

According to Decarrico (2001), implicit or “incidental vocabulary learning is learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purposes” (p. 289)

Conclusion

In sum, learning vocabulary occurs both implicitly and explicitly. In implicit learning the mind is not focused on vocabulary, but elsewhere. Whereas in explicit learning learners' attention is drawn towards vocabulary as a language item. The conditions of noticing, retrieval and elaboration pave the ground for explicit learning to occur. To enhance vocabulary learning, learners can be taught to research corpora through the use of concordancing programs. This inductive approach to learning is called Data Driven Learning (DDL). It helps learners internalize vocabulary.

REFERENCES

- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.
- Carter, R. (2001). Vocabulary. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.42-47). Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Macmillan Education.
- Decarrico, J. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) (pp. 285-299). Boston: Heinle & Heinle.
- Fox, G. (1998). Using corpus data in the classroom. In B. Tomlinson (Ed.), *Materials development in language teaching* (25-42). Cambridge: CUP.
- Howatt, A. P. R., & Widdowson, H. G. (2004). *A history of English language teaching* (2nd ed.). Oxford: OUP.
- Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of*

- second language acquisition* (pp. 349-381). Malden, USA: Blackwell Publishing.
- Hunt, A., & Beglar, D. (2002). Current research and practice in teaching vocabulary. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp.258-266). Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes*. New York: Routledge.
- Jiezhi, Y., & Jianhua, L. (2013). Introducing online corpora into ELT classroom. Retrieved may 11, 2013, from <http://www.ccelea.org.cn/pastversion/lw/pdf/lyangjiezhi.pdf>
- Kennedy, G. (1998). *An introduction to corpus linguistics*. New York: Longman.
- Lamy, M., & Mortensen, H. J. (2012). Using concordance programs in the modern foreign language classroom. Retrieved may 11, 2012, from http://www.ict4lt.org/en/en_mod2-4.htm
- McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT* (2nd ed.). Malden: Blackwell Publishing.
- Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.
- Nation, P. (2003). Materials for teaching vocabulary. In B. Tomlinson (Ed.), *Materials development in language teaching* (394-405). Cambridge: Cambridge University Press.
- Nation, P. (2005). Teaching vocabulary [Electronic version]. *Asian EFL Journal*, 7 (3)
- O’Keeffe, A., McCarty, M., Carter, R. (2007). From corpus to classroom: language use and language teaching. Cambridge: CUP.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11 (2). 129-158.
- Schmidt, R. W. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language instruction*. Cambridge: Cambridge University Press.
- Willis, J. (1998). Concordances in the classroom without a computer: Assembling and exploiting concordances of common words. In B. Tomlinson (Ed.), *Materials development in language teaching* (44-66). Cambridge: Cambridge University Press.
- Zimmerman, C. B. (1997). Do reading and interactive vocabulary instruction make a difference?: An empirical study. *TESOL Quarterly*, 31, 121-140.

Activities which are based on concordance lines can be used as consciousness-raising tasks to provide learners with opportunities to discover language vocabularies before expecting them to produce them (Fox, 1998 & Willis, 1998)

In the same line, Lamy and Mortensen (2012) recommend teachers to encourage their students to be more active in their vocabulary learning: depending on their

level, they can be invited to discover new meanings, to observe habitual collocations, to relate words to syntax, or to be critical of dictionary entries.

Activities which are based on concordance lines can be used as consciousness-raising tasks to provide learners with opportunities to discover language vocabularies before expecting them to produce them (Fox, 1998 & Willis, 1998). Furthermore, they help learners to note the gap between their use of a word and the way(s) native speakers use it. Figure 2 shows an analysis activity of this type.

