

Diving deeper into Vocabulary

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Acknowledgements

- Norbert and Diane Schmitt
- Paul Nation
- Scott Thornbury
- Geraldine Mark

Some questions

- How many words are there in English?

Longman English dictionary – 80,000 words and phrases

Oxford English dictionary – 500,000

- How many words does an educated speaker know?

20,000 word-families

- How many words does a learner need to be able to communicate (orally) in basic, everyday situations?

2,000-3,000 word-families

- The number of words a learner knows is referred to as BREADTH of knowledge.

But what does it mean to know a word?

Most basic level of knowledge



Meaning



Form (spelling and/or pronunciation)

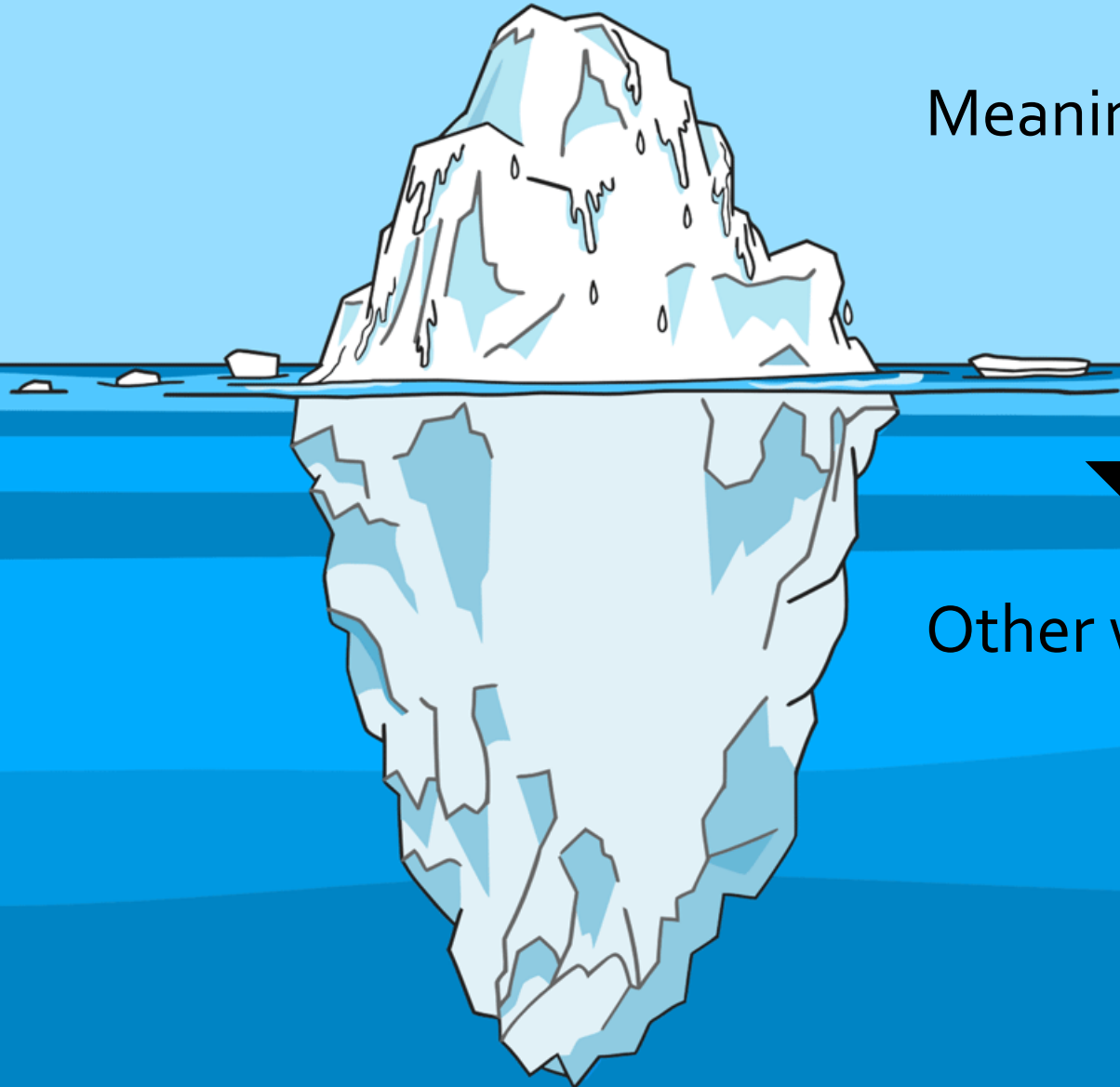
Errors

- He suggested me that I go at the weekend.
- I am agree with you.
- It is depend of the weather.
- It is very hard rain today.

