

Lexical inferencing in L2

Comprehension



Assignment 1 HPEN 7004

H u i L i a o

C CONTENTS

01

Definition

02

Research questions

03

Literature review

04

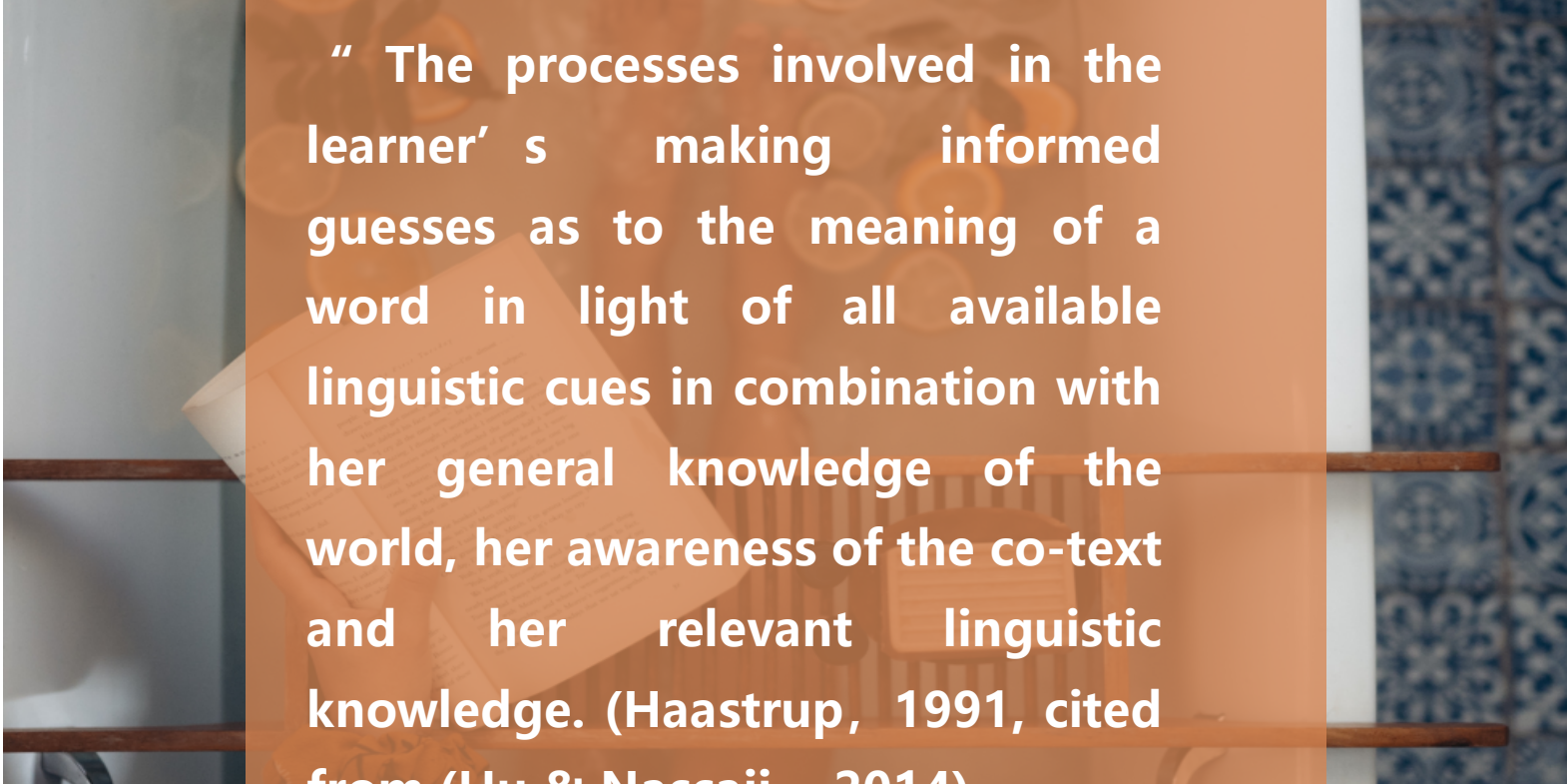
My comments

1



Definition

1. Definition



“ The processes involved in the learner’ s making informed guesses as to the meaning of a word in light of all available linguistic cues in combination with her general knowledge of the world, her awareness of the co-text and her relevant linguistic knowledge. (Haastруп, 1991, cited from (Liu & Nassaji, 2014))

