

Vocabulary in R94 and LK06

Has the vocabulary competence aim in LK06 led to increased focus on vocabulary in English textbooks? Are there changes as to vocabulary categories used in LK06 compared to R94?

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UNIVERSITETET I OSLO

Autumn 2009

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Abstract

The aim of this thesis is to examine English R94 and LK06 textbooks in order to find out whether there are any changes as to the number of vocabulary tasks in the newer textbooks compared to the ones of R94, as a result of what I perceive as an increased focus on vocabulary in the LK06 syllabus. I intend to find out if and to what extent the LK06 competence aim referring to vocabulary in this syllabus has been implemented in the LK06 textbooks. I also intend to examine what type of vocabulary tasks there are in these books, to establish whether there are any changes in the LK06 textbooks compared to the R94 textbooks.

In order to investigate this I have examined two English syllabi: *Curriculum for Upper Secondary Education – English – Common general subject for all areas of study* (R94) and the *English subject curriculum Vg1/Vg2* (LK06), two written examinations (one from each of the two syllabi), and eight textbooks; four R94 textbooks and four LK06 textbooks.

My findings reveal that the number of vocabulary tasks has not increased in the LK06 textbooks compared to R94, and that they have in fact decreased. As regards the types of vocabulary tasks, my main findings are that *translation* tasks have decreased by 14% and *word meaning* by 10% in the LK06 textbooks, and that there are only minor changes when it comes to the other four vocabulary categories.

In my discussion I try to explain my findings, based on theory on vocabulary learning and teaching.

In the conclusion I try to point to implications for further research, and to possible studies that I would have liked to undertake as a result of my findings, in order to try to increase my knowledge of how to teach and focus on vocabulary in the classroom. I also suggest some ideas on how this could be done.

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Sammendrag

Målet med denne oppgaven er å undersøke R94 og LK06 lærebøker i engelsk for å finne ut om det er endringer i antall vokabularoppgaver i nyere lærebøker sammenlignet med R94 lærebøker, som et resultat av at det er et sterkere fokus på vokabular i LK06, etter min oppfatning. Jeg ønsker å finne ut om og i hvilken grad kompetansemålet som omhandler vokabular i LK06 har blitt innført i lærebøkene av LK06. Jeg har også til hensikt å undersøke hva slags vokabularoppgaver som finnes i disse lærebøkene, for å finne ut om det er endringer i LK06 lærebøker sammenlignet med R94 lærebøker.

For å finne dette ut har jeg undersøkt to læreplaner i engelsk: *Læreplan for videregående opplæring – Engelsk – Felles allment fag for alle studieretninger (R94)* og *Læreplan i engelsk for Vg1/Vg2 (LK06)*, to skriftlige eksamener (en fra hver av de to læreplanene), og åtte lærebøker; fire fra R94 og fire fra LK06.

Mine funn viser at antallet vokabularoppgaver i lærebøkene av LK06 ikke har økt sammenlignet med R94 lærebøker, og at de faktisk har gått ned. Når det gjelder typer vokabularoppgaver så viser mine hovedfunn at oversettelsesoppgaver har gått ned med 14% og at "word meaning"-oppgaver har økt med 10% i lærebøkene fra LK06. Når det gjelder de fire andre typene av vokabularoppgaver er det bare små endringer.

I diskusjonsdelen prøver jeg å forklare mine funn med utgangspunkt i teori om hvordan vokabular læres og bør undervises.

I konklusjonen prøver jeg å peke på hva dette kan ha å si for videre forskning og til mulige studier som jeg kunne tenke meg å foreta som et resultat av mine funn, for å øke min kunnskap om hvordan man kan undervise og fokusere på vokabular i klasserommet. Jeg har også noen idéer om hvordan dette kan gjøres.

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1.0 Introduction

I have always been fascinated by words and expressions, and have a keen interest in learning foreign languages. In this context, I have been, both consciously and subconsciously, on the lookout for good ways to learn words. During my own schooldays, at elementary and secondary school, not much time in the classroom was spent on learning how to acquire words. The obvious and recommended thing was to study word lists and glossaries pertaining to texts in the textbooks, keep notebooks in which we had to write down new words from the same texts, use monolingual dictionaries, and study for vocabulary tests where we were given lists of isolated words to be translated into or from the target language. I cannot recall many occasions in which my teachers focused explicitly on the teaching of vocabulary in the classroom, as the idea seemed to be that the actual acquisition of the words was something we were expected to handle on our own. Subsequently, even if I was intrigued by words and their meanings, learning lists of words by heart and preparing for vocabulary tests were never a favourite activity. Perhaps the main reason I learned as much as I did was owing to my own interest and motivation, and my own techniques (or learning strategies as they would be referred to today).

Learning Arabic at an international institute in Cairo, Egypt, in the 80's— with mainly British and American teachers — I was introduced to a plethora of new teaching methods that truly made me enjoy being in a classroom. My eyes were opened to the joys of learning and acquiring vocabulary, which was taught and focused on by way of some very creative and dynamic teaching methods that made me aware of the fact that teaching and learning vocabulary can be done in a number of ways. Later on, and still in Cairo, I became interested in teaching myself and was admitted to a Cambridge University TEFL (Teaching English as a Foreign Language) course at a British language institute, where I learned other exciting ways to work with language and with vocabulary in particular. During my studies and also throughout my stay in Egypt, I realized in earnest that nothing can be achieved without words. After PPU in Norway I started working at an upper secondary school. One of the things I did in the classroom was to apply some of the things that I had enjoyed myself as a learner of Arabic and as a TEFL student, thinking that the things that I enjoyed and found useful could work with others too. I discovered that one of the things that the students in my classroom enjoyed was in fact working explicitly with vocabulary, and after many years in the classroom I still feel that such an explicit focus on vocabulary is a favourite with many students.

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Whether they learn more this way is a question that will not be examined in this thesis. My own experiences, combined with the fact that not much can be achieved without vocabulary, mean that to me vocabulary and learning vocabulary are the most fascinating aspects of language, so when I had to decide on a topic for this thesis I very quickly decided that it had to be on vocabulary.

Another reason for this focus is that vocabulary has assumed a prominent role in research and in the teaching and learning of languages during recent decades. According to Simensen (2000a), this is because vocabulary is regarded as essential in order to express and understand meaning. In my opinion, the following sums up very accurately how important vocabulary really is:

”The fact that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Simensen 2000a: 24).

My impression is also that vocabulary has gained a stronger position in *The Knowledge Promotion* than in previous syllabi that I am familiar with, e.g. R94. When I was introduced to the LK06 English subject curriculum for the first time, I noticed that vocabulary had been included as a competence aim, as opposed to R94 in which it was a main target “only” and not one of the specified learning objectives. This inclusion of vocabulary as a separate competence aim made me somewhat curious as to what the consequences would be for the subject of English, and if this would lead to increased focus on vocabulary in English textbooks and in the classroom. Although the R94 textbooks that I am familiar with have quite a number of tasks on vocabulary, my feeling was still that vocabulary was somehow left to its own devices.

1.1 Research statement and limitations

My hypothesis is that the explicit focus on vocabulary in English textbooks and in the Norwegian classrooms will increase with LK06. I do not know for certain whether my assumptions about either R94 or LK06 are correct, but my impression based on my knowledge of the two syllabi is that this may hold true. With this as my starting point, I would like to compare textbooks that belong to the two syllabi in order to establish if there are any changes as to the number of vocabulary tasks in the LK06 textbooks compared to R94, as a consequence of the increased focus on vocabulary. My goal is thus to find out if and to what

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extent the LK06 competence aim which refers specifically to vocabulary has been implemented in the new textbooks.

Furthermore, I intend to examine the vocabulary tasks in the R94 and LK06 textbooks, to establish what type of tasks they are and to what word knowledge category they belong. My purpose is to establish whether there are any changes in the LK06 textbooks as opposed to the R94 books in this respect.

The research statement of my thesis is as follows: Has the introduction of the vocabulary competence aim in LK06 led to increased focus on vocabulary in English textbooks and examinations? Which word knowledge categories do the vocabulary tasks in the textbooks belong to and are there any changes in the LK06 textbooks compared to those of R94 as to the type of categories used?

When starting out I first decided to limit my examinations of the textbooks to written vocabulary tasks, in order to focus explicitly on one factor. As I started examining the textbooks in detail I realized that such a limitation would be difficult to adhere to because it turned out that many tasks do not specify whether they are written or oral tasks, implying that I was left with a number of tasks that were not possible to categorise. I then decided to examine all the tasks related to vocabulary without such a limitation.

1.2 Key definitions

When referring to syllabi learning objectives in general in this thesis the terms *objectives*, *targets* and *aims* will be used interchangeably. As for the English terms used in R94, I had to turn to *Curriculum for Upper Secondary Education – Specialized Subjects in General and Business Studies – English* (VK1, VK2) to find the English term used there when I realized that the English version of R94 was no longer available on Utdanningsdirektoratet's website. The terms used in this syllabus are *objectives and main targets* (mål og hovedmomenter). I take it for granted that the same terms were used in both of the upper secondary English syllabi. I have used the term *main targets* (hovedmomenter) and *learning objectives* instead of *objectives* (mål) when referring to the aims in R94. As for LK06, the term *competence aims* (kompetansemål) is used in the English version of the syllabus, which is then obviously the term that I have used about LK06 as well. The textbooks examined do not refer specifically to

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aims and objectives, with the exception of *Passage* GK (R94) in which the term *aims* is used, and *Experience* (LK06) which uses *learning objectives*.

According to *Oxford Advanced Learner's Dictionary*, a *syllabus* is "a list of the topics, books, etc. that students should study in a particular subject at school or college". *Curriculum*, on the other hand, is defined as "the subjects that are included in a course or study taught in a school, college, etc.". It is, in my opinion, essential to distinguish between the two, since they in some contexts seem to be used interchangeably. In this thesis the term *syllabus* will be used for the subject English, and *curriculum* if I need to refer to LK06 as a whole.

I also need to specify how the word *task* will be used in the context of this thesis. According to *Oxford Advanced Learner's Dictionary*, a task is "an activity which is designed to help achieve a particular learning goal, especially in language teaching". In the textbooks that will be examined different terms are used, such as *exercises*, *activities* and *tasks*. Instead of using the term used in one book when describing or discussing that book, and the terms used in other books about those books, I will use the word *task* about all exercises, activities and tasks in all the textbooks that will be examined and discussed. Furthermore, in this thesis I will also define a task for my purposes as an activity that is set apart from other activities by a number and/or a title. The term *vocabulary task* will be used about all tasks that deal with vocabulary learning.

Next, the terms *language learning* and *language teaching* will be used somewhat interchangeably for the purpose of simplification, since the correct and complete term *language teaching and learning* is somewhat long and since it will be referred to and applied numerous times throughout this thesis.

1.3 Overview of the thesis

In the following chapter I will first define what a syllabus is and describe what it comprises. I will also include information about the different parties involved in the making of a syllabus, before I will set out to examine the R94 and LK06 syllabi and examinations. In chapter three I will give an outline of the theories of vocabulary teaching and learning, including information about the role of vocabulary. Then I will deal with current trends in the teaching and learning of vocabulary, and with different types of approaches used in order for vocabulary to be acquired, before I, in chapter four, give an outline of the methods used in this thesis. In

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chapter five, eight textbooks will be presented and compared and commented on in pairs. In chapter six my findings will be presented and analysed in the light of the theories on vocabulary learning outlined in chapter three. I will conclude with some final thoughts on the future of vocabulary teaching and learning, and with suggestions for further research.

2.0 Introduction

In this chapter I will examine two English syllabi: *Curriculum for Upper Secondary Education - English - Common general subject for all areas of study* (Læreplan for videregående opplæring - Engelsk - Felles allment fag for alle studieretninger) (hereafter referred to as R94) and *English subject curriculum* (Vg1- programmes for general studies and Vg2 - vocational education programmes) (Engelsk - Vg1 studieforberedende og Vg2 yrkesfaglige utdanningsprogram) (hereafter referred to as LK06). My purpose is to examine and compare them as regards learning objectives and competence aims. I will examine the role of vocabulary in the two syllabi in particular (as a background to my analysis of the textbooks in chapter five). I will also examine two written examinations, one R94 and one LK06, to consider the role of vocabulary. Before doing so, however, I will attempt to give a definition of what a syllabus is, and point to the different institutions and procedures involved in its making.

2.1 What is a syllabus and who makes it?

According to Breen (2001: 151), “any syllabus is a plan of what is to be achieved through teaching and learning”, and commonly comprises four elements: Aims, content, methodology (how teachers and students approach the content), and evaluation. The construction of a syllabus is usually based on the following four “main organising principles” (Breen 1987a: 83): The *knowledge* focused upon, the *capabilities* focused on, the *selected and subdivided content*, and the *sequence* of the selections and subdivisions.

There are different types of syllabi, each with its ideas on what knowledge and capabilities should be focused upon and prioritised, and on how this knowledge and these capabilities should be selected, subdivided and sequenced. To some extent, these plans reflect different periods and times in the history of teaching, because their different focuses and prioritisations are based on prevalent theories, research and classroom practice. The representations of these ideas and theories are referred to as *paradigms*, a paradigm being “that frame of reference which a community of specialists will share at a particular moment in history” (Breen 1987a: 83). Another definition given by Breen is this (1987a: 83): “A paradigm is both a particular unity of theory, research and practice and the prevailing manner in which a community of specialists construct theories, interpret research, and proceed with their work”. Paradigms

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change in what is referred to as *paradigm shifts*, and they do so when a new paradigm is either assimilated in the previous one, or is incorporated into a new one.

The intentions and aims of syllabi are in many respects the results of political decisions and intentions, based on the wish to improve what goes on in education (Sivesind & Bachmann; as cited in Nesje & Hopman 2002). However, a number of people and institutions are involved in the making and implementations of a syllabus, implying that it is a complicated process which involves discourse on different levels. There is a *political* discourse, which takes place among politicians in political parties and at the parliamentary level, and which is concerned with the role of education and its aims seen from the perspective of society and based on its needs. Then there is the *programmatic* level, which is where the production and shaping of the syllabus itself takes place, where the political directives are implemented, and where aids that support the use of the syllabus are organized and produced. These are teaching manuals, textbooks and teaching material, further education courses, and means of assessment. The third discourse concerns how the syllabus is used and received in the schools, among teachers, educators, etc., i.e. the *pedagogical* practice. It can be used and implemented both directly or/and indirectly at this level. Direct implementation means that the syllabus itself is used as a base for what goes on in the classroom, whereas indirect implementation is what goes on when it is implemented through teaching material, courses for teachers, and methodology (Sivesind & Bachmann; as cited in Nesje & Hopman 2002) (my translations).

My concern in this thesis is what goes on at the programmatic level. I will examine how two syllabi formulated at one level (Kirke-, utdannings- og forskningsdepartementet/ Kunnskapsdepartementet) are interpreted and carried out by another (here textbook authors), as regards vocabulary in particular. According to Sivesind & Bachmann (Nesje & Hopman 2002) the different levels involved in the making of a syllabus do not necessarily agree, meaning e.g. that textbook authors writing different course books may interpret the guidelines given in a syllabus differently, or that X may not necessarily do what Y wants her to do. Research has in fact showed that the correspondence between e.g. the programmatic and the pedagogical levels is highly uncertain (Sivesind & Bachmann; as cited in Nesje & Hopman 2002) (my translations).

2.2 The R94 syllabus: Curriculum for Upper Secondary Education – English - Common general subject for all areas of study

This syllabus applies to the English *foundation course* (grunnkurs) in *General and Business Studies* (Allmenne, økonomiske og administrative fag), and to the *advanced English course* (Videregående kurs 1) in vocational studies, which comprises 2 modules; Module 1 (grunnkurs) and Module 2 (videregående kurs 1). Teaching is 187 hours (1 hour = 45 minutes) over 1 year for students of *General and Business Studies* (5 hours a week), and 150 hours over 2 years for students in vocational studies such as *Arts, Crafts and Design Studies* (Formgivingsfag), *Hotel and Food-Processing Trades* (Hotell- og næringsmiddelfag), and *Health and Social Studies* (Helse- og sosialfag) (2 hours a week x 2 years), to name some. In dealing with the syllabus I will first examine all the main targets, and then the learning objectives in chapter 2.

2.2.1 The syllabus: Main targets (chapter 2)

The *knowledge* focused upon in the main targets in R94 is linguistic and sociolinguistic knowledge, civilization, digital aids and other aids, and “holdningsmål” and “opplevelsesmål”, or “affective objectives” (my translation). The *capabilities* focused on are the four skills and communicative competence. As for *selection and subdivision*, vocabulary, phonology and grammar are the elements of linguistic knowledge included in the main targets, expressed in the following three descriptors: “The learner has to develop a varied general vocabulary and a specialised vocabulary related to his/her line of study”, he/she “has to learn to express him/herself with a clear and good pronunciation and have sufficient knowledge of English phonology and rules of pronunciation to be able to achieve this”, and he/she “should also have sufficient knowledge of the language as a system so as to be able to understand grammatical explanations and to correct errors, and be able to use various types of aids, such as grammars” (my translations).

As for sociolinguistics, or how social conditions influence language, the main targets cover elements such as to be confident of social and cultural behavioural patterns in societies where English is used (main target no. 2), the willingness and the social skills to communicate in different situations, and to deal with people from different cultures (main target no. 2). Cultural knowledge implies becoming familiar with social and cultural conditions. As for formal and informal situations and language, a main target is to learn English that can be used

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in both formal and informal settings and situations, to achieve textual coherence, and to use digital aids and other aids. This implies the ability to make use of different learning aids such as dictionaries, books on grammar, encyclopaedia, and available information technology. "Affective objectives" imply that the learner is willing to communicate in different situations and that he/she makes an active effort to show his/her competences. Another target for the teaching and learning of English is to create interest in the subject. Finally, the main targets give no indications as to how the knowledge, the capabilities, etc. should be *sequenced* (my translations).

2.2.2 The syllabus: Learning objectives 1-6 (chapter 2)

When R94 was in use I tended to regard these six learning objectives and their subdivisions as the real aims. When dealing with and referring to the syllabus in discussions, planning and also when writing our term plans, both my colleagues and I would concentrate on learning objectives 1-6, giving the main targets in chapter 2 a supporting role only.

Looking at these learning objectives more closely, I have found that they focus upon and prioritise the following *knowledge*: Civilization, literature, knowledge about different types of genres and texts, knowledge about what informal and formal language and situations are, and vocational topics. Furthermore, they focus upon and prioritise the following *capabilities*: The four skills (listening, reading, speaking, and writing), and communicative competence.

Regarding *selection and subdivision* of content, this is included: Knowledge about "the English-speaking world" (point 5a), "English as an international language" (point 5b), American and British history, geography, social conditions, traditions and values, education and work, trade and industries, and the environment (points 5a, 5b). Knowledge about "central aspects of Norwegian culture" is also included (3d). As for literature, the students have to read a minimum of two short stories or an excerpt from a play (5a), and a literary work (5b). When it comes to knowledge of genres and different types of texts, the learner has to be able to understand "technical- and professional types of texts, such as articles, manuals and instructions" (2b). He/she has to be able "to understand the distinctive features of a given text" (2e), "give a coherent presentation of different experiences" (3c), "express and explain personal attitudes and opinions" (3b), "make conversation and discuss" (3b), "take notes" (4a), "give summaries of the main content in written texts and lectures" (4a), and "write different types of texts, such as stories, formal letters, applications, reports and essays" (4c).

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Knowledge of what formal and informal situations and language are includes colloquial speech (1a), and “different types of informal and formal language” (1). When it comes to the vocational subjects, the student should be able to use and understand English in “situations that are relevant to the line of study” (learning objective 6), and in “specialized topics” (6b). With regard to the four skills, and listening in particular, the learner is to be able “to understand different types of informal and formal spoken language” (1), “colloquial speech about general topics” (1a), “the main points/ideas in a longer presentation in which technical- and professional terms are used” (1b), “oral instructions” (1c), and “the speaker’s attitudes and intentions” (1e). He/she should also be able “to gather relevant information from an oral source” (1d) (my translations).

For reading the learner “should develop good skills in understanding different types of English texts, depending on their structure and the purpose of the reading” (2). He/she should be able “to understand written texts on general topics”, (2a), “the main ideas in technical and professional texts that are typical for the line of study”, e.g. articles, instructions and manuals (2b), “important technical texts in detail” (2c), and “the message and the distinctive features of the text” (2e). Finally, he/she has “to be able to find relevant information in a text according to its purpose” (2d). When it comes to speaking (3), the student has “to work on achieving good skills in oral communication in different situations, and be able to adapt his/her language to the situation”. He/she must “master common types of communication, such as conversations relating to social- and working life” (3a), he/she must “be able to express and explain his/her attitudes and opinions in talks and discussions” (3b), and “give a coherent spoken presentation of a topic” (3c). When it comes to writing (4), the student has to “achieve good skills in written communication”, be able to “take notes from spoken or written sources” (4a), “give the main points in written texts and lectures” (4a), “express his/her opinions and attitudes in writing” (4b), and “write different types of texts such as stories, formal letters, applications, reports and essays” (4c) (my translations).

The following learning objectives do not specify skill, but are expressed this way: The student has to be able to *give a summary of* and *discuss* the contents of a literary work (5b), *give a summary of* and *discuss* the contents of a minimum of two short stories or an excerpt of a play; *read or seen* (5a). He/she should also be able to *understand and use* English about specific and interdisciplinary topics (6a), and about specialised topics (6b) (my translations).

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The ultimate objective is communicative competence. Last, the learning objectives 1-6 do not *sequence* what is to be learned.

In the next section I will present my findings as to the explicit role of vocabulary in the R94 syllabus.

2.2.3 The role of vocabulary in the R94 syllabus

The following is what is said explicitly about vocabulary in the main targets, the learning objectives and in other sections of the syllabus:

- “Through working with the subject the learner should develop a varied general *vocabulary* and a *specialised vocabulary* related to his/her line of study” (the main targets in chapter 2).
- “The learning objective is that the student should achieve a high level of communicative competence. Ultimate communicative competence in English involves understanding authentic communication and ability to use correct and *idiomatic* English” (chapter 3, section 3.4).
- “What is to be assessed in the overall achievement (standpunkt) is to what extent the pupil is able to use correct grammar, *vocabulary*, and pronunciation” (chapter 3, section 3.4) (my translations).

There are no clear references to vocabulary in learning objectives 1-6, except for one brief reference in learning objective 1b: “The student should be able to understand the main content in a lengthy presentation, also when *technical terms* from his/her line of study are used”.

Next, I would like to take a look at the role of vocabulary in an R94 written examination, to decide how the makers of the examination have interpreted the main targets and learning objectives in the syllabus itself.

2.2.4 Vocabulary in an R94 English examination

In the following I will examine the written examination, "Eksamen - Engelsk - VG 1200 - Elever og privatister - 4. juni 1999 - Felles allment fag - Grunnkurs 5 timer - Alle studieretninger". I will look at the exam itself, the information sheet and the sheet on assessment enclosed in the exam, and "Vurderingsrettledning i engelsk skriftleg i vidaregåande skole" (Eksamenssekretariatet 1999), including "Vurderingskriterium". The two latter, and the information sheet and the sheet on assessment, will be studied so as to establish whether there are references to vocabulary, and if so, what they say about how vocabulary is to be evaluated. I have looked at one examination only, since the analysis of examinations is not my main aim in this thesis, and since examinations from the same syllabus in general tend to follow more or less the same pattern from year to year.

This written examination comprises 3 main sections, of which the candidates have to answer all. Task 1 (titled "Oppgave 1" in the exam) comprises one task, task 2 ("Oppgave 2") has three tasks, and in task 3 ("Oppgave 3") there is one task. All in all, there are five tasks to be completed.

In task 1 the students have to read an advertisement from a magazine, and then write an application. In task 2 there is a letter providing information about what has to be done next in order to qualify for the job to be applied for in task 1. The letter tells the students that to qualify they have to show that they "are able to read and understand an English text". Subsequently, they have to read an excerpt from a book by George Orwell (Enclosure A) and answer three questions related to the excerpt. In task 3 the students have to show that they are "able to write an English text" based on twelve pictures (Enclosure B) that show "various aspects of life in the UK". They are to choose one or two of the pictures and write either an article, a story, or a "promotional or informative text for a brochure".

There are no references to vocabulary in any of the examination tasks, or in the additional information sheets enclosed, and none of the tasks test vocabulary explicitly. The following, however, is said about vocabulary in "Vurderingsrettledning...", which are actually descriptors from the syllabus itself (point 3.4) and included in section 2.2.3 above:

- "The learning objective is that the student should achieve a high level of communicative competence. Ultimate communicative competence in English involves

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understanding authentic communication and the ability to use correct and *idiomatic* English”.

- “What is to be assessed in the overall achievement (standpunkt) is to what extent the pupil is able to use correct grammar, *vocabulary*, and pronunciation”.