amazed the number of people who'll stop for a pat
 # BRITAIN'S bosses can give themselves a pat
 [Burma]. The Thai government deserved a pat
 Times] that "no single legislative initiative offers a pat
 his most favourite aunt gave him a tight hug, a pat
 carbon club members the EC and nine others] a pat
 than steam them lightly and rub them with a pat
 When you've finished with them, give yourself a pat
 it was like someone just, you know, gave me a pat
 minutes to draw out bitter juices, then rinse and pat
 Drain and plunge into cold water, then drain and pat
 <COO> stage may parrot stock phrases, borrow pat
 times fifty-five the answer would come pat
 across as one of Job's comforters, dispensing pat
 it stick, and she replied: 'I have my story down pat
 You only need to shampoo once, then gently pat
 at him. I believed him, but it seemed a little pat
 sat up, smiled at me and gave my face a little pat
 Come on, Miss Pinero.'" She had the name off pat
 manager. Take a cab and have all the points off pat
 the acid. We soon had the ingredients litany off pat
 turned it down.'" I gave her hand a reassuring pat
 of 'em had er they used to make it in a round pat
 it stick and she replied that she had her story pat
 was completely bogus. I was bored with the pat
 House to play in the pool, or to the stables to pat
 laugh. He couldn't seem to resist the urge to pat
 Adelaide, he even insulted a koala, declining to pat
 he finds a job in an abattoir, it is almost too pat
 development of the artistic personality it is too pat
 You get on really well in this town if you pat
 you keep coming in.'" She gave Lily's shoulder a pat
 about: \$748 million # The package is a kind of pat
 hoe to form a ridge, just like hoeing up potatoes, pat
 what was coming all night, but even then had to pat
 and a chat about Fido. Try kicking off a new pat
 on the back this morning. Most of us think they pat
 on the back, too. It ignored a complaint by pat
 solution to the complex problem of criminal pat
 and a kiss on the cheek. Jasper and Daisy sat pat
 on the back for setting targets. The quid pro pat
 of savoury butter or drizzle them with warmed pat
 on the back, or better yet a massage. But don't pat
 on the back and said, "Everything's OK # Your pat
 dry on kitchen paper. Meanwhile, wash rice and pat
 pat dry, as before. When completely cold, quarter pat
 ideas, and seem on the way to becoming less, pat
 [pause] mentally. So and then we <ZF1> h+ pat
 answers that don't fit another persons' pat
 and I have friends who will back me up in this, pat
 your baby's hair dry with a warm towel. When pat
 that a professional accountant would play pat
 pat. A-ba-ba-ba-ba," he said sweetly. A pair of pat
 a quick study, obviously. 'I'll show you where pat
 before you get to the hotel, there's a good pat
 pat: a glass of olive oil, a glass of white wine pat
 before lifting my glass for a soothing draught, pat
 and they had a stamp and they just could just pat
 and there were friends who would back her up, pat
 socio-economic account of Liverpool music so I pat
 the horses. Autumn admitted that she would pat
 Ella on the rear every time she came within easy pat
 it in case it gave him some ghastly disease.<> pat
 a metaphor for the way his deranged mind is pat
 In what possible direction can these young pat
 people on the back a lot and tell them how pat
 pat. 'But thanks.' She moved away, pat
 on the back for Romania which has fallen into pat
 down the top and sow my seed soaringly, pat
 her heart: to indicate the fluttering pulse

Concordance lines for 'pat'

- Separate the word 'pat' into noun, verb, adjective, and phrase.
- Are any of the senses semantically linked – if so which?
- Which parts of the body are likely to be patted?
- What other things or people do you pat?
- With 'pat' meaning 'touch gently', which is the most common adjective or adverb?
- What situations is the verb used in?
- When do people get 'a pat on the back'?
- Which nouns is the adjective 'pat' used with?
- How many senses do there seem to be?
- Taking just the cookery context, what other verbs are used?

Figure 2. Concordance lines for pat with some exercises for analyzing the word (Fox, 1998, p. 38)

Learners can be trained on how to use concordancers. By doing so, learners become their own researchers finding examples and developing their own rules for language learning. This approach is called Data Driven Learning (DDL) by Tim John.

