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Orpington, Kent, 1992

Autonomous Learning of Vocabulary Through Extensive Reading

It's a real dilemma at times for us when we are teaching a language: how do our students learn vocabulary? How do they learn enough words through extensive reading when they do not know enough words to read well?

My thesis is that those who achieve a high proficiency in the target language will indeed acquire most of their vocabulary knowledge through extensive reading. Reading, in particular extensive reading, is the fundamental method for acquiring a large vocabulary in a foreign language.

The incidental vocabulary learning hypothesis

There is a very influential thesis in America today which is called the incidental vocabulary learning hypothesis (Nagy and Herman, 1985) and is based on how children learn vocabulary in their native language and in particular how much vocabulary they know when they arrive at school, when they start to read. And the findings from their research propose that the vast majority of vocabulary words for native speakers are learnt gradually through repeated exposures in various discourse contexts. Proponents of this view claim that learners typically need about ten to twelve exposures to a word over time in order to acquire it. They observe that native speakers can learn as many as fifteen words a day from the ages of two to seven. So, they will arrive at elementary school with a vocabulary of at least 5,000 words. This is one of the reasons they are ready to start reading, as the amount of vocabulary needed in order to become an independent reader in a language is approximately 5,000 words. This is also why we should not ask children to seriously read (which does not preclude pre-reading activities) before they have acquired these 5,000 words. University students know about 10 to 20,000 words. There are between 18 and 19,000 words total in Shakespeare who has the largest

vocabulary, to my knowledge, of writers in any language. He even created words. Most writers' vocabulary is contained within 10,000 words generally.

Vocabulary acquisition, even for native speakers, is quite an accomplishment. When children get to school, they have the 5,000 words that they have learnt orally and when they learn to read it is at first a process of recognition. Later, there is a great deal of vocabulary growth that takes place since one of the purposes of school is to teach a lot of ideas and most of these ideas have words attached to them. So there is a great deal of vocabulary that is added when one goes through school.

Laufer and Nation have worked on the topic of non-native learners quite a bit and argue that the minimum amount of vocabulary knowledge needed for reading comprehension, when it is a foreign language, is basically about 3,000 word families. We are moving more towards word families these days than words. A word family is essentially a word and all its inflected endings, the plural, the possessive, whatever, as well as transparent forms of the word. So *friend*, *friendly*, even *friendliness* and *befriend* would all be part of the great word family for the word *friend*. So a 3,000 word family knowledge translates to about 5,000 words for reading. At that point, good L1 readers can be expected to begin to transfer their reading strategies to L2.

For an independent or autonomous learner, who can read on his/her own and who has enough vocabulary knowledge to read in a fashion that looks like what a native speaker would do and is reasonably capable of attacking a new text, with enough background of the subject matter and a language level sufficient to enable him/her to comprehend that text, the amount of vocabulary needed is about 5,000 word families or 8,000 lexical items. It is staggering to think that students, after about 700 hours of instruction (100 hours a year for seven years at the rate of three hours a week) know about 2,000 words, highly frequent, basic ones. But there is a gap between the vocabulary knowledge of students who have finished secondary school and the type of materials they may be presented with, particularly in the scientific or technical field. They are not immediately ready to read those materials.

The beginner's paradox

This is the beginner's paradox: how does the student learn enough words to read with modest comprehension at the threshold level of 3,000 word families and beyond that the independence level of 5,000 words? Particularly when our students have all too often minimal opportunity to practise the language, to use it frequently and with great success. Nation and Coady (1991) claim that successful guessing in context occurs when about 98% of the lexical items in a text are already known.

