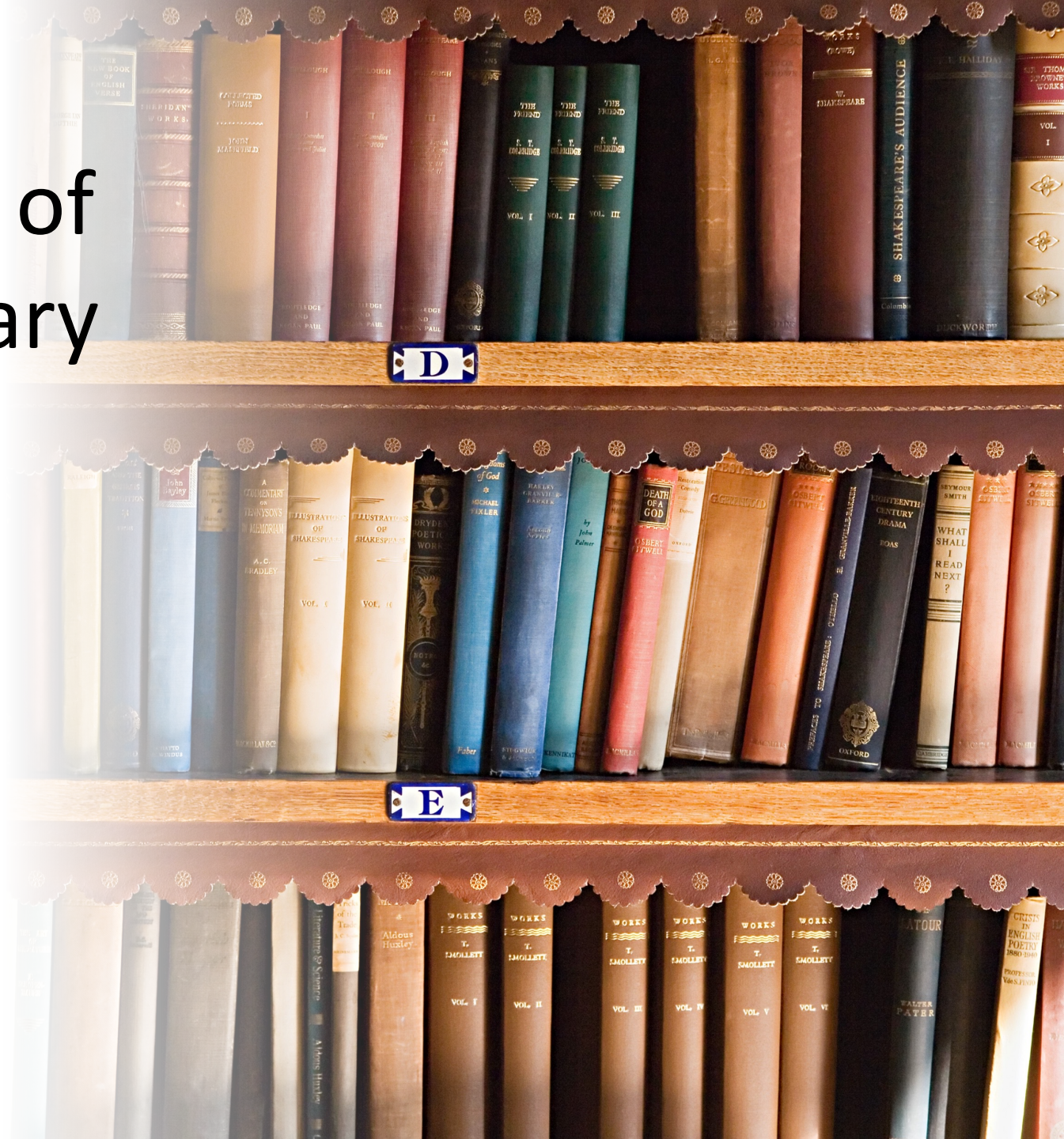


# The role of vocabulary in needs analysis

Marina  
