

# Integrating Lexical Targets into the Curriculum



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# How much vocabulary do learners need?

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It depends on what they want to do...

- 250 words or fewer – read graded readers
- 2-3,000 words - understand defining vocabulary of learner dictionaries
- 2-3,000 words – participate in daily conversation
- 3,000 – use TV and movies for teaching/learning
- 5,000 words – read authentic texts w/assistance
- 6-7,000 words – understand a wide range of oral discourse without assistance
- 8-9,000 words – understand a wide range of written discourse

# How many words are needed to understand a text? (Schmitt, Jiang & Grabe (2011))

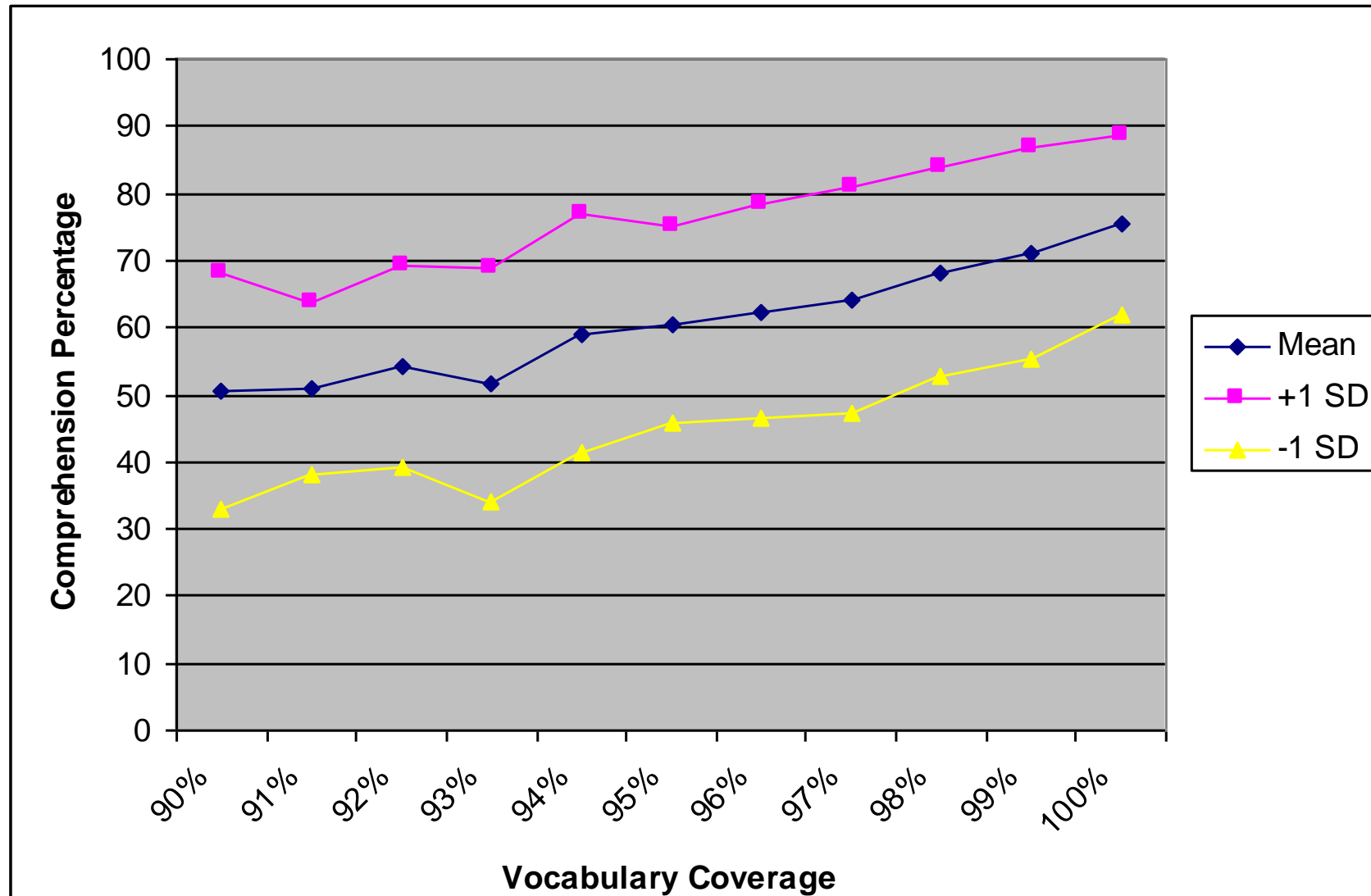


Table 3. Vocabulary size, lexical coverage and reading comprehension (Maximum reading comprehension score = 150)

