universität wien

DIPLOMARBEIT

Titel der Diplomarbeit

"Initial vocabulary presentation in Austrian EFL text books: A comparison of *Your Turn* and *Friends*"

Verfasserin

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angestrebter akademischer Grad

Magistra der Philosophie (Mag[a].phil.)

Wien, November 2010

Studienkennzahl lt. Studienblatt:	A 190 344 347
Studienrichtung lt. Studienblatt:	Lehramtsstudium UF Englisch, UF Französisch
Betreuerin:	Ao. Univ.-Prof. Mag. Dr. Ute Smit

Acknowledgements

Completing this diploma thesis was the biggest challenge I had to face in the course of my studies. There were times of incertitude, struggle and lack of motivation, which I would probably not have overcome without the support and encouragement of a number of special people. Therefore I want to take the opportunity to thank them at this point.

Above all, I wish to express my sincere gratitude to and admiration for my supervisor Professor Ute Smit. To me, she is a role model in different ways. As my supervisor and mentor she always showed genuine interest in my paper, offered helpful feedback and ideas and encouraged me to stick to deadlines we set. Every time I left her office I had regained motivation, confidence, ideas and also joy to continue working. Despite her tight schedule she always manages to find time for her students, often out of office hours. Most importantly, Professor Smit seems to really enjoy her work as a professor and researcher. I hope that I will lead my future professional life in a similar way.

Furthermore, I want to thank Professor Penny Ur, whose course on vocabulary and lexis raised my awareness of the importance of vocabulary for competent language use and sparked the idea of writing my diploma thesis in this field of second language study. Although she does not work at the English department of Vienna she was more than willing to offer valuable suggestions for my research. Her help and encouragement meant a lot to me and motivated me in this final stage of my studies. I regard Professor Ur as an outstanding researcher and professor, who is happy to share her knowledge and experience with her students.

Apart from this assistance on the more academic level I could not have finished my paper without the help and emotional support from my friends. They patiently listened to my ideas, reflections and doubts, motivated me when I lacked willpower, and shared my happiness when I made some progress. In particular I want to thank Melanie, Veronika, Susanne, Stella and Helene who all took their time to proofread parts of my thesis and provided valuable feedback and suggestions for further improvement.

Finally and with all my heart I wish to thank my family: My parents as well as my sister Barbara and my brother David. They have always supported me in every conceivable way and enabled me to enjoy the great time of student life in Vienna, France and England. Throughout the years of my studies they have constantly believed in me making my way. Especially during the hard time of writing my thesis I constantly felt the encouragement and emotional

support from all of them, and especially from my wonderful mum, who has done so much for me I can never adequately thank her for.

Declaration of Authenticity

I confirm to have conceived and written this paper in English all by myself. Quotations from other authors and any ideas borrowed and/or passages paraphrased from the works of other authors are all clearly marked within the text and acknowledged in the bibliographical references.

Vienna, November 2010 _____

Zusammenfassung

Die Wichtigkeit der expliziten Akquirierung einer Vielzahl von Wörtern und zusammenhängenden Wortgruppen für den kompetenten Gebrauch einer Fremdsprache wurde lange Zeit missachtet und Vokabellernen und -lehren war demnach traditionell ein Stiefkind der Fremdsprachenforschung. Obwohl seit Anfang der 1990er Jahre ein erheblicher Zuwachs an empirischen Studien und Literatur zu allen Aspekten von Lexik verzeichnet werden kann, stellt Schmitt (2008: 330) fest, dass die daraus folgenden Erkenntnisse nur langsam in die Materialien der modernen Fremdsprachendidaktik aufgenommen werden.

Die vorliegende Diplomarbeit analysiert und vergleicht die ersten beiden Bände der für den österreichischen Englischunterricht in der Sekundarstufe verwendeten Bücher *Your Turn* und *Friends* hinsichtlich der erstmaligen Präsentation neuer Vokabeln. Im Theorieteil wird eine Synthese von Sekundärliteratur geschaffen, die als Rahmen und Referenz für den darauffolgenden Empirieteil dient. Die zentrale Forderung der modernen Fremdsprachenforschung ist, dass Vokabelprogramme auf klaren und systematischen Prinzipien aufbauen müssen. Die Umsetzung dieser Maxime sieht unter anderem vor, dass die 2000 – 3000 häufigsten englischen Wörter explizit unterrichtet werden, da implizites Vokabellernen nicht zwingend zum Erlernen neuer Wörter führt, sondern eher die Festigung und den Ausbau bereits zum Teil bekannter Vokabeln forciert. Weiters ist zu beachten, dass die Lexik einer Sprache nicht nur aus einzelnen Wörtern, sondern zu einem großen Teil auch aus zusammenhängenden Wortgruppen besteht, deren Syntax fixiert ist und die nur in der gemeinsamen Reihenfolge eine bestimmte Bedeutung ausdrücken. Übungen, die neue Vokabeln präsentieren, sollen diese Tatsache widerspiegeln und eine Mischung aus verschiedene Wortkategorien beinhalten. Außerdem spielt die Gruppierung der Wörter eine erhebliche Rolle und kann Vokabellernen erleichtern beziehungsweise erschweren. Diverse empirische Studien belegen, dass die Präsentation neuer Wörter in semantischen Sets, wie zum Beispiel Farben, Tieren oder Charaktereigenschaften, zu Interferenzen zwischen den einzelnen Wörtern führen kann und SchülerInnen demnach länger brauchen, um diese Vokabel zu lernen.

Der empirische Teil der Arbeit besteht aus der Analyse der vier Schulbücher anhand von vier Kriterien, welche die interessantesten und relevantesten Aspekte des Theorieteils zusammenfassen. Ausschlaggebend für die Aufnahme einer Übung in die Analyse ist, dass zumindest die Formen und Bedeutungen der Wörter präsentiert werden. In der darauffolgenden Evaluierung und Diskussion der Ergebnisse zeigt sich, dass weder die

analysierten Übungen von *Your Turn 1&2* noch *Friends 1&2* in zufriedenstellender Weise den neuesten Erkenntnissen von effizientem Vokabelunterricht folgen. *Your Turn* entspricht insbesondere hinsichtlich der Dominanz von einzelnen Wörtern, insbesondere Nomen, und der Gruppierung der Vokabeln in semantischen Sets dem in der Literatur als weit verbreitetes Negativbeispiel beschriebenem Schulbuch. In *Friends* ist besonders auffällig, dass nur in sehr wenigen Übungen auch die gesprochenen Formen der Wörter präsentiert werden, obwohl diese in der Literatur als gleich wichtig wie die geschriebenen Formen sowie die Bedeutungen der Wörter angesehen werden. Weitere Vergleiche und Unklarheiten, die zusätzliche Nachforschungen und Studien bedingen, werden in der Evaluierung und der abschließenden Konklusion diskutiert.

Abstract

The new understanding of the central role of lexis in foreign language study has been reflected in the increased body of research in this field of vocabulary teaching and learning since the early 1990s. For competent mastery of the English language learners need to acquire a considerable number of lexemes explicitly, as studies reveal that implicit vocabulary learning from reading and listening leads to discouragingly low gains.

In this diploma thesis, the first two volumes of the Austrian EFL school books *Your Turn* and *Friends* are analysed and compared with regard to initial vocabulary presentation activities, i.e. activities that introduce both forms and meanings of new vocabulary items for the first time. The theoretical part summarises recent research findings and explains various aspects that need to be considered in order to foster a systematic and principled approach to vocabulary teaching. The selection of vocabulary items based on clear and well-thought-out criteria plays a particularly important role in this context. Furthermore, various kinds of single words and multi-word units need to be included in vocabulary presentation activities in order to avoid a disproportional share of nouns, and to facilitate the presentation of unrelated lexemes or thematic clusters, which lead to better vocabulary recall than the widely used semantic sets.

For the textbook analyses in the empirical part of the paper four criteria are formulated that cover the most relevant and interesting aspects from the synthesis of research. Subsequently, the findings are discussed according to three evaluating questions. The evaluation and comparison of the books show that neither *Your Turn 1&2* nor *Friends 1&2* present new lexemes in the most efficient and learner-friendly way possible. Whereas a relatively systematic approach can be discovered in *Friends*, initial vocabulary presentation activities in *Your Turn* do not seem to follow any apparent structure. Furthermore, *Your Turn* includes a significant number of activities that focus on nouns only and present lexemes in semantic sets. With regard to the introduction of the lexical items' spoken forms *Friends* shows particularly discouraging results. In the evaluation and conclusion parts of the thesis the analyses' findings are further discussed and areas that call for additional investigation are identified.

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1. Introduction

"Give me the right word and the right accent and I will move the world"

Joseph Conrad

There is hardly a better quotation to introduce a paper that promotes the central status of vocabulary acquisition in foreign language learning than this citation from Joseph Conrad's autobiographic piece of writing *A personal record.* Not only does it highlight the power of words, it also stresses both mastery of the word and its correct pronunciation as equally essential prerequisites for its competent use.

Without diminishing the impact and importance of non-verbal ways to exchange information it cannot be denied that words are the fundamental basis of successful communication. This is true for L1 as well as for L2 communication. At the same time vocabulary acquisition poses the biggest challenge for learners. In contrast to the finite number of grammar rules and sound patterns that can be satisfactorily learnt over time, the lexis of a language represents an infinite set of words. Not even native speakers know all lexemes of their L1, also because new words are coined every day in order to respond to developments in all areas of society. Despite the difficulty of the task learners need to acquire a substantial share of the lexis of the L2 if they want to achieve a proficiency level that allows effective communication without the need to paraphrase or somehow else compensate a great number of unknown lexemes.

The importance of providing students with a large vocabulary in the L2 has obviously not been realised in Austrian schools, however. As I have seen in my work as a private tutor of English and French, the majority of students do not know basic vocabulary items and this lack of knowledge limits them in both their active use of the language and their ability to comprehend spoken and written texts. Explicit focus on vocabulary during lessons seems to be rare and if students have to engage with new lexemes for homework they are mostly asked to just memorise vocabulary items from word lists. Given the essential role of lexis for competent mastery of a language I therefore feel that formal English language instruction in Austrian secondary schools is insufficient with regard to vocabulary teaching. In order to be able to provide empirical evidence for this hypothesis I thus decided to devote my diploma thesis to an analysis of vocabulary presentation in Austrian EFL textbooks.

Research on the field of vocabulary study in second language learning soon revealed that the topic covers a wide range of aspects, including the main parts of vocabulary presentation, retrieval and testing. Since a discussion of all three aspects would have exceeded by far the

scope of this paper the focus is directed to the first step in systematic vocabulary teaching, i.e. the initial presentation of unknown lexemes. The reason to do a textbook analysis was clear: In lower classes of secondary school especially the course books represent the principal source and teaching aid for teachers, and their contents thus determine the major share of the vocabulary input students receive. This makes an analysis of the way vocabulary items are introduced in Austrian EFL text books indispensable.

The paper is divided into two main parts: The first part, which encompasses the first three chapters, establishes a solid theoretical framework on which the textbook analysis and evaluation, which form the second part, can be based.

The first chapter is a synthesis of current research findings on foreign language vocabulary study. Further, the inefficiency of implicit vocabulary learning in contrast to explicit instruction will be explained, and the importance of a systematic and principled approach to vocabulary teaching will be discussed.

The second chapter explores the nature of lexis and various aspects that need to be considered with regard to the organisation of a structured vocabulary syllabus in course books. Subsequently, the focus will be directed to initial vocabulary presentation activities and the students' active involvement in the presentation of new lexemes.

The empirical part of the paper consists of the textbook analysis and the evaluation and discussion of the results. The former comprises descriptions of the following three aspects that all together create a comprehensive picture of the work with the school books *Your Turn 1, Your Turn 2, Friends 1* and *Friends 2*: The context analysis of learner factors as well as the institution and specific programme, the scrutiny of the teacher's books for information on the status of vocabulary teaching, and the analysis of initial vocabulary presentation activities in the four text books.

For the evaluation and comparison three questions will be formulated that discuss the analyses' findings in the light of the synthesis of research given in the theoretical part of the paper. Finally, conclusions from both parts of the thesis will be drawn. Furthermore, problems will be pointed out that might inhibit a straightforward and clear evaluation and thus require further investigation. Eventually, an attempt will be made to relate the outcome of the textbook analyses to the hypothesis that provided the starting point for the thesis.

2. Research on second language vocabulary

Whereas vocabulary teaching and learning were neglected areas of research some thirty years ago, a fact proven by the seemingly total absence of the words *lexis* and *vocabulary* in chapter headings or indexes in the major written texts on syllabus of the 1970s and 1980s, the 1990s and early 2000s experienced a real boom in second language vocabulary study (O'Dell 1997: 258, Read 2004: 146, Cameron 2001: 72, Schmitt 2008: 330, Hucking & Coady 1999: 182). O'Dell (1997: 261) sees one reason for the increased research on all different aspects related to lexis, as well as on the relationships between vocabulary and reading, writing, listening, speaking and grammar, in the development of modern technology. Huge computer corpora enable linguists to systematically analyse the actual use of language, including frequency, range and word partnerships. Schmitt (2008: 330) remarks, however, that consequential implications for language teaching and learning are only slowly being integrated into mainstream pedagogy.

At the beginning of this chapter some of the main findings of latest research as well as the most important facts with regard to modern vocabulary teaching and learning are summarised. In that way a general framework for the whole paper can be established and the readers are informed about the most important issues involved in the topic.

The focus of the second part is more specifically on the question of effective vocabulary learning and teaching. First, the concept of incidental vocabulary learning is analysed regarding its merits as well as limitations. Subsequently, explicit vocabulary instruction is focused on in order to allow a contrast of vocabulary gains from both approaches.

The final part of the chapter explores consequential implications for vocabulary teaching and learning. Furthermore, the basic principles of the lexical approach are outlined, as it represents a systematic and principled approach to vocabulary teaching where lexis is accorded central status of language learning.

2.1. General findings

2.1.1. Students' perception of the role of lexis

Research shows that students are perfectly aware of the necessity of extensive vocabulary knowledge. They regard vocabulary acquisition as their biggest challenge in learning a foreign language and realise that their lack of competence in that area restrains them from

effective communication in the target language (Read 2004: 146, Folse 2004: 23 referring to Green & Meara 1995 and Meara 1980). Folse (2004: 23) presents results from his own as well as two other unpublished studies by Flaitz (1998) and James (1996) where students evaluate their ESL programmes and see improvement on vocabulary development as second important only after more speaking opportunities in class.

Folse (2004: 127 ff.) also describes how he once offered an elective vocabulary course for students attending an intensive academic English programme. The course was 50 minutes a day for eight weeks and the planned number of words to be taught per session was 25. Due to these organisational specifications the course was largely teacher-centred, demanded massive amount of work from the students and challenged several more basic principles of modern language teaching at that time. Nonetheless the students' feedback was thoroughly positive and many students regarded it as the best course they had ever attended. They even found it useful enough to become a compulsory course of the programme.

Research concludes that students long for systematic vocabulary instruction and that their perception of their own lack of competence is accurate (Folse 2004: 129, Read 2004: 146). Studies investigating on students' vocabulary breadth reveal that average learners do not even attain moderate vocabulary learning goals as their vocabulary sizes are far behind requirements (Laufer 2000 in Schmitt 2008: 332).

2.1.2. How much vocabulary do learners need?

In the previous paragraphs the role of lexis for foreign language learning was regarded from the more subjective point of view of students themselves. In this section some actual numbers will be presented and they clearly underline the importance students attach to vocabulary acquisition.

The English language contains approximately 54,000 word families and although it is clear that not even native speakers know all of them researchers agree that students need to acquire a substantial share in order to master the language effectively (Cameron 2001: 75, Schmitt 2008: 329). Concrete numbers differ, however, and depend on the language skill considered. Nation (2006: 59) examines the question of "[h]ow large a vocabulary is needed for reading and listening" and states that "[i]f 98% coverage of a text is needed for unassisted comprehension, then a 8,000 to 9,000 word-family vocabulary is needed for comprehension of written text and a vocabulary of 6,000 to 7,000 for spoken text". These target figures cover "typical language use like reading a novel, reading a newspaper, watching a movie, and

taking part in a conversation" (Nation 2006: 59). With regard to comprehension of spoken discourse Schmitt (2008: 330) and Read (2004: 149 f.) summarise results of various studies where a lexical coverage figure of 95% is regarded as appropriate for substantial comprehension, which signifies a target vocabulary of 3,000 to 4,000 word families.

The notion of word family must not be confused with that of individual words, however. A word family includes the stem word or headword, as for example *possession* and all its inflected and derived forms, such as *possessive* or *possess* (Folse 2004: 43, Cameron 2001: 75). Apart from the difficulty to decide which words derive from the same basic item and are therefore related, it is certainly a fallacy to expect that learners know all members of a word family if they are familiar with one representative (Bogaards 2001: 322 f.). Schmitt (2008: 331 f.) refers to lists provided by Nation (2006: 65) based on the British National Corpus showing that the most frequent 1,000 word families contain around six members each. Taking this information into consideration it is evident that the actual amount of words to be acquired clearly exceeds the figures given above (Cameron 2001: 75, Read 2004: 150).

2.1.3. Vocabulary in second language learning materials

Since foreign language learners are confronted with such a substantial number of vocabulary items to acquire, the role of language teaching and learning materials in providing sufficient and principled input on lexis is, of course, crucial. Folse (2004: 127 ff.) devotes a whole chapter of his book on the myth "Teachers, textbooks, and curricula cover second language vocabulary adequately" and concludes that "vocabulary *is not* covered well enough" (130). Presenting results from observing intensive English programmes at a university he states that no systematic plan of vocabulary acquisition could be discovered in the curriculum, and that vocabulary seems to be dealt with only when students explicitly asked for it (Folse 2004: 131). However, Folse himself fails to offer any ideas with regard to the principles of such a systematic approach to vocabulary teaching. Schmitt (2008: 341) and Cameron (2001: 90) subscribe to Folse's criticism and agree that in daily class activities input on new lexis is limited.

One explanation for this neglect of lexis in vocabulary teaching and learning materials could lie in the communicative approach, which represents, in slight adaptations, the dominant method of modern foreign language teaching. The basic principle is that language features are learned through comprehensible input and meaning-based activities rather than explicit instruction. Whereas a debate about the necessity of special attention to grammatical form has

justified explicit grammar teaching when necessary, vocabulary is still supposed to be picked up as a "by-product" (Read: 2004: 147) of activities focusing on the four skills (Doughty and Williams 1998: 197 ff., Read 2004: 146, Schmitt 2008: 340). Research suggests, however, that a different approach is required for successful vocabulary instruction, as it will be expounded in the second part of this chapter.

2.1.4. The relation of vocabulary and grammar

In his frequently cited statement Wilkins (1972: 111) encapsulates the relation of vocabulary and grammar: "While without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (idea for quotation from Folse 2004: 23). It seems logical that knowledge of the syntax of a language is not sufficient for communication if a learner simply does not dispose of the words to insert into the grammatical structures (see also Prince 1996: 478).

In one of his myths about second language vocabulary teaching and learning, which says that "[i]n learning another language, vocabulary is not as important as grammar or other areas", Folse (2004: 19 ff.) underlines Wilkins' observation with a personal anecdote. In Japan he once wanted to buy flour in a small rural shop and although he knew the grammatical pattern to ask for goods he was not able to explain to the elderly ladies what he needed, as he did not know the word for flour in Japanese. He could neither orientate himself by the language written on the products, as he did not know the graphemes, nor paraphrase flour as he lacked the necessary vocabulary. Eventually, he left the shop without his desired purchase. Based on this personal experience and on conversations with his students Folse (2004: 22) concludes that in foreign language learning "vocabulary is actually more important than grammar".

Regarding this information it appears somewhat surprising that research unanimously agrees that in language teaching grammar has always occupied a more prominent role than vocabulary (Folse 2004: 22, McCarthy 1990: iix, Read 2004: 146, Nattinger & DeCarrio 1992: preface, Zimmerman 1997: 17). Language programmes offer special classes on grammar, or on practising particular skills, whereas courses with explicit focus on vocabulary are rare. An inventory of language learning materials reveals similar results. A broad range of grammar books is opposed to a considerably smaller number of materials related to vocabulary, which is, however, slowly increasing (Folse 2004: 23, 28).

Latest research on the relation of vocabulary and grammar could significantly change this traditional split and the dominance of grammar. The two apparently competitive areas of

language are, in fact, strongly related and teaching the one is nearly impossible without providing considerable information on the other, and vice versa (Cameron 2001: 72). The significance and consequences of this realisation will be explored further in the presentation of the lexical approach, as one of its fundamental principles is based on the interrelation of grammar and vocabulary.

2.2. Effective vocabulary teaching and learning

The message of the previous section is clearly that students know what research proves with actual numbers: A great knowledge of vocabulary is necessary in order to master the English language effectively. Vocabulary size measurement tests as well as students' own perceptions suggest, however, that students do not achieve the ambitious goals scholars propose. Current approaches to language teaching as well as teaching materials seem to rely on vocabulary being somehow acquired incidentally while students engage in communicative, meaning-based activities.

In this section the question of effective vocabulary teaching and learning will be approached in an attempt to find out which method leads to bigger vocabulary gains. First, advantages as well as limitations of incidental vocabulary learning will be discussed. The subsequent paragraphs will present arguments for explicit vocabulary instruction.

2.2.1. Incidental/Implicit vocabulary learning

Incidental or implicit vocabulary learning describes vocabulary gains that occur as a "by-product" of the main cognitive activity (Huckin & Coady 1999: 182). There are numerous studies on the relation of reading and incidental vocabulary learning, and a slowly increasing literature on implicit vocabulary acquisition from listening, and research agrees that, eventually, learners gain most of their foreign language vocabulary knowledge from these two areas (Hunt & Beglar 1998, Nassaji 2003: 645, Huckin & Coady 1999: 181). Whereas pick-up rates of incidental vocabulary learning from reading are discouragingly low in early research, recent studies obtain more positive results of vocabulary development (Schmitt 2008: 347). The aspects of vocabulary knowledge examined seem to be the decisive factor, as vocabulary learning is a complex process involving acquisition of various features of a word (see 3.3.1.).

Reading and listening are commonly regarded as very valuable to enrich and strengthen already partially existing, but not yet firmly established vocabulary knowledge. They do, for

example, have an important impact on improving receptive vocabulary skills, such as recognition of form and meaning as well as grammatical characteristics (Schmitt 2008: 347). Research disadvises, however, to rely exclusively on incidental vocabulary learning in order to acquire unknown lexis (Read 2004: 147, Laufer 2005: 245). Waring and Takaki (2003: 148) explored the learning rate from reading a graded reader and found out that, in a three months post-test after the study, students remembered on average the meaning of only one new word from the 25 unfamiliar items. Wesche and Paribakht (1999) also investigated *Reading and "Incidental" L2 Vocabulary Acquisition* and provide additional negative evidence for this approach to vocabulary learning. First of all, students recognised only less than half of the words as unknown, and further ignored 50 % of them, i.e. made no attempt to somehow deduce their meanings. Most significant, however, are students' opinions on the value of reading for vocabulary learning. Wesche and Paribakht (1999: 212) point out that "none of the learners reported that they considered the reading and comprehension activities they had just completed to be an effective means of improving vocabulary knowledge". They continue that "for all of them, real vocabulary learning involved more than simply interpreting new items in context" (ibid.).

The following paragraphs explain several reasons for the limitations of incidental vocabulary learning from reading, thus challenging widespread assumptions of how lexis is acquired.

- Guessing/Inferencing words from context

Schmitt (2008: 350) refers to multiple studies that list guessing or inferencing from context as "one of the most frequent and preferred strategies for learners when dealing with unknown words in reading" (see also McCarthy 1992: 125). Despite its popularity, however, it is not very effective and percentages of successful guesses vary around 25% (Nassaji 2003: 653, Bensoussan & Laufer 1984 in Schmitt 2008: 350). This dichotomy has led to increased research on the area and apparently, guessing from context is the most common way for native speakers to learn the meaning of new vocabulary in their language (Folse 2004: 72, Nation 2001: 232). Foreign languages learners are, however, in a less ideal position and face three main problems when they try to apply this strategy.

First of all, learners have to recognise an unfamiliar word as such. At first sight, this requirement seems paradox. In the course of reading, however, students tend to confuse unknown words with known words of a similar form, so-called "synforms" (Laufer 2005:

226). Studies show that such misjudgements are very common, and sometimes even reach a failure rate of more than 60% (Laufer 2005: 226, Nassaji: 2003: 650).

Secondly, context clues are often not very clear or even deceptive. Other vocabulary items might mislead learners to inaccurate guesses and, consequently, to wrong assumptions of the target word's meaning (Folse 2004: 77, Huckin & Coady 1999: 189, Laufer 2005: 226).

The biggest and most common problem, however, is that very often context words are of no use because these words are themselves unfamiliar to the learners. According to research students optimally need to know 98 % of all words in an authentic written English text to be able to successfully infer vocabulary items from context (Laufer 2005: 226, Nation 2001: 233). Given the fact that the average student does not even attain moderate vocabulary learning goals, as has been discussed earlier (see 2.1.1.), it cannot be assumed that learners usually dispose of a large enough vocabulary to meet this requirement.

- Importance of direct attention to new lexemes

The concept of incidental vocabulary learning implies that unfamiliar vocabulary items are somehow 'picked up' in the course of reading or listening. There is, however, empirical evidence showing that obviously it is not as easy as this. A certain degree of conscious attention and engagement with a new word is necessary, otherwise the first step of coordinating meaning and form of a new word will not be initiated (Laufer 2005: 226 f., Huckin & Coady 1999: 183 f.). Consequently "[i]ncidental vocabulary learning is not entirely 'incidental'" (Huckin and Coady 1999: 190).

In their "Involvement Load Hypothesis in Vocabulary Acquisition" Hulstijn and Laufer (2001: 543) analyse the issue in more detail and diagnose three components of vocabulary involvement, which are need, search and evaluation. In the course of reading or listening, while learners concentrate on overall comprehension and not on individual words, the 'need' to understand a particular item is not necessarily given. Clearly, the consequential steps of searching the meaning of the word and evaluating it in contrast to already existing knowledge will not follow either. It can therefore not be assumed that reading and listening for meaning necessarily cause the acquisition of new vocabulary (Huckin & Coady 1999: 182). With regard to guessing from context Folse (2004: 83) concludes that it might be a good "*reading-improvement strategy"* but probably not a "*vocabulary-improvement strategy"* (Folse 2004: 83).

- Multiple exposures to new lexemes

Incidental vocabulary learning from reading is impeded by an additional problem. In order to learn new vocabulary, students have to meet the words repeatedly and in various different contexts. Although concrete figures differ due to the already mentioned complexity of vocabulary knowledge study results suggest high numbers of required encounters.

The results of Waring and Takaki's (2003: 149) study show, for example, that in the immediate post test students were able to translate correctly only 42% of the words that occurred more than fifteen times in the text correctly. After one week the percentage decreased to ten. If exposure to new words was less than 15 there were little or no chances of their meanings being learnt. Although Nation and Wang regard ten encounters with a new word as sufficient, the consequential amount of required reading is still overwhelming. In order to meet 108 new words ten times in graded readers, nine such books would be necessary (Laufer 2005: 227). Hill and Laufer (2003: 88) visualise this magnitude on a larger scale. They compared pick-up rates from various studies and report that eight million words, which are about 420 novels, are necessary in order to acquire 2,000 new words (idea for reference from Schmitt 2008: 348).

It is clearly unrealistic to expect learners to read such a number of words, even if their proficiency and attitude play a considerable role in vocabulary learning (Schmitt 2008: 348, Laufer 2005: 227). Furthermore, only receptive vocabulary knowledge would be increased, as research shows that active usage of vocabulary is required for productive mastery of new words (Schmitt 2008: 345). It is consequently agreed upon that vocabulary learning from reading and listening cannot be the principal source of acquiring new lexemes (Schmitt 2008: 348, Laufer 2005: 223 f.).

2.2.2. Explicit vocabulary instruction

Apart from the limitations of incidental vocabulary learning there is one crucial reason justifying explicit vocabulary teaching: It is effective (Schmitt 2008: 341, Mason & Krashen 2004: 179, Wesche & Paribakht 1997: 175). Laufer (2005: 238) summarises three studies that compared vocabulary gains from 'pure' vocabulary activities, which "require learners to work with isolated words that are not related to any meaning-based task" with those where "words are the objects of learning, but they are, nevertheless, related to, though not embedded in, a meaning-based task which is central in a lesson" (ibid.). The procedures of one of the studies are presented in more detail. For one group, the target words appeared in glosses in the

margin of a text and they were relevant to the comprehension questions on the text. The other group received a list with explanations and translations of the ten target words, and they had to write a sentence with each of them. The results of the immediate and delayed post-tests, where participants had to recall the meaning of the lexemes, are representative for all three studies. The activities where new lexemes were focused on explicitly and did not represent an 'add-on' to a meaning-based task resulted in considerably better vocabulary gains. Laufer (2005: 244) therefore demands that, similar to grammar teaching where "comprehensible input is insufficient for acquiring much of the L2 grammar", repeated activities have to be planned that treat lexemes "as objects of study rather than as tools for communication".

Explicit vocabulary teaching is seen as particularly vital for beginner and intermediate learners, whose vocabulary is naturally restricted (Hunt & Beglar 1998). Regarding the claim that successful guessing from context requires lexical coverage of 98% it seems self-evident that these learners need to acquire a substantial share of lexis explicitly beforehand. Coady (1997: 230) names this problem the 'beginner's paradox' and asks how students are supposed to learn new words from reading if they even lack necessary vocabulary to read well (idea for reference from Hunt & Beglar: 1998).

It is therefore suggested that in particular the forms and meanings of the most frequent 2,000 to 3,000 word families in a language should be taught and learnt explicitly, as these lexemes cover approximately 95% of all words in an average written text (Huckin & Coady 1999: 184). Knowledge of these high frequency words is so vital for any kind of language use that explicit focus on them is commonly regarded as worth both the effort and time required (Schmitt 2008: 345, Huckin & Coady 1999: 184, Hunt & Beglar 1998, Nation 2001: 93, 301, Nation 2007: 394f.).

2.3. Implications for vocabulary teaching and learning

2.3.1. A systematic, principled approach to vocabulary teaching

In the previous two sections several main issues regarding teaching and learning vocabulary have been discussed. First, the importance of vocabulary and its current role in the lexical syllabi of second language materials have been explained. The subsequent presentation of research on implicit and explicit vocabulary teaching and learning allowed a comparison of their effectiveness with regard to the acquisition of new lexis as well as development of already partially known vocabulary. This final part of the second chapter focuses on

implications for the foreign language classroom. In all reference books and articles I have read scholars draw one unanimous conclusion from their diverse studies on lexis, which is illustrated in the following two representative quotations.

> In sum, it is important to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled, long-term, and one which recognizes the richness and scope of lexical knowledge. All of the vocabulary learning partners need to work towards moving learner lexicons along the learning continuum, in terms of size, depth, and fluency (Schmitt 2008: 354).
>
> In general, it makes most sense to emphasize the direct teaching of vocabulary for learners who still need to learn the first 3,000 most common words. As learners' vocabulary expands in size and depth, then extensive reading and independent strategies may be increasingly emphasized. Extensive reading and listening, translation, elaboration, and fluency activities, guessing from context, and using dictionaries all have a role to play in systematically developing the learners' vocabulary knowledge (Hunt & Beglar 1998).

Two implications for vocabulary teaching and learning arise from these citations. Above all, scholars demand 'principled', 'long-term" and 'systematic' vocabulary learning programmes where students, teachers, materials writers and researchers (i.e. the "vocabulary learning partners" as defined in Schmitt 2008: 329) collaborate and all aspects involved in vocabulary acquisition are considered (for further references see Nation 2001: 232, Hashemi & Gowdasiaei 2005: 357). In order to achieve this goal scholars propose a combined approach of explicit vocabulary instruction and incidental vocabulary learning. Research agrees that the most frequent 2,000 to 3,000 words deserve explicit teaching, particularly in order to establish a firm link between form and meaning of the lexical items. After this initial direct focus on new words multiple encounters in various contexts are indispensable in order to strengthen existing and enhance further vocabulary knowledge (Schmitt 2008: 353, Nassaji 2003: 664, Thornbury 2002: 32). Implicit and explicit vocabulary learning are therefore regarded as "complementary activities, each one enhancing the learning that comes from the other" (Nation 2001: 232). With regard to the practical implementation of this realisation in the classroom Nation (2001: 323) suggests that explicit vocabulary teaching takes a share of 25% of the whole learning programme.

The two quotations above outline the general characteristics of a systematic and principled approach to vocabulary teaching. More detailed implications for the presentation of lexemes arise from Hatch and Brown's (1995: 372) list of "five essential steps in vocabulary teaching", which will be presented in the following:

1. having sources for encountering new words;
2. getting a clear image, whether visual or auditory or both, for the forms of the new words;
3. learning the meaning of the words;
4. making a strong memory connection between the forms and meanings of the words;
5. using the words;

The five principles provide a clear and concise overview of the most important stages involved in systematic and principled vocabulary teaching. First of all, students have to be provided with opportunities to meet and, most importantly, notice new lexemes, especially the most frequent 2,000 to 3,000 lexemes (see discussion of explicit vocabulary instruction in 2.2.2.). In these first encounters with a new lexeme the most essential information has to be presented, which are the spoken and written forms as well as the meanings of the lexemes. With regard to step four and five Schmitt (2008: 353) agrees with Hatch and Brown and claims that "[a]t the beginning, establishing the meaning-form link is essential" and that learners should "maintain the maximum amount of engagement possible with lexical items". The five stages will be discussed in more detail in chapter four, which focuses on aspects of initial vocabulary presentation activities, and will also serve as a reference for the evaluation of the textbooks in 8.2.

After the discussion of a systematic and principled approach to vocabulary teaching and learning as suggested by various scholars the cornerstones of the lexical approach will be outlined, where, as the name indicates, lexis is seen as the centre of language. Although the lexical approach is certainly not uncontroversial it does represent a consistent and well known method of language teaching and its presentation is therefore regarded as an interesting and important part of the paper.