The evaluation criteria (“Vurderingskriterium”) comprise three columns (contents, structure, language) and four levels of competences (grades 0+1, 2, 3+4, and 5+6). The following descriptors are the ones dealing with vocabulary in particular:

- “Varied and precise *vocabulary*” (grades 5+6)
- “Lack of variation in *vocabulary*” (grades 3+4)
- “Poor *vocabulary*, Norwenglish” (grades 1+2)
- “Very poor *vocabulary*, much Norwenglish” (grade 0) (my translations)

It is not within the scope of my thesis to focus explicitly on the “washback effect”, but as I am examining and analysing syllabi and examinations in this chapter, it would be interesting to have a look at possible washback effects of the examination analysed above, since the extent of the washback effect is believed to be higher with high-stake tests (Ellingsund & Hellekjær 2009), such as examinations. The “washback effect” can be described as the “the influence that writers on language testing, syllabus design, and language teaching believe a test will have on the teaching that precedes it” (Ellingsund & Hellekjær 2009: 20). Since I do not intend to undertake any study in this context, I will simply give my own opinions and experiences as to whether this examination in particular would have a “washback effect” on what goes on in the classroom, i.e. the teaching practice that takes place after teachers have seen and become familiar with this particular exam. Analysing this exam, my immediate reaction as to “washback” is that I would not rush back to the classroom and concentrate intensely on vocabulary in order to prepare the students for the up-coming exam, since there is no mention of vocabulary at all in the tasks themselves. However, I would definitely review how to write applications and formal letters, and I would spend some time wondering whether to focus on the USA in detail before the next exam or not, since the focus in this exam is the UK. Other than that, I would probably keep on as usual in my classroom, concentrating on the syllabus learning objectives.

2.2.5 Summary – R94

To sum up, the main targets and learning objectives in R94 are linguistic and sociolinguistic knowledge, the four skills, communicative competence and functions. When it comes to vocabulary in the syllabus itself, there is one descriptor in the main targets in chapter 2, some information in chapter 3, and a brief reference in the learning objectives. In the case of the written examination, vocabulary is referred to in “Vurderingsrettledning...” and in “Vurderingskriterium”, but not in the examination itself.

2.3 The LK06 syllabus: English subject curriculum

In this section I will examine the *English subject curriculum*. This subject is a so-called “common core subject in primary and secondary education” (gjennomgående fag), meaning that the syllabus applies to both primary and lower secondary school, and to upper secondary school. The subject has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary school, and after the first year in the *Programmes for general studies* (Vg1) (studieforberedende utdanningsprogram) or after the second year of *Vocational education programmes* (Vg2) (yrkesfaglige utdanningsprogram). In this thesis I will examine the Vg1/Vg2 competence aims.

Teaching hours per year on Vg1 (general studies) are 140, on Vg1 (vocational education) 84, and on Vg2 (vocational education) 56. One teaching hour equals 60 minutes, but it is up to each individual school to decide how the hours are to be used. In many schools, the 140 hours on the general studies course are divided into 5 lessons (each lesson is 45 minutes) a week, which equals 3,7 teaching hours a week for 38 weeks. But it is also possible to distribute the teaching hours differently, e.g. 5 teaching hours over 28 weeks, 10 teaching hours over 14 weeks, etc.

In dealing with this syllabus, I will first look at all the competence aims to decide what knowledge and capabilities are focused on.

2.3.1 The syllabus: Competence aims (Vg1/Vg2)

LK06 focuses upon and prioritises *knowledge* about the following: Linguistics, civilization, international news and current events, literature, history of language, work methods and strategies for learning, technical and mathematical information, independent use of digital and

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other aids, film analysis, literary analysis, knowledge about genres and different types of texts, knowledge of formal and informal language and situations, textual coherence, self-evaluation, and multilingualism.

The *capabilities* focused on and prioritised are the four skills (listening, speaking, reading and writing), and communicative competence. LK06 *selects and subdivides* its content into vocabulary and grammar, and into knowledge about similarities and differences between English and other foreign languages (linguistic knowledge). Regarding civilization, focus is on social conditions and values in different cultures in various English-speaking countries, including knowledge about indigenous peoples. International news and current events are other topics. As for literature, focus is on literary texts from various regions of the world and from different periods from the 1500s up to the present, on literature by and about indigenous peoples, and on literary texts from the genres poetry, short story, novel and drama. In addition, some knowledge of the history of language is required, such as knowledge of the “main characteristics of the development of English from an Anglo-Saxon language to an international world language”.

Other topics include work methods and learning strategies. Learners have to and should be able to exploit and assess various situations, work methods and strategies for learning English, discuss similarities and differences between English and other foreign languages, and to use this knowledge when learning English. They should also be able to select appropriate listening, speaking, reading and writing strategies “adapted to the purpose, situation and genre”, use “a wide selection of aids”, and describe and assess his/her own work in learning English. Information about technical and mathematical information is also included, as is “an interdisciplinary topic for in-depth studies within the student’s own programme area”, and the ability to “select and use content from different sources independently, critically and responsibly”. Yet other selections include film and literary analysis, knowledge of different types of texts and genres, the ability to produce compound texts using digital media, and knowledge of formal and informal language and situations. The students should also be able to express himself/herself in writing and orally “with subtleness, proper register, fluency, precision and coherence”, and be able to select appropriate listening, speaking, reading and writing strategies adapted to the purpose, situation and genre. The student should also know how to express himself/herself in writing and orally with “subtleness, proper register, fluency, precision and coherence”, “to take initiatives to start, finish and keep a conversation going”,

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and to “write texts with good structure and coherence”. Other selections include the ability to use a wide selection of digital and other aids independently, including monolingual dictionaries, the ability to prepare and discuss his/her own oral or written texts inspired by literature and art, and self-evaluation. Finally, the student “should be able to discuss similarities and differences between English and other foreign languages and use this knowledge when learning English”. As for the four skills, and listening in particular, the learner has to be able to extract essential information from spoken texts, understand extended oral presentations (on different literary, interdisciplinary and social topics), and choose listening strategies adapted to the purpose.

As for the skill of speaking the student has to take initiatives to start, finish and keep a conversation going, express himself/herself orally “with subtleness, proper register, fluency, precision and coherence”, and select appropriate speaking strategies. He/she should also be able to prepare his or her own oral texts. Regarding reading, the ability to extract essential information from written texts is a competence aim, as is the ability to understand extended written texts on different personal, literary, interdisciplinary and social topics. The ability to read formal and informal texts in various genres and with different purposes, and select appropriate reading strategies, are other competence aims.

When it comes to writing, the student should know how to “write formal and informal texts with good structure and coherence”, “use the forms and structures of the language in spoken and written presentations”, “express himself/herself in writing with subtleness, proper register, fluency, precision and coherence”, “prepare his or her own written texts inspired by literature and art”, and “produce compound texts using digital media”. The following competence aims do not specify a particular skill, only that the student has to be able “to use technical and mathematical information in communication”, “*present* an interdisciplinary topic for in-depth studies”, “*present and discuss* international news and current events”, “*explain* the main characteristics of the development of English from an Anglo-Saxon language to an international world language”, and “*analyse and discuss* a film and a representative selection of literary texts”. In addition, the student should be able to *discuss* “social conditions and values in various cultures in a number of English-speaking countries”, “a representative selection of literary texts”, “literature by and about indigenous peoples”, and “the author’s attitudes and point of view”. LK06, as R94, does not *sequence* what is to be learned.

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Next, I will point to what the syllabus says about vocabulary in particular.

2.3.2 The role of vocabulary in the LK06 syllabus (Vg1/Vg2)

The following is what is said explicitly about vocabulary in the competence aims and in other parts of the syllabus:

- “The aims are that the pupil shall be able to master a wide *vocabulary*” (in the section titled “Communication”).
- “To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language. Thus we need to develop our *vocabulary* and our skills in using the systems of the English language” (in “The objectives of the subject”).
- “Good communication requires knowledge and skills in using *vocabulary* and *idiomatic structures...*” (in the section titled “Main subject areas”).
- “Having skills in mathematics in English means being able to supplement mathematical competence in one’s native language with the necessary *terms* in English” (in “Basic skills”).

Below, I will examine an LK06 examination, to inquire into how vocabulary has been handled.

2.3.3 Vocabulary in an LK06 English examination

In the following, I will look at the written exam in English Vg1 of May 2008, which comprises a preparation part, “Førebuing/Forberedelse – 28.05.2008 - ENG1002/ENG1003 Engelsk – Elever/privatister”, and the exam itself, “Eksamen – 29.05.2008 - ENG1002/ENG1003 Engelsk – Elever/Privatister”. I will also examine the information sheets enclosed in the preparation task and in the exam, in addition to “Sensorveiledning 29.05.2008” and “Vurderingsveiledning 2008”.

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The preparation task is given one day prior to the exam itself, and is related to task 3 (“Oppgave 3”) in the exam. In the preparation period, during which all aids including the Internet may be used, the student is supposed to find information that he/she is to bring to the examination. In the information sheet enclosed in the preparation task this information is provided: “During the preparations you are given one or more topics to prepare. The aim is that you should gain insight and the vocabulary needed to answer one of the tasks in the examination” (my translation).

The examination itself comprises a total of ten tasks, of which the candidate has to answer six. In task 1 (“Oppgave 1”), there are four tasks (a, b, c, d) to be answered by all the candidates. In task 2 (“Oppgave 2”) the students can choose between two tasks (a, b), and in task 3 they have to choose either Task A, Task B, Task C or Task D, and write a text or an article.

In the exam itself there are four tasks that deal explicitly with vocabulary. In task 1a the candidate has to choose the correct alternative among underlined words in sentences such as “I felt like sending her into a lion’s cave/lair/hole/den every day”, and “I still think common/primary/usual/ordinary school is the best option for...”. Task 1c comprises a text followed by a list of six sentences. The students are asked to “find the expressions in the text” that mean the same as the six sentences on the list. Examples of sentences to be matched are: “James’s school friends were not a good influence on him” (sentence 3) and “James had got into a bad crowd” (text), and “Samantha now learns a lot better” (sentence 4) and “Her learning has improved enormously” (text). This is a task in which the learner is to show that he/she is able to distinguish between different types of register of language, which is clearly a vocabulary task. According to the information sheet enclosed in the exam and in “Sensorveiledning”, task 1 will test the student’s competences in “spelling, grammar, vocabulary, textual understanding, and the ability to understand the language, and differences between formal and informal language” (my translations).

In task 2b the students are to read a text comprising four paragraphs, of which one is written in another style than the others. The task is as follows: “Explain which paragraph it is, and describe three different ways in which the language and tone in this paragraph differ from the others. Remember to use the correct terminology”. The competence aims tested here are the candidates’ ability “to use relevant and precise terminology to describe the forms and structures of English”. An interesting point here is that the competence aims under the

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“Language learning” section in the syllabus do not specify whether the terminology applied should be in English or in Norwegian. Some may claim that it goes without saying that this should be done in English. Others, including myself, will claim that this is not obvious since many Norwegian students are not even familiar with grammatical terminology in Norwegian. That this should be done in English only becomes evident in the exam itself, and in “Sensorveiledning” which stresses the need for the candidates to be able to write about style, vocabulary, etc. using terms such as *contracted forms*, *direct speech*, and *informal language*, etc. (my translations). 2b is obviously a task which involves knowledge of grammar, grammatical terminology and style, but there is also an element of vocabulary in this task since the terms used should be in English. According to the information sheet enclosed in the exam, a good answer in task 2b will reveal “that you can use your competences in language and style to rewrite a text from one style to another, explaining the differences by using the correct *terminology*”. In 3d there is also an element of vocabulary. The candidate is to write an article about a multi-cultural society in which one sub-task is as follows: “You may wish to include a brief explanation of the *term* multi-cultural”.

The evaluation criteria in “Generell vurderingsveiledning for skriftlig engelsk, Vg1 Studieforberevende utdanningsprogram/Vg2 Yrkesforberedende utdanningsprogram” (enclosed in “Vurderingsveiledning 2008”) comprise three columns – *språklæring* (language learning), *skriftlig kommunikasjon* (written communication) and *kultur, samfunn og litteratur* (culture, society and literature) - and four levels of competences (1, 2, 3+4, and 5+6). These columns and rows contain descriptors as to what is required in order to achieve the different grades. The following descriptors contain references to vocabulary:

Språklæring (language learning):

- “The student is able to use and explain the *terminology*, sentences, texts and genres of the language in a precise and detailed manner” (grades 5+6).
- “The student is able to use and explain the *terminology*, sentences, texts and genres of the language in a relatively good manner” (grades 3+4).
- “The student is able to use and explain the *terminology*, sentences, texts and genres of the language to some extent” (grade 2) (my translations).

Skriftlig kommunikasjon (written communication):

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- “The student has a very good ability to produce long and short texts in different genres, using precise and varied *vocabulary*” (grades 5+6).
- “The student has a relatively good ability to produce long and short texts in different genres, using precise and varied *vocabulary*” (grades 3+4).
- “The student has some ability to produce short and long texts in different genres, to some extent using precise and varied *vocabulary*” (grade 2) (my translations).

As for the “washback effect” of this particular examination, my immediate response is that it has “positive washback” (Ellingsund & Hellekjær 2009: 21), which is the goal of Norwegian educational authorities, and which takes place when the “tests or examinations actively draw upon and thereby support the syllabus” (Ellingsund & Hellekjær 2009: 21). If this had been the first English examination after the introduction of *The Knowledge Promotion*, I would have been taken by surprise, but since I was already familiar with the 2007 examination, I was prepared for the increased focus on the linguistic competences, made clear in the competence aims in LK06, but intensified in the examination itself, in my opinion. With the 2007 spring examination, which was the first one held after *The Knowledge Promotion* was introduced, some of my colleagues and I were actually taken aback by the linguistic demands as to ability to describe and analyse language, using English terminology. So there has definitely been a “washback effect” as far as I am concerned in this respect, since I have spent quite a lot of time in all my English classes, on all levels actually, focusing more on explicit teaching of grammatical terms and such in English.

2.3.4 Summary - LK06

The LK06 competence aims focus on linguistic and sociolinguistic knowledge, functions, communicative and meta-communicative knowledge, and the ability to carry out tasks. Vocabulary is a separate descriptor in the competence aims, and is also referred to in other sections of the syllabus. In the exam that I studied, four out of nine tasks were or comprised vocabulary tasks, and thus dealt explicitly with vocabulary. There are also references to vocabulary in “Sensorveiledning...” and in “Generell vurderingsveiledning...”.

2.4 Comparison R94/LK06

2.4.1 General similarities and differences

Both R94 and LK06 focus on linguistic knowledge, and on similarities and differences between English and other foreign languages. They also focus on civilization, literature, genres, formal/informal language and situations, etc., and on knowledge about digital and other aids. As for capabilities, both syllabi focus on the four skills; listening, speaking, reading, and writing, and on communicative competence.

Concerning the differences between the two syllabi, LK06 seems to have a wider selection of requirements as to content and knowledge. The following are topics found in LK06 that do not have equivalents in R94: Knowledge about international news and current events, main points in the history of language, work methods and strategies for learning, technical and mathematical information, film analysis, and self-evaluation. The students also have to “choose an interdisciplinary topic for in-depth studies within his or her own programme area and present this”. Regarding the selection and division of content and knowledge, and regarding civilization in particular, LK06 focuses upon the English-speaking world as a whole, with less focus on the USA and the UK, whereas the learning objectives in R94 focus upon the USA and the UK in particular, with some focus on the rest of the English-speaking world only.

2.4.2 Vocabulary similarities and differences

In my opinion, vocabulary seems to have a stronger position in LK06 than in R94. The descriptors and references to vocabulary are somehow clearer in the LK06 syllabus, due to it actually being one out of many competence aims. In the R94 syllabus, vocabulary as such is not included in the actual learning objectives themselves, but is referred to and included as a main target. As mentioned earlier, my experience is that teachers and educators tended to refer to and use learning objectives 1-6 more than the overall main targets, the reason being that we did not always know how to refer to and use the main targets. Not only were they physically separated from the learning objectives 1-6 in the same chapter, they were also not given reference numbers like the learning objectives. To some extent this meant that the main targets had a less obvious role. My impression is also that vocabulary has a stronger position in other parts and sections of LK06 than it does in the same parts and sections of R94. In R94 vocabulary is only mentioned again in the chapter on assessment, chapter 3, whereas it is

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included in all other sections of LK06. Obviously, my impressions are not based on hard evidence, since my material is too limited to draw any clear conclusions. However, it is a fact that the R94 examination only deals with vocabulary implicitly, whereas LK06 has clear and explicit references to it, which corroborate my impressions. Based on my material, vocabulary as such seems to have a stronger position in LK06 than in R94.

2.5 Chapter summary

In this chapter a syllabus is described as being a “plan of what is to be achieved through teaching and learning”. Its construction is based on four organising principles; knowledge, capabilities, selections and subdivisions, and sequencing. The different discourses involved in the making of a syllabus are the following three: The political, the programmatic and the pedagogical.

The two syllabi examined have many things in common as to knowledge and capabilities focused on, and also when it comes to selections and subdivisions. With regard to differences, the more striking factor is that LK06 seems to have a wider selection of requirements for content and knowledge than does R94. When it comes to what the focus is here, vocabulary, both syllabi have descriptors that refer to vocabulary. Regarding the written examinations that were studied, the R94 examination does not have explicit references to vocabulary in the tasks themselves, meaning that there are no tasks on vocabulary. Vocabulary is referred to and described in “Vurderingsrettledning...” and in “Vurderingskriterium”. In the LK06 examination, however, four out of nine tasks were or comprised vocabulary tasks, and thus dealt explicitly with vocabulary. There are also references to vocabulary in “Sensorveiledning...” and “Generell vurderingsveiledning...”. My conclusion is thus that both syllabi have aims that refer to vocabulary, but that LK06 does so in a clearer way, in my opinion, as there is a separate competence aim referring to vocabulary. When it comes to the written examinations, there is a clear difference between the two. There is no explicit mention of vocabulary in the R94 tasks, only in the evaluation criteria, whereas LK06 has a number of references to vocabulary in the tasks themselves, and in the evaluation criteria.

In the next chapter I will give an outline of different theories of vocabulary teaching and learning, both previous theories and current ones, and of types of approaches used in order to acquire vocabulary.

3.0 Introduction

In this chapter I present theories of vocabulary teaching and learning. First, I will try to define what vocabulary is and what it comprises, which is not necessarily an easy task. Then, I will turn to the history of vocabulary teaching up until LK06, as a background to the understanding of the role of vocabulary. Third, I will point to current trends in the teaching of vocabulary, before turning to different approaches to the teaching and learning of vocabulary.

3.1 What is vocabulary?

It is not easy to come up with one definition of what vocabulary is and what it comprises. Previously, in language classrooms, vocabulary was treated as consisting of single words, whereas recent and current teaching is based on the theory that vocabulary is so much more than single entities consisting of one word only (Schmitt 1997). According to this theory, vocabulary is also made up of so-called lexical chunks, which are strings of words with varying degrees of fixedness. A multiword unit is one example of a lexical chunk, and is typically described as a single lexeme with a single meaning (Schmitt 2000), such as *phrasal verbs* (put off, turn down, give away, turn up), *proverbs* (“don’t cry over spilt milk”, “a friend in need is a friend indeed”), and *compound words* (childproof, close-up, playing field), to give some examples.

Another aspect of vocabulary is that to “know a word” is a very complex process. According to Nation (Schmitt 2000: 5), there are no less than eight different kinds of word knowledge “that a person must master in order to know a word”. He or she must master the meaning or meanings of the word, its written and spoken form, its collocations, the grammatical behaviour, etc. Knowledge about the underlying forms and derivations of the words is also necessary (Schmitt 1997). In addition, knowledge of register is a must, i.e. “the stylistic variations that make each word more or less appropriate for certain language situations or language purposes” (Schmitt 2000: 31). Such variations include knowledge of whether the word is an old-fashioned or a contemporary word, of where and in which variety of the language the word is used (e.g. American English, Indian English, British English, Australian English), in which social class the word is used, or whether it is a word more appropriate to written than oral language, etc. (Schmitt 2000). Knowledge about the associations of a word and its frequency is also required. Therefore, detailed information about a word is needed before it can be fully mastered. One important aspect of vocabulary learning is that it is a

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skill that can never be fully mastered, as the learning of new words and expressions is a continuous and never-ending process (Hiebert & Kamil 2005).

Having defined to some extent what is meant by vocabulary, I would like to turn to the role of vocabulary in language teaching, starting with a look at the role of vocabulary throughout the history of language teaching.

3.2 The history of vocabulary teaching up until LK06

3.2.1 Grammar-translation

From the beginning of the 19th century, the main language teaching method in European schools was the *grammar-translation method* (Schmitt 2000). Centuries before, the teaching of Latin, with its focus on grammar and grammatical structures, had been the model for the teaching of modern languages. The emphasis in this method was on the explicit teaching of grammar rules, through extensive use of translation exercises (Simensen 1998). Lessons would typically focus on grammar and the analysis of language, with language usage not having a significant role. Context was not important, as the idea was to illustrate grammatical points in example sentences (Schmitt 2000). The study of grammar, and translation from L2 into L1 and the other way round, were therefore the two main activities in the classroom (Simensen 2000a). Furthermore, focus was on reading and writing material, whereas speaking had a minor role. This was also the case for vocabulary, as it was typically used in order to illustrate grammar rules. Thus, grammar and vocabulary were considered separate entities, with grammar playing the dominant role. Typically, vocabulary was to be learnt primarily from bilingual word lists, which the students to a large extent had to learn on their own. Thus, the teaching of vocabulary was direct and explicit (Schmitt 1997). The prevailing view of language was that it was “primarily a syntactic rule system into which words were fitted into available slots to make meaning” (Schmitt 1997: 105), and vocabulary was seen as individual words which could be used with a great deal of freedom, only constrained by grammatical considerations, while the main skills were reading and writing.

3.2.2 The direct method

With the *direct method* explicit grammar teaching came to play a less dominant role. Meaning was now related directly to the target language without the use of translations (Schmitt 2000), and listening and speaking became the primary skills. Emphasis was on exposure to oral

language, only later turning to the skills of writing and reading. The imitation of native speakers was considered important, and vocabulary was typically explained with pictures or through physical demonstrations. Students were to work with texts that dealt with topics that were familiar to them, and which comprised everyday words (Simensen 2000a). Only abstract words were taught by ways of translations in the traditional way. In general, there was little focus on content and vocabulary.

One problem with the *direct method* was that it was not always possible to meet the requirement of teachers being proficient in the target language (Schmitt 2000). Another problem was that it did not seem to take into consideration the differences between how the L1 and the L2 are acquired. The *direct method* copied L1 learning without taking into consideration the lack of exposure to the language that learners of L2 have compared to L1 learners, which paved the way for new ideas, and which leads us into the *Audiolingual Method* of the 1940s and 1950s.

3.2.3 Audiolingualism

As there was a need for fluent speakers of foreign languages among American soldiers during WWII, a program was developed, based on the ideas of linguists such as Leonard Bloomfield, Charles Fries, Edward Sapir, Charles Hockett, and others (Brown 2007), which emphasized listening and speaking skills, and which based its ideas on the behaviouristic idea of language learning being the result of habit formation (Schmitt 2000). In *audiolingualism*, emphasis was on the teaching of structural patterns by ways of imitating native speakers and repetition through drills in the classroom and in the language laboratory (Simensen 1998). Pronunciation became very important, as did memorization, and there was little focus on the analysis of the target language. As for vocabulary, it needed to be familiar and easy, and there was no explicit theory as to how words were to be learned. The reason was that “good language habits and exposure to the language itself would eventually lead to an increased vocabulary” (Schmitt 2000: 13). This teaching of structural patterns continued after the war.

Eventually, the idea that language was not only a result of habit formation, but that it was actually “governed by cognitive factors, particularly a set of abstract rules that were assumed to be innate” (Schmitt 2000: 14), started to gain ground from the late 1950s. Besides, it was held that language is more than grammatical and linguistic competence (Brown 2007), which leads us into the era of *communicative language teaching*.

3.2.4 Communicative language teaching

The communicative approach to language teaching started to gain ground in the 1970s. The term *communicative competence* was coined by sociolinguist Dell Hymes in 1972 and was defined as “that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown 2007: 218-219). The focus of *communicative language teaching* is thus wider than grammar and structural patterns, as it comprises components such as linguistic, sociolinguistic and pragmatic competences (Common European Framework of Reference for Languages 2004).

The linguistic competences include lexical, phonological, and syntactical knowledge and skills, and are concerned with language as a system. Sociolinguistic competences refer to the sociocultural conditions of language use, such as regard for conventions and norms governing relations between representatives of different cultures, whereas pragmatic competences are defined as the “study of language in its social, situational and functional context” (Simensen 1998: 73). This involves, among other things, a focus on the speakers’ intentions in different situations. Thus, one of the key aspects of communicative competence is the concept of functions, which are the purposes that we accomplish with language (Brown 2007). The idea is that different functions have subtle variations that have to be learned too, such as register, intonation and non-verbal signals which are essential factors for speakers in order for them to communicate successfully. Examples of functions may be stating, requesting, responding, greeting, parting, etc. (Brown 2007). The essential aspect of language is comprehension and meaning, implying that focus in the classroom is to be on methods that would enable students to interact in real communication through meaningful activities (Simensen 2000a). Grammatical structure may be included under various functional categories (Brown 2007). Grammar is also considered less important than vocabulary, as the wrong choice of word is considered a more disturbing factor in communication than incorrect grammar (Simensen 2000a).

As regards vocabulary, emphasis is on implicit and incidental learning (Schmitt 1997). Defining words or giving bilingual equivalents are to be avoided, instead the primary task in textbooks is to recognize clues in context, and thus to infer words from context. Still, there was little guidance on how to handle vocabulary, the assumption being that L2 vocabulary like L1 vocabulary would take care of itself (Schmitt 2000).

