Vocabulary Learning through Experience Tasks

Abstract

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NOTE FOR CONTRIBUTORS

Appended Learning Tasks

- E.L.F. (E. L. F) Process

- New Language Processes

- Star-frames

- Triangles

- Four-pointed Stars

- Pentagons

- Octagons

- Hexagons

- Square

- Round

- Spiral

- Circle

- Diamond

- Arrow

- Triangle

- Square

- Hexagon

- Circle

- Diamond

- Arrow

Some of the key areas of focus are:

- Building and extending vocabulary
- Applying language concepts
- Developing language skills
- Enhancing language use
- Improving language understanding

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VOCABULARY LEARNING THROUGH EXPERIENCE TASKS

The teacher wants the learners to interpret the ideas of the text for understanding. In the attempt, the teacher gives the learners a number of ideas about any expression such as any expression that shows the learners what they want to know. After the learners understand the ideas of the text, they can be asked to answer questions about the ideas they have learned. The teacher can then provide feedback based on the learners' responses.

The teacher then provides a number of ideas about any expression with the learners. The learners can be given feedback on any expression that they think they have understood. The learners can then be asked to answer questions about any expression that they think they have understood. The teacher can then provide feedback based on the learners' responses.

In the attempt, the teacher can provide feedback to the learners. The learners can be given feedback on any expression that they think they have understood. The teacher can then provide feedback based on the learners' responses.
Table 1. Experience based Reading

<table>
<thead>
<tr>
<th>S</th>
<th>Selection of reading strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher selects reading strategies</td>
</tr>
<tr>
<td></td>
<td>and presents them to the students</td>
</tr>
<tr>
<td>2</td>
<td>Students choose reading strategies</td>
</tr>
<tr>
<td>3</td>
<td>and apply them to their reading</td>
</tr>
</tbody>
</table>

Table 2. Experience based writing

<table>
<thead>
<tr>
<th>S</th>
<th>Preparation for writing activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher assigns a topic to the class</td>
</tr>
<tr>
<td>2</td>
<td>Students choose a topic to write about</td>
</tr>
<tr>
<td>3</td>
<td>Students write a draft</td>
</tr>
<tr>
<td>4</td>
<td>The teacher provides feedback</td>
</tr>
<tr>
<td>5</td>
<td>Students revise and edit their drafts</td>
</tr>
<tr>
<td>6</td>
<td>The teacher provides final comments</td>
</tr>
</tbody>
</table>

Sample text:

Reading: The process of reading involves several steps before the learner reads the text, so that the learner can process the text and comprehend it. These steps may include pre-reading, during the text, and post-reading. Table 1 shows how various aspects of reading can be brought to the learner.

Writing: The process of writing involves several steps after the learner writes the text, so that the learner can produce a final product. These steps may include planning, drafting, revising, and editing. Table 2 shows how various aspects of writing can be brought to the learner.
The conditions for meaningful-focused learning are similar to those of
meaning-focused learning, but there are a few important differences.

1. The learners’ attention is on the message. They are not focused on the form.

2. The learners’ attention is on the message. They are not focused on the form.

3. The learners’ attention is on the message. They are not focused on the form.

4. The learners’ attention is on the message. They are not focused on the form.

5. The learners’ attention is on the message. They are not focused on the form.

These differences are significant because they affect how learners process and understand information. In meaningful-focused learning, the focus is on the meaning of the message, while in meaning-focused learning, the focus is on the form and structure of the message. This can have important implications for how learners learn and remember information.
There has been very little research on first-language readers' performance in oral comprehension of their native language. Educational psychology has traditionally focused on the development of reading and writing skills. However, there is a growing interest in the role of oral language in the development of these skills. The current study examines the relationship between oral language and reading comprehension in first-language readers. The results suggest that oral language skills are an important factor in the development of reading comprehension. The implications of these findings for educational practice are discussed.

PRE-READING VOCABULARY

For native English speakers, vocabulary plays a crucial role in reading comprehension. The size and depth of a reader's vocabulary affect their ability to understand and interpret written text. A larger vocabulary can facilitate the identification of word meanings, which in turn enhances comprehension.

English vocabulary is constructed from patterns of word formation and can be categorized into different parts of speech. Understanding these patterns helps readers to predict the meanings of new words. For example, the root word "write" can be modified by prefixes (un-, ex-) and suffixes (-ing, -er) to form new words like "unwrite" or "rewriter".

The vocabulary control strategy involves focusing on specific words while reading. This strategy can be particularly useful for students who struggle with vocabulary knowledge. By actively engaging with new words, readers can expand their vocabulary and improve their comprehension skills.

1. They should improve the quantity of practice.
2. They should increase the variety of words and contexts.
3. They should be encouraged to use new words in their writing or speech.
4. They should be taught strategies for remembering new words, such as mnemonics.

VOCABULARY KNOWLEDGE AND LEARNED VOCABULARY

There is a need for more research on the relationship between learned vocabulary and reading comprehension. Some studies have suggested that vocabulary knowledge is a strong predictor of reading ability, while others have found a weaker relationship. Further research is needed to clarify the nature of this relationship and to identify effective strategies for teaching vocabulary to students.
REFERENCES

Vocabulary Learning through Experience Tasks

Focus on meaningful, focused, and highly developed texts, and on activities that encourage students to engage in the learning of new words. This approach can significantly improve the vocabulary knowledge of students, leading to enhanced reading comprehension and writing skills. The teacher can provide students with opportunities to learn new words through reading, writing, and discussion. Effective vocabulary instruction involves the use of a variety of strategies, including the use of context clues, word derivations, and semantic mapping. Teachers can also incorporate real-life examples and authentic materials to help students connect new vocabulary words to their everyday experiences.