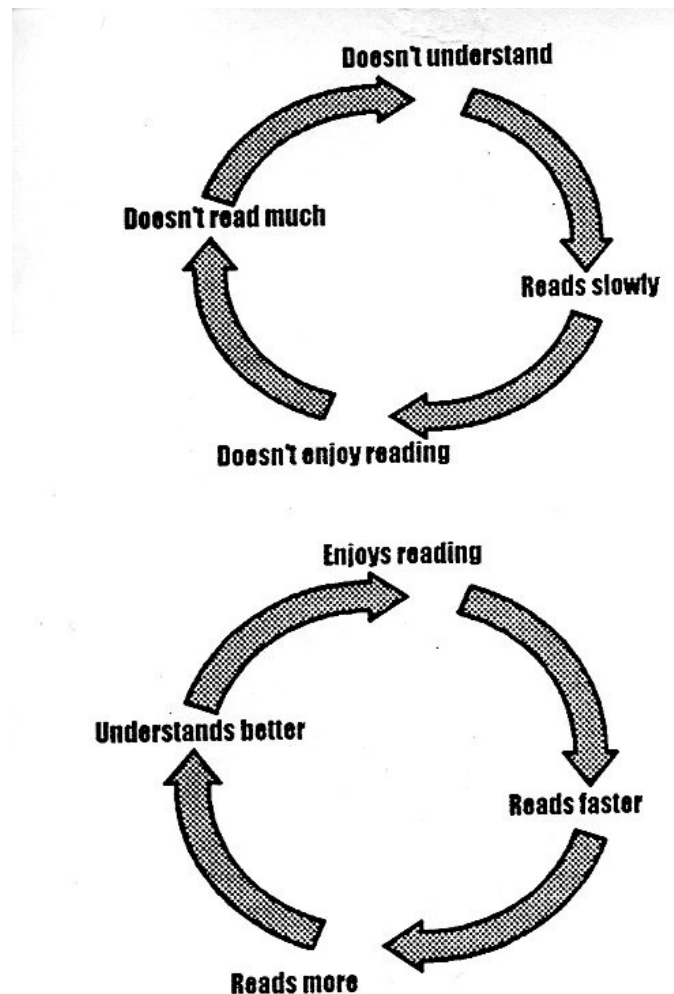
From a comparison of the count of words in spoken English (Kucera, Francis, 1967) and the count of words in written English (Schonell, Medleton, Shaw, 1956) it seems that there are at least twice as many words in written English as in spoken English. So you cannot learn all the words you need to read at university level based on spoken competence alone. Even native speakers of English would not be able to read scientific or technological material without some kind of help. There are a great many words that are found in the written domains that are not found in speech. But, since many of these words have Latin and Greek roots, for a French audience, the prospect is not so bleak. A number of low-frequency words in English are only found in writing, so the only way to really encounter them is to read. The way to achieve a full vocabulary proficiency is best accomplished through extensive reading.

The beginners' paradox is that they need to read to learn but they do not know enough words to read well. So, how can they read to learn words they do not know?

The vicious circle of the weak reader vs. the virtuous circle of the good reader

Christine Nuttall (1982) identifies this as the vicious circle of the weak reader and the virtuous circle of the good reader. According to her, the weak reader does not understand, reads very slowly, does not enjoy reading, does not read much and continues in that vicious cycle. On the other hand she argues that the good reader has a very

Fig. 1



different profile: s/he enjoys reading, reads faster, reads more, understands better, reads more again, reads faster, reads better. Nuttall claims that it does not matter where you enter the circle, because any of the factors that make it up will help produce any of the others (p. 167). How do we get from vice to virtue? The teacher must break the cycle, force the student to leave this cycle. It can be done at the level of comprehension, or of reading speed, or the quantity of reading, or the enjoyment of reading, or best, on all levels, enjoyment and quantity of reading being an excellent beginning.

The vocabulary control movement

One way to solve the beginner's paradox has been the vocabulary control movement, which attempts to drastically limit the vocabulary

found in learner texts. The British, with their simplified readers, have been doing this for years, eliminating all words above a certain level of difficulty as determined by a list of the frequency with which words occur in the language in general (*e.g.* West, 1953). But it did not solve the problem, it did not work. The first criticism is that the texts are not seen as authentic. They are rewritten in a different syntax, with a different collocation of words and that left a real gap. Critics of such texts (Widdowson, 1979; Huckin, 1983) claim that they do not prepare students for the real texts which they will have to face. Reading Shakespeare in a simplified version is not reading Shakespeare. There is more to reading than words. The second criticism is that if students cannot read the words they need, they cannot learn them. These texts can be used at times but fail to solve the problem.