Approximate vocabulary size	Lexical coverage	Percentile on the psychometric test	Reading score: Mean (SD)	No. of students
1,000	78.58	50%	83 (6)	109
2,000	87.67	53%	90 (7.8)	199
3,000	90.56	66%	102 (8.9)	204
4,000	92.81	73%	111 (9.4)	200
5,000	94.81	80%	117 (9.7)	23
6,000	96.56	87%	121 (9.8)	10

Receptive Vocabulary  
 Optimal Threshold – 98% (8000 word families)  
 Minimal Threshold – 95% (4-5,000 word families)

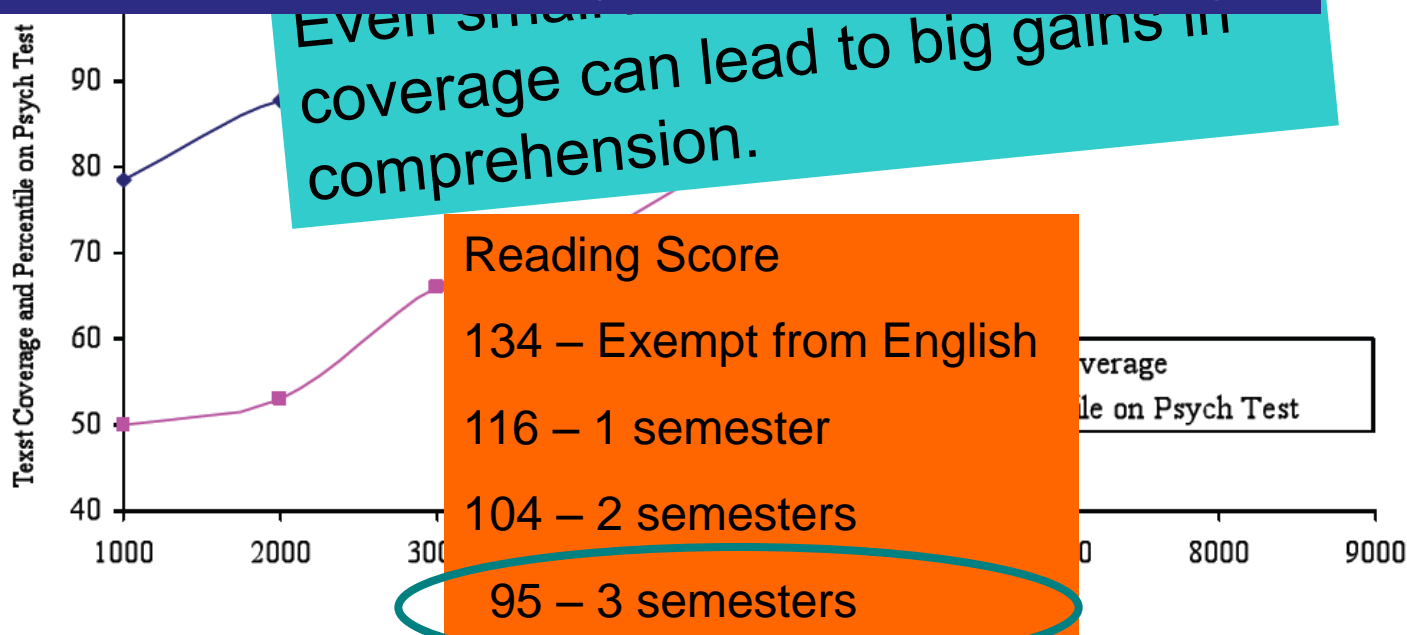


Figure 1. Text coverage and reading scores in relation to vocabulary frequency range.

Laufer and Ravenhorst-Kalovski, 2010  
 Reading in a Foreign Language

# Incidental learning

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- Many practitioners believe that all necessary vocabulary can be learned incidentally simply by being exposed to, and by using, language

# Where does faith in incidental learning come from?

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- L1: This is true for oral vocabulary
  - Children do pick up vocabulary without instruction
  - When English L1 learners begin learning to read, they typically already know around 5,000 word families
- BUT this is not true for written form
  - Even L1 speakers do not learn written vocabulary without instruction

# What are the chances of learning new vocabulary from context?

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- “The overall likelihood ranged from better than 1 in 10 when children were reading easy narratives [fiction] to near zero when they were reading difficult expositions.”
- This refers to L1 English learners in mainstream schools.