2.3.2. The Lexical Approach

In the preface of *The Lexical Approach*: *The State of ELT and a Way Forward*, first published in 1993, Michael Lewis defines his approach to language teaching and learning in relation to communicative approaches:

> The Lexical Approach develops many of the fundamental principles advanced by proponents of Communicative Approaches. The most important difference is the increased understanding of the nature of lexis in naturally occurring language, and its potential contribution to language pedagogy (Lewis 1993: vi).

The lexical approach does therefore not intend to reinvent language teaching and learning. It can rather be seen as a shift in emphasis from grammar to lexis as the basis of language. It is

this different perception of language that constitutes the radical change in the lexical approach and according to Lewis (1997: 12) it affects above all "the way teachers **think about** ELT". Actual changes in the classroom will only take place in "comparatively modest ways" (ibid). Lewis (1997: 3) even claims that

> if introduced with thought and sensitivity, its introduction will be almost invisible, involving perhaps 20 or even 50 small changes in every lesson, each in itself unremarkable, but the cumulative effect will be more effective teaching and more efficient learning.

The perception of the nature of lexis, and the consequential reversal of the traditional roles of lexis and grammar represent the two fundamental maxims of the lexical approach. They are expressed in several of the 19 key principles Lewis introduces at the beginning of his book. The first and main principle says that "[l]anguage consists of grammaticalised lexis, not lexicalised grammar" (Lewis 1993: vi), and defines grammar as subordinate to lexis. The following two principles explain the nature of lexis and the consequences for language teaching:

> The grammar/vocabulary dichotomy is invalid; much language consists of multi-word 'chunks'.
>
> A central element of language teaching is raising students' awareness of, and developing their ability to 'chunk' language successfully (Lewis 1993: vi).

In the following paragraphs the two pillars of Lewis' approach will be explored in more detail. First the nature of lexis will be scrutinised and after these explanations the subsequently described split of the traditional dichotomy of vocabulary and grammar will become evident.

2.3.2.1. The nature of lexis

The altered perception of lexis and its significance in the lexical approach is based on the findings that native speakers use a considerable amount of unanalysed 'chunks' of words, or so-called 'prefabricated' language, which they combine to create coherent spoken and written text. Whereas early research regarded these 'formulaic' groups of words as somewhat random and marginal, more recent findings reveal that mature native speakers use many thousands of these memorized complete phrases (Nattinger & DeCarrico 1992: preface, Pawley & Syder 1986: 205). Depending on the question of what is included in the concept of multi-word units their proportion in normal language use reaches figures of up to 80 per cent (Wray 2000: 466).

In the lexical approach language teaching and learning is centred on this new understanding of lexis. The introduction of different terminology is supposed to underline the radical changes compared to previous language teaching methods. The lexical approach is about 'lexis', not 'vocabulary', and the lexis of a language consists of 'lexical items', a term used to replace the common notion 'word'. Lewis (1993: 89) explains that "[l]oosely, if you 'have a big vocabulary' you 'know a lot of words'. To be precise, it means "hav[ing] access to a huge store of lexical items some of which are quite different in kind from others", however, and the expression 'lexical item' illustrates this detail better than the term 'word' (Lewis 1993: 89).

The importance of the acquisition of chunks for language learners is based on Pawley and Syder's (1986: 191) concepts of *nativelike selection* and *nativelike fluency.* The former refers to the ability of selecting the "natural and idiomatic" expression "from among the grammatically correct paraphrases" (ibid.), which would all be possible ways of expressing the desired meaning. Language is socially sanctioned, however, and "[t]here is a vast difference between what we could say and what we do say" (Lewis 1993: 90). Learning unanalysed chunks of language instead of combining individual words therefore reduces the probability of producing so-called 'nonce forms', which Pawley and Syder (1986: 192) define as absolutely genuine, awkwardly foreign sounding utterances created by a non native speaker. Although my personal experience as a teacher is limited I have already encountered situations as described in Lewis (1997: 17), where students produced grammatically correct language, which did, however, simply not sound as if a native speaker would ever utter them. In the lexical approach the focus is therefore on providing learners with "[p]robable rather than possible English" (Lewis 1997: 15).

The concept of *nativelike fluency* describes the second main reason for the importance of multi-word items for language production. The capacity of the human brain to encode novel speech is surprisingly limited, and the use of chunks enables speakers to produce fluent multi-clause speech (Pawley & Syder 1986: 191). Instead of continuously generating genuine language from scratch native speakers can access a set of prefabricated units as often as they want and without significant intellectual effort (Cameron 2001: 49 f., Lewis 1990: 90).

Teaching learners multi-word units as unanalysed wholes and raising their awareness of identifying such chunks helps them develop both the ability to select native-like language and to speak fluently. Especially elementary and lower intermediate students profit from lexical chunks in order to quickly increase their fluency and oral competences (Lewis 1993: 116).

2.3.2.2. Grammar teaching in the Lexical Approach

After the discussion of the nature of lexis the changed relation of lexis and grammar is self-explanatory. The traditional predominance of grammar as the origin of all creative language production is challenged by the increased understanding of the "potential generative power of certain words" (Lewis 1993: 37). In the lexical approach, "[g]rammar as structure is subordinate to lexis" (Lewis 1993: vii), which does not imply, however, that grammar teaching is completely neglected. Lewis (1993: 133) concedes that "[f]ull, competent use of the language involves mastering its grammatical patterns" (Lewis 1993: 133). The lexical approach does, however, suggest a different way to achieve this goal. One of the key principles mentioned at the beginning of the discussion describes "[g]rammar as a receptive skill" where "the perception of similarity and difference is prioritised" (Lewis 1993: vii). Instead of providing students with abstract meta-language and rules, which might lead to them producing grammatically correct, but not idiomatic language, input on grammar is centred on raising awareness of underlying patterns of language. In this way, grammar teaching in the lexical approach represents what Nattinger and DeCarrico (1992: xiv) describe as a desired "middle ground" of the structural approach and the origins of the communicative approach. While the former focused on analysis only, formal language description was disdained altogether in the latter. As however this paper is not primarily concerned with grammar teaching, the discussion will restrict itself to a presentation of the ten main principles of grammar teaching as formulated in the lexical approach (1993: 134 ff.).

1. Grammar is not static or canonical […].
2. Grammar is not prescriptive […].
3. Grammar is not well-defined […].
4. Grammar is not the basis of language or language learning […].
5. Grammar is not the 'correct sentences' of the language […].
6. Grammar is not linearly sequenced or linearly sequenceable […].
7. Grammar is not a set of 'rules' […].
8. Grammar is not a set of transformations […].
9. Grammar is not primarily the tense system […].
10. Grammar is not logically distinct from 'vocabulary' […].

2.3.2.3. Criticism of the Lexical Approach

The centrality of prefabricated chunks has also been identified by other researchers, such as Alison Wray (2000: 463), who agrees with Lewis that in order to completely master a new language learners need to "become sensitive to the native speakers' preferences for certain

sequences of words over others that might appear just as possible" (ibid.). She coins the term 'formulaic sequences' to refer to multi-word units and provides the following definition:

> a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar (Wray 2000: 465).

Despite the shared view on the nature of lexis she criticises two central aspects of the lexical approach. First of all she disapproves that the lexical approach categorises formulaic sequences mainly on the basis of form without regarding the functions they fulfil in language use. She bases formulaic sequences on functions and provides tables where functions, effects, types and examples of formulaic sequence are explained (Wray 2000: 475). The 'functions of formulaic sequences in social interaction' are, for example, divided into three 'sub-functions': The function of manipulation of others, which can be realised through the formulaic sequences of commands, requests, politeness markers etc., the function of asserting separate identity, which comprises story-telling skills, turn claimers and personal turns of phrase, and the function of asserting group identity, which includes group chants, institutionalised forms of words, rituals, proverbs, threats and hedges (Wray 2000: 476).

The second point of criticism concerns grammar teaching in the lexical approach. Wray explains that the very reason for teaching and using formulaic sequences is to decrease the mental work necessary to achieve fluency and native speaker competence. Therefore it is paradox to expect learners to "use formulaic sequences as input for their analysis of the language, out of which they will derive grammatical and morphological rules" (Wray 2000: 470). In fact there is little research on the questions of whether learners are capable of deducing grammar from formulaic sequences. The few experimental studies on the topic seem to cast doubts on this method of grammar teaching, however, and rather support Wray's argument that in general, formulaic language is used to avoid the necessity of applying difficult grammar rules to produce text (Wray 2002: 471 f.).

For this paper the criticism of grammar teaching in the lexical approach is less relevant, as grammar does not concern the analyses of vocabulary presentation in Austrian course books. The difficult issue of categorising lexis on the basis of form or function will be addressed again in the discussion of the nature of lexis, when a catalogue of various kinds of formulaic sequences for the textbook analyses is presented (see 3.2).

3. Lexis

This chapter is divided into three parts. At the beginning of designing the vocabulary content of a course book the important question arises regarding the selection of vocabulary items, and therefore factors that influence the choice of words will be discussed first. Secondly, the nature of vocabulary is analysed, as the discussion of the lexical approach has revealed that individual words constitute only one group of the lexis of a language. Subsequently, the complexity of vocabulary knowledge is focused on. Thornbury's (2002: 22) concept of "vocabulary depth" is introduced and various aspects are presented that are involved in learning a lexeme.

3.1. How can vocabulary be selected?

As pointed out in the second chapter, a principled and systematic approach to vocabulary teaching implies careful consideration of the selection and sequencing of vocabulary items. Facing the enormous amount of lexemes in the English language this first step in the process of designing the vocabulary component of a course book is decisive for its quality. Consequently, it needs to be based on sensible and stringent criteria in order to ensure that only maximally useful lexemes are included in vocabulary syllabi (Lewis 1993: 106, Read 2004: 148).

Due to the fact that the course book tends to represent the main teaching source for teachers (see McGrath 2002: 12, Littlejohn 2007: 190) the main share of the vocabulary input they provide in class is predefined. Most teachers probably design their own supplementary materials on lexis, however, and therefore it is indispensable that they know the most important factors involved in the complex and important task of choosing appropriate lexemes (McCarthy 1990: 79, Lewis 1997: 46). The following paragraphs discuss the main five determining aspects to be considered in this respect.

3.1.1. Usefulness

It is self-evident that students have various motivations for studying a language and that vocabulary items need to be selected with regard to their usefulness for the learner group. The lexical needs of students who want to learn English in order to be able to understand technical reports in English in their home country will certainly differ from those of language learners

who want to acquire the most important words and phrases for travelling in English-speaking countries, for example (Gairns & Redman 1987: 59, Lewis 1993: 106, Read 2004: 150).

For school book designers the selection of vocabulary items is more challenging. Apart from clearly important classroom language which allows communication in English right from the beginning, such as *whiteboard*, *open your books*, *mark true and false* etc. there is a range of lexemes that can be regarded as equally valuable. Consequently, additional criteria, such as the lexemes' frequency and range, need to be considered in order to sequence the vast amount of potentially useful vocabulary items appropriately (Thornbury 2002: 34).

3.1.2. Frequency and range

As has been discussed in the previous chapter various scholars regard the frequency of words as one of the most important and primary factors for the selection of words. Their argumentation is convincing. Laufer (2005: 230) notes that "[t]he 2,000 most frequent word families in English together with the Academic Word List comprising 570 word families cover 92 % of spoken language and 84% of newspaper language". It is therefore commonly agreed upon that learners need to acquire this 'core vocabulary' as soon as possible, given its obvious payoff with regard to both language comprehension and production (Thornbury 2002: 21; McCarthy 1990: 66; Nation 2001: 11, Huckin and Coady 1999: 184, Nation and Newton 1997: 238).

Since the development of corpus linguistics access to accurate information on a word's frequency has no longer been a question of intuition, which often proved wrong even among native speakers of a language, or highly time consuming word counting (Schmitt 2008: 333). Dictionary writers, vocabulary course designers as well as teachers and learners themselves can exploit corpora to learn about a word's position within the language, its typical collocations and its use in authentic contexts (Thornbury 2002: 68 f.). Depending on the corpora they are based on and the target group, various frequency lists can be produced, as for example the *Academic Word List* by Coxhead from 1998 (Nation 2001: 385) or the *Dolch List*, which was compiled in 1936 and contains 220 sight words for elementary school children in the USA (Folse 2004: 43). In order to determine the frequency of the more general vocabulary items beginner students of English need to learn, several authors refer to Michael West's *General Service List of English Words* (GSL) from 1953, which is, according to Nation (2001: 11) "the classic list of high-frequency words" (further references in Folse 2004: 43, Read 2004: 148, Carter 1998: 206 ff.). It comprises the 2,000 word families mentioned

above and is, despite its age, still valid, as more recent frequency counts based on larger and contemporary corpora prove (Read 2004: 148). Although there are clearly weaknesses, such as the absence of more recently coined lexemes and information on collocations, the *GSL* constitutes a landmark in lexicometric research (Carter 1998: 208). Besides describing the frequency of each word in written English as well as the relative frequencies of the various meanings West provides details on the range of a lexeme (Carter 1998: 206). This aspect is highly interesting, as a word might be very frequent, but occur in a limited number of text types only. The usefulness of lexemes is thus determined by their frequency as well as their prominence in a wide range of texts (Nation and Newton 1997: 238, McCarthy 1990: 69).

Although frequency is consistently regarded as one of the decisive factors in the selection of vocabulary items cautious usage of frequency lists is recommended. Two aspects need to be considered in particular. First of all, it has to be noted that the major share of the most frequent 100 words is represented by function words, such as *the, of, that* (Stahl & Nagy 2006: 99; see 3.2.1 for a definition of function words), which justifies and even necessitates an earlier introduction of words of lower frequency. The second issue concerns the complexity of vocabulary knowledge. High-frequency words usually have several meanings, and some are much more frequent than others. Consequently, reliable frequency lists have to provide information on the relative frequencies of the different meanings of a lexeme in order to ensure that initially only the most important aspects of the words are focused on (Nation and Newton 1997: 238).

Besides close examination of these two points McCarthy (1990: 66 f.) advises material designers to analyse the corpora on which frequency lists are based in more detail, as the nature, size and actuality of the data strongly influence the outcome of the records. He offers the following list of questions.

1. What size corpus was used to get the frequency counts? […]
2. Was the corpus written language, spoken, or both? […]
3. Did the corpus cover a wide range of text-types, topics, registers, situations, etc.? [...]
4. Did the frequency count bunch word-forms together under single entries, or did it separate them? In other words, are ‘actual’ and ‘actually’ treated as the same item or as different? […]
5. How long ago was the corpus assembled; does it contain up-to-date information? […]
6. Does the count take into consideration very frequent *multi*-words items? […]
7. Does the count tell us about frequency of *meaning*? If ‘book’ occurs as a frequent word, how many occurrences were in the meaning of ‘reading matter’ and how many were in the verb meaning ‘to reserve’? […]

3.1.3. Relevance for learners/Learner needs

The frequency of words, can, however, not provide the only basis for vocabulary selection in course books. It is also necessary that the lexemes are relevant to the target group's personal worlds and their interests. A positive side effect of taking these aspects into consideration is certainly that the learners' motivation to actually study the words will be increased when they realise the lexemes' immediate usefulness for their lives.

McCarthy (1990: 87 f.) refers to Allen (1993: 108) who formulated four questions to be raised in the attempt to describe learners' vocabulary needs.

1. Which words must students know in order to talk about people, things, and events in the place where they study and live? (When such words are learnt, the new language can immediately be put to use.)
2. Which words must the student know in order to respond to routine directions and commands? (The vocabulary for 'open your books' and 'write these sentences' and other routine instructions should be learnt early, so that such frequently repeated directions can always be given in English.)
3. Which words are required for certain classroom experiences (describing, comparing, and, and classifying various animals, for example, or having imaginary conversations with speakers of English, or writing letters to pen pals)?
4. Which words are needed in connection with the students' particular academic interests? (Those who will specialise in science need vocabulary that is different from those who plan business careers.)

Whereas questions two and three are already covered in the discussion of the usefulness of vocabulary, questions one and four certainly lead to important considerations with regard to the lexemes' relevance for the target group's worlds. Cameron (2001: 90) raises the issue of the actuality of course books and points out that "children are getting more and more global in their interests" and that "[t]heir worlds are much bigger, from much younger ages, than used to be the case". She observes that vocabulary input in foreign language teaching is limited, however, and that vocabulary in course books for young learners especially is often predictable, starting with lexical sets on the family, the house, the school and subsequently on other countries and historic topics. Cameron therefore doubts that children are "encouraged to learn a wide enough vocabulary in their foreign language" (ibid) and demands that vocabulary provided in textbooks should focus on students' real lives rather than on lives syllabus designers *think* students lead.

3.1.4. Learnability

For beginner students especially, more practical considerations also play an important role in the selection of lexemes, as for example the 'learnability' of words, that is the question of how easy or difficult it is for learners to acquire the lexical items (Thornbury 2002: 35). According to McCarthy (1990: 86) the notion of learnability is directly related to that of frequency, as a high frequency of occurrence of words increases the chances of them being naturally absorbed by the students.

Nonetheless there are several factors that influence the learnability of vocabulary, which might result in words being taught earlier or later regardless their frequency. McCarthy (1990: 86) lists a variety of such reasons.

- Difficult spelling, as for example the problem of single or double consonants in certain words (*occurrence*, *parallel*)
- The challenge of pronouncing sounds or sound combinations that might not exist in the student's mother tongue. Furthermore, there are exceptions to rules of pronunciation in every language, and in English especially, which make it difficult to rely on regular patterns when learning the spoken form of a word.
- The syntactic characteristics of words might differ from their equivalents in the student's own language, as in transitive and intransitive verbs.
- The meaning of words can pose serious problems for learners. In German, as well as many other European languages, the English verbs *make* and *do*, for example, are represented by one word only, which complicates correct usage of the pair. Another source of misunderstandings is the so-called 'false friends', where students mistakenly rely on the similarity between the target lexeme's form and a word from their L1.
- A particularly problematic group of lexemes is words and expressions that are inherent to the culture of the target language only and do therefore not have equivalent concepts in the students' L1. Thornbury (2002: 28) mentions the field of sports, and provides the example of the game cricket, where many lexemes "will seem fairly opaque to most learners and are unlikely to be easily learned" (ibid.). Nation (2001: 51 f.) adds terms of "food, family relationships and politeness behaviour", which often differ considerably within cultures. His advice for teaching such lexemes is to present and practise them "within culturally authentic semantic fields and networks of relationships" and "in ways that distinguish the native and target culture" (Nation

2001: 52). McCarthy (1990: 109) suggests applying a 'schema-activation technique', where learners are asked a series of questions about their associations with concepts such as 'holidays' in their L1 in order to find out whether they deviate from those related to the target lexeme.

3.1.5. Teachability

Similar to the concept of a lexeme's learnability, the ease or difficulty of teaching certain vocabulary items can influence their selection for the vocabulary syllabus of a schoolbook. Being able to demonstrate or illustrate words increases their teachability, and therefore such lexemes might be introduced prior to more frequent and maybe even useful ones. In general it can be seen that nouns are easier to teach than verbs and adverbs, and that the teachability of concrete nouns is higher than that of abstract ones (Thornbury 2002: 35).

3.2. What is included in vocabulary?

As pointed out in the discussion of the lexical approach, the lexis of a language consists of individual words as well as multi-words units, which native speakers use like prefabricated, unanalysed chunks of language. Various scholars have analysed this field of second language vocabulary and similarly to Lewis, they suggest alternative terms to the commonly used *word* in order to refer to the different kinds of vocabulary items. Drawing on different lexicological theories Widdowson (1996: 36) embraces Lewis' *lexical item,* Bogaards (2001: 323) introduces the term *lexical unit* and Thornbury (2002: 6) uses *lexeme*.

Research provides a variety of lists to categorise the diverse kinds of lexemes, which serve as a valuable basis for the following detailed description of single words and multi-word units. Such a clear and concise catalogue of categories is indispensable for the empirical part of the paper, as the question of the kinds of vocabulary items introduced represents a central part of the textbook analyses in chapter 7.2. It has to be pointed out that the list categorises lexemes according to their forms only, neglecting the important notion of the functions lexemes can fulfil in texts. This sharp focus on form is explained by the fact that all initial vocabulary presentation activities in the textbooks under consideration introduce lexemes out of context, and do not provide any information on the various roles the lexical items can assume.

3.2.1. Single words

This is the largest category of lexical items and probably the group most people primarily associate with vocabulary learning (Lewis 1997: 21). Lewis (1997: 21) states that despite the recent focus on various categories of multi-word units vocabulary acquisition is above all a matter of learning words in this traditional sense. Thornbury (2002: 3) differentiates eight word classes:

- nouns […]
- pronouns […]
- verbs […]
- adjectives […]
- adverb […]
- prepositions […]
- conjunction […]
- determiner […]

Depending on a lexeme's role in a sentence it can be allocated to different word classes. The lexeme *book*, for example, can either function as a predicate and therefore belong to the group of verbs or adopt the role of a subject or object, and be categorised as a noun.

Regarding the meaning of the lexemes a further distinction into two groups can be made. Prepositions, conjunctions, determiners and pronouns, which determine the grammatical structure of the sentence, are classed as grammatical or function words. They carry no or very little denotative meaning and constitute a fixed set of items (Lewis 1993: 91, Bogaards 2001: 324). The last lexeme added to the group of pronouns, for example, was the word *them* in the early sixteenth century (Thornbury 2002: 3).

Nouns, verbs, adjectives and adverbs, on the other hand, are part of the open set of content words and provide most of the semantic information in a text (Lewis 1993: 91). New developments and changes in societies constantly demand the creation of additional lexemes to be included in this group of words.

Besides these two groupings there is a category of items for which a classification as single words is not equally straightforward. Compounding is a word formation process that implies the combination of two or more independent words, as for example in *dishwasher* or *record player* (Thornbury 2002: 5). Most commonly, compounds consist of two nouns. They can, however, include words of all word categories and develop greatly in length (Brown & Hatch 1995: 189).

Scholars seem to disagree on the question of whether compounds are learned as single lexical items or as clusters composed of individual words. Research shows that learners do have problems with the word order in certain compounds, those of more than two parts especially, which suggests that they do not regard them as single lexemes but rather add the various elements (Brown & Hatch 1995: 194). On the other hand there are many compounds that are written as one word and even listed as single items in dictionaries, as for example *dishwasher* or *typewriter*. It can be assumed that perceiving compounds as one single word can lead to students' learning and storing them as such (Thornbury 2002: 5). For the classification of compounds as single words or multi-word items in the analysis of this paper the compound's length and written form will therefore be decisive.

3.2.2. Multi-word units

As has been pointed out, a large percentage of a native speaker's language is realised by the activation of prefabricated chunks, which are groups of more than one word that function as a unit in terms of both form and meaning. For language learners it is indispensable to acquire a great number of such formulaic sequences if they want to achieve a proficiency level where they produce utterances that are not only grammatically correct, but do also sound idiomatic and native-speaker like.

Given the amount and variety of lexical chunks it is difficult to define rigid and straightforward categories, a fact that is reflected in the numerous categorizations provided by individual authors. Thornbury (2002: 6 f.) places groups of more than one word on a "continuum of strength of association" (7), ranging from compound words to multi-word units embracing idioms and phrasal verbs, to collocations, which, according to him, show the loosest kind of association.

Lewis (1993: 92f.) highlights the difficulty of categorising multi-word items and concedes that marginal cases and overlapping categories cannot be avoided. In his opinion, the two most important groups are collocations and institutionalised expressions. All other lexical chunks, including phrasal verbs, are subsumed under the category of 'polywords', which hence represents the 'messiest' and least well-defined grouping of multi-word units.

Folse (2004: 2ff.) bases his categorisation on the lexemes' fixedness and differentiates between 'set phrases', which can usually not be altered, and 'variable phrases', which allow some adaptation. Furthermore he adds 'phrasal verbs', which comprise two or three words of which the first one is always a verb, and 'idioms'.

In order to facilitate the categorisation of lexical items in the text book analysis and subsequent evaluation a comprehensive and clear catalogue of multi-word items is indispensable. The various lists presented above are a valuable guideline. They are, however, not precise enough for this paper and were therefore adapted and expanded in order to create a catalogue that best meets the purpose of the paper.

First of all, multi-word units can be classified on a more general level as 'phrases' and 'clauses'. A phrase consists of a single or several words, whereas clauses always show a subject-predicate structure (Kortmann 2009: 128f.). This basic distinction is useful for lexemes where a straightforward categorisation is complicated. There are, however, several sets of multi-word items with distinguishing characteristics. The largest of these groupings will be described in more detail in the following.

- Idioms

Idioms exist in all languages and are some of the most difficult lexical items to learn because of their often totally unrelated form and meaning (Folse 2004: 9). Their basic characteristic is fixedness, which implies that the alteration of a single word can change the sense of the lexeme or render it meaningless altogether. Consequently, it is particularly important to present, teach and learn these multi-word units as single lexical items (McCarthy 1990:6).

With regard to the relation of meaning and form idioms cover a scale from absolute opacity, as for example in the lexeme *to kick the bucket* signifying *to die*, to semi-opacity, as in *to pass the buck* expressing *to pass the responsibility*, to relative transparency, as in the idiom '*to see the light*', which is not extremely difficult to decipher as *to understand* (McCarthy 1990: 7f.).

In order to identify a lexical chunk as an idiom Folse (2004: 9) offers a test that appears slightly too simplified. A multi-word unit is to be classified as an idiom if the denotations of the single words of the lexeme differ from the meaning of the whole lexical item. As an example Folse describes the phrasal verb *throw up*, which is not at all the addition of *throw* and *up* and therefore clearly idiomatic. As has been pointed out there are, however, many idioms that are relatively transparent in their meaning and therefore Folse's test is probably not always applicable. In fact, the borderline between 'real' idioms and what McCarthy (1990: 9) labels as 'fixed items' is sometimes not a hundred per cent clear.

- Fixed items/ Set phrases

According to McCarthy (1990: 9) there are hundreds of lexical items that show regular syntax and no opaque vocabulary, which means that their comprehension is mostly unproblematic.

The syntagmatic relations of the individual words that constitute the lexical item are, however, fixed and unalterable, which makes it both difficult and indispensable for learners to acquire them as a unit. The meaning of the lexeme *to talk politics*, for example, is certainly straightforward. However, a German native speaker would probably produce *to talk about politics*, translating it word for word from the equivalent German expression.

It is important to note that set phrases are only syntagmatically fixed, whereas alterations on the paradigmatic level are possible. McCarthy (1990: 9) also lists *to talk business* and *to talk shop*, for example, whereby the opaqueness of the latter's meaning probably classifies it as an idiom. Regardless of the problematic issue of exact categorisation fixed items are clearly an important group of multi-word units and have to be taught and learnt as single lexemes (McCarthy 1990: 9).

- Phrasal verbs

Phrasal verbs present another enormous challenge for learners. As explained earlier, they consist of two or three words, the first one being a verb, the second one a preposition, a particle or an adverb and the third, if present, a preposition (Folse 2004: 5).

There are four main reasons for their difficulty. First of all, phrasal verbs are very often idiomatic. Secondly they tend to be reduced in conversation, which makes it hard for the learners to hear the separate parts of the lexeme accurately. The particle or preposition presents the third problem. The choice of this morpheme can mostly not be deduced from relating it to one's L1, yet its importance is significant as many phrasal verbs differ in this one word only. The main difficulty for learners of English in this context, however, is the strong presence of phrasal verbs. They occur even in the simplest of conversations and can seriously impede learners' correct understanding. Hence the most frequent examples have to be introduced at the beginning of EFL classes already (Folse 2004: 5 ff; Thornbury 2002: 6).

- Collocations

Collocations represent a special group of multi-word units. The relationship of collocates is not as strong as that between parts of idioms or phrasal words. They do, however, co-occur with increased frequency. McCarthy (1990: 12) compares their bond to a "marriage contract" with some collocates being "more firmly married to each other than others". Collocation can therefore range from totally novel or free collocations, to pairs that show a rigidly fixed form (Lewis 1993: 93). This fixedness is not necessarily reciprocal, however. One part of the

collocation might almost inevitably suggest the other, as for example the adjective *rancid*, which strongly demands its collocate *butter*, whereas the same is not true vice versa.

Another important characteristic of collocates is that they are not pragmatically tied. The choice of words depends on the content a language user desires to convey (Lewis 1993: 93 f). A language learner can therefore unknowingly produce very unusual or even highly marked or unacceptable collocations. In that sense competent mastery of collocational ties is also part of knowing the different aspects of a lexeme. As languages contain a considerable number of fixed collocations, however, they are mentioned as a separate group of lexis at this point. The inability to create appropriate collocates is, in fact, a factor that clearly distinguishes even very advanced language learners from native speakers. This lack of vocabulary knowledge can only be reduced by increased exposure to authentic language, as collected in language corpora, for example (McCarthy 1990: 12f).

3.3. What does it mean to know a word?

After the discussion of the various factors that influence the selection of vocabulary and the presentation of different kinds of lexemes a more detailed analysis of vocabulary knowledge is necessary in order to conclude this section on lexis. As has been referred to in the second chapter, learning a lexeme is not an "all-or-nothing phenomenon" (Thornbury 2002: 22), but a cumulative process of encountering lexical items in many different contexts in order to understand and master their diverse usages and characteristics (Cameron 2001: 76, Nation 2001: 23). Therefore the question to be asked about students' lexical competence is not one of whether they know a word or not, but rather that of where they stand on the continuum of full ignorance to competent mastery of all aspects of a lexeme. In order to differentiate between the size of a learner's lexicon and the quality of this vocabulary knowledge the terms *vocabulary breadth* and *vocabulary depth* were coined (Thornbury 2002: 22, Schmitt 2008: 333, Henriksen 1999: 303).

At the very least scholars distinguish between productive and receptive vocabulary knowledge, although they concede that the terminology is ambiguous, as the receptive skills listening and reading do demand production of meaning. The terms of 'passive' and 'active' knowledge, which are sometimes used as synonyms, are even more outdated since research has shown that learners' active involvement is required for conscious listening and reading (Nation 2001: 24). Nation (2001: 25) provides the following basic definition of the two dimensions of vocabulary knowledge.

> Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

This description neglects the fact that form and meaning of a lexeme are by far not the only aspects involved in language comprehension and production, although they are commonly regarded as the essential and therefore first features to be acquired (Schmitt 2008: 333, Nation 2007: 394). In general it can be noted that less knowledge is required in order to achieve receptive vocabulary skills, which accounts for a learner's usually wider receptive lexicon (Laufer 2005: 232). Productive use of a lexical item demands further vocabulary depth. The distinction between the receptive and productive dimension of lexical competence does therefore reflect vocabulary knowledge as moving along a continuum, where it is difficult to draw an exact dividing line of when a lexeme has entered the learner's productive vocabulary (Laufer 2005: 231, Henriksen 1999: 313).

Regarding the organisation and presentation of various aspects of vocabulary knowledge research provides lists of different complexity. Scholars repeatedly refer to Nation (2001: 26 f.) who distinguishes between form, meaning and use of a lexeme and examines every aspect both from the receptive (R) and productive (P) dimension (reference e.g. in Schmitt 2008: 334).

Table 1: 'What is involved in knowing a word' (Nation 2001: 27)

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?

		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency …)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

This detailed list of the various dimensions of lexical competence clearly illustrates the complexity of vocabulary learning. In order to describe the amount of effort learners need to devote to the acquisition of a lexeme Nation (2001: 23) introduces the concept of the 'learning burden' of a word. The more the various features of a target word resemble L2 words the learner is already familiar with or L1 words, the lighter its learning burden is and thus the more easily and quickly the different aspects will be acquired. The following paragraphs provide a short overview of each of the individual aspects in Nation's list.

3.3.1. Aspects of word knowledge

- Spoken form

Mastering the spoken form of a lexeme receptively implies being able to recognise it when hearing it. Competent productive use requires the ability to say it in order to convey the desired meaning. This includes correct pronunciation as well as familiarity with the stress pattern in words with more than one syllable, multi-word units and when the word occurs in text (Nation 2001: 40). As has been pointed out in the discussion of a lexeme's learnability, unfamiliar sound combinations can complicate the acquisition of spoken word forms (Thornbury 2002: 27).

- Written form

The main issue to be discussed concerning a lexeme's written form is spelling. Knowing this aspect of a word means that learners are both able to recognise the lexeme in written text, and also to write it correctly. According to Nation (2001: 45) "[t]he ability to spell is most strongly influenced by the way learners represent the phonological structure of the language". Irregularities in spelling rules as well as differences to the writing system in the learners' L1

do, of course, exert a negative influence on learners' spelling skills. Research also shows that learners who lack confidence in their spelling tend to avoid using words they find hard to write and thus use a smaller vocabulary than they have. Consequently, early training on the relations of written forms and their spoken realisation, including categorising words in groups, working with rhymes etc., is recommended (Nation 2001: 45).

- Word parts

The importance of raising students' awareness of the word parts that constitute a lexeme reflects one principle of grammar teaching proposed by Lewis (1993: 137), which says that learners should be taught basic morphological and word formation rules from the earliest stage of learning on. Knowing that a word like *unpleasantness* is composed from the parts *un*, *pleasant*, and *ness* and understanding their individual senses facilitates both understanding and production of lexemes that show similar structures (Nation 2001: 47).

- Connecting form and meaning

Learning a lexeme's spoken and written form is not sufficient. Competent use of a lexical item requires the learner's ability to connect them correctly. This aspect of word knowledge will be discussed in detail in the third part of the paper, as it represents a fundamental component of initial vocabulary presentation activities.

- Concept and referents

As mentioned earlier, words can have a range of sometimes quite diverse meanings and this is particularly true for high-frequency words. Words with one form, but multiple unrelated meanings are called *homonyms*, such as *bat* designating both the animal as well as a kind of racket in sports (McCarthy 1990: 23). If a word's various meanings are overlapping they are labelled as *polysemes*, as for example the lexeme *hold* in "I *held* the picture up to the light", "I was *held* overnight in a cell" and "Mrs Smith is *holding* a party next week" (Thornbury 2002: 9, Carter 1998: 12).

