



VOCABULARY LEARNING STRATEGIES



Dr. Ilknur ISTIFCI



**“VOCABULARY IS A MATTER OF WORD-
BUILDING AS WELL AS WORD-USING.”**

DAVID CRYSTAL

© Lifehack Quotes

**ONE FORGETS WORDS AS
ONE FORGETS NAMES.
ONE'S VOCABULARY NEEDS
CONSTANT FERTILIZING OR
IT WILL DIE.**

EVELYN WAUGH

PICTUREQUOTES.com

What is Vocabulary?

Vocabulary learning is a key to success in L2 learning.

Vocabulary teaching focuses on

- ❖ the meanings of words,
- ❖ various forms

so teachers should train learners on how to learn new vocabulary (Thornbury, 2002).



Vocabulary teaching

The task of vocabulary teaching is a challenging one as teachers need to equip students with multiple forms, meanings, collocations, and usage of a word in order to develop their receptive and productive vocabulary skills (Nation, 1990, 2001).



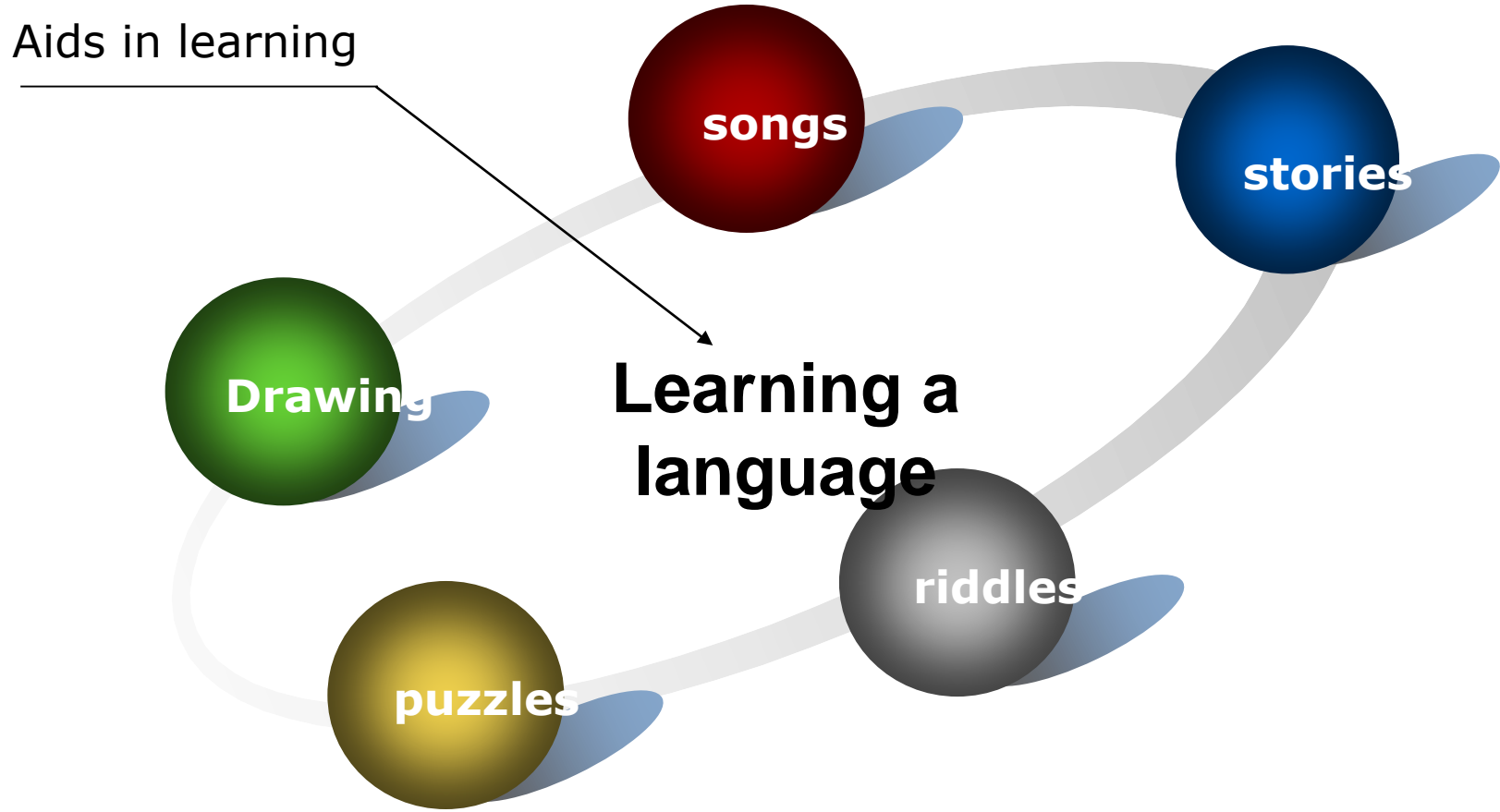


TASK 1

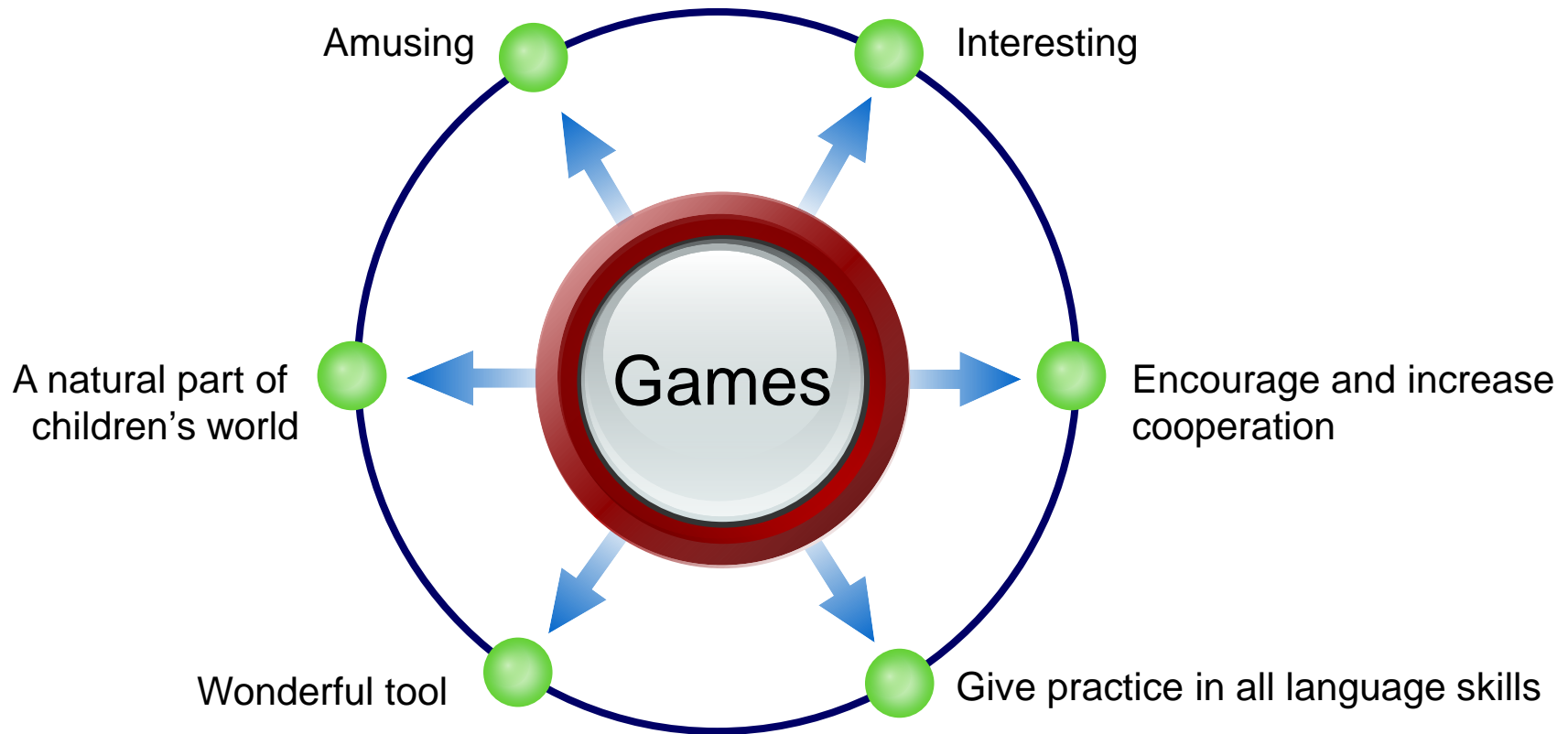
What factors should teachers consider in teaching vocabulary? E.g. level of learners, familiarity, word frequency, etc.

What kind of approaches do your teachers use to teach vocabulary?

Approaches used in teaching new items of vocabulary



Approaches used in teaching new items of vocabulary



The header features a blue-to-green gradient background. On the left, there is a pattern of binary code (0s and 1s). On the right, a stylized globe is visible, showing the continents of North and South America. The text 'TASK 2' is centered in a white, serif font.

TASK 2

What strategies have you used as a language learner for learning vocabulary?

