



# Woorden tellen. Met woordenschat aan de slag in de lessen Engels.

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# Op het programma

- Stelling 1
  - Lexicale dekkingsgraad
- Stelling 2
- Stelling 3
  - Frequentie
- Stelling 4
- Stelling 5
- Tot slot



Feiten? Mythen?

# STELLING 1





# EENS / ONEENS

Nieuwe woorden leer je door de betekenis uit de context af te leiden.

# Nieuwe woorden leer je door de betekenis uit de context af te leiden.

---

Eens

Oneens

Geen  
mening



## Incidentele woordenschatverwerving

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden

T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

# Beginnersparadox



Opmerken

# Beginnersparadox



# Beginnersparadox



# Beginnersparadox





On a **XXX** in East Africa 2 million years ago, you might well have encountered a familiar **XXX** of **XXX** characters: **XXX** mothers **XXX** their babies and **XXX** of carefree children playing in the **XXX**. (Harari, 2014)

# LEXIKALE PARADOX & MATTHEUSEFFECT

## Voorkennis



On a hike in East Africa 2 million years ago, you might well have encountered a familiar cast of human characters: **anxious** mothers **cuddling** their babies and clutches of carefree children playing in the mud. (Harari, 2014)

# LEXIKALE PARADOX & MATTHEUSEFFECT

## Voorkennis

# Beginnersparadox

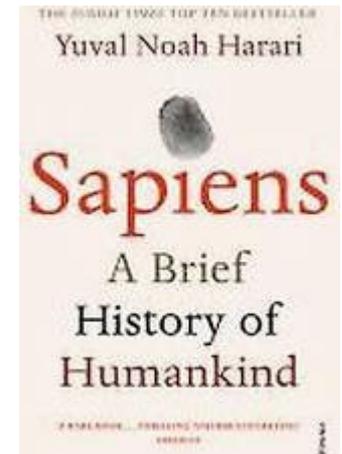


## Struikelblokken:

- Kleine woordenschat -> weinig gebruik v context om betekenis af te leiden
- Kleine woordenschat -> kleine leerwinsten
  - 5 woorden na het lezen van 1 boek (21.000 woorden)
  - Weinig effectief: woordenschat < 3000 woordfamilies
- Lexicale dekkingsgraad +/-95%
  - 4.000-5.000 woordfamilies

# DEKKINGSGRAAD? WOORDENSCHATDOELSTELLINGEN?

# Stel ...





# Woordenschat en gesproken taal

- Aantal woorden dat je in een tekst kent (*dekkingsgraad*)
- 90% - 95% van de woorden in gesproken input
- Afhankelijk van **taalvaardigheidsniveau** en **genre**

**Informeel / B1  
(ERK)**

**1000-2000**  
frequentste woorden



# Woordenschat en gesproken taal

- Aantal woorden dat je in een tekst kent (*dekkingsgraad*)
- 90% - 95% van de woorden in gesproken input
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Informeel / B1 (ERK)	TV, films, ...
1000-2000 frequentste woorden	+/-3000 frequentste woordfamilies Beeld ↓



# Woordenschat en gesproken taal

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- Afhankelijk van **taalvaardigheidsniveau** en **genre**

Informeel / B1 (ERK)	TV, films, ...	C2 (ERK)
1000-2000 frequentste woorden	+/-3000 frequentste woordfamilies Beeld ↓	5000 frequentste woordfamilies



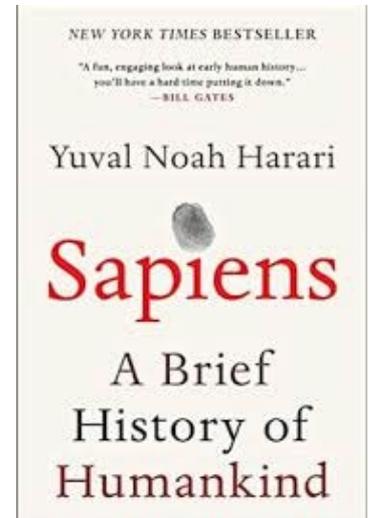
# Woordenschat en gesproken taal

- Aantal woorden dat je in een tekst kent (*dekkingsgraad*)
- 90% - 95% van de woorden in gesproken input
- Afhankelijk van **taalvaardigheidsniveau** en **genre**

Informeel / B1 (ERK)	TV, films, ...	C2 (ERK)	Academisch
1000-2000 frequentste woorden	+/-3000 frequentste woordfamilies Beeld ↓	5000 frequentste woordfamilies	3000 frequentste woordfamilies + academische woordenschat

# Woordenschat en lezen

There were humans long before there was history. Animals much like modern humans first appeared about 2.5 million years ago. But for countless generations they did not stand out from the myriad other organisms with which they shared their habitats. On a hike in East Africa 2 million years ago, you might well have encountered a familiar cast of human characters: anxious mothers cuddling their babies and clutches of carefree children playing in the mud; temperamental youths chafing against the dictates of society and weary elders who just wanted to be left in peace; chest-thumping machos trying to impress the local beauty and wise old matriarchs who had already seen it all. These archaic humans loved, played, formed close friendships and competed for status and power – but so did chimpanzees, baboons and elephants. There was nothing special about them.



# Woordenschat en lezen

## 4000-5000 woordfamilies

- **95%** woorden bekend (dekkingsgraad v 95%)
- 1/20 woorden onbekend
- *Adequaat* tekstbegrip

## 8000-9000 woordfamilies

- **98%** woorden bekend (dekkingsgraad v 98%)
- 1/50 woorden onbekend
- *Gedetailleerd* tekstbegrip
- Lezen voor het *plezier*

- Grote lexicale **uitdaging!**
- Woordfamilie  $\neq$  woord
  - *Gezond, ongezond, gezondheid; kennen, kent, kennis, ...*



# Woordenschat en lezen: concreet?

- 95% van de woorden in de tekst
- **Dekkingsgraad** < 95% -> ? tekstbegrip ?

There were humans long before there was history. Animals much like modern humans first appeared about 2.5 million years ago. But for countless generations they did not stand out from the **XXX** other **XXX** with which they shared their **XXX**. On a **XXX** in East Africa 2 million years ago, you might well have **XXX** a familiar cast of human characters: anxious mothers **XXX** their babies and **XXX** of carefree children playing in the mud; temperamental youths **XXX** against the dictates of society and **XXX** elders who just wanted to be left in peace; **XXX-XXX** machos trying to impress the local beauty and wise old **XXX** who had already seen it all. These **XXX** humans loved, played, formed close friendships and competed for status and power – but so did chimpanzees, **XXX** and elephants. There was nothing special about them.