2



Research questions

RESEARCH QUESTIONS

What role does lexical inferencing play in comparison with meaning-given method for L2 vocabulary learning?

What's the overall rate of success in L2 lexical inferencing?

Does lexical inferencing lead to better retention of word meaning than meaning-given method?

How is the efficiency of lexical inferencing for vocabulary learning in comparison with meaning-given method?

3



Literature review

C

Literature review

1

Rates of success

2

Inferencing and retention

3.1 Rates of success

Table 1 Empirical studies on the rates of success

Research	Attitude on the results and the value of lexical referential	Mean rate of success	Participants and No. of target words
Bensoussan & Laufer (1984)	Low, impractical	24%	60 advanced EFL learners; 70 words
Songhao Liu (2001)	Not ideal, pessimistic	26.26%	46 Intermediate CSL readers; 3 words
Nassaji (2003)	Not ideal; question the efficacy of contextual inferencing	25.6%	21 ESL learners 3 words
Xuqing qian, (2003)	Low	19.29%	28 CSL Japanese college students. 3 words
Xuqing qian, (2005)	Better than the study in 2003	33.27 %	1 advanced CSL Japanese college students, 38 words

3.1 Rate of success

Table 2 More Empirical studies on the rate of success

Research	Attitude on the results and the value of lexical referential	Mean rate of success
Zhu & Zhou (2007, cited by HongJuan Fan 2012)	Unknown	19.3-23.75%
Kelly, 1990; Prince,1996; Schatz & Baldwin, 1986; Shu, Anderson, & Zhang, 1995 (cited by Nassaji, 2003)	Not ideal, pessimistic	26.26%

3.1 Rate of success

Table 3 Optimistic study about the participants 'guessing situation

Research	Mean rate of success	Participants
Seibert (1945)	61.68%—87.85%	3 participants
Fraser (1999)	52%	19 ESL learners; 878 unknown words (a maximum of 15 words per participant per text).

In Seibert's study (1945, cited by Hongjuan Fan 2012), the rate of success is the ratio of the guessed word to all words in the text, and this results is due to repeated practice made by three university teachers who are good at guessing words using the same material. The researcher himself thinks this is the most ideal achievement.

Fraser's experimental data are intervened by a five-month strategy training.

3.1 Rate of success

Summary :

1. Due to the influence of many factors such as experimental conditions, experimental materials, experimental tasks, scoring standards, raters, etc., the accuracy of guessing words presented in various studies **varies greatly**.

2. Generally, the effect of guessing words is **not satisfied**.



C

Literature review

1

Rates of success

2

Inferencing and retention

3.1 Inferencing and retention

Table 4 Research on the relationship between referencing and retention

Research	Findings	Participants	Target words
Li(1988, cited by Mondria and Wit-de Boer,1991))	Positive correlation		with the aid of a sentence context.
Mondria and Wit-de Boer (1991)	Negatively correlated with retention.	139 14-16 year old Dutch students	8 words in real classroom situation
Mondria (2003)	No correlation	receiving French lessons for 3 hours a week for at least 2.5 years	70 words
Pulido (2009)	Affected by numerous factors, especially topic familiarity	35 ESL adults including beginners, intermediate, high intermediate, advance, and high-advanced learners	16 words

3.2 Inferencing and retention

Summary :

1.The above experiments **are difficult to compare** with each other for the procedures, contents, and test methods of different experiments are different.

2.The last three studies mentioned above all conduct verification and memory task after lexical referencing and before the retention test, while **Li's research** does not .