TASK 3

What activity types can we develop for the teaching of vocabulary for language learners?

Do your teachers encourage learners to use strategies for vocabulary learning? If so, how?

Vocabulary learning strategies

Oxford (1990) → Social, Memory, Cognitive, and Metacognitive strategies.

Gu and Johnson (1996) → metacognitive, cognitive, memory and activation strategies.

Nation (2001) → 'planning', 'source' and 'processes', each of which is divided into a subset of key strategies.

Schmitt (1997) → Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive

Vocabulary Learning Strategies (Schmitt, 1997)

A Taxonomy of Vocabulary Learning Strategies

Strategy Group

Strategies for the discovery of a new word's meaning

DET Analyze part of speech

DET Analyze affixes and roots

DET Check for L1 cognate

DET Analyze any available pictures or gestures

DET Guess from textual context

DET Bilingual dictionary

DET Monolingual dictionary (e.g. English-English dictionary)

DET Word lists

DET Flash cards

A Taxonomy of Vocabulary Learning Strategies

Strategy Group

SOC (Discovery) Ask teacher for an L1 translation

SOC (Discovery) Ask teacher for paraphrase or synonym of new word

SOC (Discovery) Ask teacher for a sentence including the new word

SOC (Discovery) Ask teacher for meaning

SOC (Discovery) Discover new meaning through group work activity

SOC (Consolidation) Teacher checks students' word lists for accuracy

A Taxonomy of Vocabulary Learning Strategies

Strategy Group

MEM Study word with a pictorial representation of its meaning

A Taxonomy of vocabulary Learning Strategies

Strategy Group

MEM Say new word aloud when studying

MEM I Underline initial letter of the word

A Taxonomy of Vocabulary Learning Strategies

Strategy Group

MET Use English-language media (songs, movies, newspaper, etc)

MET Continue to study word over time

The header features a blue background with a grid pattern and a globe on the right side. The text 'TASK 4' is centered in white, bold, serif font.

TASK 4

Does strategy use differ according to the level of students?

The header features a blue background with a grid pattern and a globe on the right side. The text 'TASK 5' is centered in a white, serif font.

TASK 5

How can we integrate technology to vocabulary teaching?

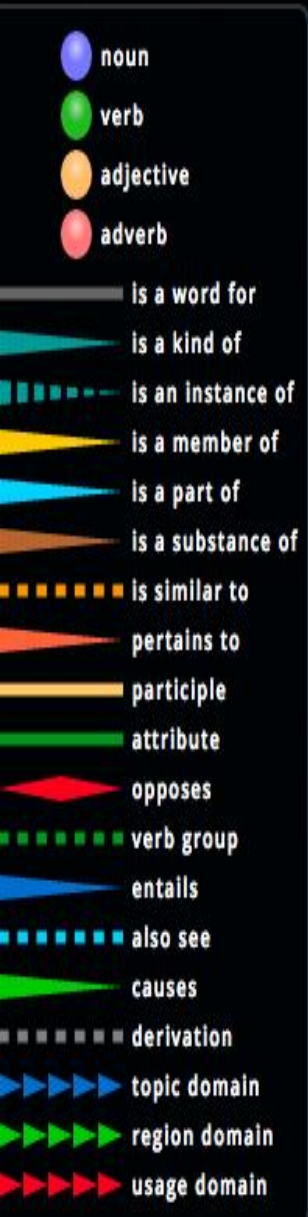
How effective, do you think, are the tools we use in this school?

Techniques for teaching vocabulary

Word networks or associations



Visuword



atmosphere

rainbow

bow
arc

curve
curved shape

arch
curve
arc

rainbow

rainbow

promise



Word puzzles

CREATE YOUR OWN PUZZLES

PUZZLEMAKER

Welcome to Puzzlemaker!

Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists.

Make a puzzle now! It's free!

Choose a type of puzzle from the list below and make your own puzzle online for classroom or home use.

- ▶ Word Search
- ▶ Criss-Cross
- ▶ Double Puzzles
- ▶ Fallen Phrases
- ▶ Math Squares
- ▶ Mazes
- ▶ Letter Tiles
- ▶ Cryptograms
- ▶ Number Blocks
- ▶ Hidden Message

FREE!

Try a Pre-Made Puzzle

- ▶ Test Your Green IQ
- ▶ Math Mind Game
- ▶ Parts of Speech

Making word games

GAME MAKER - CREATE AN ANDROID GAME FOR FREE!