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Before I move on to deal with current trends in language teaching and current ideas on how to teach vocabulary, I need to take a brief look at one movement which has had a profound impact on the teaching of vocabulary.

3.2.5 The Vocabulary Control Movement

Systematic work on vocabulary began for real in the 20th century, with among other things the research undertaken by the *Vocabulary Control Movement* (Schmitt 2000). One of the systematic approaches of this movement concerned the efforts to systematize the selection of vocabulary. By limiting this selection it was held that the acquisition of vocabulary could be made easier. There were two different approaches, one of them attempted “to limit vocabulary to the minimum necessary for the clear statement of ideas” (Schmitt 2000: 15), which implied that selections of words were developed. *Basic English* was developed in the early 1930s and comprised a vocabulary of 850 words which were supposedly easy to learn and which “could express any meaning that could be communicated in regular English” (Schmitt 2000: 15). It turned out that this list of words did not seem easier to learn and use after all, since the limited number of words did in fact comprise a large amount of meaning senses, meaning that the learning load did not decrease. It has actually been estimated that the 850 words have 12,425 meaning senses (Schmitt 2000). *Basic English* was then abandoned and has subsequently had little impact on the teaching of vocabulary as such.

Another more successful approach involved the use of systematic criteria to select the most useful words for language learning. *A General Service List of English Words* (GSL) from 1953 has been very influential in this respect (Simensen 2000a), and a revised version is still in use as to this day. The two thousand words on this list were and are selected through a wide-ranging list of criteria, e.g. word frequency, universality, style, structural value, etc. (Schmitt 2000). Regarding frequency, the idea is that words could be addressed and focused on explicitly and directly according to how common they are, how often they appear, etc. Studies focusing on the statistical distribution of words in different categories of oral and written language have made it possible to rank words according to their frequency of occurrence in the English language, which again enables us to consider word frequency when choosing words to be focused on explicitly in vocabulary programs (Schmitt 2000). Another important idea stemming from *A General Service List* is the use of “adapted” texts in which low-frequency and more complex words are replaced by more frequent ones, implying that the number of new words in a text may be reduced, thus making it easier.

3.2.6 Summary

In this section, after defining to some extent what is meant by vocabulary, I have looked at the history of different teaching methods, like *the grammar-translation method*, *the direct method*, *audiolingualism*, and *communicative language teaching*. I have focused on the role of vocabulary within these methods, in particular, observing that the different approaches to how language should be taught have had somewhat distinctive views on the role of vocabulary. Still, the overall notion seems to have been that they have not really known what to do with vocabulary as such, and that it has enjoyed a secondary status.

I have also included some information on the *Vocabulary Control Movement*, due to the impact this movement has had on the efforts to systematize the selection of vocabulary. One of the approaches involved the attempt to limit vocabulary through the use of word lists, while another introduced the idea of word frequency. In the following, I will deal with current trends in the teaching of vocabulary.

3.3 Current trends in the teaching of foreign language vocabulary

Grammar used to have an exclusive role in research, but this is no longer the case (Schmitt 1997). In fact, at the beginning of the 21st century, vocabulary enjoys a more significant role, the reasons being that researchers have begun to completely and fully understand the key role of vocabulary in language teaching. The ability to express and comprehend meaning has become crucial in language instruction, and within this framework vocabulary plays a key role (Simensen 2000a) (my translation).

3.3.1 Background

Simensen (2000b) names four reasons for the current interest in vocabulary. One is that meaning has become a main concern in language teaching. Another reason is that vocabulary is considered a crucial and decisive factor when it comes to developing reading skills. The third reason is the research made possible by computer technology, which has provided us with new insight and knowledge about vocabulary and about the vocabulary of English in particular. Corpus studies and different corpora have given us information on word frequency, collocations, and about how vocabulary comprises single words and entities consisting of more than one word in particular. According to Schmitt (1997: 50), corpus studies have “made it possible to examine lexis in a more scientific and objective way”. Finally, the

research done within the field of psycholinguistics, which is concerned with how we understand, learn and forget words (Schmitt 1997), has influenced the way vocabulary is regarded and viewed. A key concept here is a speaker's "mental lexicon", which is believed to comprise a human network of interconnected links and associations (Simensen 2000b; Schmitt 2000) that is acquired incrementally and stored in our brains. According to association theory, it is believed that words that are encountered frequently in time will develop connections with other words already present in the mental lexicon (Schmitt 1997), and that associations and connections will be established, thus enhancing learning.

Another factor is that research in fact indicates that using implicit vocabulary instruction as the only way to learn vocabulary is not enough. The fact seems to be that both explicit and implicit learning are needed in order for students to acquire vocabulary. This will be dealt with in more detail in the following sections.

3.3.2 Moving away from inferring from context

Research has in fact revealed that contextual inferencing as the primary way of acquiring vocabulary has a number of problems. One is that it will take a long time to acquire all vocabulary in this manner (Simensen 2000b; Schmitt 1997). Another problem is that students may not guess the correct meanings of words (Simensen 2000b) and that the context can mislead them into making incorrect guesses as to the meaning of words (Hiebert & Kamil 2005). A study of adult learners of English as a second language by Hu and Nation (2005) indicates that the majority of these learners had difficulties comprehending a text when 5% or more of the text contained unfamiliar words. Haynes and Baker (as cited in Schmitt 1997) also showed that inadequate vocabulary knowledge may result in low comprehension. Furthermore, Hulstijn (as cited in Schmitt 1997) found that students differ as regards ability to infer from context. Finally, a number of studies have shown that inferring from context does not necessarily result in long-term retention (Schmitt 1997; Simensen 2000b). Parry showed in a study (as cited in Schmitt 1997) that one student being tested when reading in English was able to guess the correct meaning of words when reading through a text, but that he was not able to do so during a test at a later stage. Studies have also shown that contextual guessing may be helpful to students with higher proficiency in particular (Schmitt 1997), making it to some extent unsuitable for beginners.

3.3.3 Both explicit and implicit learning

As mentioned earlier, the two main processes of vocabulary acquisition are explicit and implicit learning. There has been a long debate on which of the two is more important. More and more research indicates that using implicit vocabulary instruction only is not as effective as assumed. The consensus now seems to be that both explicit and implicit methods are needed in combination (Schmitt 2000; Simensen 2000b; Schmitt 1997), and that focusing on one of them only is not enough. According to Nagy (as cited in Hiebert and Kamil 2005), both the teaching of individual words and the exposure to rich language have to be focused on in vocabulary instruction. Wesche and Paribakht (as cited in Schmitt 1997) showed in a study that students who read texts followed by vocabulary activities acquired more words than those who were doing the reading part only. Hunt and Beglar (2005: 5) argue that “the most efficient learning involves a carefully selected combination of both explicit and implicit instruction and learning”, and propose that explicit methods be used when “studying decontextualised lexis” (Hunt and Beglar 2005: 6), i.e. acquiring new vocabulary, consolidating previously met vocabulary, and elaborating vocabulary knowledge. Implicit methods should be applied in order to increase vocabulary size (through extensive reading) and to develop fluency (Hunt & Beglar 2005).

3.3.4 Explicit learning

Explicit learning focuses attention directly on what is to be learned. One very important concept related to explicit language learning is “the depth of processing hypothesis” from the field of psychology (Schmitt 2000: 121), a field closely linked to linguistics. According to this theory, “the more one engages with a word, the more likely the word will be remembered for later use” (Schmitt 2000: 121). One example of the method is *The Keyword Method* (Schmitt 2000), which is a vocabulary learning method that requires deep processing in the sense that learners have to associate the L2 word which is to be learnt with an L1 word which resembles the L2 word. The learner will then create a mental image of that word in his/her mind (Simensen 2000b). Strategies such as this, which involve a deeper engagement with words, are believed to lead to higher retention than more “shallow” activities. It is believed that students will learn better when they engage in deeper level types of activities such as manipulating words, describing them, and relating them to other words and to their own experiences (Schmitt 1997). According to Ellis (as cited in Schmitt 1997: 243), “really acquiring a word is facilitated by cognitive effort in an explicit learning process”. Research

on memory and productive vocabulary has also shown that receptive words are more likely to be forgotten than productive words (Schmitt 2000).

3.3.4.1 How should vocabulary be dealt with explicitly?

Based on our understanding of how words are acquired and remembered, Sökmen proposes some key principles as to how vocabulary could be handled explicitly. One of the principles is “to build a large sight vocabulary”, another “to integrate new words with old” (Schmitt 2000: 146). By integrating new words with old by e.g. grouping similar words together in some form, a network of associations is supposed to be created. Next, to “provide a number of encounters with a word” is essential in order to “know a word”, since it is impossible to know a word’s collocations, syntactic behaviour, derivations, word associations, frequency, register, underlying forms and semantic features in one encounter. According to research 5-16 encounters with a word are needed in order to learn that word (Schmitt 1997). Words then need to be met in a variety of activities and contexts in order for students to develop an accurate understanding of their meanings. A fourth principle is to “promote a deep level of processing” (Schmitt 1997: 242), implying that words that are encoded with elaboration are better retained. Additional principles are to “facilitate imaging”, to “make new words real by connecting them to the student’s world in some way”, to “use a variety of techniques”, and to “encourage independent learning strategies” (Schmitt 2000: 146-147).

3.3.4.2 Which aspects of vocabulary should be dealt with explicitly?

Ellis (as cited in Schmitt 2000: 123) claims that word meaning is one aspect of word knowledge that is suitable for explicit learning, because it is “amenable to conscious learning”. Focusing on high frequency words is also suited for explicit learning, as are first encounters with new words (Schmitt 1997; Schmitt 2000), leaving the deeper understanding of the words to incidental encounters and a lot of exposure. As the majority of words encountered are high frequency words, it is preferable to focus attention in the classroom on these words instead of on low-frequency words (Schmitt 1997). The learning of such words should not be left to chance, as they “open the door to further learning” (Schmitt 2000: 137), and they should thus be learned as early (in a course) as possible. Difficult and complex words (Schmitt 1997) are also suitable for explicit learning, as is focusing on the underlying meaning concept of a word, because many English words are polysemous (Schmitt 1997), and some of the meaning senses have a common, underlying trait. Another idea is to teach word

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families (derivations) instead of individual word forms, thus maximizing vocabulary learning (Schmitt 2000). When teaching vocabulary it may also be useful to have some idea of what makes a word easy or difficult to learn. There are two groups of factors believed to either facilitate or complicate vocabulary learning (Schmitt 2000), the first group comprising factors such as familiar phonemes, stress always on the same syllable, transparency of word parts, and inflexional regularity, to name a few. Factors that complicate vocabulary learning comprise the presence of foreign phonemes, variable stress, inflexional complexity, and unfamiliar letter combinations. Another aspect which could be focused on explicitly is to contrast key aspects of L1 and L2 vocabulary, as “learners typically use a form of equivalence hypothesis when they learn L2 words” (Schmitt 2000: 149), implying that they may believe that there is a one-to-one relationship between words and expressions in two languages. This focus can help learners towards an awareness of the similarities and differences between the native language and the target language. It also helps them to become more aware of the categories in the second language with no mother-tongue counterparts (Schmitt 2000). Finally, words that are related thematically to the content of a topic may be addressed explicitly (Hiebert & Kamil 2005). Explicit approaches can be led by the teacher in the classroom or through self-study.

To conclude the presentation of explicit learning, I would like to sum up some of its advantages and disadvantages. The obvious benefit is that direct focus on the words to be learned gives the greatest chance for acquisition (Schmitt 2000). As for disadvantages, explicit learning is time-consuming, and it would take too long to learn all words this way, if possible (Schmitt 2000). Besides, it is difficult to capture a word in one definition. Single encounters with a word in instruction or incidentally cannot lead to great depth of word knowledge (Schmitt 1997). Swanborn & de Glopper (as cited in Hiebert & Kamil 2005) show that the chances of learning the meaning of a given word after encountering it once in context are only around 15%.

3.3.5 Implicit learning

Implicit learning of vocabulary takes place when words are learned when they are not focused on, as when people use language for communicative purposes (Schmitt 2000). Incidental learning is actually the dominant means of learning vocabulary in L1, since the typical L1 learner acquires his/her native tongue in an L1 environment, and acquires language from

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exposure to huge amounts of written and spoken text in L1. According to current association theory exposure creates associations and connections as words that are encountered frequently will develop a rich set of connections with other words (Schmitt 1997). For the typical L2 learner on the other hand, research has made it quite clear that vocabulary cannot be picked up through explicit learning only, because there is not enough time to do so. There are not enough opportunities for exposure either. Thus, lack of exposure is the obvious problem for L2 learning, because lack of exposure implies lack of opportunities to meet new words and see how they behave, which also implies that learners will not make the necessary word associations and connections needed in order for the words to be retained.

3.3.5.1 The importance of implicit learning

According to Hiebert & Kamil (2005), indirect exposure contributes most of the vocabulary learning that occurs with students. When reading, for instance, L1 learners pick up a lot from written texts, and it is believed that people who read more know more vocabulary. Studies have been carried out in order to examine whether this is true for L2 learners as well.

According to some studies, reading has led to increases in the learners' vocabularies (Schmitt 2000). One of the studies that gives evidence to this fact was carried out by Sarangi, Nation and Meister (as cited in Schmitt 2000). Milton and Meara's studies show that "just using language can be a potent way to learn it, even without explicit focus on linguistic forms" (Schmitt 2000: 150). However, other studies indicate that students may acquire few words even if they are presented several times (Schmitt 1997). One way to make full advantage of reading as a means of acquiring vocabulary is to increase the amount of exposure. Research has shown that for reading to have an effect on vocabularies "numerous repeated exposures from a great deal of reading" are needed (Schmitt 2000: 151). It is not enough to read a bit now and then, as the chances of learning and retaining a word from limited exposure are rather small. According to some research, about 5-14% of words are remembered after one exposure only (Schmitt 2000). Another study shows that students need to encounter a word at least 12 times before they know it well enough to improve reading comprehension (Hiebert & Kamil 2005), implying that words need to be encountered multiple times. Since many words are only partially known they will be forgotten without this constant exposure. Another important point is that this exposure will have to take place over a long period of time (Hiebert & Kamil 2000). According to the so-called "book-flood" theory, extensive reading can provide exposure to the target language (Schmitt 2000). Nagy (as cited in Hiebert & Kamil 2005) believes that extensive reading is the best way for able readers to expand their

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vocabulary. Extensive reading may be used at all levels, except for the very elementary level, as readers need to have reached a certain level of vocabulary knowledge in order to be able to comprehend the text and make inferences. Hirsch and Nation (as cited in Hunt & Beglar 2005) claim that learners need to know 98% of the surrounding words in order to do so. Beginners with a limited vocabulary can read so-called graded readers. Written discourse offers better opportunities for meeting low-frequency words, as more frequent words are used in spoken discourse (Schmitt 2000) than in written. As written discourse uses a wider variety of language, one cannot learn a wide vocabulary from only spoken discourse. Low-frequency words often appear so rarely that it is better to spend limited teaching time on focusing on strategies that students need in order to be able to acquire these words on their own, than to focus explicitly on them.

3.3.5.2 Implicit learning and word knowledge

Yet another aspect of vocabulary acquisition best taken care of by incidental learning and a lot of exposure is the need for a number of encounters with a word, in order to acquire a deeper understanding of that word (Schmitt 2000). Thus, to learn a word's collocations is also one aspect that can only come from incidental meetings and a lot of exposure, as it is probably not possible to learn this through explicit introduction only. Numerous exposures in varied contexts are needed in order to master a word's collocations, meaning senses, and register constraints and frequency (Schmitt 2000). Exposure to a word in a variety of contexts is therefore extremely important in order to fully grasp the depth of the word's meanings.

What then should be left to implicit/incidental learning? A deep knowledge of a word's collocations can only come from a lot of exposure through incidental encounters with that word in context. Other things that are learned incidentally are orthography and phonology (Schmitt 2000).

3.3.6 Combining explicit and implicit learning

Explicit instruction may be used when first introducing words (Schmitt 2000), leaving the deeper understanding of the words to incidental encounters and a lot of exposure. Students can also learn less frequent words through a combination of extensive reading and explicit self-study. Studies by Stahl and Fairbanks (as cited in Schmitt 1997) into the effectiveness of vocabulary instruction methods also give evidence to the fact that teaching vocabulary

explicitly is useful in addition to natural learning from context. In addition, studies have shown that contextual guessing may be helpful to students with higher proficiency in particular, and also combined with explicit instruction (Schmitt 1997).

3.3.7 Learning strategies

Learning strategies can be described as lines of action undertaken by learners in order to enhance learning. Such actions may be that the students set objectives to work towards, that they evaluate their own results in the learning process in a systematic way, and that they have an awareness of what they may be able to achieve (Elstad & Turmo 2006). In fact, any thought or action that a person undertakes during learning and studying that can affect the acquisition and assimilation of new knowledge in such a way that it will be learned and stored for later usage can be described as a learning strategy (my translation). According to Brown (2007), there are three linked concepts that need to be considered when it comes to learning strategies; *autonomy*, *awareness* and *action*. Autonomy implies that the learner takes responsibility for his/her own learning, awareness that he/she is aware of their own process of learning, and action that they can “take appropriate action of a plethora of strategies that are available to them” when they are aware of their strengths and weaknesses as regards learning (Brown 2007: 130-131). This last point is crucial because the underlying idea in learning strategies is that the learner has to participate actively in his/her own learning (Elstad, Turmo 2006). The teacher also has to play an important role in the process, as the point is that both teacher and learner have a mutual responsibility for the learning process to be successful (my translation).

According to Elstad and Turmo (2006), strategies can be learned. Brown (2007) posits two types of strategy use: Strategies-based instruction (SBI), which includes training in the classroom and training by way of textbook material, and “autonomous self-help training”. Studies show that both of these, depending on context and learners, are effective. In this context learners need to be made aware of their styles and strategies, and one way of doing this is for learners to respond to a “self-check questionnaire” (Brown 2007: 143), in which they are to answer various questions which will help them towards an awareness of their own possibilities. However, teachers must aid students in how to apply strategies. Elstad and Turmo claim that schools have a responsibility when it comes to teaching students learning strategies (2006). Their view is that even if theories on learning do not offer simple solutions as to how this should be done, there are possibilities such as the following: Students may

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receive direct teaching about learning strategies, which could be anything from learning techniques for how to work with texts, to courses on how to and when to apply certain strategies, or/and teaching strategies could be integrated into the regular teaching. This means that teachers should teach both what students are to learn and how they can learn (my translation).

Elstad and Turmo (2006) also give examples of learning strategies. When a student asks for help and advice from a teacher, peers or from family members when encountering a problem, it is considered a strategy. Likewise, revising a text by reading through it several times, making a timeline for historical events when reading history, grouping words into word classes when learning vocabulary in a foreign language, asking oneself whether one really understands a text when reading and studying, and using analogies in order to understand are all learning strategies (my translation).

What is the purpose of learning strategies then? Research actually shows that students who achieve good results when it comes to the understanding of different subjects often use learning strategies (Elstad & Turmo 2006), and that successful students use a variety of such strategies. Studies have also provided solid documentation for the effect of systematic teaching on learning strategies. However, the challenges are that not much is yet known about how teaching best can be adapted to enhance strategic learning in different subjects (my translation). In the next section I will take a closer look at vocabulary learning strategies in particular.

3.3.8 Vocabulary learning strategies

The current trend in L2, to help students acquire vocabulary on their own, outside the classroom, is rooted in the fact that teachers are not able to teach all the words needed through explicit methods (Schmitt 1997). Hiebert and Kamil (2005: 9) argue that developing strategies is a priority based on the “number of words that students can encounter”.

There are a number of such strategies. Schmitt (2000) has organized a list of altogether fifty-eight different strategies. These include the following: Analysis of affixes and roots, checking for L1 cognate, guessing meaning from textual context, use of bilingual or monolingual dictionaries, asking teacher for L1 translation, asking classmates for meaning, interaction with native speakers, association of words with their coordinates, connecting words to a previous

personal experience, grouping words together to study them, keeping a vocabulary notebook, making word lists, putting English labels on physical objects, using English-language media like songs and movies, and testing oneself with word tests. Nation (as cited in Schmitt 2000) proposes the following three strategies that he finds useful: Guessing from context, learning word roots and affixes, and applying memory strategies. Brown (2005) lists strategies that can also be applied to vocabulary: Grouping, associating, using imagery, repeating, analysing expressions, translating, transferring, coining words, using mime and gesture, using synonyms, using linguistic clue, getting help, etc. Hiebert & Kamil (2005) propose that strategies for learning words, and words and their features, be talked about in the classroom. They also suggest methods such as semantic mapping, the keyword method, visualizing or drawing pictures, using images to trigger word associations, and to teach students about word parts.

As can be seen from the above, there is a plethora of different vocabulary strategies available. Below, I will look at one of these strategies in more detail.

3.3.8.1 The use of dictionaries

The use of bilingual and/or monolingual dictionaries is referred to as “a strategic choice” (Schmitt 1997: 283), because using a dictionary is a conscious choice made by the learner, and is thus one strategy he/she may choose when encountering unknown words when e.g. reading. One reason dictionary use is believed to be effective is because it involves “depth of processing” (Schmitt 1997: 295), which implies that the more you have to process information in different ways the better it is retained. During the heydays of the communicative era, the recommended dictionary was the monolingual, as the learner had to avoid defining words with bilingual equivalents. Now, Scholfield (as cited in Schmitt 1997: 280) gives reasons for the use of bilingual dictionaries since what is included there is “the collective vocabulary knowledge of advanced learners/bilinguals”, which is what learners are becoming and not native speakers. Monolingual dictionaries are often aimed at native speakers and may leave out information that is important to a language learner, because it is assumed that it is already known by the native speaker (Schmitt 1997). Bilingual dictionaries, on the other hand, are usually directed at learners of particular languages, and thus contain information about known errors, false friends, and contrastive problems for the pair of languages involved (Schmitt 1997). Furthermore, for beginners it is not natural to start out

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with monolingual dictionaries, since using a monolingual dictionary requires some threshold L2 competence (Schmitt 1997).

Learners have to be able to do a number of things in order to find the correct entry in a dictionary or the correct meaning sense of a word (Schmitt 2000). Thus, according to Schmitt, learners need to be taught how to use a dictionary, as we cannot take it for granted that they already know this or automatically know how to use it. Important knowledge includes knowing something about how a word is spelt or being able to guess the spelling (Schmitt 2000), knowing alphabetical order to be able to find the word, and deciding the proper word under which to look up the word. As regards polysemous words, the learner has to examine a number of meaning senses before choosing the right word and looking for phrases under the right word. Teachers may also teach grammar codes and terms in order to teach learners how to use dictionaries.

3.3.9 Summary

In this section I have looked at current trends in the teaching of vocabulary, observing that it has achieved a very central role, one reason being the realization that vocabulary plays a key role in order to convey meaning in communication. Other reasons for this interest in vocabulary are that it is a decisive factor for the development of reading skills, and that corpus studies have made it possible to examine vocabulary in more detail. Research within the field of psycholinguistics has also had a strong impact on the current interest. I have also dealt with advantages and disadvantages concerning explicit and implicit learning, and the fact that the belief now is that both types of learning are required and needed. Finally, I have examined learning strategies, with focus on different types of vocabulary learning strategies thought to be valuable tools in the development of learner independence. I looked at one such strategy in particular; the use of dictionaries. Below, I will examine different theories on and approaches to vocabulary teaching.

3.4 Approaches to the teaching of vocabulary

In this section I will look at different approaches to vocabulary teaching. Before doing so, I would like to point to the fact that even if there are many theories as to how vocabulary should be taught, research has “yet to come up with evidence and a rationale” for the best way to do so (Schmitt 1997: 239). One problem is that it is not possible to trace a word in the

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human brain to see its way through the different stages of word knowledge. Another problem is that the learning and acquisition of words depend on a number of factors, such as motivation, age, culture, learner L1, to name some, which make it difficult to propose ultimate methods for how to best administer the teaching of vocabulary (Schmitt 1997). Therefore, more research is needed before we can decide how effective the different methods and approaches to vocabulary instruction are.

In the following, I will look at approaches to the teaching of vocabulary that have been applied during the last two decades, and at the underlying theory behind these approaches, as a background to my study of what types of vocabulary task categories there are in the eight R94 and LK06 textbooks to be examined in chapter 5.

3.4.1 Word meaning

One theory of how vocabulary should be approached and how words are acquired, deals with the relationship between a word and the concept it represents, i.e. *word meaning* (Schmitt 2000). According to this theory, a word can have one single referent (Norway, Beatrice, Spanish), or it can represent a category of which *cat*, *love* and *uniform* are examples (Schmitt 2000: 23). According to Aitchison (Schmitt 2000: 24), most words do not have a single meaning sense only, but have “flexibility”, meaning that they have “some degree of fuzziness in their meaning”. One way of dealing with this fuzziness is for the mind to use a “best example of a concept” (Schmitt 2000: 25), which is referred to as *prototype theory*. This theory implies that people within one and the same culture may have a common idea of what the best examples of these concepts are. A best example of the word *cake* may be chocolate cake in some cultures, whereas in others it may be cheesecake or apple strudel. Other terms used to distinguish between words are *core meaning* and *encyclopaedic knowledge*, with the first referring to the common meaning of a concept or word shared by members of a society, and the latter referring to the type of knowledge that is specific to each individual person, due to personal experiences (Schmitt 2000).