# Woordenschat & taalvaardigheid





For vocabulary, many teachers have assumed that they do not need to teach vocabulary explicitly and that learners will pick up vocabulary words if they are understood in context. However, if learners often do not learn what their teachers teach them, they are even less likely to learn what their teachers do not teach them.

(Brown & Larson-Hall, 2012, p.102)



# EENS / ONEENS

Nieuwe woorden worden niet gecreëerd door de betekenis uit de context te halen.

**MYTHER**



# EENS / ONEENS

Nieuwe woorden ~~leer~~ *kan je leren* door de betekenis uit de context af te leiden, *maar het is een traag en cumulatief proces waarvoor een basiswoordenschat nodig is.*

# STELLING 2



# EENS/ONEENS

Voor woordenschatverwerving vermijd je beter vertalingen/T1.

# Voor woordenschatverwerving vermijd je beter vertalingen/T1.

---

Eens

Oneens

Geen  
mening

# Gebruik T1 / vertaling

LANGUAGE LEARNING

*A Journal of Research in Language Studies*

SYSTEMATIC REVIEW

## Teachers' Verbal Lexical Explanation for Second Language Vocabulary Learning: A Meta-Analysis

Jang Ho Lee, Hansol Lee ✉

First published: 27 March 2022 | <https://doi.org/10.1111/lang.12493>

The authors have no conflicts of interest to declare that are relevant to the content of this article.  
The handling editor for this article was Judit Kormos.

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### Abstract

This article reports a meta-analysis of studies on the effects of teachers' verbal lexical explanation (TVLE), as one type of lexical focus on form, on second language vocabulary learning. The dataset for this meta-analysis included 14 studies, representing a total of 36 independent samples ( $N = 3,304$ ). The results of this study reveal that TVLE resulted in more vocabulary gains than an absence of TVLE, at posttest and delayed posttest. In addition, explanation in the first language was more effective than explanation in the second language at posttest and delayed posttest. We further identified a range of potential moderators that may influence the effects of TVLE. In particular, we found that the overall effectiveness of TVLE was greater when the degree of vocabulary knowledge was measured through recall tests rather than through recognition tests in the long term.

Woorden uitleggen helpt  
Woorden uitleggen in T1 > T2



**Studies in Second  
Language Acquisition**

### Article contents

Abstract  
HOW DO DIFFERENT  
FORMS OF GLOSSING  
CONTRIBUTE TO L2  
VOCABULARY  
LEARNING FROM  
READING? A META-  
REGRESSION  
ANALYSIS  
BACKGROUND  
METHOD  
RESULTS  
DISCUSSION AND

# HOW DO DIFFERENT FORMS OF GLOSSING CONTRIBUTE TO L2 VOCABULARY LEARNING FROM READING?

## A META-REGRESSION ANALYSIS

Published online by Cambridge University Press: 14 January 2020

Akifumi Yanagisawa , Stuart Webb and Takumi Uchihara

Show author details 

**Article** Figures Supplementary materials Metrics



### Abstract

This meta-analysis investigated the overall effects of glossing on L2 vocabulary learning from reading and the influence of potential moderator variables: gloss format (type, language, mode) and text and learner characteristics. A total of 359 effect sizes from 42 studies ( $N = 3802$ ) meeting the inclusion criteria were meta-analyzed. The results indicated that glossed reading led to significantly greater learning of words (45.3% and 33.4% on immediate and delayed posttests, respectively) than nonglossed reading (26.6% and 19.8%). Multiple-choice glosses were the most effective, and in-text glosses and glossaries were the least effective gloss types. **L1 glosses yielded greater learning than L2 glosses.** We found no interaction between language (L1, L2) and proficiency (beginner, intermediate, advanced), and no significant difference among modes of glossing (textual, pictorial, auditory). Learning gains were moderated by test formats (recall, recognition, other), comprehension of text, and proficiency.



# Gebruik T1 / vertaling

## GLOSSEN

- $T1 + T2 > T1 > T2$
- Beeld + tekst > tekst

### Tekst

There were humans long before there was history. Animals much like modern humans first appeared about 2.5 million years ago. But for countless generations they did not stand out from the myriad other organisms with which they shared their habitats.

### Glossen

Geschiedenis

Ontelbare

Zich onderscheiden v

Tallose

# Gebruik T1 / vertaling

## VARIANTS OF THE SPORT

The two main types of buzkashi are 'tudabara'i' and 'qarajai', in the former you try to grab the goat then race away from everyone else whereas in the latter you grab the goat before riding round a marker and throwing the carcass into the goal, known as the 'Circle of Justice'.

The Afghan Olympic Federation tried to introduce proper rules, making it a game of 10 versus 10 on a square pitch and two halves of 45 minutes with a 15-minute half time break.

Source: [www.youngpioneerstours.com](http://www.youngpioneerstours.com)

Whether they get half-time oranges is not clear.

In Tajikistan the team element is mainly given over in favor of a free-form variety whereby individuals are all competing against each other.

**an anthropologist:** someone who studies the human race  
**to disembowel:** to cut out the organs from a dead animal  
**by means foul:** in a way that is all means  
**to seize:** to take

# Doeltaal – T1

## Woorden leren

- Belang van T2 input
- Incidenteel leren



The Modern Language Journal

Original Article

### Incidental Vocabulary Learning Through Listening to Teacher Talk

ZHOUHAN JIN | STUART WEBB

First published: 20 August 2020 | <https://doi.org/10.1111/modl.12661> | Citations: 6

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#### Abstract

This study investigated incidental learning of single-word items and collocations through listening to teacher talk. Although there are several studies that have investigated incidental vocabulary learning through listening, no intervention studies have explicitly investigated the extent to which listening to teachers in a classroom context might contribute to vocabulary learning. The present study fills this gap. Additionally, the study explored the relationship between vocabulary learning gains and two factors: frequency of occurrence and first language (L1) translation. A meaning-recall test and a multiple-choice test were used to evaluate learning gains. The results indicated that (a) listening to teacher talk has potential to contribute to vocabulary learning of both single-word items and collocations, (b) using L1 translation to explain target word meanings contributed to larger gains on the immediate posttest, (c) frequency of occurrence was not a significant predictor of incidental vocabulary learning.

## Woorden leren

- Woorden uitleggen
- T1

LANGUAGE LEARNING

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### Teachers' Verbal Lexical Explanation for Second Language Vocabulary Learning: A Meta-Analysis

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“if there is none, then it doesn't taste very good, and if there's too much, it ruins the dish.”

