



Det Nationale
Center for
Fremmedsprog

ORDFORRÅD ENGELSK

MATERIALEPAKKE 2

Denne materialepakke er udarbejdet med støtte fra NCFE til uddannelsen sprogfagsvejleder i et samarbejde mellem:

- Københavns Professionshøjskole
- Københavns Universitet
- VIA-University College
- Roskilde Universitet
- Syddansk Universitet
- Aarhus Universitet
- UC-Syd





MATERIALEPAKKE 2: ORDFORRÅD – ENGELSK

Indhold

Denne materialepakke indeholder følgende:

- Del 1: Video og refleksionsspørgsmål om ordforråd
- Del 2: Inspiration til, hvordan man kan arbejde med ordforråd og indeholder task-eksempler og aktiviteter henvendt til grundskole og/eller gymnasium.
- Del 3: Læseguide til litteratur fra videoen samt forslag til supplerende litteratur

Del 1: Video og refleksionsspørgsmål

Introduktion

This video presents foundation material related to acquisition and teaching of vocabulary in the English classroom. The points presented are based on two core texts by Schmitt (2008) and Kersten (2015), which you may read either before or after watching. In addition to the content information, we provide stimuli for discussion in your study groups.

Kersten, Saskia (2015). "Language Development in Young Learners: The Role of Formulaic Language", *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds* (ed. Janice Bland), Bloomsbury Academic.

Schmitt, N. (2008). Review article. Instructed second language vocabulary learning. *Language Teaching Research*, 12 (3), 329-363.

Video

<https://youtu.be/1u1SIEIUYj4>

Refleksionsspørgsmål

- What does it really mean to know a word?
- What is the problem with the atomic approach? And what role does context play in the acquisition of vocabulary?
- What are the benefits of working with formulaic language chunks? And how is this approach different from traditional approaches to learning vocabulary and grammar?
- What role do authentic language and texts play in the acquisition of vocabulary and chunks?
- In your own teaching, to what extent do you work systematically with vocabulary acquisition?
- In your own teaching, to what extent do you focus on variation and repetition when it comes to your students' acquisition of vocabulary?



Del 2: Task-eksempler, aktiviteter og refleksionsspørgsmål

Denne del af materialepakken er ment som inspiration til, hvordan du kan arbejde med tasks, og består af 5 task-eksempler og aktiviteter henvendt til grundskole og/eller gymnasium. Til slut er der introduktion til LexTutor.

1

Titel

WORD TASTING

Målgruppe

Denne task kan anvendes i både grundskole og gymnasium.

Beskrivelse

The aim of this task is to get students to "taste" words before engaging with a given text – to get them to sense the tone, mood, content and the words of the text. Apart from getting the students to engage with the (literary) text, the task has the added bonus of also stimulating vocabulary acquisition (depth) and linguistic awareness.

Læringsmål

Eleverne kan udvælge centrale ord fra en given tekst.

Eleverne kan visuelt illustrere betydningen af udvalgte ord.

Eleven kan tale om ordenes stavemåde, udtale, betydning, bøjninger og evt. associationer.

Eleverne får dybdekendskab til udvalgte ord.

Tidsforbrug

1-2 lektioner

Materialer

Tekst

Papir og farver / IT-værktøjer til tegning og illustration

Beskrivelse af proces (før, under, efter)

Before you read the text aloud to or with your class, or they read it on their own, you select a number of key words from the text. Write the words on the board. Go through each of the words with the students and talk about the spelling, pronunciation, conjugation, meaning(s) and any associations that the words prompt.

Then you ask the students to choose one of the words – to find a favorite word or one that puzzles them or makes them curious. You then ask them to illustrate the word in whichever way they prefer. The students are also allowed to add an image caption that describes or explains the word and what it represents.



The class has now created a collective, visual dictionary, which can be copied/scanned and distributed to the class or hung as posters in the classroom, allowing you and they to return to the words any time.