Note that beginning native speakers are not expected to read difficult material, difficult literature, for example. Often, what native speakers are exposed to, are materials that are written at their level, *i.e.* they are authentic, well-written materials for these students. There is a growing field of children's literature, the Newberry books for example, a large number of works that are interesting and well-written. Children like them and understand them and they are written at their level, which means they are literature, but appropriate for children. This is something that we can ask our students to read. Good literature has interesting ideas, universal themes. Our students can both understand and enjoy it. They can also see how Americans treat a problem. By making the books available to students, they can choose for themselves what to read.

Kathy Wallace (1992) writes: "If we see authenticity (of text) as lying in the interaction between text and reader, and not in the text itself, we need not hesitate to use specially written texts." These were not specially written for foreign students, they were written for a younger audience of native speakers but if the interaction that takes place between the text and the reader is real and meaningful, if they enjoy it, which I am arguing they will, they will be willing to back up, to be more childlike because they understand that reading is developmental, that it may be necessary to go back to an earlier stage of life to go where they want to go. It is not an insult to their personhood.

(Remark from the audience. French students read so many cartoon albums that they are used to childlike material.)

The speed of reading

The parameter of speed of reading is rarely emphasised. Yet, the speed at which one reads is one of the crucial variables in reading proficiency. Ron Carver has done a great deal of research on the speed of reading of native speakers of English. He describes five basic reading processes. That concept comes from *Reading and Auditory Hearing*. He argues that there is a strong relationship between the speed at which you read and the speed at which you listen to ordinary speech. He develops the idea that norms or rates of speed can be defined for readers and that the middle one, his "rauding", to use his word, might be called a normative or normal rate of reading. That is where a good reader, a fluent reader in any language, reads. If s/he slows down to 200 words a minute, it is for purposes of learning or, to 138 wpm for memorising.

Fig. 2

<i>Five basic reading processes</i>	<i>Goals of model processes</i>	<i>Culminating components of the model processes</i>	<i>Typical college rates for model processes</i>
Scanning	Find target words	Lexical access	600 words per minute
Skimming	Find transposed words	Semantic encoding	450 wpm
Rauding	Comprehend complete thoughts in sentences	Sentential integration	300 wpm
Learning	Pass multiple choice test	Idea remembering	200 wpm
Memorising	Recall, orally or in writing	Fact rehearsal	138 wpm

Why do our students think all too often that the best way to read something is to read it in the slowest way possible, word by word? In our native language we are not stuck if we do not understand a work. So we have another gap, another discrepancy between the strategies, the processes, goals, components, rates that are used in reading your native language and those that are used to read the target language. But there should not be a difference. Proficient reading in French is like proficient reading in English. And if there is a rate or a speed you must achieve it is that middle 300. It is the norm, the average. If you read too slowly, word by word, you cannot remember what was in the sentence before. But you can vary your speed according to your purpose. If you are skimming, you can read very fast. If you are trying to memorise, you read slowly. The problems our students are having is they all slow down to this level. They do not read efficiently, therefore they do not understand, they get bored, they stop reading. It is self-defeating. So we must not forget that speed of reading is one of the parameters in the skill of reading. And we must spend time, pedagogically, encouraging our students to read faster.

The frequency of vocabulary

There is another reason for getting students to read faster, besides a vague notion of efficiency. And for that we have to talk about vocabulary and frequency of vocabulary. A study was done in 1971 (Carroll, Davis, Richman) based on texts found in schools in America, mostly school textbooks, therefore words a native speaker would have encountered by the end of secondary school. In theory, a student would have been exposed (if s/he had been in contact with all those texts, which is never the case) to 86,741 different words out of a running corpus (*i.e.* the total number of words) of five million words. This type of study has been done again and again, especially by the British who have come up with the same results. What is interesting is that the ten most frequent words of English take up about 24% of the total. The next 150 most frequent words are extremely easy, familiar words.

Fig. 3 : Figures based on a count of 5,000,000 running words (Carroll, Davis, Richman, 1971)

Different words	% of running words
86,741	100
43,831	99
5,000	89.4
3,000	85.2
2,000	81.3
100	49
10	23.7

When we get up to 90% we find the magic word again, 5,000 words.. And this is very important. On a given page of a given text, we find that 90% of the words on that page are in those very frequent words. In other words, the same words occur again and again and they make up the vast majority of the words on a given page. So the gap can be bridged. It is not insurmountable. There is room for optimism. But the bad news is that there are a lot of words, about 80,000, that are rare, that do not occur very often, once every million words or once every half million words. You meet those words, every so often, in written texts, occasionally in speech, but rarely. Speech uses even fewer words to say the same thing. So the only way to learn these words is through extensive reading.