According to Schmitt (2000: 22), “meaning is the most obvious kind of word knowledge”. At the same time the notion of word meaning is actually quite complex, since words do not operate in isolation. In order to “activate the full resources of word meaning”, context is needed (Schmitt 2000: 28). In a classroom, for instance, it is not enough for the teacher to explain the meaning of words, or to translate them. If the learners are to master polysemous

words and their “fuzzy meanings”, they have to be exposed to the words on several occasions and in various contexts (Schmitt 2000: 29). The study of meaning relationships and meaning in general is called semantics (Schmitt 2000). The implications for teaching are that words with one single referent may need one exemplification or definition only, because the meaning is fixed, whereas words with more than one meaning sense may require numerous encounters and examples (Schmitt 2000). *Word meaning* then is typically learned incrementally, implying that one needs to encounter a word in different contexts in order to master that word and know many aspects of word knowledge before one can choose the correct word in a given situation ¹.

3.4.2 Word associations

Another theory of how words are acquired and learned is based on research in the field of psycholinguistics (Simensen 2000a) (my translation), as mentioned in section 3.3.2 above. According to this theory, words are stored systematically in the human brain and are related to each other in a number of ways (Schmitt 2000), in some kind of underlying mental network of links and associations which is further developed as new words are encountered. The keyword here is “mental lexicon” (Simensen 2000a: 26). One method applied in psycholinguistics is therefore to give respondents a stimulus word, and then monitor the first responses that come to their minds upon hearing or seeing this stimulus word, the assumption being that automatic responses not well thought out will have the strongest connections with the stimulus word (Schmitt 2000). Research has shown that associations made by different respondents coincide with each other to a large extent (Simensen 2000a) and also that the lexicons of different native speakers are organized in similar networks (Schmitt 2000). The assumption then is that there is a relationship between a speaker’s proficiency in a language and the number of word association responses he/she is able to produce to given stimulus words (Schmitt 2000). More native-like association behaviour is thus linked to higher language proficiency, the implications hopefully being that non-native speakers may benefit from the same association thinking (Schmitt 2000). The problem with this theory, however, is that not much is known yet as to how this should be applied in the classroom, as it is difficult to say something decisive about how connections in the mind are made (Schmitt 1997), and due to the fact that there is still not much research in the field. Still, association theory has had an impact on how

¹ Example of *word meaning* task; see appendix, footnote 1

vocabulary is taught in the classroom ².

3.4.3 Multiword units

A third approach and theory, according to psycholinguistics, is that words are often acquired in lexical “chunks” or groups of words (Schmitt 1997: 124). A definition of a chunk is the following:

“A chunk is a unit of memory organisation, formed by bringing together a set of already formed chunks in memory and welding them together into a larger unit.

Chunking implies the ability to build up such structures recursively, thus leading to a hierarchical organisation of memory. Chunking appears to be a ubiquitous feature of human memory” (Newell 1990; as cited in Schmitt 1997: 124).

It is believed that the ability to use lexical chunks allows greater fluency in speech, because they already exist in the speakers’ minds. When native speakers of a language speak or write they do not need to construct these chunks anew, because these prefabricated patterns are already in their mental lexicons. It seems to be a fact that native speakers tend to use such lexical chunks to a very large extent (Schmitt 2000). The idea that vocabulary is made up of such lexical phrases is not new, but it is through corpus material that the “more expansive lexical patterning” has become visible (Schmitt 2000: 111).

Lexical chunks or lexical phrases are of different types, varying in degree of fixedness. So-called *multiword units* are fixed clusters of words that have one single meaning. Examples of such multiword units are *compounds*, which can be defined as lexemes made up of at least two other lexemes, examples being *full-blown*, *pick-and-mix*, *full moon*, *jet lag*, *paper clip*, *paperback*, and *wallflower*. Other examples of multiword units are *take on*, *take after*, *take down*, *sleep in*, *sleep off*, *break away* and *break down* (phrasal verbs), *ladies and gentlemen*, *back and forth* (fixed phrases), *make a name for oneself*, *be out of one’s power* (idioms), and *still waters run deep*, *honesty is the best policy*, *once bitten twice shy* (proverbs). Expressions like *by the way*, *if I were you*, *just a moment*, *please* (Simensen 2000a) are also examples of prefabricated patterns or lexical chunks ³.

² Example of *word association* task; see appendix, footnote 2

³ Example of *multiword unit* task; see appendix, footnote 3

3.4.4 Collocations

According to Schmitt (2000), the meaning of words can only be realized completely in context, which leads me to the concept of *collocation*. This term refers to the way two or more words occur together in patterns, which are not based on grammar rules but “on traditions of use by native speakers” (Schmitt & Schmitt 2005: 8). During the grammar-translation period words were used and translated in isolation, with little attention paid to context. The belief now is that words are not isolated units, but that there are regularities as to how they occur together with other words (Schmitt 2000). Examples of words that occur together are: *Tall girl, tall building, high wall, high point* (not *high girl, high building, tall wall, tall point*) (Schmitt & Schmitt 2005: 8).

There are two basic kinds of collocations; grammatical collocations and lexical collocations (Schmitt 2000). *Grammatical collocations* consist of a dominant word (noun, verb, adjective) followed by a grammatical word (preposition), e.g. *discriminate against, take on*, etc. *Lexical collocations* typically comprise two equal words such as a verb followed by a noun (*spend time*) or an adjective followed by a noun (*tall girl*). Not only single words collocate, strings of words do too (Schmitt 2000).

One problem with collocations is that the patterns seem to be unique for each single word, meaning that since there are no grammatical rules that can be applied to facilitate their learning, they must be learnt one at a time. This will be a time-consuming process, and an impossible task for that matter, given that the number of collocation possibilities is innumerable⁴.

3.4.5 Derivations

Yet another approach to vocabulary learning is based on the idea that most words belong to a “family” (Schmitt & Schmitt 2005: 6). An example of such a word family is *complete* (adjective, verb), *completely* (adverb) and *completion* (noun), because these words are related to each other. Research has shown that knowing a base word such as *complete* may simplify the learning and recognition of other members belonging to its family (Schmitt 2000). Thus knowledge of morphology, or the way affixes are attached to a word stem to create new words, could facilitate the process of acquiring new vocabulary. According to Hiebert &

⁴ Example of *collocation* task; see appendix, footnote 4

Vocabulary in R94 and LK06

Kamil (2005: 72) “knowledge of morphology plays a valuable role in word learning from context because of the way in which students can use knowledge of a word’s morphological structure to hypothesize the meaning of a new word”. The implications are that if students are taught morphology and different affixes and how they are attached to words, they can infer the meaning of words in context and also create new words. Examples of affixes are prefixes that are used in initial positions, such as un-, in-, im-, dis-, non- and re-, to name some (as in unknown, insecure, impossible, disfigure, non-smoking, and restart), and suffixes that are used in final position; -able, -ion, -ly, -al, and -ment (as in valuable, modification, vividly, disposal, attachment).

Bauer and Nation (as cited in Schmitt 2000: 126) claim that “once the base word or even a derived word is known, the recognition of the other members of the family requires little or no extra effort”. It may not be quite this simple though, as there is in fact a lack of consistency as regards the meaning attached to different affixes. Derivational suffixes are “idiosyncratic”, meaning that they need to be individually memorized (Schmitt 2000: 127), as opposed to e.g. inflections which are more rule-based and consistent (Schmitt 2000). As with most other aspects of vocabulary learning, it seems that a lot of exposure is needed before the derivational affixes are mastered. According to Nagy, Diakidoy & Anderson (as cited in Schmitt 2000), native speakers do not have full mastery over morphology until high school, which could be an indication as to the complexity of this aspect of word knowledge ⁵.

3.4.6 Translation

Translation is a method that has been in use for centuries, and which is still used in classrooms and textbooks all over the world. It involves the transference of words and expressions from one language to another, from L1 into L2, and from L2 into L1.

Translation is not based on a theory, and “there is no literature that offers a rationale or justification for it that attempts to relate it to issues in linguistics, psychology, or educational theory” (Brown 2007: 17). The assumption has been that there is a one-to-one relationship between the words of the two languages involved (Simensen 1998) ⁶.

⁵ Example of *derivation* task; see appendix, footnote 5

⁶ Example of *translation* task; see appendix, footnote 6

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3.4.7 Summary

Above, I have looked at different approaches to the teaching of vocabulary, these approaches being *word meaning*, *word associations*, *multiword units*, *collocations*, *derivations* and *translation*. I have looked at the major characteristics and the theoretical background for the different approaches, including examples of tasks from each individual approach. I have not attempted to give preference to any of the approaches, but have simply presented them as a background to my analysis of vocabulary task types in the eight R94 and LK06 textbooks examined in chapter 5.

3.5 Chapter summary

I have to some extent defined what vocabulary is and what it comprises. I have dealt with its role in the history of language teaching up until LK06, have looked at various theories of vocabulary learning, and I have pointed to current trends in the teaching of vocabulary. The purpose is to provide a background to the analysis of the textbooks in chapter five and the discussion in chapter six, as knowledge about this will obviously help explain any prospective findings. In addition, I have given an outline of different approaches to how vocabulary can be taught and focused on, as a background to the analysis of the vocabulary categories in the eight textbooks in chapters five and six.

In the next chapter I will present the approaches and methods used in this thesis.

4.0 Introduction

In this chapter I will describe the approaches used to research the topic in my thesis and give an outline of how the data were collected.

4.1 Theoretical material

The theoretical material I have used is mainly comprised of coursebooks and articles read and used in the different courses I have taken as part of my master studies. In order to understand the theoretical aspects of vocabulary teaching and learning, two books have been particularly invaluable: *Vocabulary in Language Teaching* (Schmitt 2000), and *Vocabulary: Description, Acquisition and Pedagogy* (Schmitt 1997). At one point my supervisor recommended that I search for more recent material on vocabulary teaching and learning, if possible, which I did, without finding anything that could replace the two books mentioned above. However, I have complemented these books with material found elsewhere, so as to avoid relying too heavily on these two only and to meet the demand for more recent material. This material includes Simensen's articles in *Språk og språkundervisning* (2000), *Læringsstrategier. Søkelys på lærernes praksis* (Elstad & Turmo 2005), and *Principles of Language Learning and Teaching* (Brown 2007), in particular.

4.2 Practical information and information gathering

The approach used to research my topic is *the case study*, which is a method that can be used on studies of simple cases such as a group, an institution, an innovation, a decision, a service, a programme, etc. (Robson 2002). According to Robson the case in a case study "can be virtually anything" (2002: 180). Another feature is that the findings in a case study are valid for that study only and that they do not necessarily have validity for other populations. It seemed like a natural choice for me since I have limited resources to research my topic and because the case study is relatively easy to limit and define. Other approaches could have been used, not least since one of the drawbacks of the case study is the problem of generalizability, which by many is seen as the main point of research. A common view of the case study is that "science is not concerned with the individual case" and that it is a "soft option" (Robson 2002: 179), due to its lack of generalisation.

Vocabulary in R94 and LK06

4.2.1 Syllabi

I chose to compare the two syllabi R94 and LK06 because I wanted to, as pointed out above, work with something that was relevant to my own work, and because the differences between these two as regards vocabulary were something that interested me particularly. They are the two syllabi that I have worked with and know as a teacher. Previous syllabi are only known to me theoretically or from my own school days. However, comparing LK06 with an earlier syllabus, for example, could have been interesting in many respects, since I could have expected more significant differences and findings.

4.2.2 Why a comparison of textbooks

I decided to compare textbooks since they are relevant to my own teaching practice. Since I am writing this thesis part-time, in addition to teaching English in an upper secondary school, it was paramount to me to write about something that would be of interest in my work, and something that could possibly enlighten and inform me and give me new insight.

Another reason why I decided to compare textbooks is that books are constant. Being a part-time student, not knowing exactly when I would be able to complete the thesis, I felt the need for more constant "participants" than e.g. students, as they normally come and go every year. Textbooks are available; in my own bookshelf, on my desk at work, in the school library and in piles in the school storerooms. As mentioned earlier, both as a master student and as a part-time student I have limited resources available. I do not have the possibility to take time off from work to work solely on a thesis. I will have to work on something that is hands-on and feasible.

Besides, even if I generally do not have strong opinions on the quality of books, to the extent that I deem some hopeless and others excellent, since the books I have dealt with are written by professional pedagogues, one does come across books that are better than others. This has made me somewhat curious at times as to what it is that contributes to this fact. I have on occasion also wondered why books have contained tasks and texts that have seemed somewhat irrelevant and beside the point as regards syllabi learning objectives. Even if these were not my major reasons for choosing to write about textbooks, they did contribute to some extent.

Vocabulary in R94 and LK06

I could have chosen a number of topics to write about other than vocabulary as there are so many possibilities, but early on I knew that I wanted to do some research on vocabulary, due to the reasons mentioned in the introductory chapter above. When the idea about comparing R94 and LK06 syllabi and textbooks came to me, I settled for the topic.

4.2.3 Selection of textbooks

When I decided to do a study on textbooks, I immediately started thinking about which books to examine. I looked in the bookshelves, at work and at home, in the school storeroom and in the library. After having collected a large selection of books from different publishing houses, more or less at random, it became clear to me that I needed to systematize my selection and limit my choices to a few publishing houses only. Instead of comparing one book from one publishing house with another book from another publishing house, I ended up comparing books from the same publishing houses, in order to create a more systematic selection. I also believed that books pertaining to the same publishing house would provide me with a more systematic selection, since they could provide me with valuable information not otherwise found, since the same publishing house would probably follow a line of thought or a policy which might be seen in the textbooks. Thus, I decided to compare the Gyldendal R94 textbooks with the Gyldendal LK06 textbooks, and the Cappelen R94 textbooks with the LK06 equivalents.

For my sample I decided on two R94 textbooks for *General and Business Studies* (Allmenne, økonomiske og administrative fag), two LK06 books for *Programmes for General Studies* (Studieforberedende utdanningsprogrammer), two R94 textbooks for *Hotel, Cooking, Waiting and Food Processing Trades Studies* (Hotell og næringsmiddelfag), and two LK06 textbooks for *Programme for Restaurant and Food Processing* (Restaurant- og matfag).

The books that I chose were books that I had either used previously (*On the Move*, *Passage GK*, and *KnowHow*), or books that I was using at the time (*Passage Vg1* and *Tracks 1*). Two of the remaining books (*Experience* and *Workshop*) were LK06 textbooks that I was not familiar with myself, but which I received as test samples from publishing houses. The last book, *Catering & Farming*, appeared in my supervisor's shelf at the university.

Obviously, I could have chosen other books, but I made a convenience choice by picking mainly books that were available and that I was familiar with to a certain extent. I did

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consider other books too that were either familiar to me through my own teaching or that I found in the library at work, but some of them were single copies from less mainstream publishing houses and I decided that their descendants or predecessors would be harder to come by.

All in all, I have examined eight textbooks from two different publishing houses (four from each). My supervisor originally suggested that I consider examining 12 but after having started examining the books I realized that I would have plenty of material in the original eight. In order to have a significant population I would have to have a much bigger sample (not only an increase from eight to 12), but e.g. all GK/Vg1 English textbooks published in Norway. This again, has been a question of resources available.

4.2.4 How the textbooks have been compared

In my analysis I start by presenting the textbooks, including information about the publishing houses, what type of texts and tasks the textbooks are comprised of, how many pages and chapters there are, what type of books they are (all-in-one-books or text- and workbooks), etc. Then I will compare the two books in each pair of books with each other, i.e. *Passage* GK (Cappelen R94) will be compared with *Passage* Vg1 (Cappelen LK06), *On the Move* (Gyldendal R94) with *Experience* (Gyldendal LK06), etc. Finally, I will present my findings in various tables and figures, outlining the number of tasks in each of the two books in one figure, followed by another figure in which the percentages of the various vocabulary categories in each book will be presented. The numbers in the figures will then be compared to establish whether there is a difference between the two books in the pairs as regards the amount of vocabulary tasks.

In the section on vocabulary task categories, the results from each book will be presented in a figure. The numbers for each category are the percentages of the total number of vocabulary tasks in each book. I will then compare each book with its predecessor or descendant, and then present the findings. Finally all the numbers (percentages) will be presented in one overall table.

4.2.5 How the tasks have been counted and how the vocabulary tasks have been categorised

All the tasks in the eight textbooks have been carefully examined to decide what kind of tasks they are (grammar, writing, vocabulary, listening comprehension, etc.). I counted the tasks by going through each individual book page by page a number of times, first counting all the exercises and activities in each book (*tasks* from now on), and marking the vocabulary tasks, then going through the books again counting the vocabulary tasks (*vocabulary tasks* from now on).

As said in chapter 1 above, I have defined a task for my purposes as an activity that is set apart from other activities by a number and/or a title. Thus, in counting the tasks I have adhered to the divisions in the textbooks themselves, and have consistently counted tasks that comprise sub-tasks *a, b, c, d*, etc. as one. However, many vocabulary tasks categorised as such comprise sub-tasks of different word knowledge categories, e.g. one and the same vocabulary task may comprise sub-tasks of different categories, such as *word associations, translations, etc.* One example may be a vocabulary task in which the learners are supposed to match a given list of body words with a drawing of a woman (sub-task *a*), before they underline words they associate with soccer in a list of sentences and then translate the same words (sub-task *b*)⁷. I have counted this as one vocabulary task, but comprising three different sub-tasks, i.e. *word meaning, word association* and *translation*. Each vocabulary task in the eight textbooks has been examined and re-examined carefully, so as to determine its word knowledge category. This has been a lengthy and time-consuming process, since it is not always a straightforward operation to categorise a given task. I have registered every single task and its sub-task categories in forms.

4.2.6 Advantages/strong points vs disadvantages/weak points

One of the disadvantages with my approach is that I am the only person who has examined the books and tasks, which may be a problem as regards *reliability*, defined by Robson (2002: 101) as “the stability or consistency with which we measure something”, implying in the case of my study that if it were to be reliable it would have to produce the same results if repeated. Another factor related to reliability is that a study with one observer will be prone to *observer errors* and *observer bias* (Robson 2002). The first, *observer error*, refers to the possible

⁷ Example of ONE vocabulary task comprising THREE vocabulary categories; see appendix, footnote 7

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mistakes made on the part of an observer due to e.g. lack of time, tiredness, or other similar factors. In my case, I would make an observer error if, in the process of categorising vocabulary tasks, I would establish one word knowledge category as belonging to one category, when in fact it belongs to another, or if I categorised a grammar task as a vocabulary task, or the other way round. This is exactly why I have examined each task a number of times, which probably has reduced the possibility of observer errors but which still has not removed it completely. *Observer bias* is another possible threat to reliability and may occur if observers consciously or subconsciously bias “the ratings they give in line with their ideological commitment” (Robson 2002: 102), which would occur if I in my study would interpret my findings to suit preconceptions or ideas already held.

Furthermore, my sample comprises eight textbooks, which raises questions as to *generalizability*, explained by Robson (2002: 93) as follows: “Generalizability refers to the extent to which the findings of the enquiry are more generally applicable outside the specifics of the situation studied”. The example in Robson is an enquiry, but his definition can be applied to other studies as well. Generalizability refers to whether the findings in one study are valid for a population as a whole, and the decisive factor here is the sample studied. According to Robson (2002: 261), “the larger the sample, the lower the likely error in generalizing”, implying that in my study of eight books the sample is simply too small for generalisations to be made, i.e. the possible conclusions drawn based on my findings in eight textbooks cannot be made valid for all R94 or LK06 English GK/Vg1 textbooks.

Yet another factor here is that when I chose textbooks to examine, I made a *convenience sampling* defined in Robson (2002: 265) as a sampling which “involves choosing the nearest and most convenient” respondents. For the most part I have selected textbooks that are available at work. In order for me to draw conclusive answers that can be made valid for all R94 and LK06 English GK/Vg1 textbooks, I would have to use other samplings, such as *simple random sampling* for instance, in which every R94 or LK06 English textbook would have an “equal chance of being included in the sample” (Robson 2002: 261). But then again, as already mentioned in the description of the case study above, what characterizes the case study is exactly that possible findings are only valid for that study only and that they do not have validity for other populations.

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Finally, an important advantage when it comes to examining textbooks is that books are constant. Subsequently, the problems of *participant error* and *participant bias* (Robson 2002) are avoided. *Participant errors* occur when the participant's performance fluctuates "widely from occasion to occasion on a more or less random basis", and *participant bias* takes place when a participant seeks to "help or please...knowing the importance of good results" (Robson 2002: 102).

4.3 Chapter summary

What has been presented in this chapter is some of the theoretical material used in this thesis, as a background to the analysis and discussions in chapters five and six. I have described the case study as the approach used to research my topic, which is a method that can be used on studies of simple cases, and where the findings are valid for that study only. I have also explained why I chose to compare the two syllabi R94 and LK06 and textbooks pertaining to these two syllabi, the reasons being that I particularly wanted to work with something that was relevant to my own teaching practice. I have also provided an outline of how the books in chapter five will be presented and analysed, including information about how the findings will be presented in various figures and tables. I have also pointed to the problems as regards generalizability and reliability, due to, among other things, the fact that my study is a case study. Last, I described the process involved in the categorization of tasks and vocabulary categories.

In chapter five the eight textbooks will be analysed and examined in detail, and the findings will be presented.

5.0 Introduction

In this chapter I will first present the eight textbooks that I am going to examine in this paper. I will start by explaining why I have chosen these particular books, when they were published and by which publishing houses, how the books are organized, what kind of texts and tasks they comprise, and the topics dealt with. I will also give my own opinions of the books, and my own experiences with some of them. Next, I will present the results of my examinations. I will start by looking at the number of tasks, and then at the number of vocabulary tasks in particular in each of the eight books. My goal is to find out whether the number of vocabulary tasks has increased in the LK06 textbooks compared to R94, and what type of vocabulary categories there are in the textbooks, so as to find out whether there are any changes from the R94 to LK06 textbooks in this respect. In order to do so, I will compare each book with its descendant or predecessor.

5.1 Textbooks examined/choice of books/presentation of books

In this thesis I examine eight textbooks altogether, four books from J. W. Cappelen Forlag AS and four from Gyldendal Norsk Forlag AS. Four of the books, two from each publishing house, pertain to the educational reform R94 and the others to the most recent educational reform LK06. The four LK06 textbooks are the descendants of the R94 textbooks, meaning that they are the newer versions of the books from the previous educational reform (R94). Of the four textbooks from each of the two reforms, two are for vocational studies and two are books used in general studies. In the following, I will compare the general study book from Cappelen (R94), *Passage - Engelsk grunnkurs* (hereafter referred to as *Passage GK*), with the LK06 Cappelen equivalent *Passage - Engelsk Vg 1 studieforberevende program* (hereafter referred to as *Passage Vg1*), and the vocational Cappelen R94 textbook *Catering & Farming – American Ways* with the LK06 Cappelen descendant *Tracks 1 - Engelsk for Restaurant- og matfag/Naturbruk Vg1*. Likewise, I will compare the R94 general study book from Gyldendal, *On the Move – Engelsk grunnkurs*, with its Gyldendal LK06 descendant, *Experience - Engelsk for studieforberevende utdanningsprogram*. The vocational R94 textbook from Gyldendal, *KnowHow - Engelsk for hotell og næringsmiddelfag - Grunnkurs - Modul 1*, will be compared with *Workshop - Engelsk Vg1 restaurant- og matfag* (LK06). One of the reasons why I have chosen these particular books is that I am familiar with some of them through my own experiences as a teacher. I have limited my choice of books to two publishing houses. Below, I will present the eight textbooks in more detail.

5.1.1 Passage - Engelsk grunnkurs (R94)

This book was published by J. W. Cappelens Forlag AS in 2003 and has 396 pages. It is an all-in-one-book, meaning that the texts and tasks are all found in one and the same book. The book is divided into ten chapters, each comprising a variety of both texts and tasks. At the very end of the book there is a section called “Toolbox” where students can find information in alphabetical order on various topics such as punctuation, the phonetic alphabet, project work, how to write book reviews, essays, letters, newspaper articles, reports, etc. A list of learning objectives (referred to as *aims* in this textbook) for English as a subject can also be found in “Toolbox”. The very first page of each of the ten chapters provides the title of that chapter, along with a list of the texts of the chapter, followed by references to the learning objectives covered by the texts. The ten chapters are structured along similar lines, with each chapter covering a number of learning objectives.

There are 15 short stories and excerpts from novels and 27 factual texts in the book. In addition, there are song lyrics and poems, listening comprehensions, letters and how to write them, factual boxes with statistics, a board game and tasks. Most texts are preceded by pre-reading tasks called “Points of departure” and followed by an activity section with the headline “Activities”, which comprises tasks under the following headings: “Understanding the text”, “Understanding the article”, “Understanding the story” (comprehension questions), “Improve your language” (tasks on grammar and vocabulary), “Speak your mind” (discussions), “Pen to paper” (writing tasks), “Act it out” (role play), “Research” (group- or project work) and “Funnybones” (miscellaneous types of tasks). Following each of the ten chapters is a revision section called “Rapid Revisions”, comprising tasks in which students can revise contents and language of the chapter with different individual, group- or pair activities. There is also a learning log with questions where students are asked to reflect on what they have learned and how, etc. The texts in *Passage* GK deal with subjects that are in accordance with the learning objectives of the national curriculum, such as topics related to the USA and the United Kingdom in particular, among them history, geography, immigration, multiculturalism, social conditions, customs and values, the systems of government, the school systems, working life, etc. Furthermore, there are texts on English as a world language, the history of the English language, and the differences between American and British English. In addition, there are texts on some of the other English-speaking countries, such as Canada, India, Australia and South Africa. The literary texts are set in the USA, the UK and in Canada, and are by American, British and Canadian authors.