It is important that the words are not just presented to the students, but that the words are integrated into the teaching of the text/topic in the coming weekends. Varied repetition is key to ensure that the words are stored properly in the students' mental libraries.

Extension 1:

By recreating the task at the end of the course – asking the students to talk about and illustrate the word again – you may be able to see a development in their understanding of the word now that they have encountered it in a meaningful context.

Extension: Game of Words

Put the students in groups of four and give them cards with the key words from the text. Let them play a Game of Words: Student 1 reads the word aloud; student 2 explains how the word is spelled; student 3 explains what the word means; and student 4 must come up with a synonym/antonym or make a sentence using the word.

Refleksionsspørgsmål

What could be challenging when it comes to making sure that the words are used in various contexts following this pre-reading activity?

Could you think of an extension where the students use the words in a meaningful communicative context, either in writing or oral communication? Perhaps with a text you are currently using in your classroom?

Discuss what is the differentiation potential of this task? What would you need to take into account to make it fit with younger or weaker vs. older or stronger learners?

Udviklet af

Oversat og bearbejdet med stærk inspiration fra Ayoe Quist Henkel (2020), *Grib litteraturen. 50 litteraturdidaktiske greb – lærerens håndbog til en meningsfuld litteraturundervisning*. København, Gyldendal.



2

Titel

WORD COLUMNS

Målgruppe

Denne task kan anvendes i både grundskole og gymnasium.

Beskrivelse

This task allows students to work on gaining a deeper understanding of words in a meaningful context and use the words in meaningful conversation afterwards – thereby working on moving words from the receptive to the productive vocabulary.

Læringsmål

Eleverne kan udvælge centrale ord fra en given tekst.

Eleven kan tale om ordenes betydninger, kollokationer, associationer, osv.

Eleverne får dybdekendskab til udvalgte ord og deres funktion i en given kontekst.

Tidsforbrug

1 lektion

Materialer

Tekst

Organisering af elever

Grupper/par

Beskrivelse af proces (før, under, efter)

In pairs, students are asked to select difficult/low-frequency words from a text/chapter that they have just read. They then have to group the words into three topical columns. The topic for each column is chosen by the teacher and is contingent on the nature and theme of the text in question. Below is an example from the first chapter of the novel *The Absolutely True Diary of a Part-Time Indian*.

Rules: Each word must be placed in a column, and no word can go in two columns. The students have to bridge a reasoning gap to agree on where to place each of the words.

The task can be extended by getting each pair to square up with another group – and then ask them to do the same thing all over again.

Words selected from *The Absolutely True Diary of a Part-Time Indian*:



Cerebral spinal fluid	Novocain
Skull	Rez
Lobe	Near-sighted
Weirdo	Far-sighted
To muck up	Lopsided
Jeez	Orbit
Vacuum	Seizure
To croak	Sedative
Hoover	Susceptible

Categories to place them in:

Being different	Being young	Being poor

If you are working with a literary text, and you have chosen categories wisely, it is likely that this vocabulary exercise will also give way to an in-depth discussion and analysis of the text in question. In this case, the categorization of words led to a characterization and analysis of the main character (1st person narrator) as well as critical and cultural self-awareness: Students placed most of the words in the “Being different” column, which gave way to a discussion about whether they did so because the narrator sees himself as different, or because they see him as different from them.



Refleksionsspørgsmål

What could be challenging about this task in your classroom?

Could you think of an extension where the students use the words in a meaningful written activity? Perhaps with a text you are currently using in your classroom?

Discuss what is the differentiation potential of this task? What would you need to take into account to make it fit with younger or weaker vs. older or stronger learners?