<https://www.teachingenglish.org.uk/blogs/sulaiman-jenkins/a-golden-question-how-much-l1-should-our-learners-use-class>

# EENS/ONEENS

Voor woordensegmentatie en werving vermijd je beter  
vertoefen/T1.

**MYTHER**

# STELLING 3



# EENS/ONEENS

Woorden moeten in context aangeleerd worden. Je gebruikt dus beter geen (gedecontextualiseerde) woordenschatlijsten.

**Woorden moeten in context aangeleerd worden. Je gebruikt dus beter geen (gedecontextualiseerde) woordenschatlijsten.**

---

Eens

Oneens

Geen mening

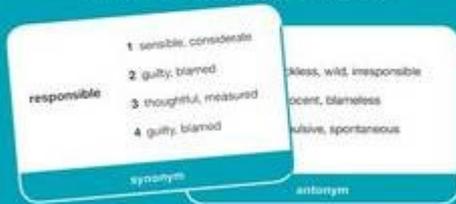
# Doelgericht woordenschatonderwijs

**Bond**  
No.1 for exam success

**SATs  
Skills**

## Vocabulary Flashcards

Similar and opposite words



Key Stage 2

OXFORD

The Essential Word list was first published in: Dang, T. N. Y., & Webb, S. (2016). Making an essential word list for beginners. In I. S. P. Nation, *Making and Using Word Lists for Language Learning and Testing* (pp. 153-167, 188-195). Amsterdam: John Benjamins.

### EWL: Lists of 624 lexical words

#### Sub-list 1

know	go	mean	take	long
like	yes	come	make	need
well	very	also	year	Mr.
just	see	okay	look	thought
think	people	want	thing	lot
right	here	way	man	same
then	good	even	put	old
now	only	new	let	word
get	really	too	day	course
time	say	work	never	life



4.4 Après un après-midi de travail dans ton potager, voilà le résultat. Regarde la photo et note ce que tu vois.

Ziehier het resultaat van een namiddag werk in je moestuin. Bekijk de foto en noteer wat je ziet.

de l'ail – des poivrons – des tomates – des salades (une laitue) – des radis –  
des aubergines – des artichauts – des poireaux – une carotte – des endives



## Context?

Snel, efficiënt, effectief  
= Middel -> lezen, spreken

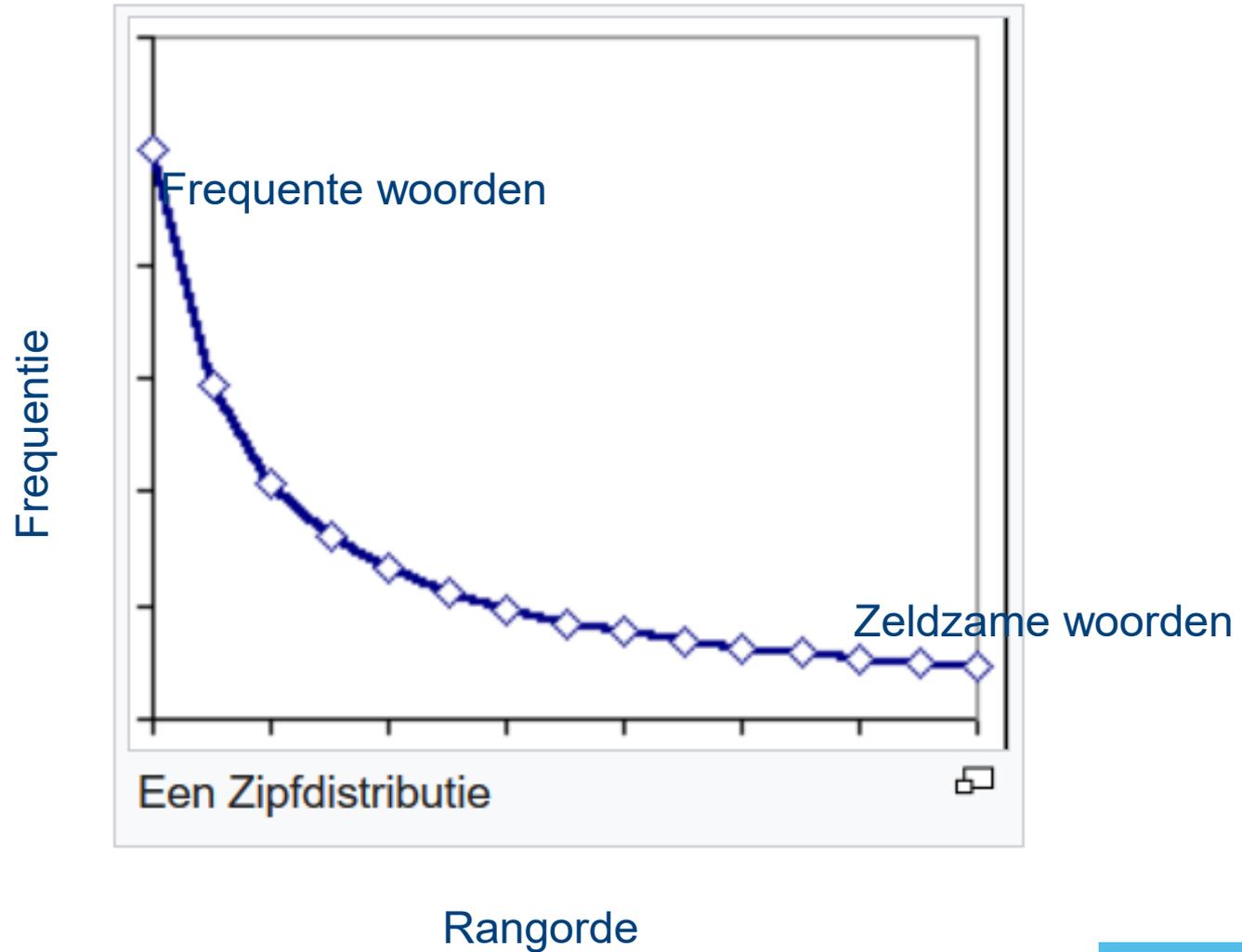
Without direct instruction, students are likely to struggle to **reach the lexical thresholds** necessary to understand and start learning with *decontextualized* meaning-focused input. They (*exercises*) may contribute to vocabulary knowledge **to a larger degree** than might be expected.  
(Webb & Nation, 2017, p.215)



1. Ophalen uit het geheugen (*retrieval*)
2. Gespreide herhaling
3. T1
4. ! Slechts één onderdeel van VTO !

# BASISWOORDENSCHAT?

# ZIPFs wet





# HARRY POTTER

Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense. Mr Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a