The question to be faced concerning teaching such lexemes is: Should each sense of a word be treated as an individual item and thus be introduced separately, or can one underlying concept representing the whole range of meanings be found and taught? Nation (2001: 51) refers to Ruhl (1989) who favours the approach of finding one inherent lexical meaning of words that show multiple meanings, as this would also imply that students have to learn a smaller number of words. Despite this obvious advantage the majority of scholars seem to

believe that "[k]nowledge of different meanings for one single form or for combinations of known forms cannot be taken for granted but will have to be acquired bit by bit" (Bogaards 2001: 328). Different meanings require different syntactic, morphological and semantic relationships as well as collocations, and a learner cannot be expected to know all these patterns of the diverse meanings of a lexeme if they know one general, underlying concept (McCarthy 1990: 22 f.). Bogaards (2001: 333) conducted a study in this field of vocabulary study and found out that "[n]ot only do semantically unrelated senses have to be learned separately, but senses that are close to already known meanings need to be learned as well" (ibid 337). My personal experience with vocabulary learning confirms this observation. I understood, for example, that the lexeme *head* did obviously not only designate the top of the human body, but also that of a company when reading an expression such as *She is the new head of department*. Although this expanded use of the lexeme appeared logical and not far-fetched to me I am sure that before having met the word in the appropriate context I would not have used it in any other sense than the anatomic one I had explicitly acquired.

In addition to the problematic issue of homonymy and polysemy the meaning of a word is itself multi-faceted, i.e. is composed of several meanings. The referential or denotative meaning of a word is a lexical item's 'basic' meaning most people primarily associate with *the* meaning of a word (Lewis 1993: 78 f., Carter 1998: 15 f.). As the name indicates it refers to the word's representative in the 'real' world, without "interpretation or embellishment" (Lewis 1993: 78). Furthermore the differential and pragmatic meaning of a word can be distinguished. The former defines the lexeme's inherent properties in contrast to similar lexical items, as for example *cup* as opposed to *glass* or *mug.* The latter concerns the functions lexemes adopt in language use. *Hi!* or *thanks,* for example, have only pragmatic meaning (Bogaards 2001: 324). Furthermore there is the connotational meaning of a word, which is covered in the section on the constraints on use that need to be considered for appropriate language use.

- Associations

The aspect of knowing a lexeme's associations refers to its semantic relations with other words. Synonyms and antonyms of words, for example, are lexemes that are relatively similar or opposite in meaning, respectively. They are a practical and useful means of defining and explaining lexemes, and illustrate the lexemes' differential meanings. Another way of organising vocabulary semantically is to use *hyponymy*, which describes relationships between specific and general vocabulary items within a lexical set (Carter 1998: 21). The

superordinate or *hypernym* of the set is a more general, broader concept at the top of the hierarchy, as for example *furniture.* The various examples of furniture, which are at the same level of the hierarchy, are called *hyponyms* of the *superordinate,* and *co-hyponyms* to each other. Knowledge about a lexeme's associations is vital as it helps learners increase and organise their mental lexica (Widdowson: 1996: 57 ff, Nation 2001: 52 f., Thornbury 2002: 9).

- Grammatical functions

This aspect of lexical competence implies knowing in what parts of speech a lexeme occurs and which grammatical patterns it shows. Due to the already discussed new perception of the relation of lexis and grammar this knowledge has been accorded increased importance, as the grammatical construction of a sentence largely depends on the choice of lexis. Unsurprisingly, the learning burden of a lexeme's grammatical pattern depends on its similarity to the student's L1 and to already acquired lexical items that show comparable structures (Nation 2001: 56).

- Collocations

It has already been mentioned that collocations are some kind of a hybrid aspect of vocabulary knowledge and separate group of multi-word units. As not all collocations are learned as fixed lexemes such as *rancid butter*, for example, learners need to know which collocates go with a lexeme, and which ones are highly marked or even unacceptable (McCarthy 1990: 12 f.).

- Constraints on use

Lexical competence does not only signify the ability to understand and convey meaning, but also to know under which circumstances certain lexemes are inappropriate. This kind of vocabulary knowledge is very important, as violations of constraints on use can not only result in impolite language use, but even impede learners from successfully conveying their desired meaning. Native speakers even seem to accept grammatical errors more voluntarily than discrepancies in connotation, register, or style (Thornbury 2002: 11f.).

The concept of connotation describes the associations certain lexemes can evoke, which can either be positive, neutral or negative. By choosing a specific word over another a language user can convey considerable additional information without overtly stating it. The three lexemes *slim*, *thin* and *skinny* all have the underlying, referential meaning of *not thick*, for

example. Referring to a person as being *slim* or *thin* has positive and neutral connotations, however, whereas describing someone as *skinny* is commonly regarded as a disapproval of their little weight (Cameron 2001: 77, Thornbury 2002: 12).

The aspect of register describes the specific variations of a language used in different contexts. The jargon of medical doctors differs from the language lawyers use, for example, and the inability to employ appropriate terms, or the use of expressions inherent to one particular register in another one, is regarded as highly disconcerting. The concept of style is quite similar, but concerns wider and more general varieties, such as informal and formal English or geographic distinctions within the language, as for example British, Australian and North American English (Thornbury 2002: 11).

3.3.2. Providing information on all aspects of word knowledge

The previous paragraphs illustrate various components of the complex and multi-faceted process of acquiring full mastery of an unknown lexical item. Learning form and meaning of a lexeme is, despite common assumption, not sufficient and course book designers need to consider this for the input they provide with regard to vocabulary activities. In order to provide evidence for this claim and to conclude the discussion on vocabulary depth the results of an informal study on the importance student teachers of English allot to teaching learners a range of aspects of a lexeme will be presented. During my English studies I attended a course on the lexicon and vocabulary teaching by Professor Penny Ur and at the beginning of the semester we conducted a brief survey on word knowledge. Although it was only an informal inquiry in a small group of around 20 student teachers I regard it as valuable because it shows that future teachers are perfectly aware of the various aspects involved in teaching and learning a lexeme. Furthermore I want to present Professor Ur's overview of word knowledge, as it represents a clear and concise catalogue that is certainly a helpful aid in the foreign language classroom.

The study question was: *How important is each for a learner to know, on a scale of 10 (essential) to 1 (completely unnecessary)?* The numbers given in bold next to the individual aspects are the points they received.

Form

- Spoken: **10**
- Written: **10**

- Grammatical variations: e.g. the plural of a noun or knowing if a verb is irregular - **9**

Meaning

- Denotation: **10**
- L1 equivalent: **8**
- Connotation: **6 - 7**
- Register, appropriateness **4 - 8**

Paradigmatic associations

- Synonyms: **5**
- Antonyms: **6 - 7**
- Co-hyponyms: **4 - 6**
- Hyponyms: **3 - 5**
- Superordinates: **5 - 7**

Syntagmatic associations

- Grammatical connections: e.g. angry + *with,* enjoy + …*ing* - **9**
- Collocational connections: **8**

The study shows that the participants unanimously regarded both spoken and written form as well as the referential meaning of lexemes as most essential in vocabulary acquisition. Syntagmatic associations and grammatical variations were rated with similarly high marks. The remaining items received a wider range of points, which could have various reasons. As far as co-hyponyms, hyponyms and superordinates are concerned, for example, students might not have really thought about their importance for vocabulary knowledge before the course, and therefore had to decide more or less spontaneously. The survey clearly shows, however, that students understand the complexity of vocabulary learning and therefore wish to provide their future pupils with knowledge on various aspects of a lexical item. Given the fact that the course book represents a vital teaching aid, materials designers ought to respond to the demand and ensure that enough exercises are included to increase learners' vocabulary depth knowledge.

4. Initial vocabulary presentation

After the discussion of the selection and nature of vocabulary this chapter scrutinises the first 'practical' step in the vocabulary teaching process, which is the introduction, i.e. the initial presentation of new lexemes (McCarthy 1990: 91). Several issues are involved in the topic and will be analysed in the following paragraphs. First of all the number of lexemes to be introduced together and possible ways of organising and grouping them are considered. Subsequently, the aspects of explaining word form and meaning are presented in separate sections, as this information is commonly regarded as most essential in vocabulary teaching. Finally, the establishment of a firm link between form and meaning and two vocabulary presentation activities will be discussed in more detail. This chapter on crucial aspects related to initial vocabulary presentation should satisfactorily conclude the theoretical part of the paper and provide a solid basis for the subsequent textbook analyses and evaluation.

4.1. Organising vocabulary

4.1.1. How many new lexemes should be presented together?

The question of the number of new lexemes to be introduced together is controversial. On the one hand various experiments show that learners can memorise considerable quantities of vocabulary. Nation (2001: 298) thinks that "[t]eachers and course designers greatly underestimate learners' capacity for the initial learning of foreign vocabulary". He presents a study by Thorndike from 1908 where learners were able to learn on average 34 German-English word pairs per hour. The participants varied considerably in their achievements. Whereas the least efficient mastered on average nine word pairs per hour, the most efficient reached a number of 58. Furthermore all learners could recall more than 60 % of the words 42 days after the experiment. A similar study by Webb in 1962 showed even higher results. Within six hours of continuous learning the weakest students mastered 33 word pairs per hour, whereas others were able to remember the enormous amount of 166 pairs. Neither Thorndike nor Webb could perceive a decrease in the learners' capacity of learning in the course of the study; Webb even noticed the contrary (Nation 2001: 298). Compared to these figures the number of 50 new words per week suggested by Meara appears little (referred to in Thornbury 2002: 21). In his opinion such a vocabulary learning programme would not be an unrealistic target if grammar teaching was not accorded the traditional emphasis, and

would enable students to acquire the 2,000 most frequent words within 40 weeks or one academic year.

In the usual context of formal language instruction in schools, however, where in three to four lessons per week a balanced input on lexis, grammar and all four skills is aimed for, it is clearly impossible to devote so much time to the introduction and learning of new words. Apart from this logical constraint imposed by the circumstances of formal language teaching it is not the question of how many lexemes learners can acquire within the shortest time possible that ought to be reflected upon, but rather that of how many lexemes it makes sense to teach in a normal lesson of 50 to 60 minutes. Thornbury (2002: 75f.) lists the following criteria that need to be considered in the discussion:

- the level of the learners (whether beginners, intermediate or advanced)
- the learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- the difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce
- their 'teachability' – whether they can be easily explained or demonstrated
- whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is recognition only.

Some of the points, such as the 'teachability' of the lexemes and the learners' familiarity with words have already been mentioned as factors that determine the selection and sequencing of lexemes in vocabulary syllabi (see 3.1). It is not surprising that related considerations are involved in the question of the most sensible number of lexemes to be introduced in a vocabulary presentation activity and the selection of the most useful lexemes for the overall vocabulary content of a language course, as they can be regarded as similar processes. Thornbury (2002: 76) further explains that in addition to the aspects described in the list above, it has to be ensured that the presentation of new words does not constitute the main part of a lesson, as time is needed to actively use the lexemes. Regarding all the information he limits the number of new lexical items to be presented together to a maximum of 12. At the end of his discussion on the topic Thornbury (2002: 76) remarks, however, that it could be that "conventional teaching methods underestimate the learner's capacity to retain new vocabulary". Without providing further comments on the topic he hence leaves the reader somewhat in doubt about his former suggested maximum number of new lexemes to be introduced in one lesson.

Nevertheless support for Thornbury's suggestion can be found in Gairns and Redman (1986: 66) who promote teaching on average eight to twelve lexical items for productive use within a sixty-minute lesson. They specify that the lower figure is a guideline for elementary students and the higher is for more advanced learners. Furthermore they offer the following list of factors that influence the question of how many items to teach, which partly resembles Thornbury's catalogue (Gairns & Redman 1986: 67 f.):

- How similar in form is the target item to an equivalent in the learner's own language?

For instance, cognates such as *taxi* or *bar* should not cause problems apart from different phonology. They could thus be introduced early as they can give learners "a sense of satisfaction" (67).

- How easy is it to illustrate the meaning?

As has been discussed in section 3.1.5, the meanings of concrete items can usually be visualised or demonstrated more easily than those of abstract items. If there is homogeneity with regard to the learners' L1, translation is a practical way of quickly explaining meaning. In general it can be said that the more difficult the description of form and meaning of lexemes becomes, the more time it will obviously take.

- What is the student's learning environment?

The intensiveness of the course, the time of day and the aspect of whether the students are working or studying outside their language classroom all influence the amount of new lexemes they can sustain.

- What language aptitude to the learners have?

Learners who have difficulties memorising vocabulary or with phonology will probably need more support than 'good' students. Age is another important factor and usually, the number of lexemes recommended for young learners is smaller than that for older ones.

- What else dictates the syllabus, apart from the teacher? (Is there a school syllabus to be covered? What is the students' learning goal?)

According to Gairns and Redman (1986: 68) it is the course book that "dictates the selection and number of items" for most teachers and normally, students feel rather overloaded than underloaded with the amount of vocabulary input.

In addition to the apparently difficult question of the number of lexemes to be introduced together school book designers face the issue of the organisation of the vocabulary items. Lewis (1997: 67) points out that there is no "single organising principle to describe the language". Different approaches are appropriate for different lexical areas. Research offers various possibilities, some of which will be discussed in the following.

4.1.2. Semantic organisation

Several scholars report that organising vocabulary on the basis of semantic relations, that is by means of opposites, synonyms or lexical sets, where a superordinate term and a number of hyponyms are presented, is a very common way of introducing new lexemes (Nation 2000: 6). Grouping lexemes by kind offers a number of advantages. First of all, it is a very easy and convenient way of organising lexis in a course book. Each chapter can introduce a different semantic set. Folse (2004: 47) enumerates possible groups for beginner courses, starting with "colors, people adjectives, family members, weather words, days of the week, months of the year, rooms in a house, kitchen words, living room words, sports" and so forth. Secondly, semantic sets can facilitate presentation of meaning, as the senses of the various co-hyponyms can be contrasted with and related to each other (Thornbury 2002: 37, Nation 2000: 6). Another important reason for the popularity of semantic sets lies in the traditional way of grammar teaching, as vocabulary has often been used to practise a specific grammar structure. Words from the same lexical set, such as colours, are evidently more practical to insert in a certain pattern, as for example a dialogue drill like "What colour is your (name of object)"- "My (name of object) is (name of colour)" than randomly selected words (Thornbury 2002: 37, Folse 2004: 47). Additional support for a presentation of related lexemes is provided by studies revealing that the mental lexicon in the human brain is organised according to semantic relations, and that during language production and comprehension learners choose the words from the semantic field in which they have stored the item (Nation 2000: 6, Thornbury 2002: 37, Erten & Tekin 2008: 408).

Given all these arguments teachers and materials writers seem to have gladly accepted the presentation of new vocabulary in semantic sets, without further questioning whether it is not only convenient, but also helps learners in the acquisition of new words. There is indeed increasing empirical evidence proving that "semantic sets actually hinder and impede learning" (Folse 2004: 47). A study conducted by Tinkham in 1993, where he compared vocabulary gains from learning lexemes in semantic clusters and unrelated sets, seems to be

the pioneer reference in this respect (see Nation 2000: 7, Folse 2004: 47, Thornbury 2002: 37). His findings are significant: In order to learn semantically related items participants needed 47% to 97% more repetitions than necessary to memorise the group of unrelated lexemes (Nation 2007: 8). In 1997, Waring replicated Tinkham's study with Japanese speakers and confirmed and thus strengthened Tinkham's results (Waring 1997: 261).

One aspect that needs to be mentioned, however, is that both scholars used artificial, 'nonsense' words for their studies in order to ensure the studies' validity as the possibility of any participants being able to draw from previous knowledge of the target items could be excluded. In 2008, Erten and Tekin conducted a similar study with Turkish learners, which is highly interesting for the analysis in this paper because of two reasons. First of all, they worked with real English words, and secondly, their study group were young primary school pupils who had not had any English courses prior to the study. The study group consisted of 55 learners who had to learn 80 unknown concrete nouns within three weeks, which were grouped into 20 words of animals and 20 words of food, and 40 unrelated lexemes. A pre-test on the vocabulary items ensured that no student had any knowledge of the words. Their results support Tinkham and Waring's outcomes. Both in the immediate and the delayed post-test one week after the instructions the test groups showed weaker results for the semantic sets and, what is also noteworthy, needed more time to complete the tasks that tested the words from the semantic sets (Erten & Tekin 2008: 416 ff.).

Scholars explain the difficulty of learning semantically related items with the *Interference Theory*, which says that lexemes that share a too large number of common elements interfere with each other. Learners need more time and effort to remember the few semantic properties that distinguish similar items and finally select the appropriate one. Consequently their correct retention is impaired (Erten & Tekin 2008: 417). Waring (1997: 262) provides practical examples from his language classroom, where learners confounded the months or days of the week, or lexemes of family members. I experienced this problem myself in my French and English learning. For quite a long time I confused *Tuesday* and *Thursday*, and *lundi* (i.e. *Monday* in French) and *mardi* (i.e. *Tuesday* in French). The former pair does not only show semantic, but also formal similarity, which further increases its learning burden (Nation 2000: 8).

Tinkham, Waring and Erten and Tekin, as well as other scholars convinced by the formers' empirical evidence (Thornbury 2002: 37, Folse 2004: 49 ff., Hunt & Beglar 1998, Nation 2000: 7) therefore warn against initial vocabulary presentation in lexical sets. They

acknowledge that this will come as a probably unwanted surprise for teachers, EFL course book writers and learners themselves, who have always relied on semantic clusters both for presenting and learning new vocabulary. The desire to introduce complete lexical sets seems to be very strong, a fact that is reflected in the predominance of this way of organising vocabulary in course books (Nation 2000: 8). Learning lexis does already represent a significant challenge for language learners, however, and therefore the task should not be further complicated. The organisation of the mental lexicon in semantic clusters is probably the end product of the vocabulary learning process. The starting point of the journey, however, should obviously not be the presentation of new vocabulary in such related sets (Erten & Tekin 2008: 417).

It is important to note, however, that the entire discussion of the negative effects of lexical sets relates to the initial presentation of vocabulary. For reviewing lexical items, when learners are familiar with either form or meaning or both of them, semantic sets are absolutely acceptable, as they help learners to understand the different meanings and uses of lexemes and consequently to create semantic relations and organise their mental lexica (Folse 2004: 56, Nation 2000: 9).

Apart from the empirical evidence additional arguments against semantic sets can be found in the factors determining the selection of vocabulary items. If the frequency of words was really regarded as a basis for the sequencing of new lexemes, many members of lexical sets would naturally be separated (Nation 1994: 4). Nation (2000: 8) analysed the frequencies of some colour adjectives, for example, and encountered that *white* is by far the most frequent item, followed by *red*, *black* and *blue*. *Yellow, pink* and *orange*, however, are rated as significantly less frequent. He therefore states that "the criteria of usefulness (frequency or need) and avoidance of interference (ease of learning) are more important than aiming for early completeness of lexical sets" (ibid.). Waring's (1997: 270) conclusion is less strict and he regards the presentation of closed semantic sets, as for example numerals, days of the week or the months as useful since "[i]t may be impractical to ask our students to learn words from these sets one at a time as learners probably expect to learn them as a set". It is the more open semantic sets of colours, foods, vegetables, words for emotions etc., which course books often present in groups, that he considers as particularly detrimental to successful vocabulary learning.

At the end of the complex discussion, two more aspects have to be examined that are particularly relevant for the textbook analysis in this paper and might put the study results

presented earlier on into perspective. First of all, even though Erten and Tekin used real English words, they neglected possible positive interference. The scholars clearly point out that "[n]o English word that sounded the same as or similar to a Turkish word was chosen for the study, since using cognates might have a facilitating effect" (Erten & Tekin 2008: 412). Nation (2001: 48) also explains that "the learning burden of making the form-meaning connection is light if the word being learned is a cognate or a loan word shared by the first language and the second language". For the textbook analysis in this paper this aspect would be of great interest, as English and the students' predominant L1 German are both Germanic languages that share a number of syntactic and semantic elements. As far as the days of the week are concerned, for example, the words *Tuesday* and *Thursday* are the only ones that are a source of potential confusion, as they both start with the same letter and are quite different to their German equivalents *Dienstag* and *Donnerstag.* Positive interference is also possible for the lexemes of family members (*mother-Mutter, father-Vater, brother-Bruder, sister-Schwester, uncle-Onkel* etc.) as well as colours (*white-weiß, blue-blau, green-grün, red-rot)* and the months (*January-Januar/Jänner, February-Februar etc.).* Unfortunately, there is no study investigating the effect of lexical sets of English for learners with German as their L1.

The second aspect that needs to be considered is that the lexemes in these studies were presented in word lists and not in context. Tinkham (1997: 161) explains that he does not regard lists as the best technique to introduce vocabulary, but as the most reliable for his kind of study. However, a study conducted by Hashemi and Gowdasiaei in 2005 that presents lexemes in short contexts contradicts Tinkham's and Waring's results. The two scholars also compared the learning rates for lexical sets and semantically unrelated items and even analysed differences regarding lower and upper English proficiency levels. Their findings are surprising, as they show that although both ways of vocabulary instruction led to considerable gains with regard to both vocabulary breadth and depth, the groups that learned vocabulary in lexical sets achieved better results. The procedures of their study will be outlined briefly as this information is indispensable for a full comprehension of the interpretation of the results. Both study groups received one hundred words and expressions from 13 different lexical sets presented in the same short sentential contexts. Whereas one group saw the lexemes in semantic sets related to particular topics, however, their peers perceived the words "sporadically, isolated from other members of the same lexical set" (Hashemi & Gowdaiaesi 2005: 346). The 100 items were taught in four 45-minute sessions that were held twice a week, with intervals of three to four days. For the LS (lexical set) group, a topic was

introduced beforehand to help learners create a general concept "under which to 'subsume' the target words" (Hashemi & Gowdaiaesi 2005: 342). Then the teacher read out the target items in sentences and the students had to guess their meanings using all kinds of clues provided by the sentence, the topic and the other members of the semantic set. Subsequently, they received a definition of the word "paraphrased from English dictionary entries" (348). The group that was presented the semantically unrelated words had the same procedure, and had, comprehensively, more difficulties in guessing the meanings of the target words. One week after the instruction the students were tested on the 100 items.

Despite the fact that these findings clearly contradict the former three studies there are several issues that do not allow a direct comparison of the four analyses. First of all, no sample sentences are provided to illustrate the topics and 'sentential contexts'. Secondly, Hashemi and Gowdaiaesi analysed growth of vocabulary breadth and depth, whereas Tinkham, Waring and Erten and Tekin focused on the time needed to recall the meanings of new items. Furthermore, the students' successful guessing of the lexemes' meanings at the beginning of Hashemi and Gowdaiaesi's study probably influenced their retention, and according to the authors there were more accurate guesses in the LS group. All scholars therefore agree that further research is necessary in order to be able to explain the inconsistencies within the individual studies and to provide more reliable information, regarding different languages and target groups. The concept of vocabulary learning has to be examined from different perspectives and "generally accepted guidelines for original research and replications" (Waring 1997: 272) have to be established, as otherwise "we are in danger of fragmenting our efforts so that we cannot collect them into a coherent whole" (ibid; further references in Hashemi & Gowdaiaesi 2005: 357, Waring 1997: 272, Erten & Tekin 2008: 418).

4.1.3. Thematic organisation

Another way of organising lexemes is to subsume a number of items around tasks and functions related to certain topics, or 'schemata', with which all lexemes can be somehow associated (Erten & Tekin 2008: 418). According to Waring (1997: 270) "we cannot prevent all semantically related words from appearing in coursebooks together", as lexemes do have to be organised in a way. They can, however, be arranged in thematic rather than semantic clusters. A chapter on clothes, for example, does not necessarily entail a presentation of the lexical set of different kinds of clothes. A possible thematic organisation might include lexemes like *sweater, changing room, try on, cash register, wool, pants* and *skirt* (Waring

1997: 270). Tinkham (1997: 141) presents an example of a thematic cluster that is centred around a haunted house he found in the course book *Coast to Coast 3* by Harmer and Maybin from 1989, where the lexemes *haunted, moonlight, yell, ghost* and *groan* are introduced together.

Organising lexemes around topics presents two main advantages. First of all, thematic clusters are likely to include different word classes of single words, as well as various categories of multi-word units. Lewis (1993: 67) highlights the importance of providing a variety of different types of lexical items as otherwise uncollocated nouns might dominate, "as is often the case with vocabulary materials" (ibid.). Secondly, basing the selection of lexemes on cognitively derived psychological associations rather than linguistic considerations also enhances a more natural use of the target language. The occurrence of normal communication situations is facilitated, which are usually more learner-centred than linguistic analyses of differences and similarities of semantically related items (Tinkham 1997: 141, Nation 2000: 8).

Empirical evidence for the positive effect of thematic clustering on vocabulary learning is provided by a study conducted by Tinkham in 1997, where he compared vocabulary gains from learning semantic clusters of words from the same word class with thematic sets of lexemes from different word categories. Although he concedes that a categorisation of lexemes is not always straightforward as some lexemes can share both semantic as well as thematic relations, he states that the majority of clusters can be clearly allocated to one or the other type (Tinkham 1997: 142). As in his previous study from 1993 he used artificial words.

With regard to the learning rate of semantic clusters and unrelated lexemes the findings from 1993 were confirmed, showing that lexical sets are a detriment to learning new vocabulary items. Thematic clustering, on the other hand, proved to be beneficial for acquiring unknown lexis. The positive effect of thematic sets was not as strong and consistent as the negative effect of semantic organisation, however, a fact that requires further research (Tinkham 1997: 160). In his discussion of Tinkham's study Nation (2000: 8) sees a possible explanation of this weaker effect in the presence of nouns, verbs, and adjectives in the thematic sets, which are more difficult to acquire than nouns, which constituted the only word class represented in the semantically related as well as the semantically unrelated sets.

Tinkham (1997: 161) concludes that EFL curriculum designers and material writers should definitely consider the possibility that introducing lexemes in thematic sets could facilitate

vocabulary learning, as they could hereby "ease the burden of L2 vocabulary learning". Several scholars seem to regard his study as convincing enough to promote the same approach to vocabulary instruction (Folse 2004: 56, Thornbury 2002: 3, Nation 2000: 8 f.).

4.1.4. Organisation on the basis of formal similarities

Lexemes can be related through common meaning, but also because they share similar formal properties, as for example the same roots, prefixes and suffixes, or, with regard to phrasal verbs, the same lexical verb or particle. If learners are made aware of the rules of word formation, they might be able to deduce the meanings of unknown words by comparing their formal features to similar word forms they know (McCarthy 1990: 99, Thornbury 2002: 39). According to McCarthy (1990: 100) the number of affixes in English is limited, and some are considerably more frequent than others. He therefore advises to teach the meanings of the most common ones at the early beginning of a language course.

Neither McCarthy nor Thornbury clarify, however, whether they talk about initial vocabulary presentation or vocabulary retrieval. It can be assumed that introducing common affixes, such as *un-*, for example, and listing various examples like *uninterested, uninformed, unhealthy, untidy, unclear* etc. can cause negative interferences just as semantically related lexemes do. Grouping phrasal verbs according to their lexical verbs is even less advisable. From my personal experience I remember how confusing it was to differentiate between the meanings of similar phrasal verbs such as *get up, get back, get off, get over* (Thornbury 2002: 124). Therefore it is most likely that as with semantic sets, grouping lexis according to form might be a good method for vocabulary retrieval activities, but not for presenting new lexis.

4.2. Explaining form and meaning

The complex and cumulative process of learning various aspects of a lexeme has already been largely discussed. The acquisition of both form and meaning, as well as the establishment of a close link between the two are commonly regarded as the first essential steps in this respect (Schmitt 2008: 333, Huckin & Coady 1999: 183, Thornbury 2002: 75, Jiang 2002: 617). The stronger this form-meaning link is the quicker learners are able to retrieve either meaning or form in receptive and productive language use (Nation 2001: 48). The following discussion focuses on various issues related to these three mains aspects involved in initial vocabulary presentation.

4.2.1. Focus on form

A common assumption seems to be that the meaning of a word is the key factor in learning the lexeme, wherefore form is largely disregarded. There is, however, significant research revealing that learners have particular difficulties with this aspect of a lexeme (Schmitt 2008: 335, Hatch & Brown 1995: 378). In the discussion of the reasons that limit successful guessing from context the problem of 'synforms' has already been presented. Lexemes that share similar formal properties are a particular source of confusion for students, especially if they differ only in suffixes (*comprehensive/comprehensible)* or vowels (*adopt/adapt)* (Schmitt 2008: 336). A similar issue is the 'orthographic neighborhood' (Schmitt 2008: 336 referring to Grainger and Dijkstra 1992) of lexemes like *pool, polo, pollen, pole, pall, pill* (ibid.), for example. These lexemes are, like all items, not difficult in themselves, but might be mis-selected in language production or mis-interpreted in language comprehension if learners do not recall the exact string of letters (Thornbury 2002: 29). In her study Olson (1999: 201) shows that orthographic errors are among the most common problems of the participants, providing further support for the importance of an explicit focus on form in vocabulary instruction. She confirms that word pairs such as *sea-see* or *whole-hole*, so-called *homophones* (Thornbury 2002: 8), i.e. lexemes that show different orthography but are pronounced the same, increase learners' difficulties and should therefore not be presented together (Olsen 1999: 203). A related phenomenon is that of 'homographs', which are lexemes of the same orthography but different pronunciation, as for example *a* ***windy*** *day* and *a* ***windy*** *road* (Thornbury 2002: 8).

Another reason for learners' problems with word forms concerns differences between phonemes and graphemes in their L1 and the target language. In the course of L1 acquisition we become attuned to the special sound combinations, stress patterns as well as rules of the language(s). In order to master new oral and written forms in the target language learners have to "develop a completely new way of processing those forms, one which is in opposition to the automatic processes in their L1" (Schmitt 2008: 336). Lack of exact knowledge of word formation and orthographic rules results in compensatory strategies, as for example language mixing, where students apply spelling rules of their L1 to target language items, or code-switching, where learners insert lexemes from their L1 in their oral or written texts in the target language (Olsen 1999: 198, 200).

Given all the evidence for the difficulty of mastering word form research agrees that direct attention to both spoken and written form separately is indispensable in vocabulary teaching (Schmitt 2008: 336, Hunt & Beglar 1998, Hatch & Brown 1995: 378 f.). In order to acquire the former learners need to hear a lexeme's correct pronunciation in isolation as well as in context and practise productive use by saying the lexeme aloud. Thornbury (2002: 85 f.) suggests activities like listening drills, where the teacher repeats language chunks several times in order to accustom the learners to stress pattern and pronunciation. This activity can lead to the learners imitating the teacher, either by means of mumbling the lexeme almost silently to themselves at their own pace, or through individual or choral repetition.

The challenge of correct spelling has already been pointed out in the discussion of the complexity of word knowledge in the previous chapter (see 3.3.1.). The fact that one sound can be spelled in different ways and that a combination of letters can have different pronunciations, as well as the phenomena of homographs and homophones complicate accurate usage of written word forms. Thornbury (2002: 155) explains, however, that contrary to common assumption, the English spelling system is surprisingly regular. Referring to research studies he points out that the spelling of eight out of every ten words follows regular patterns and that learners should therefore be taught some of the most important spelling rules. He suggests activities that categorise words according to similar spelling or pronunciation patterns (ibid: 156). Given the negative effect of introducing semantically and formally related lexemes together, however, these exercises are interesting for retrieving vocabulary rather than for initial vocabulary presentation.

4.2.2. Focus on meaning

Various factors that complicate learning of a lexeme's meaning have already been presented in previous parts of the paper. In the discussion of the learnability of a lexical item three main meaning related learner difficulties have been focused on: the problem of several target items being represented by only one lexeme in the learners' L1, false friends, and target words that do not exist in the learners' L1. Furthermore, the description of lexical competence has raised the controversial issue of how to deal with polysemy and homonymy, as well as the multiple meanings of one individual lexeme.

The focus of the paper is on initial vocabulary presentation activities, however, and it can be assumed that the meaning scholars refer to in their demand for a firm form-meaning link in these activities is the basic, referential meaning of lexemes. The following paragraphs will

therefore concentrate on three ways of presenting this aspect of word meaning, which are translations, verbal explanations in the target language and visuals. Subsequently, the concept of 'the dual coding theory' will be explored, which promotes a mixed approach of verbal explanations and visual illustrations to convey word meaning.

4.2.2.1. Translations

The use of the learners' L1 for defining word meaning is a controversial issue in second language vocabulary research, as is reflected in the great number of literature on the topic. The bad reputation of translations mostly results from the grammar-translation method, where long passages of 'good' target language text were first meticulously translated into L1 in order to subsequently analyse them regarding grammar and structure. As a response to this structuralist approach the use of the L1 was proscribed under the *Direct Method, Audio-Lingual Method* and in the *Communicative Approach*, as "authentic, functional, communicative activities" (Liao 2006: 192) do not leave space for students' L1 (Lewis 1997: 60, Folse 2004: 61, Liao 2006: 192). Gairns and Redman (1987: 75) state that there are teachers who "admitted to feeling guilty about the use of translation in the classroom; almost as if they were cheating". The two authors regard this as "quite ridiculous, for translation can be a very effective way of conveying meaning". Lewis (1997: 60) agrees that "[w]hen seen in the context of a lexical view of language translation and interference [-] turn out to be surprisingly fruitful". The following paragraphs summarise the main benefits and drawbacks of explaining word meaning by translation in initial vocabulary presentation.

Above all, translating is a very obvious, economical and effective technique of defining an unknown lexeme's meaning. According to Folse (2004: 62) "[a]ll of us translated vocabulary items", not only as beginners but also later, when more advanced levels of language competence were reached. Support for his claim comes from psycholinguistic studies, which show that "the L1 is active during L2 lexical processing in both beginning and more-advanced learners" (Schmitt 2008: 337). Jiang (2002: 632) conducted a study on the process of form-meaning mapping in vocabulary acquisition and discovered that even very advanced learners seem to relate L2 words to semantic concepts of their L1 equivalents instead of developing a genuine independent L2 lexicon. From my personal experience as a language learner I can report that I still find it necessary to know the German equivalents for new English and French words. Even when I can deduce the meaning of unknown lexemes from context I agree with Folse (2004: 62) who says that "as soon as I have that 'Eureka!' moment,

I know that I actually translate the word 'Oh, it means X!'". Liao (2006: 201) investigated EFL learners' beliefs about translation in English learning on a more empirical basis. He found out that learners consider translations as beneficial for the acquisition of English language skills and their knowledge of words, idioms, and phrases especially. Given all this positive evidence it seems obvious that Schmitt (2008: 337) regards translating as "perfectly sensible when it is to our advantage".