Dodigovic

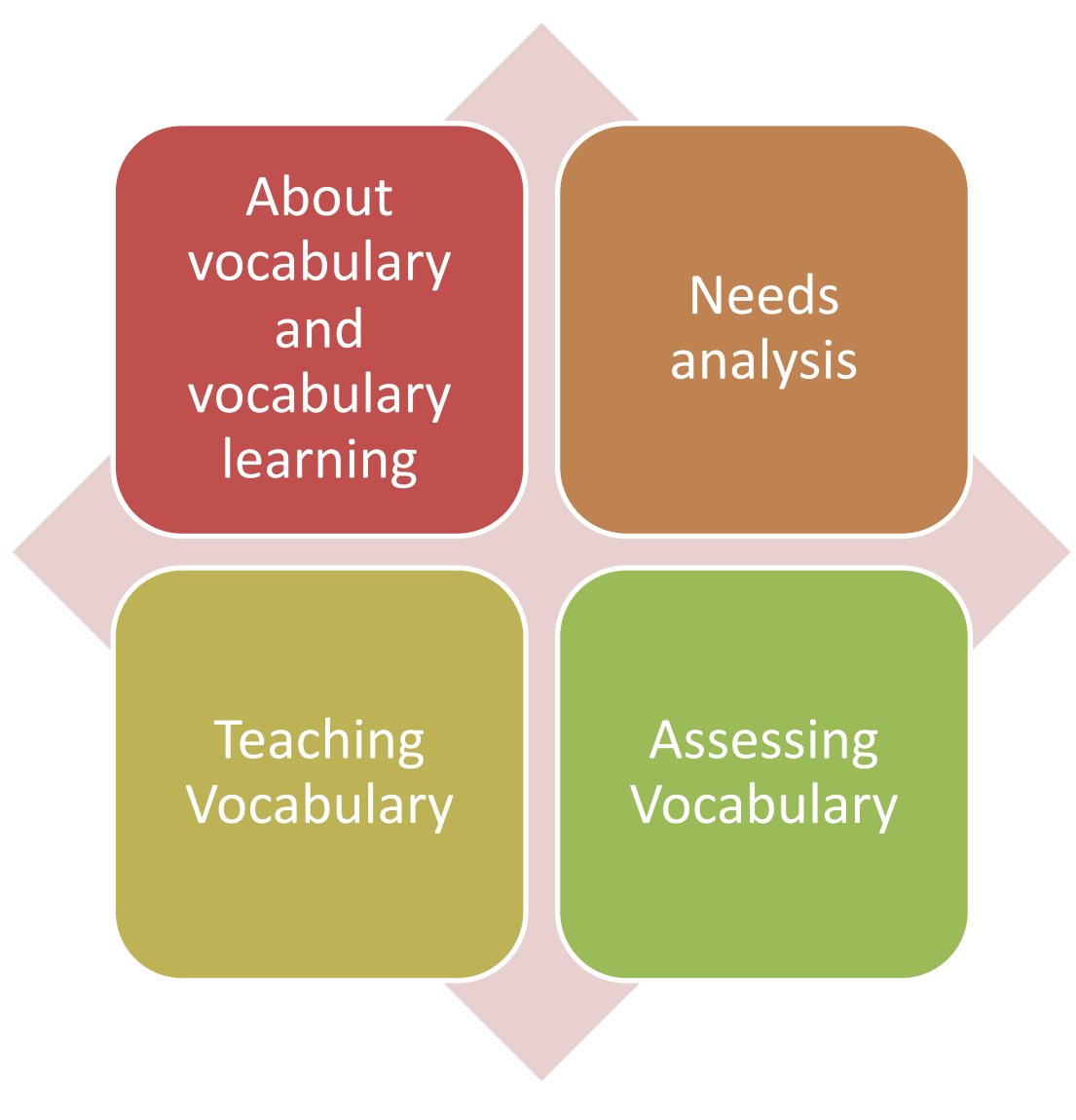


# Post- pandemic?

- TESOL practice?