# THE GUARDIAN

The 21st century seems to present us with an ever-lengthening list of perils: climate crisis, financial meltdown, cyber-attacks. Should we stock up on canned foods in case the ATMs snap shut? Buy a shedload of bottled water? Hoard prescription medicines? The prospect of everything that makes modern life possible being taken away from us is terrifying. We would be plunged back into the middle ages, but without the skills to cope. Now imagine that something even more fundamental than electricity or money is at risk: a tool we have relied on since the dawn of human history, enabling the very foundations of civilisation to be laid. I'm talking about our ability to communicate – to put our thoughts into words, and to use those words to forge bonds, to deliver vital information, to learn from our mistakes and build on the work done by others. The doomsayers admit that this apocalypse may take some time – years, or decades, even – to unfold. But the direction of travel is clear. As things stand, it is left to a few heroic individuals to raise their voices in warning about the dangers of doing nothing to stave off this threat. "There is a worrying trend of adults mimicking teen-speak. They are using slang words and ignoring grammar," ...

- 1000
- 2000
- 8000

- 1000 = 77%
- 2000 = 88%
- 8000 = 98,2%

# Woordenschat en taalvaardigheid

Percentage woorden	Woordenschatomvang	Vershil
80	1000	80% - 1000
88	2000	8% - 1000
92	3000	4% - 1000
95	5000	3% - 2000
98	8000-9000	3% - 4000

# FREQUENTIE?

# Lijsten en flashcards

## Essential Word List (Dang & Webb)

- 176 functiewoorden
- 624 inhoudswoorden

### Sub-list 1

know	go	mean	take	long
like	yes	come	make	need
well	very	also	year	Mr.
just	see	okay	look	thought
think	people	want	thing	lot
right	here	way	man	same
then	good	even	put	old
now	only	new	let	word
get	really	too	day	course
time	say	work	never	life

### Sub-list 2

again	kind	point	night	side
own	actually	number	left	god
quite	sort	school	found	week
give	government	end	high	family
home	house	money	help	ever
tell	find	better	maybe	talk
world	place	big	far	state
use	different	probably	case	set
always	part	fact	whole	system
great	sure	bit	today	keep

## BNC/COCA lists (Nation, 2017)

- 25.000 woordfamilies
- Per 1000

### Headwords of the First 10,000 Words – 1st 1000

EASY	EYE	FIVE	GAS
EAT	FACE	FIX	GENERAL
EDGE	FACT	FLAT	GENTLE
EDUCATE	FAIR	FLOOR	GET
EGG	FALL	FLOWER	GIRL
EIGHT	FAMILY	FLY	GIVE
EITHER	FAR	FOLLOW	GLAD
ELEVEN	FARM	FOOD	GLANCE
ELSE	FAST	FOOT	GLASS
EMPLOY	FAT	FOOTBALL	GO
EMPTY	FATHER	FOR	GOD
END	FAVOURITE	FORCE	GOLD
ENGINE	FEAR	FOREST	GOOD
ENJOY	FEED	FORGET	GOODBYE

# Woordkaartjes & flashcards



Language learning techniques: Word card strategies

[https://www.youtube.com/watch?v=Njm2RzGmJ5s&list=PLtf-sI\\_bQYaU0o4hcGXXu8Q-zqPCI-P&index=3](https://www.youtube.com/watch?v=Njm2RzGmJ5s&list=PLtf-sI_bQYaU0o4hcGXXu8Q-zqPCI-P&index=3)



# Doelgericht woordenschatonderwijs

“meaningful communication has been the goal of communicative language teaching, but the best method for achieving this goal may not be identical to the goal itself”

(Laufer & Girsai, 2008, p.712)



# EENS/ONEENS

Woorden moeten in context aangeleerd worden. Je geeft dus beter geen (gedecontextualiseerde) woordenschatlijsten.

**MYTHER**



# EENS/ONEENS

~~Woorden moeten in context aangeleerd worden. Je gebruikt dus beter geen (gededecontextualiseerde) woordenschatlijsten.~~

In **effectief** vreemdetalenonderwijs is er een plaats voor doelgericht, gededecontextualiseerd woordenschatonderwijs naast gecontextualiseerde taalactiviteiten.

# STELLING 4



# EENS/ONEENS

Woordenschat toets je enkel geïntegreerd.

# Woordenschat toets je enkel geïntegreerd.

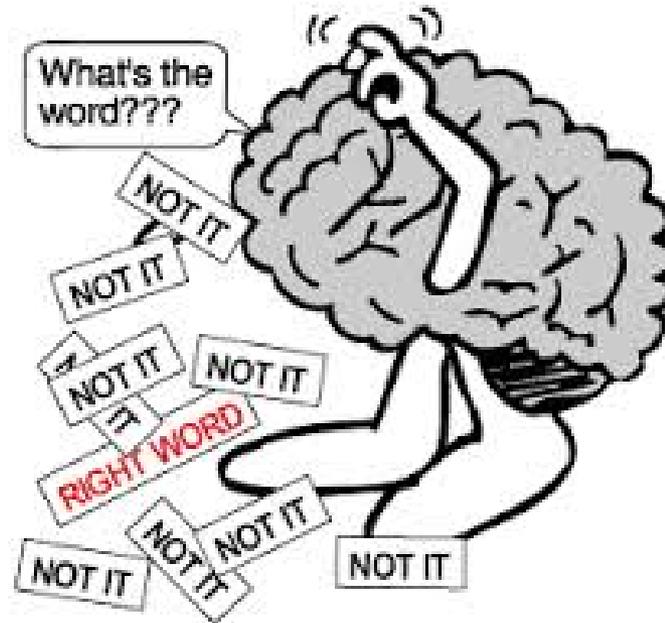
---

Eens

Oneens

Geen  
mening

# Retrieval



# Retrieval

9 weken

STUDIE

TEST

STUDIE

TEST

STUDIE

TEST

STUDIE

CUMULATIEVE  
TEST

STUDIE

CUMULATIEVE  
TEST

STUDIE



Full-Length Article

## Effects of Distributed Retrieval Practice Over a Semester: Cumulative Tests as a Way to Facilitate Second Language Vocabulary Learning

Tatsuya Nakata, Saori Tada, Stuart Mclean, Young Ae Kim

First published: 30 May 2020 | <https://doi.org/10.1002/tesq.596>

Read the full text >



### Abstract

Research suggests that testing (or retrieval) has the potential to enhance second language (L2) vocabulary learning. Given the positive effects of testing, how L2 vocabulary learning from tests can be optimized is an important question. One way to increase the benefits of testing may be to use cumulative tests, where not only recently studied but also previously studied materials are tested. This research compared the effects of cumulative and noncumulative quizzes on L2 vocabulary learning. Seventy-two Japanese university students were randomly assigned to the cumulative or noncumulative group and studied 80 low-frequency English vocabulary items over nine weekly classes. In both groups, participants were introduced to 10 target items in each class and completed a vocabulary quiz in the following class. In the noncumulative group, the 10 items introduced in the previous class appeared in vocabulary quizzes in the following class. In the cumulative group, not only target items introduced in the previous class but also items introduced in earlier classes were tested. Posttest results demonstrate that the cumulative tests may be twice (receptive) or three times (productive) more effective than noncumulative tests. The findings suggest that vocabulary learning can be improved significantly by making simple changes to vocabulary quizzes.

