A STUDENT-FOCUSED, CLASSROOM-BASED RESEARCH PROJECT AIMING TO INCREASE STUDENT-ADOPTION OF VOCABULARY LEARNING STRATEGIES

THOMAS WARREN-PRICE

The University of Birmingham
MA TEFL/TESL
Distance Learning Programme

Module three:
Lexis and
Syllabus and Materials
March 31st, 2004

Assignment # 3   SM/03/04

Produce a set of materials for a short unit of work (about equivalent to one unit of a course book), specifying the learning objectives of the unit. Trial the materials with your students, and discuss the extent to which the learning objectives are realised.

Table of contents

1.0   <u>Introduction</u>

In this student-focused, classroom-based project a short unit of work for a target group of Japanese learners of English as a Foreign Language (EFL) will be produced. First the learning objectives the unit will be determined, followed by the creation and trial of lesson materials. This arrangement, as Richards and Lockhart (1996: 181) point out, runs contrary to the common practice that the 'ends for learning become means for learning', meaning that 'teachers often develop objectives as they plan specific teaching activities'.

This study focuses ultimately on the extent to which the learning objectives are realised; the actual implementation of the lesson materials, and the individual learning outcomes that result, are therefore of secondary importance.

First deciding the learning objectives creates a common goal that prevents successive lessons developing into unstructured and un-sequenced separate entities, the inconsistency of which the learners find hard to piece together and thus 'confusing, unprincipled, and piecemeal' (Nunan 1991: 215). It also moderates the practice of teaching becoming simply a 'transfer' of language and supports the steady development of skills and the 'gradual accretion of achievable goals'. (Nunan, in Richards and Lockhart, 1996: 80). Furthermore, it provides opportunities for the students to demonstrate their advancement of such skills and display their understanding of what is being learned (Findley and Nathan) - a framework from which it can be objectively determined whether or not the learning goals have succeeded.

The aims of this study, therefore, are threefold: To create specific learning objectives; to develop and trial an appropriate set of materials to meet those objectives, and to assess how successfully the learning objectives are realised.

Due to the target group displaying the use of a rather limited range of classroom-based EFL learning practices, this project focuses on the students' development

of vocabulary (lexical) learning strategies. The learning objectives are therefore to broaden the repertoire of strategies the students employ when seeking to learn vocabulary within an EFL setting and subsequently increase opportunities for lexical uptake.

Couching the advancement of the learners' use of learning strategies within learning materials is an area often criticised for lacking empirical justification (Skehan, 1988) and being short of practical classroom-use and research (Oxford, 1990). Brown, however, endorses its implementation, stating:

> '…often … learners have achieved their goals only through conscious, systematic
>
> application of a battery of strategies. Strategies are, in essence, learners' techniques
>
> for capitalizing on the principles of … learning.' (2001: 207:8)

Scheid concurs (1993: 4), inferring that what students are capable of learning is influenced by what they know about how to approach learning strategically.

The enhancement of useful learning 'habits' will, it is expected, lead more to 'discovering' the L2, rather than being 'told' - a notion Coady and Huckin (1997) endorse. By not 'feeding' the student the language, the teacher allows for an independently thinking, open-minded, and as a result, *receptive* learner. Stevick (1980, in Arnold 1999: 174) agrees, advocating the use of activities that draw on learners' schema, possible if materials developers make 'an important change of emphasis, learning truly to value receptive practice.' (Coady and Huckin, 1997: 260).

<u>Hypotheses:</u>

- Will the materials advance vocabulary learning strategy-adoption and provide the students with opportunities to further their own individual developmental sequence of learning strategies?

- To what extent will the students adopt and use the vocabulary learning strategies that that the materials aim to promote?

2.0   Method

2.1   Overview of study

Through data collection by means of a questionnaire, this study seeks to ascertain in what areas the students should be encouraged to enhance their repertoire of vocabulary learning strategies. After the production and description of lesson materials that aim to foster vocabulary (lexical) learning strategy-adoption, a trial of the materials will occur. Following will be a discussion on the extent to which the learning objectives are realised.

2.2   Situation

The recently established Monday evening level three class in a private English conversation school in Japan. The school does not direct the implementation of any specific syllabus or textbook, leaving course design to teacher (my) discretion. Thus far, materials - focusing predominantly on speaking and listening - have aimed to provide cohesion of structural elements within a multi syllabus-based framework attuned to the group's English proficiency of Low to Mid-Intermediate. (see Appendix 1 for level description). Occasional emphasis has been placed on short writing and intensive reading exercises. The regular four members, whose ages range from early twenties to late forties, all describe English study as a hobby. All consented to inclusion in this project. One lesson is 60 minutes.

2.3   Needs analysis

2.3.1   Student questionnaire - Results

In order to gauge how the students currently make use of vocabulary learning strategies, they completed a questionnaire (see Appendix 2), from which their strategy-development needs can be considered.

4

Table 1 Vocabulary learning strategies currently employed*

Category	Strategy	# of student responses
A	Look it up in a dictionary	**2**
B	Ask the teacher to explain it	**4**
C	Ask a classmate the meaning	**0**
D	Try to guess from the context	**3**
E	Write it in my notebook (to review later)	**2**
F	Other	**0**

* In response to: What do you do when you want to know the meaning of a new word or phrase?

Following are the most salient findings from the results of the questionnaire:

- Of most significance is the arrant difference between categories B and C. Considering why they recoil from consulting classmates, the four students wrote:

  'I get embarrassed asking because maybe my classmate don't know.'

  'You (the teacher) give nice, easy understand answer.'

  'We are same level students. So, if I don't know, maybe everybody doesn't know.'

  'I think I better to be quiet if I am only one who don't understand.'

This shows that the students - wary of their language ability – favour looking to the teacher as a source of information, yet their levels and language competence should enable them to become less dependent on the teacher for models of language and employ a broader range of strategies.

- Asked to select and place in order their strategies selection, the students responded as in Figure 1:

5

**Figure 1   Strategies used when seeking to understand unfamiliar vocabulary**

Student number*	Category of strategy				Key to categories:
	1st	2nd	3rd	4th	
• One:	D ⟹	A ⟹	B ⟹	E	A – Dictionary
					B – Teacher
• Two:	B ⟹	D ⟹	E		C – Classmate
					D – Context
• Three	B ⟹	D			E – Notebook
• Four	A ⟹	B			F – Other

*For ease of explanation, students are given numbers.

- Two students employ a very limited range of strategies. Only student One employs a four-stage process including using a notebook for later review. However, as with all members, group consultation is eschewed.