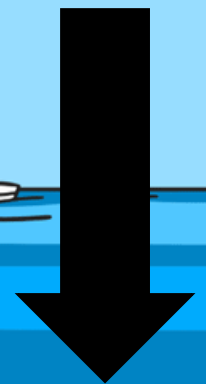
Errors

- He **suggested** me that I go at the weekend.
 - I am **agree** with you.
 - It is **depend** of the weather.
 - It is very hard **rain** today.
-
- Meaning and form: known
 - Still issues with the way these words are being used.
 - Deeper word knowledge is lacking.

Knowing a word



Meaning and form



Other word knowledge

Spelling

Pron
/faɪn/

Connotation
negative

Grammar
often
passive,
noun or verb

Fine

Frequency

Collocations
hefty/steep/
pay/contest/
get

Other
meanings
reasonable,
delicate,
sunny

Knowing a word

- What does it **sound like**/how is it **pronounced**?
- What does it **look like**/how is it **spelled**?
- What **different meanings** does this word have?
- What **grammatical patterns** occur with this word?
- What **other words** can occur with this word?
- What **connotation(s)** does this word have?
- **When, where, and how often** would we expect to use/encounter this word?

• *Adapted from Nation (2001)*

- How many words are known – breadth of vocabulary knowledge
- How well a word is known -

- How many words are known – breadth of vocabulary knowledge
- How well a word is known – depth of vocabulary knowledge
- Coursebooks?

Depth of vocabulary knowledge

- Why is it important?
- Helps learners use words with greater flexibility, accuracy and confidence.

Developing depth of knowledge 1

- Working from examples

1. After I got the vaccine, my arm started itching **like crazy**.
2. She eats **like crazy** but never puts on weight.
3. Since lockdown I've been gaining weight **like crazy**.
4. My nose was bleeding **like crazy**.
5. The baby has been kicking **like crazy**!
6. I need to do some gardening - the weeds are growing **like crazy**!
7. They've been selling gold **like crazy**!
8. They've been training **like crazy** ahead of the Olympics.

- What position does 'like crazy' often take in a sentence?
- What verb form often goes before 'like crazy'?
- What kind of things can happen 'like crazy'?
- What kind of situations is 'like crazy' often used in?
- Is there anything else you notice about 'like crazy'?

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- What kind of situations is 'like crazy' often used in? **physical/bodily**
- Is there anything else you notice about 'like crazy'?

1. They have terrible working conditions and very low **pay**, it's no wonder they're protesting.
2. People should get equal **pay** for doing the same job.
3. We don't get any sick **pay** which is a shame.
4. By this time next year, I hope to have **paid off** all my debts.
5. I have ten years to **pay** this loan **off**.
6. The coach took a big risk starting such a young team, but the gamble **paid off** because they were brilliant!
7. I studied for weeks, but all my hard work **paid off** because I finished top of my class!

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- b) What **other words** can go with 'pay'?
- c) In which examples does 'pay' refer to **money**?
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- c) In which examples does 'pay' refer to **money**? **1-5**
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Working from examples

- Different meanings
 - Grammatical information
 - Collocations
 - Potentially more
-
- Can help learners develop their analytic skills

Some considerations

- Examples?
 - Intuition
 - Dictionary
 - Corpus
-
- Level?

Useful tool 1

- Skell

virus

 27.57 hits per million

1. Ozone "attacks" **virus** particles directly.
2. **Virus** test kits are widely available today.
3. The cold sore **virus** affects each person differently.
4. These are called "cavity **viruses**".
5. One common tomato disease is tobacco mosaic **virus**.
6. Bean common mosaic **virus** is transmitted through seeds.
7. The very smallest germs are called **viruses**.
8. This **virus** was troubling many virtual world users.
9. The name means "very big cell **virus**".
10. Areas where the **virus** is hiding are called reservoirs.
11. Most childhood infections are caused by **viruses**.
12. The blisters in shingles may contain active **virus**.
13. They also protect against closely related **viruses**.
14. The **virus** rapidly dies once outside the body.