80 Engelse woorden

10 woorden / week

Receptieve en productieve test

Nakata et al., 2020

KU LEUVEN

# Retrieval

**TABLE 1**  
**Proportion of Correct Responses on the Pretest and Posttest**

		Noncumulative		Cumulative	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Productive	Pretest	1.6% [0.6%, 2.7%]	3.0%	3.1% [1.7%, 4.4%]	4.0%
	Posttest	12.1% [8.8%, 15.5%]	9.8%	38.5% [29.9%, 47.2%]	25.7%
	<b>Gain</b>	<b>10.5%</b> [7.2%, 13.8%]	9.6%	<b>35.5%</b> [27.2%, 43.8%]	24.7%
Receptive	Pretest	4.3% [2.8%, 5.8%]	4.4%	5.3% [3.6%, 6.9%]	4.8%
	Posttest	26.4% [21.7%, 31.1%]	13.8%	50.9% [43.1%, 58.6%]	23.1%
	<b>Gain</b>	<b>22.1%</b> [18.1%, 26.1%]	11.8%	<b>45.6%</b> [38.2%, 53.0%]	22.1%

*Note.* Values inside brackets indicate 95% confidence intervals. Gain = posttest score – pretest score.



## TWAALF VOORDELEN VAN RETRIEVAL PRACTICE

# Uit *Wijze lessen*

Naast het verhogen van de leerwinst heeft retrieval practice nog een aantal rechtstreekse en onrechtstreekse voordelen. We sommen ze voor je op.<sup>10</sup>

### Retrieval practice

1. versterkt de hersenpaden in je brein, waardoor de leerstof langer wordt onthouden.
2. verbetert de organisatie van kennisschema's in je brein.
3. identificeert de lacunes in wat je weet. Je merkt meteen wat je wel en nog niet kan, zodat je kunt bijsturen.
4. zorgt dat je meer leert tijdens je leersessie over de aansluitende leestof.
5. verbetert de transfer van kennis naar andere contexten.
6. helpt je zelfs niet-geteste inhouden beter te herinneren.
7. leert je jezelf beter te monitoren (vergroot metacognitieve kennis).
8. voorkomt inmenging van eerdere inhouden bij het leren van nieuwe inhouden.
9. geeft feedback aan leraren.
10. stimuleert je leerlingen om te studeren (bij regelmatige gebruik van retrieval).
11. vermindert de toetsangst voor summatieve toesten.<sup>11</sup>
12. regelmatig toetsen vermindert afdwalen tijdens de les.<sup>12</sup>



# EENS/ONEENS

**MYTHER**

Woordenschat toets, al geïntegreerd.



# EENS/ONEENS

Woordenschat toets je ~~enkel~~ geïntegreerd en  
*geïsoleerd*.

*Formatieve woordenschattoetsen en –quizzes  
zijn een effectief leermiddel (retrieval,  
automatisering).*

# STELLING 5





# EENS/ONEENS

Woordcombinaties/chunks moet je *matchen*.

# Woordcombinaties

c These idioms have been mixed up. Match them correctly.

1	to play	A	by the bell
2	to be	B	by the rules
3	out of	C	left field
4	saved	D	on a winning streak
5	the ball	E	in the towel
6	to be out	F	your head above water
7	to throw	G	of someone's league
8	to keep	H	is in in your court
9	to give	I	the plate
10	to go to	J	the playing field
11	to level	K	bat for someone
12	to step up to	L	something your best shot
13	to have	M	the upper hand

1	2	3	4	5	6	7	8	9	10	11	12	13



# Woordcombinaties

c These idioms have been mixed up. Match them correctly.

1	to play	A	by the bell
2	to be	B	by the rules
3	out of	C	left field
4	saved	D	on a winning streak
5	the ball	E	in the towel
6	to be out	F	your head above water
7	to throw	G	of someone's league
8	to keep	H	is in in your court
9	to give	I	the plate
10	to go to	J	the playing field
11	to level	K	bat for someone
12	to step up to	L	something your best shot
13	to have	M	the upper hand

1	2	3	4	5	6	7	8	9	10	11	12	13

# Woordcombinaties

- 17.4 Match the words on the left with the words on the right to make typical collocations. Then write a sentence using each one.

customer	order	market	custom	stiff	built	competition	research	care	books
----------	-------	--------	--------	-------	-------	-------------	----------	------	-------

EXAMPLE *Customer care should be a priority in any kind of business.*

- 30.2 Match the adjectives and nouns to make five collocations to fill the gaps in the sentences below.

adjectives	nouns
oily processed wholemeal mental fizzy	drinks bread fish health foods

- 1 *Wholemeal bread*..... is usually considered to be healthy because it contains the complete grain, with nothing taken out.
- 2 ..... may taste good when you're very thirsty, but they often have a high sugar content.
- 3 Types of ..... include salmon.
- 4 ..... often contain artificial colours to make them look more attractive.
- 5 Some foods can be good for our ..... as well as our bodies.

