

Author Bio:

Joseph P. Vitta (MA in TESOL) has been an EFL/ESL instructor since 2004. He has worked in Tokyo, New York City and Seoul in positions ranging from that of a public school teacher to a university instructor. He is currently pursuing an Ed.D. from Queens University – Belfast. His interests include testing and assessment, CALL, the lexical approach and student-centered learning. Mr. Vitta may be contacted at vittajp@gmail.com and encourages interested parties to message him.

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Thesis for the Degree of Master

**An Action Research-Based Report Addressing Lexical Item Listing in
the Sixth Grade Korean EFL Curriculum**

By

Joseph P. Vitta

The Graduate School of TESOL
Sookmyung Women's University

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Thesis Advisor: Dr. Stephen P. van Vlack

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This certifies that the degree of Master of TESOL of

Joseph P. Vitta is approved by:

_____ (Signature)

Chair of Committee

_____ (Signature)

Committee Member

_____ (Signature)

Committee Member

The Graduate School of TESOL

Sookmyung Women's University

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Abstract

This paper is a report which follows an action research paradigmatic approach where I address an issue with lexical item presentation that I perceived in the Korean elementary EFL context having been a native-English speaking teacher or NEST from August 2007 to August 2011. There are three stages to this report. In the first stage, I use a textbook analysis process to examine how words and phrases are listed and identify lexical listing problems within the curriculum and its textbook. After identifying these shortcomings, I design a treatment to address the issue, using the collaborative methods prescribed by action research (Nunan & Bailey, 2002). This treatment design occurs over stages two and three and sees supplementary vocabulary lists created and refined. In undertaking this project, I hope to make a contribution to improving how vocabulary is listed within the Korean elementary school curriculum.

During each of the three stages, results and data are presented, reported and analyzed. The first stage, a qualitative textbook analysis found that semantic listing is mostly employed by the 6th grade curriculum (77.8%) while no thematic listing was observed. Furthermore, it has been discovered that there is only a 'one function to one form' relationship when it comes to speech acts (Austin, 1962), and that the overall presentation was not extensive enough. During stages 2 and 3, focus group research occurred where I worked with other teachers to create thematic lists which relevant theoretical perspectives argue is better at promoting long-term productive retention (Tinkham, 1997; Waring, 1997). These new lists also include variation in terms of presenting different phrases performing the same commutative speech act to promote better communicability (Riggenbach, 1999) and were extensive in terms of presentation of the appropriate amount of lexical items to support basic communicability (Nation, 1997).

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Chapter 1: Introduction

There are three stages in this report which predicated itself on the action research model presented by Nunan and Bailey (2002) of identifying the problem and designing a treatment to ‘fix’ or address it. The first stage (chapter 2) is a qualitative textbook analysis to identify said issue within a theoretical context. The second and third stages (chapter 3) consist of focus group-based action research where I and participants assess and improve supplementary lists (the treatment) which have been made to address the issue which drives this discussion.

It is worth noting at the outset that this project lacks the classroom application of the treatment which one would expect to see in a complete application of action research. Practicality issues have precluded such measures but I have collaborated with participants who have experience within the Korean elementary EFL context to check the effectiveness of the treatment.

1.1 Introduction to Issue, Context and Treatment

In the following chapters and sections, the problem and its context, and the treatment which I have designed to address it are explained in depth. It is, however, useful to state them succinctly now.

The issue at hand is that the vocabulary lists found in the Korean sixth grade national curriculum (“Seoul Metropolitan Office of Education,” 2011) do not 1 – list enough words and phrases, 2 – teach enough variation in terms of presenting different phrases that serve the same communicative function, and 3 – employ listing where the words and phrases are dissimilar to each other but revolve around a common theme or experience. This form of listing, which is called thematic listing (Tinkham, 1997), has been shown to be the most effective type of listing in promoting long-term productive retention (Al-Jabri, 2005; Waring, 1997). The first stage of this research report uncovers and explains this issue more deeply through literature research in chapter 2.