# Overview



Which of  
these  
expressions  
do you  
understand  
better?

---

1. come out back I  
and goes

---

2. Gfrrewes  
mlaskdmlased a  
sdmalsdmous  
kansdkalsdy.



# Importance

- “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (David Wilkins, cited in Thornbury, 2002)

When does  
vocabulary  
translate  
into  
language  
skills?

- 95% text vocab knowledge = comprehension
- Requires – 6,000 less frequent words
- Shortcut – 3000 frequent words



## Vocabulary Size & Learning Rate

- 50,000 – 2mil. words in English
- Native speaker college student – 20,000 (Nation, 1990)
- Native speaker learns 3 – 7 words per day
- 1,000 – 2,000 words per year
- Second/foreign language learner ?

## How is vocabulary learned?

- Incidental learning (Schmitt, 2004)
- Deliberate learning (Nation, 2005) – Schmitt (2001) – explicit
- Depth vs. breadth
- Receptive vs. productive knowledge
- Massed learning vs. spaced learning (Nation, 2005)
- Spacing: 10' -> ½ hr -> 2hrs...



Word  
knowledge  
(receptive  
+  
productive)

- Meaning
- Written form
- Spoken form
- Grammar
- Collocations
- Register
- Associations
- Frequency



# Needs Analysis

- Which vocabulary does the student know?
- Which vocabulary should the student learn next?
- How should this be presented?
- Which activities will best support learning?



What  
does the  
student  
know?

- Breadth (how many)/depth (how well) of vocabulary knowledge
- Contextualized vis-à-vis decontextualized
- Tests:  
<https://www.lexutor.ca/tests/>
- Profiles:  
<https://www.lexutor.ca/vp/>


# Input promotes learning

- Reading -> L1 vocabulary growth (Paribakht & Wesche, 1999)
- Research supports vocabulary growth through extensive reading
- Parry (1993) provides evidence of L2 vocabulary growth through intensive reading of textbooks and related materials in an anthropology course
- Reports of low frequency vocabulary learning through as few as one encounter
- Increase in breadth and depth

# Graded readers

- What are graded readers?
- Are they authentic texts?
- Are they beneficial to the learners? Why or why not?
- Who are the target audiences for graded readers?
- What can be said about the vocabulary of graded readers?
- What can be said about the gap between graded readers and unsimplified literature?
- <http://www.english-e-reader.net/>

# How to learn a word

- Notice a word
  - Try to understand it
  - Use its form, context or the dictionary
  - Does it remind you of something you already know?
  - Do you think it's a useful word?
  - Write it down
  - Create word cards & practice
  - Use it (the difficult ones more often)
- 