(Anderson, 1996, p. 61-emphases added)

# Intentional learning

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- Virtually all research shows that intentional learning with an explicit focus on the target linguistic features results in learning that is
  - Stronger
  - More durable
  - More consistent among learners
- Productive mastery seems to come mainly from productive engagement
- Intentional and incidental learning are complementary and can be usefully combined



# What type of input promotes vocabulary learning?

Is fiction enough (Gardner, 2004)

- ❑ Gardner found that the lexis of expository text (i.e., the language used in academic and professional settings) differs from the lexis of fiction in substantial ways
- ❑ Expository text comprises **more** words, **more** different words, and **more** difficult words, in addition to unfamiliar discourse patterns that are not simple mirrors of real-life time sequences.
- ❑ Gardner questions the suitability of using fiction texts as preparation for reading expository texts, as is common practice

# The Matthew Effect

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- ❑ Children with reading problems read less than proficient readers.
- ❑ Children with reading problems read less challenging texts than proficient readers
- ❑ The result is that children with reading problems read even less and even less challenging materials.
- ❑ The gap between proficient and less proficient readers grows wider and wider.

(Stahl, 2003)

The rich get richer and the poor get poorer.

# Not all vocabulary is of equal value

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How much vocabulary do learners need?

- 250 words or fewer – read graded readers
- 2-3,000 words - understand defining vocabulary of

**NOT total vocabulary size,  
but mastery of this vocabulary in order of 1K frequency bands**

- 5,000 words – read authentic texts w/assistance
- 6-7,000 words – understand a wide range of oral discourse without assistance
- 8-9,000 words – understand a wide range of written discourse

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# **IMPLICATIONS FOR THE ENGLISH CURRICULUM**

# Current Curriculum Lexical Size Targets

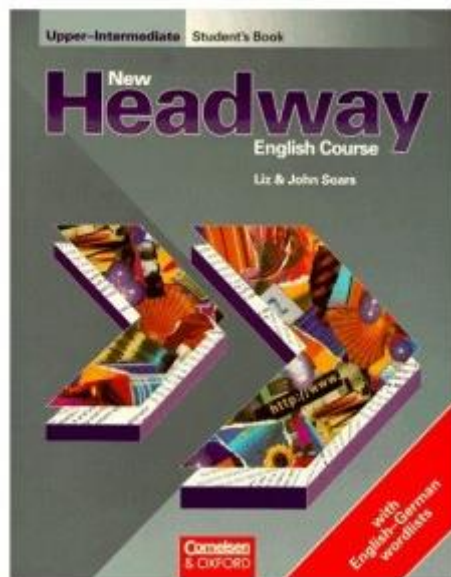
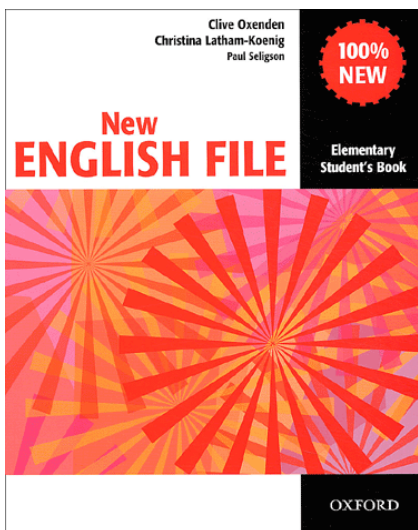
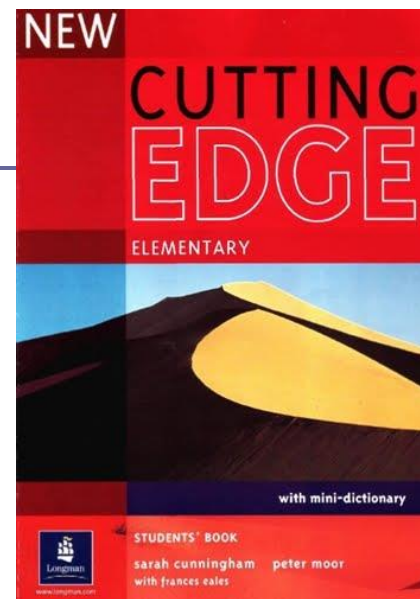
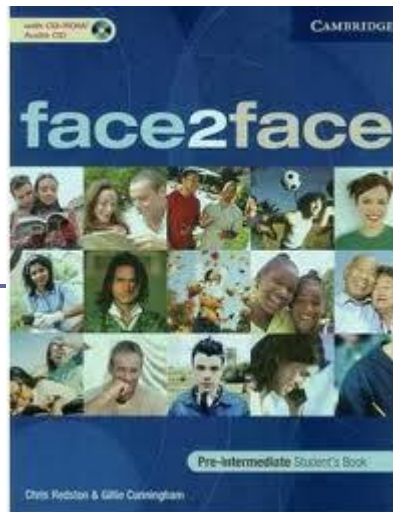
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	Foundation	Intermediate	Proficiency
Core	600	800	2200
Expansion	600	1200	
TOTAL for each level	1200	2000	2200
TOTAL	5400		

## Curriculum Guidance:

Vocabulary items are divided into

- *core* items, listed specifically in this vocabulary list, and
- *expansion*, chosen by the materials writers and/or teachers.