The context, as stated before, is the Korean elementary EFL setting. It is important to note that the curriculum and its textbook are produced at the national level. Every elementary Korean sixth grader uses the book and the curriculum is taught to him three times a week through a co-teaching model where the native-English speaking teacher or NEST works side by side with a Korean-English teacher or KT. Thinking about my personal experience, I taught the sixth grade textbook and its governing curriculum for four years in the role of a NEST. Each stage of this report contains further discussion about the context in which this project finds itself.

The treatment presented in this report is a set of thematic (Waring, 1997) vocabulary lists which are varied (Austin, 1962) and extensive (Nation,

1997). The survey of relevant literature in chapter 2 acts as a justification as to why I think these lists are potentially more effective at presenting new vocabulary than the methods employed in the textbook currently. Said review also guides the construction of these supplementary lists. The second and third stages present these lists and describe how I use collaborative action research-grounded focus group studies to improve and refine the set.

1.2 Structure of Project

This presentation's structure in terms of presentation and organization follows Hollis's (1995) model for action research reporting: 1- problem identification within a certain context by the researcher; 2 – theoretical considerations; 3 – narrative of the study; 4 – results; and 5 – discussion. These five areas are reported on via six chapters in this report. Chapter 1 (this chapter) introduces the project and the context. Chapter 2 acts as the first cycle of action research in that it is here that I identify the issue through a recollection of my personal experience as a NEST teaching the sixth grade curriculum and a textbook analysis. A consideration of relevant literature that grounds the paper also appears in this chapter. Chapter 3 discusses the two rounds of focus group research used to test, develop and refine the treatment (supplementary thematic lists) which has been created in order to address the problem observed (stages or cycles 2 and 3). Next, chapter 5 offers a discussion of the findings and results uncovered during the three stages as well as a presentation of limitations of the study and implications for further teaching practice and TESOL academia indicated by this project.

Chapter 2: Problem Identification: Experience, Relevant Literature and Textbook Analysis

This is the first cycle of this action research report. In this chapter, the ‘problem identification within a context’ and corresponding ‘theoretical considerations’ components to an action research report, for which Hollis’ (1995) model calls, are found. This chapter has four parts. First I describe my experience teaching the curriculum and how that experience combined with my knowledge of teaching vocabulary and language made me feel as though there was a problem with how the textbook and curriculum listed lexical items. Next, I state my core suppositions about how to list lexical items effectively and then provide a review of relevant theories to support them. I then use these considerations to qualitatively examine how the textbook is presenting items to accurately uncover and define a problem within a theoretical context. Finally, I clearly identify the problem using the results from this completed textbook analysis.

Before going forward, some definitions are needed. Sinclair (1996) is where I turn to define the following terms and concepts. First is the notion of a lexical item. A lexical item can be either an individual word such as ‘cat,’ or a chunk. A chunk is two or more words which have been so closely associated together within a language user’s language system that they act together as a single lexical item. ‘Shut up,’ is an example of a chunk. Finally, collocation is when lexical items occur in the same utterance or thought group more than chance would predict. When examining the utterance ‘I like strong tea,’ ‘strong’ and ‘tea’ constitute a collocation. Throughout this discussion, a referral to ‘phrases’ pertains to either chunks or a group of collocated words acting as a speech act (serving a communicative function) In the following review, it is important to bear these meanings in mind.