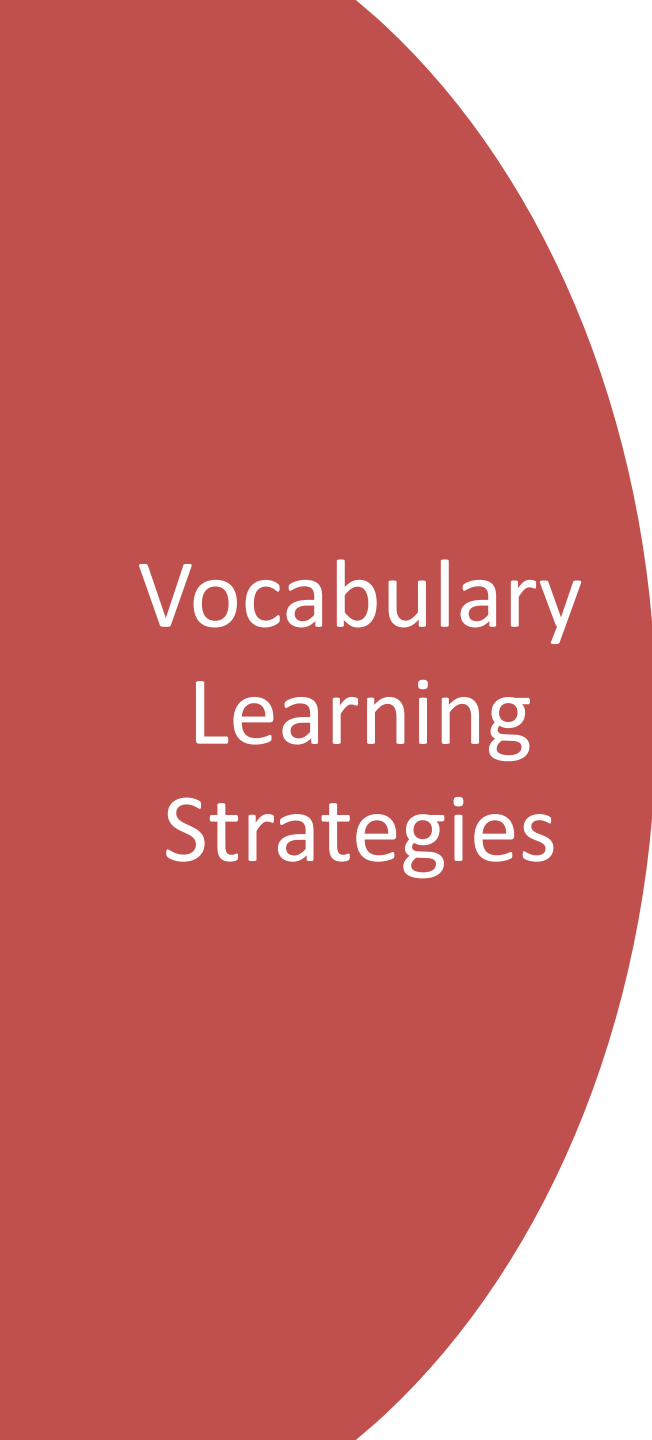
# Word cards

- Flashcards
- <https://quizlet.com/306686907/voacbbbbbb-flash-cards/>
- <https://play.google.com/store/apps/details?id=de.lotum.whatsinthefoto.us>

Principles  
of  
vocabulary  
teaching

- 1. Introduce New Vocabulary in Context***
- 2. Focus on the Most Useful Vocabulary First***
- 3. Teach Learners Strategies for Vocabulary Acquisition so that They Can Continually Add to Their Repertoire***
- 4. Pay Attention to Repetition and Spacing***



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# Vocabulary Learning Strategies

- Discovery
- Consolidation



# Strategies...

- DET
- SOC
- MEM
- COG
- MET



# DET

- DET Analyze part of speech
- DET Analyze affixes and roots
- DET Check for L1 cognate
- DET Analyze any available pictures or gestures
- DET Guess meaning from textual context
- DET Use a dictionary (bilingual or monolingual)

# SOC

- SOC Ask teacher for a synonym, paraphrase, or L1 translation of new word
- SOC Ask classmates for meaning

*Strategies for consolidating a word once it has been encountered*

- SOC Study and practice meaning in a group
- SOC Interact with native speakers

# MEM

MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word

# COG

- COG Verbal repetition
- COG Written repetition
- COG Word lists
- COG Put English labels on physical objects
- COG Keep a vocabulary notebook

# MET

- MET Use English-language media (songs, movies, newscasts, etc.)
- MET Use spaced word practice (expanding rehearsal)
- MET Test oneself with word tests
- MET Skip or pass new word
- MET Continue to study word over time

# Useful links

- <http://www.victoria.ac.nz/lals/resources/vocrefs/vocab-testa>
- <http://www.lexutor.ca/test/s/>



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