

What else could we do about vocabulary learning?

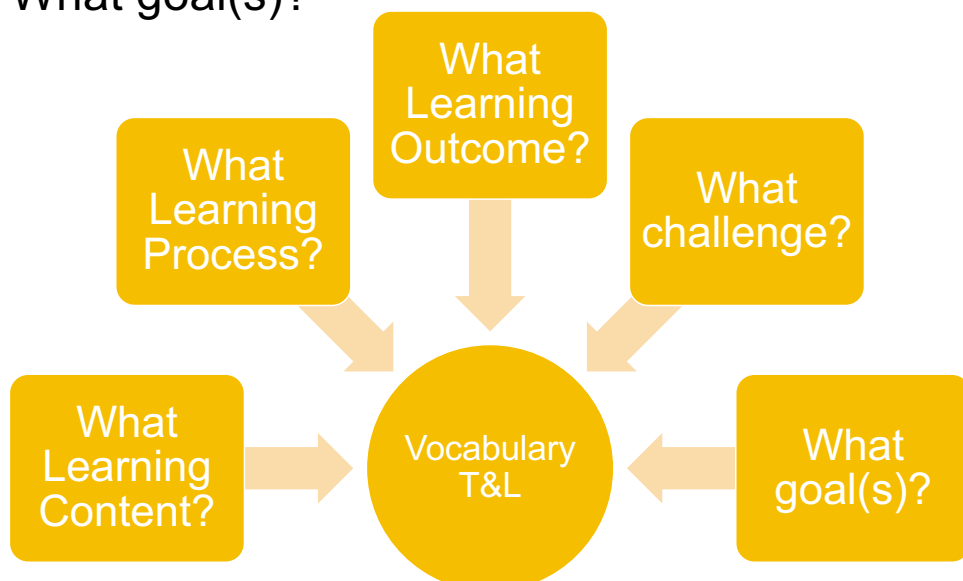
Reflection, Ideas and Solutions?

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Where are we with our practice?

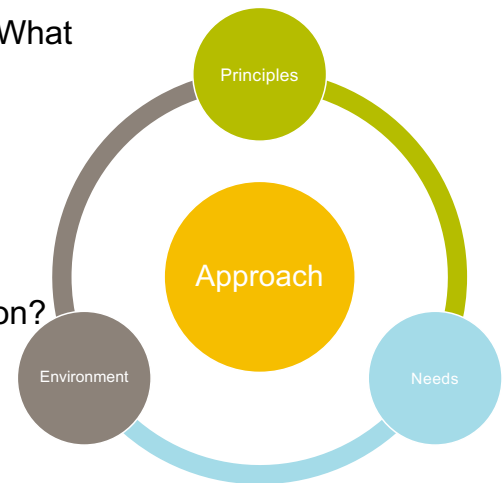
What reality? What goal(s)?



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What would be the ideal approach to vocabulary T&L for day-to-day practice and for curriculum design?

- Approach: What goal? What content and sequencing? What format and presentation? How to monitor and assess?
- Chinese as a Foreign Language (CFL) & as a School Subject
- Environment: Learner-focused, Teacher-focused, and Situation-focused
- Needs: Necessities (Must), Lacks and Wants
- Principles: What underpins and justifies content selection? learning and teaching methods? and monitoring and assessment methods?



□ Adapted from: Macalister, J., & Nation, I. S. P. (2020). Language Curriculum Design. In Language Curriculum Design (2nd ed.). Oxon, UK: Routledge.

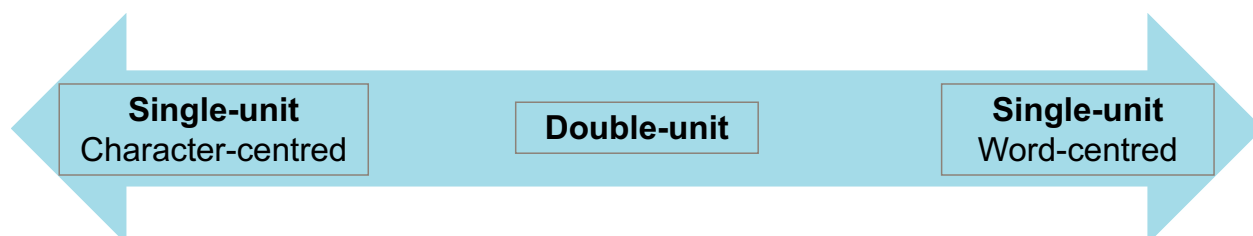
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Basic Learning and Teaching Units