# Textbook Vocabulary

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# 1 Personality

**In this unit**

**1.1 PERSONALITY TYPES**

**Grammar**

- question forms
- present simple and present continuous

**Vocabulary**

- personality adjectives
- prefixes

**Scenario**


- Personality clash

**Study skills**

- taking notes while reading

**Writing skills**

- a comparative essay



When the personality of a man is not clear to you, look at his friends.

# Vocabulary is topic driven.

**7A How to...**

**G** uses of the infinitive with to  
**V** verbs + infinitive: try to, forget to, etc  
**P** linking, weak form of to

What do I need to do?  
 It's important not to be late.

## 1 READING & LISTENING

a Look at the poster of a well-known film. Do you know what it's about? Have you seen it?



b With a partner, think of two pieces of advice for somebody who is going to meet their partner's parents for the first time.

### How to ... Survive Meeting Your Girlfriend's Parents for the First Time

It's stressful, but these top tips can help you to get it right ...

#### Tips

- You need to do** some 'homework' before you go. Ask your girlfriend about her parents. Where does her mother work? Does her father like football? Do you have any common interests? If you do this, it will be easy \_\_\_\_\_ a conversation with them.
- Make sure you dress** \_\_\_\_\_ the right impression. Don't wear a suit, but don't just wear your old jeans and the Che Guevara t-shirt you bought in the market.
- Be punctual.** It's very important \_\_\_\_\_ late at a first meeting.
- When they greet you at the door** shake the father's hand firmly (no father likes a weak handshake).

#### VOCABULARY: personality adjectives

- 1a Work with a partner to think of as many personality adjectives as you can, e.g. *friendly, happy, sad*.
- 1b Choose three adjectives which you think describe your own personality.
- 2 Look at these adjectives connected with personality. Which ones are positive, which are negative and which are neutral?
- adventurous ambitious assertive bossy cautious creative energetic generous moody organised quiet reliable sensible sensitive serious sociable talkative thoughtful

- 3a Match words 1-6 with words a-f to make compound adjectives connected with character.
- |           |              |
|-----------|--------------|
| 1 easy-   | a) willed    |
| 2 open-   | b) confident |
| 3 even-   | c) going     |
| 4 hard-   | d) minded    |
| 5 self-   | e) tempered  |
| 6 strong- | f) working   |

#### Pronunciation

3b **Word stress** On which part of the compound adjective in Exercise 3a does the stress fall? Listen and check, then repeat the words.

- 3c Match the meanings below with a compound adjective from Exercise 3a.
- A person who ...
- does not easily become angry; *even-tempered*
  - is determined to do what they want: \_\_\_\_\_
  - is not easily upset or annoyed: \_\_\_\_\_
  - accepts other ideas and opinions: \_\_\_\_\_
  - makes a lot of effort: \_\_\_\_\_
  - believes in their own success: \_\_\_\_\_

4 Think of people you know and one or two adjectives to describe each person. Explain describe them like this. Give examples.