Udviklet af

Lise Majgaard Mortensen



3

Titel

Playful Learning and Cooperative Learning in Vocabulary Practice

Målgruppe

Grundskole					
Indskoling		Mellemtrin	x	Udskoling	

Beskrivelse

This task is built around a written and an oral task on biopoems applying vocabulary-practice activities as part of a pre-task phase used for scaffolding and a post-task phase for consolidating vocabulary. To scaffold the student's teaching practice, prior to the task example, a general introduction has been provided on how to work on vocabulary practice in a communicative-language-teaching classroom with playful-learning activity suggestions, so as to provide the student with a general knowledge for creating and trying out other ways of CLT-based vocabulary practice in a task-based CLT format.

Læringsmål

Eleven arbejder med læringsmålene at kunne forstå og skrive kortere tekster i forskellige genrer på engelsk og at kunne indgå i enkle kulturmøder ved brug af forskellige medier

Tidsforbrug

1-2 lektioner

7

Teaching Vocabulary after Year 4: Exercises and Caveats

The aim of this section is to give you ideas of how to use vocabulary practice in language classrooms in general. I'll start out with a little caveat and then I shall present ideas for playful vocabulary activities in tasks and how to use these in general. Finally, I shall provide you with fully-fledged teaching example.

Estimated time for reading this section: 15 mins

Avoid Abstracted Practice: Don't have students engage in vocabulary tasks for vocabulary acquisition's own sake

Vocabulary teaching can easily degrade into teaching vocabulary for just vocabulary-teaching's own sake. In such a practice, teacher lets the class engage in vocabulary-training as an abstracted practice for the sake of building up strong mental lexicons in their learners. There is, of course, nothing wrong in wanting learners' mental lexicons to be strong, but they will be stronger if the vocabulary is taught with a view to attaining procedural knowledge and communicative competence than for mere rote learning of vocabulary.

Therefore, as e.g. communicative socio-cultural approaches to language teaching, teaching vocabulary should be part of a post-task stage see e.g. Jane Willis' *Framework for Task-based Learning* (Willis, 1996)- alternatively part of as a lead-in or pre-task stage used to scaffold the task. Below general suggestions for vocabulary practice are presented, after which an example of how to apply general suggestions in communicative task-based learning is spelt out.



General Suggestions for Vocabulary Practice

Below you can and explore find general suggestions illustrating playful activities for lead-in or post-task vocabulary task components. Obviously, these will have to be tailored to the vocabulary the theme or genre your teaching is concerned with: <https://www.sadlier.com/school/ela-blog/17-printable-vocabulary-building-games>

Other vocabulary tasks that can be used as post-tasks for vocabulary consolidation and practice can be exemplified. Try e.g. [JeopardyLabs - Online Jeopardy Template.](#)

Jeopardylabs' template may be used for playing jeopardy in the classroom. With due scaffolding but to optimise student involvement, games should be played with groups battling one another rather than the teacher always preparing the game and playing the game with the class. Group work for setting up the jeopardy game should be scaffolded by both teacher frontloading (constructing and doing a game together with the class) first but also in the subsequent processes of students learning to construct jeopardy games by e.g. cooperative learning structure roles (word-suggester, jeopardy question-writer, answer-writer, question-and-answer checker – preferably with swapping of roles; alternatively, the boss and secretary cooperative learning structure for pair work-based game construction).

Other games can be used for (pre-)lead-ins for vocabulary practice leading, e.g. a game of Kahoot – <https://kahoot.it> – with similar scaffolding stages, Kahoot can also be used to consolidate vocabulary as part of post-task.

With due preparation and adjustment by the teacher attaching vocabulary items to existing cards – the Junior Alias game – a charade-based board game, both English-only – if possible and preferable in the classroom - and translanguaging-oriented game practice can be used to consolidate vocabulary. As can, of course charade using both pantomime and synonyms or explanations used have your partner or group guess a word or collocation.

How to use games and vocabulary practice as either lead-ins or as post-task stages hinges on complexity: if very complex and scaffolding-dependent, it stands to reason that the games had better be reserved for post-task consolidating vocabulary practice, whereas if easily played and understood by the learners of the classroom, games may be used as engagement-creating lead-ins to both offer frontloading as well as stimulate motivation in learners.