Data Driven Learning (DDL) is an inductive approach to learning in which learners acquire an understanding of language patterns and rules by becoming more involved

researching corpora, usually through the use of a computer-based concordancing program. Instead of studying patterns and rules, learners naturally internalize them. This approach can stimulate learners' interest in language and give them a sense of empowerment and responsibility for their own language education. (Beatty, 2003, p. 61)

O'Keeffe, McCarty, and Carter (2007) add that this approach leads to forming generalizations. They cite Johns (2002) who saw DDL "as a process which 'confront(s) the learner as directly as possible with the data', 'to make the learner a linguistic researcher' where 'every student is Sherlock Holmes'" (p. 24)

One of the programs which can help us to identify the most typical meanings and patterns for each word is **concordancer**. **Concordancer** is an important tool (software) in corpus linguistics which can find every occurrence of a particular word or phrase

As far as teaching and learning vocabulary is concerned, Jiezhi and Jianhua (2013) state that in a classroom, a corpus and a concordancer can be used to discover and determine meanings of words and phrases; to identify useful phrases and unfamiliar collocations; to discriminate words with similar meanings.

be feasible.

Kennedy (1998) states that corpus-based studies have repeatedly shown that the normal use of language includes “considerable use of recurrent prefabricated constructions” (p. 270). Due to these studies, the boundary between lexis and grammar has become much less clear. As a result, the focus of language teaching has shifted away from principled ways of learning vocabulary and grammar to learning how to do things with words. This has led to a “pedagogical emphasis on messages and the messengers rather than the linguistic system which carries them” (p. 281). Furthermore, the central role of the language teacher has shifted from being a source of knowledge to an organizer of tasks.

Howatt and Widdowson (2004) add that corpus findings have found their ways to teaching materials shifting the focus of pedagogical attention from grammatical to lexical features. They maintain that the findings of corpus analysis demonstrated the “primacy of lexis as a determining factor in the patterning of usage” (p. 359) and that grammatical regularities are dependent on the lexis they are associated with. They conclude that these findings, which suggest “grammar is subservient to lexis” (p. 359) have brought new insights into the nature of language in use.

To analyze a corpus, researchers have developed systems and software for the automatic analysis of texts in terms of grammar and meaning. The most basic format used in displaying information about the linguistic elements in a corpus is listing and counting. The lists produced by software are of different kinds ranging from simple word lists, to more sophisticated analysis (Kennedy, 1998).

One of the programs which can help us to identify the most typical meanings and patterns for each word is concordancer. Concordancer is an important tool (software) in corpus linguistics which can find every occurrence of a particular word or phrase. This idea is not new and many researchers over the years have manually concordanced the Christian Bible, for example, finding and recording every example of certain words. With a computer, we can now search millions of words in seconds. The search word or phrase is often referred to as the key word or node and concordance lines are usually presented with the key word/phrase in the centre of the line with seven or eight words presented at either side. These are known as Key-Word-In-Context displays (or KWIC concordances) (O’Keeffe, McCarty, and Carter, 2007). Concordance lines are usually scanned vertically (see Figure 1).

ether in northern Ireland is no different in a way then em what they were desperately you see it? Some of you anyhow? Now in a way ‘What Dreams may come’ it’s not subject to study in college in fact it’s a way of life and you find this right and how could he present things in such a way that he would persuade people ul and the purpose of life is to live in such a way that when you die your soul is t he was obviously he obviously lived a certain way of live and they wanted to know lem that they had to deal with in a different way they couldn’t deal with it by asically in football stadium that’s the easiest way to describe it. There is a large skinning for you ok I find this the most effective way. Ok now today em you have as well speculative because there is no evidence either way. You can’t have evidence about e theologian starts from the top and works his way down. The theologian will have rts from the ground so it speaks and works its way up. The theologian starts from

Figure 1. Concordance lines for way (O’Keeffe, McCarty, and Carter, 2007, p. 9)

Nation (2003) adds that meaning focused use of language encourages retrieval. Nation (2005) recommends the following ways to help learners remember and retrieve previously met words.

1. Spend time on a word by dealing with two or three aspects of the word, such as its spelling, its pronunciation, its parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.
2. Get learners to do graded reading and listening to stories at the appropriate level.
3. Get learners to do speaking and writing activities based on written input that contains the words.
4. Get learners to do prepared activities that involve testing and teaching vocabulary, such as *Same or different?*, *Find the difference*, *Word and picture matching*.
5. Set aside a time each week for word by word revision of the vocabulary that occurred previously. List the words on the board and do the following activities.
 - a) Go round the class getting each learner to say one of the words.
 - b) Break the words into parts and label the meanings of the parts.
 - c) Suggest collocations for the words.
 - d) Recall the sentence where the word occurred and suggest another context.
 - e) Look at derived forms of the words.

