What is Vocabulary?

Paul Nation

Vocabulary: The Ability to Read, 2nd Edition

Vocabulary


N. Schmitt (2011)
The very number of low-frequency items is a concern for a very few of the words are above the threshold.

The very number of low-frequency items is a concern for a very few of the words are above the threshold.

The very number of low-frequency items is a concern for a very few of the words are above the threshold.

The very number of low-frequency items is a concern for a very few of the words are above the threshold.
Learning Vocabulary from Meaning-Focused Input (listening)

How should vocabulary be learned?

The frequency of words in different contexts is crucial for vocabulary acquisition. High-frequency words are more likely to be learned and remembered compared to low-frequency words. The table below illustrates the frequency distribution of words in English, indicating the percentage of words that occur at different frequency levels. These numbers are derived from Kol TER (1979) and the National Science Foundation's ACTATE database.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of words</th>
<th>Percentage of total words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,000</td>
<td>1.0%</td>
</tr>
<tr>
<td>2</td>
<td>3,000</td>
<td>3.0%</td>
</tr>
<tr>
<td>3</td>
<td>6,000</td>
<td>6.0%</td>
</tr>
<tr>
<td>4</td>
<td>9,000</td>
<td>9.0%</td>
</tr>
<tr>
<td>5</td>
<td>12,000</td>
<td>12.0%</td>
</tr>
<tr>
<td>6</td>
<td>15,000</td>
<td>15.0%</td>
</tr>
<tr>
<td>7</td>
<td>18,000</td>
<td>18.0%</td>
</tr>
<tr>
<td>8</td>
<td>21,000</td>
<td>21.0%</td>
</tr>
<tr>
<td>9</td>
<td>24,000</td>
<td>24.0%</td>
</tr>
<tr>
<td>10</td>
<td>27,000</td>
<td>27.0%</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The table shows that a significant portion of words (80-90%) are used infrequently, whereas a small number of high-frequency words (1-5%) are used frequently. This distribution highlights the importance of focusing on high-frequency words to improve vocabulary acquisition.
Learning Vocabulary from Meaning-focused Outputs

There are many more opportunities for this kind of training to occur, simply because the task of memory and meaning-focused learning is so often focused on. For example, in learning a new language, a student might be given a list of words and then be asked to use them in a sentence. This is a form of meaning-focused learning, as the student is not only learning the words, but also how to use them in context. This type of learning can help students remember new words more effectively, as it reinforces the meaning of the words. In addition, meaning-focused learning can be more engaging for students, as it makes the learning process more relevant to their lives.
4 An Introduction to Applied Linguistics

An introduction to applied linguistics

Phonology

1. The study of sound patterns and their relationships.
2. The study of language sounds, including phonemes and allophones.
3. The investigation of how sound patterns are organized and how they are related to meaning.

Syntax

1. The study of the structure of sentences.
2. The rules that govern the arrangement of words in a sentence.
3. The analysis of how sentences are formed and how they are related to meaning.

Semantics

1. The study of meaning.
2. The investigation of how words and phrases are associated with meanings.
3. The analysis of how meanings are constructed and how they are related to each other.

Pragmatics

1. The study of how language is used in context.
2. The investigation of how language users interpret messages and how they respond to them.
3. The analysis of how language is used in social interactions and how it affects social relations.

Cognitive Linguistics

1. The study of how language is represented in the mind.
2. The investigation of how language is processed and how it is represented in the brain.
3. The analysis of how language is acquired and how it is used in thinking and reasoning.

Functional Linguistics

1. The study of how language is used in social interactions.
2. The investigation of how language is used to communicate and how it is related to social norms and values.
3. The analysis of how language is used to construct and maintain social identities.

Historical Linguistics

1. The study of how language changes over time.
2. The investigation of how language changes and how these changes are related to historical events.
3. The analysis of how language changes and how these changes are related to cultural developments.

Sociolinguistics

1. The study of how language is used in social settings.
2. The investigation of how language is used to create and maintain social identities and how it is related to social inequality.
3. The analysis of how language is used to create and maintain social identities and how it is related to social inequality.

Dialectology

1. The study of regional variations in language.
2. The investigation of how regional variations in language are distributed and how they are related to social factors.
3. The analysis of how regional variations in language are distributed and how they are related to social factors.

Stylistics

1. The study of how language is used in different social contexts.
2. The investigation of how language is used to create and maintain social identities and how it is related to social factors.
3. The analysis of how language is used to create and maintain social identities and how it is related to social factors.

