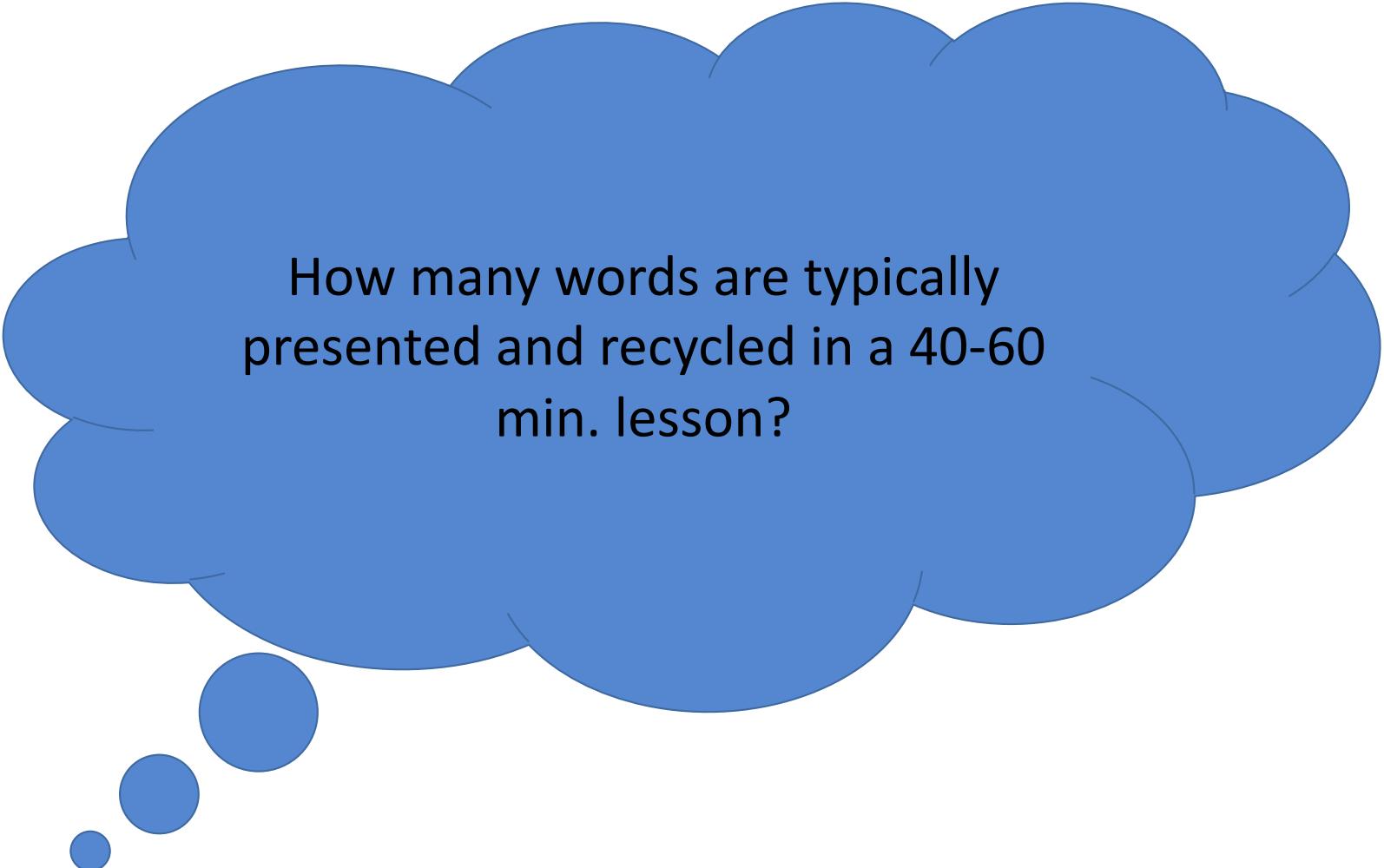


# Presenting and recycling vocabulary: unity in diversity?

Mario LÓPEZ-BARRIOS  
Facultad de Lenguas, Universidad Nacional de Córdoba  
Argentina



How many words are typically presented and recycled in a 40-60 min. lesson?

Over the last three decades, a great deal of research has been carried out in the field of vocabulary teaching and learning, but the truth is that there has not been a clear focus either on **classroom materials** or on **the analysis of classroom language** related to vocabulary learning; there continues to be a gap between research and its application to teaching materials. (Chacón-Beltrán, Abello-Contesse, & Torreblanca-López, 2010:6)

# In this presentation

- . Context of the study
- . Theoretical background
- . Data analysis
- . Conclusions

# Learning and teaching vocabulary in a foreing language

- Lexical competence: a speakers' knowledge and ability to use a word (Jiménez Catalán, 2002:152)
- **External** and **internal** factors in the process of vocabulary learning and teaching

2012-2013: vocabulary learning and VLS activities in English and German elementary level textbooks.