Explicit vocabulary learning occurs through instruction by which learners' attention is focused on vocabulary

Elaborating is the third condition which

strengthens the memory for an item.

Receptive generative use and productive generative use lead to elaborating and enriching the memory. An example of the former is meeting a known word in listening or reading and an example of the latter is using a known word in contexts that the learners have not used it before.

Data Driven Vocabulary Learning

Willis (1998) asserts that "the study of language is often corpus based" (p. 44) and that corpora provide a picture of language helping us describe the grammar and lexis of the language.

"Corpus is a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description" (Kennedy, 1998, p. 1). Hyland (2006) defines a corpus as "a collection of naturally occurring texts used for linguistic study" (p. 58). He adds that corpus does not present new theories about language, but it can provide fresh insights on features of language use. He asserts that corpus is a "more reliable guide to what language is like than human intuition" (p. 58). Corpus actually provides an evidence-based approach to language teaching and learning.

From the 1920s, there was a tradition of word counting in texts to discover the most frequent and the most pedagogically useful words and grammatical structures for language teaching purposes (Kennedy, 1998). According to Hyland (2006), frequency is central to corpus studies describing "the commonest use of the commonest words" (p. 59). The assumption is that if something happens often enough in the past, it is likely to occur in the future too. Therefore, predicting and categorizing the domain under study will

(keyword) based on similarity (phonologic or orthographic) with the L2 target word. Then a strong association must be constructed between the target word and the keyword. Finally, a visual image is constructed to strengthen the relationship between the keyword and the target word; a more bizarre image is more preferable because it helps the word to become more memorable (Decarrico, 2001).

Explicit Vocabulary Learning

Explicit vocabulary learning occurs through instruction by which learners' attention is focused on vocabulary. This kind of learning also significantly contributes to vocabulary development (Hunt & Beglar, 2002; Zimmerman, 1997). To give a general picture of explicit instruction for vocabulary learning Hunt and Beglar state, "Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words" (p. 258). They add that this kind of instruction is necessary for beginners whose lack of vocabulary limits their reading ability.

According to Nation (2003), being familiar with the high frequency words is the "essential basis of all language use and deserves a great deal of attention in language teaching materials" (p. 395). Table one provides information about frequency words.

Nation believes that to enhance vocabulary learning three conditions need to be satisfied: noticing, retrieving and elaborating. Noticing plays an important role in the process of explicit learning (Schmidt, 1990, 2001). In vocabulary learning, it involves paying attention to a word as a language element. It can be achieved through the following techniques:

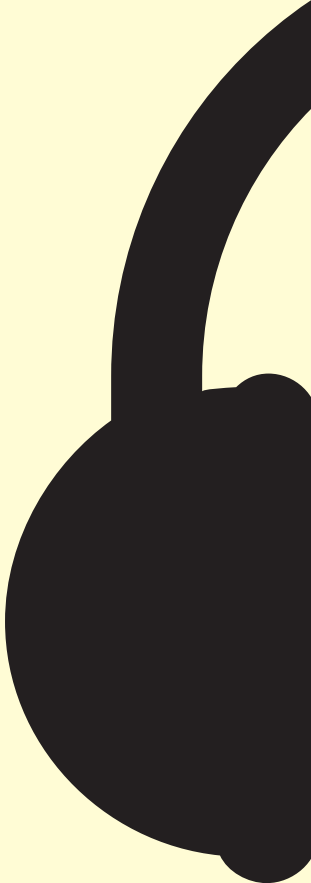
- Using typographical features such as putting the word in italics or bold type
- Defining the word orally, or in the text, or in a glossary
- Noting the word on the board or in a list at the beginning of the text
- Pre-teaching
- Getting the learners to note it down
- Getting the learners to look it up in a dictionary

The second condition is retrieval. It is a way of strengthening and establishing the learning. It can be receptive or productive. Nation (2003) elaborates on these two types of retrieval as