Your brain has only so much time to process the words on a page as you are reading along, to grab those words off the page and make sense of them. It is a fact of human cognition that if you have the 5,000 words to the point of automaticity, they are known so well that they are part of what is known as "sight vocabulary", they are recognised immediately. When that happens, when you are that good at reading any language, those 99% of the words on the page come to you almost immediately; therefore you have more time left to work on the new words. So there is a relationship between knowledge of the 5,000 words and all those that we do not know so well. We need time to work on them because when we meet them, they are relatively new,

relatively difficult, but if we have got the others under control, we have time to work on the new words: to guess at them, to skip them, etc. Where we run into trouble is that our students do not know the 5,000 words well. They are spending precious thinking time recognising the common ones, taking away from time needed for the rarer ones and they start to panic a little, then they slow down, thinking that will improve things, and you know where they go from there.

Improving reading speed

So the secret actually is to speed up. The secret is teach them, force them, encourage them, motivate them to read the frequent words rapidly and well so that they achieve automaticity. It is one of the secrets to good reading. How do we do that? There are rapid reading exercises (*see Appendix 2: "Improving reading rate"*). One of the reasons I like these is because they are very short, they can be done in the classroom, taking five, ten minutes. I do not think I can come up to you and say "You must devote one hour a week to reading". I know that it is impossible, your curriculum could not stand that kind of demand. But perhaps you can get your students to read outside class time.

Let us take the first exercise.

Students are given sixty seconds to read as much material as they can. You can do this with one of your class texts. Just pick out a text that you know is good, something that you use for another purpose, writing or whatever. Obviously it is best if they are looking at new material. Have them read as fast as they can for sixty seconds. Time them and when the minute is up, say, "Stop. Read again". And they are supposed to go back to the beginning of the text and read it again and they are encouraged to read more this time, not only to read the same material again but to try and read a little more. And then during a third and fourth cycle you try and get them to do that again. And what will happen after they have practised a few times is they will find they can actually read more, by actually forcing themselves, they can get further into the text within the same sixty seconds.

Why do that? It is far better, within a half hour period, to read the same text three times quickly than one time slowly. The research suggests that you learn more, you remember more of a text if you read it the three times quickly rather than the one time slowly. Because what happens is that the first time through you get some of it, the next time through you get more of it, the third time through you get more of it. Some of our students have terrible reading strategies. Some of them think that the way to read is to start with the first word and keep going until you die, or run out of time. This classroom technique is a nice way to get them to realise that they can read faster and understand. You have added something to their knowledge, you have improved their skills, you have tried to break the cycle.

With these exercises, which can be done quickly, you are teaching meta-cognitive skills, you are telling the students, "This is something you should be doing", and hopefully the good learners will begin to incorporate some of that in their own activities.

Also, they have skills in L1 that they do not transfer to L2. Remind them of what they do in their own language if they are good readers.

Comprehension varies

The same person reading the same text at different times has a different comprehension result. Therefore, comprehension is not unique or the same for everyone or every time. Comprehension varies. What about the traditional ten comprehension questions after a text? Are they the only *ten* comprehension questions for that text? Have you ever disagreed with them? Have you ever found one you could not answer? We all have. That is because those ten comprehension questions that such teachers or writers decide are good for them, according to their knowledge, their background and all the rest, but may not serve as well for you. I tell my students that I do not expect them to get all ten questions right every time. Comprehension and reading is not perfect or unique or replicable 100% in every case. They need to get about 70 or 80% right on the average every time they do one of those exercises to show they were successful

comprehenders. In the real world we do not get 100%. We concentrate on what we need and ignore the rest. We comprehend according to our purpose, our background, our particular style of cognition, etc. Saying that these ten comprehension questions are the only right ones is not fair, not realistic, nor really representative of true reading. Some of the questions asked are the dumbest ones. Who cares what colour the hat of the hero was, except in a detective story where it might be important for the investigation? Students, especially scientific students, expect to understand every single word. They think language is like mathematics. But even they allow for rounding in their answers. Language is a representation of the world. The world is more messy than mathematics.

