

These different aspects of word knowledge are summarised in Table 4.1, which combines similar lists from Ellis and Sinclair (1990: 99) and Schmitt and Meara (1997: 18). These in turn drew on work by Richards (1976) and Nation (1990).

<i>Type of knowledge</i>	<i>what is involved</i>	<i>example</i>
Receptive knowledge: aural / decoding	to understand it when it is spoken / written	
memory	to recall it when needed	
conceptual knowledge	to use it with the correct meaning	not confusing <i>protractor</i> with <i>compasses</i>
knowledge of the spoken form: phonological knowledge	to hear the word and to pronounce it acceptably, on its own, and in phrases and sentences	to hear and produce the endings of verb forms, such as the /n/ sound at the end of <i>undertaken</i>
grammatical knowledge	to use it in a grammatically accurate way; to know grammatical connections with other words	<i>she sang very well</i> not * <i>she sang very good</i> ; to know that <i>is</i> and <i>be</i> are parts of the same verb
collocational knowledge	to know which other words can be used with it	<i>a beautiful view</i> not * <i>a good-looking view</i>
orthographic knowledge	to spell it correctly	<i>protractor</i> not * <i>protracter</i>
pragmatic knowledge, knowledge of style and register	to use it in the right situation	<i>would you like a drink?</i> is more appropriate in a formal or semi-formal situation than <i>what can I get you?</i>
connotational knowledge	to know its positive and negative associations, to know its associations with related words	to know that <i>slim</i> has positive connotations, when used about a person, whereas <i>skinny</i> is negative
metalinguistic knowledge	to know explicitly about the word, e.g. its grammatical properties	to know that <i>protractor</i> is a <i>noun</i> ; to know that <i>pro</i> is a <i>prefix</i>

Can you think of activities that focus on each aspect of learning a word?
 e.g. Metalinguistic knowledge: Students underline nouns and circle verbs in a text.

Table 4.1 <i>Knowing about a word</i>
<i>Type of knowledge</i>
Receptive knowledge: aural / decoding
memory
conceptual knowledge
knowledge of the spoken form: phonological knowledge
grammatical knowledge
collocational knowledge
orthographic knowledge
pragmatic knowledge, knowledge of style and register
connotational knowledge
metalinguistic knowledge