[Retrieval] involves recalling the meaning or part of the meaning of a form when the spoken or written form is met (receptive retrieval), or recalling the spoken or written form in order to express a meaning (productive retrieval). (p. 396)

Table 1: Vocabulary levels and text coverage (Nation, 2003, p. 395)

Vocabulary level	Number of word families	Percentage(% coverage of text)	Sources
High frequency words	2000	80	West (1953)
Academic vocabulary	570	10	Coxhead (2000)
Low frequency words	11,000	5	
Proper nouns	-	4.5	



Beyond a certain point or proficiency in learning a foreign or second language the acquiring of any new vocabulary is probably going to be implicit than explicit. Many practitioners believe that vocabulary development is essentially what is known as an explicit—implicit continuum, where learners benefit from explicit or implicit learning depending on the stage of their language learning career. (p. 112)

According to Nation (2003), being familiar with the high frequency words is the “essential basis of all language use and deserves a great deal of attention in language teaching materials” (p. 395)

Hunt and Beglar (2002) state extensive reading and listening encourage implicit learning. Research has confirmed that implicit vocabulary learning through reading occurs (Zimmerman, 1997). This kind of learning “can benefit language curricula and learners at all levels” (Hunt and Beglar, 2002, p. 259). Low proficiency learners and beginners can benefit from graded readers because they will repeatedly be exposed to high frequency vocabulary. Nation (2003) recommends “reading at least one graded reader every week and at least five books at a level before moving to the next level” (p. 398).

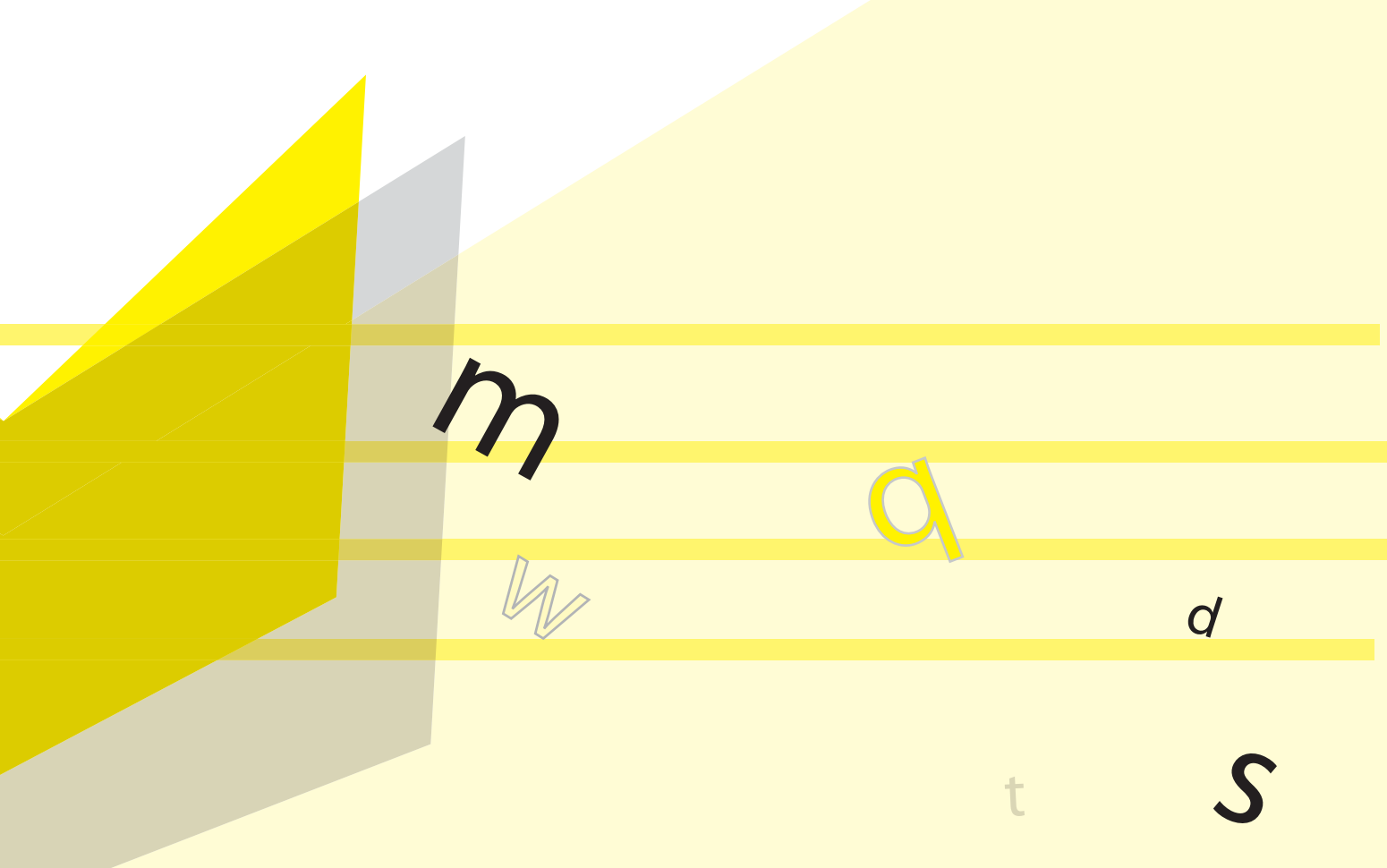
Decarrico (2001) states that implicit learning will be greatly facilitated if