# Woordcombinaties

## 4.3 / THE TAIL (OF THE VERBS)

Complete the phrasal verbs in the sentences with the correct particle from the list. Some of them can be used more than once.

away - off - up - in - over - down - out

- 1 Any football fan knows the lines of the chorus of 'You'll Never Walk Alone': 'Walk \_\_\_\_\_ through the wind, ...'
- 2 There is no need to bring \_\_\_\_\_ our last defeat again, coach. I thought we had gone \_\_\_\_\_ all that.
- 3 Mike and I stood outside talking about the game coming \_\_\_\_\_ the next day.
- 4 After playing rugby in the park, Andy tried to rub \_\_\_\_\_ the dirt from his clothes.
- 5 We need new shirts for our rugby team. The old ones are totally worn \_\_\_\_\_.
- 6 The kick \_\_\_\_\_ of the game is at 8.00 pm.
- 7 The cyclists had to slow \_\_\_\_\_ because they were approaching a sharp bend.
- 8 After the referee's warning, the team captain stopped complaining and finally shut \_\_\_\_\_.
- 9 There were some empty spots in the first heat of the 200 metres, because a few runners had not turned \_\_\_\_\_.
- 10 Our coach was furious when we gave \_\_\_\_\_ a 4-0 lead.
- 11 John lost the final of the tournament yesterday. He could sure use some cheering \_\_\_\_\_.
- 12 Jenny's son was really disappointed when his application for a football scholarship at the University of Mississippi was turned \_\_\_\_\_.
- 13 As a practical joke, the players had put up a warning sign on the coach's dressing room door, which said: 'KEEP \_\_\_\_\_, DANGER!'

FOR THE LOVE OF THE GAME

UNIT 4

FULL-LENGTH ARTICLE

## The Error in Trial and Error: Exercises on Phrasal Verbs

Brian Strong, Frank Boers

First published: 30 September 2018 | <https://doi.org/>

## Language Teaching Research

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## Abstract

An analysis of 44 commercially available English textbooks found that it is common for textbooks to provide exercises on phrasal verbs without first providing relevant input to learners. The authors report an experiment conducted with 100 learners which compared the effectiveness of such a trial-and-error procedure with a procedure in which students first study a set of phrasal verbs and then complete the trial-and-error procedure, where, despite the fact that many wrong exercise responses were reproduced in

Close ^



^

Request  
Permissions

## Gauging the effects of exercises on verb–noun collocations

Frank Boers, Murielle Demecheleer, Averil Coxhead, more...

[Show all authors](#) ▾

First Published October 10, 2013 | Research Article

<https://doi.org/10.1177/1362168813505389>[Article information](#) ▾

1



## Abstract

Many contemporary textbooks for English as a foreign language (EFL) and books for vocabulary study contain exercises with a focus on collocations, with verb–noun collocations (e.g. *make a mistake*) being particularly popular as targets for collocation learning. Common exercise formats used in textbooks and other pedagogic materials require learners to establish appropriate matches between sets of verbs and nouns. However, matching exercises almost inevitably carry a risk of erroneous connections, and despite corrective feedback these might leave undesirable traces in the learner's memory. We report four small-scale trials (total  $n = 135$ ) in which the learning gains obtained from verb–noun matching exercises are compared with the learning gains obtained from a format in which the target collocations are presented to the learners as intact wholes. Pre-test to post-test gains turned out small in all of the conditions, owing in part to the learners' substitution of initially correct choices by distracters from the exercises. The latter, negative side-effect was attested more often in the matching exercises than in the exercises where the learners worked with collocations as intact wholes.

 **Ex. 4: Underline the academic formulaic sequences and categorize them. In which subsection of your research paper would you use the following formulaic sequences?**

1. Background/literature review
2. Aim of the paper/research
3. Description of the research

 **Ex. 5: Academic phrases: Fill in the gap in the sentences**

1. A particularly inspirational utilized corpus-derived rec judgment experiments.
2. A central issue in marketir
3. The main objective of the transfer study of lexical bu
4. Their findings were consist
5. Reading is widely recogniz first language (L1) and L2 € Education, 1983; Rosenfel

seeks to investigate – recent evidence suggests - data were collected – questionnaire consists of - been little research into - data obtained – evidence is inconclusive – paper focuses on – interview was conducted - administered a survey to – the findings indicate - address the following research question – findings that emerged from

1. The ‘Leadership Clir The LCCI ..... that assess the com transformational or
2. The advantages of r have been evidently .....

 **Ex. 6: First determine whether the academic phrase belongs to the introduction, aim, method or results section, then fill in the gaps.**

data were only obtained - a company survey on ... was administered to - the present study seeks to investigate - this paper addresses the following research questions – recent evidence suggests - this paper focuses on – the questionnaire consisted of - the following findings emerge from - our findings indicate – data were collected – has been little research into

**Ex. 7: Rephrase the phrases in bold more academically.**

1. **We do not know a lot about** the effect of below-the-line promotion.
2. In recent years, there has **been a lot of research** investigating Word-of-Mouth in online space.

**Introduction**  
(1) ..... that the balance between ‘the power of the g at particular ational wer is said to be s been a wide- :o the local 996; Schief 2003, fluence of ility patterns are th short and long-

term fluctuations in production or demand.

**Aim and research questions**  
(3)..... (= AIM) the influence of corporate organization and institutional setting on companies’ flexibility patterns. Flexibility patterns are defined as



Ex. 4: Underline the academic formulaic sequences and categorize them. In which subsection of your research paper would you use the following formulaic sequences?

1. Background/literature review

How do you proceed?

Read the interview “Guilt-ridden people make great leaders”.

Summarize your text and make sure that the elements listed below are included in your report.

This outline might differ from the order in which the information is presented in the interview.

Your report should ideally contain 100-150 words.

**OUTLINE of your report**

Background/Introduction

- What do we know (from previous research, other studies)?

Aim of the study

- What did the researchers want to find out? Which questions did they ask? Why did they do this research?

Method

- How was the research done? Who took part? How were they chosen? How was the information gathered?

Results

Conclusion

**Aim and research questions**  
 (3)..... (= AIM) the influence of corporate organization and institutional setting on companies’ flexibility patterns. Flexibility patterns are defined as



# EENS/ONEENS

**MYTHER**

Woordcombinaties/constructies moet je *matchen*.



# EENS/ONEENS

Woordcombinaties/chunks ~~moet~~ *splits je in de leerfase best niet op, nadien kan je matchen.*

TOT SLOT



# Twee benaderingen

Incidentele woordenschatverwerving

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden

T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

# Twee benaderingen

Incidentele woordenschatverwerving

Expliciet woordenschatonderwijs

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden

Lijsten  
Oefeningen  
Gedecontextualiseerd  
Drill



T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

# Twee benaderingen

Incidentele woordenschatverwerving

Expliciet woordenschatonderwijs

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden



Lijsten  
Oefeningen  
Gedecontextualiseerd  
Drill

T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

Efficiënt  
Effectief

# Twee benaderingen

Incidentele woordenschatverwerving

Expliciet woordenschatonderwijs

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden



Lijsten  
Oefeningen  
Gedecontextualiseerd  
Drill

T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

Efficiënt  
Effectief

Transfer  
Automatiseren  
Tijd  
Motivatie

# Twee benaderingen

Incidentele woordenschatverwerving

Expliciet woordenschatonderwijs

Lezen  
Luisteren  
In context  
Spontaan  
Betekenis afleiden



Lijsten  
Oefeningen  
Gedecontextualiseerd  
Drill

T1  
T2  
Input +  
leeftijd

VT  
Voorkennis

Efficiënt  
Effectief

Transfer  
Automatiseren  
Tijd  
Motivatie

# Gebalanceerde aanpak

Vlotheid



Taalproductie

Veel, kwaliteitsvolle taalinput

Rijk taalaanbod  
Gecontextualiseerd  
Transfer

Aandacht voor talige vormen

Basiswoordenschat  
Decontextualiseren (**Middel** ≠ Doel)  
Gespreide **herhaling**