Additional non-task-cycle-stage vocabulary practice can be constructed using hot potatoes, which may be used to construct crosswords and quizzes – tailored to the specific communicative genre or area study goals classroom is working on: <https://hotpot.uvic.ca/>

Or quizzlet offering tools to make quizzes and flashcards: <https://quizlet.com/en-gb>

In addition to digital resources, classical cooperative learning structures to do with knowledge mastery may be applied like Boss and Secretary, Quiz-Quiz-Trade, Give-One-Get-One, Fan 'n' Pick, Doughnut / Inside Circle–Outside Circle - see Kagan and Stenlev (2006), *Cooperative Learning – 46 Samarbejdsstrukturer for Alle Skolens Fag*

To sum up, in designing exemplary vocabulary practice tasks, one should see them as parts of a task having a/(an) (intercultural) communicative competence-oriented goal. Thus vocabulary practice



should serve either as a lead-in scaffold or as a post-task activity for consolidating vocabulary. On these grounds, the following example for vocabulary practice has been worked out.

EXAMPLE of Vocabulary-Practice in Pre-task and Post-task Stages for Year Seven

Here is an example of pre-task and post-task vocabulary practice applied to a Universal Design for Learning- scaffolded ¹⁴ Ebook prototype containing “Three Famous American Indian Chiefs”, originating from Alinea’s *Piece of Cake 7*:

<http://bookbuilder.cast.org/view.php?op=view&book=129388&page=1>.

Pre-task Vocabulary Practice

Prior to the task, the students have been asked to read and engage with the above UDL-scaffolded text. As a pre-task vocabulary-practice task, the teacher has picked five pivotal glosses - including collocations - for a Fan ‘n’ Pick cooperative learning structure for the class to engage in groups. After the game, the teacher explores the five glosses with the class and writes the definitions of them on the whiteboard in English and other languages represented in the classroom and ask them what they know about American Indians and how Indians see themselves in the USA today.

Pre-task Scaffolding and Tasks

Next, the teacher demonstrates the general form of a wh- question and how you may use wh- questions to ask for information. Subsequently, the teacher asks the class to go over the text to write three wh-questions (one about each of the three chieftains) to ask their shoulder partner. Next, the teacher shows how to do a biopoem (see [Bio Poems | Examples of Bio Poetry \(poetrysoup.com\)](#)) on the Blackboard and asks the class to find the elements in the text they need to write it. For further scaffolding, the students may use a cooperative learning writing structure with the roles (to be swapped for each line in the poem): suggester, writer, spelling (and grammar) checker and praise-giver). Here, the teacher is encouraged to have role cards prepared in advance and distribute these in the classroom and ideally use one group to show how the structure works before the onset of the task.

When the groups are done writing the biopoems, they will be asked to share their biopoems using e.g. the learning management system of the school or an online bulletin board like Padlet that the teacher set up in advance. Now the groups download the poems of the other groups and read the poems in pairs using the Poem-for-Two-Voices Cooperative Learning Structure (pair activity with each student taking turns reading a line aloud alone and with every third line being read together simultaneously). The teacher is here encouraged to use prior scaffolding, doing the activity with a student for demonstrating the task.

Post-task Vocabulary Practice Task Suggestions

After this activity, the students can do a post-task vocabulary-practice activity. Here, the teacher builds a Hot Potato crosswords puzzle <https://hotpot.uvic.ca/>: here it is a good idea to just make a puzzle using 4 or 5 words, possibly using translanguaging with explanations in their own language or finding explanations either online or in the glossary functionality of the Ebook prototype text in English. The students work in pairs, mining their own biopoem for words, using the spellcheckers in their word editors, to construct a short crossword puzzle of e.g. 4 to 6 words to share with the other groups for them to try out other students’ crossword puzzles and perhaps take the puzzles home for



their parents to try or perhaps share them with another classroom. Doing the pair work, the students will decide on which words to use. Then one student can be the reader/speller and the other the secretary and afterwards they can swap roles. Alternatively, the students can do two crossword puzzles and then swap roles once they do the second crossword puzzle. As can easily be envisaged, once the students have worked on a task, the vocabulary encountered can easily be put to use as post-task vocabulary practice. Other suggestions can easily be proffered, e.g. teacher and students creating a jeopardy quiz together and then students working on a jeopardy quiz in pairs or groups.

