

**Introduction to
L2 Vocabulary Acquisition
& Learning:
Course outline &
Brief introduction**

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Course information

- Instructor: Prof. Yukio Tono
 - Graduate School of Global Studies (Division of English Language Teaching & Applied Linguistics)
 - Research interest:
 - Corpus-based Second Language Acquisition
 - L2 vocabulary learning & acquisition
 - Applications of corpora in ELT
 - L2 lexicography (dictionary use)
 - PhD in corpus linguistics (Lancaster University)
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Course objectives

- To provide basic concepts regarding:
 - The nature of the vocabulary of a language like English.
 - The nature of the mental lexicon in L1 & L2.
 - How the vocabulary is acquired or learned.
 - How the vocabulary should be taught.
 - To think critically the theory and practice of L2 vocabulary acquisition and learning.
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Contents (1)

- **Part 1: Explaining vocabulary**
 - Defining words
 - Lexical relations
 - Collocations/ sense relations/ semantic fields/ homonymy and polysemy/ metaphor/ componential analysis
 - The mental lexicon
 - Vocabulary in use
 - Vocabulary as data for learning
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Contents (2)

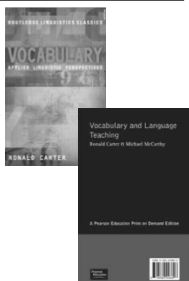
- **Part 2: Demonstrating vocabulary**
 - Selecting what to teach
 - Frequency & range/ learnability/ learner needs
 - Organizing vocabulary
 - Presenting vocabulary in the classroom
 - Teachers and learners
 - Lexical reference
 - The main focus is on the nature of vocabulary knowledge and its acquisition. Not so much emphasis on research itself.
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Activities

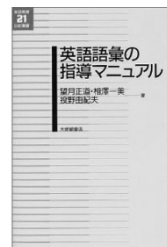
- The class usually consists of a series of small tasks for students & the subsequent lectures.
 - to help you better understand the key concepts in L2 vocabulary acquisition.
 - Occasionally, you will need to do extra reading and write a summary report.
 - TA will mark them.
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Textbook

- No need to buy a textbook
- Major source of information:
 - Ron Carter, *Vocabulary: Applied Linguistic Perspectives*. (Routledge).
 - Ron Carter & Michael McCarthy, *Vocabulary and Language Teaching*. (Routledge).
 - Michael McCarthy, *Vocabulary*. (OUP).



My books



投野由紀夫(1997)『英語語彙習得論』(河源社)

望月正道・相澤一美・投野由紀夫(2003)『英語語彙の指導マニュアル』(大修館)

Today's lecture

WHAT IS THE VOCABULARY? WHAT IS IT MADE OF?

Brief introduction

- Daunting fact: the vocabulary of a language like English consists of several hundred thousand words.
- How can language teachers and learners approach this vast, seemingly endless store of language and make sense of it?

Key questions

1. How is the vocabulary composed?
What sort of elements does it contain?
2. Is the vocabulary of a language organized or is it just a gigantic list of items?
3. If it is organized, can we use its structuring principles in language teaching in a way similar to the way we utilize the regularity and organization of grammatical structure?

Key questions (continued)

4. How can anything so vast as the vocabulary of a language, particularly a second language, or even a relatively small part of it, be acquired by the human mind, stored, and made retrievable when required?
→ Answers will offer the prospect of a more rigorous approach to vocabulary teaching.

Elements of words

HOW IS THE VOCABULARY COMPOSED?

Defining "words"

- The vocabulary of a language = the *words* of that language.
- Words = "freestanding items of language that have meaning."
- "Freestanding"?
 - e.g. *eating* freestanding
 - eat* freestanding
 - ing* not freestanding
- *eat* & *-ing* → **morphemes**

TASK

- How many morphemes are there in each of these words? Are the words roots, derived words, or compounds?

hundred singer finger workforce
freeze-dry mismatch complexity
bin troublemaker irregularity feature
pathfinder imposing impossible

TASK

- How many morphemes are there in each of these words? Are the words roots, derived words, or compounds?
- dictionary.reference.com

hund-red sing-er finger work-force
freeze-dry mis-match com-plex-ity
bin trouble-mak-er ir-regular-ity
feature path-find-er im-pos-ing
im-poss-ible

root, derived word, compound

- roots: "*laugh*", "*make*", "*box*", "*window*"
 - cannot be further divided
- derived words:
 - **prefixes:** 're-' + 'make' = '*re-make*'
 - **suffixes:** 'laugh' + '-ter' = '*laughter*'
- compound words:
 - *make-believe*, *window-shopping*, *jack-in-the-box*

morphemes are tricky

- reduce → reduction
- dry → dried
- sang → sing, sung *close*
- went → go, gone *far*
- recurrent "k"
 - authentic → authenticity
 - domestic → domesticity
 - public → publicity

TASK

- Separate the words below into the morphemes that compose them and consider what problems of analysis a learner might have with them. For example,
 - word: *redemption*
 - morphemes: *redeem* + noun suffix *-tion*
 - problems: recognizing *redem(p)* is a variant of *redeem*.
 - *disappoint* *include* *ridden*
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TASK

- - word: *disappoint*
 - morphemes: noun prefix *dis-* + *appoint*
 - problems: the derived meaning is hard to guess from the root sense of *appoint*.
 - - word: *include* = "contain"
 - morphemes: *in* + *clude*
 - problems: the original meaning "shut in"
 - - word: *ridden* = "obsessed with" "full of"
 - morphemes: *ride* + *en*
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TASK

- What do the words in each group have in common in terms of changes in spelling, stress, or pronunciation when they change from one word-class to another?
 - Group 1: change these to adjectives
malice *finance* *office* *space*
 - Group 2: change these to nouns
record *contest* *protest* *increase*
 - Group 3: change these to a noun expressing "doer" or agent
create *invigilate* *donate* *liberate*
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Next week

- Multi-word units
 - Collocations
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