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INSTRUCTIONAL COMPONENTS	BEHAVIORIST	INNATIST	INTERACTIONIST
Source of linguistic input	language dialogues and drills from teacher or audiotape	natural language from the teacher, friends, or books	natural language from the teacher, friends, or books
Nature of input	structured by grammatical complexity	unstructured, but made comprehensible by teacher	unstructured, but focused on communication between learner and others
Ideal classroom composition	all target language learners of similar second language proficiency	target language learners of similar second language proficiency so $i + 1$ can be achieved	native speakers together with target language learners for social interaction aimed at communication
Student output	structured repetitions and grammar pattern drill responses	output is not a concern; it will occur naturally	speaking occurs naturally in communication with others
Pressure to speak	students repeat immediately	"silent period" expected	no pressure to speak except natural impulse to communicate
Treatment of errors	errors are corrected immediately	errors are not corrected; students will correct themselves with time	errors that impede communication will be corrected naturally as meaning is negotiated; some errors may require explicit corrective instruction

Speeding up Vocabulary Acquisition through Action Research

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Abstract
 Gaining a wider vocabulary is fundamental to language learning. It follows then that the faster students engage and learn new words, the faster will be their proficiency with the target language. Multi-Dimensional Vocabulary Acquisition (or MDVA) means approaching new terms / concepts from a variety of perspectives so that the target word is thoroughly analysed, giving students access to all dimensions of the word. There are many dimensions or elements that will help elucidate and unlock meaning, but for the purposes of this chapter new words will be looked at in terms of their antonyms, synonyms and associated words, rhyming counterparts, idiomatic usage, gender considerations, diminutive implications, proverbial usage and likely confusion with other words. In this study the author employs an Action Research methodology where practical classroom exercises involving students' writing efforts pre- and post MDVA are closely examined. Using the familiar "spiral of cycles" approach, it becomes clear that "unpacking" the target word means that the meaning of many other words associated with the target word becomes explicit. A workshop with faculty is included as part of the practical application of MDVA.

Keywords: Multi-dimensional, target word, lexis, vocabulary acquisition

1. Introduction

One of the characteristics of EFL/ESL students is their restricted vocabulary. This is a constantly recurring feature of the author's work environment. As a teacher-facilitator, one realizes that this limitation in lexis has a knock on effect in the sense that it affects how much students understand when the teacher speaks, their ability to understand what they read or hear, their own ability to elaborate when they speak, the quality of their writing, etc. In other words, a restricted vocabulary means slow or possibly no development in the skills normally associated with English language learning.

This action research based article is addressed to both native and non-native teachers of English. It is an attempt to identify and expound on a novel approach to vocabulary acquisition, with resultant consequences for writing. An often neglected aspect of learning English as second language is vocabulary enrichment / extension. According to Gass and Selinker (200:372) "...there are numerous reasons for believing that lexis is important in second language acquisition. In fact, the lexicon may be the most important language component for learners." In cases where vocabulary is the focus, ESL learners are often taught new terms in a strictly one-dimensional manner, that is, they are exposed to just a single definition of key words. Students thus leave the classroom with a narrow understanding of words. Meaning is constrained thus giving students a restricted understanding of words and concepts. This is quite understandable given the fact that English is a second or foreign language and that students may not be expected to use the language very widely. However, in an era of increasing globalization where English usage in all fields of knowledge is hegemonic, expanding students' vocabulary repertoire becomes more and more paramount. Students need to understand that specific words have a multiplicity of meanings and are thus context-bound. As such, the meaning of the same word may be different depending on the context in which it is used. Consider, for example, the following exchange between two workers:

W1 : The boss is really proud of my **late** uncle Fred.
 W2 : The boss must be crazy!
 W1 : Why do you say that?
 W2 : How can the boss be proud of a worker who is always **late**?

It is clear from the above that both speakers are using the word "late" in a different context. It is also obvious that W2 has one understanding of the word "late" i.e. the temporal sense of the word. His / Her teacher probably didn't explain the other meaning of "late" i.e. having passed on or being dead.

Other examples to consider would be the following:

1. The rich man was willing to **lend** money to anyone who wanted to **borrow**.
2. Being a **pleasant** isn't very **pleasant**!!

Stages of L1 acquisition

Stage	Typical age	Description
Babbling	6-8 months	Repetitive CV patterns
One-word stage (better one-morpheme or one-unit) or holophrastic stage	9-18 months	Single open-class words or word stems
Two-word stage	18-24 months	"mini-sentences" with simple semantic relations
Telegraphic stage or early multiword stage (better multi-morpheme)	24-30 months	"Telegraphic" sentence structures of lexical rather than functional or grammatical morphemes
Later multiword stage	30+ months	Grammatical or functional structures emerge

What happens at this stage?
 Can you think of examples?