Useful tool 2

- English vocabulary profile

A1
A2
B1
B2
C1
C2
Select All

Topic**Part of Speech**

Hide culturally sensitive words Yes

Results 1 - 20 of 39

Sort by:

Display #

Base Word**Guideword****Level** ▲**Part of Speech****Topic****Details**

hand	BODY PART	A1	noun	body and health	Details
right-hand		A2	adjective	describing things	Details
left-hand		A2	adjective	describing things	Details
by hand		B1	phrase		Details
hand in sth or hand sth in		B1	phrasal verb		Details
second-hand		B1	adjective		Details
hand-held		B1	adjective	technology	Details

Developing depth of knowledge 2

- Board work

A tap

- The tap isn't working
- Can you turn the tap off?
- The water coming out of the taps is brown!
- Who left the tap on?



A fine/to fine

- I got a 20 euro fine yesterday.
- Can you believe they fined me 20 euros for parking in front of my own garage?
- The man has been fined 500 euros and given a suspended sentence.



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What could you write on the board for...

- Diet?
- *I'd love to but I can't, I'm on a diet.*
- *I've put on so much weight. I really need to go on a diet.*
- *I don't have a very healthy diet at the moment.*
- Supplements?
- *I'm taking some supplements at the moment.*
- *I've started taking supplements.*
- Jog?
- *I'm going out for a quick jog.*
- *I'm just going to jog around the track.*
- Cough?
- *I've got a really nasty cough.*
- *Are you taking anything for that cough?*

Rich boardwork

- Gives students more information about how that word works.
- Gives students a better chance of gaining deeper knowledge of that word.

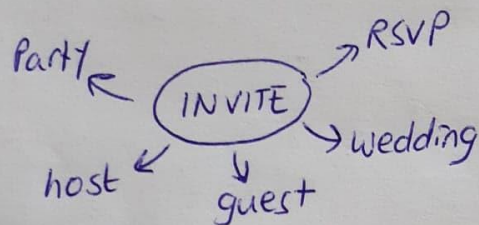
Developing depth of knowledge 3

- Vocabulary notebooks
- Encourage learners to keep notebooks where they include lots of different information about the words they learn.

INVITE (Pozvat')

Meaning = To ask someone to do something

Example = I want to invite you to my house.



Pronunciation
/InvaIt/

Examples heard & read

She invited me in.
They invited us over for dinner.
The sea looks so inviting

Grammatical info

Invite + object
+ to + infinitive

Adapted from
Schmitt and Schmitt (1995)

other forms
invitation (n)
inviting (adj)
invited (v)

collocations
Invite | friends
| family
| neighbours
| trouble

Other info =

<p>Word</p>	<p>Meaning</p>	
<p>Example Sentence</p>	<p>Translation</p>	
<p>Visual</p>	<p>Collocations</p>	<p>Other Forms</p>
<p>Grammatical Info</p>	<p>Other Info</p>	

Created by Lorena Sanchez

Card 2 (front)

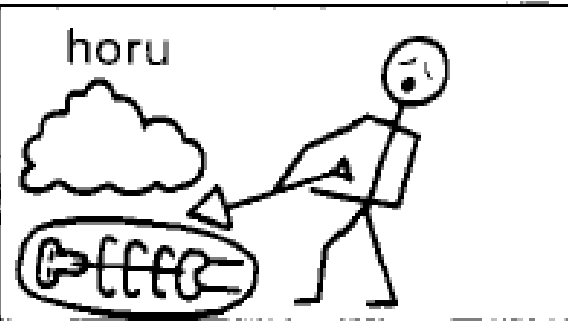
L1
translation
of *horror*

恐怖
まよふ

intense
fear,
dread

L2
information

keyword illustration
(*horu* = dig)



The family watched
in horror as their
house burned.