Realistic comprehension exercises

It is better to replace the comprehension questions by a re-telling exercise that is more realistic. In real life, people do talk about what they have read and may agree or disagree with their interpretation of the text. In the classroom, we have to ask ourselves if the activities take us closer to real language activities. Reading aloud, for example, is unrealistic. When do adults in the normal world read aloud? I read aloud sometimes to my students, as a model, and because I am a good reader out loud. When we consider such activities, we should ask, do they bring them closer to the proficient activity of an adult? If they do not, we have to be suspicious of it.

Crutches for reading

Now, there are times when we have to have crutches, when we have to bridge gaps and we do things that are not perfectly normal. Even the communicative approach, with all its emphasis on talking, has little gimmicks to get students to do things. In the real world, we do not achieve perfect comprehension, we do not take tests on what we read. We have to have proficiency and achieve tasks within a certain time, and even a certain amount of error is permissible or we

would never get done. But to act in the classroom as if we had all the time we want and attempt to achieve perfection is unrealistic.

Background knowledge and motivation help the students to read. In the case of novels, authors repeat themselves and as we go further and further in a book, there are fewer and fewer words to look up and comprehension gets easier.

The lack of knowledge of English, the lack of confidence in English is one of the big reasons why students are paralysed, in terms of transferring their strategies. So we must encourage them to take risks. Their errors must not be punished. They must be seen as developmental and part of the normal growth.

Guessing

For example, I have a successful technique for guessing in context. I teach students that it is OK to guess words occasionally and I try to give them some instruction in how to guess intelligently (*Annex 3*). The secondary linguistic research has found that part of speech is an important clue to guessing the word. Here is an opportunity to use all that grammar that we teach them. They have to pay attention to whether it is a noun or an adjective. Native speakers, when they make mistakes, are substituting words for other words but do not switch nouns, verbs and adjectives. We really do produce language according to grammatical categories. So when you are trying to guess a word, and you identify it as an adjective, the brain only has to look through the adjectives of English and therefore this approach reduces the search effort and increases the efficiency of the search. Sometimes students do not think about this, they do not take advantage of what they know.

The problem with guessing is that the better you are at language and reading, the better guesser you are, and the worse you are, the worse guesser. So it is not a technique that is very useful for real beginners. But from the 3,000 word family level, students should be encouraged to start guessing. By the 5,000 word level, they should be really good guessers.

The dictionary

An alternative to guessing is skipping the word, and another one is to use the dictionary. But that is the last resort. Bensoussan and Sim in Israel did some research on a translation test they gave to students for a two-hour period, one group with dictionaries, one without. The results were approximately the same. Some thought they had a real advantage using the dictionary. But the time spent on the dictionary is time subtracted from thinking about the language and the background and all the rest. The dictionary is a crutch. The real problem is the students who use the crutch too long, who do not throw the crutch away. Obviously, in the beginning, you have to use the dictionary. But the danger is in overusing it. So when they get to 3,000 words they are better off guessing, skipping, and again, how often does a native speaker use a dictionary? Very rarely.

Krashen and the Input Hypothesis

Krashen argues that extensive reading is very compatible with his philosophy, the Input Hypothesis, which says that second language learning when it is successful, results from comprehensible input as the essential external ingredient coupled with a powerful internal language acquisition device (Krashen, 1989). A lot of people argue about the internal language acquisition device but my point is the comprehensible input. For reading to be successful it must be comprehensible. If we give students a text to read and they are not interested in it, or it has background knowledge that they do not have, for instance, an economics text and they are not in economics, even if they read it, even if they get out the dictionary and struggle through it, it was not a very successful reading event, it was not very comprehensible, they probably got minimal comprehension and they did not learn very much from it. Successful learning occurs when you have high comprehension. Vocabulary is entered into your mind much like spider webs. Your mind is like a room full of spider webs. All the words are inter-connected. Some connections are stronger than others. And the strong connections are between words that form semantic

sets, or networks as they are called, or associations, collocations (words that tend to occur together). Words are inter-connected and they are remembered that way and retrieved that way. The ability to remember words is fundamentally the result of the strength of the inter-connections of the associations made with those words. For example, the word "*sortie*" in French. I have overlearned it. I see it everywhere, every day of my life. I will never have to remember it ever again in my whole lifetime. But I do not know the word for "*entrance*"!