Schouten-van Parreren believes that words are more likely to be retained when their meaning is first guessed - linguistic clues permitting - from context (Singleton) and then verified. Therefore, to optimise the opportunities to embed 'the new words in meaning systems' and establish the 'optimal conditions for learning vocabulary' (Singleton, 1999: 160), besides teacher-consultation, the learning materials should seek to promote the use of the following strategies:

Figure 2   Broadening the use of vocabulary learning strategies

1st	2nd	3rd	4th
Context ⟹	Classmate ⟹	L2 > L2 dictionary ⟹	Notebook
D	**C**	**A**	**E**

6
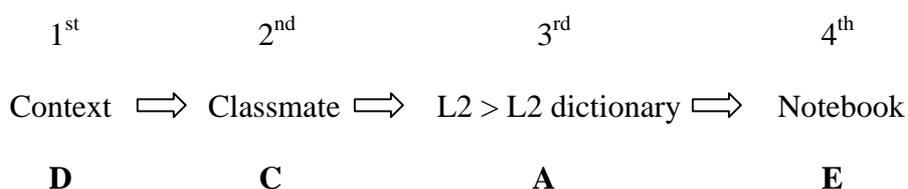
The use of the above strategies, to complement teacher instruction, would first encourage the processing of inferred contextual meanings to improve L2 retention before looking to the teacher for 'given' meanings (Hulstijn, 1992, in Singleton).

Table 2   Students' inferencing meaning from context success percentage

Student	Percentage (inferencing from context)	Dictionary type	Regular dictionary-use in class?
One	20 - 40	Paper	Yes
Two	20 - 40	Paper	No
Three	40 - 60	Electronic	No
Four	No answer	Electronic	Yes

- The relatively low success rate in inferencing meaning from context (shown in Table 2) may, until now, have lowered opportunities for wide ranging strategy-adoption besides teacher consultation, suggesting that careful consideration need be given to the L2 level of the learning materials selected.

- Two students display infrequent dictionary-use, although, in fact, student Three frequently appears dependent on hastily word-searching definitions in an electronic bilingual dictionary, of which Brown (2001: 337) warns:

  'It is unfortunate that such practices rarely help students to internalise the word for later recall and use.'
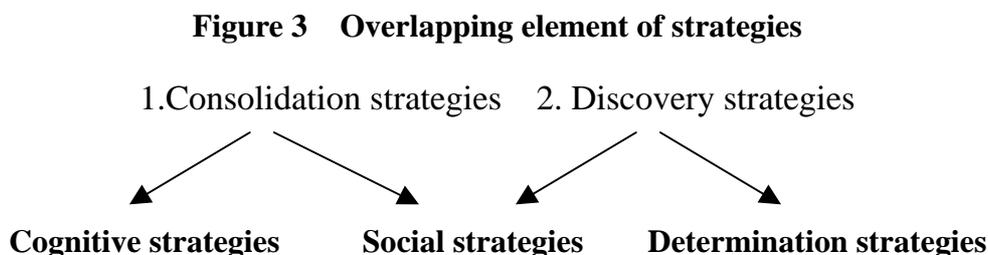
Such practice could lessen the potential for language uptake - leading to shallow L2 processing, indicating that monolingual dictionary instruction would prove beneficial.

- The students do not use monolingual dictionaries for the stated reasons that:

  'I might not be understand explaining English.'

  'I never tried to use English-English dictionary. Because I think English-Japanese is easier to understand.'

  'Yes I have ever tried to use one but sometimes I can't understand it.'

  'The reason I don't use E-E dictionary is no dictionary is in my home but I want this. I am use this in my office.' (clarified as 'I could use one in my office.')

Subsequently, all four students stated a need and wish for instruction on monolingual dictionary-use.

2.4   Low strategy-use countermeasures

The promotion of the following overlapping direct and indirect strategies will form the core from which greater vocabulary learning strategy-adoption can be developed:

Figure 3   Overlapping element of strategies

1.Consolidation strategies   2. Discovery strategies

Cognitive strategies   Social strategies   Determination strategies

1.   Consolidation strategies:

Cognitive strategies include note taking to assist 'the progressive learning of different kinds of word knowledge for each word' (Schmitt, 1997: 216). A simple example is the development of lexical learning strategies through creating a 'lexical circle', concentrating on 'lexical chunks' (Lewis), noting collocation and aiming to remove the atomistic techniques of L2 instruction (Singleton).

Figure 4   Example of a simple (but multi-meaning core word) 'lexical circle'

bulb

house   colour

traffic   LIGHT   flash

sleep   travel

-headed
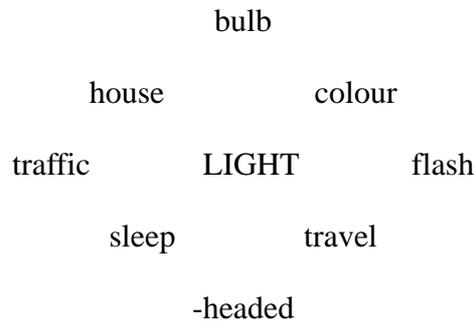
If, as Meara (noted by O'Dell, in Schmitt and McCarthy, 1997: 273) states, 'mature students are […] learning more for communicative purposes', the materials should reduce major teacher contribution and advance group consolidation through **social strategies**. Schmitt (in Schmitt and McCarthy, 1997: 211) stipulates that such group work can include the following benefits:

1. Promote active processing of information and cross modelling/ imitation.

2. The social context enhances motivation.

3. A lowering of teacher instruction.

For that reason, the lesson materials should aim to increase the students' uptake of such strategies, in turn reducing the reliance on the teacher's language resources.

2.   Discovery strategies:

By exploiting both **determination strategies** and **social strategies**, learners must discover the meaning of a word by:

1. Guessing from their structural knowledge of the language.

2. Guessing from an L1 cognate.

3. Guessing from context.

4. Using reference materials – primarily dictionaries.

5. Asking someone else.   (Schmitt, 1997: 208)

Due to minor Japanese > English 'formal transfer', or cognation (Carter), except through borrowed words, the target group needs to rely heavily on realising a 'word's meaning from the surrounding words.' (Schmitt, 1997: 209) Guessing from context should, however, extend beyond merely textual clues and include a wide range of sources (Schmitt) such as pictures or gestures. Therefore, graded reading materials including many visual clues can increase the chances of inference, provided the learner has:

> '… the strategic knowledge of how to effectively go through the inferencing process.
>
> In addition, the context itself must be rich enough with clues to enable guessing, with
>
> the most easily utilizable clues being in close proximity to the target word.' Schmitt
>
> (1997: 209)

Elementary monolingual dictionaries also include visual clues and their relative ease of use can encourage the students to resist the temptation of overusing bilingual dictionaries, as Edwards (in Willis and Willis, 1996: 103) advises:

> '…train the students to use [L2] dictionaries, to help them learn for themselves in the
>
> long term, and to survive in the meantime.'

Such materials are suitable for the target group because although I, as teacher, am able to paraphrase and give example sentences, I am less able to offer the 'collocational, stylistic and syntactic differences' (Schmitt, 1997: 210) offered by an L2 dictionary, which can also be exploited beyond the classroom, when the teacher is not available.

3.0   <u>Materials to promote vocabulary learning strategy-adoption</u>

The materials assign an importance to advancing consolidation and discovery strategies for the purpose of fulfilling the main objectives of the unit: encouraging the adoption of previously underdeveloped receptive vocabulary (lexical) learning strategies (Scholfield).