Scholars particularly highlight the importance of translations for the establishment of the initial form-meaning link of unknown lexemes, which is particularly interesting in the context of this paper. Prince (1996) conducted a study with a weaker and a more advanced group of French students of English, comparing recall of vocabulary items learned in context and through translations. Half of the participants had to learn 44 unknown words and their translations, whereas the other group read the target words in sentences and had to decipher their meanings themselves. In the recall phase about 40 minutes after the study phase every student had to translate 22 words and fill in 22 words into blanks in English sentences. The sentences were different from those in the study phase. Both weaker and more advanced students showed significantly better results in the translation situation, revealing "a superiority of translation learning" (Prince 1996: 478). Schmitt (2008: 337) summarises similar research confirming Prince's findings, proving the efficiency of learning new vocabulary through translations.

It has to be mentioned, however, that the advantages of translating should primarily be exploited for the initial connection of form and meaning, where, "given the cognitive constraints inherent in learning an L2, it is unlikely that learners will absorb much contextualized knowledge […]" anyway (Schmitt 2008: 337). Moreover, Prince (1996: 479) refers to research by Kroll and Curley (1988) suggesting that the link of new words to L1 equivalents is particularly strong for beginner learners within the first 30 months of study. After that period, however, "once learners have reached a level where they are not "over-stimulated" by the L2 context" (Prince 1996: 481), the importance of the L1 decreases and further encounters with the lexemes in authentic contexts are necessary (Schmitt 2008: 337 f.). Prince's (1996: 487) study shows that weaker learners especially have difficulties in transferring word knowledge acquired through translations to L2 contexts. This fact proves that translations alone are not sufficient for vocabulary instruction. All in all, they have to be appreciated as a "solid first step" (Folse 2004: 41) in the cumulative process of learning a new word.

Despite its obvious advantages translating naturally has drawbacks too, which will be summarised in three main issues. First of all, some scholars think that translating hinders learners from developing an independent L2 lexicon, as by relating all new words to their L1 language users will always first think of a word's L1 equivalent before accessing the L2 lexeme (Thornbury 2002: 77, Prince 1996: 478). This argument is not valid, however, as research has been presented that proves that even advanced and competent learners use translations. Moreover, the importance of deepening word knowledge through further encounters in natural, authentic context has already been stressed, which enable learners to create semantic networks in the L2.

Folse (2004: 62) analyses the second drawback of learning word meaning through translations. Translating is said to be a worthless task as there are too many lexemes for which one-to-one equivalents in other languages do not exist. Although Folse (2004: 62 f.) lists some English terms that really do not translate well, as for example *lap*, *afternoon* and *evening,* he points out that "it is very important to note clearly that the number of these words is actually quite small" (ibid: 62). Lewis (1997: 65) confirms that "many analogies with L1 **do** work, and are a positive aid to L2 acquisition". As the analysis in this paper concerns the presentation of English vocabulary to mostly German native speakers it is very likely that the majority of translations are possible and hence facilitate vocabulary presentation. Furthermore, the lexical approach regards the attempt to find exact equivalents of L2 words in the learners' L1 as an unhelpful task that should be avoided anyway. The key to successful translation lies in the nature of lexis, which does, as it has already been mentioned, not only consist of individual words, but also of multi-word units. Translating appropriately thus implies finding "**equivalent expressions** in the other language" Lewis (1997: 62), and sometimes these expressions do not at all resemble the idea of the target language item. The principle of the lexical approach is that "[c]orrectly identified chunks do have equivalents in other languages, and to ignore this fact is to make the task of learning the L2 unnecessarily burdensome" (Lewis 1997: 64).

The third negative aspect of translations concerns the *Depth/Levels of Processing Hypothesis* formulated by Craik and Lockhart in 1972, which says that the more mental work involved in deducing the sense of an unknown lexeme, the better it is engraved in the memory, and consequently remembered (Cameron 2001: 85). If learners receive the translation of an unknown lexeme they are therefore deprived of the chance of consciously reflecting upon possible meanings themselves. This argument contradicts research findings presented above,

which showed that translations into L1 led to more correct vocabulary recalls than L2 contexts, especially among less proficient learners.

Overall, the positive effects of using L1 in order to explain word meaning clearly overweigh, in particular for initial vocabulary presentation activities and with beginner learners of English, whose vocabulary is too limited to understand unknown words in context. The argument that translating prevents learners from developing an independent L2 lexicon has been refuted, as researchers agree that definitions in the learners' L1s do not constitute the only input on word knowledge, but are an economic and efficient first step to ensure learners' comprehension of meaning.

4.2.2.2. Verbal explanations in the target language

Various ways of explaining meaning in the target language are possible, such as definitions, paraphrases, illustrative situations, example sentences, synonyms, antonyms, superordinate terms and hyponyms (Thornbury 2002: 81, Gairns & Redman 1987: 74). The choice of the presentation technique depends, among others, on the nature of the vocabulary item and the learner's age and proficiency level. Explaining the lexeme in the context of an illustrative situation or an example sentence is particularly useful for abstract items and in order to convey more detailed information on different aspects of the lexeme. A logical prerequisite is that learners know the words used for the lexeme's description. Therefore more sophisticated and detailed definitions of words are not suitable for beginner students, whose L2 lexicon is clearly limited. Nation (2001: 90) recommends "clear, simple, brief explanations of meaning", particularly when the word is met for the first time. For elementary students synonyms, antonyms or short definitions are therefore often used (Gairns & Redman 1987: 74). In the course of the cumulative process of meeting lexemes in different contexts and for more advanced students, however, more specific and elaborate verbal explanations are possible and even necessary (Hatch & Brown 1995: 382).

4.2.2.3. Visuals

Illustrating or demonstrating the meaning of a lexeme, by means of realia, pictures, images, photographs and drawings or gestures and miming, are additional common methods of presenting new lexemes. Above all they are useful techniques in classes where translation is not feasible due to different L1s. Furthermore scholars recommend them particularly for teaching young beginners, first of all because of their limited vocabulary which complicates

verbal explanations, and secondly since they are usually very open for the methods of the 'Total Physical Response' approach (Thornbury 2002: 79). In these activities the teacher demonstrates actions with the use of real objects from the classroom or those brought in from outside, and the learners imitate them. Examples of typical classroom commands when dealing with fruit and vegetables are "*Point to the apple*", "*Put the banana next to the apple*" or "*Offer the banana to Maxim*" (Thornbury 2002: 79).

One obvious disadvantage of visuals is that illustrations or demonstrations are suitable for concrete nouns, adjectives and verbs referring to actions especially. Descriptions of more abstract concepts, such as *intuition* or *trustworthy*, or words expressing judgements, opinions or evaluations, for example, are more complicated (Thornbury 2002: 81, McCarthy 1990: 116). Furthermore, pictures can be misleading and ambiguous, as they often show various details and learners could interpret different meanings in the visual representation of a lexeme than those intended (McCarthy 1990: 115 f., Nation 2001: 85).

4.2.2.4. Dual coding theory

The three ways of presenting meaning discussed above all show different advantages, depending on the age, preferred learning style and proficiency level of a learner. Instead of relying on the positive aspects of only one method, however, scholars recommend a combination of visual and verbal definitions (Sökmen 1997: 244, Nation 2001: 85). Sökmen (1997: 244) refers to the 'Dual coding Theory' by Clark and Paivio (1991), which describes the mind as "a network of verbal and imaginal representation for words". If learners do not only store new lexemes linguistically, but also create visual links they are more likely to remember them than if they receive "one-dimensional" input only (Sökmen 1997: 244). Nation (2001: 304) explains the superiority of a mixed approach with the fact that "pictures and translations have different effects" and concludes that they should be "regarded as complementary sources of meaning rather than alternatives". Furthermore, it has to be considered that learners differ in their preferred learning styles, which means that more learners could be reached if vocabulary presentation activities combined more than one technique (Nation 2001: 304).

The dual coding theory also says that vocabulary leaning is promoted "when material is made concrete (psychologically 'real') within the conceptual range of the learners" (Sökmen 1997: 244). Professor Ur also raised this issue in the course on lexis mentioned earlier: Vocabulary learning can be facilitated if learners somehow personalise new lexemes by means of relating

them to examples and experiences from their lives. In order to remember *frightened* better learners could, for example, finish a sentence like "*The last time I felt frightened was when* ..." or think of answers to the question "*What makes you frightened?*" (Thornbury 2002: 88). This connection of new lexemes and personal memories and feelings creates powerful verbal and nonverbal links, which subsequently enhance memory.

4.3. Linking form and meaning

In order to ensure that learners make a tight mental connection between word form and meaning scholars recommend presenting them "in close conjunction" (Thornbury 2002: 75). It does, indeed, seem obvious that it would be detrimental to successful vocabulary learning if a long period of time passed between the introduction of word form and meaning. Equally important for a principled and systematic approach to initial vocabulary presentation is the use of a variety of techniques to introduce new lexemes (Sökmen 1997: 245, Nation 2001: 304, Folse 2004: 45). Folse (2004: 45) explains that "[a]s with all things in life, moderation is the key" and continues that "[g]ood classroom teaching includes a variety of methods, approaches, and techniques to complement what is being taught and to whom it is being taught". There is clearly not only ideal method of vocabulary presentation that is appropriate for all learners and kinds of lexemes. Whereas research suggests various ideas for teachers to present vocabulary items, however, only few course book activities are described that aim for the establishment of the initial link between form and meaning (Read 2004: 153).

The following paragraphs summarise two techniques of initial vocabulary introduction that are more elaborately explained by scholars. Subsequently, the issue of learners' active involvement in the presentation of new lexemes and their further engagement with them will be discussed in more detail.

4.3.1. Mnemonic devices

Mnemonic devices in vocabulary learning designate all kinds of techniques that use properties of either word form or meaning that might help learners remember the lexemes. Examples of verbal mnemonics are the rhyming in poetry or songs, which can be so powerful that many people are still able to remember parts of songs they were taught at the beginning of their foreign language course even several years later (Sökmen 1997: 246). Visual mnemonic devices, which are particularly popular in early stages of language learning, are, for example, word-picture activities. Visuals generated by students themselves prove to be even more

memorable than those provided by the teacher or course book (Sökmen 1997: 247, Thornbury 2002: 145).

The best known and, regarding its results, most impressive mnemonic device is the keyword technique, which combines both an acoustic and a visual image of the target lexeme (Sökmen 1997: 247, Nation 2001: 311, Thornbury 2002: 145). After the presentations of the lexeme's word form and meaning two further steps are required that are supposed to establish a strong link between the two aspects of word knowledge. First, a keyword has to be found, which is an L1 word that resembles the spoken form of the target word. Hereafter a visual image is to be created that combines both the meanings of the unknown word and that of the keyword. Nation (2001: 311) gives the example of an Indonesian student who wants to learn the form and meaning of the English word *pin.* The Indonesian word *pintu*, meaning *door,* can serve as a keyword, as it resembles the target word acoustically. In order to create a mental image connecting the meanings of *pin* and *pintu* the student can then visualise a door with a huge pin in its keyhole.

The keywords and images can either be provided by the course book or the teacher, or be self-generated by the learners. Various studies on learner groups of different ages and proficiency levels show that all three ways prove to be very efficient (Nation 2001: 312). Nevertheless Sökmen (1997: 247) particularly recommends the method for young learners, as they obviously perceive it as a very enjoyable technique of vocabulary learning.

4.3.2. Word lists

Word lists can actually not be designated as real vocabulary presentation 'activities', as they usually do not involve the learners in any exercises to strengthen the link between form and meaning. Nevertheless they are discussed in this part of the paper for two reasons: First of all, many schoolbooks include word lists, and secondly there is extensive research on the topic. It seems that word lists suffer from a worse reputation than they deserve as a means to present new vocabulary. With the arrival of communicative approaches they were quickly stigmatised as not valuable, a relic of the outcast grammar-translation method. In fact, however, "there is little research to show that using lists actually hinders foreign language learning" (Folse 2004: 36). Therefore Folse analyses this method of vocabulary presentation in detail in one of his myths on effective vocabulary learning.

Word lists define target lexemes by translation into other languages, or some kind of explanation in the L2, as for example synonyms or antonyms. The advantages of translations

as well as various studies proving its effectiveness in contrast to L2 contexts have already been presented. Folse (2004: 39) refers to research showing that beginner learners especially profit most from new vocabulary introduced in lists of translation pairs. He summarises a study conducted by Laufer and Shumeli with 128 native speakers of Hebrew in 1997, where they compared four modes of presenting 20 target lexemes: (1) word lists with either an English synonym or a translation into the L1, (2) the same information as in (1) plus one meaningful sentence per lexeme, (3) all words in a reading passage, with glosses in the margin, (4) the same text as in (3) "but after lexical elaboration, thereby making the language, including the target words, more comprehensible" (Folse 2004: 40). Unfortunately, Folse does not provide details of this "lexical elaboration", and Laufer and Shumeli's article could not be obtained as a primary source. This information is, however, not of central importance for the interpretation of the results, as they reveal that word lists and sentence contexts led to better vocabulary recall than both the text and elaborate text.

Folse's (2004: 37) conclusion is that there is no empirical evidence that proves the detrimental effect of word lists for vocabulary learning. The only drawback he and Hatch and Brown (1995: 389) identify is the fact that learners might perceive the method as uninteresting and not very entertaining. Given its effectiveness Folse therefore sees the real challenge in the question of how to render learning vocabulary from lists a pleasant activity. He does, however, not go into details of how this aim could be achieved.

As has already been pointed out, no technique of vocabulary presentation is the 'perfect' one, and hence word lists also have disadvantages. A frequent point of criticism is that only superficial knowledge of new words is provided in lists. The counter argument has already been advanced in the discussion of translations: The information given in word lists is only the initial step in the cumulative process of learning a lexeme (Folse 2004: 41).

Another possible deficit of word lists could be the selection of the lexemes. Thornbury (2002: 33) states that traditionally, words were often chosen and ordered according to no obvious criteria, which accounts for the technique's bad reputation. Folse (2004: 39) contradicts Thornbury and points out that lexemes "were not haphazard" but "more often than not thematically related to the topic of the reading or listening passage". He does not comment further on the effectiveness of this way of organising lexemes in word lists. In another part of his book he discusses the superiority of thematic over semantic sets in initial vocabulary presentation (see 4.1.3.), which suggests that he also favours this method of grouping lexemes with regard to word lists.

The third drawback of learning word lists is the possible occurrence of the so-called 'serial effect' (Thornbury 2002: 33), which explains that recall of lexemes is influenced or triggered off by precedent lexical items. Thornbury (ibid.) warns that "this is not of much use for real life vocabulary use, when words must be recalled independently of the context in which they were learned". In order to avoid this problem he promotes the use of word cards, which he regards as the probably most rewarding vocabulary learning technique (Thornbury 2002: 145). Nation (2001: 302 ff.) also discusses the advantages of this method, in particular in order to acquire the "underlying concept of a word that runs through its various related uses". Although both authors see the learners themselves as producers of their individual sets of cards they could also be provided in course books. Similar to word lists, the target lexeme is written on one side of the card and a translation, picture or short sentence is given on the other side. Nation (2001: 305) recommends to "keep the cards simple" as "it is best to see word cards as only one step in the cumulative process of learning a word and not expect too much from this strategy alone".

4.3.3. Learners' engagement with new lexemes

In several sections the learners' active role in the introduction of new vocabulary items has been brought up, and it seems that research fails to adopt one clear approach with regard to the question of whether students should be actively involved in the lexemes' presentation and engage with the new lexical units. On the one hand Thornbury (2002: 87) criticises that "the word 'presentation' has connotations of teacher as transmitter, and learners as passive recipients, of language facts". Support for the learners' active involvement in the presentation of lexemes also comes from the already mentioned 'Depth/Levels of Processing Hypothesis', which says that "the more attention given to an item, and the more manipulation involved with the item, the greater the chances it will be remembered" (Schmitt 2008: 338). Schmitt (ibid.) even regards it as commonsense knowledge that "the more a learner engages with a new word, the more likely they are to learn it". Although these considerations do indeed appear logical and convincing other research findings have been presented that provide negative evidence for too much learner involvement in the presentation of new lexemes. In the discussion of explicit vocabulary instruction, study results by Batia Laufer were discussed which showed that lexemes need to be treated as "object[s] of study rather than as tools for communication" (Laufer 2005: 244). Whereas this does not contradict the claim that learners need to engage with new vocabulary, it implies that vocabulary presentation activities must

not result in communicative activities that shift the focus of attention from acquiring lexemes to practising a skill. Stronger evidence against learners' active participation in the presentation of new lexemes was provided in the discussion of the advantages of using translations rather than L2 contexts for explaining word meaning. Study results were presented that revealed that participants achieved better vocabulary gains from learning new lexemes through translations than when they had to decipher the lexemes' meanings in L2 context.

All in all it can be concluded that the issue of learners' active involvement in the presentation of new lexical items is an area of second language vocabulary acquisition that needs further research and investigation before clear implications for the language classroom can be drawn. Existing discourse on the topic seems to suggest that learners should not function as passive recipients of new lexemes only, but engage with the items in order to promote deeper levels of processing. Furthermore, it obviously has to be differentiated between learners' active involvement in the presentation of new lexemes and their engagement with the lexemes after both form and meaning have been introduced. It seems that the negative evidence discussed concerns the former rather than the latter. Nevertheless it is important that the focus of the vocabulary presentation activities that require learners' engagement with the new lexemes remains on working on the words, and does not change to practising another language skill.

The discussion of the learners' active role in the presentation of new lexemes concludes the theoretical part of the paper. In total, the three chapters on general research findings of second language vocabulary study, the nature of lexis and vocabulary knowledge, and the more specific focus on initial vocabulary presentation activities in schoolbooks should provide sufficient theoretical background information for the subsequent empirical part of the paper.

5. Textbook analysis – theoretical background and analysis criteria

Prior to the actual comparison of the Austrian school books *Your Turn* and *Friends* some theoretical information on the procedures and implications of a systematic and objective analysis will be provided. Various authors agree on the importance of the textbook as the "main teaching-learning aid" (McGrath 2002: 12) for school teachers and therefore regard it as important for teachers to "adopt a critical stance in relation to the material they are expected to use" (ibid.), even if the selection of the book is often made by others, as for example the Ministry of Education, the Head of Department or other English teachers at the school (further references in Rubdy 2007: 37, Hutchinson 1987: 37).

Analyses assert the claim of being "[i]deally objective" (Tomlinson 2007: 16). It is, however, a fact that "analysts are often influenced by their own ideology and their questions are biased accordingly" (ibid.). The focus of the analysis is determined by the "purposes one has in looking at the materials" (Rubdy 2007: 45) and it is easy to formulate questions in a way that the answers provide the desired pictures of the aspects under consideration (Tomlinson 2007: 16). Nevertheless the basic aim of an analysis is "to discover what is there" (McGrath 2002: 22). As it is, however, simply not feasible to examine all aspects of a textbook in one analysis, the analyst has to determine certain areas and choose between descriptions of various degrees of sophistication. McGrath (2002: 25) differentiates between the "impressionistic method", the "checklist method" and the "in-depth method". The first one is suitable for providing a general impression of the textbook and is mostly concerned with aspects such as the organisation of the book, the topics, layout and visuals used. In that sense it presents wide, but fairly superficial information (McGrath 2002: 25). Rubdy (2007: 44) criticises that the rather static and linear checklist method, where either plus or minus can be ticked, or aspects are ranked according to a marking scheme, also keeps the analysis on a general, impressionistic level. Given that the focus of the analysis in this paper is specifically on initial vocabulary presentation, the in-depth method is certainly most useful as it allows a "close analysis of one or more extracts or thorough examination of two units using predetermined questions" (McGrath 2002: 26). The four textbooks *Your Turn 1*, *Your Turn 2, Friends 1,* and *Friends 2* will be scrutinised regarding a set of relevant criteria based on the theoretical part of the paper.

Before the actual textbook analysis will be made, however, a context analysis needs to be performed, as it describes important factors that exert significant influence on the work with the textbooks (McGrath 2002: 18).

5.1. Context analysis

The context analysis examines aspects that are related to the work with the textbook. McGrath (2002: 18-21) distinguishes between the micro context and the macro context. The former comprises explanations regarding learner factors, learners' needs, teacher factors and information on the institution(s) and the specific programme. The latter consists of a portrayal of the "*overall socio-political system* in which social, cultural, religious, economic, and political issues can all have an influence" (McGrath 2002: 21).

The context analysis of this paper is confined to a description of the learner factors and the institution and specific programme. The importance of information on the learners is obvious, as the quality of the textbook clearly depends on its adequacy for the target group. Similarly, the formal setting of the school needs to be taken into account and the analysis of the institution and the language programme presents some of the most relevant aspects that influence the practical work with the schoolbook in that respect. The other three areas proposed by McGrath are not included in the analysis. Above all, it has to be considered that the analyses of the four schoolbooks are independent of individual teachers and classes. It is thus not possible to obtain details about the special needs of a particular class or the attitudes and qualifications of teachers who work with the books. Besides, some information on general needs of students is covered by the analysis of the learner factors anyway. A separate description of the overall socio-political system is not regarded as necessary as the macro-context of the textbooks including the various issues enumerated by McGrath is not immediately relevant to the specific analysis of initial vocabulary presentation activities.

The criteria for the context analysis are adopted from McGrath's catalogues of learner factors (McGrath 2002: 19) and questions regarding the institution and the specific programme (McGrath 2002: 21). Rubdy (2007: 48 f.) also provides a large number of questions of learners' needs and other aspects related to the school, but they are too detailed for this analysis and partly covered by McGrath's lists anyway. Subsequent to the overview of the analysis criteria the reasons for their selection will be explained in a few lines.

5.1.1. Learner factors

- Age range – preferred learning styles
- Proficiency level in the target language (and homogeneity within the learner group)
- First language
- Academic and educational level
- Reasons for studying the target language
- Previous language-learning experience (of the target language and any other languages)

- Age range – preferred learning styles

Information on the age of the target learners is most important as this factor exerts a significant influence on the pupils' learning behaviour. There are differences among individual pupils, but also between age groups, particularly concerning their preferred learning styles, and these have to be taken into consideration by the materials designers.

- Proficiency level in the target language

To ensure that the textbook promotes language learning in the best way possible the activities and exercises have to be tailored to the pupils' competence level in the target language. With regard to the analysis in this paper this aspect is particularly interesting as the pupils often come from different primary schools, which almost certainly implies that their levels of English, and in particular their vocabulary knowledge, will differ considerably.

- First language

As discussed in the theoretical part of the paper the significance of the pupils' mother tongue as a means to present the meaning of new items must not be neglected. It is therefore necessary to identify the existing languages in order to discern whether working with positive transfer from one language to the other is possible. Another important question is that of homogeneity. The more diverse the pupils' mother tongues are, the more difficult it is to use translations to explain the meaning of a lexical item.

- Academic and educational level

This information is interesting because it indicates the degree of independent learning a teacher can expect from their pupils. Whereas a lot of help and guidance will be required at

the beginning of the learners' school education more and more independent learning has to be demanded from students during the course of their career.

- Reasons for studying the target language – interest in the language

Successful language learning considerably depends on the learners' motivation and desire to study the language. It is therefore of particular relevance to discern whether the pupils' motivation is only extrinsic, or if they also express personal enthusiasm for the foreign language.

- Previous language-learning experience

The more languages we study the more strategies we develop to acquire them and the easier it becomes to learn additional languages. Consequently it makes a profound difference whether the textbook constitutes the pupils' first formal encounter with foreign language learning or if they have already made some experience in that field.

5.1.2. Institution(s) and specific programme

- Level within the educational system
- Time available for the study of the target language
- Class size
- Aims of the programme/ syllabus
- Form of evaluation
- Decision-making mechanisms and freedom given to teachers

- Level within the educational system

This aspect is closely related to the factor of the learners' academic and educational level. It provides important information as it helps to define the pupils' position within their educational career and therefore their ability to acquire parts of the content independently.

- Time available for the study of the target language and class size

These are two additional factors that determine the conditions under which learning with the textbook occurs. The more time the teachers have at their disposal and the smaller the number of learners in a class, the better and more effective any teaching and learning can obviously be.

- Aims of the programme/syllabus and form of evaluation

Within these two aspects it is particularly interesting if specific aims and forms of evaluation with regard to students' vocabulary knowledge are mentioned in the national curriculum, which stipulates the regulations for English classes in Austrian public schools.

- Decision-making mechanisms and freedom given to teachers

This information is noteworthy as it defines the role of the textbook for the teaching and learning processes. McGrath (2002: 12) claims that the textbook is the "main teaching-learning aid, in school systems at least", which makes the question of whether the teachers are included in the selection process of their textbooks even more interesting. Furthermore it is relevant to discern whether teachers are allowed to, and actually do use additional materials for their teaching.

5.2. Textbook analysis

In the textbook analysis relevant aspects of initial vocabulary presentation in the Austrian EFL textbooks *Your Turn 1* and *Your Turn 2* as well as *Friends 1* and *Friends 2* will be described. My reasons for this choice of books are varied. First of all I wished to investigate books I had not worked with before. *Your Turn* was introduced to the Austrian market in the school year 2008/2009 and is therefore a very recent book. When I started working on the thesis only the first two volumes had been completed, which explains why I limit my analysis to years one and two. Furthermore, a comparison with another school book was regarded as more interesting than the portrayal of only one course book. I was superficially familiar with the course book *Friends* because of a short assignment I had to complete for Professor Ur's vocabulary course. Austrian course books had to be searched for different ways of organising vocabulary and I analysed one volume of *Friends.* In class it was agreed that the activities in *Friends* corresponded to what theory recommended as appropriate for organising lexis. I therefore decided on a textbook analysis of the first two books of *Friends* in order to discover whether the examples we had discussed in the course on lexis represented just a few positive exceptions, or whether the books reflect some of the principles of efficient vocabulary teaching and learning in general.

As has already been mentioned, the analysis will be an in-depth scrutiny of initial vocabulary presentation activities. In contrast to the context analysis, research does not provide a comprehensive list of criteria for a description of the introduction of new lexical items in

textbooks, which is not surprising given the fact that a somewhat specific and rather small area of language learning is examined. I will therefore set my own parameters, based on the previous three theoretical chapters and suitable criteria suggested in reference books for text book analyses and materials evaluation.

The textbook analysis will consist of two parts. First, a scrutiny of the teacher's books is necessary in order to understand the general didactic background of the books, as well as the authors' considerations concerning vocabulary teaching. Gairns and Redman (1986: 17) provide a checklist to "assess the vocabulary component of [a] course book systematically" and also recommend "begin[ning] by looking at the introduction to the teachers' book" (ibid.). The following paragraphs present the criteria as well as explanations for their inclusion in the analysis.

5.2.1. Questions for the teacher's book analysis

- Which didactic principles underlie the syllabus of the book?
- Which status has vocabulary teaching?
- Which were the criteria for the selection of the lexemes?
- What information is provided concerning the presentation of vocabulary?
- Which suggestions are offered with regard to the adaptation of vocabulary presentation activities in class?

The significance of the first two questions is obvious, as they describe the general didactic framework of the books as well as the role of lexis. The other three criteria focus more specifically on aspects related to vocabulary presentation. As has been widely discussed in the theoretical part of the paper, the selection of vocabulary items is a decisive step in the process of designing the vocabulary content of a course book and has to be based on clear and well thought-out criteria. Gairns and Redman (1986: 171) see the main advantage of course book writers and materials designers over classroom teachers in that "they have easy access to frequency counts and other checklists and the time to ensure that high priority items are introduced at appropriate stages of the syllabus". It is therefore particularly interesting whether the authors present any information on their selection criteria in the teacher's book.

The other two questions concern the actual presentation of vocabulary. The former examines whether any general explanations concerning the presentation of vocabulary are given. The latter relates to the fact that the course books are not self-study books, but are supposed to be an aid for teachers of English to Austrian students. On the one hand this means that a

substantial degree of initiative and creativity on the part of the teacher is demanded. On the other hand it implies that course book designers can add suggestions for the teachers regarding the activities' adaptation in class.

5.2.2. Questions for the analysis of initial vocabulary presentation activities

For the actual analysis of initial vocabulary presentation activities in the textbooks four main criteria were formulated. Although several more factors related to the topic were discussed in the theoretical part of the paper these four areas were regarded as most important and relevant. Moreover, a detailed analysis of all aspects of initial vocabulary presentation would provide only a superficial and general picture within the confines of the paper, which is not the aim of an in-depth analysis. The four criteria will be outlined in the following paragraphs.

- How many vocabulary presentation activities do(es) the books contain, how many lexemes are introduced together and which categories do they belong to?

The relevance of these questions is evident, as they subsume three essential issues of initial vocabulary presentation and thus lay the groundwork for the subsequent criteria that have a more specific focus. Knowledge of the number of initial vocabulary presentation activities is important, as the proportion to the total of all language activities in the books provides evidence for the status of explicit vocabulary introduction. This information needs to be supplemented with details of the number of lexemes presented in the individual activities in order to be able to compare them to suggestions from research (see 4.1.1.) and to discover whether there are great variations among the activities. A considerable part of the theoretical part has also been devoted to the description of the nature of lexis and the fact that single words are only one category of vocabulary items. Idioms, fixed items, phrasal verbs and collocations have been presented as representatives of so-called multi-word units and it has been pointed out that lexemes from all categories need to be introduced in order to avoid a disproportional share of single words, in particular nouns (see 3.2.2).

- Which vocabulary items are introduced and how are the lexemes organised?

This criterion focuses on the important questions of the selection and grouping of lexemes in the activities. For the former, the theoretical part has described various factors that need to be considered, such as the usefulness, frequency and range, relevance for the learners as well as the learnability and teachability of the lexemes (see 3.1.). In the textbook analysis the lexemes' frequency will not be examined by means of a corpus analysis, as this would exceed

the scope of the paper. Nevertheless the relevance and appropriateness of the vocabulary items will be discussed in the evaluation of the paper based on my personal intuition and the comparison between the books. With regard to the organisation of lexemes the following three principles have been explored in the theoretical part: Sets of semantically or formally related lexical units, groups of words that can be associated with a particular topic, and words that show no apparent relatedness whatsoever (see 4.1.).

- Are both spoken and written forms of the lexemes provided? How is word meaning explained?

The theoretical part of the paper has repeatedly pointed out that the initial step in the cumulative process of vocabulary learning is the acquisition of both spoken and written forms and meaning of a lexeme. The discussion of word form has revealed that this aspect of word knowledge is often neglected in comparison to word meaning, although there is convincing evidence that written and spoken word forms pose serious problems for learners (see 4.2.1.). With regard to the presentation of word meaning the advantages and drawbacks of translations, verbal explanations in the L2 as well as visual representations have been described (see 4.2.2). Furthermore, the principles of the 'dual coding theory' have been outlined, which regard a combined approach of visual and verbal explanations as most fruitful for presenting word meaning (see 4.2.2.4.).

- Are the pupils actively involved in the lexemes' presentation and/or engaged in an additional task where the new lexemes are used?

As has been pointed out, research fails to offer undisputed guidelines concerning students' active role in initial vocabulary presentation activities, especially with regard to the introduction of forms and meanings of the lexemes. The discussion of the 'Depth/Levels of Processing Hypothesis' has suggested that learners' further engagement with new lexemes enhances the learning process and is thus to be encouraged. One essential prerequisite for the positive effect of this approach to vocabulary teaching has to be specified, however: The activities have to focus on the lexemes themselves and not on practising a language skill with the use of the new lexemes, as it is often the case in course books (see 4.3.3.). Despite or rather because of some uncertainties in the discussion it is interesting to discover whether, and if so how *Your Turn* and *Friends* involve learners in the presentation of unknown vocabulary items.

6. Context Analysis of the textbooks *Your Turn* and *Friends*

6.1. Analysis of the learner factors

	Factors	Description
1.	Age range – preferred learning style	Austrian school children are on average ten years old when they enter secondary school. The possible age range, however, is from nine to twelve, as children can skip one class in primary school ('Volksschule'), but can also attend preschool ('Vorschule') and therefore spend either three, four or five years in elementary school. No studies investigating the preferred learning styles of children at this age could be found. In general it can be said, however, that most people are not exclusively visual or auditive or kinaesthetic learners, and therefore chances of memorising new input are increased if several senses are addressed. Empirical evidence shows that up to 90% of new language material can be remembered if all three senses are combined (Lernen und Gedächtnis: http://www.brain-fit.com/html/lerntyp.html).
2.	First language	The majority of Austrian pupils speak German as their L1. In the school year 2008/09 16.2% of all pupils in Austria had a mother tongue other than German, however (Bönisch et al. 2010: 12). In primary school 20% of the pupils do not speak German as L1. In secondary modern schools the percentage remains equal, whereas it decreases to 13% in the lower levels of grammar school (Bönisch et al. 2010: 24). Besides German, the dominant languages are (Bönisch et al. 2010: 25): <u>In primary school:</u> Languages from former Yugoslavia: 7.1 % Turkish: 6.0 % Others: 8.2% <u>In secondary modern school:</u> Languages from former Yugoslavia: 7.0% Turkish: 6.3% Others: 6.3% <u>In the lower levels of AHS</u> Languages from former Yugoslavia: 5.0% Turkish: 1.9% Others: 6.3%
3.	Previous language-learning experience	Since the school year 2003/2004 foreign language learning has been obligatory in all four years of elementary school. Languages offered are

		English, French, Italian, Croatian, Slovakian, Slovenian, Czech or Hungarian (bmu:kk: Bildungswesen in Österreich: Volksschulen). More than 96% of Austrian primary schools teach English (Buchholz 2007: 47). This implies that all children have at least some experience in learning a foreign language. For pupils whose L1 is not German, the new language taught at school is sometimes their third language.
4.	Proficiency level in the target language	Each school year in primary school schedules 32 lessons for foreign language teaching. In the first two years the language is to be taught within other subject lessons, except for German lessons. In the last two years foreign language teaching has to occupy a separate lesson per week. It is important to note that pupils are not graded in the foreign language (cf. bm:ukk: Bildungswesen in Österreich: Volksschulen).
5.	Academic and educational level	After the on average four years in primary school pupils enter their first level of secondary school. They are therefore still at the beginning of their formal school education, where they need a substantial amount of guiding from the teacher.
6.	Reasons for studying the target language	The students' main reason for studying English is probably that it is an obligatory school subject, and even a 'main subject', which means that pupils have more lessons in English than in other subjects, such as geography or sports, and that there are more exams. The students' internal motivations for learning English as well as the ambitions of their parents in that respect do for sure have a considerable influence on the children's performance in the classroom. Empirical research on this topic could, however, not be found.