learners use vocabulary learning strategies. Cunningsworth (1995) adds that coursebooks can teach learners strategies to cope with the unfamiliar words they encounter. Guessing from context is a case in point. Hunt and Beglar (2002) believe that learners need to know about 19 out of 20 words in order to guess successfully from context. Kelly (1990) asserts that since guessing from context fails to direct attention to word form and meaning, relatively little learning occurs. However, Hunt and Beglar add, “Although this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning” (p. 262). Furthermore, more proficient learners use this strategy more effectively than low proficiency ones. Hunt and Beglar mentions Nation and Coady’s (1988) five step procedures for guessing as follows:

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct. (p. 262-263)

Mastering this strategy, “learners can begin to skip some of the steps and the other steps become more automatic” (Decarrico, 2001, p. 201).

Mnemonic devices or keyword method is another vocabulary learning strategy which helps “to link a word form and its meaning and to consolidate this linkage in memory” (Decarrico, 2001, p. 291). In this method first the learner chooses a word



Introduction

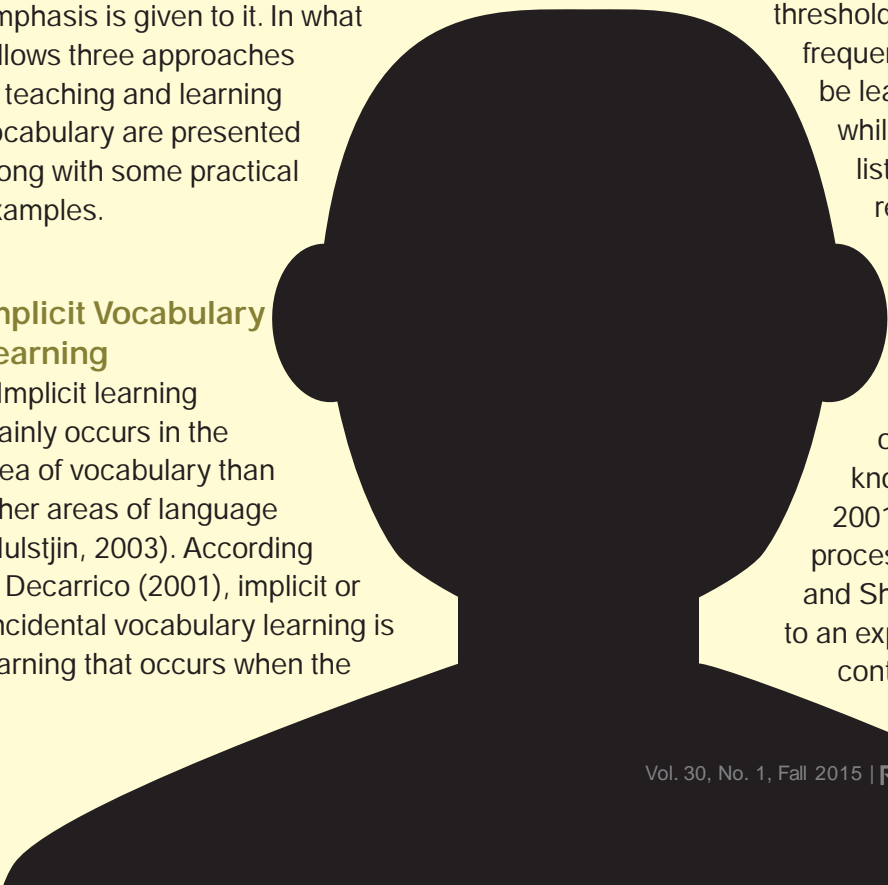
Vocabulary is central to language acquisition. In the past, vocabulary learning often received only implicit attention in many textbooks and language programs. However, the status of vocabulary is changing and now more emphasis is given to it. In what follows three approaches to teaching and learning vocabulary are presented along with some practical examples.