Linguistic Anthropology

1. The study of the relationship between language and culture.
2. The investigation of how language is used to create and maintain social identities and how it is related to social factors.
3. The analysis of how language is used to create and maintain social identities and how it is related to social factors.
Learning from Word Cards and Using Word Pairs

The interplay of text and the visual elements within the page is crucial in understanding the meaning of the word pair in context. The page provides an example of how word cards and word pairs can be used to enhance vocabulary learning. Learning from word cards and using word pairs helps in reinforcing the meaning of the words, improving retention, and facilitating better comprehension. The page also discusses the importance of word order in context and how it can affect the interpretation of the word pair.

Study Guide

- Preview the text to get an idea of what the page covers.
- Read the text carefully and note down any important points or questions.
- Review the text to reinforce your understanding.
- Practice using word cards and word pairs in various contexts to improve vocabulary skills.
- Reflect on the importance of word order in context and how it affects comprehension.
- Discuss the page with a study group or peer to gain additional insights.
- Utilize online resources and tools to enhance your vocabulary learning.

Conclusion

In conclusion, using word cards and word pairs is an effective strategy for improving vocabulary and facilitating better comprehension. By incorporating these techniques into your study routine, you can enhance your vocabulary skills and improve your overall understanding of the text. The page provides valuable insights into the importance of word order in context and how it affects comprehension. By practicing these techniques, you can become a more effective reader and communicator.
Building a Vocabulary Knowledge and Reasoning Model

Analyzing the role of vocabulary in reading comprehension:

- The vocabulary model can help in understanding the context of the text.
- Vocabulary knowledge is crucial for effective reading.
- It is important to develop a vocabulary model to improve reading comprehension.

To assess vocabulary knowledge:
- Consider the frequency of words in the text.
- Look for words that are not familiar to the student.
- Use context clues to determine the meaning of unfamiliar words.

The key to effective vocabulary growth is practice. By the end of the year, students should be able to:

1. Read with confidence.
2. Understand complex texts.
3. Use vocabulary in writing.

The vocabulary model includes the following components:

- Word recognition
- Word meaning
- Word usage

Incorporating vocabulary into the curriculum:

- Integrate vocabulary instruction into reading and writing activities.
- Use a variety of strategies to teach vocabulary, such as context clues, word families, and analogies.
- Encourage students to use vocabulary in their daily conversations and writing.

References:

Some examples of the use of words, which are expected from the reader, point of view, are:

- The cat is basking in the sun.
- The sun is shining on the cat.
- The cat is looking for its food.
- The food is on the ground.

These examples demonstrate how the meaning of a word can change depending on the context in which it is used.

Example 1: The cat is basking in the sun.
- cat: noun
- basking: verb
- in: preposition
- the: definite article
- sun: noun

Example 2: The sun is shining on the cat.
- sun: noun
- shining: verb
- on: preposition
- the: definite article
- cat: noun

Example 3: The cat is looking for its food.
- cat: noun
- looking: verb
- for: preposition
- its: possessive pronoun
- food: noun

Example 4: The food is on the ground.
- food: noun
- on: preposition
- the: definite article
- ground: noun

In each example, the words are used in different contexts to convey different meanings. This demonstrates how the meaning of a word can change depending on the context in which it is used.
Hands-on Activity

Procedure

1. Read the passage below and mark each word you know.

The classic word game, '2000 words', is a model for learning. It involves reading a text and marking words that you know, which are then used in subsequent rounds to help you remember and learn new words. The game is played by reading a passage and marking words you know. The words are then used to build sentences and improve vocabulary. In this activity, you will practice reading and marking words to enhance your reading comprehension and vocabulary skills.

2. In order of frequency, name the words and rank them down to ten words you know. This will help you familiarize yourself with common words and their meanings.

3. The game also helps in enhancing your ability to understand and use words in context. It makes you think about the meaning of each word and how it relates to the passage. This can help improve your reading comprehension and overall language skills.

Further Reading

- "1,000 Words to Know" by Paul Alan and Robert M. Lewis (1997)
- "The Complete Word list of English Words" by Monroe H. Goodspeed and Charles E. Goodspeed
- "2,000 Words that Everyone Should Know" by Alexander P. Fugate and Richard E. Fugate
- "Fluent Reading at a Grade 5 Level" by Verna Brown (1975)
- "Reading and Language Development" by Jane Goodspeed and Charles Goodspeed
- "The 1000 Most Common English Words" by William C. Durrett and E. C. Blum (1968)
- Read common authentic texts (newspapers, magazines, novels) without unknown words being a problem, such as studying at an English-medium university.
- Engage in sophisticated usage of word families.