List of Literature Cited

Kasch, H. (2021a). Crosspollinating Universal Design for Learning and Computer-assisted Language Learning: A Case Study. Aarhus Universitets Biblioteker.

Kasch, H. (2021b). Inclusive Multimodal Designs in Language Classroom: Three Empirical Studies. In C. Busch, R. Friess, & T. Wendler (Eds.), Proceedings of the 20th European Conference on e - Learning ECEL 2021 (pp. 240–247). ACI. DOI:10.34190/EEL.21.023

Willis, J. (1996). A Framework for Task-Based Learning. Longman.

¹⁴ The scaffolds accessible are: text-to-speech with synchronous highlighting, multimodal glossing in Danish and English (with glosses being non-lemmatically contiguously (where pedagogically appropriate for struggling learners) glossed, retelling functionality in Danish and English as well as a reflection question response field in Danish and English taken from (Kasch, 2021a, 2021b) and re-rendered with permission from the publishers. The rich resources using special-education scaffolds for the whole classroom are per se associated with enhanced vocabulary practice as demonstrated in (Kasch, 2021a, 2021b).

Evaluering

Elevernes mundtlige og skriftlige produkter

Refleksionsspørgsmål

What are the upsides of teaching vocabulary in a task-based framework for language teaching and trying to avoid to abstracted practice?

How can the vocabulary practice activities be extended to have a focus on form and/or (task-relevant) forms to scaffold the task?

How can the vocabulary practice activities be extended to have a focus on form and or relevant forms to scaffold a communicative task during the task or in the post-task stage for consolidating vocabulary worked on and lexical competence?

Udviklet af

Henrik Kasch



4

Titel

Language-focused approach -explicitly through assignments

Målgruppe

Gymnasial ungdomsuddannelse					
1. g	x	2. g	x	3.g	x

Beskrivelse

This task allows students to consider different types of tasks with a language-focused approach, focusing on vocabulary.

Læringsmål

This task allows students to consider different types of tasks with a language-focused approach, focusing on vocabulary.

Tidsforbrug

1-2 lessons

Organisering af elever

In pairs / small groups

Beskrivelse af proces (før, under, efter)

Choose a story or section of literature you will cover in your class.

Consider what types of tasks you can create to enhance vocabulary acquisition.

11

For example:

What types of tasks? Tasks with words from the text about Beat

Poets: <https://www.poetryfoundation.org/collections/147552/an-introduction-to-the-beat-poets>

- Brainstorming and association tasks - what do you know about the Beat Generation and Beat Poetry- what words do you think of when you hear about poetry? = mindmap
- Identification tasks: Find all the words in the text that describe the Beat Poets and the way they wrote: e.g., *weariness, beatific, spirituality, spontaneous, political*
Are there words you recognize from Danish? Are there words you do not recognize at all?
- Sorting tasks: Sort words you find in the text that you think are positive and negative (e.g., *weariness, down-and-outness, disillusionment, emotional*)
- Separation tasks: Which word stands out from the others? Why?
 - a) consciousness – awareness – **unconsciousness** -- mindfulness
 - b) explorations– **answers** – evaluations – searches
 - c) conformity – agreement – obedience – **rebellion**
 - d) disillusionment – **gratification** – discouragement – disappointment



5

Titel

Cross-linguistic task on the concepts behind ‘translation equivalents’ in different languages

Målgruppe

Gymnasial ungdomsuddannelse					
1. g	x	2. g	x	3.g	x

Læringsmål

The task allows students to become aware of the conceptual differences that lie behind “translation equivalents” in different languages. We often think that ‘translation equivalents’ have the same meaning across languages but is this true?