3.1   <u>Graded readers</u>

To draw a limit to the amount of unfamiliar language presented in the lesson materials and thus further opportunities for new learning strategies to be practiced, some form of grading of lexical items (vocabulary) needs to be employed (O'Dell). Therefore, the following simplified graded reading materials will be used for their precompiled controlled range of lexical content:

1. Level 4 (1400 headwords) simplified edition of *The Big Sleep* by Raymond Chandler.
2. Intermediate (1300 headwords) *The Bermuda Triangle* by David Maule.
3. Level 3 (1300 headwords), a retelling by J. McAlpin of Sir Arthur Conan Doyle's 'The Golden Glasses' in *The Return of Sherlock Holmes*.

Limiting the amount of unfamiliar language to a manageable level in a contextually 'loaded' text should moderate the tendency for teacher consultation or the need for bilingual dictionaries, bringing to the unit the following key components of lexical content; lexical items that are:

1. Frequently used.
2. Broadly covered.
3. A range of common words in a variety of text types.
4. Easily available.

11

5. The most learnable.

6. Opportunistic words relevant to the learner's situation.

7. Lexical sets that interest students.

<div align="right">(White (1988) cited by O'Dell, 1997: 269)</div>

Moreover, the texts can 'act a major linguistic resource from which students can extract lexical items for study, expansion, and recording in appropriate formats.' (Lewis, in Hall and Hewings, 2001: 47)

The target group, at Low to Mid-Intermediate level, should be able to exploit the simplified reading materials (Allen 1983) and to read the texts with relative ease, rising above reliance on explicit knowledge of L2 forms and functions. Attuning the materials to the learners' schemata should reduce low levels of L2 processing linked to over-ambiguity of meaning, and promote the cognitive processing of correct L2 meanings, eliminating the affects of inhibited student performance and avoiding the 'fossilisation' problems caused to those students who have formed the attitude that:

> '…there is no need to understand the precise meaning of words [remaining] satisfied
>
> with whatever makes sense in the context, whether it is right or wrong.' (Laufer, in
>
> Coady and Huckin, 1997: 31).

However, explicit comprehension work on reading passages will be delayed until a more advanced level (Allen), encouraging the use of *implicit* methods to enable deeper L2 processing and expansion of competence through raised lexical awareness.

3.2   Lexical unit awareness-raising

3.2.1   Inferencing meaning

It is not, of course, 'possible for students to learn all the vocabulary they need in the classroom.' (Sökmen, in Schmitt and McCarthy, 1997: 255). Emphasis will, therefore,

be on getting the students to look at vocabulary and lexical cohesion through consciousness-raising activities, and increasing the willingness to first attempt to decipher meaning from surrounding clues before employing monolingual dictionary-consultation determination strategies. For this, the opening passage of *The Big Sleep* will be used, requiring the students to:

i.) Infer the meaning of unfamiliar lexical items from the surrounding written discourse, including collocations (termed 'word partnerships' to the students (Lewis)) and semi-fixed expressions.

ii.) Concur with group members on meaning.

iii.) Double check in the monolingual dictionary.

3.2.2   Developing lexical cohesion

'Couching' both a consolidation and discovery strategy-development activity within a challenging and entertaining *Bermuda Triangle* dictation race is possible during post-activity group consolidation time; a clearer mental picture of the text should emerge, at which time the students' schemata will be called upon, concurrent to 'noticing' the large number of contextually linked words (e.g., sinks, floating, waters). Attention may also be drawn to the 'polyword' (Lewis) '____ as well'.

3.2.3   Creating word associations

The Golden Glasses is a suitable text for developing exercises based on focusing on both inferencing lexical item meaning from context and lexical patterns such as binominals (Richards and Theodore, 2001: 133). It reinforces the importance of not isolating new words from meaningful context, but of creating associations. Not only can it be used for the creation of a 'lexical circle'; vocabulary can become internalised most

effectively when connected through contextual clues to the surrounding discourse.

The reading materials contain the following teacher-anticipated unfamiliar lexical items and patterns from which the above inferencing, cohesion and associations can occur.

Table 3 Anticipated unfamiliar lexical items and patterns

Single lexical items	Lexical patterns*	
	Collocations*	**Semi-fixed expressions***
distant	private detective	_____ piece of water
chauffeur	well-dressed	I was about to meet _____.
General (army)	tough-looking	one of the (most interesting ____)
strangest		Have you got _____ ?
fog	**Polyword**	
sinks	_____ as well.	
floating		
waters	**Binominals**	
cases	The wind and the rain	
detective	Cold and wet	

(*terminology noted in Wolter, 2003)

3.3   Monolingual dictionary choice

The intention is to move the students away from the habitual checking of words of a reading text in their bilingual dictionaries, in favour of reading for general understanding (Harmer) and group member-consultation. Harmer's (1991: 174) assertion that '… bilingual dictionaries […] do not usually provide sufficient information for the students to be able to use', is somewhat contestable owing to the range of dictionary types now available, although it is clear that progression to a monolingual dictionary should be made upon reaching the intermediate levels.
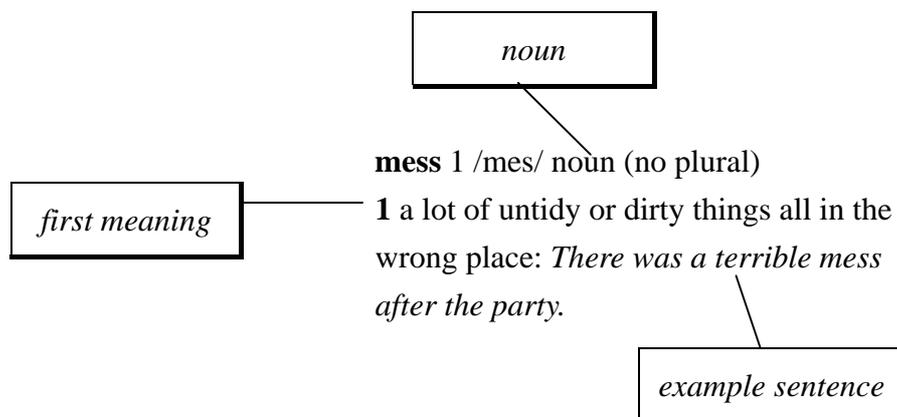
For the purposes of conformity at this stage of instruction, the monolingual dictionaries are teacher-provided and, starting with the Oxford Elementary Learner's Dictionary of British English for Adults - Senior High at High-Beginner to Pre-Intermediate, slightly below the target group's competence. However, they give information on common meanings and frequency lists and being derived from corpus research, give 'natural examples and grammatical information for each word.' (Willis, 1998: 47)

3.4   Monolingual dictionary learning activities

3.4.1   Dictionary conventions

Monolingual dictionary conventions begins with a labelling exercise (idea from Harmer, 1991), essential for familiarisation with basic functions prior to undertaking exercises which require some dictionary-use competence and aimed at ending the students being daunted by long entries (Harmer). The word *mess* was chosen for both its noun and verb distinction and anticipated unfamiliarity by the students, thus simultaneously providing a mini vocabulary lesson (see Appendix 4).