If we can give students lots of texts they will enjoy reading, that is one of the secrets: massive reading of pleasurable texts.

Parameters of extensive reading

We do not worry so much now about what words are in the text or how many tough words there are. Obviously, as a teacher, you want to pay some attention to that. But the most important criteria are reader interest, theme, the match between the background knowledge of the student and the text and then the linguistic and cultural authenticity of the text. We have learned through the vocabulary control movement that we get more mileage out of authentic texts.

Cognates

In France, students have an advantage. If we look at the 5,000 basic words, quite a lot of them are Anglo-Saxon. But over 50% of those are cognate to French. So the odds greatly favour that it is a true cognate, a true friend rather than a false one. Students do not take advantage of what they know. They do not use the background knowledge, in this case the relationship between French and English, that is to their advantage. They are afraid to, evidently, and that is the wrong strategy. A Chinese speaker does not have the same advantage. So students should be encouraged to use the cognates. About two-thirds of the low-frequency words, the specialised words, in English, are from Latin, French and Greek.

Technical vocabulary

Why bother to teach technical vocabulary? Technical vocabulary typically is defined in the text. The purpose of the text is to explain hydraulics or something. Students rarely have trouble with technical terms. What they have trouble with are what is called academic vocabulary, or sub-technical terms, like "hypothesis", "process", "account", etc. that are not defined in the text because they are not technical terms. But they are not highly frequent words in English. They are not among the first 5,000 and sometimes students have trouble with them. They do not recognise them, they are not sure what they mean and they occur very often in scientific and various types of academic texts because they are the negotiating words that we use. "A substantial amount of critical analysis was necessary for the following results": if they do not know one or two of those words, there is not much in that sentence to tell them what it means. There is an area of vocabulary here that may be worth teaching.

Reading task: Ladle Rat Rotten Hut (*Appendix 5*)

Do you recognise the words? They are all English words.

What's happening? First of all, some of you say, "Oh! Little Red Riding Hood!" And then the background knowledge triggers a whole series of thoughts and ideas in your head that make it easier to read the text.

You also have to read it out loud to recognise it. This is exactly what happens to a child, with 5,000 words, who gets into school one day and the teacher hands him/her this, a white page with black marks on it, and says, "Read this". Children typically read it aloud. And as they read it aloud they recognise the words they already know. You just went through a beginner's reading exercise. Beginning readers want to read aloud because only then can you recognise what the words are, by hearing them and mapping them into your knowledge of spoken language. Proficient readers read silently and therefore have trouble with this text. But if you read with intonation, paying attention to punctuation, quotation marks, all those clues help. All those things

we take for granted, they help. Ancient Hebrew had no punctuation, the words were not separated and those texts are now ambiguous because no one knows how to cut the words.

Quite often our students are faced with the same dilemma. They are looking at a text, they do not know what it means, they do not have skills and they get frustrated.

I hope all of the above ideas will help you to help your students to learn vocabulary successfully through extensive reading.

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Appendix 2

IMPROVING READING RATE

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The following five reading rate activities can be used in the EFL reading/writing class to increase student reading rate and thereby increase the efficiency of word recognition.

Rate Buildup Reading

Students are given sixty seconds to read as much material as they can. They then begin reading again from the beginning of the text and are given an additional sixty seconds. They are urged to read more material during the second sixty second period than in the first. The drill is repeated a third and a fourth time. The purpose of this activity is to reread "old" material quickly, gliding into the new. As they force themselves to read more quickly, they actually learn how to process and comprehend the material more efficiently. As students begin to succeed at this exercise they realize that they can increase their reading rate without sacrificing comprehension.

Repeated Reading

Students read a short passage over and over again until they achieve preset criterion levels of reading rate and comprehension. For example, they may try to read a short 100 word paragraph four times in two minutes. The criterion levels may vary from class to class, but reasonable goals to work towards are criterion levels of 200 words per minute at 70 % comprehension.