POPULAR

ARCADE

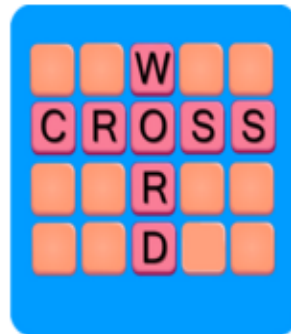
PUZZLE

ALL



Word Search

Word puzzle game



Crossword



Guess a Picture



True/False Trivia



Word Scramble



Trivia Game



Scratch And Guess

Multiple-meaning presentations

Jtw

[Help](#) [Home](#)

[combinations](#)

[alternatives from thesaurus](#)

[alternatives from learner errors](#)



[View in Wordle](#)

miss (Verb)

miss obj N

cluster 1

miss bit (20)	
miss family (22)	
miss the fun (11)	
miss game (102)	
miss a game (11)	
miss the games (14)	
miss the game (33)	
miss the match (19)	
miss moment (19)	
miss the point (149)	
miss the race (13)	
miss the target (14)	
miss a thing (12)	
miss a trick (22)	

cluster 2

miss a chance (40)	
miss the chance (34)	
miss opportunity (154)	
miss opportunities (13)	
miss an opportunity (43)	
miss the opportunity (35)	
miss this opportunity (12)	

unclustered

miss (V)

[*miss* obj N](#), e.g. miss the point
[N subj *miss*](#), e.g. heart miss
[ADV *miss*](#), e.g. narrowly miss
[*miss* ADV](#), e.g. miss out
[*miss* PREP](#), e.g. miss from
[V and *miss*](#), e.g. be and miss
[*miss* and V](#), e.g. miss and be

miss (N)

[ADJ *miss*](#), e.g. near miss
[PREP *miss*](#), e.g. near miss
[article *miss*](#), e.g. a miss

phrase (nn) nn is the frequency of usage

Good Word Combinations

Bad Word Combinations

Similarity of meaning

.word - Means singular noun only

Concordances

Concord Writer v.4.2
(User's text is input)

Produce real English with models from 2000 co-writers

* In French, Turk

汉化版现已面

English as L2 writers - your own text is dynamically linked to multiple examples of what you need to say...

[Demo 1 | Demo 2 | Demo 3] [Empty | Select | Count]

SETTINGS

Corpus

Brown + BNC Written (2+m)

Searchtype

equals

Sort

Right

Width

140

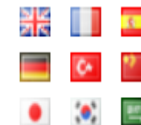
Lines

50

output

for definitions of English words in one of **nine** dictionaries

(English-> English, French, Spanish, German, Turkish, Arabic, Mandarin Chinese, Korean, or Japanese (may require fonts).



Dictionary will appear here

Concordance for *family* hard in brown_bncw.txt sorted Keyword

Dictionary

Eng_Eng

[Thesaurus](#)

- 001. in the heart of the Quantock Hills with 23 tastefully furnished bedrooms. [HARD](#) tennis court, indoor swimming pool and sauna also available. Break ava
- 002. in some rural areas, eating all the young growth on choice shrubs, and in [HARD](#) weather, killing them off by stripping away their bark. SQUIRREL RAID
- 003. surrounding area. Holiday homes for sale and to let. Touring pitches with [HARD](#) standing, electric hook-ups and hot showers. Indoor leisure pool, adv
- 004. or the more daring, pre-book an exciting Adventure Caving Expedition. It's [HARD](#), it's dirty, it's fun. HINKLEY POINT POWER STATION NEW ROAD OPEN FARM
- 005. STORY If you think the world of modelling is all glamour and nothing like [HARD](#) work, think again. Early morning, long hours and constant travel all a
- 006. shopping, theatre, sports&hã€! Above all, Somerset is easy to reach but so [HARD](#) to leave. SEE YOU SOON! Start your holiday or day out planning with th
- 007. nals, but following two eliminations in the last round, will have to fight [HARD](#) to qualify for just one in the current campaign. Area semi-final resul
- 008. ming country pubs. To the east of Taunton are the " withy" beds from which [HARD](#)- wearing and attractive willow baskets and furniture are made in the t
- 009. nals. but following two eliminations in the last round. will have to fight [HARD](#) to qualifv for just one in the current campaion. Area semi-final resul

References

- ❖ Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language learning*, 46(4), 643-679.
<http://dx.doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- ❖ Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
- ❖ Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- ❖ Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- ❖ Schmitt, N. (1997). "Vocabulary learning strategies", in N. Schmitt & M. McCarthy (Eds), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 199-227). Cambridge University Press.
- ❖ Stanley, G. (2013). *Language Learning with Technology: Ideas for integrating technology in the classroom*. Cambridge: Cambridge University Press.



Thank You !

Ilknur ISTIFCI
iistifci@anadolu.edu.tr