15

Figure 5   Part section of dictionary conventions labelling for noun *mess*

noun

mess 1 /mes/ noun (no plural)

first meaning

1 a lot of untidy or dirty things all in the
wrong place: *There was a terrible mess
after the party.*

example sentence

Following a short focus on the noun's non-count (no plural) form, the students move on to
the verb, labelling the inflections (**messing**, **messed**) as 'present' and 'past', noticing the
collocates (mess *about / around*) and reading the example sentences.

Figure 6   Part section of dictionary conventions labelling for verb *mess*

> **mess** 2 /mes/ *verb*   (**messes**, **messing**,
> **messed** /mest/)
> **mess about, mess around**   do
> something in a silly way: play when
> you should be working: *Stop messing
> around and finish your work!*

(There are few omissions but the typography does not reproduce the originals exactly.)

3.4.2   <u>Entry inferencing</u>

It is felt necessary at an early stage of monolingual dictionary-use to provide
some form of repetitiveness to the activities to lead to increased awareness and
student-discovery opportunities (Bygate, in Willis and Willis, 1996: 145). To renew
dictionary conventions practice, the students collaboratively attempt a type of cloze
procedure for the two entry words *fast* and *hard* in adjectival and adverbial forms from the
definitions provided.

Besides the somewhat obvious provision of basic dictionary-use training, the students' conscious attention may be brought to factors such as the antonym - offered for the adjective, but none for the adverb - and the distinction between the adjectival opposite *slow* and the adverbial *slowly*. To that end, the goal is for dictionary-use to provide support for deeper L2 processing in the 'two senses of analytical notes and developing mental lexicon' (Little, 1994:117) and develop their appropriate use in the classroom to prevent the misinterpretation of dictionary entries (Coady).

Figure 7   Part section of entry inferencing cloze activity for *hard

_____ 1 /____/ *adjective* (_____, _____)

1 not soft; firm: *These apples are very* _____ .

◇ *I couldn't sleep because the bed was too* _____ .

☆ opposite: _____ .
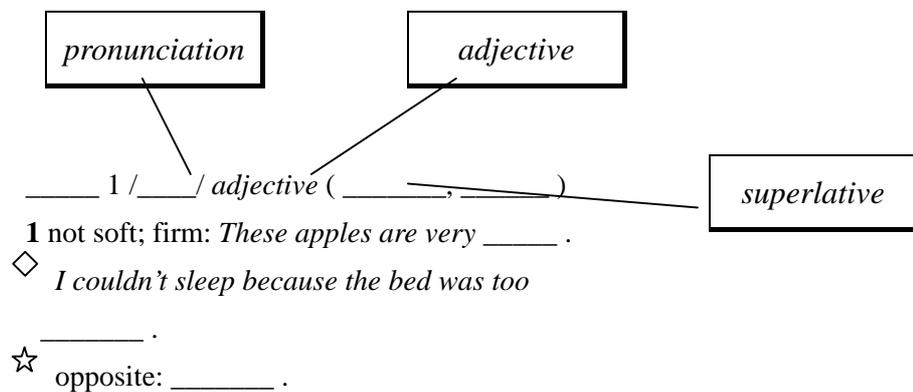
*The activity for *fast* employs a matching format. (See Appendices 6a and 6b.)

3.4.3   Lessons three and four

The focus of learning basic dictionary conventions through cloze procedures and problem solving now shifts to a more 'dictionary as a reference works' base, employing the dictionary as a tool for students' planning and preparation of both *written* and *spoken* L2 learning activities. This will lead on to the effective 'cognitive' strategies of note-taking and likely deepen thought processing; the students eventually becoming more autonomous and creative in their approaches when searching the definitions of unfamiliar vocabulary. Such a set of materials is designed for the students 'to move steadily away

from dependence on teachers [and] to make the most of *all* the learning opportunities'
(Edge and Wharton, 1998: 296), with provision made for the students to take notes and
plan their own materials - for example, creating lexical circles with the positioning of both
ambiguous (unlikely) and likely lexical collocations (Lewis).

The steady progression to the use of social strategies for whole-group activities
removes focus on the teacher, save for task explanation and meaning clarification, and
involves:

> '…active participation, collaborating with classmates […] When new words are
>
> integrated with past knowledge, learners realize that their past experiences are valuable
>
> and that they have the skills to process degrees of meaning, image, and make concrete a
>
> huge body of words in another language.' (Sökmen, 1997: 255)

The students are thus further encouraged to employ L2 discovery (word-meaning
determination strategies) and cognitive strategies aiding language acquisition.

4.0   <u>Analyses – Student-adoption of vocabulary learning strategies</u>

This section discusses the most salient observations made during a trial of the materials and discusses how the strategies were employed.

4.1   <u>Consolidation and discovery strategies</u>

4.1.1   <u>Determination strategies</u>

The level of the reading materials selected had to correspond closely to the students' vocabulary knowledge; indispensable to successful inferencing meaning and deciphering from the contextual clues within the reading.

'It is […] because clues that appear in unfamiliar words cannot be exploited that the density of unknown words in a text is of crucial importance to successful guessing. […] Context […] can provide partial clues that will help the reader to arrive at a *general* word meaning.' (my italics) (Laufer, in Coady and Huckin, 1997: 29)

By placing importance on the discovery (through inferencing) of *general* word meaning, more *precise* meaning - if not known – was later sought through class members or a monolingual dictionary, proving beneficial to the group because:

'…the more you have to process information in different ways, […] the better it is retained. […] and of the receptive communication strategies, it is inferencing that requires the most work, […] thus processing it more deeply.' (Scholfield, 1997: 295)

The graded readers' limited lexis did subsequently manage to reduce the greatest obstacle that the target group had previously faced: the insufficient number of words in their lexicon constraining their exploitation of 'sight' vocabulary (Laufer) - or automatically familiar words. Freeing students' cognitive resources perhaps enabled deeper cognitive processing of the texts as the students strove to make some sense of the slightly familiar vocabulary and interpret the texts' global meaning. (Laufer, in Coady and

Huckin, 1997: 23) Also, the receptive, awareness-raising activities raised conscious awareness of the lexical nature of English, aiding acquisition through noticing its component chunks (Lewis).

4.1.2   Cognitive and social strategies

On occasion, when the meaning of words could not be completely inferred from the surrounding discourse, both cognitive and social strategies were adopted, one example being group-consultation favoured over relying on the partial clues provided in the text. One student defined the word *distant* for the benefit of the other students, one of whom then attempted a suitable and apt example sentence: 'My house is in (a) distant town'. Yet, although an assumption cannot be made that the word is now understood beyond the intermediate stage of comprehension (i.e., if not followed by a noun, it means *not friendly*, rendering a sentence such as, 'My house is distant' unfeasible), what is interesting to note was the additional use of *memory* strategies which - within the direct, cognitive domain - led to the successful practicing of the new word in context.