Class-Paced Reading

This activity requires a class discussion regarding a goal for minimal reading rate. Once that goal is established, then the average number of words per page of the material is calculated. It is then determined how much material needs to be read in one minute to meet the class goal. Authentic materials typically contain approximately 10-12 words per line and 25-30 lines per page or approximately 250-350 words per page. Pedagogical material will usually be less dense. For example, if the class goal is to read 250 words per minute and the material being read has an average of 125 words per page, the class would be expected to read one page every 30 seconds. As each minute elapsed, the teacher would indicate to the class to move to the next page. Students are encouraged to keep up with the established class goal. Of course, those who read faster than 250 wpm are not expected to slow down as long as they are ahead of the designated page.

Self-Paced Reading

The procedures for this activity are very similar to the class-paced activity outlined above. During this reading rate activity the students determine their own goal for reading rate. They then determine how much material need to be read in a sixty second period to meet their objective rate. This activity proceeds nicely by having each student mark off several chunks of lines and silently read for a period of 5-7 minutes with the instructor calling out minute times.

Additional Activities

In addition to these four specific classroom reading rate activities, students can be given a variety of reading passages and multiple choice comprehension questions such as those found in many rate building texts (Fry, 1975, Harris, 1966, Spargo & Williston, 1980). They can then set their own individual goals for reading rate and reading comprehension. Students can be encouraged to work

towards a goal of reading at least 200 wpm with a least 70 % comprehension. They should be encouraged to keep records of the rates and scores they achieve on the various passages they read. They can realize their goals when they have read a contiguous group of 4-5 texts successfully. At this point they can either raise their reading rate goal or they can increase the general difficulty of the material being read.

Appendix 3

A SUCCESSFUL TECHNIQUE FOR GUESSING IN CONTEXT

Nation (*Teaching and Learning Vocabulary*, 1990) presents a strategy for successful guessing in context in 5 steps :

First, determine the part of speech of the unknown word.

Second, use the immediate context to make a preliminary guess.

Third, use the wider context of the preceding and following sentences to refine that guess, and especially the following context if the word appears again.

Fourth, explicitly arrive at a synonym or paraphrase of the word.

Fifth, check on your guess, usually by using any word part analysis available to you or asking the teacher or another source. Finally, check on your guess by looking at the dictionary.

In the first step one determines the part of speech of the unknown word. Students should be taught to work from the structural cues of the sentence. Teachers could use a sentence made up of nonsense words to give students the general idea.

The sploony urdle kneafed norilly.

What is the sentence about ? (*the urdle*) What did the urdle do ? (*kneafed*) How did it kneaf ? (*norilly*) What sort of urdle was it ? (*sploony*)

Subsequently, use real sentences with only one nonsense word per sentence to help them to see how much meaning can be derived even with no knowledge at all of the target word.

Then use real sentences with low frequency words which they again must guess at. If need be, they can check their guesses with a dictionary. Pair work and group work fits these types of exercises very well.

The second step uses the wider context :

1. *She found the goze on the table.*
2. *She picked up the goze and examined it.*
3. *Unfortunately, she could not find a way to open it.*

What is a *goze* ? In the first sentence, it is a noun and has at least one flat side. In the second sentence, it is small enough to be picked up and is not a thing which can be easily recognized, at least by this person. In the third sentence, it is a box-like thing which, she thinks, can be opened but she doesn't know how to do so. With each sentence the original guess is modified and expanded. Native speakers infer the properties of a word from the context extensively and automatically. Notice how rarely they use a dictionary ! Our students usually don't have enough confidence and/or knowledge to do this as easily and fluently as native speakers. But the sooner we get them to do so, the better.

In the fourth step, could a goze be a music box or jewelry box?

Fifth, check on the guess by using any word part analysis available, or by asking the teacher or another source. Finally check the guess in the dictionary.