6.2. Analysis of the institution(s) and specific programme

	Factors	***Description***
1.	Level within the educational system	In Austria, pupils at the age of 10 to 12 enter the first level of compulsory secondary education. There are three different school types: grammar school ('Allgemein bildende höhere Schule', in German abbreviated as 'AHS'), secondary modern school ('Hauptschule' - 'HS'), and comprehensive school ('Neue Mittelschule' - 'NMS'). All three of them follow the same national curriculum.
2.	Time available for the study of the target language	In the first and second forms of secondary schools four lessons per week are scheduled for teaching English. In general, one lesson lasts 50

		minutes. On average, a school year comprises 36 weeks, which results in a total of approximately 144 lessons of English (bmu:kk: Stundentafeln).
3.	Class size	In HS, class size is on average 20.4 pupils, compared to 26.1 children in the lower levels of AHS. In 47% of HS there are 21 to 25 pupils, while 58% of AHS classes comprise 26 to 30 pupils. 13.3% of AHS classes have more than 30 pupils (Bönisch et al. 2010: 73).
4.	Aims of the programme/syllabus regarding vocabulary teaching	One of the didactic principles of the curriculum of foreign language teaching is contextualization of vocabulary and grammar. "Der Vermittlung von Wortschatz und Grammatik in vielfältig kontextualisierter und vernetzter Form ist größtes Gewicht beizumessen zB ist Vokabular, wo immer möglich, in Kollokationen, Redewendungen und Phrasen mit impliziter Grammatik einzubetten" (bmu:kk: Curriculum for foreign languages: 2). After having successfully completed their first form, pupils are supposed to be at level A1 in all competences. After the second form they should have progressed to A2 in listening, reading and writing (bmu:kk: Curriculum for foreign languages: 5).
5.	Form of evaluation	The description of possible forms of evaluation in the presentation of the curriculum is somewhat confusing. It is obviously the teacher's responsibility to establish their own form of evaluation and to present it to the pupils and their parents at the beginning of the school year (bmu:kk: General curriculum for lower levels of secondary school: Third Part). In the curriculum for foreign language teaching the only commentary concerning evaluation is a reference to the procedures of tests in class ('Schularbeiten'). In the first form three to four of these tests are possible, each lasting one lesson. In the second form teachers may choose to do four to six such tests within four to five lessons. No information on the evaluation of the students' vocabulary knowledge can be found (bmu:kk: General curriculum for lower levels of secondary school: Third Part: Leistungsfeststellung).
7.	Decision-making mechanisms and freedom given to teachers	The textbooks used in Austrian schools are mostly chosen by all subject teachers of a school for an extended period of time. Teachers are, however, not obliged to use them as long as they guarantee that their classes follow the national curriculum.

7. Textbook analysis

7.1. Analysis of the teacher's books

7.1.1. Your Turn 1 & 2

The descriptions of the teacher's guides of *Your Turn 1* and *Your Turn 2* are subsumed in one analysis, as the second book does not provide any additional information on the didactic principles and vocabulary presentation activities in the books.

- **Which didactic principles underlie the syllabus of the books?**

The course books *Your Turn 1 – 4* are based on the standards of education stipulated in the Common European Frame of Reference and the Austrian national curriculum for teaching English. Additionally, they encompass latest findings of international foreign language didactics (Hellmayr 2008: 4). The following 19 didactic principles are listed and described in short paragraphs:

> Authentische Sprache [...], Bedürfnisse guter Gruppen (Erste Leistungsgruppe) [...], Bedürfnisse lernschwacher Gruppen (Dritte Leistungsgruppe) [...], Bewegung [...], Festigung durch Lernzyklen [...], Gemeinsam lernen [...], Hören – sprechen – lesen – schreiben [...], Individualität und Erfahrungshorizont respektieren [...], Kommunikativer Schwerpunkt [...], Konsequentes Aussprachetraining [...], Mehrsprachigkeit als besonderer Wert [...], Neues kennen lernen [...], Offenes Lernen [...], Phantasie [...], Selbstevaluation [...], Singen [...], Spielszenen [...], Stellenwert des Grammatikunterrichts [...], Unterhaltung [...] (Hellmayr 2008: 5 ff.).

Special emphasis is laid on a communicative, activity-orientated approach to language teaching. Hellmayr (2008: 6) explains that knowledge of grammar and single words is only regarded as useful in communicative situations. The paragraph on the status of grammar informs that the communicative aspect of language learning and the learner's ability to use the language independently are in the foreground. Grammar explanations serve the purpose of providing a better overview and more efficient error correction; they are no end in themselves (ibid. 7). Although it is not stated explicitly I would therefore conclude that *Your Turn* follows a communicative approach to language teaching.

- **Which status has vocabulary teaching?**

There are no indications that vocabulary acquisition has a special position in *Your Turn.* Among the 19 didactic principles listed above there is, for example, no separate paragraph describing the role of lexis. There are, however, comments related to vocabulary in the

presentation of other principles. The principle "Festigung durch Lernzyklen" explains the regular retrieval of new input and grammar structures and points out that lexemes and vocabulary structures are revised throughout the whole book. Every fourth unit serves as a unit for revision that does not provide new input. Another didactic principle is "Konsequentes Aussprachetraining". It says that the book provides a systematic training of pronunciation and intonation, which is supposed to occupy a considerable part of teaching time. The previous question has already discussed *Your Turn's* focus on a communicative approach to language teaching that regards knowledge of single words as useful in communicative situations only.

- **Which were the criteria for the selection of the lexemes?**

There is no separate section that outlines the criteria for the selection of the vocabulary items introduced in the books. Comments related to the topic have to be searched for in other paragraphs. One didactic principle highlights the use of authentic language, for example, and explains that the course book is based on authentic English texts that contain "zeitgemäßes, aktuelles Vokabular" (Hellmayr 2008: 5). No information is provided on the question of how this up-to-date and topical vocabulary has been selected, however, nor on the aspect of how it is sequenced in the book. The same is true for the two didactic principles "Phantasie" (*imagination)* and "Singen" (*singing)*. It is pointed out that *Your Turn* presents stories and songs that are appropriate for the children's age, but again the authors fail to explain the choice of the lexemes.

- **What information is provided concerning vocabulary presentation?**

Your Turn comprises one text book and one work book including a CD with additional exercises for the students. In the description of the textbook the only information on the introduction of vocabulary in the units is that the 'input units' introduce new language structures and new content. There is also a 'warm-up' page at the beginning of all six blocks of units that provides an overview of the learning aims of the subsequent units. It is specified, however, that no new vocabulary is presented on these pages. At the end of the text book students find a word list of all vocabulary items, including phonetic transcriptions and German translations. This catalogue ought to serve as a glossary only, whereas the vocabulary the students need to learn for active use is to be found in the workbook. This section is called 'Lernvokabular' and Hellmayr (2008: 9) explains that the example sentences are supposed to ensure that the students do not only translate the individual words but also learn how they are

used in context. As no further information on this 'Lernvokabular' section is provided, it can only be assumed that it is presented in the word lists at the end of every unit.

The presentation of recursive elements in the books introduces 'Professor Pron', a fish with a pen who explains the specialities of correct pronunciation and intonation to the students.

- **Which suggestions are offered with regard to the adaptation of vocabulary presentation activities in class?**

In the description of the types of exercises used in the books the following three activities concern vocabulary teaching.

- 'Acting Words': The pupils are supposed to mime words and expressions such as 'Hurry up' or 'Watch out'. These activities should both entertain the children and help them to store the lexical items more easily (Hellmayr 2008: 10).
- 'Matching card activities': The pupils can either do the exercises in the book, or write the lexemes on cards and walk around in the classroom to find their partners, which the authors regard as better as it makes the lesson livelier and more motivating for the students (Hellmayr 2008: 11).
- 'Chants' and 'Songs': Chants and songs are part of the already mentioned systematic practise of pronunciation and intonation. They include several repetitions of new words and structures and therefore promote successful learning as well as correct pronunciation (Hellmayr 2008: 11, 12).

In the section on general suggestions for the work with the books there is one paragraph that focuses explicitly on the kinds of lexical items pupils learn. The heading is "Einzelwort – Phrase – Satz" (*single word – chunk – sentence*) and it describes that pupils should preferably learn larger chunks and phrases and even 'whole sentences' they can easily process in speech. This should promote the students' use of idiomatic expressions and the quicker production of authentic sentences without the need to understand complicated grammar. It is explicitly mentioned that this approach is also to be fostered with weaker pupils (Hellmayr 2008: 13).

7.1.2. Friends 1 & 2

As with the teacher's guides of *Your Turn 1* and *Your Turn 2* the information about the general didactic background of the books and vocabulary presentation is the same for the two teacher's books of *Friends 1* and *Friends 2.* Therefore there will be only one teacher's book analysis for both volumes.

- **Which didactic principles underlie the syllabus of the book?**

Friends follows the guidelines of modern language teaching and fulfils the demands of the Austrian national curriculum of teaching English from 1999. A special emphasis is laid on different learner types as well as multiple intelligences. In order to respond to the individual needs of all students every unit contains a variety of exercises that appeal to visual, auditive and kinaesthetic learners respectively. The concept of multiple intelligences explains that there is not only one intelligence, but that everybody has an individual set of intelligences and consequently strengths and weaknesses. In both the course and activity books various activities promote the learners' different intelligences. Furthermore, the authors' aim is to provide a balanced input on the four skills listening, speaking, reading and writing and to differentiate the input according to the students' abilities (Katzböck et al. 2008: 4).

- **Which status has vocabulary teaching?**

There is no separate part in the teacher's book that discusses the status of lexis. Nevertheless, the topic of vocabulary is brought up in various paragraphs. In the section explaining that the activities focus on all learner types three difficult areas of learning English are described: the acquisition of new English words and grammar structures, English pronunciation, and English orthography (Katzböck et al. 2008: 4). All three of them concern vocabulary. Additional details on vocabulary teaching will be presented below.

- **Which were the criteria for the selection of the lexemes?**

The teacher's book does not provide any information on the selection of the vocabulary introduced in the school books.

- **What information is provided concerning vocabulary presentation?**

The presentation of the 'Words in action' sections that introduce new lexemes at the beginning of every unit occupies a considerable part of the teacher's book's introductory pages. Moreover, the purpose of the 'Follow-up activities', which revise and strengthen vocabulary and grammar, is discussed in a separate part of the book. Another paragraph describes 'Pronunciation and spelling exercises', which are regularly offered in order to practise pronunciation. Again information on the special needs of all three learner types is provided. Furthermore, the complexity of English spelling is addressed. The authors explain that 20 per cent of English orthography do not follow rules and that these 20 per cent include a large number of high frequency words. Subsequently, the authors offer five suggestions of

activities that support all learner types and proficiency levels in learning correct spelling (Katzböck et al. 2008: 6 ff.).

In the discussion of the activity book two of the three headings relate to vocabulary teaching. Each unit contains a section called 'Topic words', where vocabulary items from the unit are grouped according to topics. The authors specify that these activities should not be regarded as static picture dictionaries, but as dynamic contexts open for the inclusion of new vocabulary. In the first units of the book the written form of the words is combined with pictures, whereas towards the end mind maps are introduced which are supposed to invite students to add their own ideas. The second section on vocabulary, called 'Words in use', presents the unit's new lexemes, unless they were already explained in the 'Topic words' or 'Words in action' activities. They are arranged in word lists that provide the base form of the word, an example sentence and the German translation (Katzböck et al. 2008: 8).

- **Which suggestions are offered with regard to the adaptation of vocabulary presentation activities in class?**

In the previous section it has been mentioned that new lexemes that are relevant to the understanding of the unit are introduced in the 'Words in action' at the beginning of every unit. The authors offer detailed suggestions on the question of how teachers can incorporate these activities into their language classes. They describe exercises that are particularly appropriate for low, medium and high achievers. For the first group, a guessing exercise is recommended where learners have about 30 seconds to look at the pictures and then discuss in pairs or bigger groups which meanings they can decipher. Subsequently, the teacher helps and corrects the students. Another possible activity involves the teacher who points at a picture, reads the written form and mimes the meaning. In pairs the students are then supposed to imitate the teacher. Finally one learner points at the pictures and reads out the written form and the other learner makes the gestures.

The activity suggested for medium achievers starts with pairs of learners looking at the pictures for 30 seconds, then they close their books and tell each other what lexemes they remember. Afterwards the teacher repeats the activity and talks about the words. For the next step the teacher puts the words in a personal context by saying for example: "My **cat** is lovely, I like it very much", and simultaneously mimes the words. Eventually the whole class points at a lexeme and pronounces it together.

For high achievers the authors describe an activity where the teacher prepares 15 to 20 sentences about themselves, all of them including words from the 'Words in action' (WIA) and an appropriate gesture. The students are supposed to look at the WIA when the teacher says the sentences. After every sentence they repeat the word and make a gesture. The students can imitate the gesture and are supposed to point at the appropriate lexeme in their books when they hear it in a sentence. In the second round the teacher speaks more quickly, in the third they only repeat the words, in the following round they only make the gestures. Finally students can work in pairs: One student says the sentences and makes the gestures, the other points at the appropriate words.

The authors explain that these activities contain elements for all learner types and that students hear the lexemes several times before they are required to use them actively. As the words are not translated into German, students store them as part of their own experience and not as a translation (Katzböck et al. 2008: 7). Unfortunately, no further details on what "storing a word as part of one's own experience" means are provided, but it most likely implies that translations are not regarded as very fruitful for vocabulary learning.

7.2. Textbook analysis

Prior to the separate discussions of each schoolbook within the four criteria formulated in 5.2.2 one general remark has to be made with regard to the vocabulary presentation activities included in the analyses. The focus of this diploma thesis is on the question of how *Your Turn 1&2* and *Friends 1&2* introduce unknown lexemes. As the context analysis of the learner factors has revealed more than 96% of Austrian school children receive formal education in English during their four years at primary school. In can therefore be assumed that the majority of students who start working with *Your Turn 1* or *Friends 1* are familiar with a large number of the lexemes presented especially in the activities from the beginning units. Strictly speaking, activities that introduce partly known vocabulary items cannot be classified as initial vocabulary presentation activities. Not all primary schools teach English, however, and students' English language skills probably vary considerably due to the fact that they most often come from different primary schools. As in a learner independent study it is not possible to determine and thus consider students' previous knowledge of the lexemes all activities from both volumes in *Your Turn* and *Friends* that present both the lexemes' forms and meanings explicitly are included in the analyses. If relevant, the issue will be raised again in the evaluation of the analyses' findings in 8.2.

Tables with the raw data of the analyses of all four books are to be found in the appendix of the paper (see 11.).

7.2.1. Your Turn 1

- **How many initial vocabulary presentation activities do(es) the book(s) contain, how many lexemes are introduced and which categories do they belong to?**

Lexical items naturally occur in all exercises and are sometimes more, sometimes less in the centre of attention. Hence identifying exercises that introduce new lexemes for the first time is probably the most difficult part of the analysis. The theoretical part has pointed out that at the most basic level, knowing a word means knowing its form and referential meaning and that these two aspects have to be introduced together so that learners can establish a close link between them. Therefore the defining criterion for the inclusion of activities in the analysis will be the question of whether both forms and meanings of the lexemes are presented.

In *Your Turn 1* vocabulary presentation activities as defined above are included in the textbook only. As has been described in the analysis of the teacher's book, the workbook contains a word list at the end of every chapter, defining the target lexemes plus offering example sentences and the German translations. Nineteen units of *Your Turn 1*, as well as the introductory section 'Welcome to English' have been analysed. The six 'Big Break' units have been excluded from the description as they serve the purpose of revision only and do therefore not introduce new lexemes (Hellmayr 2008: 8). In total, 152 language activities were discovered, out of which 24 meet the criteria of vocabulary presentation activities, which is a share of 15.18 %. These figures do not consider the six vocabulary presentation activities in the six extra units, as they are defined as 'add-on' material in the teacher's book (Hellmayr 2008: 109) and are therefore not part of the main teaching programme of the textbook.

With regard to the distribution of the vocabulary activities across the 20 units table 1 shows that six units, namely unit five 'Numbers, names and addresses', unit seven 'My family', unit eleven 'Times and routines', unit 15 'What I can do', unit 22 'Excuses' and unit 23 'Questions and answers' do not contain any initial vocabulary presentation activities. The 24 initial vocabulary presentation activities are therefore taken from 14 units. As can be seen in table 1, most of these units include one to two activities.

Table 1: Numbers of initial vocabulary presentation activities per units

Units	Numbers of initial vocabulary presentation activities
Introductory unit	2
Unit 1	2
Unit 2	2
Unit 3	1
Unit 5	0
Unit 6	2
Unit 7	0
Unit 9	4
Unit 10	1
Unit 11	0
Unit 13	1
Unit 14	2
Unit 15	0
Unit 17	1
Unit 18	2
Unit 19	1
Unit 21	3
Unit 22	0
Unit 23	0

In total 239 lexemes are introduced, including the extra units the number rises to 312. Table 2 illustrates the great variation of new lexemes presented in the various activities. The largest number is nineteen nouns of body parts in unit 21. The same unit shows the smallest figure, which are three unrelated phrases (phrasal verbs + objects). The mathematical average of all lexemes in relation to the number of units is 9.96. Table 2 shows, however, that there is wide distribution of lexemes across all activities.

Table 2: Numbers of lexemes introduced in the activities

Numbers of lexemes	Numbers of activities
1 - 4	5
5-8	4
9-12	7
13-16	5
17-20	2

A clear and straightforward allocation to exact word categories is difficult for some lexemes, despite the precise description of various kinds of lexemes in the theoretical part of the paper. At the same time and as explained in section 3.2.2. overlapping categories and marginal cases have to be accepted. Furthermore, the emphasis of this textbook analysis is not put on the exact scrutiny and categorisation of each single lexeme, but on the general question of whether the activities present lexemes from various categories or focus on certain kinds only.

Therefore not all lexemes will be described in every last detail, but will be subsumed in their superordinate categories.

Table 3 clearly shows that the majority of activities introduce single words, and in particular nouns. Five activities present multi-word units and seven more comprise a combination of various categories of single words and multi-word units.

Table 3: Categories of lexemes introduced in the activities

Categories of lexemes	Numbers of activities
Single words	
Only nouns	9
Only verbs	1
Only adjectives	2
Nouns + compounds	2
Nouns + adjectives	1
Multi-word units	
Clauses	2
Phrases	3
Combinations of single words + multi-word units	
Nouns + collocations	2
Nouns + compounds + phrases	3
Various kinds of single words + multi-word units	2

- **Which vocabulary items are introduced and how are the lexemes organised?**

As can be seen in table 4, the broad majority of the lexemes are introduced in semantic sets. These include several groups Folse (2004: 47) lists as very popular for beginner courses (see 4.1.2.), such as *classroom language, family and friends, people adjectives, food, rooms, furniture, colours, clothes, school subjects, hobbies (sports + music)* and *body parts*. Three of the unrelated sets and two of the thematic sets as well as the activity where thematically related and unrelated lexemes are combined occur in the six extra units, which do consequently not contain any semantic set.

Table 4: Organisation of lexemes in the activities

How are the lexemes grouped?	Numbers of activities
Semantic set	18
Thematic set	4
Set of unrelated lexemes	5
Combination: thematic set + unrelated lexemes	1
Combination: semantic set + unrelated lexemes	2

- **Are both spoken and written forms of the lexemes provided? How is word meaning explained?**

20 out of the total of 30 vocabulary presentation activities present the lexemes' written forms only. Ten activities introduce the spoken forms in a listening task related to the vocabulary presentation activity. It has to be pointed out, however, that these listening texts are on a CD which the students do not automatically receive with the textbook. Usually, the CD remains with the teacher and the students can order and buy their own copy. An employee of the publishing company of *Your Turn* informed me that not many students and parents order the CD, however, and that due to data secrecy information the exact number of CDs purchased by private persons cannot be disclosed.

With regard to the presentation of meaning the table below shows that the majority of activities use visual explanations. In most activities one separate picture illustrates one lexeme. Only one exercise uses verbal explanations in English and paraphrases time phrases such as *last month, yesterday* or *yesterday morning*. It is described that *today* is *Wednesday*, *April 1st* and therefore *March 31* is linked with *yesterday*, *last month* with *March* and so forth. Four activities combine visual and verbal descriptions. In unit four, for example, the lexemes *brother, friend, sister* and *best friend* are introduced. Vocabulary presentation is part of a listening task and students hear four children talking about their family and friends. There are four pictures showing children and their brother, sister, friend and best friend and underneath the pictures verbal explanations such as *Clare and Sam Corbett* or *Sally and Molly Jones* help the students find out that the target words might be *brother* and *sister*, respectively. In another activity the semantic set of school subjects is introduced and students find a picture for every lexeme. Additionally it is explained that *science* includes the subjects *biology*, *chemistry* and *physics* and that the current abbreviations *ICT* and *PE* signify *information communication technology* and *physical education.*

Table 5: Explanation of word meaning

Ways of explanation	Numbers of activities
Visuals	25
Verbal explanations – definitions/paraphrasing	1
Combination: visuals + verbal explanation	4
Translations	-

- **Are the pupils actively involved in the lexemes' presentation and/or engaged in an additional task where the new lexemes are used?**

There is only one activity where students are not actively involved in the presentation of the lexemes, i.e. do not have to perform a task. In unit nine the semantic set of clothes is introduced and students only have to follow the lines that go from the written word form to the equivalent clothes. All the other activities require more active involvement on the part of the students. In sixteen out of the total of 30 vocabulary presentation activities students have to establish the form-meaning link themselves by means of either drawing a line from the written word forms to the pictures or by writing the lexemes underneath the equivalent pictures. Five of these activities are parts of activities where a skill is practised. In three tasks students have to perform a listening task that helps them to match form and meaning. The other two activities focus on the students' correct pronunciation of the lexemes' spoken forms. First learners have to link the lexemes' forms and meanings and then they have to say the words. The remaining thirteen activities have already matched the lexemes' forms and meanings and engage the students in an activity that uses the new lexemes. Four of them are listening activities that range from numbering pictures or verses to filling in the target lexemes in a text. For the most complex listening task students have to number ten school subjects they hear out of fourteen that have been introduced in the previous activity and then they have to write the subjects as "word-sound-shapes" according to their stress pattern, as for example GERman. Four vocabulary presentation activities engage the learners in speaking exercises. In two of them explicit focus is on word form and students have to say the individual lexemes. The other two are communicative speaking activities where students have to practise short question – answer dialogues. Three activities combine a speaking and listening task and require students to repeat the lexemes or chants they hear. One vocabulary presentation works on word meaning: The four seasons of the year *spring, summer, autumn* and *winter* are presented and students have to draw a table, writing down which months belong to which season.

7.2.2. Your Turn 2

- **How many initial vocabulary presentation activities do(es) the book(s) contain, how many lexemes are introduced and which categories do they belong to?**

Out of the 152 language activities presented in the eighteen units analysed, seventeen introduce vocabulary items explicitly. This is a share of 10.7 per cent. Similar to volume one

six units do not contain any vocabulary presentation activities, which are unit two ‘Bigger and better’, unit three ‘Friends and enemies’, unit thirteen ‘Experiences’, unit seventeen ‘Families – big and small’, unit nineteen ‘Friends’ and unit 22 ‘Travelling in time’. Some of the other units therefore include two vocabulary presentation activities, and unit five ‘Fun days’ even comprises three.

Table 6: Numbers of initial vocabulary presentation activities per units

Units	Numbers of initial vocabulary presentation activities
Unit 1	2
Unit 2	0
Unit 3	0
Unit 5	3
Unit 6	1
Unit 7	1
Unit 9	1
Unit 10	1
Unit 11	1
Unit 13	0
Unit 14	2
Unit 15	1
Unit 17	0
Unit 18	1
Unit 19	0
Unit 20	1
Unit 21	1
Unit 22	0
Unit 23	1

The total number of lexemes introduced is 116, taking the six extra units containing one initial vocabulary presentation activity each into consideration the number rises to 176. The extra units therefore account for approximately one third of all lexemes *Your Turn 2* presents explicitly. The range of lexemes introduced in the activities is not as wide as in *Your Turn 1* and varies between three lexical items in unit fourteen and twelve in one of the extra units. On average, 7. 65 lexemes are introduced per activity.

Table 7: Numbers of lexemes introduced in the activities

Numbers of lexemes	Numbers of activities
1-4	5
5-8	9
9-12	9
13-16	-
17-20	-

Similar to the analysis of *Your Turn 1* a straightforward categorisation of the lexemes in *Your Turn 2* is difficult. Table 8 shows, however, that again mostly single words, in this case nouns and compounds, are introduced. Six activities focus on phrases and clauses. Four activities are listed as combinations of various kinds of lexemes. It has to be specified, however, that three of them present mainly nouns and only one or two multi-word units.

Table 8: Categories of lexemes introduced in the activities

Categories of lexemes	Numbers of activities
Single words	
Only nouns	1
Only verbs	-
Only adjectives	1
Nouns + compounds	8
Nouns + verbs + adjective	2
Multi-word units	
Clauses	2
Phrases	4
Combinations of single words + multi-word units	
Nouns + collocations	2
Nouns + compounds + 1 phrase	2

- **Which vocabulary items are introduced and how are the lexemes organised?**

Nine out of the 23 vocabulary presentation activities introduce lexemes in semantic sets, comprising *directions, sweets, adverbs of frequency, clothes, sports, safety equipment, pets, people adjectives* and *musical instruments*. In the remaining activities lexemes are either grouped according to topics or do not show any apparent relatedness whatsoever. Examples of thematic sets are *activities in a swimming pool, creating a poster as a present for a friend, activities on the beach, the rainforest* or *scary creatures*. Similar to the first volume the activities in the six extra units contain mainly thematically related lexemes as well as some additional items that show no association with the topic.

With regard to the kinds of lexemes introduced it needs to be pointed out that both the table of contents in the textbook as well as the teacher's guide specify the word fields introduced in the units. The teacher's book's explanations are in German, whereas the table of contents describe the lexemes in English. It is interesting to note that sometimes the two books differ in their information, however, as the tables of the analyses attached at the end of the paper show. These irregularities will be further discussed in the evaluation of the analysis.

Table 9: Organisation of lexemes in the activities

How are the lexemes grouped?	Numbers of activities
Semantic set	9
Thematic set	6
Unrelated lexemes	5
Thematic set + some unrelated lexemes	3

- **Are both spoken and written forms of the lexemes provided? How is word meaning explained?**

Fifteen vocabulary presentation activities introduce only the lexemes' written forms. The remaining eight activities are combined with listening tasks that present the lexemes' spoken forms as well. As for *Your Turn 1* students do not automatically receive the CD with the listening texts together with the textbook, but have to order and buy it individually.

Similar to the first volume the vast majority of the activities in *Your Turn 2* explain the lexemes' meanings by means of visuals, which are mostly pictures and cartoon figures. Only one activity exploits paraphrasing in order to convey the meaning of the four adverbs *always, often, sometimes* and *never*. Furthermore, unit fourteen explains the three sports activities *abseiling, BMX freestyle* and *circus skills* both visually and verbally. Three photos show people performing the activities and underneath them students find short texts describing basic facts and figures about the sports.

Table 10: Explanation of word meaning

Ways of explanation	Numbers of activities
Visuals	21
Verbal explanations – definitions/paraphrasing	1
Combination: visuals + verbal explanation	1
Translations	-

- **Are the pupils actively involved in the lexemes' presentation and/or engaged in an additional task where the new lexemes are used?**

Similar to *Your Turn 1* the textbook of *Your Turn 2* includes one vocabulary presentation activity where no active involvement of the students is required. Subsequent to a song in which the lexemes occur, the four adverbs *always, often, sometimes, never* are defined in English and the students do not have to perform any task.

In fifteen out of 23 vocabulary presentation activities students have to link word form and meaning themselves, mostly by writing the lexemes or numbers underneath the equivalent pictures. In six of these activities learners do not only have to match form and meaning, but are also engaged in a task which uses the new vocabulary. Three exercises introduce or practise grammar, two are listening tasks and one is a combination of a listening and grammar activity. The remaining seven activities have already established the form-meaning link and engage the learners in three listening, two speaking and one writing and reading exercise, respectively. All activities where students have to perform a task with the new lexemes are communicative tasks, where not the new lexical items, but the different skills and grammar are in the centre.

7.2.3. Friends 1

- **How many initial vocabulary presentation activities do(es) the book(s) contain, how many lexemes are introduced and which categories do they belong to?**

The course book of *Friends 1* consists of 22 units comprising 232 activities and three extra units with 19 additional exercises. 32 and four out of these 232 and 19 activities, respectively, focus explicitly on the presentation of vocabulary items. The share of the 32 vocabulary presentation activities in the total of 232 language activities of the 'main' units is approximately 13.8 per cent. As has been explained in the teacher's guide analysis, the activity book presents lexemes in the 'Topic words' sections as well as in the word lists at the end of every chapter. Nine of these 'Topic words' introduce both form and meaning of the lexemes and are therefore included in the analysis.

Table 11 shows that contrary to both volumes of *Your Turn*, there is no unit in the course book of *Friends 1* that does not contain any vocabulary presentation activity. The 'Words in action' sections at the beginning of every unit (see 7.1.2.) ensure that at least one activity introduces both the forms and meanings of new lexemes explicitly. As can be seen in table 11, some units include even more than one such activity.

Table 11: Numbers of initial vocabulary presentation activities per units in the course book

Units	Numbers of initial vocabulary presentation activities
Unit 1	2
Unit 2	3
Unit 3	1
Unit 4	2
Unit 5	2

Unit 6	2
Unit 7	1
Unit 8	1
Unit 9	1
Unit 10	2
Unit 11	1
Unit 12	1
Unit 13	1
Unit 14	1
Unit 15	1
Unit 16	2
Unit 17	2
Unit 18	1
Unit 19	1
Unit 20	1
Unit 21	2
Unit 22	1

In the 32 vocabulary presentation activities of the 22 'main' units in the course book 390 lexemes are presented. The three extra units explain 48 more lexemes. When counting in the 92 lexemes from the 'Topic words' in the activity books *Friends 1* presents forms and meanings of 530 lexemes. Table 12 shows the range of lexemes introduced in the activities of the course book, which goes from the two lexemes *Austrian wall* and *menu* in unit 22 to the numbers from one to twenty in unit one. Similar to *Your Turn 1* the distribution of lexemes across all initial vocabulary presentation activities is rather wide.

Table 12: Numbers of lexemes introduced in the activities of the course and activity books

Number of lexemes	Number of activities
1-4	1
5-8	9
9-12	19
13-16	9
17-20	7

The categorisation of the lexemes introduced in *Friends 1* is even more complicated than that for *Your Turn 1* and *Your Turn 2*, as a large number of activities present various kinds of lexemes. Table 13 shows that nineteen out of the total of 45 activities explain different categories of single words, which are mostly nouns or combinations of nouns and compounds. In two activities phrases are introduced. The remaining 24 activities present combinations of various single words and multi-word units and it would be too tedious and not necessary for the purpose of the analysis to list all the different arrangements separately.

Table 13: Categories of lexemes introduced in the course and activity books

Categories of lexemes	Numbers of activities
Single words	
Nouns	5
Verbs	1
Adjectives	3
Nouns + compounds	5
Numbers	3
Combinations of single words	2
Multi-word units	
Phrases	2
Combinations of single words + multi-word units	24

- **Which vocabulary items are introduced and how are the lexemes organised?**

21 activities introduce lexemes in semantic sets, including *countries, numbers, colours, feelings, the classroom and school utensils, food, furniture, prepositions of place, family, the weather, clothes, costumes, animals and pets, sports, TV programmes* and *means of transport*. The thematic sets group lexemes related to topics such as *daily routines, hobbies, sports and fun gifts, adventure, clubs, making a film, New York, Hallowe'en, Christmas, Easter, snow, animals* and *the weather*. In unit fifteen 'We are on television' fourteen past tense verbs are presented that do not show any apparent connection. The students have to use them to tell a story, however, and will therefore most likely create thematic relations themselves.

Table 14: Organisation of lexemes in the activities

How are the lexemes grouped?	Numbers of activities
Semantic sets	21
Thematic sets	13
Unrelated lexemes	1
Semantic/Thematic sets	7
Semantic sets + unrelated lexemes	3

- **Are both spoken and written forms of the lexemes provided? How is word meaning explained?**

The lexemes' spoken forms are presented in only two activities. Unit one contains an exercise where students first have to link twenty numbers with their written word forms and then listen to ten numbers which they have to tick. In unit five vocabulary presentation is part of a listening exercise where children are interviewed about their favourite food. Students have to write the children's names underneath the four dishes *chicken curry, macaroni and cheese,*

meatloaf and mashed potatoes and *fish and chips.* Apart from these two activities only the lexemes' written word forms are introduced.