Paul Nation  
*Four strands*

**KU LEUVEN**

# Woordenschat

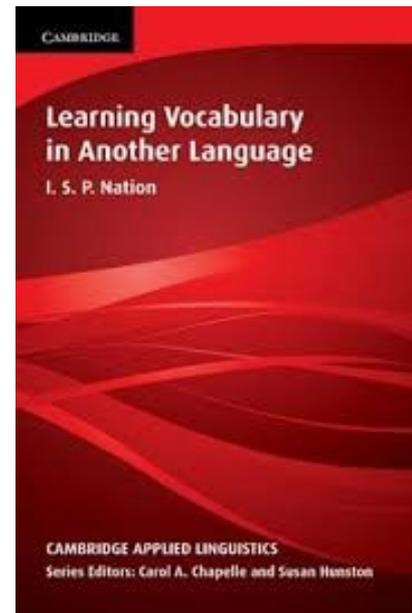
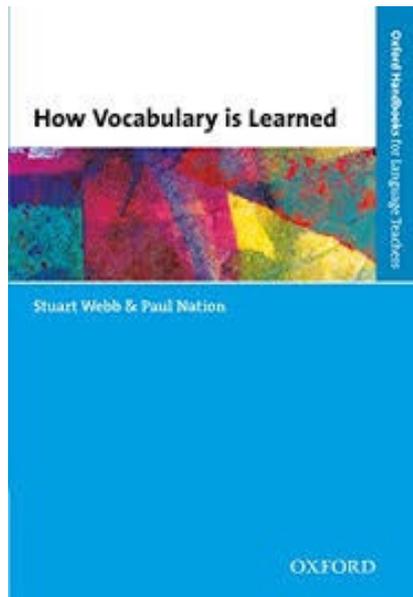


# Woordenschat



"While without grammar little can be conveyed,  
without vocabulary nothing can be conveyed"  
(Wilkins, 1972, p. 111).

# Meer lezen?



# Contactgegevens



 [elke.peters@kuleuven.be](mailto:elke.peters@kuleuven.be)

 @Peters\_Elke10

<https://sites.google.com/site/epetershome/home>

*Wenst u in de toekomst graag betrokken te worden bij onderzoek over taalverwerving?*

Stuur dan een e-mail naar:

[Elke.peters@kuleuven.Be](mailto:Elke.peters@kuleuven.Be)

T1  
ondertiteling

T2  
ondertiteling  
/ Captions

Geen  
ondertiteling



## Writing assignment

**Scenario:** You are a reporter in the newsroom of an international, English-language news website specialized in quickly producing condensed summaries of newspaper articles from around the world.

Your editor asks you to:

- 1) scan a foreign-language newspaper of your choice,
- 2) select an informative newspaper article your readers would be interested in, and
- 3) produce a short version of that article (maximum 200 words) for publication on the English-language website.

Your text should contain:

- a headline + main article.
- at least one quote (direct or indirect).
- (at least) one reporting verb in the passive (e.g., *is said to have been, is believed to be, has been reported as having, it has been claimed that*).
- complex noun phrases
  - nominalizations (-tion, -ent, -ance words, e.g. *consumption, comparison, sustenance*)
  - attributive adjectives (*gradually expanding cumulative effect*)
  - nominal premodifiers (*baggage inspection procedures*)
  - prepositional phrases as nominal postmodifiers (*a high incidence of heavy alcohol consumption amongst patients*)
  - appositive noun phrases (*Dallas Salisbury, CEO of the Employee Benefit Research Institute*)

Willkommen/bienvenue/welcome - y ¡Hola! - to the

SAVES: Hysps 1, 2 ; Cloze VP, N-Wd; ID-wd; RT ; Flash; Click How Hypertext PDF>TXT

## Compleat Lexical Tutor v.8.3

For data-driven language learning on the Web

QUICK LOOK-UP or LISTEN

Enter words to search or speak...



ENG: Conc  Dico



FR: Conc  Dico



Cross-Browser, best on Edge or Chrome, best screen zoom 90%  
Your IP 94.224.212.2 Your browser Chrome Your screen 150%

No cookies, registration, ads just one ad Best from Canada since Trivial Pursuit - Thornbury

VP-Fams 1-WD

Enter a word...



MOBILE >>



<< WEB APPS

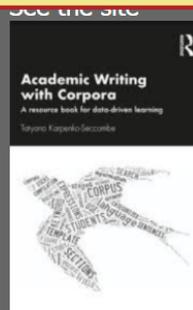


- Group Lex <sup>M</sup>
- Hypertext <sup>M</sup>
- RA Reading Resource-Assisted
- Corpus Correct
- Concord Writer
- Research <sup>M</sup>



Wildcard Concs!  
c\*t  
cat  
cot  
cut  
...

- Range
- Psycho-Lex
- ReactTime <sup>M</sup>
- STM
- Vocab Stats
- <Concordance>
- Vocabprofile



Read the book!

- Coverage <sup>M</sup>
- Fami-/Lemmatizer
- Frequency
- Text Lex Compare
- RaNdOmLiCiTy
- KeyWords

# Lextutor: <https://lextutor.ca/>

The screenshot shows the Lextutor website interface. At the top, the browser address bar displays <https://www.lextutor.ca/vp/comp/>. The page title is "me > [VocabProfilers](#) > **Compleat** (CLASSIC; NGSL; BNL; BNC,+COCA, +Core; French)".

The main content area features a red banner for "Compleat Web VP v.2.1" with a green highlight: "NEW! million-word VPs (@ bottom)". Below this, it states: "Profile any text with \*nine\* list frameworks in \*two\* languages at \*two\* grain-sizes at \*one\* interface". A note specifies: "Note that BNL, Coca-Core, CEFR, and Classic AWL are not full 1000-family lists (see [?] details) and that NGSL and French are Lemmas not Families".