Social strategies also came into play with other unfamiliar words, such as *chauffeur* – which was surrounded by partial clues. Of the possible definitions suggested, the correct one (*driver*) was collectively dismissed due to the surrounding discourse (*A young chauffeur*); all members agreeing on *young* meaning *child*. So, despite a correct inference having initially been drawn, ultimately the group contribution of their expectations of certain content and background knowledge – their schemata – overrode the lexical and syntactic clues (Laufer). Most importantly, however, is that a protracted effort, and thus extended strategy-use to decipher the word's meaning, had been made.

4.1.3   <u>**Vocabulary learning**</u>

Carter asserts that 'concrete words are generally learned first and are generally easier to retain and recall' (Carter, 1998: 191), yet in the case of the target group it appears to be the words that the learners consciously construe in a higher word status than others which dictates the lengths gone to to process their meaning and learn them. There appears, therefore, a difference in the efforts made to adopt strategies to find an accurate meaning of new words in the L2 which, incidentally, also seems to directly relate to the energy put into moving beyond the intermediate stage of word comprehension - namely, word production - of which Carter (1998: 191) draws a distinction:

> 'Comprehending a word is not the same as producing a word. Production is generally
>
> a more active process but could be regarded as more difficult.'

Although Paribakht and Wesche (1997:196) assert that theme-related vocabulary reading provides greater effectiveness than reading comprehension alone for learning selected vocabulary, the students reported that when confronting isolated words that were semi-known - in that part of their meaning was familiar - for the most part they preferred dictionary-consultation.

Close inspection of one particular multi-meaning lexical unit (*case*) - the frequent repetition of which rendered it central and requiring accurate meaning identification – demonstrated to the students how crucial is the activation of correct schemata, vital for successful reading of the text (Scholfield).

Both the use of social (consolidation) strategies and determination strategies became imperative to access 'a strong element of top-down processing' (Carrell, 1984, noted by Scholfield, 1997: 285). Also, it can be argued that as *case* was recognised as a homonym of the generally 'known' meaning, the ready decipherability of the printed word - or 'bottom-up' processing – was rendered redundant. (Singleton, 1999: 119)

4.2   Monolingual dictionary use - Three functions

4.2.1   Search for the meaning of unknown words

To support inefficient inferencing strategies (caused by unusable or misleading contextual clues - basically non-guessable words), it is 'wise to allow students to compensate for lack of vocabulary by consulting dictionaries' (Alderson, 2000: 99). Encouraged to expand the use of determination strategies throughout the unit of work, the students accepted using the elementary dictionaries but experienced some frustration and a seemingly low tolerance of ambiguity when the definition of several unknown words went undelivered by the limited entries within the dictionaries. Realising that the resources selected did not allow for a completely smooth transition from the search for unknown words to definition discovery, the students (in pairs) consulted both the Oxford 2001 and Cambridge 2001 Intermediate dictionaries. Despite finding them slightly overwhelming and challenging to use, it led them to transfer new word-knowledge into note form.

4.2.2   Confirm the meaning of 'known' words

One significant detail made by the students when having double-checked a word's meaning in the monolingual dictionary which gave exposure to easy-to-understand information (Carter and McCarthy, in Carter, 1988: 53), was to develop rehearsal techniques such as creating example sentences (see 4.1.2) which, if errant, could be teacher-corrected. Although it is claimed that such conduct tends to 'completely wash out the differences between the processing of given and inferred meanings' (Hulstijn's research, cited in Singleton, 1999: 160), the most notable positive aspect of such techniques comes from the dictionary conventions exercise: upon reading the example sentence *Stop messing around and finish your work!*, one student was delighted to announce it as a perfect sentence to use on her 'lazy' son and, as such, the relevance of

that sentence to the student's own situation helped a deep processing to lead to future student-usage.

It is, therefore, possible to conclude that the above two functions were for the most part employed within the following strategies-adoption sequence.

Figure 8   Framework displaying problem solving strategies sequence

Controlled lexical content (in graded readers)

supplies ↓

1. Unfamiliar lexical items (vocabulary) and patterns

encourage ↓

2. Determination strategies (inferencing meaning)

lead to ↓

3. Social strategies (group consultation)

followed by ↓

4. Monolingual dictionary-use

in order to ↙   or ↘

Search for unknown word's meaning   Confirm known word's meaning

followed by ↘   ↙

Cognitive strategies (note taking)

and ↓

Teacher consultation

The sequence demonstrates that the strategies the students employed when inferencing meaning, developing group consultation, and improving dictionary-use did not actually complement each other, but in fact were profitably applied by the students in partnership.

23

4.2.3   <u>Plan and prepare tasks/ exercises</u>

The development of proficient monolingual dictionary-use and raised L2 processing aimed to counter the findings of studies cited by Coady, which state that in some contexts dictionary users gain little advantage over non-dictionary users (in Coady and Huckin, 1997: 286). However, in the case of the target group, not only was the dictionary utilised as a reference works in preparation for speaking activities, it both raised learner confidence and catered for L2 awareness-raising, rather than formal 'teaching' (Lewis, 1997).

The creation of a 'Call my Bluff' quiz entry called on the students to use the dictionary as reference tool and subsequently necessitated both consolidation and discovery strategies, by which cognitive, social strategies and determination strategies were made use of, as one pair's following example shows:

*"**Flatter** as a verb means which of these:*

a. make something flat

b. a person who lives in a flat

c. try to please somebody by saying nice things about them that are not completely true."

Despite, in this context, cognitive strategies not being involved in the 'learning of different kinds of word knowledge for each word' (Schmitt, 1997: 216), the associations of meaning with similar words helped moderate low ambiguity tolerance within the quiz aspect of the activity.

5.0   Limitations of short-term strategy-development

Following are two shortcomings of short-term strategies development:

- Attending to the short-term application of vocabulary learning strategy-development restricts the range of learning materials that can be presented, which in turn 'provides such a tiny amount of input for the learner to work on' (Singleton, 1999: 52). Unable to include a wide range of lexis-based activities to encourage greater strategy-use, the materials employed must be considered to be a small fraction of the ongoing nature of vocabulary learning and the strategies developed to broaden it. Therefore, a continuation of the learning objectives should aim to further increase the implementation of such useful strategy 'tools' that enable the processing of input most effectively.

- Student One, preferring both self-discovery of meaning and teacher-consultation is still uncomfortable with group-member consultation and keener to just listen to what others have to say than become involved in discussion. Consequently, that student - with the highest English proficiency of all the group members, and from the start having indicted making use of the most strategies within the group - would have received greater benefit had Intermediate dictionaries been provided sooner, to overcome the limitations of the Elementary dictionary. So, although continuing to not take full advantage of the strategy-use opportunities involving group participation, longer-term strategy-development would entitle the student to further develop individual learner strategy preferences.