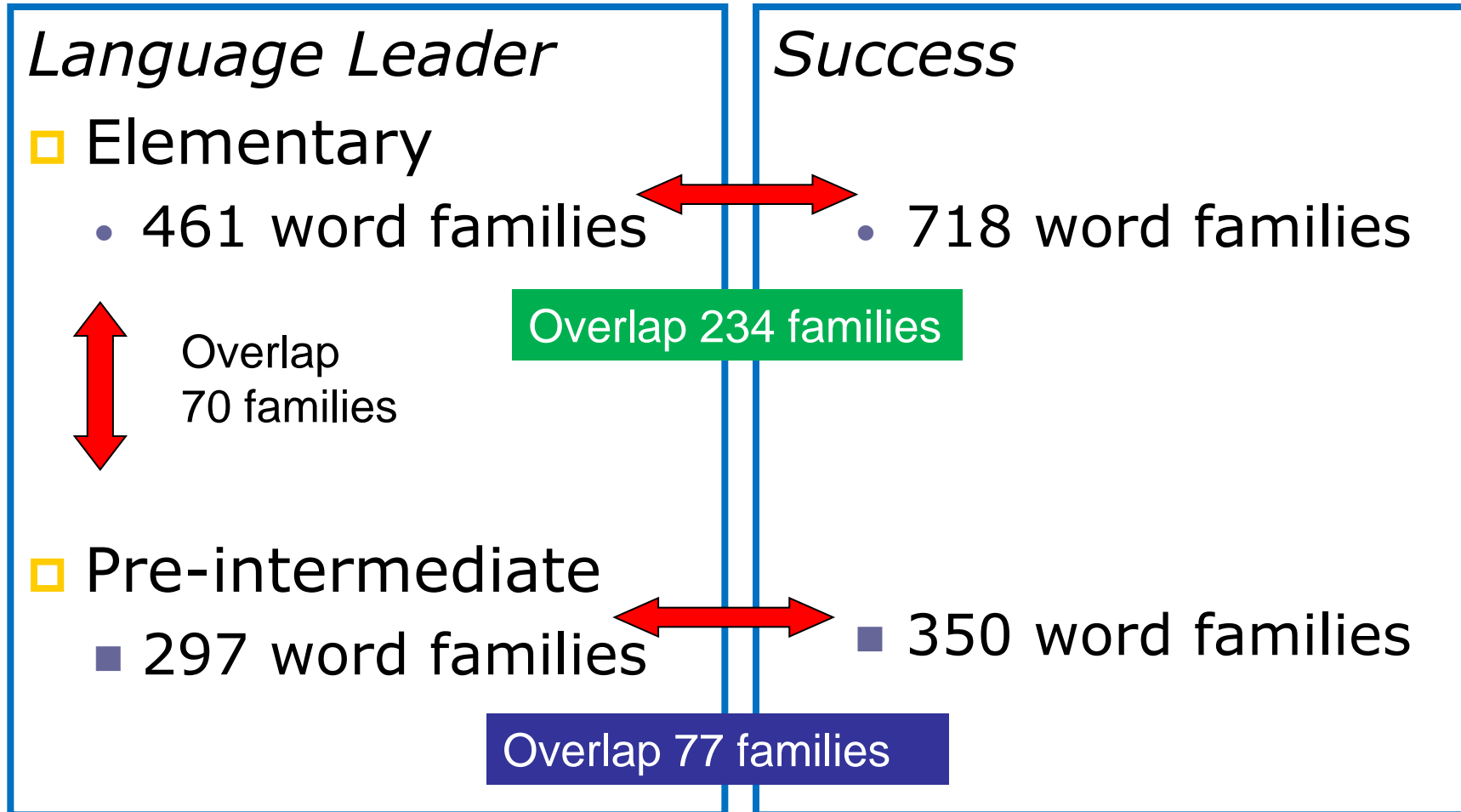
#### LISTENING

5a Look at the people in the photos below. What kind of personality do you think each person has? I think A is nice. She looks very easy-going and relaxed ...

5b **1.3** Listen to the three people talking. Was your description of them accurate? A speaks first.






# Vocabulary Roulette





# CONTENTS

Unit	Grammar	Vocabulary	Reading
<b>1 Cities</b> (p6–13) 	<i>to be</i> : affirmative, negative, question, short forms <i>there is, there are</i> : affirmative, negative, question, <i>a lot of</i>	Cities and adjectives Places in a city Buildings and places	Fact sheet about a city Magazine article from in-flight magazine A leaflet (Cambridge)
<b>2 Work and study</b> 	Present simple: affirmative, negative Present simple: questions	Jobs and places of work Jobs in an office	Profiles of different working people University website page
<b>3 Water</b> (p22–29) 	Question words Adverbs of frequency	Verbs and words connected with water Festivals	Discussing how much you know about water Publicity leaflet Festival programme
<b>REVIEW UNITS 1–3</b> (p30–31)			
<b>4 Leisure time</b> (p32–39) 	Articles <i>can, can't</i> : ability and possibility	Types of film Leisure activities, sports Holiday accommodation, activities	Website about world cinema Health club leaflet Leaflets for holiday resorts
<b>5 Transport</b> (p40–47) 	Comparison: comparative adjectives Comparison: superlative adjectives	Transport Air travel	Q&A in magazine Magazine article on urban transport
<b>6 Food</b> (p48–55) 	Count and uncountable nouns, <i>some and any</i> , <i>much, many, a lot of</i> ; <i>how much? how many?</i>	Food and drink International food	Magazine article from health magazine A charity leaflet Flyer for conference