2.1 Personal Experience

From August 2007 to August 2011, I was a NEST in two different elementary schools in Seoul. During this time I taught the sixth grade textbook with various KT’s. The first impression I had of the textbook was that it was overly simple and designed so that: 1 – any student could take part in a lesson provided that they were at least a Novice-low on the ACTFL (2004) scale and 2 – a Korean teacher who had to teach the curriculum by herself could do so with just limited English proficiency (Novice high to Intermediate low on the ACTFL scale). This belief that the textbook was oversimplified was something that my fellow NEST’s who worked throughout the Seoul public school system (SMOE) at different levels and parts of the city shared with me. Of special interest was the gap between the stated aims and objectives of the curriculum and the activities and lexical item presentation found in the textbook. For example, unit 9 of the textbook

(“Seoul Metropolitan Office of Education,” 2011) had the stated aim that students would be able to describe past experiences yet within the unit itself one only finds a limited presentation of the simple past and almost no consideration of adverbs and adverbial phrases which deal with describing the time frame of past experiences. Also, the unit seems to merely utilize audio-lingualism grounded parroting activities which 1 – do not successfully teach towards the stated communicative goal; 2 – nor help students reach it (Mitchell and Myles, 2004).

As someone who values what the lexical approach and related considerations (Willis, 1990; Hudson, 1984; Nation, 1997) have to say about the primacy of vocabulary learning in the language acquisition process, a pertinent question arises that I want to consider. This question is basically ‘how well does the textbook/curriculum present lexical items?’ While there are other issues even within the realm of vocabulary (for example, the rate of lexical item recycling), the most interesting and answerable issue for me is the presentation or listing of words and chunks.

Thinking about my ability to take on and answer this issue, I am a TESOL academic and researcher and am knowledgeable about the theoretical and methodical underpinnings which govern this study. This is evident through my presenting on the advantages and uses of phonological, semantic and thematic listing at an academic conference in December 2011 (Vitta, 2011). I consider myself to be an appropriate person to handle this issue.

2.2 Suppositions about Lexical Item, and Speech Act Listing

From my personal experience as an elementary school NEST in the SMOE system, I have observed an issue with how words and phrases are presented. To further elucidate this problem, I now define basic principles and guidelines about how vocabulary should be presented and then offer considerations of theory and past literature to justify and further define these viewpoints.

The first guideline is that a lexical item list should be organized and not random in terms of what is listed (Aitchison, 2003). Next is that the two most observed and prevalent ways of listing are thematic and semantic listing and therefore observed listing in the textbook should fit into either of these schemes (Thornbury, 2000; Schmidt, 2000). Thematic listing, furthermore, is better for long-term productive encoding and usage while semantic is better at promoting short-term passive lexical knowledge (Nation, 2000; Seal, 1991; Tinkham, 1997; Al-Jabri, 2005). Third is that vocabulary listing when viewed at a semester or year level should be extensive in terms of reaching the 3,000 word level which Nation (1997) cites as needed for basic communicability. The next point argues that many phrases teaching

the same function ought to be presented concurrently to the learner. This grows out of Austin's (1962) definition of speech acts and later Riggenbach's (1999) considerations of how they ought to be taught to the learner in a varied manner.

2.2.1 The Call for Organization: An Alternative View of Language and Words in the Mind

The belief that words and phrases in a lexical item listing need to be organized is grounded in a view of language which differs from conventional conceptions. The traditional mode of language learning puts the L2 student into a role of learning the grammar rules and systemic structure which guide and govern the system of language (Allen, 1983). Hudson (2010a, 2010b, 2007, 2006, 1984, and 1998), on the other hand discusses language as a by-product of words activated within a neural network and Lewis (1997; 1993) continues along this line of seeing language as a lexical-centric entity. Aitchison (2003) points to how words are stored and retrieved within the mind in terms of how they relate to each other. Each perspective is now examined.

2.2.1.1 Hudson and Word Grammar

What follows here is not an overall view of Hudson's (2010a, 2010b, 2007, 2006, 1984, and 1998) theoretical model of Word Grammar (hereafter, WG). Instead, the aspects of said model which are pertinent to this report are examined here. The aspects of Hudson's ideas that this subsection considers stem from his belief that language is essentially a mental lexicon of words linked together in a single neural network.