6.0   Conclusion

By the application of *consolidation and discovery strategies* to learning the students did indeed overall broaden their repertoire of vocabulary learning strategies, reducing their reliance on the teacher's contribution for models of language and word meaning definition. Yet, despite increased group (collective) approaches, there remains an inherent aspect of student-individuality: the desire to go about the learning process alone. Care is therefore needed not to insist on such a rigid framework of strategy-use, instead allowing the learners to better follow their own individual developmental sequence. Although the materials quite successfully provided for flexibility of strategy-adoption, slightly less imposition would have permitted the students to fit developing the strategies around their own individual learning style choice. Future learning objectives, in that case, should more carefully consider each student's preferred style.

The form the lesson materials took was somewhat contrived: although designed with uncomplicated graded reading materials to promote strategy-use and also to develop monolingual dictionary-use skills, the opportunities presented to the students to discover 'real life' language were restricted to the example sentences of the corpus-based dictionaries. Nevertheless, monolingual dictionary-use practice should be extended in order for the students to 'remain successful and not to allow this aspect of their strategic competence to fossilise' (Scholfield, in Schmitt and McCarthy, 1997: 297). From this fulfilment of the learning objectives, the students have ascertained how liberating it can be to be able to deal 'effectively, autonomously and creatively with the novel and unplanned' (White, 1988: 32).

Initially indicating trepidation at the thought of monolingual dictionary-use, the students began to favour using them over their bilingual ones. Yet, despite a such clear and beneficial change to learner practice, there remains a requirement for a continuation of

strategy development in consideration of the complexity of changing learners' behaviours for the better, and taking into account the 'essential time, patience and resources needed to bring it about' (Reid, in Arnold, 1999: 304). Thus, the challenge remains to help the students to become comfortable enough to regularly utilise intermediate corpus-based dictionaries illustrating usage by way of citations and examples of actual, naturally-occurring usage. (Carter, 1998: 168).

The students gave asserted attention to both dimensions of learning 'static' (isolated words) and 'dynamic' (words in discourse contexts) lexical units (Carter), in parallel to expanding discovery strategy-use, which in turn helped them realise that:

'…vocabulary learning involves far more than just learning the lexical sets associated

with particular topic areas.' (O'Dell, in Schmitt and McCarthy, 1997: 270)

Ultimately, the students' implementation of increased strategy-use means that a beneficial change has occurred. Previously favoured teacher-consultation has begun the conversion to student self-discovery (Willing, 1988, in Nunan, 1991). Therefore, future instruction should remove the emphasis from explicit learning strategies instruction to greater opportunities provided for the learners to develop self-reflection and autonomy, as Edge and Wharton emphasise:

'…the most valuable way to promote a change of attitude […] is to encourage the

learner to reflect on what they are doing and why.' (1998: 296)

To further build up the repertoire of consolidation (cognitive) note-taking strategies, future materials should involve more complex activities such as:

'…tasks to extract and group words from the same lexical subsystem, analyse contextual

meanings of words into denotational and/ or conortational components, [gather] from

texts evidence about the collocational possibilities of particular words, and so on.'

(Singleton, 1999: 52)

Appendix 1

Target group learner speaking proficiency*

Proficiency level	Generic description
Intermediate	- ability to create with the language. Combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; - ask and answer questions.
Low-Intermediate	Can successfully handle a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, maintain face-to-face conversation, but highly restricted and containing much linguistic inaccuracy. Can introduce self, order a meal, give directions, make purchases. Vocabulary adequate to express elementary needs. Strong inference from native language may occur. Misunderstandings frequently arise, but with repetition Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Mid-Intermediate	Can successfully handle various uncomplicated, basic, communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond most immediate needs. Utterance length increases slightly, speech characterized by frequent long pauses. Incorporation of smooth basic conversational strategies often hindered as speaker struggles to create appropriate language forms. Pronunciation may continue to be influenced by L1. Misunderstandings may still arise, but the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

*based upon ACTFL Proficiency Guidelines 1986   (in Brown, H. 2001: 100)

Appendix 2

Student Needs Assessment Questionnaire

This questionnaire asks you about what you do when you meet a word English that you don't understand the meaning of. Please try to give *honest* answers!

1. In the English lesson, when you 'meet' a word or phrase that you do not understand, but you want to know the meaning, what do you do? Please tick under **Box One**.

Box One **I do this**			Box Two The order in which I usually do things
A		Look it up in a dictionary	
B		Ask the teacher to explain it	
C		Ask a classmate the meaning	
D		Try to guess from the context	
E		Write it in my notebook (to review later)	
F		Other? (Please write it down) _____ _____	

2. Next, in **Box Two** write numbers to show the order in which you do things to find the meaning. (For example, if you like to look it up in a dictionary first, write '1', etc.).

3. If you answered in **question 1** that you 'Try to guess from the context', what percentage of the time, on average, do you think your guesses are correct? Tick in the box.

0 – 20%	20 – 40%	40 – 60%	60 – 80%	80 – 100%

4. If you answered that you 'Look it up in a dictionary', do you use your own one, or borrow one from the school or a friend? Please answer in **Box Three**.

Appendix 2 continued

	Box Three
I use my own	
I borrow one from the school or a friend	

5.   What kind of dictionary do you use in class OR outside class? Tick under **Box Four**.

	Box Four
Japanese – English	
English – Japanese	
Japanese to English *and* English - Japanese	
English - English	

6.   Is your dictionary paper (book) or electronic?

Paper	
Electronic	

7.   If in **question 4** you did not tick in the box for English – English, have you *ever* tried to use

a monolingual dictionary? Also, can you explain below in English why you don't use one?

....

....

8.   Would you like practice in class to understand how to use an English – English dictionary

so that you can use it as a useful tool to learn English?

Yes, please	
No, thank you	
I'm not sure. Please tell me more	

Appendix 3

Description of lessons

This section briefly describes the four sixty-minute lessons. (See appendices 4 – 8 for comprehensive examples of materials.)

Lessons one to four – Lesson plans

Content of lesson one

1. **Elementary dictionary word definition and conventions study.**

   - Study the definitions of the key word *mess* and the example sentences.

   - Using one of the definitions of the key word, the students make their own example sentences.

   - Students try to think of other non-count (no plural) nouns.

2. **Inferring from context *before* checking the dictionary.**

   - Students each receive a copy of the book *The Big Sleep*. Students read the first five paragraphs and note down unfamiliar words or phrases.

   - Students try to infer meaning from the text and compare their choice with the other students. Difficult to infer words are then checked in the monolingual dictionary and discussed.

Content of lesson two

1. **L2 to L2 dictionary word deduction from definitions context.**

   - Students form two groups. Given the elementary dictionary definitions of the words *fast* and *hard*, the students work collaboratively to determine both words and the dictionary conventions from the definition clues.

Appendix 3 continued

Content of lesson two continued

2. **Collaborative dictation race and spelling and meanings check.**

- Change partners. The opening page of *The Bermuda Triangle* is written on the board for a slow reveal dictation game.

- Students in turn read and memorise one short section of writing, then dictate it to their team members. Only underlined words can be spelled out. The process is repeated with the next team member.