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Passage GK is a well-organized and well thought out textbook. Among the positive features, in my opinion, are the references to learning objectives at the first page of each main chapter (an advantage for teachers and motivated students) and the alphabetically ordered toolbox at the back of the book, which also comprises a list of the learning objectives in Norwegian. Another positive feature is the fact that it is an all-in-one book, which makes it handy and easy to use for both teachers and students. There are also many varied tasks to choose between. The layout of the book is appealing, with space between texts, pictures and headlines, and with many small and large colour- and black/white photos, which in themselves, independent of the texts they are meant to illustrate, offer many possibilities for teaching. I have used this book myself in the classroom and liked it very much, due to the reasons given above, but also because it seemed to work well with my students.

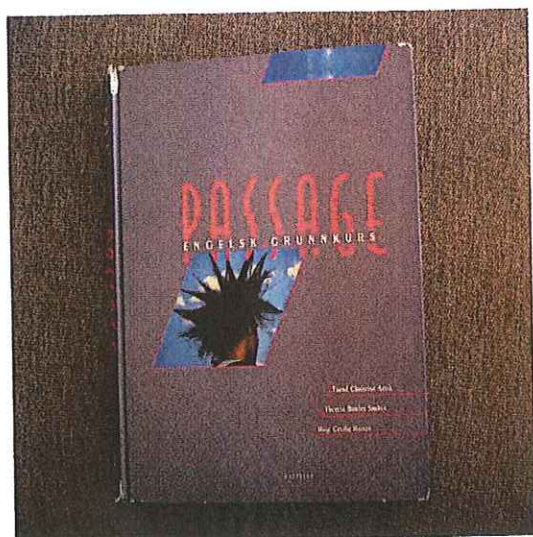


Figure 1. *Passage - Engelsk grunnkurs*

5.1.2 *Passage - Engelsk Vg1 studieforberevende program (LK06)*

The LK06 version of *Passage* comprises 348 pages, was published by J. W. Cappelens Forlag AS in 2006, and is also an all-in-one-book. There are seven chapters, followed by almost the same “Toolbox” as in *Passage* GK, the only difference being that this version does not include a list of the learning objectives (or *competence aims* as they are called in *The Knowledge Promotion*). Likewise, there are no references to competence aims on the first page of each chapter, as was the case in *Passage* GK, but as in the predecessor, the chapters are structured along very similar lines with each chapter comprising a variety of texts, topics

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and types of texts. The book includes 15 short stories and excerpts from novels and one play, and 18 factual texts. In addition, there are song lyrics and poems, listening comprehension exercises, a text on how to write formal letters, résumés and CVs, a board game, a timeline, a project outline and newspaper articles. As in *Passage* GK, most texts are preceded by pre-reading tasks called “Points of departure” and followed by a section called “Activities”, with tasks under the headlines “Understanding the text”, “Understanding the story”, etc. (comprehension questions), “Improve your language” (tasks on grammar and vocabulary), “Talk about it”/“Debate”/“Speak your mind” (discussions, oral practice), “Writing” (writing tasks), “Role play”/“Act it out” (role play), and “Research” (group- or project work). The revision section following each chapter in *Passage* GK has been removed, and is not found in this version of *Passage*. Topics dealt with on the USA and the UK include geography, history, ethnic groups, values, and the systems of government, among other things. There are also texts on Aboriginal Australians, India, South Africa, Jamaica, Ireland, different varieties of English (American, British, Scottish, Irish, South African, Australian, Indian, Jamaican), the importance of English, and English as a global language. Other texts cover topics such as different learning strategies and learning styles, how to use a dictionary (including information on word classes, pronunciation, etc.), and how to read tables and charts. The literary texts are set in the USA, Afghanistan, Nepal, New Zealand, Ireland, India and the Sudan and are by Canadian, American, and Afghani-American authors.

Passage Vg1 is as well organized and well thought out as its predecessor, with a number of varied tasks. The layout is appealing and spacious, and there are a number of drawings, paintings, and photos. *Passage* GK and *Passage* Vg1 are clearly closely related and resemble each other in a number of ways, which is also indicated by the fact that the newer version has kept the same name. Negative features with the book, in my opinion, are the fact that the references to learning objectives on the first page of each main chapter, and the list of the learning objectives in the toolbox present in *Passage* GK, have been removed. Another factor that I dislike is the quality of paper in this newer version of the book. The pages are quite thin, and have a glossy quality not very suitable for taking notes, which is something I like doing when I use a textbook.

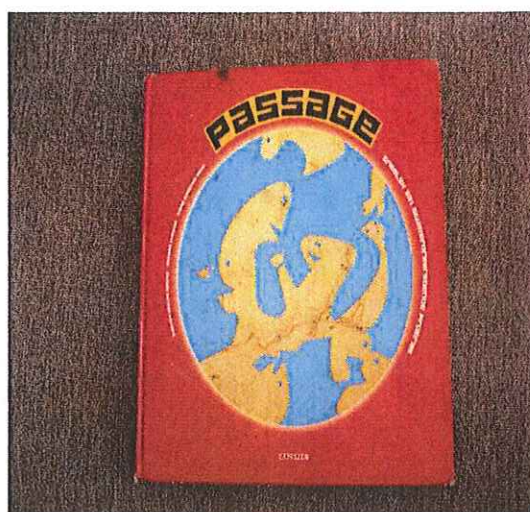


Figure 2. *Passage - Engelsk Vg1 studieforberevende program*

5.1.3 *On the Move - Engelsk grunnkurs (R94)*

On the Move, published by Gyldendal Norsk Forlag AS in 1994, comprises a textbook and a workbook, with 288 and 201 pages respectively. In the textbook there are texts only, and no exercises and tasks. In fact, all the tasks are placed in the workbook, and both books are divided into ten chapters. There are no references to learning objectives in the book, but the material in the textbook is graded into three different levels, marked with one, two or three asterisks in the table of contents; * (low level of difficulty), ** (intermediate level of difficulty), and *** (high level of difficulty).

There are 20 short stories and 48 factual texts in the book. In addition, there are song lyrics/poems, dialogues, and letters. The activities in the workbook are as follows: “Pre-reading”, “Comprehension”, “Vocabulary”, “Usage” (language usage, e.g. functions like asking for information, stating your opinion, etc.), “Grammar”, “Listening practice”, “Writing”, “Further study” (topics given for project work and other types of further study), “Discussing”, “Pronunciation”, “Role play”, and “Summing up the chapter”. At the end of the workbook there is a short grammar section. There is a wide range of topics related to the USA and the UK, such as geography, history, multiculturalism, immigration, ethnic groups, values, social conditions, the systems of government, the Commonwealth, the school systems and working life, etc. The remainder of the texts deal with other countries in the English-speaking world, with focus on Canada, Australia, New Zealand and South Africa. In addition, there are texts on the different varieties of English, such as American-, British-, Australian-, and

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Jamaican English, and on the differences between American and British English in particular. Finally, there are texts about different dialects in the UK, and about the origins of the English language. The literary texts are set in the UK, the USA, Ireland, Canada, Australia, New Zealand, and South Africa.

On the Move reminds me of my own schooldays. It comprises a textbook, mostly filled with texts and some photos in black and white and some in colour, and a workbook with a number of tasks but very few photos and illustrations. The ones that are included are all in black and white. Still, when I used the book as a teacher in the nineties, I liked the textbook very much, mainly because I was never short of good and interesting texts to choose from as there are a number of thorough and well thought out factual- and fictional texts in the book. I was less enthusiastic about the workbook, however, as not much work seems to have been put into the layout. There is little space between the different chapters and tasks, and most of the text is written in the same script, making it somewhat difficult at times to detect the beginning and end of tasks and chapters.

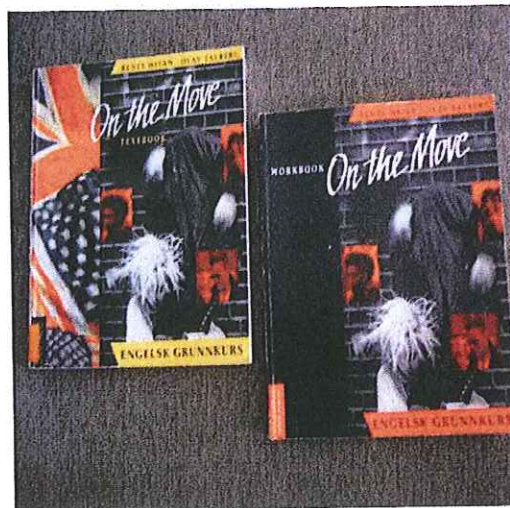


Figure 3. *On the Move - Engelsk grunnskurs*

5.1.4 Experience - Engelsk for studieforbredende utdanningsprogram (LK06)

Experience, published by Gyldendal Norsk Forlag AS in 2006, is an all-in-one-book of 349 pages, divided into five long chapters. The competence aims (referred to as *learning objectives* in the book) are listed on the first page of each chapter.

There are 16 short stories/novel extracts/excerpts from plays and 16 factual texts in the book, in addition to poems, articles, interviews, listening comprehension exercises, film reviews, fact files and text collages. Many texts are preceded by tasks titled “Pre-reading”, followed by tasks titled “Speaking”, “Reading”, “Choices” (different types of tasks of which students can choose between alternatives A, B or C), “Listening”, “Writing”, “Language” (grammar and vocabulary), “Computer skills” (searching for information on the Internet, doing tasks on the *Experience* website), “Numbers and figures” (studying and making pie charts, reading numbers and calculations, and how to convert from Celsius to Fahrenheit and the other way round, etc.). There are also “Test yourself” - tasks and each chapter ends with a “can-do”- task under the headline “I can...”, where the purpose is to check whether the competence aims of each chapter have been reached. At the very back of the book there is a section titled “Toolbox” with an outline of the competence aims in Norwegian, different learning strategies, how to write short stories/essays/film reviews/reports/formal letters/CVs, etc. The topics in the book are American English, the history of English, English as a lingua franca, ethnic groups in English-speaking countries, cultural differences, schools and education in the UK and the USA, South Africa, current news, British and American politics, the environment, the Indian film industry, etc. The literary texts are set in the USA, the UK, Ireland, New Zealand, Nigeria and Canada.

Experience is the kind of textbook that I would have liked to use myself in the classroom, but that I have not had the chance to use so far, due to the fact that the English teachers at my school chose to continue with *Passage Vg1* after *Passage GK* when new textbooks were published with LK06 in 2006. Unlike its predecessor, *Experience* is an all-in-one book, which seems to be the trend with English textbooks presently. This makes it much more handy than the traditional textbook/workbook-solution, in my opinion. Other positive traits are the references to competence aims/learning objectives at the beginning of every chapter, the toolbox at the end of the book, and the A, B, and C tasks (titled “Choices”), where students can choose the task that best suits them, which offers possibilities for differentiation. The texts are varied and illustrated with photos, drawings, paintings and comic strips. Different

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colours have also been used in the headings and in the many fact file boxes throughout the book, which makes the book look appealing and well organized. There are also many good and varied tasks.

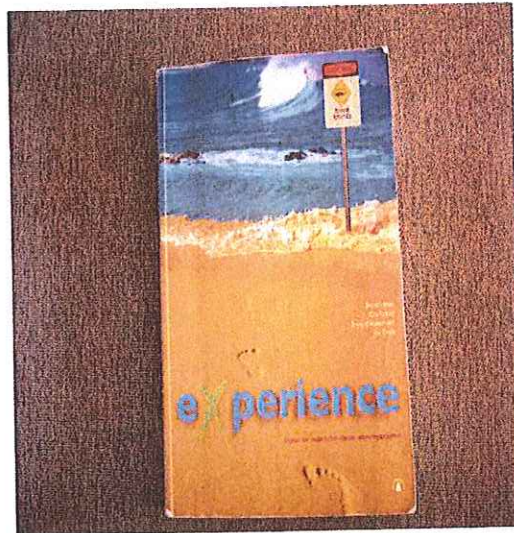


Figure 4. *Experience - Engelsk for studieforbredende utdanningsprogram*

5.1.5 *Catering & Farming - American Ways (R94)*

This book was published by J. W. Cappelen Forlag A/S in 2001 and is a combined book comprising two lines of study (studieretninger); catering and farming. I have left out the part dealing solely with farming, since the other vocational books I am examining do not contain such a part. I have therefore concentrated on the hotel- and catering part only. When the farming part is left out, the book is comprised of 218 pages, including the table of contents. It is an all-in-one-book divided into two parts, the first part comprising five chapters dealing with learning objectives 5a (general studies), and the second part dealing with learning objectives 6a (the vocational part). At the end of the book there is an English/Norwegian – Norwegian/English glossary of vocational terms. There are no references to learning objectives in the book, but the very first page of each of the five chapters in the general part provides the numbers and titles of the chapters. The five chapters are structured in a similar way, starting with a text or a poem/song, followed by an activity section.

There are 6 short stories and 1 short play in the first part of the book, along with some poems and song lyrics. There are also 29 factual texts, of which 14 cover 5a learning objectives and

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15 deal with 6a learning objectives. In part two there are also two units with factual information and tasks and 14 texts structured as conversations between different characters. In fact, nearly all the factual information in this part of the book is provided in conversations of this kind. Instead of traditional factual texts, two or more characters provide factual information on different vocational topics by talking to each other and asking each other questions. Several texts are preceded by pre-reading tasks called "Logging in" and followed by a section called "Activities", including tasks such as "Main points", "Something to talk about", "Something to write about", "Language file", "Listening comprehension", "Search" and "Vocabulary review". Throughout the first part of the book, in the middle of the texts, there are short tasks called "Stop to consider".

The texts in the first part of *Catering & Farming* deal with the USA; geography, immigration, ethnic groups, values, American culture, the school system, etc. There is also a text on English in the world. As for the texts in the second part, they deal with two Norwegian students on a food service course in the USA, measurements, basic nutrition, hygiene and microbiology, getting to know the kitchen, different types of knives, how to make different dishes, setting the table, how to throw parties, meat, cutting lamb, fish, and finally, how to bake bread, cakes, pastry and cookies. The literary texts in the book are set in the USA.

Catering & Farming is a book that I have never used myself and which I would never have chosen to use in a classroom, simply because it, in my opinion, looks and seems like it has been put together in a hurry. In the second part (the vocational part) in particular, the texts follow a rather traditional and not very varied pattern. In all the fourteen texts on catering, the facts and the information (on topics such as measurements, basics nutrition, hygiene and microbiology, kitchen utensils, different types of knives, etc.) are given through conversations and discussions between two or more people. The intention is that students through the interaction between these characters will learn about the topics, which, of course, is not an uncommon way for textbook teachers to convey information. The problem is that *all* the texts in this part of the book are structured along the same lines and that the layout in the whole of the book is simple and quite dull. Texts are in black print on white paper, followed by tasks in black print on light orange paper. The same fonts are used throughout the book, and there are no details like a comic strip here, a fact file box in colour there, etc. There seems to be one long line of sequences comprising text/photo/drawing/tasks, text/photo/drawing/tasks, etc. from the beginning of the book to the end, which becomes rather monotonous and repetitive.

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One can hardly expect textbooks to be enjoyable and fun to read, but one should be able to expect some degree of variation in texts and layout.

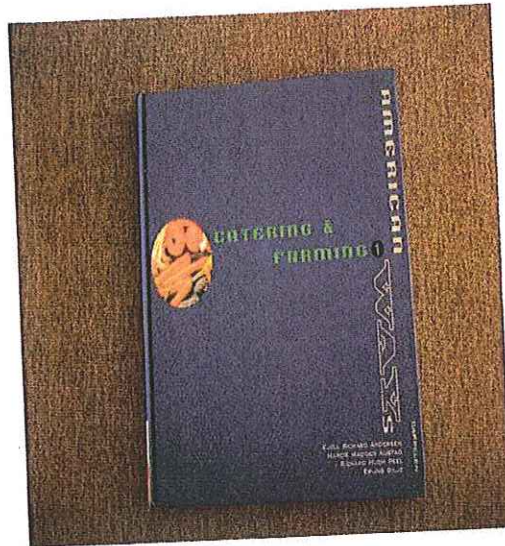


Figure 5. *Catering & Farming - American Ways*

5.1.6 *Tracks 1 - Engelsk for Restaurant- og matfag/Naturbruk Vg1 (LK06)*

Tracks 1 has a total of 283 pages and was published by J. W. Cappelens Forlag AS in 2006. Leaving out the part that deals with farming, there are 251 pages altogether. It is an all-in-one-book divided into two parts, each containing five and four chapters respectively. The texts are graded into different levels (A=elementary, B=intermediate, C=advanced) indicated with either A, B, or C following the title of the text in the table of contents. Eleven of the texts have a simplified version called "Shortcut" preceding them. These may be used at an elementary level or/and could be used as a summary of the texts. The very first page of each of the nine chapters provides the titles and the number of the texts, but there are no references to which competence aims in the syllabus the texts cover. The chapters are structured along similar lines, with each chapter covering a number of competence aims.

There are 11 literary texts in the book; short stories and excerpts from novels and fables. 26 texts are factual texts, and in addition there are listening comprehensions, poems/song lyrics and factual boxes with factual information. There are a number of pre-reading tasks, called "Starting off", and also a number of post-reading tasks under the headings "Activities". A number of these tasks appear frequently throughout the book, such as "Understanding the

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text”, “Writing”, “Vocabulary”, “Listening”, “Grammar”, “Research”, and “Role Play”. There are also tasks that appear a few times only, such as “Describing pictures”, “Working with numbers”, “Funnybones”, and “Class debate”. The texts in the book deal with the USA (ethnic groups, social conditions, culture, immigration, values and beliefs), the UK (Indians, terror), India, New Zealand, Maoris on New Zealand, Australia and Aboriginal Australians. There are also texts on the history of the English language, global English, different varieties of English such as American-, British-, Irish-, Indian-, Australian-, Jamaican-, and Scottish English. Other topics include learning styles and learning strategies. As regards vocational topics, there are texts about the role of English in professional life, tools in the kitchen, apprenticeship in a restaurant in Britain, foodborne diseases, etc. There are lists of words in the margins, not on every page, but regularly throughout the book. There is also a vocational glossary of English-Norwegian/Norwegian-English in the back of the book. The literary texts are set in the USA, the UK, India, and Australia.

Tracks 1 is very different from its predecessor *Catering & Farming* and has all the signs of a well organized and thorough book. It has details like comic strips, headlines in different colours, fact boxes, large and small drawings, a number of photos, vocabulary lists in the margins, different and varied fonts, and a nice and appealing layout. More importantly, it has a wide and varied selection of texts and tasks. Another positive factor is that the texts are graded into different levels of difficulty (a, b, c) in the table of contents, and that some of the texts are preceded by summaries titled “Shortcut”, which can be used simply as summaries for all students, or as the text itself for weaker students. I have used this book in the classroom myself and was very satisfied with it.

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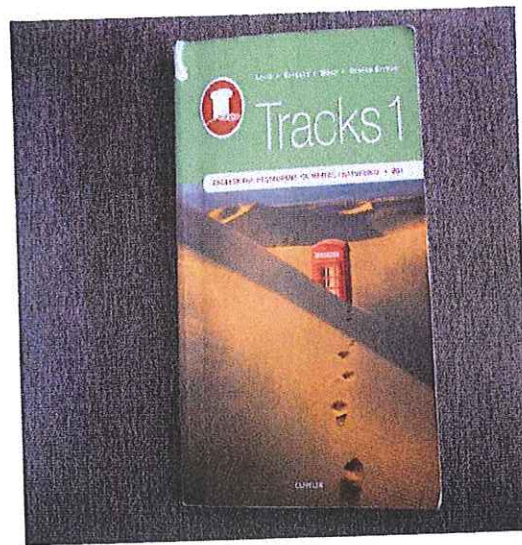


Figure 6. *Tracks 1 - Engelsk for Restaurant- og matfag/Naturbruk Vg1*

5.1.7 KnowHow - *Engelsk for hotell- og næringsmiddelfag - Grunnkurs – Modul 1 (R94)*

This book is also an all-in-one book, has a total of 234 pages, and comprises two main parts. It was published by Gyldendal Norsk Forlag AS in 1996. The first part covers learning objectives 5a (general studies), whereas the second part deals with learning objectives 6a (the vocational part). Both main parts consist of five chapters. At the end of the book there is an English/Norwegian glossary of vocational terms, and also an English-Norwegian glossary of other, more general words used in the book. There are no references to learning objectives. The very first page of each of the five chapters in the general part provides the title of that part only. Then follows a text or a poem/song, in turn followed by an activity section. All the chapters are structured along similar lines.

In part one there are 6 short stories, 1 excerpt from a novel, 23 factual texts, 3 poems/songs, and 1 fairy tale. There are also 23 “boxes” titled “Did you know”, with different types of information and facts. Nearly all of the texts and short stories start off with a pre-reading task called “Think it over”. The tasks following the texts have the following titles: “Talk about it”, “Work it out” (vocabulary, grammar, translations), “Listen to it”, “Find it out”, “Act it out”, “Write it down”, “Test your knowhow”, “Questionnaire”, and “Sum it up”. The texts in part one deal with the USA; history, geography, immigration, social conditions, education, working life, the system of government, etc. Not dealing with the USA in particular are the texts on environmental issues, English as an international language, and how to write formal

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letters. Part two deals with vocational topics, covering the 6a learning objectives in the syllabus, and comprises texts about the following: Weights and measures, different types of hotel jobs, different types of foods and spices, American cooking including some recipes, etc.

KnowHow is a textbook that I have used in the classroom, and which I liked quite well, because it is well structured and well organized with a number of good texts and tasks. It is easy and handy to use, since it is an all-one book, and has a very informative table of contents, which gives information about the level of difficulty of a text, its topics, and also what aspects of language the text covers. There are a number of photos, drawings and some reproductions of paintings. There is also a detailed glossary of vocational terms in the back, and a grammar section titled “minigrammatikk”, which includes some basic grammatical rules. The one objection I have to the book is that it appears a bit colourless, since the majority of the photos and drawings are in black and white, and since the only background colour used in addition to white is a dull mossy green.

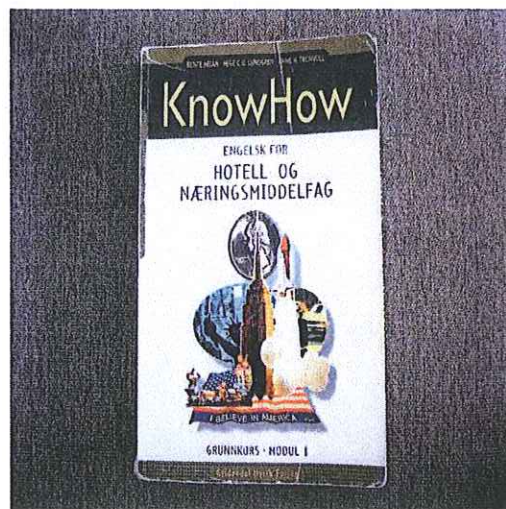


Figure 7. *KnowHow - Engelsk for hotell- og næringsmiddelfag - Grunnkurs – Modul 1*

5.1.8 Workshop - Engelsk Vg1 restaurant- og matfag/naturbruk (LK06)

Workshop was published in 2006 by Gyldendal Norsk Forlag AS and is an all-in-one book of 238 pages, divided into nine chapters. The very first page of each chapter starts off with an outline of the competence aims of that chapter. All the chapters are structured along similar

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lines, often starting with a “Before reading task”, followed by texts, and sometimes songs/poems. Then follow tasks named “Reading and understanding”, “Language”, “Listening”, “Listening and understanding”, “Further study”, “Speaking”, “Writing”, and “Extra!”. In addition, there are “boxes” called “Fast facts” throughout the book, containing factual information, and 12 sections giving information on how to make oral presentations, how to understand grammatical terms, how to learn new words in English, how to use a dictionary, etc. The texts in the general part of the book deal with topics related mainly to the UK and the USA, such as geography, history, ethnic groups, values, customs, and immigration. There are also texts about Australia, New Zealand, South Africa, Canada, and English as a world language. The vocational part of the book includes topics such as how to set a table, different professions, hygiene and food safety, etc.

Workshop is well-organized and thorough. I have never used the book myself, but the many attractive features about the book made the teachers at my school consider it when we were to replace R94 textbooks with LK06. Like its predecessor, it has a number of good texts and tasks, and there are many details of the kind that I like in a good textbook, such as comic strips, and factual “boxes” that give additional and sometimes curious pieces of information. The fact that *Workshop* is an all-in-one book should make it handy and easy to use. Other positive features are the references to competence aims at the beginning of each chapter, and the separate “How To...”- sections. It also appears more colourful than its predecessor. The majority of the photos and drawings used are in colour and different background colours have been used throughout, giving it an attractive and appealing look. The one aspect about the book that I am not very content with, and which made me decide against it when we discussed it at our school, is the fact that it seems to be very traditional in the sense that it focuses mainly on the UK and the USA. This is very much in line with the learning objectives of the R94 foundation course, but less compatible with the LK06 competence aims, which open up for a much broader focus on the English-speaking world as a whole.