Word List

accurate	request	justify
antipate	illustrate	alter
investigate	specific	constant
similar	prior	critical
disagree	occur	response
classify	minimum	mend
impact	exclude	develop
peer	persuade	construct
asset	repair	recall
identify	arrange	irritate
defend	purpose	recognize
ridiculous	scatter	additional

LEARNING	ACQUISITION
Artificial	Natural
Technical	Personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Formal instruction	Meaningful interaction
Deductive teaching (rule-driven; top-down)	Inductive coaching (rule-discovery; bottom-up)
Conscious process	Subconscious process
Preset syllabus	Learner-centered activities with room for improvisation
Translation and use of L1 included	No translation; no L1
Activities ABOUT the language	Activities IN the language
Focus on form	Focus on communication
Produces knowledge	Produces an ability

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Vocabulary acquisition definition in english. Vocabulary acquisition literary definition. Vocabulary acquisition example. Vocabulary acquisition definition english language. Vocabulary acquisition and use definition. What is vocabulary acquisition and use.

Vocabulary of a language or branch of knowledge This article is about the linguistic concept. For other uses, see Lexicon (disambiguation). A lexicon is the vocabulary of a language or branch of knowledge (such as nautical or medical). In linguistics, a lexicon is a language's inventory of lexemes. The word lexicon derives from Greek word λεξικόν (lexikon), neuter of λεξικός (lexikos) meaning 'of or for words'. [1] Linguistic theories generally regard human languages as consisting of two parts: a lexicon, essentially a catalogue of a language's words (its wordstock), and a grammar, a system of rules which allow for the combination of those words into meaningful sentences. The lexicon is also