Example sentence

Card 2 (back)

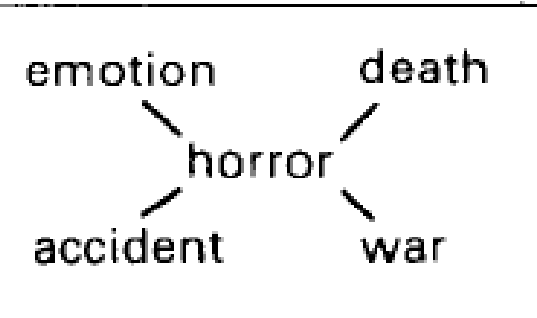
part of
speech, and
pronunciation

horror
(n.)
[hɒrər]

-id adj.
-ibly adv.
-ify v.

Derivative
information

semantic map



horror movie
horror-struck
inspire horror

Collocations

Word	Phonetic t.	Definition	Examples	Translation
attempt	/əˈtempt/	to <u>try</u> to do something, <u>especially</u> something <u>difficult</u> :	He attempted to <u>escape</u> through a <u>window</u> . He attempted a <u>joke</u> , but no one <u>laughed</u> .	próba
be no mean feat	/fi:t/	to be a <u>great achievement</u> :	Getting the <u>job finished</u> in under a <u>week</u> was no <u>mean</u> feat. That is (was) no mean feat.	to wielkie osiągnięcie, nie lada wyczyn
bland	/blænd/	not having a <u>strong taste</u> or <u>character</u> or not <u>showing</u> any <u>interest</u> or <u>energy</u>	I <u>find chicken</u> a little bland. Pop <u>music</u> these <u>days</u> is so bland.	mdłe, bez wyrazu/charakteru
bring about		to <u>cause</u> something to <u>happen</u>	The 20th <u>century brought</u> about <u>revolutionary changes</u> in <u>our lifestyles</u> .	spowodować
certain	/ˈsɜː.tən/	<u>having no doubts</u> that something is <u>true</u>	I'm not <u>absolutely</u> certain, but I <u>think</u> I'm <u>right</u> .	pewny
certainty	/ˈsɜː.tən.ti/	the <u>feeling</u> of being <u>completely sure</u> about something with certainty	I'm <u>unable</u> to <u>answer</u> that <u>question</u> with any certainty.	pewność
coerce	/kəʊˈɜːs/	to <u>persuade</u> someone <u>forcefully</u> to do something that they are <u>unwilling</u> to do	He <u>claims</u> he was <u>coerced</u> into <u>admitting</u> his <u>guilt</u> .	wymusić
commonplace	/ˈkɒm.ənpleɪs/	typical, not <u>unusual</u>	It is now commonplace for <u>people</u> to use the Internet at <u>home</u> .	zwykły, normalny

Notebook activities

- Introduce the notebook early in the course.
- 20 minutes (?) lesson time per week adding new words/information.
- Students test each other in pairs.
- Students look at each other's notebooks, steal good words, etc.
- Students teach words to one another from their notebooks.
- Students compare/exchange information on the same word.
- Teach students to find the information independently.

Developing depth of knowledge 4

- Ensure REPEATED ENCOUNTERS.
- Narrow reading

- Vaccine

Two articles about vaccine rollout

- Every person in Malta eligible for the COVID-19 vaccine could receive at least...
- ...there are 432,616 adults eligible to get vaccinated.
- ...to administer at least one dose of the COVID-19 vaccine to all eligible adults.
- ...only have three vaccines at their disposal...
- This fourth vaccine provides immunity through...
- ...either through vaccination or previous infection.
- ... portion of the population needs to be vaccinated for herd immunity to be achieved.
- ...invitations to get the COVID-19 vaccine...
- ...a number of new vaccination centres have also been set up...
- ...batches of the newly approved Janssen vaccine.

Two articles about vaccine rollout

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A summary

Developing depth of vocabulary knowledge:

- Working from multiple examples.
- Rich board work.
- Vocabulary notebooks.
- Repeat exposures.

Concluding thoughts

- The number of words a learner knows is important
- In order to use those words with better accuracy, fluency, and confidence, DEPTH of knowledge is also important
- Occasional, stand-alone tasks unlikely to make much difference
- Regular work on developing depth more likely to be useful

Reflection

- After participating in this session, what are your feelings about 'depth' of knowledge? Do you think it's something worth focusing on?
- Do you think you might experiment with any of the ideas presented today? If so, which?

References

- Nation, I.S.P. (2001). *Learning Vocabulary in another Language*. Cambridge University Press.
- Schmitt, N., Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-143.

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