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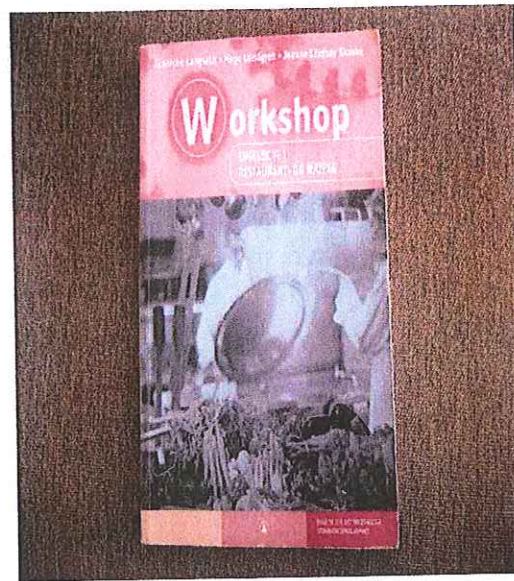


Figure 8. *Workshop - Engelsk Vgl restaurant- og matfag/naturbruk*

Above I have presented the eight textbooks. Below, I will look more closely at the tasks in the books, focusing on the vocabulary tasks in particular.

5.2 Number of vocabulary tasks in the textbooks

In this section I will look at the tasks in the eight books presented in section 5.2 above. My goal is to find out whether the number of vocabulary tasks has increased in LK06 compared to R94, as a result of an increased focus on vocabulary in LK06. Before doing so in more detail, I would like to say something about how the books have been analysed.

5.2.1 How the books have been analysed

First, the tasks in the eight textbooks have been examined to ascertain what kind of tasks they comprise (grammar, listening comprehension, writing, vocabulary, etc.). Next, all the tasks in each book have been counted to establish how many such tasks there are. Finally, the vocabulary tasks have been counted separately.

The following definition and understanding of *task* will be adhered to in this paper: A task is “an activity which is designed to help achieve a particular learning goal, especially in language teaching” (Oxford Advanced Learner’s Dictionary). Furthermore, for the purpose of simplifying the process of counting and classification, I have also defined a task for my

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purposes as an activity that is set apart from other activities by a number and/or a title. Thus, in counting the tasks I have adhered to the divisions in the textbooks themselves, and have counted tasks that comprise sub-tasks a, b, c, d, etc. as one. Only later, when counting the different word knowledge types in chapter 6, have I counted them as separate sub-tasks as one and the same vocabulary task may comprise tasks of different word knowledge types. The tasks have not been classified solely on the basis of their given titles, as each book has used slightly different ones. In both *On the Move* and *Experience* many vocabulary tasks are labelled simply "Vocabulary", whereas the majority of the vocabulary tasks are titled "Improve your language" in *Passage GK* and *Passage Vg1*. In *Catering & Farming* they have been labelled "Language file", in *Tracks* "Vocabulary", in *KnowHow* "Work it out" and "Test your knowhow", and in *Workshop* a great many are titled "Language". This means that I have had to examine each task closely as the titles given are not always consistent. Most vocabulary tasks in *Passage GK* are titled "Improve your language", but I have also found vocabulary tasks under other titles, such as "Individual revision", "Points of departure", "Pen to paper", "Funnybones", and "Learning log". Likewise, some tasks titled "Improve your language" are actually other types of tasks, e.g. grammar tasks. This applies to all eight textbooks to a greater or lesser extent. Thus, I have classified as vocabulary tasks those tasks that one way or the other focus on the learning and practice of vocabulary, be it filling words into slots in sentences, writing a text based on a given list of words, the translation from one language into another, and so on. Grammar exercises involving the implementation of grammatical rules have not been classified as vocabulary tasks.

5.2.2 Findings

In the following, I will present my findings, i.e. I will present the numbers and the percentages of vocabulary tasks in the eight textbooks examined, and compare the number/percentage of each R94-textbook with its LK06 descendant.

5.2.2.1 *Passage GK* and *Passage Vg1*

There are a total of 319 tasks in *Passage GK*, comprising the pre-reading tasks, the tasks following the texts, and the rapid revisions tasks. 75 of the tasks, or 24%, are on vocabulary. In *Passage Vg1*, there are 248 tasks, including 37 on vocabulary, meaning that 15% of the tasks in the book are vocabulary tasks. Comparing the two *Passage* books, I found that both the overall number of tasks and the vocabulary tasks have decreased altogether in the newer

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version of the book. Thus, the number of vocabulary tasks has decreased by 9%, which may be somewhat unexpected considering the fact that there is more focus on vocabulary in LK06 than in R94. One would perhaps have expected an increase in this respect. This distribution will be described in more detail in figures 9 and 10 below.

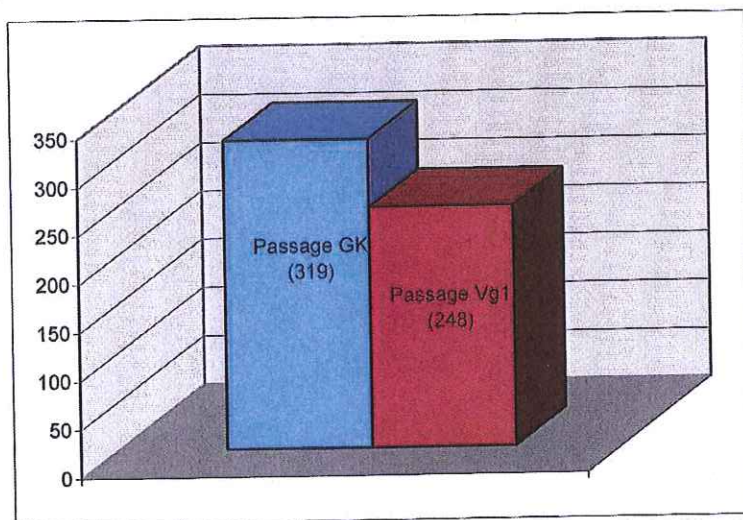


Figure 9. Total number of tasks in *Passage GK* and *Passage Vg1*.

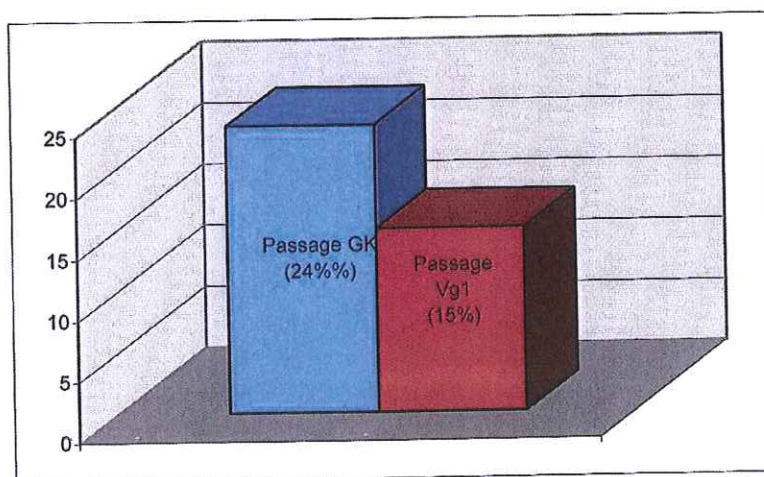


Figure 10. Percentage of vocabulary tasks in *Passage GK* and *Passage Vg1*

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How can this decline be explained? In my opinion, it is necessary to compare the two *Passage* books in more detail to answer this question, as the reason for the decline may be found in certain differences between the two books. The newer version of *Passage* introduces topics not dealt with in the older version, such as learning styles and learning strategies. There are three texts on these topics in the book, the first one "How Do You Learn Best" (*Passage* 2006: 14) is a text on learning styles and includes a questionnaire where learners are asked to choose between different strategies when faced with a task, thus helping them towards an awareness of how they learn best. The second text, "Becoming a Strategic Learner" (*Passage* 2006: 57), deals more specifically with learning strategies. There is a task here where learners are asked to guess the meaning of some Spanish words in otherwise English sentences, making them aware of how they can guess the meaning of unknown words from context. A third text in *Passage* Vg1, "Getting to Know Your Dictionary" (2006: 27), is a long text about how to use both bilingual and monolingual dictionaries. The text includes definitions and examples of grammatical terms such as nouns, verbs, adjectives and adverbs, and also some tasks which ask learners to find the meaning of given words by looking them up in a dictionary. In doing so, learners have to implement their knowledge of grammatical terms in order to find the correct entry. According to Schmitt, the use of dictionaries is considered a vocabulary learning strategy (2000). In *Passage* GK there are no texts or tasks of this sort.

The changes in *Passage* Vg1 are very much in line with current trends in the teaching of second language vocabulary, which claim that it simply is not possible to learn all the words in a language through either explicit or implicit methods only. One approach to facilitate vocabulary learning is to apply vocabulary learning strategies, which imply that learners use "conscious, strategic processes" (Schmitt 1997: 136) in order to learn vocabulary. In order to succeed in this they have to become more independent and apply methods for how to learn both in and outside the classroom. One such possibility is to teach vocabulary learning strategies in the classroom (Elstad & Turmo 2006), which is what *Passage* Vg1 aims at with its texts on learning styles and learning strategies. Even if research has not yet given solid answers as to how effective such training is (Schmitt 2000; Elstad & Turmo 2006), this could be one reason why the number of vocabulary tasks has declined in *Passage* Vg1. If learners are to apply their own strategies when learning vocabulary, there will be less need for textbook vocabulary tasks.

5.2.2.2 On the Move and Experience

My next comparison is of *On the Move* and *Experience*. In the first book there are 383 tasks altogether, of which 99, or 26%, are vocabulary tasks. In *Experience* there are 302 tasks, of which 56 (19%) are vocabulary tasks. Both the total number of tasks and the number of vocabulary tasks have thus decreased in *Experience* compared to *On the Move*, as is displayed in figures 11 and 12. The number of vocabulary tasks has decreased by 7%.

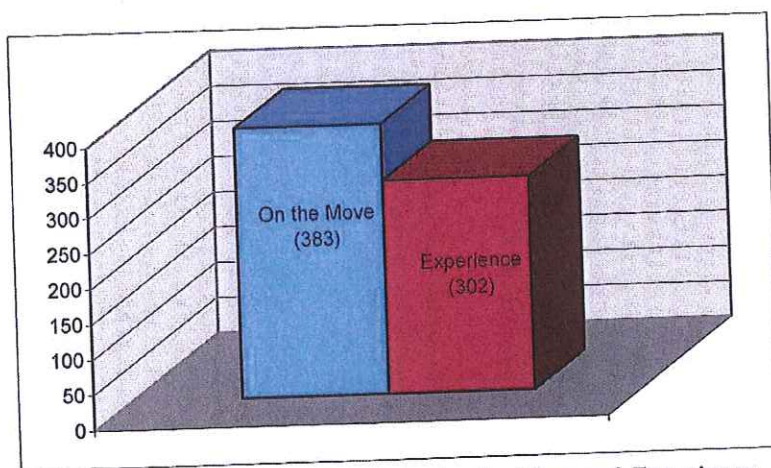


Figure 11. Total number of tasks in *On the Move* and *Experience*

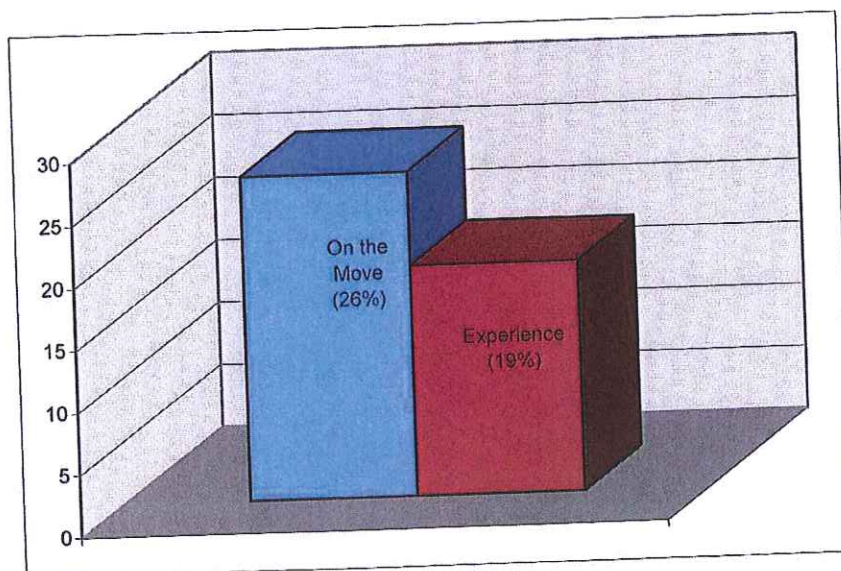


Figure 12. Percentage of vocabulary tasks in *On the Move* and *Experience*

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Again, why has the number of vocabulary activities decreased from 26% in *On the Move* to 19% in *Experience*? As with the two *Passage* books, it is necessary to compare *On the Move* and *Experience* in more detail. Examining both books closely, I found that *Experience* has more tasks dealing with learning strategies than has *On the Move*. There is also one task in *Experience* that has no equivalent in *On the Move* and which aims at deciding the individual learners' learning styles (*Experience* 2006: 8). By answering a short questionnaire in which learners have to tick statements that are true for them, some of the statements being: "Pictures, charts, and maps help me remember facts", "I like to make speeches and give presentations", and "I like to listen to music while I study", they can find out whether they are visual, auditory or kinaesthetic learners. There is also a task on reading strategies, and one text (*Experience* 2006: 339) which offers ideas and strategies on how to improve one's English while working with texts, by focusing on certain grammatical or vocabulary aspects of the given text. In *On the Move*, there is a task on the differences between skimming and scanning, which can hardly be classified as a vocabulary learning strategy, but there are no texts or tasks on learning styles in *On the Move*. Both books include information on how to use a dictionary (*On the Move* 1994: 11; *Experience* 2006: 41), which can be described as a vocabulary learning strategy. In the task in *Experience*, learners are supposed to find out what the symbols and abbreviations used after word entries in dictionaries actually mean. There is also focus on word classes, thus equipping learners with the tools needed to use dictionaries successfully. In the task in *On the Move*, learners have to look up words to find out what kind of information the dictionary provides about them, and besides, what the most common meaning of some given words are, etc. Thus, both *On the Move* and *Experience* provide information on vocabulary learning strategies, without being as detailed and specific as *Passage Vg1*. In *Experience* there is slightly more on the topic than in *On the Move* (four tasks to two), but *On the Move* has nothing on learning styles, which is a topic included in *Experience*.

5.2.2.3 *Catering & Farming and Tracks 1*

My next comparison is of *Catering & Farming* and *Tracks 1*. In the first of these books there are 140 tasks, of which 34, or 24%, are vocabulary tasks. *Tracks 1* comprises 281 tasks, of which 49 (17%) are vocabulary tasks. In these two books the actual number of tasks has increased quite dramatically from 140 in *Catering & Farming* to 281 in *Tracks 1*, displayed in figure 13 below.

Vocabulary in R94 and LK06

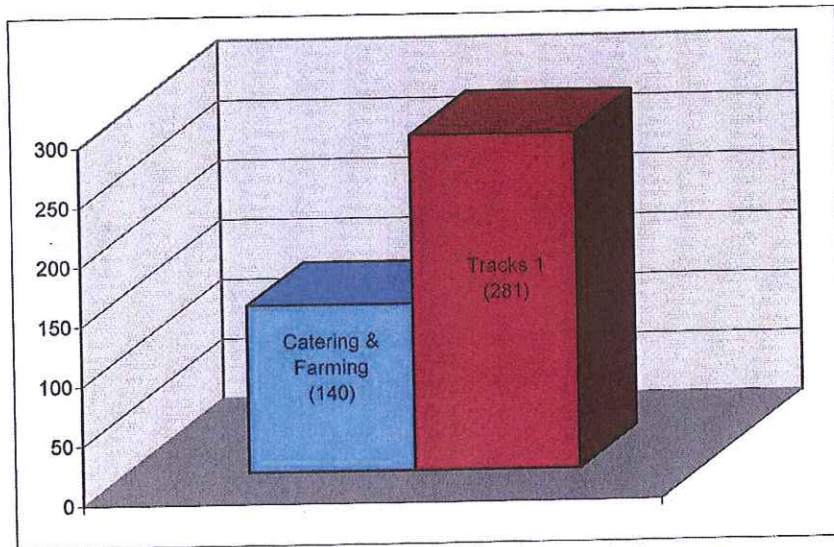


Figure 13. Total number of tasks in *Catering & Farming* and *Tracks 1*

The number of vocabulary tasks has also increased, even if the increase is not so marked, from 34 to 49 in *Catering & Farming* and *Tracks* respectively. Due to the fact that the number of vocabulary tasks has not increased to the same extent as the overall number of language tasks, the percentage of vocabulary tasks is actually lower in *Tracks* (17%) than in *Catering & Farming* (24%), which is displayed in figure 14 below.

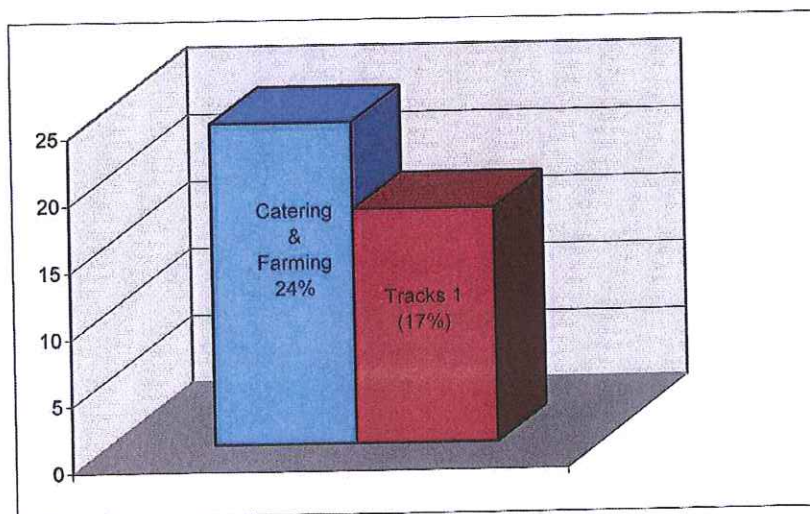


Figure 14. Percentage of vocabulary tasks in *Catering & Farming* and *Tracks*

Vocabulary in R94 and LK06

Again, why has the number of tasks increased to this extent while the proportion of vocabulary tasks has gone down? One probable reason may be that the number of English lessons on the vocational programs has increased from two lessons a week in R94 to three lessons a week in LK06. Subsequently, the textbook authors may have intended to create a more comprehensive book, and upon closer examination *Tracks* comes across as a more varied and ambitious book than *Catering & Farming*. This may also explain why the overall number of tasks has increased in *Tracks*.

Looking at the percentage of vocabulary tasks however, there is a decline from 24% in *Catering & Farming* to 17% in *Tracks*. In order to explain this decline, I will turn to some tasks in *Tracks* not present in *Catering & Farming*. As in the newer versions of the other textbooks dealt with, *Tracks* offers tasks on learning styles and learning strategies (*Tracks* 2006: 15, 59, 76). The text on learning styles, titled “How do you learn best?” (*Tracks* 2006: 15), explains what is meant by such terms as “visual”, “auditory”, etc., and also what strategies learners can use to enhance learning. It also includes a questionnaire which learners are supposed to complete in order to have their learning style established. There is also a short task on learning strategies. These topics are not included in *Catering & Farming*. Again, this may be explained by the current trends in language teaching, where different learning strategies are focused on and actually taught in the classroom, so as to make learners more conscious of how they can acquire vocabulary.

5.2.2.4 KnowHow and Workshop

KnowHow has 162 tasks altogether, of which 44 (27%) are on vocabulary. In *Workshop* there are 357 tasks, of which 51, or 14%, are vocabulary tasks. The distribution of tasks is presented in figure 15.

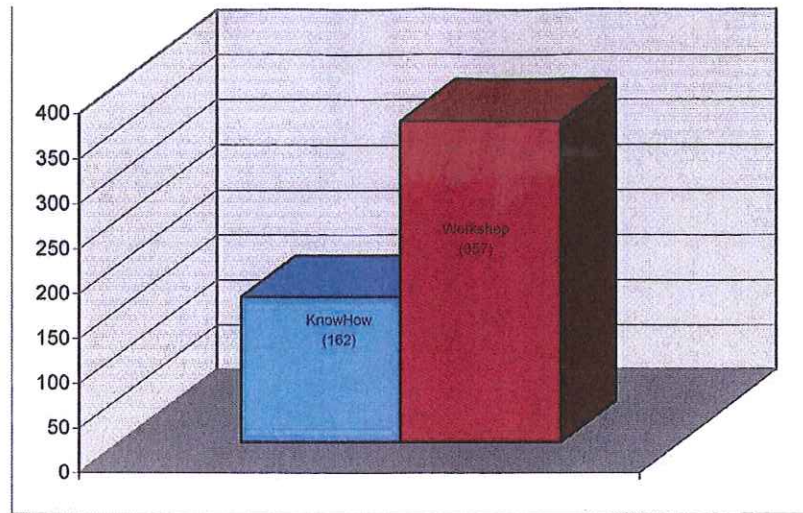


Figure 15. Total number of tasks in *KnowHow* and *Workshop*

As in *Catering & Farming* and *Tracks*, both the overall number of tasks and the number of vocabulary tasks has increased in *Workshop*, compared to *KnowHow*, whereas the actual percentage of vocabulary tasks has declined quite sharply. In *Workshop* the percentage has actually decreased by 13%, displayed in figure 16.

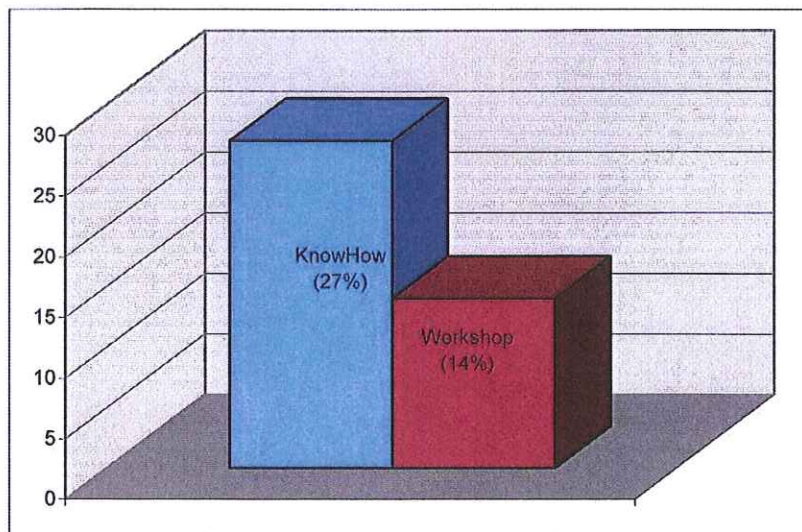


Figure 16. Percentage of vocabulary tasks in *KnowHow* and *Workshop*

Why has the number of language activities increased to this extent? Again, as with the two previous books *Catering & Farming* and *Tracks*, one possible explanation may be the increase in the number of English lessons on the vocational programs from two (R94) to three

Vocabulary in R94 and LK06

lessons a week (LK06). Subsequently, the textbook authors have created a more detailed book with *Workshop*. This is probably also the reason why the number of vocabulary tasks has increased. Looking at the percentage of vocabulary tasks, there is a decline from 27% in *KnowHow* to a mere 14% in *Workshop*. The decline can be explained by two “How to”-sections in *Workshop* titled “How to use your dictionary” (*Workshop* 2006: 14) and “How to learn new words in English” (*Workshop* 206: 164). The first of these provides information on different types of dictionaries (bilingual and monolingual), and on the different symbols and abbreviations used in dictionaries, thus enabling learners to use their dictionaries correctly, and thus encouraging learner independence. The other section gives clues as to how learners can learn new words, by e.g. making their own word banks, by using flash cards, illustrations and post-it notes, and by making word groups. *KnowHow* offers no texts or tasks on learning strategies. Again, we observe that there is information in the newer version of the book that is not present in the older version, which again is in line with the current trends in language teaching discussed above.