- Characters or Words?
- A Character = A Word?
- A character-centred approach? A word-centred approach?
- “汉语的词是语言中最小的能够独立运用的有音有义的语言单位” [Word in Chinese languages is the smallest – independently used in speech – acoustic and semantic linguistic unit.] (黄伯荣 & 廖序东, 2011)
- 62% of lexical items in 现代汉语辞典 and 85% of lexical items in 词频词典 are bi/pluri-syllabic/character words
- Chinese characters as carriers of meaning and as cultural phenomena

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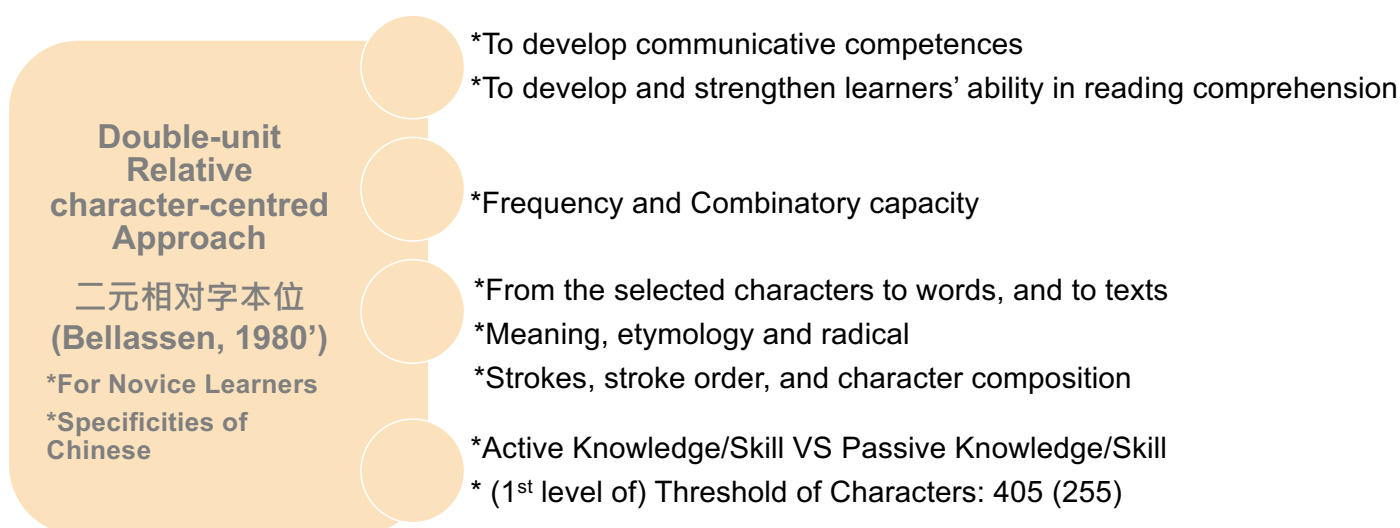
Double-unit Approach(es) to T&L of Vocabulary in CFL



□ Bellassen, J. (2018). 一元论抑或二元论: 汉语二语教学本体认识论的根本分歧与障碍 [Monism vs Dualism: The Fundamental Divergency and Obstacle in the Ontological Epistemology of Chinese Second Language Teaching]. *TCSOL Studies*(4), 1-11.

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Double-unit Approach(es) to T&L of Vocabulary in CFL



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(1st level of) Threshold of Characters: 405

爱安八把爸吧白百班半办包报杯北本比笔边变别病不部才菜茶差长常场车成城吃出处穿床春次从村错打大代带
 但当到道的得等地第点电店定冬东懂动都读对多饿儿二发法饭方房放飞非分份风夫服父该干刚高告哥个给跟更
 工公共古关馆惯广贵国果过还孩海汉好号喝河和黑很红后候湖花化画话坏欢黄回会活火或机鸡几己家间见件江
 讲教饺叫较街节界今斤近进京经九久酒旧就觉开看可刻课口块快筷来老了累冷离李里连凉两辆零另六龙楼路妈
 马吗买卖慢忙毛么没每美门们米面民名明母拿哪那男南难脑牛呢能你年念您农女怕旁朋票平七期其骑起气汽千
 前钱亲轻请秋区去然让热人认日肉如三山商上少谁身什生声师十时识实始市世视事是室收手书树水睡说思四诉
 虽岁所他她它太特题体天条听同头图外完玩晚万王网往忘为位文问我五午物西息习喜系下先现想向像小笑校些
 写谢心新信星行姓兴休许学羊样要药也夜一衣医己以意因音应影用友有又鱼雨语园远院月越在再早怎站张找者
 这着真正只知中钟种重主住子字自走最昨坐作做