thought to include bound morphemes, which cannot stand alone as words (such as affixes).[2] In some analyses, compound words and certain classes of idiomatic expressions, collocations and other phrases are also part of the lexicon. Dictionaries represent attempts at listing, in alphabetical order, the lexicon of a given language; usually, however, bound morphemes are not included. Size and organization Items in the lexicon are called lexemes, or lexical items, or word forms. Lexemes are not atomic elements but contain both phonological and morphological components. When describing the lexicon, a reductionist approach is used, trying to remain general while using a minimal description. To describe the size of a lexicon, lexemes are grouped into lemmas. A lemma is a group of lexemes generated by inflectional morphology. Lemmas are represented in dictionaries by headwords which list the citation forms and any irregular forms, since these must be learned to use the words correctly. Lexemes derived from a word by derivational morphology are considered new lemmas. The lexicon is also organized according to open and closed categories. Closed categories, such as determiners or pronouns, are rarely given new lexemes; their function is primarily syntactic. Open categories, such as nouns and verbs, have highly active generation mechanisms and their lexemes are more semantic in nature. Lexicalization and other mechanisms in the lexicon A central role of the lexicon is the documenting of established lexical norms and conventions. Lexicalization is the process by which new words, having gained widespread usage, enter the lexicon. Since lexicalization[3] may modify lexemes phonologically and morphologically, it is possible that a single etymological source may be inserted into a single lexicon in two or more forms. These pairs, called a doublet, are often close semantically. Two examples are aptitude versus attitude and employ versus imply.[4] The mechanisms, not mutually exclusive, are:[5] Innovation,[6] the planned creation of new roots (often on a large-scale), such as slang, branding, Borrowing of foreign words. Compounding (composition), the combination of lexemes to make a single word. Abbreviation of compounds. Acronyms, the reduction of compounds to their initial letters, such as NASA and laser (from "LASER"). Inflection, a morphology change with a category, such as number or tense. Derivation, a morphological change resulting in a change of category. Agglutination, the compounding of morphemes into a single word. Neologisms (new words) Neologisms are new lexeme candidates which, if they gain wide usage over time, become part of a language's lexicon. Neologisms are often introduced by children who produce erroneous forms by mistake.[7] Other common sources are slang and advertising. Neologisms that maintain the sound of their external source There are two types of borrowings (neologisms based on external sources) that retain the sound of the source language material: Borrowing using the source language lexical item as the basic material for the neologization: guestwords, foreignisms and loanwords Borrowing using a target language lexical items as the basic material for the neologization: phono-semantic matching, semanticized phonetic matching and phonetic matching. Guestwords, foreignisms and loanwords The following are examples of external lexical expansion using the source language lexical item as the basic material for the neologization, listed in decreasing order of phonetic resemblance to the original lexical item (in the source language).[8] Guestword (in German: Gastwort): unassimilated borrowing. Foreignism (in German: Fremdwort): foreign word, e.g. phonetic adaptation. Loanword (in German: Lehnwort): totally assimilated borrowing, e.g. morphemic adaptation. Phono-semantic matches, semanticized phonetic matches and phonetic matches The following are examples of simultaneous external and internal lexical expansion using target language lexical items as the basic material for the neologization but still resembling the sound of the lexical item in the source language:[9] Phono-semantic matching (PSM): the target language material is originally similar to the source language lexical item both phonetically and semantically. Semanticized phonetic matching (SPM): the target language material is originally similar to the source language lexical item phonetically, and only in a loose way semantically. Phonetic matching (PM): the target language material is originally similar to the source language lexical item phonetically but not semantically. Role of morphology Another mechanism involves generative devices that combine morphemes according to a language's rules. For example, the suffix "-able" is usually only added to transitive verbs, as in "readable" but not "cryable". Compounding A compound word is a lexeme composed of several established lexemes, whose semantics is not the sum of that of their constituents. They can be interpreted through analogy, common sense and, most commonly, context.[3] Compound words can have simple or complex morphological structures. Usually only the head requires inflection for agreement. Compounding may result in lexemes of unwieldy proportion. This is compensated by mechanisms that reduce the length of words. A similar phenomenon has been recently shown to feature in social media also where hashtags compound to form longer-sized hashtags that are at times more popular than the individual constituent hashtags forming the compound.[10] Compounding is the most common of word formation strategies cross-linguistically. Diachronic mechanisms Comparative historical linguistics studies the evolutions languages and takes a diachronic view of the lexicon. The evolution of lexicons in different languages occurs through parallel mechanism. Over time historical forces work to shape the lexicon,[11] making it simpler to acquire and often creating an illusion of great regularity in language. Phonological assimilation, the modification of loanwords to fit a new language's sound structure more effectively. If, however, a loanword sounds too "foreign", inflection or derivation rules may not be able to transform it. Analogy, where new words undergo inflection and derivation analogous to that of words with a similar sound structure. Emphasis, the modification of words' stress or accenting. Metaphor, a form of semantic extension. Second-language lexicon Main article: Bilingual lexical access The term "lexicon" is generally used in the context of single language. Therefore, multi-lingual speakers are generally thought to have multiple lexicons. Speakers of language variants (Brazilian Portuguese and European Portuguese, for example) may be considered to possess a single lexicon. Thus a cash dispenser (British English) as well as an automatic teller machine or ATM in American English would be understood by both American and British speakers, despite each group using different dialects. When linguists study a lexicon, they consider such things as what constitutes a word; the word/concept relationship; lexical access and lexical access failure; how a word's phonology, syntax, and meaning intersect; the morphology-word relationship; vocabulary structure within a given language; language use (pragmatics); language acquisition; the history and evolution of words (etymology); and the relationships between words, often studied within philosophy of language. Various models of how lexicons are organized and how words are retrieved have been proposed in psycholinguistics, neurolinguistics and computational linguistics. See also Glossary Grammaticalization Lexical Markup Framework Lexicography References ↑ λεξικό in Henry George Liddell, Robert Scott, A Greek-English Lexicon (Perseus Digital Library). Sc. βιβλίον biblíon 'book'. ↗ Dominiek, Sandra, Taft, Marcus (1994). Morphological structure, lexical representation, and lexical access. Lawrence Erlbaum Associates, Publishers. 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It's also engaging and fun. Yabla - for Learning how to Really Enjoy Travelling Abroad Yabla Italian and Yabla French are both excellent ways to learn those beautiful and useful languages. Since 2010 I have taken 4 different trips to Italy and what I ... acquire: [verb] to get as one's own: to come into possession or control of often by unspecified means. to come to have as a new or added characteristic, trait, or ability (as by sustained effort or natural selection). Drawing on research-based principles of vocabulary instruction and multimedia learning, this article presents 10 strategies that use free digital tools and Internet resources to engage students in vocabulary learning. The strategies are designed to support the teaching of words and word learning strategies, promote students' strategic use of on-demand web-based vocabulary ... More resources: Vocabulary: Course Module Target the Problem: Vocabulary Vocabulary Apps Topics A-Z: Vocabulary Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. words:: [noun] social intercourse : interchange of ideas, opinions, or sentiments. A lexicon is the vocabulary of a language or branch of knowledge (such as nautical or medical).In linguistics, a lexicon is a language's inventory of lexemes.The word lexicon derives from Greek word λεξικό (lexikon), neuter of λεξικός (lexikos) meaning 'of or for words'. Linguistic theories generally regard human languages as consisting of two parts: a lexicon, essentially a ... Vocabulary introduction prior to studying a unit - Mr. Cabrera's 7th grade class was about to begin a science unit on matter. Before teaching his students about the laws and properties of matter, he wanted to make sure they were familiar with ...