With regard to the presentation of meaning the analysis shows that similar to the two volumes of *Your Turn*, the broad majority of vocabulary presentation activities in both course and activity book explain meaning through visuals, which contain mostly pictures and some photos. The three activities that introduce numbers and ordinal numbers link the numbers with the written lexemes and are therefore listed in the category 'verbal explanation in English'. In the remaining five activities visuals are combined with verbal explanations. Two activities include sentences with the target words. In unit eighteen of the activity book, for example, various phrases of means of transport such as *by train, by bus, by car* are written in bold in sentences like *We went* ***by train*** or *The children went to school* ***by bus***. Next to the sentences students see pictures illustrating the lexemes. In two activities lexemes are further defined through examples. The 'Words in action' in unit eleven present various phrases, compounds and collocations related to the thematic set of clubs. The five types *indoor sports clubs*, *music clubs, drama club, chess club* and *horse-riding club* are described, and underneath each club activities related to the clubs are listed and visualised.

The presentation of time expressions in the 'Topic words' section of unit nine is particularly interesting (Katzböck et al. 2007: 55), as it is the only initial vocabulary presentation activity in both course and activity book that exploits German to explain word meaning. First twelve phrases are written next to the appropriate numbers in the picture of a watch, as for example *1* and *five past.* Underneath the picture two children explain how they tell the time in English. Two speech bubbles say: "What time is it?" and "It's 10 to four" and then a girl explains: "Ich sage so: zuerst die Minuten, **to**, dann die nächste volle Stunde". Opposite the girl speech bubbles with the clauses "What time is it?" and "It's 10 past three" are given and a boy tells the students "Ich sage so: zuerst die Minuten, **past**, dann die letzte volle Stunde".

Table 15: Explanation of word meaning

Ways of explanation	Numbers of activities
Visuals	37
Verbal explanations in English	3
Combination of visuals + verbal explanations in English	4
Combination of visuals + verbal explanations in German	1

Translations	-

- **Are the pupils actively involved in the lexemes' presentation and/or engaged in an additional task where the new lexemes are used?**

All 25 'Words in action' as well as nine other activities are 'pure' vocabulary presentation activities, where both form and meaning of the lexemes are given and the students are not engaged in any additional task. In five activities students have to establish the form-meaning link themselves. It has to be mentioned, however, that three of these activities concern the introduction of numbers and ordinal numbers, where the linking of form and meaning might be easier than for other lexemes. Moreover, one of the other two exercises does not exclusively introduce new lexemes. In unit ten the 'Words in action' present 20 lexemes of the weather and clothes. Later in the same unit there is an exercise on the same lexical field where students have to match the written word forms and the pictures. Half of the lexemes are new; the other half has been introduced in the 'Words in action' before.

In two out of these five activities, and the remaining seven activities that have already matched the forms and meanings of the lexemes vocabulary presentation is part of exercises that engage the students with the new vocabulary items in some way. There are three speaking activities. The simplest involves pair work where students have to say short dialogues. In another activity students have to use lexemes about the weather and the four cardinal directions in order to talk about 'their' weather in the different regions of England. The most difficult speaking activity is a story students have to tell with fourteen past tense verbs they first have to match with equivalent pictures. The two vocabulary presentation activities that are part of listening tasks have already been described, as they are the only ones that introduce the spoken word forms in immediate conjunction to the written word forms and the meanings of the lexemes.

Besides these activities that relate to a language skill there are two exercises that direct special attention to the lexemes' written forms and one that focuses on word meaning. In unit two in the course book, nine colour adjectives are introduced with the lexemes written inside coloured balloons. There is also a crossword puzzle where the students have to fill in the lexemes. The task is facilitated as the boxes where the students are supposed to fill in the letters contain the right number of coloured dots that indicate the letters of the respective lexemes. In unit four, numbers from 20 to 100 as well as their written forms are presented and subsequently students have to write the correct lexemes under eight objects that show

different numbers. In the activity book there is one exercise that engages students with the lexemes' meanings. Unit five presents pictures of fifteen fruits and vegetables as well as their written forms and students are asked to colour in the pictures.

7.2.4. Friends 2

- **How many initial vocabulary presentation activities do(es) the book(s) contain, how many lexemes are introduced and which categories do they belong to?**

The 22 units in the course book comprise 27 vocabulary presentation activities and the two extra units on 'Ramadan' and 'St. Patrick's Day' each contain an additional activity that presents vocabulary explicitly. In relation to the total of 251 exercises vocabulary presentation thus has a share of 11.5 per cent. Table 16 shows that only unit 21 'We are media stars' neither contains a 'Words in action' section, nor any other activity that focuses on the introduction of new lexemes. All other units include at least one vocabulary presentation activity and in unit three, 'What does he look like?', new lexemes are even explained in four different activities. In the activity book there are thirteen 'Topic words' sections that fulfil the criterion of introducing both form and meaning of the lexemes. In total *Friends 2* contains 42 vocabulary presentation activities.

Table 16: Numbers of initial vocabulary presentation activities per units of the course book

Units	Numbers of initial vocabulary presentation activities
Unit 1	1
Unit 2	1
Unit 3	4
Unit 4	1
Unit 5	1
Unit 6	2
Unit 7	1
Unit 8	1
Unit 9	1
Unit 10	1
Unit 11	1
Unit 12	2
Unit 13	2
Unit 14	1
Unit 15	1
Unit 16	1
Unit 17	1
Unit 18	1
Unit 19	1
Unit 20	1
Unit 21	0

Unit 22	1

With regard to the number of lexemes presented the 22 course book units and the two extra units reach a figure of 259 lexemes. The thirteen units from the activity book add 131 lexical items, which results in a total of 390 vocabulary items in both books. The rather wide range of lexemes covers the smallest number of one lexeme introduced in unit five and the largest in unit three, which are 21 nouns of body parts. Table 17 illustrates the distribution of the various numbers of lexemes across all activities.

Table 17: Numbers of lexemes introduced in the activities of the course and activity books

Numbers of lexemes	Numbers of activities
1-4	5
5-8	18
9-12	10
13-16	8
17-20	-

As far as the lexemes' categorisation is concerned *Friends 2* is no exception to the previous three books. Table 18 lists the categories of lexemes introduced in the course and activity books. 19 out of the 42 vocabulary presentation activities explain single words only; similar to the other books nouns and compounds are most dominant. In two activities multi-word units are exclusively focused on. One of them presents only one collocation, however. The category 'combinations of single words + multi-word units' subsumes the remaining 21 activities that introduce various arrangements of all kinds of lexemes.

Table 18: Categories of lexemes introduced in the course and activity books

Categories of lexemes	Numbers of activities
Single words	
Nouns	7
Verbs	-
Adjectives	1
Nouns + compounds	8
Prepositions	1
Nouns + compounds + verbs	2
Multi-word units	
Collocation	1
Phrases	1
Combinations of single words + multi-word units	21

- **Which vocabulary items are introduced and how are the lexemes organised?**

Fewer than half of the activities introduce lexemes in semantic sets, comprising typical groupings such as *body parts, describing people's outer appearance, clothes, musical instruments, ice cream, sports, prepositions, professions, dishes* and *months of the year*. The majority of the other activities group lexemes thematically, in sets on the topics *holidays, tourist attractions and sights, hurting yourself, at the zoo, birthday party, the internet/computer, cultural specialities/peculiarities of England, on stage, St. Patrick's day, at summer camps* and *Thanksgiving*. In two activities no relatedness of the lexemes could be deciphered. It has to be mentioned, however, that one of them introduces one lexeme only. The vocabulary items presented in the remaining seven activities are combinations of semantic and thematic sets as well as some unrelated lexemes.

Table 19: Organisation of the lexemes in the activities

How are the lexemes grouped?	Numbers of activities
Semantic set	17
Thematic set	16
Unrelated lexemes	2
Combination: semantic/thematic set	5
Thematic set + unrelated lexeme(s)	1
Semantic set + unrelated lexeme(s)	1

- **Are both spoken and written forms of the lexemes provided? How is word meaning explained?**

In 38 out of the 42 vocabulary presentation activities only the lexemes' written forms are introduced. One of the remaining four activities is a pre-listening task. First seven ingredients of a sundae are presented and then students have to listen to a girl talking about the things she is having in her sundae, which the students have to draw in an empty sundae. With regard to the other three activities the spoken forms are not introduced in the vocabulary presentation activities themselves, but in the subsequent activities. In one activity students hear numbers and some of the body parts that have been presented before and have to write the numbers next to the equivalent pictures. In another listening exercise the target lexemes occur in a text and students have to put the pictures illustrating the various activities in the correct order. The third listening activity is a rap that includes the previously presented lexical items.

Concerning the presentation of meaning the analysis of *Friends 2* shows similar results to the first volume. In the overwhelming number of 39 activities pictures and photos are used to convey the lexemes' meanings. Unit five uses verbal explanations in English to describe the lexeme *twin town*. At the beginning of the unit students find a text about the twin towns Coventry and Graz. Underneath the story there is a boy who asks "What is a 'twin town'" and next to him a box named 'Info' explains the concept of twin towns in a few lines. Furthermore there is one activity where visual are combined with verbal descriptions in English. Unit thirteen presents prepositions of time, such as *before, on, after, from – to* etc., which are partly visualised and partly explained verbally, as for example the lexeme *on* that is defined as *point of time* or *from 7 p.m. to 9 p.m.* meaning *for 2 hours.* Besides these ways of presenting word meaning found in all four books analysed the activity book of *Friends 2* includes the only activity that uses translations into German to define word meaning. In unit eleven, twelve phrasal verbs comprising *hurry up, take back, pick up* and *turn round* etc. are introduced in pairs with their German equivalents (Katzböck 2007: 71). Apart from the activity in the first volume of *Friends* that explains the time by a combination of visuals and verbal explanations in German (see 7.2.3.) this is the only instance of German in the initial vocabulary presentation activities of all four books.

Table 20: Explanation of word meaning

Ways of explanation	Numbers of activities
Visuals	39
Verbal explanations in English	1
Combination of visuals + verbal explanations in English	1
Translations	1

- **Are the pupils actively involved in the lexemes' presentation and/or engaged in an additional task where the new lexemes are used?**

34 out of the total of 42 vocabulary presentation activities introduce both the lexemes' forms and meanings and do not engage the students in any further exercise. In three activities learners have to link the written lexemes with pictures and thus have to establish the form-meaning link themselves. It has to be mentioned, however, that all three activities do not only introduce new lexemes but also revise partly known vocabulary. One activity in unit three "What does he look like?" presents the semantic set of body parts and it can be assumed that they were already partly taught in primary school. In the same unit there are two activities that

introduce lexical items to describe people's outer appearance. The activity that requires students to link form and meaning contains some of the lexemes that were already presented in the first activity. The last activity where form and meaning are not matched occurs in the activity book and is partly a revision of professions that were introduced in the course book.

In the remaining five activities learners are engaged in some kind of activity to practise a language skill or grammar. Two of them are speaking activities where students have to describe people. One is part of a grammar exercise that revises modal verbs. The listening task where students hear the things they have to draw in their sundaes has already been described. In unit eleven of the activity book twelve phrasal verbs are introduced and, as it has already been pointed out, the form-meaning link is established through translations into German. Furthermore students are asked to draw some of the phrasal verbs and are therefore required to further engage with the lexemes' meanings.

8. Evaluation of the analyses

8.1. Theoretical background and evaluation criteria

After the necessary first step of describing the context as well as various aspects of initial vocabulary presentation activities in *Your Turn 1&2* and *Friends 1&2* as objectively as possible, the evaluation of the results is "concerned to discover whether *what one is looking for* is there" (McGrath 2002: 22) and is therefore "essentially subjective" (Tomlinson 2007: 16). According to Hutchinson (1987: 41) "[e]valuation is a matter of judging the fitness of something for a particular purpose" and it is "the purposes one has in looking at the materials" that determine which aspects the evaluation will investigate (Rubdy 2008: 45). The purpose of the evaluation in this paper is to discover whether initial vocabulary presentation activities in the four school books reflect insights and findings of current research on vocabulary teaching and learning as specified in the first three chapters. The type of evaluation applied is thus a 'close evaluation', as a specific area of the textbooks will be discussed, in contrast to a 'first-glance evaluation', which examines "the essential features of any good teaching-learning material" (McGrath 2002: 31).

A further distinction can be made between pre-use, whilst-use and post-use evaluations (Tomlinson 2007: 23 ff.). In this paper a pre-use evaluation will be performed, as I am neither working with the books at the moment nor have I ever used them with a class before. This format "involves making prediction about the potential value of materials for their users" (Tomlinson 2007: 23) and can be context-free, and therefore discuss materials "'as they are', with the content and ways of working which they propose, *not* […] with what may actually happen in classrooms" (Littlejohn 2007: 191). The evaluation in this paper will be "context-dependent" (Tomlinson 2007: 23), however, as the suitability of initial vocabulary presentation activities in the four school books is discussed with regard to the analyses of the learner factors and the specific programme and institution.

According to McGrath (2002: 43) "[n]umerous checklists have been designed for the systematic evaluation of coursebooks" (further reference in Littlejohn 2007: 191). As with coursebook analyses, however, none of these specialise in the evaluation of initial vocabulary presentation activities. Furthermore, "they usually involve making general, impressionistic judgements on the materials, rather than examining in depth what the materials contain" (Littlejohn 2007: 191). The purpose of a close evaluation, however, requires open-ended

questions that provide detailed and in-depth information on the aspects under consideration (McGrath 2002: 49). With regard to the specification of criteria two requirements need to be fulfilled which are the "appropriateness of criteria to the evaluative purpose", and the "transparency of criteria" (McGrath 2002: 31). According to Tomlinson (2007: 23) formulating clear criteria can reduce subjectivity and "make an evaluation more principled, rigorous, systematic and reliable". Scholars recommend to "generate specific criteria by brainstorming beliefs about the principles on which the material should be based" (McGrath 2002: 41 referring to Tomlinson 1999). Concerning the discussion of initial vocabulary presentation activities in this paper these 'principles on which the material should be based' have already been presented in the theoretical part. Therefore three evaluating questions were formulated that subsumed the aspects that were regarded as most interesting and relevant. They are outlined in the subsequent paragraphs, where details on each criterion ensure that also the aspect of transparency is met.

- Do the books adopt a systematic, principled approach to vocabulary teaching?

The importance of a systematic and principled approach to vocabulary teaching has been repeatedly stressed in the theoretical part of the paper. While all findings of the analyses contribute to the positive or negative answer to this evaluating question, the teacher's books analyses as well as the numbers of initial vocabulary presentation activities and new lexemes introduced will be discussed in particular. Equally important are the range of vocabulary items introduced in the individual activities and the question of the kinds of lexemes presented.

- Do the activities establish a strong link between the forms and meanings of the lexemes?

Various aspects related to the presentation of word form and meaning will be evaluated in this respect, such as the questions of whether a variety of techniques are exploited to present lexemes and whether both spoken and written form as well as the lexeme's meaning are explained in a clear and comprehensive way. Furthermore, the controversial issue of the learners' active role in vocabulary presentation activities will be discussed.

- Does the way lexical items are organised facilitate vocabulary learning?

The presentation of various ways of grouping lexemes and their advantages and disadvantages has occupied a considerable part of the theoretical part of the paper. This final question discusses the analyses' findings with regard to the organisation of the lexical items

in the individual activities, as well as the important aspect of the lexemes' categorisation as single words or types of multi-word units.

8.2. Evaluation and discussion of the findings

All four school books will be discussed and compared within the three evaluating questions.

8.2.1. Do the books adopt a systematic, principled approach to vocabulary teaching?

First of all the findings of the teacher's books' analyses will be evaluated, as they provide interesting information with regard to the status of and approach to vocabulary teaching in *Your Turn* and *Friends*. The 19 didactic principles presented in the teacher's book of *Your Turn* do not contain any paragraphs that explicitly focus on the importance of vocabulary. Furthermore, the only details on the lexemes' selection and sequencing are that authentic and topical vocabulary is used for the texts and activities. Although explanations on vocabulary presentation in both textbook and workbook can be found in other paragraphs, the information is sometimes unclear and incomplete, as for example the description of the 'Lernvokabular' in the workbook (see 7.1.1.). Apart from the three vocabulary activities listed in the types of exercises used in the books information on vocabulary teaching in *Your Turn* is somewhat scattered around the teacher's guide. It has to be deliberately searched for, but is not subsumed in one section that explains various important issues related to the topic.

Similar to *Your Turn,* there are no separate parts in the teacher's books of *Friends 1* and *Friends 2* that outline the authors' approach to vocabulary teaching. There are no explanations on the selection of the lexemes introduced either. Nonetheless, aspects related to vocabulary presentation are repeatedly discussed in several sections of the teacher's book. The descriptions of the different vocabulary presentation activities in the course and activity books ('Words in action', 'Follow-up activities', 'Pronunciation and spelling exercises', 'Topic words' and 'Words in use') occupy a considerable part of the presentation of the general structure of *Friends*. Furthermore, the authors offer a variety of exercises for the adaptation of vocabulary presentation activities for low, medium and high achievers, and even discuss English orthography and ways to practise spelling. The teacher's book therefore conveys the convincing impression that vocabulary does occupy a central role in both the course and the activity book of *Friends.*

The analysis of initial vocabulary presentation activities confirms this picture. Every unit in *Friends 1,* and all units except for unit 21 in *Friends 2* explicitly introduce new lexemes that

are relevant for the unit's understanding in a 'Words in action' section. Therefore, nearly all units of *Friends 1* and *Friends 2* contain at least one initial vocabulary presentation activity. Several units comprise even two or more. Furthermore, also the activity books include some activities that introduce both lexemes' forms and meanings. This systematic organisation of the vocabulary content cannot be found in *Your Turn 1* and *Your Turn 2*, where several units do not contain any activities that present both forms and meanings of new lexemes. In other units, on the other hand, new lexemes are explained in up to three separate activities. It is also interesting that while no systematic approach to vocabulary presentation can be discovered in the 'main' units, each of the six extra units, which mainly serve as 'add-on' material, contains one vocabulary presentation activity.

The word lists at the end of every unit in the workbooks of *Your Turn* and the activity books of *Friends* require separate discussion. On the one hand it cannot be disputed that they do provide comprehensive overviews of the lexemes relevant for the understanding of the unit's various activities. Additionally, the theoretical part of the paper has presented encouraging study results with regard to the advantages of learning from word lists and translations as a means to explain word meaning. Nevertheless the word lists should be regarded as sections that summarise the most important lexemes of the unit, rather than as vocabulary presentation *activities*. The context analysis of the learner factors has revealed that students who work with the books are at the beginning of their secondary school education. Thus they have not yet achieved an academic level where teachers can expect them to look up in word lists unfamiliar vocabulary items they meet in language activities. Activities such as the 'Words in action' in *Friends* are therefore important to put explicit focus on new lexemes before they are used in context.

With regard to the numbers of vocabulary presentation activities as well as the total of new lexemes introduced considerable differences can be found between *Your Turn* and *Friends*. Without the six revision and six extra units *Your Turn 1* comprises 170 activities, out of which 24 meet the criteria of presenting both lexemes' forms and meanings. Including the lexical items from the extra units 312 vocabulary items are introduced explicitly. In *Your Turn 2* the number of vocabulary presentation activities decreases to 17 out of a total of 169. The number of 176 lexemes presented is also considerably lower than in *Your Turn 1.* Both *Friends 1* and *Friends 2*, on the other hand, contain more vocabulary presentation activities and introduce significantly more lexemes. In the course and activity book of *Friends 1* 45 vocabulary presentation activities were discovered, explaining in total 530 lexical items. As in

Your Turn 2 the number of new lexical items presented explicitly declines in the second volume of *Friends*, where 42 activities introduce 390 new lexemes. This parallel of decreasing numbers of vocabulary activities and lexemes in the second volumes of the books is highly interesting and could imply that explicit vocabulary teaching is regarded as less important the more students advance in their secondary school education. Nevertheless, an analysis of the subsequent volumes would be necessary to verify this impression.

Concerning the range of lexemes introduced in the activities the analyses of the two textbooks of *Your Turn* and the course and activity books of *Friends* show very similar results. The numbers of lexical items presented vary from only one lexeme to activities where as many as 20 new lexical units are explained. These figures deviate significantly from the eight to twelve lexemes per activity recommended in the theoretical part of the paper and do not enhance the image of a systematic and principled organisation of the schoolbooks' vocabulary syllabi. It has to be conceded, however, that different opinions concerning students' capacity of acquiring new lexemes prevail (see 4.1.1.). Consequently, the authors of *Your Turn* and *Friends* could not rely on clear and straightforward suggestions regarding the 'ideal' number of lexemes to be introduced in one activity. Nonetheless, it can be assumed that learners would prefer a smaller range of lexical items, as they then could anticipate the learning load per vocabulary presentation activity better and would not have to adapt to such vast differences from one activity to the next one.

The last aspect examined in more detail in this discussion is the kind of vocabulary items introduced in the activities. It has already been mentioned that neither the teacher's book of *Friends* nor that of *Your Turn* provide any details on the selection and sequencing of the lexical items. This lack of information suggests that the authors did either not base their choice of lexemes on clear and well-thought out criteria, or that they did not regard it as necessary to explain these criteria to the teachers who work with their books. Given the importance of introducing most useful and relevant vocabulary items only, neither the first nor the second interpretation promote the impression that the selection of appropriate lexemes played a central role in the design of the books.

The evaluation of the kinds of lexemes introduced is thus confined to a discussion of the individual items as listed in the analyses of the vocabulary presentation activities. Given the constraints on this project, an examination of the lexemes' frequencies by means of a corpus analysis would have exceed the present scope, and therefore the evaluation is mainly based on my intuition and personal experience as a university student of English. The majority of

vocabulary items introduced seem to meet the criteria of usefulness as well as relevance and appropriateness for learners at this age and proficiency level. Both *Your Turn 1* and *Friends 1* present some of the typical sets for beginners listed by Folse (2004: 47), such as *colours, numbers, animals, food, hobbies, people adjectives, classroom language, rooms, family and friends* etc. *Friends 2* continues with lexical items of *professions, months of the year, clothes, body parts, musical instruments, birthday parties, tourist attractions* and *sights in New York*. Even some culturally related lexemes of *specialities of England, St. Patrick's Day* and *Thanksgiving* are presented, as well as words and expressions learners need to talk about the computer and internet, which certainly reflect their interests and personal lives. *Your Turn 2* also presents lexemes that appear useful, such as *sweets, clothes, sports, safety equipment, activities on the beach, directions* and *the rainforest*. There are, however, four activities that require closer examination. Unit eighteen 'Animals in our lives' presents the lexical items *ball python, potbellied pig* and *tarantula.* In unit five 'Fun days' the lexemes *Ocean View Lane, Pier Lane, Lighthouse Lane, Big Wheel, Big Slide* and *Games Arcade* are explained and in unit fifteen, 'The future', the following four clauses are presented with pictures: *The Earth goes around the Sun. He discovered something important. Gliese 581c is one and a half times bigger than Earth. He's a scientist.* The final unit 23 'Where in the world' explains the lexemes *Stetson hats, fried spiders, kilts, kimonos, koras, ponchos, curry, balalaikas* etc. in a pre-listening activity. The usefulness, appropriateness and learnability of these lexemes for students in their second year of secondary school education can certainly be questioned.

It can be concluded that all in all, *Friends* adopts a rather systematic and principled approach to vocabulary teaching. The 'Words in action' sections at the beginning of every unit establish a certain structure of vocabulary presentation on which the students can rely. As far as *Your Turn* is concerned less systematic organisation can be discovered and explicit vocabulary presentation activities seem to be rather scattered around than consciously placed in the textbooks. The fact that the table of contents in the course book of *Your Turn 2* and the teacher's guide provide different information on the vocabulary items presented in the units is particularly disturbing. Furthermore, it is not really comprehensible that all six extra units introduce new lexemes explicitly, whereas several 'main units' do not contain any initial vocabulary presentation activities at all. Throughout the whole discussion it has to be considered, however, that only activities that focus on both the lexemes' forms and meanings are analysed. According to the teacher's book, *Your Turn* contains, for example, several activities called 'Match the cards', where phrases and clauses are focused on. These activities

might influence the students' word knowledge, but due to the absence of the explanation of meaning they are not included in the analysis.

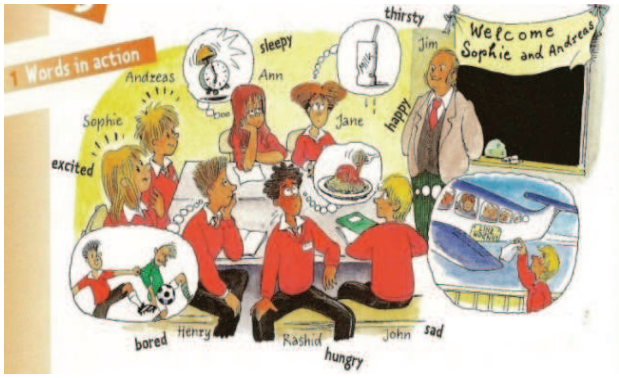
8.2.2. Do the activities establish a strong link between the forms and meanings of the lexemes?

The first aspect to be discussed in this respect is the question of the kinds of methods used to link word form and meaning. The analyses show that the overwhelming majority of the vocabulary presentation activities in both *Your Turn* and *Friends* explain the lexemes' meanings by means of visuals, which are mainly pictures, i.e. non-real images, and sometimes photos of the target lexemes. Considerably less frequent are combinations of visual and verbal explanations and definitions in English. As has been pointed out in the analysis, the only two activities, apart from the word lists, that exploit German in order to convey word meaning occur in the two activity book of *Friends* 1 and *Friends 2.* This scarcity of German is interesting, given the positive evidence for translations presented in the theoretical part of the paper (see 4.2.2.1.). The possible explanation that students who do not speak German as their L1 would be disadvantaged is not satisfactory for two reasons. First of all, translations could then not be used in the word lists either. Secondly, the German language skills of students whose L1s are other than German are surely advanced enough to understand translations, as the learners also have to be able to follow the other subject classes that are mostly taught in German.

Although research promotes translations for the explanation of word meaning, the advantages of visuals cannot be denied, especially for beginner students. Nevertheless, there are two main points of criticism with regard to the use of pictures and photos in the vocabulary presentation activities of *Your Turn* and *Friends*. First of all, the theoretical discussion of ways to present meaning has pointed out that a mixed approach of various activities is to be fostered in order to appeal to all learner types. Visuals are mostly popular among young learners, but no technique is ideal and the disproportional use of pictures and photos does not comply with current research on second language vocabulary learning. The second point of criticism concerns the inadequacy of visuals to convey clear and unambiguous definitions of meaning. In some activities students will hardly be able to decipher the lexemes' meanings by means of the pictures and photos only, particularly if they do not have any previous knowledge of the lexical items. Some representative examples will be discussed in more detail in the following.

Example 1 from *Friends 1*, p. 71

Example 2 from *Friends 1*, p. 16



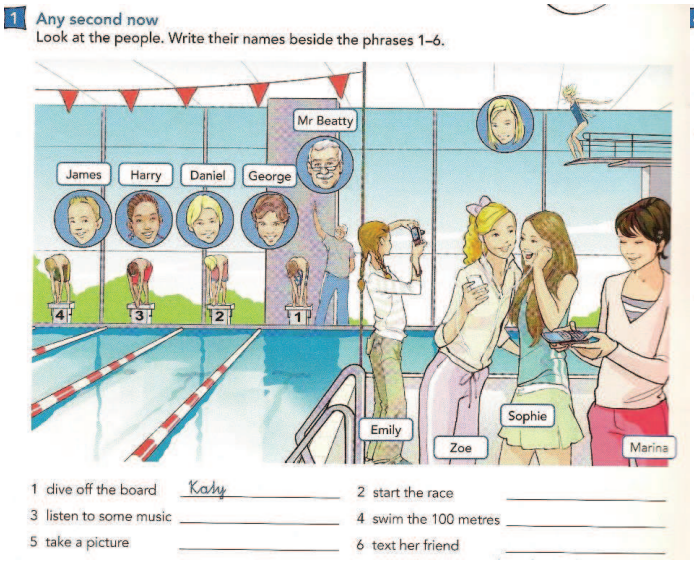
Example 3 from *Friends 2*, p. 74

These three examples are typical of the 'Words in Action' sections in *Friends*. All the pictures used to explain new lexemes are very colourful and vivid and do probably appear entertaining and interesting to the target group of young learners. At the same time, most of them contain a lot of details, as the example of *Liz's Ice Cream Parlour* shows in particular, and learners are often required to study the pictures carefully in order not to miss any lexemes. Some of the pictures are probably slightly too complex for beginners and it sometimes seems as if the course book designers tried to find room for a maximum number of lexemes possible within one activity and picture.

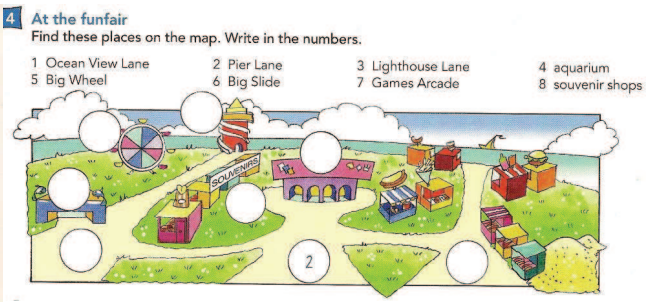
With regard to the question of the efficiency of visuals to provide word meaning the first two examples illustrate the limitations of this technique very well. Learners who do not have any idea about the lexemes *stuck, deep* and *dig out*, for example, will probably find it hard to deduce their meanings from this picture only, especially as no lines go from the written word forms to the equivalent parts in the picture. The problem is exacerbated by the fact that lexemes from different word categories are introduced, and that learners do not receive the

information that *deep* and *stuck* are adjectives, for example. In the second example the explanation of the lexeme *bored* is most questionable, as the picture in the thought bubble would rather suggest aggressive behaviour than boredom. Similarly, the feeling of being *excited* does not seem to be conveyed very clearly, and students can easily associate different lexemes with the way Sophie and Andreas are presented. Despite such points of criticism it has to be considered that the activities per se are evaluated here, ignoring the active role of the teacher in their presentation in class. As has been explained in detail in the analysis of the teacher's book the authors offer various exercises for the activities' adaptation in class, which should ensure the learners' understanding of the lexemes' meanings.

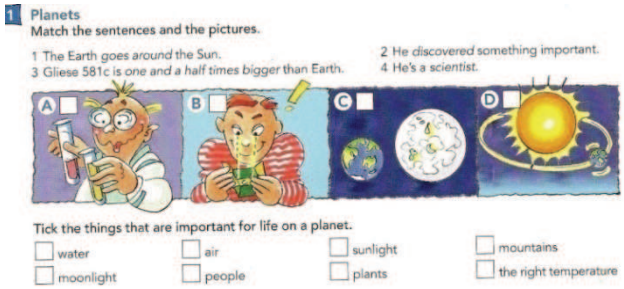
Example 4 from *Your Turn 2*, p. 12



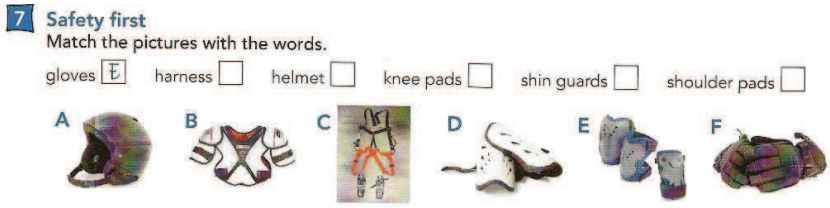
Example 5 from *Your Turn 2*, p. 32



Example 6 from *Your Turn 2*, p. 74



Example 7 from *Your Turn 2*, p. 73



No representative examples of the inefficiency of visuals for the explanation of meaning could be discovered in *Your Turn 1*. In the second volume, however, some vocabulary presentation activities most probably fail to present the meanings of all lexemes in a clear and comprehensive way, as the representative examples 4 to 7 illustrate. They represent typical examples of vocabulary presentation activities in both *Your Turn 1* and *Your Turn 2* in so far that the links between the lexemes' forms and meanings have to be established by the students

themselves. The learners' involvement in the lexemes' presentation will be discussed further in the final part of this section. With regard to the explanation of word meaning, examples five and six are not particularly typical, but rather the most significant examples of the inadequacy of presenting word meaning by means of visuals. The two activities have already been mentioned in the discussion of the selection of lexemes, as they introduce rather infrequent lexemes and complex clauses, which are probably not most important and useful for learners at this proficiency level. While students might have difficulties finding all the appropriate places in example five, they are probably able to link the clauses with the pictures in example six. There are only four of them and clauses one *The Earth goes around the Sun* and three *Gliese 581c is one and a half times bigger than Earth* are perhaps not so difficult to identify because of the familiar pictures of the earth and the sun. The successful matching of the clauses and pictures does not imply, however, that students will also understand the lexemes' meanings properly. The verb *discovered* in clause two *He discovered something important* is certainly a difficult new lexeme, for example, and the picture with the man looking eagerly into the box can hardly express the entire sense of it.

Examples four and seven represent more 'adequate' vocabulary presentation activities, both with regard to the lexemes introduced as well as the clarity of the illustrations of word meaning. Nevertheless, they fail to provide clear images of some lexemes, as for example the compound *shoulder pad* in figure seven, which is explained in a picture showing the whole upper part of a protective suit for ice hockey players. If the learners were not familiar with the lexeme *shoulder*, which they probably are, or could not deduce its meaning from the German equivalent *Schulter*, they would most likely have problems comprehending the exact meaning of the compound. Example four shows a vocabulary presentation activity that introduces various phrases. Similar to example one, students will probably be able to match the lexemes' written form with the people performing the various activities in the picture. It has to be considered, however, that the exercise introduces phrases such as *take a picture* and *dive off the board*, for example, or the set phrase *swim <u>the</u> 100 metres.* It is somewhat unlikely that learners' attention will be directed to the details of the correct preposition or the definite article if they see the pictures only. As with the discussion of *Friends*, however, the teacher's active role in the lexemes' presentation and the clarification of problems with word meaning must not be forgotten.

In conclusion of the discussion on the techniques used to explain word meaning in *Friends* and *Your Turn* it can be asserted that visuals are certainly an appealing and appropriate

method for the target group of young beginner learners. Nevertheless, for a clear illustration of the characteristics of multi-word units especially, pictures and photos alone seem to be insufficient, and additional verbal explanations would be required.