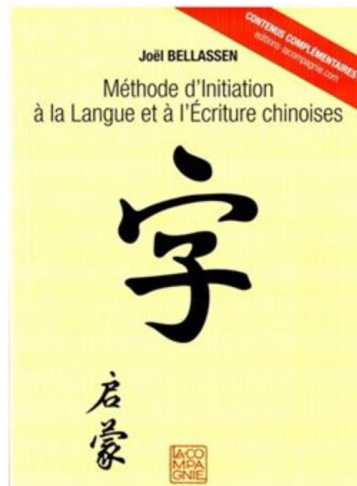
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(1st level of) Threshold of Active Characters: 255

爱八爸吧白百半办杯北本比笔边别病不菜茶长常车城吃出从打大到道的得地点电店冬东懂都对多儿二法饭方房
 飞非分夫父干刚高哥个给跟工古关馆贵国果过还孩海汉好喝和很红后候花画话欢回会活火机几家间见叫今近进
 京九酒就觉开看可课口块快筷来老了累冷李里两六妈吗买卖忙毛么没每美门们米面名明母哪那男南难呢能你年
 念您女朋票七期其气汽前钱亲请去让人认日肉如三山商上少谁什生师十时识是书水说思四岁他她它太题天听同
 图外完玩晚王为文问我五午西喜下先现想小些写谢心新信星姓兴许学样要也一以意因影用友有又雨语远月在再
 早怎张这只知中重住子字走昨坐作

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Joel Bellassen, 1991



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Selected Characters for the Unit

présentation

中	zhōng zhòng	milieu, moyen. frapper juste	中国人
王	wáng	roi.- [nom de famille]	王国, 国王, 小王
国	guó	pays	大国, 小国
大	dà	être grand grand (âge, surface)	大小, 大人, 人大
日	rì	soleil.- jour	日本人
本	běn	racine.- origine	本人, 本国
小	xiǎo	être petit.- petit	小马
马	mǎ	cheval.- [nom de famille]	
吗	ma	[particule interrogative]	
很	hěn	très	
不	bù	[négation]. non	不三不四

New Words (based on the selected characters)

NOM

中国	Zhōngguó	Chine
日本	Rìběn	Japon
王	Wáng	[nom de famille]
马	Mǎ	[nom de famille]

ADVERBE

很	hěn	très
不	bù	[négation]

VERBE QUALIFICATIF

大	dà	être grand
小	xiǎo	être petit

INTERROGATIF

吗	ma	[particule interrogative finale]
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Character Knowledge (Semantic and Structural)

本		一十才木本	"arbre" + "un"
		木 + 一	un arbre marqué à sa racine
小		丩小小	trois grains de riz
马		丩马马	un cheval avec sa crinière
吗		丨口口吗	"bouche" + "cheval"
很		丨彳彳彳彳很很很	"faire un pas du pied gauche" + élément phonétique
		丨	la moitié d'un carrefour
不		一丩丩不	pédoncule d'une fleur

Text and Dialogue



SEQUENCE 0.0

第0课 中国大, 日本小。



中国大, 日本小。



王: 中国大吗?
 马: 中国很大。
 王: 日本大吗?
 马: 日本不大, 很小。



中国大, 日本小。

Wohui Mandarin Programme
 Dulwich College Shanghai Pudong
 YCT 1 Course – Spoken

1 Section 1 你好! Hello!	你好老师再见 词+2 句+1 法+0 文+4
2 Section 2 你叫什么? What's your name?	我叫什么她 词+1 句+2 法+0 文+3
3 Section 3 认识你很高兴! Nice to meet you!	吗认识很高兴 词+2 句+5 法+0 文+3
4 Section 4 他是谁? Who is he?	他是谁中国人 词+2 句+5 法+0 文+4
5 Section 5 你是哪国人? What is your nationality?	哪不们谢 词+7 句+6 法+0 文+7

