | 315 |
| 9 | Chunking and collocation | 317 |
| | Chunking | 319 |
| | The advantages and disadvantages of chunking | 320 |
| | Language knowledge is collocational knowledge Fluent and appropriate language use requires | 321 |
| | collocational knowledge | 323 |
| | Some words occur in a limited set of collocations | 324 |
| | Classifying collocations | 328 |
| | The evidence for collocation | 333 |
| | Collocation and teaching | 335 |
| | Encouraging chunking | 336 |
| | Chunking through fluency development | 336 |
| | Chunking through language-focused attention | 340 |
| | Memorising unanalysed chunks | 343 |
| 10 | Testing vocabulary knowledge and use | 344 |
| | What kind of vocabulary test is the best? | 344 |
| | Is it enough to ask learners if they know the word? | 346 |
| | Should choices be given? | 349 |
| | Should translations be used? | 351 |
| | Should words be tested in context? | 352 |
| | How can depth of knowledge about a word be tested? How can we measure words that learners don't know | 354 |
| | well? | 358 |
| | How can we measure how well learners actually use | 261 |
| | words? | 361 |
| | How can we measure total vocabulary size? | 362 |
| | Choosing a test item type | 372 |
| | Types of tests | 373 |
| | How can we test to see where learners need help? How can we test whether a small group of words in a | 373 |
| | course has been learned? | 374 |



| xii | Contents | |
|-----|--|--|
| | How can we test whether the total vocabulary of the course has been learned? How can we measure how well learners have control of the important vocabulary learning strategies? | 375 378 |
| 11 | Designing the vocabulary component of a language course Goals Needs analysis Environment analysis Principles of vocabulary teaching Content and sequencing Format and presentation Monitoring and assessment Evaluation Autonomy and vocabulary learning | 380 380 381 383 384 385 388 389 391 394 |
| | Appendixes 1. Headwords of the <i>Academic Word List</i> 2. 1,000 word level tests 3. A Vocabulary Levels Test: Test B 4. Productive Levels Test: Version C 5. Vocabulary Levels Dictation Test 6. Function words | 407 412 416 425 429 430 |
| | References | 432 |
| | Subject index Author index | 464 470 |