First, language is conceived by Hudson (1984) as being a network that is integrated with other brain functions and areas and that language is not inherited but learned (Hudson, 2006). These ideas fit into the constructivist/connectionist rejection of Chomsky's Universal Grammar (UG) and Language Acquisition Device (LAD)-driven models (Mitchell and Myers, 2004) which state that language is a separate and innate function/area of the modular brain. The network is built through input which leads to the network's establishing of patterns and subsequent generalizations. Hudson (1998) provides some justification of his view of language as an interconnected mental lexicon when he argues that there is, "considerable evidence to support the network model - evidence from experimentation (e.g. priming), from speech errors, from neuropathology and even from quantitative sociolinguistics" (p. 10). Also of interest is that Hudson (2006) believes that sequent languages and the words associated with them are a part of the same network in the first or native language. All words therefore are interconnected in one large network.

Second, WG argues that words are directly linked and are the fundamental blocks of language (Hudson, 1984). This replaces Chomsky's notion of phrases (Chomsky, 1986). Considering the second point, WG argues that syntactic structure or 'grammar' is dependent on these "word-word dependencies" (Hudson, 2008, p. 11). Hudson (2010b), while reviewing how another linguist applied his model of WG to language learning, sums up this second point nicely with "syntactic structure consists of nothing but the links between individual words, with larger phrases doing little or no work" (p. 2). The point here is that it is words which are stored in the networks and it is their being activated which drives language production. Phrases and their corresponding grammatical systems which explain their creation are still ultimately the result of word activation within the neural networks and the order in which they find themselves in an utterance. Said order is determined by "word-word dependencies" (Hudson, 2008, p. 11).

The upcoming third point helps drive this approach together. WG argues that words are stored in the network with much more information than just their meaning via the WG notions of 'isa' relation and inheritance. The notion of "Isa relationships," (Hudson, 2008, p.6) argues that words are stored with information pertaining to the roles that serve in a sentence and in doing so create dependencies with other stored words. For example, 'Sam brings a book to Joe,' has 'brings' paired with 'to'. This is of the generalization that a 'bring isa giving' verb is paired with a proceeding 'to'. "Inheritance" says that words are stored sharing the information of words to which they are related in the network (e.g. 'bird' and 'feather' are related and inherit information from each other when stored in the network).

The last area of interest, about how WG thinks about language, deals with production. If language is a neural network of words governed by generalizations which form through a person's exposure, then language use (both comprehending it and producing) stems from the activation of the network (Hudson, 1998). The brain, consequently, uses this network like a map to guide its language production. Considering this, the individual language user is constrained by the limitations of working memory as she can only activate a limited percentage of the whole network (Hudson, 2008).

In summary then, I am concerned with the following four contentions of WG about the nature of language in terms of this project (Hudson 1998; 2008; 1984): 1) language (both native and subsequent) is patterned-based and governed by a neural network and that; 2) words are the fundamental units of language and linked together by the network which create; 3) dependencies that govern syntax (syntax, therefore, is pattern-based); 4) words are stored with extra-information in addition to their meaning; and 5) the language user is limited by working memory when it comes to activating his language network. Considering point '2,' chunks in

Hudson's view are words that are so dependent on each other that they become one unit or word.

2.2.1.2 Lewis's Considerations of Lexis and Language Teaching

Lewis provides two sources which help to further define the lexical approach and its application to the classroom. In outlining how lexis has a primacy over the teaching of discrete points of grammatical knowledge in the class, Lewis (1993) offers the following four points:

- 1) Lexis is the basis of language;
- 2) Lexis is misunderstood in language teaching because of the assumption that grammar is the core of language and that the control over the structured system is a must for effective communication;
- 3) The key principle of a lexical approach is that " a language consists of grammaticalized lexis, not lexicalized grammar;"
- 4) One of the central organizing principles of any meaning-centered syllabus should be lexis. (p. 95)

These points help to enforce Hudson's (2010a; 2010b; 2007; 2006; 1984; 1998) ideas about the primacy of words when it comes to conceiving language and its production. Furthermore, Lewis' arguments about the primacy of lexis lead one to assume that a consideration of vocabulary and how it is presented is paramount in the EFL/ESL context.