Wohui Mandarin Programme

Dulwich College Shanghai Pudong

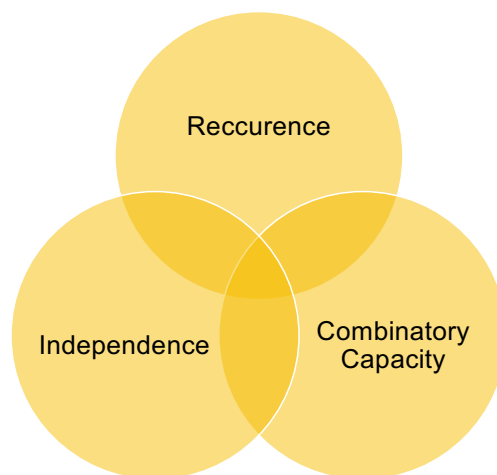
YCT 1 Course – Written

1	Section 1 一 二 三 One · two, three	一 二 三 四 五 个 词 +6 句 +0 法 +0 文 +0
2	Section 2 七 个人 Seven people	六 七 八 九 十 人 词 +24 句 +0 法 +0 文 +0
3	Section 3 三 四 天 three or four days	几 大 小 上 下 天 词 +12 句 +0 法 +0 文 +0
4	Section 4 太 好 了 ! It's wonderful!	女 子 好 儿 了 太 词 +6 句 +4 法 +0 文 +0
5	Section 5 不 多 不 少 · Not too many, not too few.	口 中 多 少 不 山 岁 词 +19 句 +2 法 +0 文 +0

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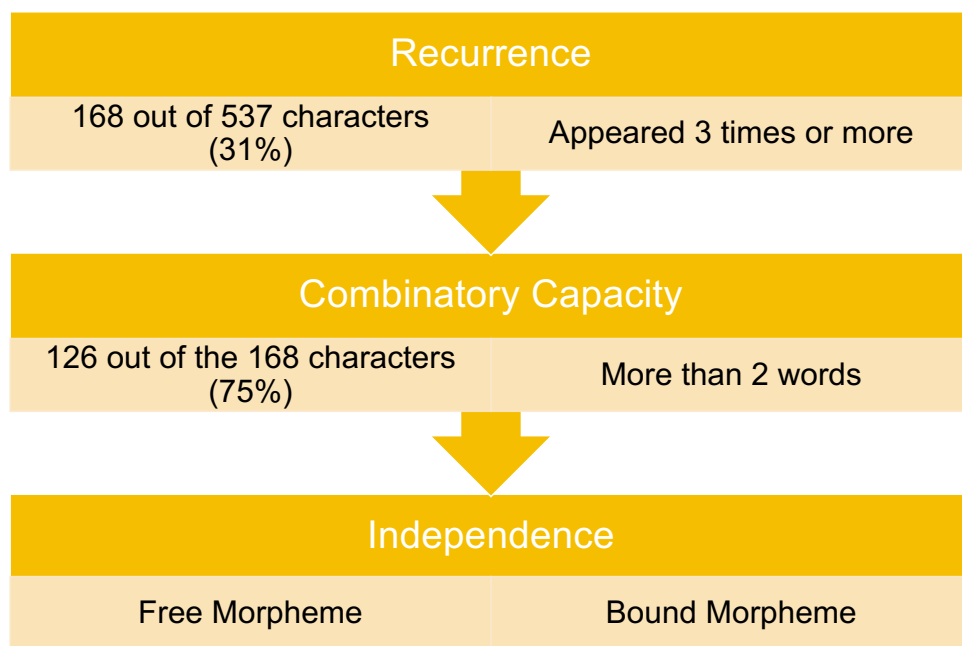
Another Double-unit Approach?

- For novice learners
- Chinese as a School Subject:
Contextual Constraint
- For and within a prescribed corpus
lexical items (e.g. KS3 MEP
Vocabulary)
- 3 Criteria: Recurrence, Combinatory
Capacity and Word-focused, and
Independence
- Supplementary: To deepening,
retrieving and enhancing



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Source: KS3 MEP Vocabulary (Jinbu 1, Jinbu 2, and Edexcel GCSE 9-1 Chapters 1-3)



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Example: Year 7 - 31 characters; 117 distinct word