4



My COMMENTS

MY COMMENTS

There is no reliable conclusion about inherent superiority of lexical referencing in comparison with meaning- giving in L2 vocabulary learning;

Lexical referencing function as a **compensation strategy** that learners can take in reading comprehension.

I **do not support** the practice of vigorously advocating guessing words in reading comprehension.





References

References

1. Bensoussan, O., Laufer, B. (1984). Lexical guessing in context in EFL reading comprehension. *Journal of Research in Reading*, 7, 15-32.
2. Fraser, C. A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition*, 21, 225–241.
3. Haastrup, K.(1991) Lexical inferencing procedures or talking about words .Tübingen, Germany: Gunter Narr.
4. Hongjuan Fan (2012) Research on Difference of Lexical Inferencing Process between Non-native and Native Chinese Speakers. Dissertation for master degree Perking University.
5. Hu, H. O. , Nassaji, H. (2014). Lexical inferencing strategies: The case of successful versus less successful inferencers. *System*, 45, 27-38.
6. Kelly, P. (1990). Guessing: No substitute for systematic learning of lexis. *System*, 18,199–207.
7. Laufer, B.(1997) The lexical plight in second language reading: Words you don' t know, words you think you know, and words you can' t guess. In J.Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* (pp.20-34). New York: Cambridge University Press.
8. Liúsònghào (2001) guānyú zài yǔ jìng zhōng cāicè cíyì de diàochá,“hànyǔ xuéxí” dì 1 qī
Songhao Liu (2001) Guessing the Meaning of Familiar Words from Context: an Investigation. *Chinese Language Learning*" 1.
9. Mondria, J.-A., &Wit- deBoer, M. (1991) The effects of contextual richness on the guess ability and their tention of words in a foreign language: *applied linguistics*, 12, 249-267

References

10. Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL quarterly*, 37, 645–670.
11. Nassaji, H. (2004). The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success. *Canadian Modern Language Review*, 61(1).
12. Prince, P. (1996). Second language vocabulary learning: The role of context versus translations as a function of proficiency. *Modern Language Journal*, 80, 478–493.
13. Qián xù jīng (2003) hàn yǔ yuè dú zhōng de bàn suí xìng cí huì xué xí, "Běijīng dà xué xué bào" dì 4 qī 135–142.
14. Xujing Qian (2003) Study on Accompanying Vocabulary Learning in Chinese Reading "Journal of Peking University" 4, 135-142.
15. Qián xù jīng (2005) cí yì cāi cè de guò chéng hé cāi cè suǒ yòng de zhī shì — bàn suí xìng cí yǔ xué xí de gè àn yán jiū, "shì jiè hàn yǔ jiào xué" dì 1 qī Xujing Qian (2005) Word-meaning Inferring and types of Knowledge Contributing to the Process of Inferring—a Case Study of Incidental Vocabulary Learning, "The World Chinese Teaching" 1, 87-97.
16. Seibert, L. C. (1945). A Study on the Practice of Guessing Word Meanings from a Context. *The Modern Language Journal*, 29, 296-322.
17. Shu, H., Anderson, R. C., & Zhang, H. (1995) Incidental learning of word meanings while reading: A Chinese and American cross-cultural study. *Reading Research Quarterly*, 30, 76–95.
18. Xiaolong Li, (1988). Effects of contextual clues on inferring and remembering meanings of new words. *Applied Linguistics* 9: 402-13.
19. Zhū yǒng, cuī huà shān (2002) liú xué shēng yuè dú zhōng de bàn suí xìng cí yǔ xué xí yán jiū, guó jì hàn yǔ jiào xué tǎo lùn huì lùn wén, běijīng.
Yong Zhu, Huashan Cui (2002) Study on the Learning of Accompanying Words in Reading for International Students, *International Chinese Language Teaching Conference Paper*, Beijing.

Thanks

for listening

H P E N 7 0 0 4

H u i L i a o

