**Theory and Practice in Vocabulary Learning and Teaching**

**Institute of Education, University of Reading on 20th January**

One of the aims of the workshop was for researchers and teachers to develop a common research agenda, driven by research as well as questions from teaching practice. The following is a summary of the discussion at the end of the workshop

The following points were mentioned by participants as questions that need to be explored further:

* Studying attitudes towards the process of learning – does knowing about the process empower students to learn?
* How does vocabulary learning fit into the wider context of language acquisition? What is the relationship between knowing the grammar and knowing the words? Are they like bricks and mortar?
* We know more about learning nouns than about learning verbs. How is learning verbs different from learning nouns?
* Collocations – how are these learned?
* What is the nature of input – is it noun-dominated?
* Vocabulary attrition – how much is forgotten and why?
* How does vocabulary learning and teaching tie in with assessment methods?
* What do we know about the difference between recognising words and using words.
* We know too little about learning words in languages with different scripts
* Longitudinal studies of vocabulary learning are needed. What are the effects of interventions over a longer period?
* Subject-specific vocabulary. Is learning this more challenging?
* Noticing skills – what effect do these have on achievement. How can we further these?
* Learning about spelling of words
* Impact of new technologies on vocabulary learning
* Self-efficacy of the learner in relation to the impact of the technology
* Quantity has been investigated – what do we know about the quality of vocabulary knowledge (depth of processing)?
* Do we memorise words by listening only?

We then discussed how we investigate these issues

Techniques/approaches:

* Questionnaires
* Corpora (transcripts of stories, spontaneous speech, oral role play)
* Experiments: psycholinguistic measures can be brought into applied linguistics research. This makes it possible to control for a myriad of factors.
* Balance between exploring everyday (classroom) practice and controlling the environment in which data are collected.
* Learners as researchers (qualitative approaches)