Unit	Grammar focus	Vocabulary	Skills
<b>01 PEOPLE AND PLACES</b> page 06	<i>be</i> : positive forms <i>be</i> : positive and negative short forms Articles with jobs <i>be</i> : personal questions	Countries and nationalities Jobs	<b>Reading and listening:</b> What do you know? Test your knowledge of countries, languages and nationalities
<b>02 PEOPLE AND THINGS</b> page 16	<i>this/that, these/those</i> Possessive 's <i>have got</i>	Everyday objects Family	<b>Reading:</b> Family connections
<b>03 YOUR LIFE</b> page 24	Present simple: positive and negative ( <i>I, you, we, they</i> ) Present simple: questions and short answers ( <i>I, you, we, they</i> )	Common verbs Telling the time Places in a town	<b>Reading:</b> Brits at home ... and abroad <b>Listening:</b> Life on a Scottish island
<b>04 LIKES AND DISLIKES</b> page 34	Present simple: positive and negative ( <i>he/she/it</i> ) Present simple: questions and short answers ( <i>he/she/it</i> )	Activities Phrases for time and frequency	<b>Listening:</b> A typical pop star? <b>Reading:</b> Some people are life's winners!
<b>05 FROM A TO B</b> page 42	<i>can/can't</i> : possibility and ability Articles: <i>a/an, the</i> and no article	Transport Travelling	<b>Reading:</b> Nine things you didn't know about world travel
<b>06 FOOD AND DRINK</b> page 52	<i>there is</i> and <i>there are</i> ; <i>some</i> and <i>any</i> <i>how much</i> and <i>how many</i>	Food: countable and uncountable nouns Food pairs	<b>Reading:</b> Healthy diets around the world
<b>07 LIFE STORIES</b> page 60	Past simple: <i>was/were</i> Past simple: regular and irregular verbs	Life events Past time phrases	<b>Reading:</b> An ordinary man ... an extraordinary business <b>Listening:</b> Jackie Kennedy Onassis

## CONTENTS

Unit	Grammar	Vocabulary	Reading
<b>7 Shopping</b> (p58–65) 	Present continuous (1): affirmative, negative Present continuous contrasted with pres simple Present continuous (2): questions	Shops and shopping American and British English words	Magazine article about shopping News paper article: Business report
<b>8 History and culture</b> (p66–73) 	Past simple: <i>to be could, couldn't</i>	Buildings Verbs+prepositions	Text from a history book Magazine article about cultural change A museum leaflet
<b>9 Inventions</b> (p74–81) 	Past simple: affirmative Past simple: negative, questions	Inventions Medical science	Text from a book on Leonardo da Vinci Text from a medical history book
<b>REVIEW UNITS 7–9</b> (p82–83)			
<b>10 Money</b> (p84–91) 	<i>should, shouldn't have to, don't have to</i>	Money Phrases connected with money	Poster advertising a meeting FAQs re micro-credit Web page for a case study
<b>11 Homes</b> (p92–99) 	<i>will, won't</i> : prediction <i>be going to</i> : plans	Compound nouns Green living Words for rooms, furniture and equipment	Newspaper article about new types of houses Online questionnaire about green living Classified ads for flats to let
<b>12 Travel</b> (p100–107) 	Present perfect Present perfect and past simple	Adjective + noun collocations	Internet message postings Extracts from travel books
<b>REVIEW UNITS 9–12</b> (p108–109)			
Communication Activities (p110–121) • Language Reference and Extra Practice (p122–145)			

Unit	Grammar focus	Vocabulary	Skills
<b>08</b> <b>FACT OR FICTION?</b> page 70	Past simple: negative form Past simple: question form	Adjectives to describe stories Entertainment	<b>Listening:</b> <i>We Will Rock You</i> – a song and a musical
<b>09</b> <b>BUY AND SELL</b> page 78	Comparative adjectives Superlative adjectives	Describing objects Shops and services	<b>Reading:</b> Top five unusual shops
<b>10</b> <b>LOOK GOOD</b> page 88	Present continuous Present simple or continuous?	Clothes Describing personality	<b>Listening:</b> Clothes at work
<b>11</b> <b>NATURE</b> page 96	Question words Quantifiers: <i>a lot of, a little, a few, not any, not much, not many</i>	Animals and natural features Big numbers	<b>Reading:</b> Working animals <b>Listening:</b> Intelligent animals <b>Listening:</b> South Africa
<b>12</b> <b>GOOD TIMES</b> page 106	<i>going to</i> for future intentions <i>would like to</i> and <i>want to</i> for future wishes	Celebrations and parties Weather and seasons	<b>Reading:</b> Celebrating the seasons
<b>13</b> <b>LIVE AND LEARN</b> page 114	<i>have to</i> and <i>don't have to</i> <i>might</i> and <i>will</i>	School and university subjects Education and training	<b>Listening:</b> Two career paths <b>Reading:</b> From slates to iPads ... Language learning then, now and in the future
<b>14</b> <b>KEEP IN TOUCH</b> page 124	Present perfect (unfinished time) Present perfect (with <i>ever</i> )	Ways of communicating Technology	<b>Reading:</b> Mind-blowing facts about modern communication