- Students use the dictionary to double check the spelling and meanings of words. Pronunciation should be checked using the phonology details in the dictionary.

Content of lesson three

1. **Lexical tree and inferencing from context.**

- The students make lexical connections to the core word *case*.

- The students read page 34 of 'The Return of Sherlock Holmes'. Must collectively infer the relevant meaning of *case*.

2. **New definition study of 'known' words.**

- Students think of a word that they 'know' but try to find create their own lexical tree 'test' for their classmates, including non-lexically feasible (dummy) collocations.

Appendix 3 continued

Content of lesson four

1. **New definition study of 'known' words.**

   - Game – Call my Bluff. Using the L2 > L2 Elementary (or Intermediate) dictionary, find an unknown yet genuine definition of a 'known' word and two incorrect definitions. Challenge the other team to guess the correct one. Answers must be checked using the dictionary.

Appendix 4   Lesson one - Using a monolingual dictionary

Here are definitions of the word '*mess'*, given in Oxford Elementary Learner's Dictionary. Fill in the boxes using the words below.

part of speech = verb

part of speech = noun

singular

present participle; past ending

pronunciation

example sentences

first meaning

second meaning

mess 1 /mes/ *noun* (no plural)

1 a lot of untidy or dirty things all in the wrong place: *There was a terrible mess after the party*.

2 a person or thing that is untidy or dirty: *My hair is a mess!*

be in a mess 1 be untidy: My bedroom is in a mess.   **2** have problems: *She's in a mess – she's got no money and nowhere to live*.

mess 2 /mes/ *verb*   (**messes**, **messing**, **messed** /mest/)

mess about, mess around   do something in a silly way: play when you should be working: *Stop messing around and finish your work!*

mess up 1 do something badly or make something go wrong: *the bad weather messed up our plans for the weekend*.

2 make something untidy or dirty

34

Appendix 5

The Big Sleep

Students read the opening passages of *The Big Sleep* by Raymond Chandler from the teacher-provided original books (Level Four, Oxford Bookworms Library). (Reproduced here purely for demonstrative purposes.)

Marlowe meets the Sternwoods

It was about eleven o'clock in the morning, one day in October. There was no sun, and there were rain-clouds over the distant hills. I was wearing my light blue suit with a dark blue shirt and tie, black socks and shoes. I was a nice, clean, well-dressed private detective. I was about to meet four million dollars.

From the entrance hall where I was waiting I could see a lot of smooth green grass and a white garage. A young chauffeur was cleaning a dark red sports-car. Beyond the garage I could see a large greenhouse. Beyond that there were trees and then the hills.

There was a large picture in the hall, with some old flags above it. The picture was of a man in army uniform. He had hot hard black eyes. Was he General Sternwood's grandfather? The uniform told me that he could not be the General himself, although I knew he was old. I also knew he had two daughters, who were still in their twenties.

While I was studying the picture, a door opened. It was a girl.

She was about twenty, small but tough-looking. Her golden hair was cut short, and she looked at me with cold grey eyes. When she smiled, I saw little sharp white teeth. Her face was white, too, and she didn't look healthy.

The following three questions are written on the white board:

1. Now read the passage again and write down the words that you don't know.

2. Can you try to guess the meaning of the words from the other words around it?

3. Talk to your classmates to check the meanings.

Appendix 6a

Lesson two - Using a monolingual dictionary

Here are definitions of a secret word given in Oxford Elementary Learner's Dictionary. Can you guess what the word is? Fill in the spaces and then fill in the boxes using the words below.

part of speech = adjective

part of speech = adverb

part of speech = verb

superlatives

third person singular; present participle; past ending

pronunciation

example sentence

second meaning

_____ 1 /____/ *adjective* (_____ , _____)

1 A person or thing that is _____ can move quickly: *a _____ car*.

2 If a clock or watch is _____ , it shows a time that is later than the real time: *My watch is five minutes _____ .* ☆ opposite: _____ .

_____ **food** /____ fu:d/ *noun* (no plural) food like hamburgers and chips that can be cooked and eaten quickly

_____ 2 / ____/ *adverb* (_____ , _____)

quickly: *Don't talk so _____ – I can't understand what you're saying.* ☆ opposite: _____

_____ **asleep** sleeping very well: *The baby was _____ asleep*.

_____ 3 / ____/ *verb* (____**s**, ____**ing**, _____**ed**)

not eat food for a certain time: *Muslims _____ during Ramadan*.

36

Appendix 6b
Lesson two - Using a monolingual dictionary

Here are definitions of a secret word given in Oxford Elementary Learner's Dictionary. Can you guess what the word is? Fill in the spaces and then fill in the boxes using the words below.

part of speech = adjective

part of speech = adverb

superlative

pronunciation

example sentences

first meaning

fourth meaning

_____ 1 /____/ *adjective* (_____, _____)

1 not soft; firm: *These apples are very _____ .*
◇*I couldn't sleep because the bed was too _____ .*
☆ opposite: _____ .

2 difficult to do or understand: *The exam was very _____ .* ◇ _____ *work.*

3 full of problems: *He's had a very _____ life.*

4 not kind or gentle: *She is very _____ on her children.*

_____ 2 /____/ *adverb*

1 a lot: *She works very _____ .* ◇ *You must try _____er !*

2 strongly: *It's raining _____ .* ◇ *She hit him _____ .*

Appendix 7

The Bermuda Triangle – David Maule

Page one of The Bermuda Triangle – Dictation race

1. Over 1,500 people have disappeared in the Bermuda Triangle in the last fifty years.

2. It is certainly the strangest piece of water in the world.

3. The main part of the Triangle lies between southern Florida, Bermuda, and <u>Puerto Rico</u>, … (*)

4. …but odd things also happen in the <u>Sargasso</u> Sea and all the way south to <u>Barbados</u>.

5. Boats in these waters are found empty. Their crews have disappeared.

6. Sometimes the boats go missing as well.

7. Planes flying over the Triangle are never seen again. Compasses and other instruments stop working.

8. Pilots and ship's captains tell of a yellow fog that surrounds them,…

9. …so that they can't tell where they are, or in what direction they are travelling.

10. And, very often, nothing is found afterwards. This is very strange.

11. Usually, when a ship sinks, some people manage to get into small boats.

12. Even if nobody lives to tell the story, there should be some things from the ship floating on the sea.

(* students can give team members actual spelling of underlined words)

Appendix 7 continued

The Bermuda Triangle – David Maule

Page one of The Bermuda Triangle – Dictation race students' sentence template

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Appendix 8

<u>Lesson Three – Lexical circle</u>

Look at this short quote from *The Golden Glasses* in 'The Return of Sherlock Holmes' by Sir Arthur Conan Doyle (level 3 Penguin Classics):

"Sherlock Holmes and I worked on many *cases* in 1894, but this was one of the most interesting."

1. What do think *cases* means in the Sherlock Holmes context?

_____ .

With a partner, look at the word *case* below and these words that can go with it:

pillowcase; *book case*.

Now look at the lexical circle with other words around *case*.