Character	Reccuren	Independence	Combinatory Capacity											
我	40	Free (word)	2	我	我们									
有	25	Free (word)	6	有	没有	有意思	有名	有点儿	有趣					
天	22	Free (word)	9	天	明天	天气	今天	昨天	聊天	春天	夏天	秋天	冬天	天安门
一	20	Free (word)	9	一	一起	一共	一点儿	一样	第一	一定	一般	一会儿		
好	19	Free (word)	5	好	爱好	好看	好玩儿	友好	好吃					
你	17	Free (word)	2	你们	你									
上	16	Free (word)	9	上	上网	上午	上学	早上	晚上	上衣	上班	上课		
生	14	Free (word)	3	生	生日	生气								
生	14	Bound (component)	5	学生	先生	医生	生物	卫生间						
大	9	Free (word)	3	大	澳大利亚	大衣								
多	9	Free (word)	2	多少	多									
电	8	Free (word)	6	电	电影	电视	电影院	电话	电脑					
看	8	Free (word)	2	看	好看									
人	8	Free (word)	3	人	工人	商人								
日	8	Free (word)	3	日	星期日	日本								
日	8	Bound (component)	2	生日	节日									

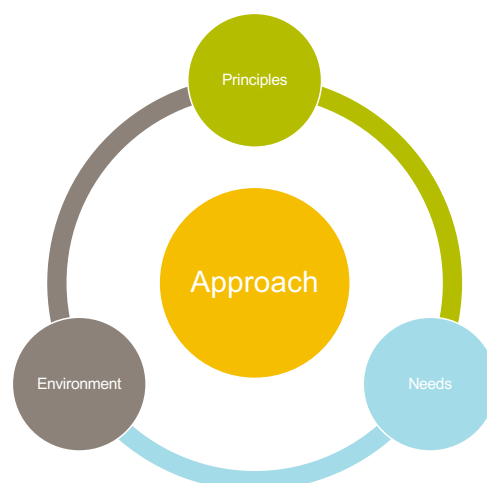
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Example: Year 7 - 31 characters; 117 distinct word

星	8	Free (word)	3	星	星期	星期日			
书	7	Free (word)	6	书	书架	书包	图书馆	书房	书法
玩	7	Free (word)	2	玩儿	好玩儿				
西	7	Free (word)	3	西	西安	东西			
西	7	Bound (component)	5	西班牙	西班牙文	西班牙语	西红柿	西瓜	
爱	6	Free (word)	3	爱	爱好	可爱			
家	6	Free (word)	2	家	全家				
家	6	Bound (component)	1	科学家					
球	6	Free (word)	6	球	足球	篮球	乒乓球	网球	羽毛球
动	4	Free (word)	4	动	运动	动物	动物园		
滑	4	Free (word)	3	滑	滑板	滑雪			
会	4	Free (word)	2	会	奥运会				
会	4	Bound (component)	2	体会	一会儿				
乐	4	Free (word)	2	乐	音乐				
乐	4	Bound (component)	1	快乐					
猫	4	Free (word)	2	猫	熊猫				
网	4	Free (word)	4	网	上网	网球	网站		
小	4	Free (word)	2	小	小说				
戏	3	Free (word)	2	戏	戏剧				
戏	3	Bound (component)	1	游戏					

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- What do you think of this approach (strength and weakness) ?
- How would you implement this approach in your day-to-day T&L?
- How would you implement this approach into the Mandarin curriculum? What challenge would you likely face? What pedagogical resources which may support you implementing this approach? Consider the following aspects:



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A Double-unit (and Complementary) Approach to T&L of Vocabulary in Chinese as a Foreign Language and as a School Subject?

Double-unit and Complementary Approach to Word-centred T&L

*For Novice Learners
*Specificities of Chinese

- *To deepen, retrieve and enhance vocabulary knowledge
- *To develop the ability to deal with unfamiliar words
- *To facilitate vocabulary expansion
- *Recurrence, Combinatory Capacity, and Independence
- *Meaning and form of individual characters
- *Characters as word parts and its link with the word meaning
- *From word formation to culture understanding
- *Free Morphemes vs Bound Morphemes
- *Cognitive Development
- *Systemic and Spiral Curriculum Design

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Exemplar Learning Activities

1. Write each of the characters below 3 times each in CPT.
 2. Choose 3 characters, and write out a word including each character in CPMT

Fā 	xìn 	diàn 	wǎng 	wù 	xīng
qíu 	tiān 	shàng 	qī 	chē 	

Ext. 1: Draw a triangle, put which ever three characters in CPMT at the three picks of the triangle
Ext. 2: At each side of the triangle, write a sentence in characters only including the characters at the two picks

*CPT: Character, Pinyin and Tone
 *CPMT: Character, Pinyin, Meaning and Tone

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Study of Chinese Characters and Words – An Additional Learning Component?

- A component which considers Chinese characters and words as the object of the language and culture study, and as complementary to day-to-day practice, and to enhance spital nature of the cross year curriculum
- A component which integrates language, culture, linguistics, and cognition