# Exposure to Vocabulary

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Which words students learn will depend on a variety of factors:

- Different learning environments
  - EFL/ESL
  - Textbook choices
- Individual differences in exposure to language
  - Life experiences
  - Personal interests
- Target needs



# A vocabulary analysis of a textbook

## O'Loughlin (2012)

### ***New English File***

**Table 2.** Size of the Texts at Each Level

Tokens	Reading	Listening
Elementary	608	254
Pre-Intermediate	731	350
Intermediate	824	467
<b>Levels combined</b>	<b>877</b>	<b>558</b>

**3 books**

**Less than 1,000 frequency words**

	1 <sup>st</sup> 1,000	2 <sup>nd</sup> 1,000	TOTAL
Elementary	608	254	862
Pre-Intermediate	731	350	1,081
Intermediate	824	467	1,291
Levels combined	877	558	1,435

# Curriculum Lexical Size Targets

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	Foundation	Intermediate	Proficiency
Core	600	800	2200
Expansion	600	1200	
TOTAL for each level	1200	2000	2200
TOTAL	5400		

## Challenges:

- how to organize this vocabulary to maximize meaningful learning
- how to maximize overlap for learners across classes and schools

# Proposed Changes to the Curriculum Targets

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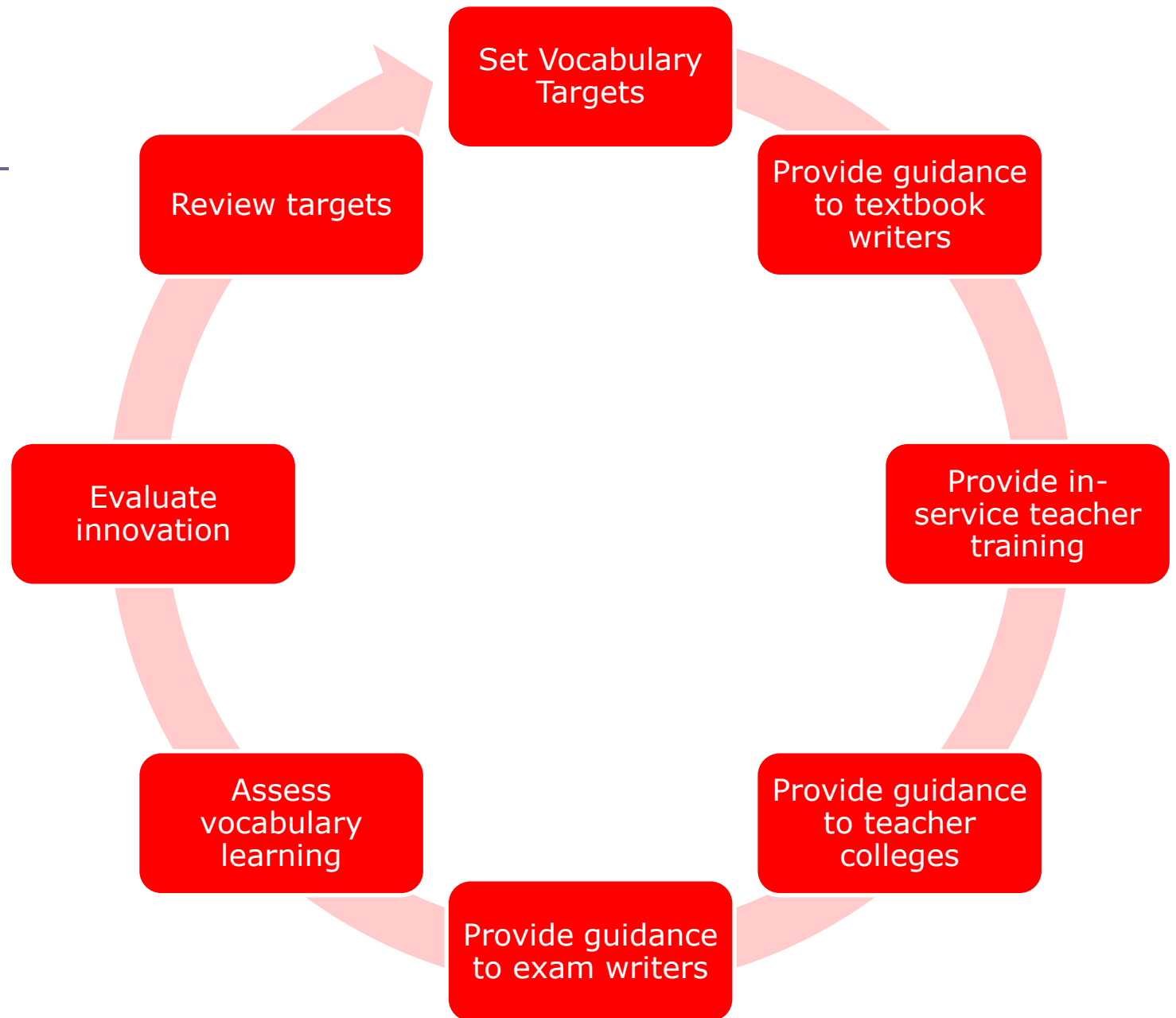
## Ministry of Education Vocabulary Goals (draft)