5.2.3 Summary

Above, I have examined eight textbooks based on two different EFL syllabi, R94 and LK06. Contrary to my expectations (due to the fact that vocabulary seems to have a stronger position in LK06 than in R94), I have found that the overall number of tasks has in fact decreased in the two LK06 general studies books, compared to their R94 predecessors. However, in the two LK06 vocational books the number of language tasks has increased quite sharply. I have pointed out that this may be because the number of English lessons on the vocational programs has increased from two lessons a week in R94 to three lessons a week in LK06. However, with regard to the vocabulary tasks, the percentage has actually decreased in all the four LK06 books, by between 7% and 13%, indicating a decreased focus on vocabulary. I have also pointed to possible causes as to why this is so, focusing on the fact that the newer versions of the textbooks introduce topics not dealt with in the older versions. These topics include learning styles and learning strategies, which are presented in order to help learners towards an awareness of how they learn and how they can improve their learning. The changes are very much in line with current trends in teaching and learning second language vocabulary, which emphasize the need for learners to become more independent. It is believed that it may enable learners to acquire vocabulary on their own, as vocabulary cannot be acquired through either implicit or/and explicit learning only. One approach to facilitate

vocabulary learning is to apply vocabulary learning strategies, which can be taught in the classroom. Research has not yet given conclusive answers as to how effective such training is. Still, I believe this to be one very important factor as to why the percentage of vocabulary tasks has declined in the LK06 textbooks. Below, I will look more closely at each individual vocabulary task, in order to establish their word knowledge category, and to see if there are any changes in the LK06 textbooks compared to the R94 books when it comes to categories used.

5.3 Categories of vocabulary tasks

In the following section I will take a closer look at the vocabulary task categories in the eight textbooks, to answer the following questions: What vocabulary categories are found in the textbooks, and - comparing R94 and LK06 textbooks - are there any changes between the two books as to type of categories used? First, I will point to how the vocabulary tasks in the books have been analysed and categorised.

5.3.1 How the vocabulary tasks have been categorised

Each vocabulary task in the eight textbooks has been examined and re-examined carefully, so as to determine its word knowledge category. This has been a lengthy and time-consuming process, since it is not always a straightforward operation to categorise a given task. As stated above, my definition of a task is an activity that is set apart from other activities by a number or a title. Furthermore, the vocabulary tasks categorised as such comprise sub-tasks of different word knowledge categories, one example being vocabulary task 4.27 in *Experience* (2006: 226), in which a list of eleven words is provided. Learners are supposed to explain the meaning of each individual word, before they insert them into the correct spaces in a following text. Thus, I have counted this task as *one* vocabulary task, but comprising *two* different word knowledge categories, i.e. *word meaning* and *collocations*.

5.3.2 Findings

As I worked with the vocabulary tasks in detail, I found that all of them pertain to the six types dealt with in the theory part in chapter three, i.e. *word meaning*, *collocations*, *multiword units*, *word associations*, *derivations*, and *translations*. As they were counted and categorised, some variations were found between the R94- and the LK06 textbooks. In the following I will present my findings, comparing the results for R94 books with their LK06 descendants.

5.3.2.1 Passage GK/Passage Vg1

The figure below (17) presents the six different vocabulary categories in *Passage GK*.

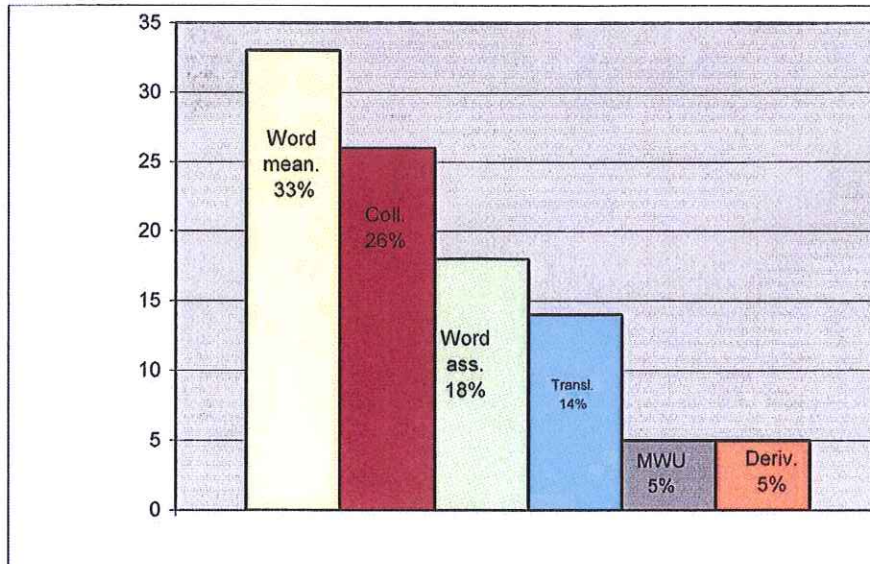


Figure 17. Vocabulary categories in *Passage GK*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In this textbook, 33% of the vocabulary tasks are *word meaning* tasks. *Collocations* constitute 26%, followed by *word association* tasks (18%), *translation* tasks (14%), and *multiword unit-* and *derivation* tasks (both 5%). The biggest vocabulary categories are *word meaning*, *collocations*, and *word associations*. The number of *multiword unit-* and *derivation* tasks is rather small.

The figure below presents the vocabulary categories in *Passage Vg1*, and the percentages of the total number of vocabulary categories in the book.

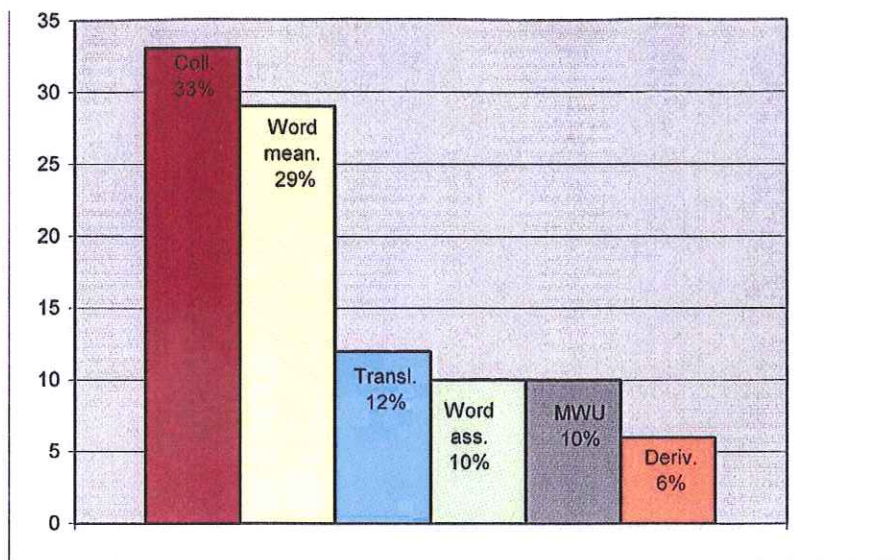


Figure 18. Vocabulary categories in *Passage Vg1*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In *Passage Vg1* the percentage of *collocation* tasks is 33%. Then follow *word meaning* tasks (29%), *translation* tasks (12%), *word association* tasks (10%), *multiword unit* tasks (10%), and *derivation* tasks (6%). In this book there are two big categories; *collocations* (33%) and *word meaning* (29%). *Translations*, *word associations*, *multiword units* and *derivations* are quite small, constituting 12%, 10%, and 6%.

Comparing the two books, I observe that *word meaning* tasks have decreased from 33% in *Passage GK* to 29% in *Passage Vg1*. *Translation* tasks have decreased from 14% in *Passage GK* to 12% in *Passage Vg1*, and *word association* tasks from 18% to 10%.

The following vocabulary categories have increased from *Passage GK* to *Passage Vg1*: *Collocations* have increased from 26% to 33%, *multiword units* from 5% to 10%, and *derivations* from 5% to 6%.

All in all, I would argue that the differences as regards number of vocabulary categories between the two *Passage* books are not very big.

5.3.2.2 *On the Move/Experience*

In figures 19 and 20, the percentages of the different vocabulary categories in *On the Move* and *Experience* will be presented.

Vocabulary in R94 and LK06

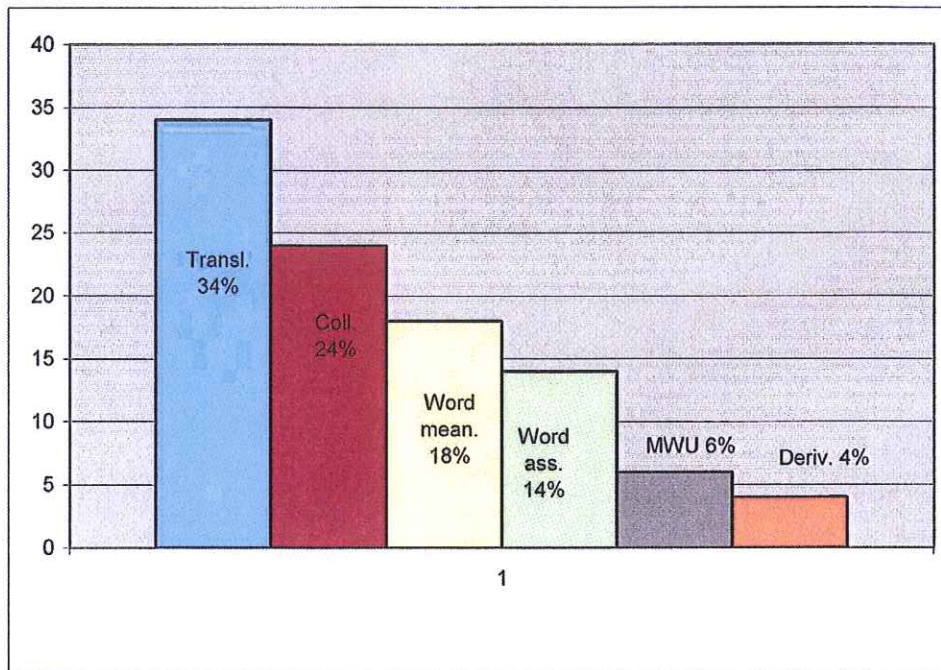
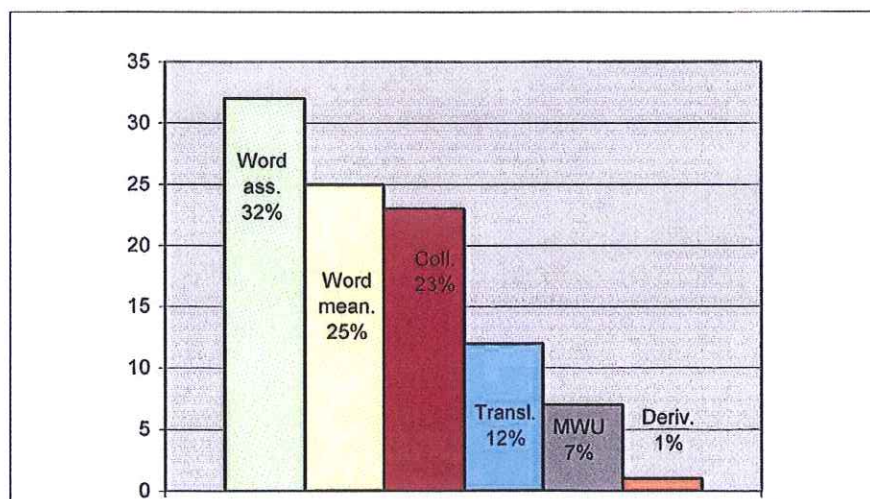


Figure 19. Vocabulary categories in *On the Move*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

As can be seen, *translation* tasks make up the largest group of vocabulary tasks in *On the Move*, with a percentage of 34. The *collocation* type is the second largest group, constituting a percentage of 24%, followed by *word meaning* tasks (18%), *word association* tasks (14%), *multiword unit* tasks (6%), and *derivation* tasks (4%).



Vocabulary in R94 and LK06

Figure 20. Vocabulary categories in *Experience*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In *Experience* the percentage of *word association* vocabulary tasks is 32%. The *word meaning* type makes up a percentage of 25%, followed by *collocation* tasks (23%), *translation* tasks (12%), *multiword unit* tasks (7%), and *derivation* tasks (1%).

Comparing the two books, I observe that *translation* tasks have decreased from 34% in *On the Move* to 12% in *Experience*. *Derivation* tasks have decreased from 4% in *On the Move* to 1% in *Experience*. *Collocations* constitute a percentage of 24 in *On the Move* and 23% in *Experience*, which is so little that it can hardly be considered an increase. In contrast, the following vocabulary categories have increased from *On the Move* to *Experience*: *Word associations* have increased from 14% to 32%, *word meaning* tasks from 18% to 25%, and *multiword units* from 6% to 7%.

5.3.2.3 Catering & Farming/Tracks 1

In figure 21, the percentages of vocabulary categories in *Catering & Farming* are presented.

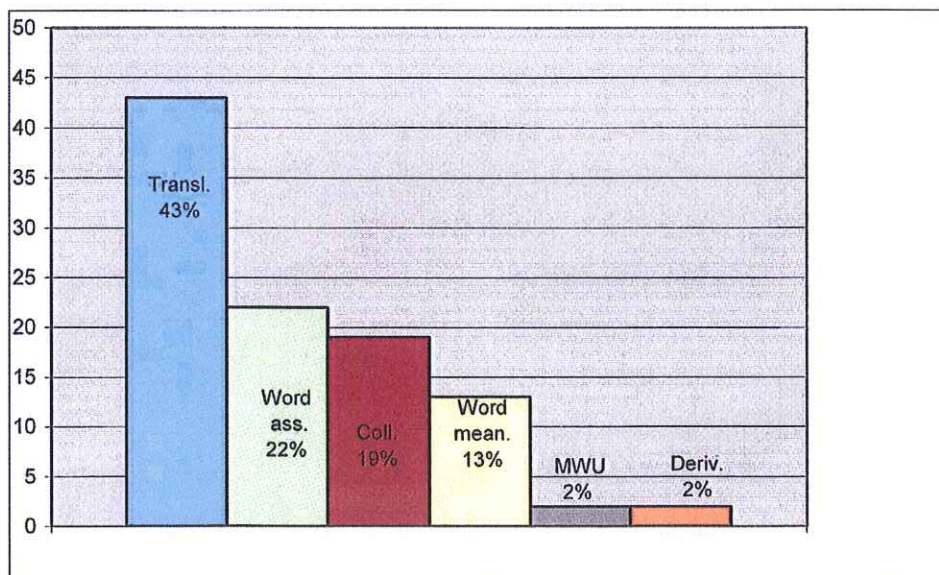


Figure 21. Vocabulary categories in *Catering & Farming*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

Vocabulary in R94 and LK06

In *Catering & Farming*, *translation* tasks are by far the largest vocabulary category, with a percentage of 43. Then follow *word association* tasks (22%), *collocations* (19%) and *word meaning* tasks (13%). The *multiword unit*- and *derivation* categories are equally big, with a percentage of 2%.

In the following figure (22), *Tracks* will be presented.

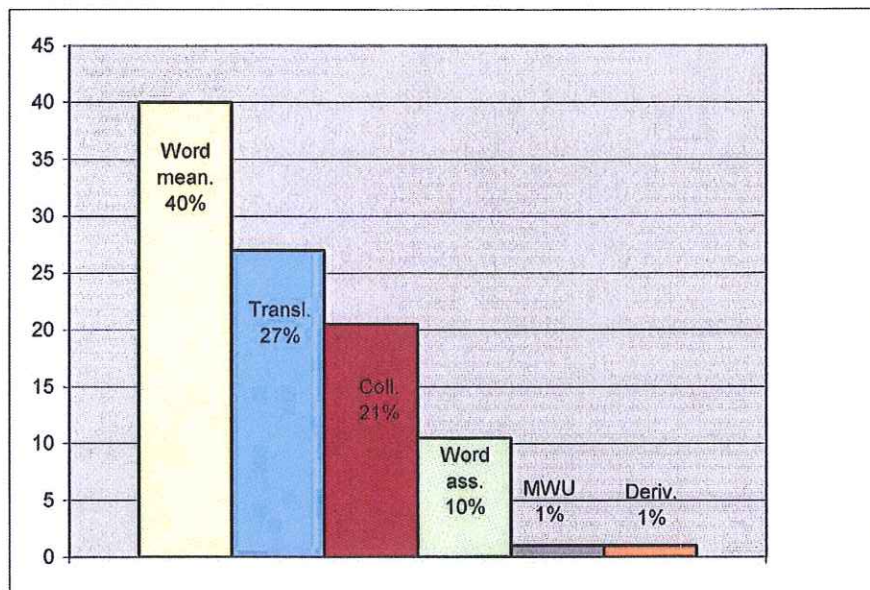


Figure 22. Vocabulary categories in *Tracks*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In *Tracks*, 40% of the vocabulary tasks pertain to the *word meaning* type, followed by *translations* (27%), *collocations* (21%), *word associations* (10%), and *multiword units* and *derivations*, both 1%.

Comparing the two books, I observe that *translation* tasks have decreased from 43% in *Catering & Farming* to 27% in *Tracks*, and that *word association* tasks have decreased from 22% in *Catering & Farming* to 10% in *Tracks*. Both *multiword unit* tasks and *derivation* tasks show a very slight decrease from 2% in *Catering & Farming* to 1% in *Tracks*. The following vocabulary categories have increased from *Catering & Farming* to *Tracks*: *Word meaning* tasks from 13% to 40%, and *collocations* from 19% to 21%.

5.3.2.4 KnowHow/Workshop

In figure 23 below, the percentages of vocabulary categories in *KnowHow* will be presented.

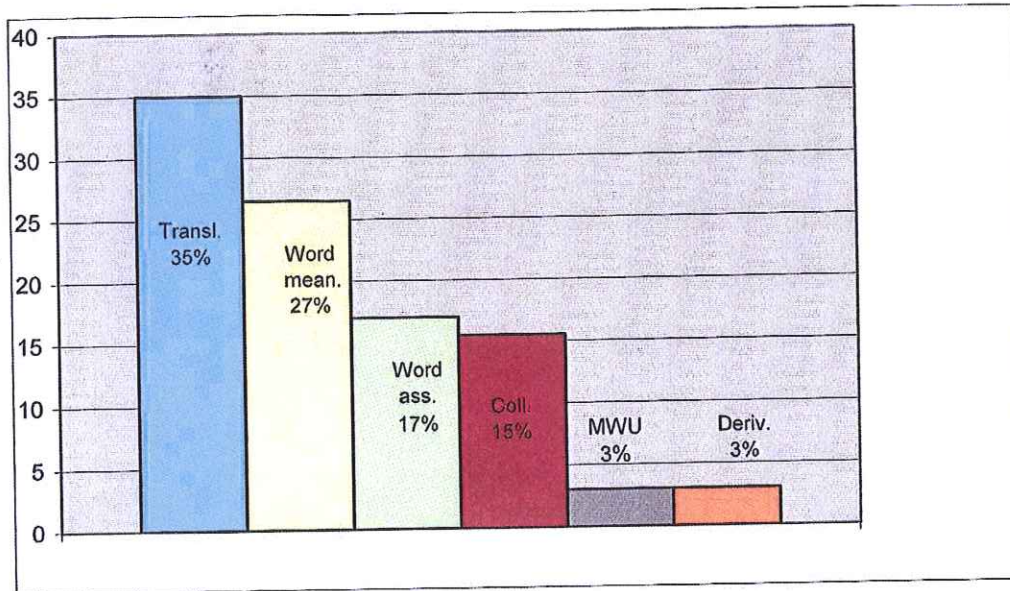


Figure 23. Vocabulary categories in *KnowHow*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In *KnowHow* 35% of the vocabulary tasks are *translation* tasks, followed by *word meaning* (27%), *word associations* (17%), *collocations* (15%), and *multiword units* and *derivations* (both 3%).

Vocabulary in R94 and LK06

In figure 24 below, the percentages of the vocabulary categories in *Workshop* will be presented.

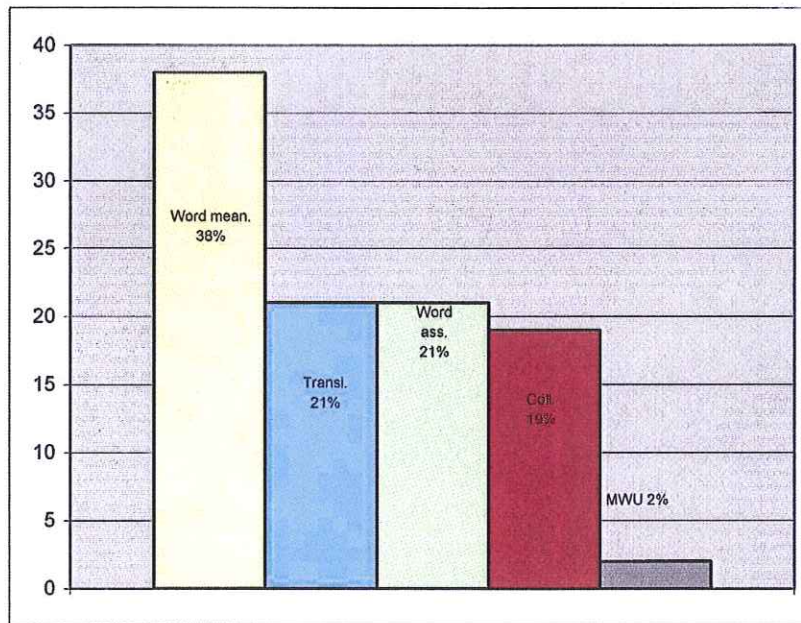


Figure 24. Vocabulary categories in *Workshop*. The numbers presented are the percentages of the total number of vocabulary categories in the book.

In *Workshop* the largest category is the *word meaning* type of vocabulary tasks, with a percentage of 38. *Word association* and *translation* tasks both constitute 21%, followed by *collocations* (19%), and *multiword units* (2%). *Derivation* tasks are not present at all in this book.

Comparing the two books, I observe that translation tasks have decreased from 35% in *KnowHow* to 21% in *Workshop*. *Multiword unit* tasks show a slight decrease from 3% in *KnowHow* to 2% in *Workshop*. *Derivation* tasks constitute a percentage of 3% in *KnowHow*, but are not present at all in *Workshop*.

The following vocabulary categories have increased from *KnowHow* to *Workshop*: *Word meaning* tasks have increased from 27% to 38%, *word association* tasks from 17% to 21%, and *collocations* from 15% to 19%.

Vocabulary in R94 and LK06

5.3.3 Analysis of table

In table 1 below, the percentage of vocabulary categories in all the textbooks examined will be displayed.

Table 1. Percentage of vocabulary categories in all the textbooks

	Translations	Collocations	Word associations	Multiword units	Derivations	Word meaning
<i>Passage GK</i>	14	26	18	5	5	33
<i>Passage Vg1</i>	12	33	10	10	6	29
<i>On the Move</i>	34	24	14	6	4	18
<i>Experience</i>	12	23	32	7	1	25
<i>Catering & Farming</i>	43	19	22	2	2	13
<i>Tracks 1</i>	27	21	10	1	1	40
<i>KnowHow</i>	35	15	17	3	3	27
<i>Workshop</i>	21	19	21	2	-	38

First, the numbers above show that there are variations as to the size of the different vocabulary categories in the various books. Some categories are quite big, meaning that they are more widely used in the textbooks that I have analysed than others, whereas others are rather small. Not all the results above show wide variations. In my opinion, the slight increase in e.g. *derivation* tasks in *Passage Vg1* as opposed to in *Passage GK* (from 5% to 6%), or the decline in *multiword* tasks in *KnowHow* (3%) and *Workshop* (2%) are insignificant and

Vocabulary in R94 and LK06

cannot be explained. Therefore, I have only included as significant numbers those that show a variation of 10% or more.

Significant variations as to the vocabulary categories in the different pairs of books are the percentages as regards *word association* tasks in *On the Move* (14%) and *Experience* (32%), which show a variation of 18%. Another category that has increased is *word meaning*, from 13% in *Catering & Farming* to 40% in *Tracks*, which is a difference of 27%. In *KnowHow* and *Workshop* the percentages are 27% and 38%, which means that *word meaning* tasks have increased in *Workshop*, with an 11% variation. On the other hand, the following vocabulary category has decreased in size in the LK06 textbooks: *Translation* tasks have decreased, from 34% in *On the Move* to 12% in *Experience*. The percentages as regards *translation* tasks have also decreased in *Catering & Farming* (43%), and *Tracks* (27%), and in *KnowHow* (35%) and *Workshop* (21%).

Next, I would like to look at the size of vocabulary categories in all the books of both reforms, in order to decide which vocabulary task category is the one most used in these books, and which is the least used, etc. Looking at this in more detail, I found that *word meaning* tasks make up 33% in *Passage GK*, 29% in *Passage Vg1*, 18% in *On the Move*, 25% in *Experience*, 13% in *Catering & Farming*, 40% in *Tracks*, 27% in *KnowHow*, and 38% in *Workshop*. These numbers give, if added together, a percentage of 28%, which is the size of this vocabulary category in all the books combined. *Translation* tasks comprise a percentage of 25%, *collocations* 23%, *word associations* 18%, *multiword units* 5%, and *derivations* 3%.

Based on these numbers, the most used vocabulary category in the eight textbooks from R94 and LK06 that I have examined is *word meaning*, followed by *translations*, *collocations*, and *word associations*, all with a percentage between 18% and 28%. *Multiword unit-* and *derivation* tasks are both rather small categories that are used much less than the other categories, with percentages of 5% and 3% respectively.

Looking at the four R94 textbooks separately, I found the following numbers: *Translation* tasks make up 32%, *word meaning* 23%, *collocations* 21%, *word associations* 18%, and *multiword units* and *derivations* both 4%. Looking at the four LK06 textbooks the numbers are as follow: *Word meaning* 33%, *collocations* 24%, *word associations* 18%, *translations* 18%, *multiword units* 5%, and *derivations* 2%.