With regard to the question of whether both the lexemes' written and spoken forms are presented the analyses show that the overwhelming majority of vocabulary presentation activities in *Your Turn* and even more so in *Friends* focus on the written form only. In *Your Turn 1* and *Your Turn 2* the lexemes' spoken form is included in ten and eight out of 30 and 21 vocabulary presentation activities, respectively. *Friends 1* and *Friends 2* contain only two and four activities that present the spoken word form. Furthermore, not all of these exercises focus explicitly on the introduction of the lexemes' spoken word form. Fact is that most of the vocabulary presentation activities that include the spoken form of the lexical units are listening comprehension activities that practise listening and not the pronunciation of new lexemes. The learners' engagement with the new lexemes will be further discussed in the following and last aspect to be considered in the evaluation of the establishment of the form-meaning link in the vocabulary presentation activities.

The analyses reveal that *Your Turn 1* and *Your Turn 2* both contain only one vocabulary presentation activity where students are not actively involved in the lexemes' presentation or have to perform a task with the new lexical units. In sixteen out of 30 activities from *Your Turn 1* and fifteen out of 23 activities in *Your Turn 2* students have to match form and meaning themselves. Strictly speaking, these activities are not vocabulary presentation activities, but vocabulary retrieval exercises. They were included in the analyses, however, because research fails to submit clear recommendations with regard to the effectiveness or ineffectiveness of this approach to vocabulary teaching. The examples of vocabulary presentation activities discussed above do show, however, that sometimes it is certainly challenging for learners to find the equivalent pairs of lexemes. Furthermore, students do not know the correct solutions as long as the activities have not been discussed in class. In *Friends* the numbers of activities where students have to link form and meaning themselves are significantly smaller. While *Friends 1* contains five such activities, *Friends 2* comprises only three. Some of these vocabulary presentation activities do not only actively involve the learners in the lexemes' presentation, but also engage them further in 'add-on' activities that include the new lexical items. Out of the sixteen and fifteen activities in *Your Turn 1* and *Your Turn 2* five and six, respectively, do not only introduce new vocabulary items, but also

work on grammar, listening and speaking. In both *Friends 1* and *Friends 2* two activities engage learners in one speaking and one listening task.

Apart from these activities both *Your Turn* and *Friends* comprise a number of vocabulary presentation activities that have already established the form-meaning link and include additional tasks which use the new lexemes. Most of them are communicative activities in the way described in the theoretical part of the paper, with the lexical items as tools to practise a skill and not as the objects of study. In *Your Turn 1,* five out of the total of thirteen of these vocabulary presentation activities are part of speaking, listening or combinations of speaking and listening tasks. The remaining eight are exceptions and work on the new lexemes introduced. In four 'add-on' exercises explicit attention is directed to students practising the spoken word form. In three other activities students first hear the target lexemes and then have to repeat them. One activity requires learners to further engage with the lexemes' meanings. In *Your Turn 2*, five activities are part of listening tasks, three practise grammar, two engage the learners in speaking activities and one focuses on writing and reading, respectively. In all these activities the new lexemes are tools of communication only. *Friends 1* contains seven vocabulary presentation activities that include additional tasks. Two of them are speaking and two are listening exercises and do not direct special attention to the new lexemes. In two activities, however, the lexemes' written word forms are practised and in one task students are engaged with the lexemes' meanings. In *Friends 2* there is only one vocabulary presentation activity that focuses on word meaning, the other 'add-on' tasks concern speaking and listening, as well as grammar.

It is difficult to evaluate these findings and discuss the appropriateness of the vocabulary presentation activities for teaching vocabulary to the target group of young beginner learners, as research is not clear on the students' active role in the presentation of lexemes. Therefore, it is impossible to state whether activities which require learners to match form and meaning themselves are more or less efficient for learners' vocabulary gains than those where the link is already established. Nevertheless, it is obvious that for the former the teaches's help and control is indispensable, as students are certainly not able to match all forms and meanings correctly on their own.

With regard to the vocabulary presentation activities that include further exercises research provides more conclusive evidence. Learners should be engaged with new lexemes to foster deeper levels of processing. It has to be ensured, though, that the activity's target is studying the lexemes, and not using them to practise a language skill. Some of the activities in *Your*

Turn 1 and *Friends 1* fulfil this criterion. *Your Turn 2,* however, does not contain any, and *Friends 2* only one add-on task that focuses explicitly on the new lexemes. The fact that the second volumes of both course books contain fewer of these tasks is interesting. Similar to the interpretation of the lower numbers of vocabulary presentation activities and lexemes introduced in *Your Turn 2* and *Friends 2,* it could be assumed that explicit work on vocabulary items is regarded as less important the more students advance in their language proficiency. In order to be able to prove or reject this hypothesis, however, further analysis of the subsequent volumes would be necessary.

In conclusion of the second evaluating question it can be said that no exact and straightforward picture of *Your Turn* and *Friends* can be provided. Strictly speaking, vocabulary presentation activities are supposed to introduce both spoken and written word form and meaning, and strengthen the link between these two aspects. This is rarely the case for the activities analysed in the four books. None of the activities engages learners in tasks where they can tighten the mental connections between word form and meaning. Several activities do not even present form and meaning together. In this respect the evaluating question ought to be negated. With regard to the presentation of word meaning the activities do certainly not foster a mixed approach of various techniques. As has been explained in the theoretical part of the paper, research particularly promotes the combination of visual and verbal explanations. These recommendations have only been sparsely endorsed in both *Your Turn* and *Friends.* Similarly, the spoken word form is neglected in the majority of the activities, in both volumes of *Friends* especially. In the activities that present the spoken word forms the lexemes mostly serve as tools of communication in listening tasks and are not focused on explicitly. According to research, however, the acquisition of both spoken and written word forms poses serious problems for learners, and insufficient knowledge of these aspects results in orthographic errors as well as pronunciation and comprehension problems. Instead of using vocabulary presentation activities to practise other skills, the materials designers of *Your Turn* and *Friends* should thus have laid more emphasis on direct study of spoken and written word forms, as well as on tasks to strengthen the link between the lexemes' forms and meanings.

8.2.3. Does the way lexical items are organised facilitate vocabulary learning?

Similar to the previous evaluating question the discussion of the analyses' results with regard to the lexemes' organisation in the activities is not straightforward. In the theoretical part of

the paper, advantages and disadvantages of various organising principles were discussed (see 4.1.). Semantic sets, such as the typical sets of *colours, people adjectives, family members, weather words, days of the week, months of the year, rooms in a house, kitchen words, living room words* and *sports* Folse (2004: 47) lists for beginner courses are a very convenient way of presenting new lexemes. Furthermore, they accommodate the obviously strong desire of course book designers to present complete sets of lexical items. Diverse studies showed, however, that due to negative interference of lexemes that share too many semantic and formal similarities learners need significantly more time to learn these lexical items. Vocabulary learning could thus be facilitated if lexemes were grouped according to topics or did not show any apparent relatedness at all. Moreover, the latter two ways of organising lexis promote presentation of a mixture of various categories of lexemes. Lewis (1997: 67) points out that

> we must remain constantly aware of the different types of lexical item which may be organised within a Topic framework – otherwise a surfeit of uncollocated nouns may result, as is often the case with vocabulary materials.

With regard to both volumes of *Your Turn* and *Friends* close similarities to the above descriptions of typical vocabulary presentation activities can be discovered. The analyses show that in *Your Turn 1,* eighteen out of 30 activities introduce lexemes in semantic sets, and sixteen exercises focus exclusively on single words. Half of them contain nouns only, four more comprise nouns and either compounds, adjectives or verbs. The five combinations of single words and multi-word units do all present nouns as the only kinds of single words. In *Your Turn 2*, the dominance of semantic sets is not that strong. Nine out of 23 activities present semantic sets, six group lexemes according to topics and in five activities unrelated lexemes are introduced. The remaining three arrangements are thematic sets that include a few unrelated lexical items. Concerning the lexemes' categorisation *Your Turn 2* shows greater resemblance to *Your Turn 1*. Most of the vocabulary presentation activities introduce single words, above all nouns and compounds. Compounds were classified as single words in the analysis, despite the unclear outcome of the theoretical discussion on the topic. All the compounds in the activities are two word combinations only, and are translated into one word in German, as for example *bedside light – Nachttischlampe*, or *sailing boat – Segelboot.* Although the lexemes consist of two separate words it can be assumed that learners acquire them as one lexical unit. Similar to *Your Turn 1*, the single words in all four activities that combine single words and multi-word units are represented by nouns only. With regard to both the organisation of lexemes and the categories of single words and chunks introduced it

can thus be concluded that a considerable number of initial vocabulary presentation activities in *Your Turn 1* and *Your Turn 2* do not comply with guidelines of current research on second language vocabulary learning.

The analyses of the course and activity books of *Friends 1* and *Friends 2* show more positive results. Fewer than half of the 45 initial vocabulary presentation activities introduce exclusively semantic sets. The remaining arrangements are mainly thematic sets, as well as combinations of semantic and thematic sets and unrelated lexemes. Regarding the categories of lexemes, *Friends 1* resembles *Your Turn* as far as the dominance of nouns and compounds is concerned. The number of 24 activities that present combinations of various kinds of single words and multi-word units is considerably higher in *Friends 1*, though. These activities contain all kinds of different categories, which is why they were not all described separately in the analysis. The discussion of *Friends 2* depicts a similar picture. Out of the total of 42 vocabulary presentation activities, seventeen group lexemes in semantic sets. Sixteen and two exercises introduce thematic and unrelated sets of lexical items, respectively. The remaining arrangements are combinations of semantic and thematic sets as well as unrelated lexemes. With regard to the lexemes' classifications, *Friends 2* resembles the first volume: half of the activities combine all kinds of single words and multi-word units.

In conclusion of the evaluating question of whether the way lexemes are organised in the activities facilitates vocabulary learning it can be stated that neither *Your Turn* nor *Friends* comply satisfactorily with current second language research. The great number of semantic sets in *Your Turn 1* and *Your Turn 2* rather impedes than simplifies vocabulary learning for students. Moreover, the disproportional representation of nouns does not reflect the fact that lexis consists of single words and multi-word units, and does therefore not promote students' ability to identify and produce idiomatic chunks of language. The activities in *Friends* show more variety with regard to different groupings of lexemes as well as combinations of several word categories. Nevertheless nouns and compounds are still the dominant groups of single words, which leaves considerable room for further improvement.

Throughout the whole discussion two important considerations have been left out, however, which concern controversial issues of vocabulary teaching and learning. The first aspect relates to possible positive transfer from German to English. It has been explained that none of the studies presented as negative evidence for initial vocabulary presentation in semantic sets used cognates or other words from the target language that resembled the students' L1 (see 4.1.2.). As the similarity of German and English is undisputed it can be assumed that

learning new vocabulary items in semantic sets might not be that detrimental for students of English whose L1 is German as they can partly deduce the lexemes' meanings from familiarity to their L1. It is, however, obvious that not all English words and multi-word units especially resemble their German equivalents so closely that they provide sufficient reference to their meanings. Due to the lack of empirical research in this specific area of second language vocabulary learning pointed out in 4.1.2. all considerations in this respect remain hypotheses.

The second issue that needs further examination is the fact that the presentation of the positive and negative effects of semantic, thematic and unrelated sets of lexemes concerns initial vocabulary presentation activities only. As has been explained in 4.1.2. grouping lexemes in semantic sets is perfectly acceptable for vocabulary retrieval. This detail is interesting with regard to the discussion of the students' prior vocabulary knowledge acquired during the four years of primary school (see 7.2). It has been pointed out that the majority of students are probably familiar with a large number of lexemes introduced in the vocabulary presentation activities of the beginning units especially. It can therefore be argued that these activities are partly vocabulary retrieval activities, which lessens the negative effect of the lexemes' grouping in semantic sets. The discussion of these two controversial issues impedes a straightforward and clear answer to the evaluating question of whether the way lexemes are organised in the activities facilitates vocabulary learning.

9. Conclusion

The present paper has analysed and compared the first two volumes of the Austrian school books *Your Turn* and *Friends* with regard to initial vocabulary presentation activities, i.e. activities where both the forms and meanings of unknown lexemes are introduced for the first time. In the first three chapters, a synthesis of current research on foreign language vocabulary has been presented to provide a solid theoretical background for the subsequent analysis and evaluation of the results.

The first chapter outlined the central role of vocabulary learning in foreign language study, which is also reflected in the steadily growing body of research in this field. The acquisition of a substantial amount of lexemes is indispensable for learners in order to become successful and competent users of English. It is, however, not sufficient to rely on students picking up unfamiliar words implicitly in the course of working on activities that practise another skill. Explicit focus on new lexemes is necessary if students' productive use of the lexemes is aimed for. Scholars therefore draw one clear and unanimous conclusion: Vocabulary teaching needs to adopt a systematic and principled approach that combines implicit vocabulary learning as well as explicit instruction of most frequent and useful lexemes.

The subsequent two chapters discussed the implications of a systematic and principled vocabulary syllabus, which must above all base its selection of lexemes on clear and well formulated criteria. A further consequence is to understand the complex nature of lexis. Most people primarily associate vocabulary learning with the learning of individual words. This paper illustrated, however, that language does not consist of a single type of lexemes, but of various kinds of lexemes, which can be either single words or multi-word units. If the aim of foreign language instruction is that students reflect native speakers in their language use we have to teach and make them aware of pre-fabricated, idiomatic chunks of language. They enable students to produce native-like language instead of typically student-generated expressions that are grammatically correct but sound awkward and would not be used by native speakers. In order to conclude the chapter an overview of various aspects of word knowledge was provided. Vocabulary learning is a cumulative process where learners move along a continuum form total ignorance to both productive and receptive mastery of the lexemes, and course book designers need to ensure that learners meet lexemes repeatedly and in various contexts in order to acquire the different features.

The special focus of the paper, however, is on initial vocabulary presentation activities, which represent the first step in this cumulative process of learning lexemes. As clearly not all aspects of word knowledge can be explained in the first encounter with a new lexical item, research agrees that spoken and written word forms as well as the lexeme's referential meaning are most essential and need to be introduced first. The third chapter thus described these three aspects in more detail and stressed in particular the importance of direct attention to word form, which often tends to be neglected in comparison to the presentation of word meaning.

Finally the learners' role in initial vocabulary presentation activities was discussed. The synthesis of research revealed that different opinions prevail with regard to the question of whether students should be actively involved in the lexemes' presentation or not. Their further engagement with new lexical items is commonly regarded as advantageous, provided that learners are required to work on the lexemes' forms or meanings, or on the establishment of a firm link between the two. Vocabulary presentation activities, however, are often 'misused' to engage students in tasks that practise skills or grammar. In this respect research is unambiguous: Lexemes need to be 'objects of study' and not 'tools of communication' if learners are supposed to notice them, which is indispensable for starting the learning process.

The empirical part of the paper consisted of the textbook analyses and the evaluation and discussion of their results. The former comprised the description of the learner factors and the institution and programme, and the analyses of the teacher's books as well as the initial vocabulary presentation activities. Although the subjective selection of criteria for the latter two parts certainly laid stronger emphasis on certain aspects and neglected others, the actual description of the four textbooks was made as objectively as possible. As mentioned in 7.2. the raw data of all four textbook analyses is to be found in the appendix.

The subsequent evaluation and comparison discussed the analyses' findings against the synthesis of research from the theoretical part of the paper and was therefore clearly more subjective. Three questions were formulated that summarised the most interesting and relevant aspects of initial vocabulary presentation.

All in all, it can be said that both *Friends* and *Your Turn* have their particular strengths and weaknesses. With regard to the question of whether they follow a systematic and principled vocabulary syllabus *Friends* clearly conveys a more convincing impression. The 'Words in action' sections that introduce new lexemes at the beginning of the units ensure that each unit

contains at least one initial vocabulary presentation activity. This regular and apparent structure is certainly important for the target group of young beginner learners. In *Your Turn,* no such systematic approach to the initial presentation of new vocabulary items could be discovered. The tables of contents at the beginning of both textbooks clearly list the target lexemes of each unit, which would suggest that the vocabulary content and the lexemes' sequencing was carefully planned. Not all of the announced word fields are explicitly focused on in the units, however, and some units do not contain any activities that present both the lexemes' forms and meanings at all. The fact that all six extra units in both textbooks comprise one vocabulary presentation activity each, where moreover, lexemes are mostly grouped in thematic sets or are not related is particularly interesting. It seems paradoxical that the extra units declared as add-on material for cover lessons in the teacher's book (Hellmayr 2008: 109) follow research guidelines more strictly than the main units of the textbook.

With regard to both school book series, one finding calls for further investigation. In *Your Turn 2* and partly so in *Friends 2*, the numbers of initial vocabulary presentation activities and lexemes introduced explicitly decrease in comparison to the first volumes. An analysis of the subsequent volumes could show whether this development persists and provide more solid data for hypothesising about the reasons for the decreasing explicit focus on vocabulary presentation.

The strength of *Your Turn* in contrast to *Friends* lies in the presentation of the lexemes' spoken forms. Both *Your Turn 1* and *Your Turn 2* contain considerably more vocabulary presentation activities that include the lexemes' spoken forms. Most of them are listening tasks that do not focus on the lexical items' correct pronunciation, but practise students' listening skills. Nonetheless it can still be remarked as positive that learners hear the lexemes at least once, though only in class as students are not provided with their own copies of the CD.

Finally the questions of the lexemes' organisation as well as the diversity of word categories in the activities were addressed. Again more activities in *Friends* were in accordance with research findings. A clear and straightforward evaluation was not possible, however, as no empirical studies investigating German native speakers' vocabulary gains from learning unknown English lexemes in semantic sets have been undertaken so far. This lack of information calls for further research, as it is highly interesting and relevant to know whether the negative effects of semantic sets would be equally profound if learners could partly deduce word meaning through positive transfer from their L1.

The hypothesis was that formal English language instruction in Austrian secondary schools, and consequently the EFL school books used which represent the main teaching source provide insufficient input with regard to vocabulary teaching. Furthermore, at the very beginning of the paper a reference to Schmitt (2008: 330) was made who points out that research findings on second language vocabulary study are only slowly being integrated into mainstream pedagogy. The textbook analyses and evaluation of *Your Turn 1&2* and *Friends 1&2* provided empirical evidence to confirm both the hypothesis and Schmitt's observation. The first step of systematic and principled vocabulary teaching, which is the presentation of forms and meanings of unknown lexemes, does not adequately comply with current research. While initial vocabulary presentation activities in *Friends* do follow some guidelines, those in *Your Turn* show only scarce compliance. This is particularly remarkable since *Friends 1* was first used in Austrian secondary schools in 2003, while the authors of *Your Turn 1,* which was introduced in 2008, had five more years to implement research findings. All in all, initial vocabulary presentation activities in both school book series require considerable improvement in order to present new lexemes in the most efficient and learner-friendly way possible.

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11. Appendix

Textbook analysis *Your Turn 1*							
Page/ activity no.	**How many lexemes?**	**Which categories?**	**Which vocabulary items?**	**How organised?**	**Spoken + written form?**	**How is meaning presented?**	**Pupils actively involved in presentation?**
Introductory Unit "Welcome to English": cognates, numbers 1-12, animals, classroom things							
p.9 /6	14	nouns	light, door, chair, teacher, board, projector, desk, table, boy, book, girl, laptop, student, window	semantic set classroom	written form	Pictures	**Focus on spoken form**: Students have to say the words
p.10/ 7	13	clauses	Stand up. Sit down. Open the window. Close the door. Open your books. Point to the board. Go to the window. Excuse me. Sorry. What does "funny" mean? What's "Spinne" in English? Thank you. You're welcome.	Thematic set: classroom language	written form given, spoken form on CD	Pictures	**Listening task:** Students have to listen + number the pictures.
Unit 1 "Me and my friends": family and friends, character adjectives: nice, horrible…							
p. 13/ 3	4	3 nouns, 1 collocation	nouns: brother, friend, sister, collocation: best friend	semantic set: family + friends	written form, spoken form on CD	verbal explanations + pictures: picture of a girl + boy given, underneath their names: Clare and Sam Corbett – sister speech bubble: "Sam's my ___"	**Link form + meaning + listening:** Students have to listen + complete the speech bubbles with the target lexemes.
p. 13/ 4	6	adjectives	clever, happy, horrible, nice, sad, silly	semantic set: character traits	written form	Pictures, adjectives relate to the 6 "SiXXes" who occur throughout the whole book. Hint in the name: **H**arvey – **h**orrible, **N**ick - **n**ice	**Link form + meaning**: students need to find the person who is clever, happy etc.
Unit 2 "What I like": food							
p.16/ 1	12	nouns	apples, onions, hamburgers, sweets, mushrooms, pizzas, bananas, carrots, hot	semantic set: food	written form given, spoken	Pictures	Pupils have to **listen** + **repeat** the words

			dogs, melons, pineapples, oranges		form on CD		
p. 18/ 7	4	verbs	love, like, don't like, hate	semantic set: verbs to express like + dislike – antonyms	written form	Pictures	Vocabulary presentation part of a **speaking activity** – students make dialogues: Would you like a sweet? – Yes, please. I **love** sweets.
Unit 3 "Our world": languages and countries							
p. 21/ 2	16	nouns	Croatian, German, Slovak, Bosnian, Czech, Greek, Slovenian, Finnish, English, Hungarian, Serbian, Portuguese, French, Italian, Turkish, Spanish	semantic set: languages	written form	At the back of the book there is a map with the names of the countries from which students can decipher the meaning.	Students have to **link form + meaning** - look at a map at the back of the book – then **focus on spoken word form**: students have to say the country + the language
Unit 5 "Numbers, names and addresses": numbers 13-99, alphabet							
Unit 6 "My house": rooms and furniture							
p.34/ 2	7	nouns	study, living room, bedroom, bathroom, dining room, kitchen, toilet	semantic set: rooms	written form, spoken form on CD	Pictures	**Listening + speaking activity**: Students listen and do the "Room chant"
p.35/ 4	17	Nouns, compounds, 1 phrase	chair, sofa, poster of King Kong, picture, desk light bookshelf, desk, cooker, microwave, fridge, armchair, cupboard, bedside table, stereo, bed, wardrobe, bedside light	semantic set: furniture	written form	Pictures, in a circle around the pictures the words are given	students have to **link words + pictures**
Unit 7 "My family": family members							
Unit 9 "My things": colours, school things							
p. 48/ 1	11	Adjectives	black, blue, green, grey, orange, pink, purple, red, white, yellow, brown	semantic set: colours	written form	figures with a coloured frame	**Link form + meaning + focus on spoken word form**: students have

							to link the words with the colours + say the words
p. 49/ 5	14	Nouns	tie, jeans, shirt, shorts, skirt, socks, dress, sweater, jacket, tights, trainers, trousers, T-shirt, shoes	semantic set: clothes	written form	Pictures of children wearing the clothes, written form given in columns next to the pictures	**No active involvement in the presentation:** Students have to follow the lines from the words to the clothes
p.50/ 8	14	Nouns, phrases, compounds	A brush, a comb, a pair of sunglasses, a lunchbox, some pens, a pencil case, a schoolbag, a calculator, some exercise books, some keys, a mobile phone, a pair of shorts, a rubber, a bin	partly related – semantic set classroom utensils, partly unrelated	written form	Pictures	Related to the previous activity – a picture of a classroom. Students have to look which of the 14 things presented they can find in the picture – **Focus on spoken form**
p. 52/ 1	14	Nouns, compounds	Art and design, English, German, Maths, Drama, Science, Food technology, History, Music, Religious studies, Dance, Geography, ICT, PE	semantic set: school subjects	written form, spoken form in subsequent activity	Pictures, verbal explanations of Science - including biology, chemistry, physics, ICT – information communications technology, PE – physical education	**Listening task + focus on word form:** In the subsequent activity students have to listen to a text and number the ten subjects they hear, then they listen again – write the subjects as "word-sound-shapes", according to their stress pattern, e.g. GERman.
Unit 10 "Subjects, days and times": school subjects, days of the week, telling the time							
p. 54/ 5	12	phrases	o'clock, five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten	semantic set: time	written form	Picture of a clock, the time expressions are	**Speaking activity:** Students have to draw a time, show

			to, five to			written accordingly to the times they express	the others, they ask questions as e.g. "Is it twenty-five past six?" etc.
Unit 11 "Times and routines": the school day, daily routines, meals							
Unit 13 "Things we do for fun": leisure activities							
p. 67/ 2	10	phrases	play basketball, play the piano, play the drums, play chess, go rollerblading, play the guitar, go shopping, go horse-riding, go skateboarding play computer games	semantic set: hobbies + sports	written form + spoken form on CD	Pictures	**Partly link form + meaning + listening:** Students have to listen + write play or go in front of the second parts of the lexemes, which are already written underneath the pictures – i.e. the piano, the drums etc.
Unit 14 "Months, days and birthdays": months, birthdays, weather							
p. 70/ 2	9	Clauses	It rains a lot. It's hot. It's dark. It's cold. It snows a lot. It's warm. It's freezing. It's sunny. It's windy.	Semantic set: the weather	written form given, spoken form on CD	Pictures	**Listening:** There are 2 people, Andy and Rose, and the students have to hear who says which sentence about the weather in their countries.
p. 71/ 4	4	Nouns	spring, summer, autumn, winter	semantic set: the seasons	written form	Pictures	**Focus on word meaning:** Students have to decide which months belong to which seasons.
Unit 15 "What I can do": school activities							
Unit 17 "Daydreaming": leisure activities							
p. 87/8	6	Nouns	sea, campfire, beach, swimsuit, sunglasses, magazine	thematic set: at the beach + at the	written form, spoken form in	Pictures	Vocabulary presentation is a

				swimming pool	the song		**pre-listening task**, students hear a song and have to number the verses.
Unit 18 "In the past": time							
p. 88/ 1	8	Phrases, nouns	last month, last night, last Sunday, three months ago, two days ago, yesterday, yesterday evening, yesterday morning	semantic set: time expressions	written form	verbal explanation, paraphrasing, it is explained that today is Wednesday, April 1st, last month is linked with March, yesterday with March 31 etc.	**Speaking – strengthening link between form + meaning:** students have to follow the lines, then ask and answer: "Last month?" – "March"
p. 89/ 4	4	Compounds, phrase	My/his/her friend's house, the cinema, the ice rink, the shopping centre	thematic set: places	written form	Pictures	**Link form + meaning:** students have to match the words with the pictures
Unit 19 "Animal heroes": activities							
p.92/ 1	9	7 nouns, 2 verbs	bark, dog, dolphins, flames, doctor, puppies, road, run, shark	unrelated words	written form	Pictures	**Link form + meaning:** students have to write words from a list underneath the pictures – there is a short line for every letter that facilitates the selection of the target lexeme
Unit 21 "I can't go to school": the body, being ill and being hurt							
p.103/ 2	9	Nouns, collocations	A sore throat, a bad cold, a terrible cough, a high temperature, a broken leg, a headache, earache, toothache, stomachache	semantic set: illnesses	written form, spoken form on CD	Pictures	**Link form + meaning + listening: s**tudents have to listen + write the lexemes under the pictures
p.104/5	19	Nouns	ankle, arm, back, chest, ear, elbow, eye, finger, foot, hand, head, knee, leg,	semantic set: body parts	written form	Picture	**Link form + meaning:** students

			mouth, nose, stomach, tooth, toe, wrist				have to finish words that are linked with body parts, e.g. e _ _ - have to fill in e a r.
p. 105/8	3	phrasal verbs + objects => phrases	fell off my bicycle, fell out of bed, tripped over the cat	unrelated words, partly semantically related (same verb for 2 phrasal verbs: fell off – fell out of)	written form, spoken form on CD	Pictures	**Listening:** Vocabulary presentation is a pre-listening. Students listen to a dialogue, have to choose the right picture showing what has happened and complete the dialogue with the target lexemes.
Unit 22 "Excuses": excuses							
Unit 23 "Questions and answers": circus							
Extra units							
Extra Unit 1: The London Issue							
p.123	12	Nouns	Hat, gorilla, picture, space, penguin, queen, sculpture, wheel, window, cinema, soldier, river	unrelated lexemes	written form	Pictures	Students have to match the words + pictures
Extra Unit 2: The Homes and Pets issue							
p.127	12	11 nouns, 1 adjective	bowl, castle, electricity, flat, basket, rainforest, cave, longhouse, village, war, water, poisonous	unrelated lexemes	written form	Pictures	Students have to match the words + pictures
Extra Unit 3: The X-Mas issue							
p.131	13	7 nouns, one collocation, 2 adverbs, 3 phrases	beach, turkey, stocking, bell, lights, nuts, mashed potatoes, upstairs, downstairs, wear new clothes, clean the house, decorate the tree	thematic set: Christmas	written form	Pictures	Students have to match the words + pictures
Extra Unit 4: The Birthday issue							
p.135	12	10 nouns, 1 adjective	dream, duck, earlobe, goose, candles, whisper, heart, star, stick, rope, blindfold, The 'bumps'	unrelated lexemes	written form	Pictures	Students have to match the words + pictures
Extra Unit 5: The Space issue							

p.139	13	7 nouns, 1 phrasal verb, 2 adverbs, 3 compounds	The moon, satellite, spacesuit, the earth, planets, Hubble telescope, controls, take off, above, below, running machine, exercise bicycle, dust storm	thematic set: the universe/space	written form	Pictures	Students have to match words + pictures
Extra Unit 6: The Holiday issue							
p. 143	11	9 nouns, 2 compounds	Wetsuit, dome, harbour, castle, camp, wave, surfboard, waterfall, jet-ski, canal boat, sailing boat	thematic set: water + holidays/sports, + 2 unrelated lexemes dome + castle	written form	Pictures	Students have to match words + pictures

Textbook analysis *Your Turn 2*

Page/ activity no.	How many lexemes?	Which categories?	Which vocabulary items?	How organised?	Spoken + written form?	How is meaning presented?	Pupils actively involved in presentation?
Unit 1 "Looking ahead": activities, making plans; In the teacher's guide: Freizeitaktivitäten, Pläne							
p. 12/ 1	6	phrases (including phrasal verbs + object), collocations	dive off the board, listen to some music, take a picture, start the race, swim the 100 metres, text her friend	thematic set: at the indoor swimming pool	written form	Pictures	**Link form + meaning**: there are 6 people, pupils have to find out who is doing what activity, and write the names next to the lexemes, activity is preparation for a **grammar exercise**, introducing/practising 'going to – future'
p. 13/ 3	8	1 single verb, 7 phrases – including one phrasal verb + collocation	catch butterflies, paint my room, read an English textbook, stop Harvey, look at an English website, tease Sadie, write a composition, hide	unrelated lexemes, some could be subsumed under the topic leisure time activities	written form, spoken form on CD	Pictures	Part of a **listening task**: Students have to listen and find out who of the SiXXes is doing which activity
Unit 2 "Bigger and better": animals, adjectives and their opposites; In the teacher's book: animals							
Unit 3 "Friends and enemies": food, drink, things to do for fun, time; In the teacher's guide: Bullying, Essen und Trinken, Freizeitaktivitäten							
Unit 5 "Fun days": zoos and funfairs, food and drink; In the teacher's guide: Essen und Trinken, Zoos und Rummelplätze							
p. 32/ 3	4	Clauses	Turn right! Straight on! Turn left!	Semantic set: giving	written form,	Pictures of 4	**Link form + meaning**:

			Stand opposite a friend!	directions	spoken form in the subsequent activity – a chant where students have to follow directions	monkeys who show the orders	students have to write the lexemes under the pictures.
p. 32 / 4	8	nouns, compounds	Ocean Vew Lane, Pier Lane, Lighthouse Lane, aquarium, Big Wheel, Big Slide, Games Arcade, souvenir shops	thematic set: at the funfair	written form, some of the words occur in the subsequent listening text	A map of a funfair	**Link form + meaning**: students have to find the places (list of lexemes given above the picture) on the map. Vocabulary activity is a **pre-listening** task to a dialogue.
p. 33/ 6	8	5 nouns, 3 compound	lemonade, popcorn, hot dogs, lollypops ice cream doughnut, candyfloss, toffee apples	semantic set: sweets at the fair	written form	Pictures	**Link form + meaning**: students have to write the lexemes in the boxes underneath the pictures, afterwards **grammar** activity: students have to write some or a/an in front of a list of the lexemes.
Unit 6 "Going shopping": money and shopping; In the teacher's guide: Geld, Einkaufen							
p. 34/ 2	9	6 nouns, 2 compounds, 1 phrase	cardboard, glue, seashells, beads, tickets, spray paint, ball of string, colour markers	thematic set: making a poster	written form, spoken form on CD	Pictures	Students have to **listen** to a girl describing how she makes a poster for a friend and have to tick the things she uses.
Unit 7 "A day out": rides, theme park activities; buying tickets; In the teacher's guide: Freizeitpark, Tickets kaufen							
p. 40/ 4	6	Phrases/set phrases	clean the neighbour's garden, go on a school trip, go to orchestra practice, spend her birthday alone, stay in bed, take the cat to the vet	unrelated lexemes	written form, spoken form on CD – subsequent activity	Pictures of kids showing the activity	Students have to **link form + meaning**: Underneath the pictures it says: "He has to" then there is a box where students have to

							fill in the appropriate number (which is next to the target lexemes in a box). Then they **listen** to the solution - can check their answers.
Unit 9 "True stories": adverbs of frequency, sequence markers; In the teacher's guide: Geistergeschichten, Alltagsaktivitäten, Schulausflug							
p. 48/ 1	4	Adverbs	always, often, sometimes, never	semantic set: adverbs of frequency	written form, spoken form in the song that is listened to before the box where the 4 lexemes are presented	Verbal explanations in L2: paraphrasing	**No active involvement** in the lexemes' presentation, activity concerns the song – students have to listen+ put the lines in the right order
Unit 10 "Sunny weather, stormy weather": adverbs of manner, experiences and fantasy; In the teacher's guide: Wetterphänomene, Freizeitaktivitäten							
p. 52/ 1	10	phrases, nouns/verbs in the 'ing'-form	brushing her hair, listening to music, shivering, swimming in the sea, waterskiing, drinking coffee, playing beach volleyball, sunbathing, talking on his mobile phone, barking	partly related set: activities on the beach, barking + shivering rather unrelated	written form, spoken form of some lexemes in subsequent activity	2 pictures of people showing the activities – pictures A + B	**Link form + meaning**: The lexemes are listed in 2 columns, students have to write the letters A or B of the pictures where the activity is shown next to the lexemes (so they only have to decide in which picture the activity takes place) – preparation for a **listening/grammar** task – practising present/past continuous
Unit 11 "Blogging": blogging, school; In the teacher's guide: Kleidung und Schule							
p. 57/ 4	11	9 nouns, 2 compounds	blazer, shoes, sweater, tie, school logo, polo shirt, skirt, sweatshirt, trousers, belt, cap	semantic set: clothes	written form	picture of a boy + a girl wearing the clothes	Actually the activity is not a vocabulary presentation activity – students don't have to match words + clothes e.g. – they have to design their own school

							uniform + **write** a short text
Unit 13 "Experiences": game rules; In the teacher's guide: Spielregeln							
Unit 14 "Dangerous hobbies": professions and hobbies; In the teacher's guide: Sportarten, Hobbies, Schutzausrüstung							
p. 70 / 1	3	1 noun, 2 compounds	abseiling, BMX freestyle, Circus skills	thematic set: sports	written form	picture + text about the activity	There are three titles given – students have to **read** the texts + choose the best title for every text
p. 73/ 7	6	3 nouns, 3 compounds	gloves, harness, helmet, knee pads, shin guards, shoulder pads	semantic set: safety equipment	written form, spoken form in subsequent activity	Pictures	**Link form + meaning**: students have to match the pictures with the words
Unit 15 "The future": science and space; In the teacher's guide: Planeten, Raumfahrt, Außerirdische, Entschuldigungen							
p. 74/ 1	4	Clauses	The Earth *goes around* the Sun. He *discovered* something important. Gliese 581c is *one and a half times bigger* than Earth. He's a *scientist.*	Unrelated lexemes	written form	Pictures	**Link form + meaning**: students have to match the sentences + the pictures
Unit 17 "Families – big and small": friends and family, feelings and emotion; In the teacher's guide: Freunde und Familie, Gefühle, Konflikte, Eigenschaften, Haustiere							
Unit 18 "Animals in our lives": conflicts, falling out, jealousy, feeling left out, heroes and villains; In the teacher's guide: Pflege von Haustieren							
p. 88/ 1	4	2 nouns, 2 compounds/ collocations	ball python, potbellied pig, tarantula, rabbit	semantic set: animals/pets	written form	Pictures	**Speaking**: students have to say which of these animals they would like to have as a pet + why.
Unit 19 "Friends": Characteristics, In the teacher's guide: Freunde, Gefühle, Konflikte, menschliche Eigenschaften							
Unit 20 – Revision unit							
p. 98/ 4	9	7 nouns, 2 collocations	python, dog, baby tiger, canary, white mouse, goldfish, cat, hamster, spider	semantic set: animals/pets	written form	Pictures	Vocabulary presentation activity part of a **speaking** activity – 2 teams, team A chooses a pet – team B has to guess and ask: "What should we do?" Team A: "You should feed it twice a day."
Unit 21 "Say it more politely": politeness; In the teacher's guide: Höflichkeitsfloskeln							

p. 104/ 4	8	Adjectives	beautiful, brave, careful, dangerous, happy, intelligent, quick, silent	semantic set: adjectives	written form	Pictures of cartoon figures	**Link form + meaning**: students have to match the adjectives with the numbers written next to the pictures – preparation for a **grammar exercise** - the introduction of adverbs
Unit 22 "Travelling in time", time travel, TV and films; in the teacher's guide: Zustimmung, Ablehnung, Film und TV, Zeitreise							
Unit 23 "Where in the world?": the passive – is/was made in…; In the teacher's guide: Länder, Herstellungsarten							
p. 111/ 3	8	6 nouns, 2 collocations	Stetson hats, fried spiders, kilts, kimonos, koras, ponchos, curry, balalaikas	thematic set: specialities of different countries all over the world	written form, spoken form on CD	Pictures	Vocabulary presentation part of a **listening**, Sentences like: Stetson hats are worn in Morocco. Students have to tick true and false in a box next to the words.
Extra units							
Extra unit 1: The Sports issue							
p.123	11	10 nouns, 1 phrase – verb + object	snowflake, bat, flip, racket, parachute, aeroplane, wave, surfboard, tracksuit, ball, hold hands	partly related set sports, + some unrelated lexemes	written form	Pictures	students have to match words + pictures
Extra unit 2: The natural world issue							
p. 127	12	11 nouns, 1 compound	mountain, volcano, waterfall, medicine, coral reef, canyon, plant, ice, insect, fireworks, continent, lava	widely related set: nature/ rainforest	written form	Pictures	students have to match words + pictures
Extra unit 3: The music issue							
p. 131	8	nouns	sitar, clapping, marimba, breakdancing, wig, xylophone, pots and pans	partly semantic set instruments/ music	written form	Pictures	students have to match words + pictures
Extra unit 4: The art issue							
p. 135	10	9 nouns, 1 compound	painting, sculpture, mask, pavement, chalk, jewellery, suit of armour, dung, costume, prize	unrelated set	written form	Pictures	students have to match words + pictures

Extra unit 5: The spooky issue							
p. 139	10	8 nouns, 1 adjective, 1 verb	alien, mirror, garlic, terrified, to faint, soldier, UFO (Unidentified Flying Object), ghost, grave, werewolf	partly thematic set: scary things/creatures + unrelated lexemes – e.g. soldier	written form	Pictures	students have to match words + pictures
Extra unit 6: The festival issue							
p. 143	9	6 nouns, 1 compound, 1 verb, 1 adjective	sand, lorry, steel band, loudspeaker, cheese, throw, carnival, fireworks, steep	unrelated lexemes	written form	Pictures	students have to match words + pictures

Textbook analysis *Friends 1 - Course book*

Page/ activity no.	**How many lexemes?**	**Which categories?**	**Which vocabulary items?**	**How organised?**	**Spoken + written form?**	**How is meaning presented?**	**Pupils actively involved in presentation?**
Unit 1: Goodbye, Austria							
p. 6/ 1 - WIA	7	4 nouns, 2 nouns/adjectives, 1 adjective	Scotland, England, Wales, Austria, Austrian, American, Welsh	semantic set: countries/nationalities	written form	Visuals: children with flags printed on their shirts 'standing' on Austria + GB	No
p. 8/ 6	20	Numbers	numbers from 1 – 20 in a box, written forms given all around the box	semantic set	written form, spoken form on CD	meaning given through numbers	**Link form + meaning**: students have to draw lines from the numbers to the words, then **listen** + tick the numbers they hear
Unit 2: Welcome to Wales – Welcome to Austria							
p. 11/ 1 – WIA	9	Nouns	class, cat, dog, bedroom, juice, train, car, house, teacher	unrelated lexemes – cat+dog and train+car semantically related	written form	Pictures	No
p. 14/ 6	14	13 nouns, 1 compound	football, hamburgers, basketball, cola, cats, dogs, milk, bikes, volleyball, snowboarding, computers, tea,	unrelated lexemes – some maybe semantically related – e.g.	written form	Pictures	Vocabulary presentation part of a **speaking** activity: Do you like … - Yes, I

			hot dogs, trains	football+volleyball			do/No, I don't.
p. 15/ 9	9	Adjectives	red, yellow, green, blue, pink, brown, black, orange, white	semantic set: colours	written form	coloured balloons with words written in them	There is a crossword puzzle with coloured dots that indicate where the pupils have to write the words – **focus on written form**!
Unit 3: My new school							
p. 16/ 1 – WIA	7	Adjectives	thirsty, sleepy, excited, bored, hungry, sad, happy	semantic set: feelings	written form	Pictures of kids thinking of things expressing their feelings	No
Unit 4: The English club							
p. 22/ 1 – WIA	12	8 nouns, 4 compounds	poster, paper, desk, ruler, rubber, pencil sharpener, pencil, school bag, chair, exercise book, pen, pencil case	semantic sets: the classroom + school utensils	written form	Pictures	No
p. 26/ 10	18	Numbers	from 20 to 29 + from 30 to 100	semantic set: numbers	written form	verbal definition: number + word	**Focus on written word form**: Subsequent to the presentation of the numbers there are 8 pictures showing a number – students have to write down the appropriate lexemes
Unit 5: Favourite Foods							
p. 28/ 1 – WIA	11	one phrase including 2 nouns + a compound, 2 collocations	cheeseburgers, sandwich with peanut butter and jelly, baked beans, chips, sausages with ham and cheese, soup, apricot dumplings	semantic set: food	written form	Pictures	No
p. 29/4	5	nouns, phrases, 1 set phrase, 1 compound	chicken curry, macaroni and cheese, meatloaf and mashed potatoes, fish and chips	semantic set: food	written form, spoken form on CD	Pictures	The vocabulary presentation activity is part of a **listening** task, students have to listen to an interview with 3

							children about their favourite foods + write the correct names under the pictures with the food
Unit 6: Where is my address book?							
p. 34/ 1 – WIA	15	1 phrasal verb, 2 compounds, 12 nouns	look for, address book, clothes, wardrobe, window, plant, lamp, curtains, desk, shelf, sofa, boxes, bed, guestroom, chest of drawers	semantic set: furniture + some thematically related lexemes	written form	Picture of a room	No
p. 36/ 5	8	Prepositions embedded in phrases	**in** the drawer, **on** the shelf, **under** the bed, **behind** the dog, **in front of** the computer, **between** Kathy and Mike, **next to** the plant, **on top of** the books	semantic set: prepositions	written form	8 picture of a cat in the different places	No
Unit 7: Let's go shopping							
p. 40/ 1 – WIA	19	nouns, compounds	**hobbies**: CDs, computer games, fish tanks, bird cage, magazines; **sports**: footballs, skipping rope, skateboard, skis, in-line skates, fishing pole; **fun gifts**: jelly beans, stickers, posters bubble gum, box of chocolates, teddy bear, sweets, balloons	Thematic sets	written form	A kind of screenshot of a real website with three sections: hobbies, sports, fun gifts – a photo of each lexeme	No
Unit 8: Happy Birthday							
p. 46/ 1 – WIA	12	Nouns	uncle, aunt, grandparents, grandpa, grandma, grandchildren, earrings, son, daughters, parents, mother, father, earrings, cake	semantic set: family + two unrelated nouns	written form	Picture of the whole family	No
Unit 9: Our day							
p. 52/ 1 – WIA	15	phrases, collocations (verb + object)	get up, get dressed, have breakfast, clean teeth, go to school, start school, have lunch, finish school, do homework, help mum, have dinner, get undressed, take a bath, clean	thematic set: daily routines + some semantically related lexemes	written form	Pictures	No

			teeth, go to bed				
Unit 10: My favourite clothes							
p. 59/ 1 – WIA	20	2 verbs, 15 nouns, one compound, 2 adjectives	wear, take, a hat, a coat, a scarf, boots, a raincoat, an umbrella, a jacket, trousers, a sweater, a T-shirt, shorts, sunglasses, a summer dress, cold, hot	semantic set: the weather + clothes + some thematically related lexemes	written form	Pictures	No
p. 61/ 4	20	Nouns	jeans, trousers, sweater, trainers, tights, jacket, coat, shoes, boots, T-shirt, shirt, dress, skirt, gloves, blouse, cap, hat, socks, underwear, shorts	semantic set: clothes	written form	Pictures	**Link form + meaning**: There are pictures of the clothes with numbers next to them, students have to write the lexemes (given in a box) in a list next to the appropriate numbers. 4 lexemes are given. The majority of the vocabulary has already been introduced in the WIA
Unit 11: Let's join a club							
p. 65/ 1 – WIA	16	phrases – verb+object, compounds, collocation	indoor sports clubs: play basketball, do judo, do karate, music clubs: play an instrument: piano, guitar, drums, sing in the choir, drama club: act, chess club: play chess, horse-riding club: ride horses	thematic set: clubs, indoor sports clubs + music clubs = semantic set	written form	pictures, explanations of the clubs through examples	No
Unit 12: Look! It's snowing!							
p. 71/ 1 – WIA	13	9 nouns, 1 phrasal verb, 1 verb, 2 adjectives	snowman, gloves, wheel, shovel, sledge, snowflakes, skate, ice, scarf, dig out, skate, stuck, deep	thematic set: snow	written form	Picture	No
Unit 13: Let's have a train adventure							
p. 77/ 1 – WIA	9	one collocation (phrasal verb + noun), 1 verb, 7	get on a train, hide, boat, tracks, barbecue, policeman, devil, ghost, pirate	thematic set: adventure	written form	Picture	No

		nouns					
Unit 14: Come to our carnival party							
p. 83/ 1 – WIA	10	Nouns	invitation, alien, wizard, wand, queen, crown, tramp, witch, broomstick, rabbit	semantic set: costumes	written form	Picture	No
Unit 15: We are on television							
p. 89/ 1 – WIA	11	8 nouns, 2 adjectives	burglar, prize, winner, detective, studio, director, hero, exciting, boring, to be scared	thematic set: making a film	written form	Picture	No
Unit 16: Sophie's Magic Story							
p. 95/ 1 – WIA	10	Collocations/phrases, nouns	big horses, flying horses, magic rings, magic lands, beautiful birds, nice lakes, ponies, magicians, castles	thematic set: magic story	written form	Picture (they are embedded in a short text)	No
p. 98/ 6	14	verbs in the past tense	helped, smiled, arrived, laughed, washed, walked, listened, finished the cakes, talked, danced, cleaned, cooked, baked, played	unrelated set of words – could be thematic, as the students have to tell a story with the verbs	written form	Pictures	**Link form + meaning + speaking**: students have to match the words (written in a circle around the various pictures) with the pictures, then they have to use them to tell a story in the past tense
Unit 17: I love New York							
p. 100/ 1 – WIA	10	1 collocation, 5 nouns, 4 names of sights - phrases	skyscraper, ferry, The Statue of Liberty, Radio City Music Hall, dancers, The Empire State Building, zoo, Central Park, paintings, art museum	thematic set – New York	written form	Picture of a city guide of NY	No
p. 102/ 4	23	ordinal numbers	1st till 12th, 19th, 20th, 23rd, 38th, 45th, 51st, 67th, 74th, 86th, 99th, 102nd	semantic set	written form	there is a picture of a skyscraper with many floors – the numbers of some floors are given	**Link form + meaning**: written forms of the ordinal numbers are given in clouds around the skyscraper – students need to write them next to the ordinal numbers in the

							skyscraper (6 are already written down)
Unit 18: Let's go up the mountain							
p. 106/ 1 - WIA	11	5 nouns, 2 collocations, 2 nouns - city names, 2 compound -name of a mountain, name of a national park	castle, mine, shop, mountain, forest, twin lakes, picnic area, Barmouth, Conwy, Mount Snowdon, Snowdonia National Park	thematic set: Snowdonia National Park	written form	Pictures	No
Unit 19: Aliens at home							
p. 112/ 1 - WIA	13	9 nouns, 4 compounds	kitchen, fridge, cooker, sofa, carpets, bath, towels, garage, kitchen sink, sitting room, dining room, dining room table	Semantic/thematic set: rooms in the house + furniture/utensils	written form	Pictures embedded in a short text	No
Unit 20: Pets and animals							
p. 118/ 1 – WIA	12	3 superordinate terms – collocations, 2 compounds, 7 nouns	land animals, water animals, air animals, water snake, guinea pig, budgie, parrot, turtle, duck, duckling, pet, pig	semantic set: animals + pets	written form	Pictures	No
Unit 21: What terrible weather							
p. 123/ 1 – WIA	10	1 phrase, 1 collocation/phrase, 2 adjectives, 6 nouns	forecast for tomorrow, weather gods, hot, cold, snow, rain, fog, sunshine, the weather, cloud	semantic set: the weather	written form	Pictures	No
p. 126/ 5	5	Adjectives	north, west, south, centre, east	semantic set: cardinal points	written form	Visual: map of GB In context: a sentence with each of the lexemes: e.g. "There will be clouds in the north"	Vocabulary is part of a **speaking** activity. Pupils have to draw weather symbols (cloud, rain, fog, sunshine, snow) on the map and tell their partner what their weather will be like.
Unit 22: Thank you and goodbye							
p. 129/ 1	2	1 noun, 1 phrase	menu, Austrian Wall	thematic set: Austria – most words in German	written form	A picture of the "Austrian Wall" – verbal explanations – examples, menu =	No

						Wiener Schnitzel etc.	
Extra Units							
It's Hallowe'en!							
p. 133/ 1 – WIA	11	5 nouns, 3 phrases containing 4 nouns, one collocation	A ghost, an owl, a vampire, a monster, a bat, a jack o'lantern out of a pumpkin, a witch with a black cat, a witch on a broomstick	partly semantic, partly thematic set	written form	Picture	No
p. 135/ 3	14 – partly a revision from previous activity	collocations, 1 set phrase	jack o'lantern, vampire, bat, black cat, owl, witch, broomstick, pumpkin, costume, apple-bobbing, mask, monster, ghost, trick or treat	thematic set: Hallowe'en words	written form	Picture	**Link form+meaning**: students have to draw lines from words to pictures
Merry Christmas!							
p. 137/ 1 – WIA	17	6 compounds 11 nouns	Christmas card, candy cane, Christmas cracker, Santa Claus, Christmas tree, paper crowns, sleigh, gingerbread, presents, biscuits, roof, star, stockings, bell, angel, reindeers, fireplace	thematic set: Christmas	written form	Picture	No
Happy Easter							
p. 143/ 1 – WIA	6	2 verbs, 4 compounds	grow, to paint, an Easter egg, an Easter chicken, an Easter bunny, an Easter chick	thematic set – Easter, partly semantically related	written form	Picture	No

Textbook analysis *Friends 1 – Activity Book*

Page/ activity no.	How many lexemes?	Which categories?	Which vocabulary items?	How organised?	Spoken + written form?	How is meaning presented?	Pupils actively involved in presentation?
Unit 5							
p. 30/ 14 – Topic words	15	Nouns	Fruit: banana, grapes, apricot, strawberries, apple, pineapple, orange, Vegetables: tomato, peas, onion, carrot, potato,	2 semantic sets: fruit + vegetables	written form	Pictures	**Focus on meaning:** Students have to colour in the fruit and vegetables

			broccoli				
Unit 9							
p. 55/ 11 Topic words	12	time expressions phrases	o'clock, five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten to, five to	semantic set: time	written form	Picture of a watch – lexemes written next to numbers (12, 1, 2, 3 etc.) + verbal explanation	No
Unit 11							
p. 69/ 13 Topic words	11	phrases: (phrasal) verbs + object	do judo, act, play tennis, write for the school magazine, play the piano, play the drums, sing in a choir, play in the school band, do karate, play chess, go horse-riding	semantic set: sports + hobbies	written form	Pictures	No
Unit 12							
p. 75/ 10 Topic words	6	Noun, compound, phrases – verb + object	snowflakes, building an igloo, building a snowman, making snowballs, throwing snowballs, snow shovel	thematic set: snow	written form	Pictures	No
Unit 15							
p. 95/ 10 Topic words	9	nouns, phrases, collocations - compounds	animal programmes, science fiction programmes, hospital programmes, cartoons, detective films, the news, thrillers, romantic films, quiz shows	semantic set: TV programmes	written form	Pictures	No
Unit 17							
p. 109/ 9 Topic words	7	Clauses	It is on the left, walk straight ahead, it is at the corner, turn left, turn right, go along the street, it is on the right	Semantic set: giving directions/explaining the way	written form	Pictures	No
Unit 18							
p. 115/ 10 Topic words	6	Phrases	By train, by bus, by plane, by car, by bike, by boat	semantic set: means of transport	written form	Pictures + example sentences	No
Unit 20							
p. 130/ 8 Topic words	9	Nouns, verbs, phrases, compound	cage, run, on land, in the water, eggs, swim, in the air, bird cage, build a nest	thematic set: animals	written form	Pictures	No

Unit 21							
p. 135/ 10 Topic words	17	nouns, compound, adjectives, phrases	weather, sunshine, hot, warm, picnic, cold, white, fog, can't see, rain, cold, clouds, umbrella, snow, snowflakes, very cold, snow shovel	thematic set: weather	written form	Pictures	No

Textbook analysis *Friends 2 – Course Book*

Page/ activity no.	How many lexemes?	Which categories?	Which vocabulary?	How organised?	Spoken + written form?	How is meaning presented?	Pupils actively involved in presentation?
Unit 1: Welcome Back!							
p. 8/1 – WIA	8	4 nouns, collocation, phrases	a mountain, a lake, postcards, at the seaside, the sea, to spend time on the beach, to stay (at home), to have fun	thematic set: holidays	written form	Pictures	No
Unit 2: English all around							
p. 14/ 1 WIA	8	Phrases, nouns, compound	old buildings, tourist information, science museum, leaflets, castle, river, cities, guidebook	thematic set: tourist attractions	written form	Photos	No
Unit 3: What does he look like?							
p. 20/1	21	Nouns	fingers, hand, arm, shoulder, neck, head, hair, face, ear, eye, nose, mouth, lips, stomach, back, leg, knee, foot, feet, ankle, eyebrow	semantic set: body parts	written form, spoken form on CD	Pictures	**Link form + meaning**: written words given in a box – students have to write them on a line linked to the appropriate body parts, the subsequent activity is a **listening** task – students have to listen – they hear the lexemes and a number and have to write the numbers next to the correct parts of

							the body
p. 21/ 4 – WIA	8	nouns, compounds, 2 clauses, phrases (verb + object)	To phone someone, hurt your ankle, mobile (phone), hospital, the train station, the train arrives, I'm late! I'm on time.	Thematic set: hurting yourself + unrelated lexemes	written form, spoken form in the subsequent listening	Pictures	No
p. 22/ 6	12	5 nouns, 7 collocations	glasses, freckles, a beard, a scar, short hair, long hair, curly hair, straight hair, blonde hair, a bald head, rosy cheeks	Semantic set: describing people's faces + hair	written form	One picture for each lexeme	Preparation for a **speaking** activity – What do you look like, What can you say about your neighbour?
p. 24/ 10	10	5 adjectives, 2 collocations, 3 nouns	partly a revision of the vocabulary of the previous activity: thin, fat, tall, short, bald, curly hair, beard, rosy cheeks, freckles, glasses	semantic set: describing people	written form, spoken form in the subsequent activity	Pictures of 6 people	**Link form + meaning**: lexemes are given in a box, people presented underneath, then **speaking** activity: students have to use the words to describe the people
Unit 4: Grandpa's suitcase							
p. 26/1 – WIA	11	Nouns	shoelaces, underpants, hats, belts, shoes, shirts, trousers, suitcase, socks, handkerchiefs, food	semantic set: clothes	written form	Pictures	No
Unit 5: Twin Towns							
p. 32/1	1	Collocation	twin town	unrelated	written form	Verbal explanation: a short text where the concept of twin towns is explained	No
Unit 6: At the zoo							
p. 38/ 1 – WIA	5	3 nouns, 1 verb, 1 collocation	cage, zookeeper, fur, feed, baby elephant	thematic set: at the zoo	written form	Pictures	No
p. 40/ 7	3	Nouns	The optimist, the realist, the pessimist	semantic set	written form	Combination of visual + verbal explanations	Part of a **grammar** exercise, students have to fill in modal verbs from a box in sentences

							the optimist/realist/pessimist say
Unit 7: The American birthday party							
p. 44/ 1 – WIA	9	6 nouns, 1 compound, 2 phrases – phrasal verbs + object	triplets, pin, tail, donkey, lantern, garland, paper chains, favour for a girl, favour for a boy	thematic set: birthday party	written form	Pictures	No
Unit 8: The Parade							
p. 50/ 1 – WIA	4	2 nouns, 2 compounds	viewers, float, character balloon, marching band	thematic set: the parade	written form	Photos	No
Unit 9: Let's make music							
p. 56/ 1 – WIA	9	8 nouns, 1 compound	recorder, drums, trumpet, violin, accordion, keyboard, guitar, saxophone, penny whistle	semantic set: instruments	written form	Pictures	No
Unit 10: The web site invaders							
p. 62/ 1 – WIA	8	2 verbs, 6 nouns	upload, download, printer, computer, mouse, hacker, keyboard, screen	thematic set: the internet/computer	written form	Pictures	No
Unit 11: The diamond necklace							
p. 68/ 1 – WIA	13	7 nouns, 2 verbs, 3 compounds, 1 collocation	platform, compartments, tickets, painter, businessman, thief, attendant, spill, sell, diamond necklace, dining car, sleeping car, heavy luggage	thematic set: at the train station	written form	Picture of a platform	No
Unit 12: Ice Cream							
p. 74/ 1 – WIA	7	2 compounds, 5 nouns,	ice cream parlour, ice cream cone, flavour, scoop, milkshake, sundae	semantic set: ice cream	written form	Picture of an ice cream parlour	No
p. 76/ 8	7	6 nouns, 1 compound	scoop, walnut, cherry, banana, strawberry, mint, whipped cream	thematic/semantic set: ice cream sundae	written form, spoken form on CD	Pictures	Vocabulary presentation part of a **listening** task – students have to listen to a girl talking about her ice cream sundae, they have to draw the things she is going to have in

							an empty sundae
Unit 13: I'd like to …							
p. 80/ 1 – WIA	8 lexemes + 8 capitals of English speaking countries	6 nouns, 2 compound – 8 nouns	basketball, cricket, horse-riding, sailing, diving, rugby, American football, surfing, Ottawa, Washington DC, Dublin, London, Delhi, Pretoria, Canberra, Wellington	semantic set: sports	written form	Pictures of the sports, capitals indicated in a map of the earth	No
p. 83/ 9	7	Prepositions	before, on, after, from, to, for (2 hours), in (July)	semantic set: prepositions	written form	visual + verbal explanation	**Writing**: Students have to fill in the prepositions in an e-mail
Unit 14: Sports							
p. 85/ 1 – WIA	7	2 nouns, 2 compounds, 3 verbs	bowling, rugby, in-line skating, para-karting, walk, trot, canter	semantic set: gaits of a horse + other sports	written form	pictures + 2 photos	No
Unit 15: A Week of surprises							
p. 91/ 1 – WIA	15	nouns, compounds	hill, river, church, cathedral, park, cable car, water skiing, river boat, tennis courts, town hall, open-air museum, city centre, block of flats, outdoor, indoor	thematic set: city + sights and places	written form	One big picture of a city + river + hill in which all lexemes are shown +	No
Unit 16: The London adventure							
p. 97/ 1 – WIA	14	11 sights of London, 2 nouns, 1 compound	The Tower of London, Crown Jewels, Tower Bridge, The River Thames, Big Ben, Buckingham Palace, Horse Guards, Westminster Abbey, Trafalgar Square, St. Paul's Cathedral, Piccadilly Circus, raven, underground, double-decker bus	semantic set: sights in London + 3 thematically related lexemes	written form	Photos of every sight	No
Unit 17: Getting to know England							
p. 103/ 1 – WIA	11	Nouns, collocations, phrase, compounds, verbs	driving on the left, cereals, queue, café, meals, scrambled eggs, full English	thematic set: cultural specialities of England	written form	One picture in which all lexemes are	No

			breakfast, driver's seat, school uniforms, push, cross			included	
Unit 18: Summer camp choices							
p. 109/ 1 – WIA	7	Nouns	lighting, sound, stage, actor, actress, an orchestra, a director	thematic set: on stage	written form	A picture of a stage with all lexemes included	No
Unit 19: What has happened?							
p. 114/ 1 – WIA	4	1 phrase, 3 compounds	to tape a film, TV set, video recorder, a (video) tape	semantic/thematic set: TV	written form	Pictures	No
Unit 20: Our latest news							
p. 119/ 1 – WIA	14	nouns, compounds, phrases	airport, departures, check-in, departure lounge, security, waiting at the gate, gate, boarding, flying, landing, passport control, collect your luggage, customs hall, arrivals	Semantic/thematic set: at the airport/taking the plane	written form	Pictures	No
Unit 21: We are media stars!							
Unit 22: My future							
p. 129/ 1 – WIA	10	Nouns, clauses	When I am thirty I want to be…/ I want to work (as), a nurse, a scientist, a policewoman, in hotels, a designer or a fireman, a doctor or a dentist, a carpenter or a cook	semantic set: jobs + one unrelated lexeme	written form	Pictures	No
Extra Units							
Ramadan							
p. 133/ 1	6	3 collocations/compounds, 3 nouns	new/ full/ old moon, midday, sunrise, sunset	thematic set – time	written form	Pictures	No
St. Patrick's Day							
p. 138/ 1 – WIA	4	3 nouns, 1 collocation	shamrock, a treasure, a leprechaun (+phonetic transcription), green clothes	thematic set – St. Patrick's Day	written form + phonetic transcription of one lexeme	Pictures	No

Textbook analysis *Friends 2 – Activity Book*							
Page/ activity no.	**How many lexemes?**	**Which categories?**	**Which vocabulary items?**	**How organised?**	**Spoken + written form?**	**How is meaning presented?**	**Pupils actively involved in presentation?**
Unit 3							
p. 18/ 15- Topic Words	11	Nouns	head, face, shoulder, arm, fingers, hand, leg, knee, ankle, foot, stomach	semantic set: parts of the body – revision of last year + course book	written form	2 pictures of one boy	No
Unit 6							
p. 38/ 12 – Topic words	7	5 nouns, 2 collocations	film, musical, museum, zoo, park, go swimming, go for a walk	unrelated	written form	One picture for each lexeme	No
Unit 7							
p. 46/ 12 – Topic Words	8	Nouns	bowl, cup, spoon, bottle, fork, glass, knife, plate	semantic set: dishes	written form	One picture for each lexeme	No
Unit 8							
p. 52/ 11 – Topic Words	16	Adjectives	cold-hot, short-tall, sad-happy, new-old, sunny-rainy, big-small, hungry-thirsty, early-late	lexical set: opposites – partly a revision	written form	One picture for each lexeme	No
Unit 10							
p. 65/ 10 – Topic words	8	collocations, including 2 phrasal verbs + collocation	scan pictures, create a home page, write e-mails, make links, print out pages, look for information, upload pages, download texts	thematic set: working on a computer	written form	One picture for each lexeme	No
Unit 11							
p. 71/ 9 – Topic words	12	phrasal verbs	hurry up, fall off, find out, take back, sit down, wake up, come back, get on, pick up, turn round, look after, look for	thematic/semantic set	written form	Translations	**Focus on meaning:** There is one drawing of the phrasal verb *hurry up*, students are asked to add drawings of some of the other lexemes

Unit 12							
p. 77/9 – Topic words	13	2 compounds, 1 collocation/compound, 10 nouns	chocolate sauce, strawberry syrup, shipped cream, toppings, raspberry, walnut, cherry, strawberry, vanilla, caramel, mint, banana, flavours	semantic set: ice cream flavours	written form	Pictures	No
Unit 13							
p. 84/ 13 – Topic words	12	Nouns	January, February, March, April, May, June, July, August, September, October, November, December	semantic set: months of the year	written form	Pictures	No
Unit 14							
p. 89/ 12 – Topic words	8	4 nouns, 4 compounds	climbing, bowling, dancing, swimming, horse-riding, para-karting, playing golf, playing rugby	semantic set: sports	written form	Pictures	No
Unit 15							
p. 94/ 9 – Topic words	6	2 nouns, 4 collocation	cathedral, opera, art gallery, historical sites, open air museum, story telling	thematic set "A day out"	written form	Pictures	No
Unit 18							
p. 113/ 10 – Topic words	8	phrases/collocations	learn abseiling, play rounders, play bowls, edit pictures, do orienteering, learn rock-climbing, sing a part in a rock musical, do canoeing	thematic sets: at summer camps	written form	pictures	No
Unit 22							
p. 137/ 6 – Topic words	15	Nouns, compounds	secretary, carpenter, waitress, actor, nurse, actress, waiter, journalist, pop star, sports person, TV interviewer, policewoman, shop assistant, hairdresser, detective	semantic set: jobs – partly a revision	written form	Pictures	**Link form + meaning:** students have to link written form with the appropriate pictures
Extra unit: Thanksgiving							
p. 140/ 1 – Topic words	7	nouns, collocations, compounds	Pilgrim, menu, Native American, pumpkin pie, roast turkey, sweet potatoes, cranberry sauce	thematic set: Thanksgiving	written form	Pictures	No

Curriculum vitae

Persönliche Daten

Vorname	Katharina
Zuname	Lenz
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Geburtsort	Amstetten
Staatsangehörigkeit	Österreich
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Schul- und Hochschulausbildung

Juni 2003	Matura am Ostarrichi Gymnasium Amstetten
September 2003- Juni 2004	FH für Marketing und Sales in Wien
Seit Oktober 2004	Universität Wien: Lehramtstudium Englisch und Französisch (voraussichtlicher Abschluss: November 2010)

Studienbezogene Auslandsaufenthalte

Februar 2006	Aufenthalt bei einer Gastfamilie in Frankreich, Trementines, Einblick in eine französische Volksschule und teilweise Mitarbeit beim Englisch- und Deutschunterricht
Juli 2006	Sprachkurs bei EF in London
Jänner - Mai 2007	Erasmussemester an der Université Catholique de l'Ouest in Angers, Frankreich
Oktober 2009 - Mai 2010	Sprachassistenz in Cheltenham, England, an der "Chosen Hill School" und der "Churchdown School"

Relevante Berufserfahrung

Seit Sommer 2005	Englisch- und Französischtrainerin bei den Lern- und Sportcamps von „Brainsports" in Abtenau, Salzburg – www.brainsports.at
Oktober 2007 - Juni 2009	Englisch – und Französischnachhilfe beim Nachhilfeinstitut „Schülerhilfe" in Wien

Weitere Qualifikationen

Zertifikat für Deutsch als Fremd/Zweitsprache (Modul an der Universität Wien im Ausmaß von 18 Semesterwochenstunden), Hospitations- und Unterrichtspraktikum im Ausmaß von 26 Stunden am Österreich Institut in Brünn, Tschechien