There are links for "How to make list framework comparisons? Demo 8 [here](#)" and "Lex Frequency predicts Text Complexity? Check [these](#)". A prompt says: "Try VP Average-Level-sorted concordances. Easiest contexts first, check [this](#)".

On the right, a vertical menu labeled "FRAMEWORKS" lists various list frameworks, each with a "Lists" button: BNC-COCA 1-25k -, BNC-COCA 1-25 "c-series" (100 heads), CLASSIC (GSL/AWL), BNC 1-20k [ Fams Lems (15k)], BNC-COCA Core-4, NGSL + NAWL OR + TOEIC OR + BIZ, CEFR - English, BNL, and FRENCH v.5, 1-25k.

The "Input mode A" section instructs users to "Type or paste small to medium size text (max about 15,000 words) into window, choose options, and click yellow Submit\_window button for Lexical Frequency Profile." Below this is a text input field with "Untitled" and several checkboxes for options: Eng+Fr! Cognates (Lists), Sentence Count, Bar Chart, Coca Count-Index/List, and Basic.

The text input area contains the following text:  
Of course, you'll miss your career.  
But doing this for her, doing this for me there may be no greater act of patriotism.  
Or love.  
I understand, sir.  
Do you, boy? Do you really? I think so.  
Come.  
Let's go shoot some duck, shall we? Three cheers for His Majesty! - Hip, hip!

At the bottom, there are "Demos" for Isogram, Lit (1) (2), Graded (1) (2), Science (1) (2), News (NYT) (WP), Speech Adults Kids, Rex Murphy, Legal, and GSL+AWL 1k 2K AWL, French. There are also sections for "Words to recategorize => 1k (type or dbl-click) (E.g. known cognates/compounds)", "PROPER NOUN HANDLING ?" (Mid-sentence capped words...), "COMPOUNDS HANDLING ?" (When Off word is 2 wds...), and "Plus propers at sentence boundary => 1k (E.g., ". Paul Martin")".

At the bottom right, there is a yellow "SUBMIT\_window" button.

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token (%)
<b>K-1 :</b>	560 (67.7)	704 (68.95)	3228 (88.5)	88.5
<b>K-2 :</b>	112 (13.5)	126 (12.34)	185 (5.1)	93.6
<b>K-3 :</b>	47 (5.7)	48 (4.70)	58 (1.6)	95.2
<b>Coverage 95</b>				
<b>K-4 :</b>	37 (4.5)	38 (3.72)	49 (1.3)	96.5
<b>K-5 :</b>	26 (3.1)	27 (2.64)	36 (1.0)	97.5
<b>K-6 :</b>	13 (1.6)	13 (1.27)	14 (0.4)	97.9
<b>Coverage 98</b>				
<b>K-7 :</b>	4 (0.5)	4 (0.39)	4 (0.1)	98.0
<b>K-8 :</b>	5 (0.6)	5 (0.49)	5 (0.1)	98.1
<b>K-9 :</b>	6 (0.7)	6 (0.59)	6 (0.2)	98.3
<b>K-10 :</b>	6 (0.7)	6 (0.59)	6 (0.2)	98.5
<b>K-11 :</b>	2 (0.2)	2 (0.20)	2 (0.1)	98.6
<b>K-12 :</b>				
<b>K-13 :</b>	2 (0.2)	2 (0.20)	2 (0.1)	98.7
<b>K-14 :</b>	1 (0.1)	1 (0.10)	1 (0.0)	

#### RELATED RATIOS & INDICES

##### *Pertaining to whole text*

Words in text (tokens):	3647
Different words (types):	1021
Type-token ratio:	0.28
Tokens per type:	3.57
Lexical density (content [1876]/total [3647]):	0.51

##### *Pertaining to onlist only*

Tokens:	3612
Types:	996
Families:	827
Tokens per Family :	4.37
Types per Family :	1.20
Singletons ratio <b>new</b> n=1 Fams[406]/total [827]	<b>0.49</b>

# Voorkennis meten

Home > Vocab Tests

## Vocabulary Tests

Mainly size (estimate of total words known) or frequency-level based

+  
MOBILE

+ Make-Your-Own  
+ 50x100-band or 5x1000 band Y-N tests (English  
French)

In roughly chronological order

Name/ link	Language	Receptive/ productive	Frequency Basis	Research	Print/ interactive	If inter., platforms	If inter., score recorded
<b>Vocab Size Test</b> <a href="#">practice</a> , <a href="#">test</a> , <a href="#">results</a>	English	receptive	BNC-Coca 1-14k	<a href="#">Nation &amp; Beglar, 2007</a>	both	Desktop, pad/phone	Yes
<b>PVST</b> <b>Phrasal VST</b>	English	receptive	BNC, 1-5k	<a href="#">Martinez &amp; Schmitt, 2012</a>	both	Desktop, pad/phone	No
<b>CATSS</b>  <b>Computer Adaptive Test of Size &amp; Strength</b>	English	both	BNC-Coca 1-10k	<a href="#">Levitzky-Aviad, Laufer &amp; Goldstein (2019)</a>	interactive	Desktop, pad/phone	Not here
<b>PVST</b>  <b>Picture VST</b>	English	receptive	Corpus of US/UK children's media, 1-6k	<a href="#">Anthony &amp; Nation, 2017</a>	interactive	Desktop, pad	No
<b>TTV</b> <b>Test de la taille du vocabulaire</b> <a href="#">practice</a> , <a href="#">test</a> , <a href="#">results</a>	French	receptive	<a href="#">Lonsdale &amp; Lebras lists</a> 1-10k	<a href="#">Batista &amp; Horst, 2016</a>	both	Desktop, pad/phone	Yes
<b>Updated VLT</b> <a href="#">interactive</a>  , <a href="#">Paper</a> 	English	receptive	BNC-Coca 1-5k	<a href="#">Webb, Sasao &amp; Ballance, 2017</a>	both	Desktop, pad/phone	No

# Andere toepassingen: frequentielijsten

- Engels

- BNC/COCA frequentielijsten (Paul Nation)

- <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-lists>

- Essential word list

- <https://www.edu.uwo.ca/faculty-profiles/docs/other/webb/essential-word-list.pdf>

- Frans

- *Frequency dictionary of French. Core vocabulary for learners.* Deryle Lonsdale & Yvon Le Bras

- [https://www.lexutor.ca/cgi-bin/vp/comp/lists.pl?frame=fr\\_5\\_heads](https://www.lexutor.ca/cgi-bin/vp/comp/lists.pl?frame=fr_5_heads)

- Online woordenboeken