GOOD LEARNER STRATEGIES IN VOCABULARY ACQUISITION

1. Good vocabulary learners have strategies which make them independent of the teacher (and the dictionary). In the beginning they should learn the 3000 highly frequent words to the point of automaticity. After that they should encounter as many words as possible without necessarily learning them very well.
2. The original mental entry (schema) for a new word is influenced heavily by the L1 schema or even directly translated from it. The learner should be aware of this and gradually modify such schema in accordance with the various different meanings of the target word.
3. Accordingly, wide experience in the language is necessary to encounter the target vocabulary in a variety of contexts and to learn the less frequent words and build mental semantic networks.
4. In the early stages explicit memorization techniques are useful. Use mental pictures, images, associations, etc. to learn words. Learn the fixed expressions such as greetings, frequent idioms, etc.
5. Words are originally stored in the mind according to their form rather than meaning. Avoid confusion arising from similar forms. Practise in small amounts over a given period of time rather than in one long practice session.
6. Good strategies for identifying unknown words which are found in a meaningful context are guessing, using information from the context, using word parts, analyzing syntax cues, skipping the word, regressing, pronouncing it aloud, and using a dictionary.

7. The most important strategy (Clarke & Nation, 1980) is guessing by using context clues :
 - Decide the part of speech
 - Use the immediate context
 - Use the wider context
 - Guess
 - Check your guess by substituting and, if necessary, checking against the word parts. Use morphemic analysis last, not first.

8. Such a guess can also be checked in the dictionary, if necessary, and with much more success after the guessing technique is used. Use a monolingual dictionary as soon as possible.

9. A good strategy to use an unknown word when speaking is to paraphrase, this must be practised in order to be successful. Unknown words can often be ignored, as long as the basic meaning or gist is understood.

10. Most successful vocabulary learning happens when the learner uses the language for meaningful communication.

Ladle Rat Rotten Hut

Wants pawn term, dare worsted ladle gull hoe lift wetter murder inner ladle cordage honor itch offer lodge dock florist. Disc ladle gull orphan worry ladle cluck wetter putty ladle rat hut, end fur disc raisin pimple colder ladle rat rotten hut. Wan moaning rat rotten hut's murder colder inset: "Ladle rat rotten hut, heresy ladle basking winsome burden barter and shirker cockles. Tick disc ladle basking tudor cordage offer groin murder hoe lifts honor udder site offer florist. Shaker lake, dun stopper laundry wrote, end yonder no sorghum stench es dun stopper torque wet strainers."

"Hoe-cake, murder," resplendent ladle rat rotten hut, end tickle ladle basking an stuttered oft. Honor wrote tudor cordage offer groin murder, ladle rat rotten hut mitten anomalous woof.

"Wail, wail, wail," set disc wicket woof, "evanescent ladle rat rotten hut! Ware or putty ladle gull goring wizard ladle basking?"

"Armor goring tumor groin murder's," reprisal ladle gull. "Grammars seeking bet. Armor ticking arson burden barter end shirker cockles."

"O hoe! Heifer blessing woke," setter wicket woof, butter taught tomb shelf, "Oil tickle shirt court tudor cordage offer groin murder. Oil ketchup wetter letter, and den—O bore! "

Soda wicket woof tucker shirt court, end whinny retched a cordage offer groin murder, pick dinner window an sore debtor pore oil worming worse lion inner bet. Inner flesh disc abdominal woof lipped honor betting adder rope. Any pool dawn a groin murder's nut cup and gnat gun, any curdle dope inner bet.

Inner ladle wile ladle rat rotten hut a raft attar cordage an
ranker dough bell. "Comb ink, sweat hard," setter wicket
woof, disgracing is verse. Ladle rat rotten hut entity bet rum
end stud buyer groin murder's bet. "Oh grammar," crater ladle
gull, "Wart bag icer gut! A nervous sausage bag ice!"

"Buttered lucky chew whiff, doling," whiskered
disc ratchet woof, wetter wicket small. "Oh grammar, water
bag noise! A nervous sore suture anomalous prognosis!"

"Buttered small your whiff," inserter woof, ants mouse worse
waddling. "Oh grammar, water bag mousey gut! A nervous
sore suture bag mouse!"

Daze worry on forger nut gull's lest warts. Oil offer
sodden throne offer carvers and sprinkling otter bet, disc curl
and bloat Thursday woof ceased pore ladle rat rotten hut and
garbled erupt.

Mural: Yonder nor sorghum stench shut ladle gulls
stopper torque wet strainers.