Implicit Vocabulary Learning

Implicit learning mainly occurs in the area of vocabulary than other areas of language (Hulstijn, 2003). According to Decarrico (2001), implicit or “incidental vocabulary learning is learning that occurs when the

mind is focused elsewhere, such as on understanding a text or using language for communicative purposes” (p. 289). Various researchers have asserted that learners should receive explicit instruction and practice for the first two to three thousand high-frequency words and beyond this

threshold level, most low-frequency words will be learned implicitly while reading or listening. The reason is that it is very difficult to guess the meaning of new words, unless many words on a page are known (Decarrico, 2001). To explain this process, McDonough and Shaw (2003) refer to an explicit-implicit continuum:



Teaching and Learning Vocabulary: Some Practical Suggestions

Mahshad Tasnimi

TEFL Department, North Tehran Branch, Islamic Azad University, Tehran, Iran

Email: mtasnimi@yahoo.com

چکیده

روش‌های مختلفی برای تدریس و فراگیری واژگان وجود دارد. هدف این مقاله توضیح سه روش مختلف فراگیری واژگان است: روش غیرصریح، روش صریح، و روش داده محور واژگان. فراگیری غیرصریح عموماً زمانی اتفاق می‌افتد که ذهن روی مطلب دیگری به جز یادگیری واژگان متمرکز است؛ مثلاً روی درک مطلب تمرکز دارد. در مقابل، در روش صریح که از طریق آموزش اتفاق می‌افتد، توجه یادگیرنده بر روی واژگان به عنوان بخشی از زبان متمرکز است. به جز روش غیرصریح و صریح، در این مقاله به روش فراگیری داده محور واژگان نیز اشاره شده است. فراگیری داده محور نوعی یادگیری استقرائی است که در آن یادگیرنده، به مثابه یک محقق، به دنبال مثال می‌گردد و خودش قواعد یادگیری زبان را کشف می‌کند. در این مقاله همچنین، پیشنهادهایی کاربردی برای فراگیری واژگان در هر یک از این سه روش داده شده است.

کلیدواژه‌ها: فراگیری غیرصریح، فراگیری صریح، فراگیری داده محور، آگاهی‌انگیزی

Abstract

Vocabulary can be taught and learned in a variety of ways. The purpose of this paper is elaborating on three different approaches to teaching and learning vocabulary: implicit learning, explicit learning and Data Driven Learning. Implicit learning mainly happens when the mind is not focused on learning vocabulary, but somewhere else, such as understanding a text. In contrast, explicit learning occurs through instruction by which learners' attention is focused on vocabulary as a language item. Apart from explicit and implicit approaches to teaching and learning vocabulary, learning vocabulary through Data Driven Learning (DDL) is discussed in this paper. DDL is a kind of inductive learning approach through which learners become their own researchers finding examples and developing their own rules for language learning. Included in this paper are some practical suggestions for enhancing vocabulary learning through each of these three approaches.

Key Words : implicit learning, explicit learning, data driven learning, concordancer, consciousness-raising