Target	Pre-Basic	Foundation Band 1		Intermediate Band 2		Proficiency Band 3
Core	165	507	569	862	876	2070
Expansion		100		264		
Total of each level		1200		1800		2200
Total	5400 (5 pointers) = B1					

- Support reading by matching reading texts to these size targets

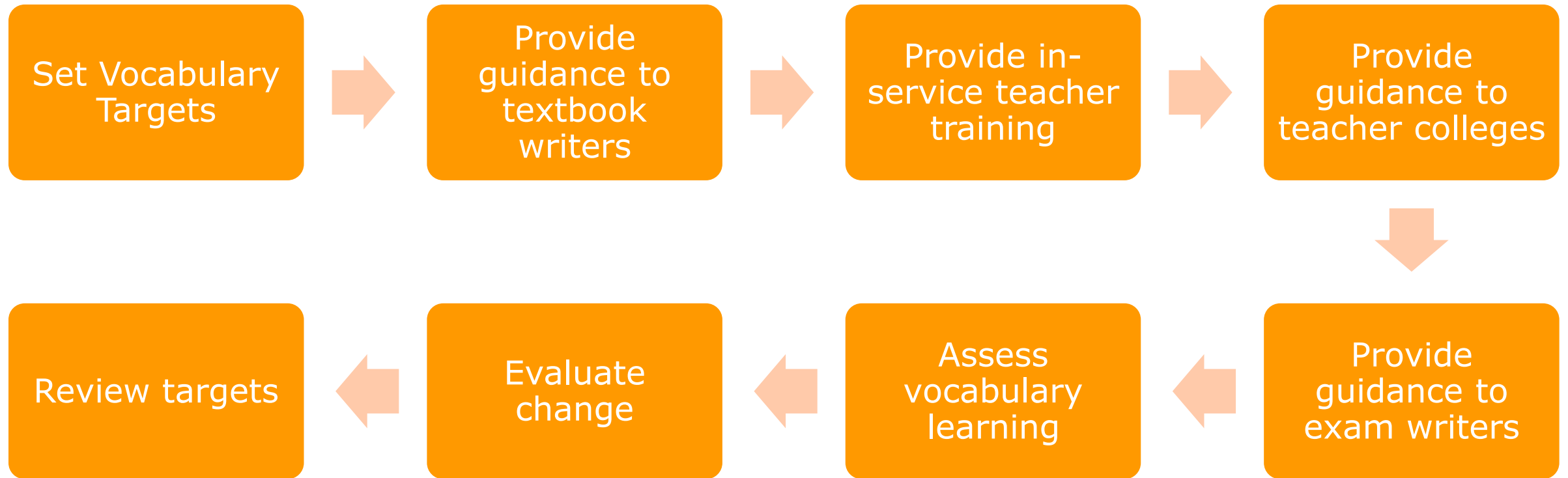
# Curriculum Revision Considerations

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# Curriculum Revision Considerations

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# The Scope of the Vocabulary Learning Task

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- ❑ **Large vocabulary needed**
- ❑ Various kinds of word knowledge needed
- ❑ Vocabulary learning is incremental
- ❑ Vocabulary learning requires consolidation
- ❑ Vocabulary learning requires enhancement of partial knowledge
- ❑ Need to know phrasal vocabulary as well as individual words

Thank you for your attention!