Tidsforbrug

1 lesson

Organisering af elever

Pairs

Beskrivelse

Discuss similarities and differences between the concepts expressed in ‘translation equivalents’ in different languages that you know.

For example, consider the differences between the following words in terms of their conceptual content. Do you get the same mental representations when thinking about the meaning of these “translation equivalents” across languages?

13

DANISH	ENGLISH	GERMAN	SPANISH
Morgenmad	Breakfast	Frühstück	Desayuno
Frokost	Lunch	Mittagessen	Almuerzo
Aftensmad	Dinner	Abendessen	Cena

Udviklet af

Teresa Cadierno, University of Southern Denmark.



LexTutor

Introduction to LexTutor:

<https://www.youtube.com/watch?v=NXd93wdK2MY>

Watch the video mentioned above.

Log onto LexTutor (<http://www.lextutor.ca/>) and play around with the site to find options that can help you to determine which vocabulary terms might be challenging for your learners.

Paste your text (e.g., “Beat Poets”) to determine the difficulty levels of the text. Which words are high frequency? Which words may require more focused attention?

Create a CLOZE text for your students using the LexTutor tools (4th column on main page):

Cloze tests – removing words from the text Lextutor VP cloze builder:

- Remove every 8th word (can also choose frequency bands or AWL words)
- Use the word list and the dictionary to help insert the words



Del 3: Litteratur

Litteraturliste til video

Kersten, Saskia (2015). "Language Development in Young Learners: The Role of Formulaic Language", *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds* (ed. Janice Bland), Bloomsbury Academic.

Schmitt, N. (2008). Review article. Instructed second language vocabulary learning. *Language Teaching Research*, 12 (3), 329-363.

Læseguide til Kersten (2015) og Schmitt (2008)

Reading comprehension questions for Saskia Kersten (2015):

- What are the benefits of working with formulaic language chunks? And how is this approach different from traditional approaches to learning vocabulary and grammar?
- What is the problem with the atomic approach? And what role does context play in the acquisition and usage of chunks?
- What is meant by usage-based learning?
- What does salience mean in the context of vocabulary acquisition?
- What role does authentic language and texts play in the acquisition of vocabulary and chunks?
- In your own teaching, to what extent do you focus on variation and repetition when it comes to your students' acquisition of vocabulary?

Reading comprehension questions for Schmitt (2008):

- According to Schmitt (2008), the challenge in L2 vocabulary learning relates to *both vocabulary size and depth of vocabulary knowledge*. Explain in your own words what it is meant by each of these concepts.
- *What is a word family? Provide some examples.*
- In the introduction, Schmitt writes that teachers and learners are often unsure about what the best way to learn L2 vocabulary is, and that both textbooks and syllabuses are typically negligent in providing clear guidelines in this respect. As a foreign language (FL) learner, do you agree with Schmitt's view? How about as a FL teacher?
- Vocabulary size: Research shows that knowledge of fewer word families is needed to understand oral discourse vs. written texts (5000-7000 word families for the former vs. 8000-9000 word families for the latter). Why do you think this is the case? Or in other words, why would learners need to know fewer word families when engaging in oral discourse as compared to written texts?
- Schmitt advocates the use of "...a more proactive, principled approach" (p. 333) to promote L2 vocabulary learning; an approach that will require contributions from four learning 'partners': (1) students; (2) teachers; (3) researchers; and (4) material writers. Do you agree? Explain what the contribution of each partner would be.
- Depth of vocabulary:
 - Explain in your own words what the difference is between *intentional learning* and *incidental learning* of L2 vocabulary.
 - In which way(s) can both types of learning be relevant for acquiring the different 'word knowledge' aspects that are presented in Table 2 (p. 334)?