2. Which ones do you think sound natural with it, making word partnerships?

<p align="center">brief</p>

<p align="center">suit   divorce</p>

<p align="center">love   CASE   food</p>

<p align="center">defence   kidnapping</p>

<p align="center">pencil</p>

3. Which type of *case* from the lexical circle can the Sherlock Holmes *case* match with?

Now read page 34 of The Return of Sherlock Holmes:

Appendix 8 continued

Students read the opening passages of *The Golden Glasses* from the teacher-provided original books. (Reproduced here purely for demonstrative purposes.)

The Golden Glasses

Sherlock Holmes and I worked on many cases in 1894, but this was one of the most interesting.

It was a very stormy night near the end of November. Sherlock Holmes and I were reading by the fire. It was late, and most people were already in bed.

Holmes put down his book and said, 'I'm glad that we don't have to go out tonight, Watson.'

'I am too,' I replied.

Then, above the sound of the wind and the rain, I heard something outside the house. I went to the window and looked out into the darkness.

'Someone is coming here,' I said.

'Who can it be, at this hour?' Holmes answered.

We soon learned who our visitor was. It was Stanley Hopkins, a young detective from Scotland Yard. Holmes and I were sometimes able to help him with his cases.

'Sit down by the fire,' said Holmes. 'It's so cold and wet tonight. Have you got an interesting case for me?'

'Yes, I have,' the detective replied. 'Have you seen the newspapers this evening, Mr Holmes?'

'No,' said Holmes. 'I've been busy with a book.'

'It doesn't matter,' Hopkins said. 'There were only a few facts in the papers. The case is very new – the police at Yoxley only sent for me this afternoon.'

'Where is Yoxley?' I asked.

'It's in Kent,' he replied. 'It's a very small place. I though it was going to be an easy case. Now it seems very difficult. A man is dead. But I really didn't know why anyone wanted to kill him.'

'Tell me everything,' said Sherlock Holmes.

The following questions are written on the white board:

4. Do you think that your answer was right for question 3? What type of <u>case</u> do you now

think it means? _____ .

5. Now look in the monolingual dictionary. Can you find one other meaning of the word

<u>case</u>?

41

References

Alderson, J.C. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.

Arnold, J. 1999. *Affect in Language Learning*. Cambridge: Cambridge University Press.

Brown, H. D. 2001. *Teaching by Principles – An Interactive Approach to Language Pedagogy*. New York: Pearson Education.

Bygate, M. 1996. 'Effects of task repetition: appraising the developing language of learners.' In Willis, J. and D. Willis (eds). *Challenge and Change in Language Teaching*. Oxford: Macmillan Heinemann.

Cambridge. 2001. *Learner's Dictionary*. Cambridge: Cambridge University Press.

Carter, R. 1998. *Vocabulary: Applied Linguistic Perspectives (second edition)*. London: Routledge.

Chandler, R. 2000. *The Big Sleep* (a simplified edition of.). Oxford: Oxford University Press.

Coady, J. 1997. 'L2 vocabulary acquisition – A synthesis of the research.' In Coady, J. and T. Huckin (eds). *Second Language Vocabulary Acquisition - A Rationale for Pedagogy*. Cambridge: Cambridge University Press.

Edge, J. and **S. Wharton.** 1998. 'Autonomy and development: living in the materials world.' In Tomlinson, B. (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Edwards, C. 1996. 'Learning to learn how to teach: developing expertise through experience.' In Willis, J. and D. Willis (eds). *Challenge and Change in Language Teaching*. Oxford: Macmillan Heinemann.

Harmer, J. 1991. *The Practice of English Language Teaching*. Essex: Longman Group UK Limited.

Laufer, B. 1997. 'The lexical plight in second language reading.' In Coady, J. and T. Huckin (eds). *Second Language Vocabulary Acquisition - A Rationale for Pedagogy*. Cambridge: Cambridge University Press.

Lewis, M. 1997. 'Pedagogical Implications of the Lexical Approach.' In Coady, J. and T. Huckin (eds). *Second Language Vocabulary Acquisition - A Rationale for Pedagogy*. Cambridge: Cambridge University Press.

Lewis, M. 2001. 'Lexis in the syllabus.' In Hall, D. R. and A. Hewings (eds). *Innovation in English Language Teaching – A Reader*. London: Routledge.

Little, D. 1994. 'Words and their properties: Arguments for a lexical approach to pedagogical grammar.' In Odlin, T. (ed.). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

Maule, D. 2000. *The Bermuda Triangle*. ELT Graded Readers. London: Dorling Kindersley Limited.

McAlpin, J. 2000. *The Return of Sherlock Holmes*. (a retelling of Sir Arthur Conan Doyle's.) Penguin Readers. Essex: Pearson Education Limited.

Nunan, D. 1991. *Language Teaching Methodology*. Herts: Prentice Hall.

O'Dell, F. 1997. 'Incorporating vocabulary into the syllabus.' In Scmitt, N. and M. McCarthy (eds). *Vocabulary – Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Oxford, R. L. 1990. *Language Learning Strategies*. Boston: Heinle and Heinle.

Oxford. 1994. *Elementary Learner's Dictionary*. Oxford: Oxford University Press.

Oxford. 2001. *Student's Dictionary of English*. Oxford: Oxford University Press.

Paribakht, T. S. and **M. Wesche.** 1997. 'Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition.' In Coady, J. and T. Huckin (eds). *Second Language Vocabulary Acquisition - A Rationale for Pedagogy*. Cambridge: Cambridge University Press.

Reid, J. 1999. 'Affect in the classroom: problems, politics and pragmatics'. In Arnold, J. *Affect in Language Learning*. Cambridge: Cambridge University Press.

Richards, J. C. and **C. Lockhart.** 1996. *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Richards, J.C. and **T. S. Theodore.** 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Scheid, K. 1993. *Helping Students Become Strategic Learners.* Cambridge, MA: Brookline Books.

Schmitt, N. 1997. 'Vocabulary learning strategies.' In Schmitt, N. and M. McCarthy (eds). *Vocabulary – Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Scholfield, P. 1997. 'Vocabulary reference works in foreign language learning.' In Schmitt, N. and M. McCarthy (eds). *Vocabulary – Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Singleton, D. 1999. *Exploring the Second Language Mental Lexicon*. Cambridge: Cambridge University Press.

Skehan, P. 1998. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

Sökmen, A.J. 1997. 'Current trends in second language vocabulary.' In Schmitt, N. and M. McCarthy (eds). *Vocabulary – Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

White, R. V. 1988. *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell Publisher Ltd.

Willis, D. 1996. 'Accuracy, fluency and conformity.' In Willis, J. and D. Willis (eds). *Challenge and Change in Language Teaching*. Oxford: Macmillan Heinemann.

Willis, J. 1998. 'Concordances in the classroom without a computer: assembling and exploiting concordances of common words.' In Tomlinson, B. (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Wolter, B. 2203. 'Bringing Lexical Patterns into the Classroom.' In *The ETJ Journal*. Summer, Volume 4, Number 2. Tokyo: ETJ