2016-2017: teachers' vocabulary teaching beliefs and practices

2014-2015: learners' beliefs, perceptions, self-concept and use of VLS

# The project

- Cuarto nivel del esquema
  - Quinto nivel del esquema
  - Sexto nivel del esquema
  - Séptimo nivel del esquema
  - Octavo nivel del esquema

• Subjects & context	• Methodology
<ul style="list-style-type: none"><li>• Teachers and students (15) from Granada (6) del texto del esquema</li><li>• Segundo nivel del esquema</li><li>• Public and private institutions in Córdoba</li><li>• Tercer nivel del esquema</li><li>• Contexts<ul style="list-style-type: none"><li>• Cuarto nivel del esquema<ul style="list-style-type: none"><li>• formal (secondary schools)</li><li>• non-formal (adult education)<ul style="list-style-type: none"><li>- Quinto nivel del esquema</li><li>- Sexto nivel del esquema</li><li>- extensive and intensive courses</li></ul></li><li>- Séptimo nivel del esquema</li><li>- Octavo nivel del esquema</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Mix of methods and formats del texto del esquema</li><li>• Questionnaires<ul style="list-style-type: none"><li>• Segundo nivel del esquema</li></ul></li><li>• Interviews<ul style="list-style-type: none"><li>• Tercer nivel del esquema</li></ul></li><li>• Class observations<ul style="list-style-type: none"><li>• Cuarto nivel del esquema</li></ul></li><li>• Class materials<ul style="list-style-type: none"><li>• Quinto nivel del esquema</li></ul></li><li>• Progress tests<ul style="list-style-type: none"><li>- Sexto nivel del esquema</li><li>- Séptimo nivel del esquema</li><li>- Octavo nivel del esquema</li></ul></li></ul>

# Theoretical background

- Implicit and explicit vocabulary learning and teaching
  - Incidental / deliberate
  - Can all vocabulary be learned in class?
- Lexical uptake
  - Gairns and Redman (1986: 66) suggest learning **8 to 12 new productive words per hour** would be a reasonable aspiration for learners (Milton, 2009:76)
  - Laufer (2010) mentions uptake rates of approximately **two to three words per hour** of EFL instruction, and Milton and Meara (1998) **three to four words**. (Konstantakis & Alexiou, 2012)
  - Can all vocabulary be learned in class?

# Sample observation grid

Mario 3 11 - 2 pres. / 9 rec.

GRILLA DE OBSERVACIÓN – Curso: 131 Cultural Fecha: 9/11/16 Profesor: L. Moya Última clase del año, repaso p/ activación

Partiendo de la palabra (indicar en cada palabra que se presenta, recicla, que los alumnos preguntan el significado, que quieren saber el significado, ...) parcial

palabra	criterio selección 1. docente 2. alumno	relevancia tema clase / actividad	parte del material si / no	Acción: 1. presentación 2. reciclaje	Técnica presentación (ver listado)	Práctica de la palabra - Tipo de actividad
1 in (temp.)	1	✓ / se repitió más tarde	✓	2	pregunta con qué se usa	recuperar tipo de palabra que forma la frase adverbial
2 on (temp.)	1	✓	✓	2	activ., pregunta con qué se usa	" " " "
4 nephew / 5 niece	1	✓	✓	2	activ., intenta que alumnos recuperen la palabra que corresponde	reconocimiento
6 on (conectado)	1	✓	✓	2	act. docente ejemplifica; the computer is on, the lights are on	—
7 look at 8 for	1	✓	✓	2	act. docente ejemplifica	—
9 talk to sb	1	✓	✓	2	ad. docente ejemplifica	—
10 bright	2	✓	más o menos	1	prof. responde preg. de alumno	—
11 granny	2	✓	✓	1	Da "sinónimo" My granny is my grandmother	—

Incidental /  
deliberate

Observ.  
 La diferencia en la frase adverbial es relevante  
 Problema ese. nephew → nephew o abuelo/a → niece

Alumno: cómo se dice que la abuela es luminosa  
 alumno: qué significa ...

Words presented or recycled (N=248)

**all words (248)**

Parameter		Value
Mean		13.78
SD		6.52
SEM		1.54
N		18
90% CI		11.10 to 16.45
95% CI		10.53 to 17.02
99% CI		9.32 to 18.23
Minimum		4
Median		13
Maximum		32

**Total words presented (109)**

Parameter		Value
Mean		6.06
SD		5.51
SEM		1.30
N		18
90% CI		3.79 to 8.32
95% CI		3.31 to 8.80
99% CI		2.29 to 9.82
Minimum		0
Median		4
Maximum		23

**Total words recycled (139)**

Parameter		Value
Mean		7.72
SD		6.03
SEM		1.42
N		18
90% CI		5.25 to 10.19
95% CI		4.72 to 10.72
99% CI		3.60 to 11.84
Minimum		0
Median		6.5
Maximum		24

# Incidental vs. deliberate teaching

- . (to be completed)

# To end this presentation ...

- Unity in diversity
- an empirical basis to contribute to a better understanding of the processes of foreign language vocabulary teaching and learning
- significant impact on classroom practices (pre and in-service teacher education, postgraduate courses, presentation and publication of results)
- materials development: authors, publishers, curriculum development

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