- Schmitt suggests that intentional and incidental learning may be more appropriate at different stages of vocabulary learning (see p. 334-335). Do you agree with his view? Why yes/no?
- When thinking about depth of knowledge, Schmitt recommends that we distinguish a) between receptive vs. productive levels of word mastery and b) the ability to use words in written vs. spoken discourse. Why do you think it is important to make these distinctions? And does your experience as a FL learner support research findings in this regard? (see discussion on p. 333).
- Issues in vocabulary acquisition and pedagogy:
 - The importance of word form: Schmitt advocates the explicit teaching of word forms. In your experience as a FL learner, do you agree with his view? When learning new L2 words, have you experienced learning difficulties in relation to the word form? Provide some examples that you remember.
 - The role of the L1 in L2 vocabulary learning: Schmitt advocates the use of the learners L1 when establishing the initial form-meaning link, i.e., at the initial state of vocabulary learning. Do you agree with his view? Why yes/no?
 - Engagement with vocabulary: Look at Table 3 (p. 339) and explain in your own words what the difference is between the more effective vs. the less effective vocabulary learning tasks in terms of the 'engagement' construct.
 - Phrasal vocabulary: Given the important role of phrasal vocabulary (formulaic language) in speech, do you think that L2 vocabulary teaching should focus on this aspect of vocabulary learning? For example, via the use of corpus analysis in the classroom? Would this type of teaching technique work out well for learners of different ages / at different levels of L2 proficiency?
- Explain in your own words why, according to Schmitt, it is important to implement both intentional and incidental learning practices in L2 vocabulary teaching. Do you agree with his view?
- At the end of the article (p. 353), Schmitt list a series of pedagogical suggestions (some of which were made by Haunt & Beglar, 1998 and others by himself). Which of these suggestions are 'new' to you and which were you aware of before reading this article? Do you think that all the suggestions are equally relevant for L2 learners of different ages / levels of L2 proficiency?

Forslag til supplerende litteratur

Cadierno, T., Ibarretxe-Antuñano, I. & Hijazo-Gascón, A. (2016). Semantic categorization of placement verbs in L1 and L2 Danish and Spanish. *Language Learning*, 66 (1), 191-223.

Conklin, K. & Schmitt, N. (2012). The processing of formulaic language. *Annual Review of Applied Linguistics*, 32, 45-61.

Lehr, F., Osborn, J., & Hiebert, E. (2004). *A focus on vocabulary*. Honolulu: Pacific Resources for Education and Learning.

Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Language Teaching Publications.

Lightbown, P., & Spada, N. M. (2013). *How Languages Are Learned*. Oxford, England: Oxford University Press.



- Malt, C. C., Sloman S. A., Gennari, S., Shi, M., Wang, Y. (1999). Knowing versus naming: Similarity and the linguistic categorization of artifacts. *Journal of Memory and Language*, 40, 230-262.
- Nation, I. S. P. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, P. & Yamamoto, A. (2012). Applying the four strands to language learning. *International Journal of Innovation in English Language Teaching*, 1 (2), 173-187.
- Schmitt, N. (2010). *Researching vocabulary. A vocabulary research manual*. Palgrave Macmillan.
- Schmitt, N. (2013). Formulaic language and collocation. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1-19). Wiley Blackwell.
- Singleton, D. (2014). How do people acquire the words of a second language? In V. Cook & D. Singleton, *Key topics in second language acquisition* (pp. 37-54). Multilingual Matters.
- Stæhr, L. S. (2019) Ordforrådstilegnelse – fundamentet for kommunikativ kompetence. In A. Gregersen (ed.), *Sprogfag I Forandring: pædagogik og praksis*, 3ed. (pp. 169-200). Samfundslitteratur.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Edward Arnold.



Materialepakken er udviklet af

Teresa Cadierno, Syddansk Universitet

Henrik Kasch, UC-Syd

Joyce Kling, lektor, Københavns Universitet

Lise Majgaard Mortensen, VIA