Vocabulary in R94 and LK06

Comparing the R94 textbooks with LK06 textbooks as regards the size of the vocabulary categories, I found that the following vocabulary categories have increased in size: *Collocations* have increased by 3%, *multiword units* by 1%, *word meaning* by 10%, and *word associations* have neither decreased nor increased. These categories have decreased; *derivations* by 2%, and *translations* by 14%.

As mentioned above, I have only regarded those categories with a variation of 10% or more as significant, meaning that the major results of my analysis is that *word meaning* tasks have increased by 10%, from 23% in all the R94 textbooks to 33% in all the LK06 textbooks. *Translation* tasks have decreased by 14%, from 32% (R94 textbooks) to 18% (LK06 textbooks).

5.4 Summary

In this chapter I have presented eight textbooks. I have looked at publishing years, publishing houses, how the books are organized, what kind of texts and tasks they comprise, and the topics dealt with. I have also given my own opinions of the books, and my personal experiences with some of them. I have presented the results of my examinations in regard to the number of tasks in each book, and the number of vocabulary tasks in particular in each of the eight books. My goal has been to find out whether the number of vocabulary tasks has increased in the LK06 textbooks compared to R94. My findings indicate that they have not increased. I have also compared each book with its descendant or predecessor, and in addition, I have looked at the vocabulary categories in the vocabulary tasks, to find out what kind of vocabulary categories they belong to, and to see whether there are any changes from the R94 to LK06 textbooks in this respect. I found that there are significant changes in two of the six vocabulary categories. *Word meaning* tasks have increased by 10%, whereas *translations* tasks have decreased by 14%.

5.5 Chapter summary

In this chapter I have presented the eight textbooks examined in this thesis in detail, including information about why I chose these particular books, when they were published, by which publishing houses, how the books are organized, what kind of texts and tasks they comprise, and the topics dealt with. I have looked at the number of tasks and the number of vocabulary tasks in particular in each of the eight books. My goal was to find out whether the number of

Vocabulary in R94 and LK06

vocabulary tasks has increased in the LK06 textbooks compared to R94. I found that the number has not increased. On the contrary, the number of vocabulary tasks has in fact decreased in the LK06 textbooks. I also examined what type of vocabulary categories there are in the textbooks, to find out whether there are any changes from the R94 to LK06 textbooks in this respect. Significant findings are that the number of *word meaning* tasks has increased, and that *translation* tasks have decreased. The other vocabulary task categories - *derivation*, *word association*, *collocation* and *multiword units* - show minor changes only. In chapter six I will discuss my findings.

6.0 Discussion

In this chapter I will sum up my findings, discuss them in view of the theory presented in chapter three, and give my own views of what I have found. I will first summarize my findings as regards whether the number of vocabulary tasks has increased in the LK06 textbooks compared to R94, before I discuss and explain. Then, I will sum up my findings as regards the vocabulary categories found in the textbooks and whether there are any changes as to categories used in the two syllabi.

6.1 Summary of findings: Number of vocabulary tasks

One of the goals of this thesis was to find out whether the number of vocabulary tasks has increased in the LK06 textbooks compared to those for R94. I found that the number of vocabulary tasks has not increased in the LK06 textbooks compared to their R94 predecessors, and that it has in fact decreased by 7%, 9% and 13% in the four LK06 textbooks. Below, I will try to explain this decrease.

6.1.1 Theoretical background

The decrease in the number of vocabulary tasks was somewhat unexpected. I had in fact expected an increase in this number due to the increased focus on vocabulary in the theory of language learning and teaching in general, and due to what I perceive as an increased focus on vocabulary in LK06. As stated in chapter three above, vocabulary enjoys a more significant role, due to research which has fully understood the key role of vocabulary in language learning and teaching, and due to the awareness that vocabulary plays a key role when it comes to expressing and comprehending meaning in language (Simensen 2000b).

Another factor that made me expect an increase is the fact that during the last decade or so there has been a move away from the emphasis on implicit and incidental learning of vocabulary typical of communicative language learning. According to these ideas, defining words and giving bilingual equivalents were to be avoided, and the primary task in textbooks was to recognize clues in context and thus to infer words from context (Schmitt 2000). More recent research has showed that contextual inferencing has a number of problems as the primary way of acquiring vocabulary, one of these problems being that it will take a long time to acquire all vocabulary in this way (Schmitt 1997). Another problem is that students rarely guess the correct meanings of words, depending of course on the students' proficiency

(Schmitt 1997). Yet another factor is that students differ as to ability to infer from context. Finally, a number of studies have shown that inferring from context does not necessarily result in long-term retention, and that it is not suitable for beginners because in order to guess from context the students have to have a certain level of competence in a language. The idea now is to apply both explicit and implicit methods; both the teaching of individual words and the exposure to rich language have to be focused on (Schmitt 2000). Studies have actually shown that students who read texts followed by vocabulary activities acquire more words than students who are doing the reading part only (Schmitt 1997), which is in line with the very important concept related to explicit learning, “the depth of processing hypothesis”, which states that the more you work with a word the more likely it is that this word will be remembered (Schmitt 2000: 121, 242-244). Research has also shown that receptive words are more likely to be forgotten than are productive words (Schmitt 2000). In this context, I therefore find it somewhat odd that the number of vocabulary tasks in the textbooks I have examined has actually decreased.

6.1.2 Findings: Why a decrease in the number of vocabulary tasks?

Why then, in spite of the research and despite the increased focus on vocabulary in LK06, did I find a decrease in the number of vocabulary tasks in the LK06 textbooks that I examined compared to the R94 textbooks? In this context I need to repeat the limitations when it comes to validity in my thesis, due to the fact that the population examined comprises eight textbooks only. In order to be able to draw valid conclusions, a larger population has to be examined. However, my findings are quite consistent as regards the textbooks I have examined. I therefore believe the main reason for the decrease in vocabulary tasks in LK06 to be the fact that the LK06 versions of the textbooks introduce topics not dealt with at all or only briefly in the older versions, such as learning styles and in particular, learning strategies. Both of these aim at helping students towards an awareness of how they learn (learning styles) and particularly at how they can improve their learning by way of different learning strategies. In the four R94 textbooks, there are no texts or tasks on learning styles or learning strategies, except for one task on the differences between skimming and scanning in *On the Move*, which is not a vocabulary learning strategy. In the LK06 textbooks, however, I found texts and tasks on learning strategies and learning styles, and on vocabulary strategies in particular, such as how to use a dictionary and how to learn new words in English. Some of these books had more of this type of texts and tasks than others, but all of the books dealt with these topics. As stated in chapter three, research shows that students who achieve good results when it

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comes to the understanding of different subjects often use learning strategies, and that successful students use a variety of such strategies. Studies have also provided solid documentation for the effect on systematic teaching of learning strategies. This research combined with the fact that since all words can neither be learned implicitly only nor explicitly, but through a combination, the textbook writers may well have decided to focus on learning strategies instead of increasing the number of vocabulary tasks in the LK06 textbooks. According to Elstad and Turmo (2006), strategies can be learned, and it is believed that teaching strategies could be integrated into regular teaching, meaning that teachers should teach both what students are to learn and how they can learn.

Hopefully, the use of vocabulary learning strategies may contribute to vocabulary achieving the role in language teaching and learning that it deserves, not only in research but in the language classroom as well. At this point, and based on my own experiences, there are problems, as Elstad and Turmo indicate, because not much is yet known about how teaching best can be adapted to enhance strategic learning in different subjects. Since the learner has to participate actively in his/her own learning (Elstad & Turmo 2006), and since the teacher also has to play an important role in the process, and not the least because both teacher and learner have a mutual responsibility for the learning process to be successful, we need to know how this should be done. The problem is that theories on learning do not offer simple solutions as to how to do this, only suggestions.

One problem, as I see it, is that not much is yet known among teachers about learning strategies. My impression when it comes to my own colleagues is that they do not really know what is meant by the term *learning strategies* and that they, at best, only have some vague notion of what the term means. I doubt that I would have known much about learning strategies myself if it had not been for the university courses I have attended and the books I have read in connection with the work on my master thesis. Until we do know and learn more about learning strategies, and before research can give us more ideas and knowledge about how they should be applied, my concern is that vocabulary will still be a factor that we do not know how to deal with and handle fully. Learning about learning strategies will take time, and in the meantime – will there be more focus on vocabulary and will learners learn more vocabulary? The fact that there are fewer vocabulary tasks, at least in the books I have examined, and that teachers and students are left with learning strategies that they do not know how to handle or apply, may leave us in the “learner autonomy” trap. By this I mean

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that teachers, because we did not fully understand or know what to do with learner autonomy, left too heavy a burden on the average student, resulting in the possibility that he/she learned less than before instead of more. In addition, vocabulary is such an enormous and complex area that one is left wondering: Where to start? For the time being, maybe the obvious thing is to leave vocabulary to learning strategies and extensive reading?

Below, I will sum up my findings regarding types of vocabulary categories.

6.2 Summary of findings: Categories of vocabulary tasks

What vocabulary categories are found in the eight textbooks, and when comparing R94 and LK06 textbooks, are there any changes between the textbooks of the two syllabi as to type of vocabulary task categories used?

The vocabulary categories found in the textbooks are *word meaning*, *collocations*, *word associations*, *translations*, *multiword units* and *derivations*. These vocabulary categories are found in all the eight textbooks examined, except for *Workshop*, which has no *derivation* tasks. The different vocabulary categories vary in size in the various textbooks, but as I am mainly interested in the overall number of vocabulary tasks of the different categories in the R94 textbooks compared to the LK06 textbooks, and not in the variations within each pair of books, this will not be discussed.

Looking at all the textbooks in both R94 and LK06, I found that the following four vocabulary categories are the ones most widely used: *Word meaning* (28%), *translations* (25%), *collocations* (23%), and *word associations* (18%). A rather small amount of vocabulary tasks are of the *multiword unit-* (5%) and *derivation* (3%) categories.

With regard to the variations between R94 and LK06, I found that the following categories show insignificant or no increases in the LK06 textbooks: *Collocations* (3%), *word associations* (0%), and *multiword units* (1%). *Word meaning*, on the other hand, has increased by 10% in the LK06 textbooks. As for *derivations* and *translations*, the first showed a decrease of 2%, whereas *translations* had decreased by 14%. As stated above in chapter five, not all these numbers show wide variations, which is why I will focus on the categories that show a variation of more than 10% or more in my discussion, i.e. *translation tasks* and *word meaning* tasks.

Why has the number of *translation* tasks decreased by 14%, and the *word meaning* tasks by 10%? Below, I will look at these two in more detail.

6.2.1 Theoretical background: *Translation and word meaning*

As stated in chapter three above, translation is not based on a theory, as there is “no literature that offers a rationale or justification for it” (Brown 2007: 17). As a method it has been in use for centuries, and it is based on the belief that there is a one-to-one relationship between the words in two languages (Simensen 1998). However, it is no longer believed that words are one-to-one. According to Schmitt (2000), the majority of words do not have a single referent only, but several. This complicates the process of giving definitions, and translations for that matter. Schmitt claims that, “the relationship between a word and its referent is arbitrary until formalized by the people using the word” (2000: 23). This implies that it is not a straightforward process to translate a word from one language to another. Another factor, which is the consensus now, is that vocabulary has to be taught and learnt in context, as the meaning of words can only be realized when they occur together with other words. Words occur together and there are regularities as to how they do so (Schmitt 2000).

As for *word meaning*, Schmitt states: “Meaning is the most obvious kind of word knowledge” (2000: 20). Mastering a word’s meaning is also a highly complex process since a few encounters with a word are not sufficient in order to master that word. More encounters are needed in order to master the extent and limitations of words (Schmitt 2000).

My view is that the decrease in the number of translation tasks in the LK06 textbooks can be seen in the context described above. In addition, translation may to some extent be viewed by teachers, pedagogues and textbook authors as being old-fashioned, thanks to its connotations with teaching methods and classrooms of the past, which may also explain the decrease in the use of translation tasks. However, whereas some of the translation tasks in the textbook I examined are of the type where the students are asked to translate lists of words taken out of context, which seems to be based on the idea of words having a one-to-one relationship, other translation tasks are actually short texts comprising a limited number of related sentences. In these tasks the meaning of the words is realized by the context, and words are thus not to be translated in isolation. In my opinion, this way of using translation is appropriate and by no means old-fashioned, which is why I believe that translations as a method of learning vocabulary is not about to vanish, in spite of the results of my findings. If I compare the

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descendants of the LK06 textbooks in ten years time, I might find that the use and number of translation tasks has increased, but then in anticipation of words being translated in context. As I see it, learning words by translating them in a context is a very valuable way of learning words, as one has to face the words given and find their equivalents in the other language. One has to be exact and one cannot escape possible hurdles by way of rephrasing or using other words.

When it comes to *word meaning* and the reasons why there is an increase of 10% in the textbooks I have examined, my belief is that there is a connection between increased focus on *word meaning* and the fact that there is increased focus on explicit learning in vocabulary learning and teaching, because *word meaning* is one aspect of word knowledge that is suitable for explicit learning, because “it is amenable to conscious learning”.

The increased focus on *word meaning* may also be related to *collocation-* and *multiword unit-*thinking, as context is needed in order to activate the full resources of word meaning, and since words occur together.

6.2.2 Why not bigger changes as to the other vocabulary categories?

Except for the *translation* and *word meaning* categories, the changes in the other categories are minor and not significant. Below, I would like to give my opinions as to why this is so.

First of all, the six vocabulary categories examined and dealt with here have all been applied in language teaching and learning in recent decades. Since I have examined two consecutive syllabi within a relatively short period of time, the underlying ideas and theories of these are the same to a large extent. If I had compared a much older syllabus with LK06, I would obviously have found bigger variations, different categories, etc. due to different theories on teaching and learning.

The slight and insignificant increase of 3% in *collocation* tasks from the R94 to the LK96 textbooks may be explained by the fact that it is difficult to know exactly how to teach collocations and how to address them explicitly, since the number of collocation possibilities is so extensive (Schmitt 2000). *Word associations* have only increased by 1%, because not much is yet known about how to teach this as we do not know much about how connections

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are made in the mind (Schmitt 2000). As for *derivations*, there is a slight and insignificant decrease of 1%. In my opinion, the lack of focus on this category could be explained by the assumption that it is easier to teach. According to Schmitt (2000), it has been assumed that a word's inflections and derivations can be learned with minimum effort, as there is a limit to how many inflections and suffixes there are and because the system of morphology is rule-based and consistent, and thus possible to focus on. Still, mastering the derivations of English is not easy. The derivational suffixes in particular need to be individually memorized, and, as with other aspects of language, a lot of exposure is needed before derivations are mastered. According to Schmitt (2000), native speakers of English do not have full mastery of morphology before high school.

6.3 Chapter summary

In this chapter I have summed up my findings, one of them being that the number of vocabulary tasks has not increased in the LK06 textbooks compared to their R94 predecessors; they have in fact decreased. I have tried to explain this decrease and have discussed them in view of the theory presented in chapter three. According to this, the main reason for the decrease in vocabulary tasks in LK06 is that the LK06 versions of the textbooks introduce topics not dealt with at all or only briefly in the older versions, such as learning styles and learning strategies. In the four R94 textbooks, however, there are no texts or tasks on learning styles or vocabulary learning strategies.

My next finding regarding vocabulary categories is that *word meaning* tasks have increased by 10%, and that *translation* tasks have decreased by 14% in the LK06 textbooks.

One reason for the decrease in translation is that it is no longer believed that there is a one-to-one relationship between the words in two languages, and also, in my opinion, that translation is deemed somewhat old-fashioned for the time being. As for the increase in *word meaning* tasks, this may be due to the fact that there is increased focus on explicit learning in vocabulary learning and teaching, and that *word meaning* is one aspect of word knowledge that is thought to be suitable for explicit learning. Another reason may be related to *collocation-* and *multi word unit* theories, which imply that the full resources of word meaning can only be activated in context and that words occur together.

7.0 Conclusion

Based on the findings in my thesis, I will in this final chapter point to possible topics for further research on vocabulary in language teaching and learning. I will then conclude by discussing some ideas on how to focus on vocabulary in the classroom at present and in the future.

7.1 Implications and further research

Vocabulary is certainly a huge field that has received much attention in recent decades. Still, there is so much that we do not know about how vocabulary is acquired. Being so essential to communication, vocabulary deserves our full attention in research and in the teaching and learning of languages in the years to come. As a result of the work undertaken in this thesis, I can see an array of possible studies on vocabulary that I would I have liked to undertake. A similar study to the one I have presented here, but on a much larger scale involving a larger number of textbooks and tasks, could be carried out in order to establish whether my findings are valid for English textbooks in Norwegian schools in general. However, since one of the findings in my thesis is that learning strategies have been introduced in the LK06 textbooks, and since that is a field which we still do not fully know how to deal with, I would personally have liked to focus my attention on a study related to learning strategies instead, and on vocabulary learning strategies in particular. Based on the findings of my study, I have established that there are fewer vocabulary tasks in my sample, that this may or may not be the case for other samples or the population as a whole, and that this may be due to the introduction of learning strategies in the LK06 syllabus and textbooks. Therefore, a more natural follow-up to my findings would be to try to find out how vocabulary learning strategies could be focused on in the classroom.

Another possible study could focus on the effects of explicit teaching of vocabulary learning strategies to a group of students, which would then be monitored during a period of time, and then finally tested to establish whether the instruction had been effective. A similar study could be done but this time the focus of the explicit teaching of vocabulary learning strategies would be teachers instead of students.

It could also be interesting to do a survey on a group of students to see how they actually acquire vocabulary, or to do a study on word knowledge categories to find out if one of the

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approaches is more effective than the others, or whether students learn vocabulary from translations, for instance.

As a result of the insight and knowledge I have gained through working with this thesis, I have started focusing on vocabulary learning strategies in my own classrooms. One approach that I have worked with is to focus on morphology, and on lexical derivations in particular. Therefore, a study on the possible effects of this focus could be undertaken.

7.2 Some final ideas on how to focus on vocabulary

Other than the explicit teaching of vocabulary learning strategies, a question worth discussing is how vocabulary could be focused on in the classroom. One possible option is to focus on vocabulary testing through high-stake type of tests, e.g. examinations. As we have seen already, there are no vocabulary tasks in the R94 examination analysed above. In the LK06 examination, however, five out of nine tasks involve some kind of testing of vocabulary, which in my opinion means a shift towards implementing more vocabulary based tasks in testing.

One factor that I have started focusing on in my English classrooms, in order to trigger motivation, is to make students more aware of how important English is in all walks of life, and that one very crucial factor here is vocabulary. If I come across articles in Norwegian newspapers or magazines about the importance of English, I sometimes bring them to my English classes, and use them as a starting-point for a discussion or a lecture on the importance of having a very good command of the language. I inform students about the fact that English has become increasingly important in working-life and in further education, not only abroad but within Norway as well. My impression is that students get quite taken aback when they are told that their command of the language works in personal situations, and when travelling to other countries, but that it may not be sufficient for use in more specific and advanced situations. My experience is that many Norwegian students actually believe in the myth that Norwegians are such “excellent speakers of English”, to the extent that they reach a level where they are no longer susceptible of acquiring more English, because they are not motivated to learn more. They think they master the language, and instead of realizing that this may only hold true to a certain degree, they consolidate what they already know and keep on making the same mistakes and using the same limited vocabulary as before. If students ask

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for advice as to what they can do in order to improve their English, I often, with some exceptions, tell them to focus on vocabulary. Some very advanced students, especially on the Vg3 English courses, already master the grammar very well, so for these students to improve their English further the obvious answer is, in my opinion: Vocabulary.

If they ask how, the most evident reply is to encourage extensive reading, in my view. Provide students with lists of recommended books in English, for instance, as many of them probably will not know where to start if they are given this advice. Another possibility is to let them choose books of their own choice and liking when novels are to be read as part of a syllabus. One important factor here is to monitor their choices so as to secure that the books are of a certain literary quality as to content and language. My belief is that many students are more motivated when they are allowed to take part in the decision-making, and that this may encourage further reading beyond this one book, as opposed to when the teacher presents them with a book of his/her choice that is compulsory reading for all members of the group, which may in fact have the effect of discouraging the students from wanting to read again. The teacher can also make a list of suitable and recommended books available for the students, and make room for reading sessions during lessons, in order to encourage their desire to read more outside the classroom.

In addition, why not introduce them to this quote referred to in the introduction, and which sums up the importance of vocabulary so accurately? It may open at least some students' eyes to how essential vocabulary really is:

”The fact that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Simensen 2000a: 24).

Acknowledgements

I would like to express my gratitude to my supervisor, Associate Professor Glenn Ole Hellekjær, at the University of Oslo, for his invaluable help and for sharing his knowhow and expertise. I would also like to thank him for being genuinely interested in his students' work, and for his understanding and encouragement when I encountered unexpected hurdles not related to the writing of the thesis on the way.

I would also like to thank my colleague and friend Thomas for his support and help, my students for providing me with a lot of experience in the classroom, and some of my own teachers.

Finally, I would like to thank my daughter Maria Christina, who has been very supportive and understanding throughout, and who never complained when I had to work on my thesis instead of spending time with her.

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Appendix

Footnote 1: *Experience* 2006: 184

Footnote 2: *Experience* 2006: 212

Footnote 3: *Passage* 2006: 123

Footnote 4: *Experience* 2006: 219

Footnote 5: *Passage* 2003: 200

Footnote 6: *On the Move* (workbook)1994: 99

Footnote 7: *On the Move* (workbook)1994: 46

Appendix

LANGUAGE

3.45 Synonyms

Combine words which mean the same from the two columns.

a	abroad	wander
b	murder	all the time
c	roam	in a foreign country
d	eventually	place
e	location	understand
f	continuously	think about
g	opportunity	in the end
h	realize	kill
i	consider	chance

Footnote 1: Word meaning

3.46 Antonyms

Combine words which mean the opposite from the two columns.

a	troubled	found
b	divide	concerned
c	missing	intelligent
d	found	peaceful
e	relieved	refuse
f	silly	lost
g	accept	combine

Footnote 2: Word association

LANGUAGE

4.14 Odd man out

One of the words/phrases on each line does not fit with the others. Explain why.

- a application – advertisement – fringe benefits – interview
- b CV – 3D game – reference – certificates
- c personnel manager – electronics – receptionist – designer
- d nine to five – overtime – team – shifts
- e salary – payroll – downsize – earnings
- f software – channel – browser – graphics
- g campaigns – computer science – engineering – law
- h unemployed – redundant – uptight – fired

Footnote 3: Multiword unit

3 Improve your language

Compound nouns are nouns that are made up of two words. They are not spelt as one word, but sometimes they are linked by a hyphen. The words below make up compound nouns that have to do with travelling. Match the words from the two columns to make meaningful nouns.

Example: Ticket + booth = Ticket booth

seat	office
ticket	station
return	card
travel	room
hotel	collector
underground	hour
rush	ticket
tube	train
tourist	reservation

LANGUAGE

4.22 Advertising

Fill in the missing words in the open spaces:

telemarketing - billboards - spam - advertising - direct mail - salesperson - word of mouth - ads - producers - commercials

When merchants in North California sold goods and services to James Marshall and the other gold diggers in the 1850s, products were marketed by _____. Today _____ rely on other types of marketing techniques. Not all of these techniques are popular with the general public, however. Most people accept _____ in newspapers and magazines, but many people dislike _____ along the road because they may distract drivers. A lot of companies advertise their products by _____, filling people's mailboxes with advertising material which is thrown away at once. _____ is another way of getting in contact with customers, even though the customers themselves may not be too happy about getting a _____ on the line in the middle of supper. _____ of all kinds tend to interrupt your favorite TV-program again and again, and ads often pop up when you are searching for information on the Internet. It is also difficult to avoid _____ in your computer inbox unless you have installed a special filter. There is no escape from _____ today!

Footnote 4: Collocation

4 Improve your language

Fill in the missing forms (either noun, adjective or adverb) in these words taken from "The Sniper".

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
fanatic		openly
	dangerous	hungrily
enemy	alone	
	curious	faintly
depth	silent	
immediacy		

Footnote 5: Derivation

b Translate the following terms.

Vegetables

- cabbage = kål
- leek = _____
- _____ = gulrot
- lettuce = _____
- corn on the cob = _____
- _____ = løk
- cauliflower = _____
- cucumber = _____
- _____ = hvitløk / kvitløk

Fruits and berries

- cherries = _____
- _____ = jordbær
- _____ = blåbær
- cranberries = _____
- _____ = pærer
- _____ = sitron
- raspberries = _____
- redcurrants = _____
- _____ = solbær

Footnote 6: Translation

Footnote 7: Example of ONE vocabulary task comprising THREE vocabulary categories; *word meaning* (1), *word association* (2) and *translation* (3).



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- a Fill in these words in the right place on the drawing to the left: forehead, wrist, chest, stomach, neck, chin, thigh, calf, cheek, buttocks, rib cage.
- b Underline the words you associate with soccer matches and try to translate them.
- 1 The grandstand was packed with spectators.
 - 2 The crowd cheered as the striker got his second goal.
 - 3 The midfielder tried to score but the ball hit the crossbar.
 - 4 He was booked for foul play.
 - 5 The score was 3-2 at half time.
 - 6 The team wasted obvious chances and even missed a penalty.
 - 7 Some people thought the referee was biased.
 - 8 With two of their leading players injured, the team had their first away defeat of the season.