Lewis (1997) provides some more guiding principles by arguing that teachers must see collocation as an organizing principle to lexical item presentation. What this means is that vocabulary should focus on the words which accompany the target words in question. This leads to the call for chunks to be an area of primary focus. In doing so, Lewis helps to bring the ideas presented by Aitchison (2003) down to a level where it can be implemented into the classroom.

2.2.1.3 Words in the Mind

Considering how neural networks govern the encoding, storage and retrieval of words in the mind, Aitchison (2003) provides some insight as to how they may be grouped together during this process. Her main point is that words are encoded and stored in a way that reflects how they relate to each other. The nature of the relationship can vary. The relationships for example can be semantic, thematic, phonetic (sound), graphemic (writing), collocation or concurrence (words that occur in the same utterance and gave meaning to each other), just to name a few. According to her 'cobweb theory,' it is possible that words might share different types of relationships within the learner's physical brain. The idea here is that words are placed into memory and learned in relation to other words. Aitchison clearly explains this concept with, "a full understanding of the meaning of many words requires knowledge of the words which are found with it or related to it" (p. 65).

Despite mentioning several types of relationships which words might share, Aitchison focuses on two relationships in her book: 1 – semantic and 2 – thematic. This is of considerable interest to this project and these relationships will be expounded on as this chapter unfolds.

2.2.1.4 The Call for Organized Lists

From the work of Hudson (1984) and Aitchison (2003) it should be clear that how vocabulary is presented is paramount in the EFL classroom. Nation (1997) picks up on this idea by stating that words should be presented in organized families. A list is organized as long as all the words relate to each other in one predetermined way. There can be different types of relationships. Schmitt (2000) and Thornbury (2002) echo this belief. They both advocate teaching vocabulary items in a way so that items presented at the same time in some way relate to each other.

From the above considerations, the first guideline of a lexical item list being organized in some way becomes justified.

2.2.2 Considerations about Thematic and Semantic Listing

According to Nation (1997), Schmitt (2000) and Thornbury (2002), lexical items must be presented in an organized way. How to organize them is another question. From this extensive literature review effort, the two best ways to organize the supplementary lists are thematically and semantically.

If the goal is to promote encoding, storing and retrieval of novel lexical items briefly (0 to 4 weeks) for passive use on assessments and exams, then semantic listing is better (Seal, 1991). If the goal is to promote encoding, storing and retrieval of novel lexical items for long-term retention and productive usage, then thematic listing is better (Al-Jabri, 2005). The claim of semantic listing's being better in the short-term recognition context is supported by the semantic field theory (Wilcox, 2011) and the general claims of Seal and Nation (2000). The claim that thematic listing is better for long-term retention and productive use grows out of the theoretical considerations of schema theory (Brewer & Nakamura, 1984), the distinctiveness hypothesis and interference theory (Waring, 1997; Al-Jabri, 2005). Taking these considerations into account, this project defines thematic and semantic listing as the two types of listing which the lexical approach (Hudson, 1984; Lewis 1993, Aitchison, 2003) best supports. Below, these two different ways of organizing lexical item lists are further considered.

2.2.2.1 Semantic Listing

Semantic lists have words which share semantic (meaning) characteristics (Nation, 2000). Tinkham (1993) notes its primacy among EFL/ESL

textbooks. If a teacher used the chunked phrase ‘I’m from _____’ and then provided a list of countries, this list of countries would be a semantic list. Wilcox (2011) summarizes the theoretical background of semantic listing with:

Semantic field theory is based on the assumption that rather than being organized in lists of random words, vocabulary is cognitively organized by interrelationships and networks between words, i.e., the mind classifies vocabulary by making connections in meaning; these connections in meaning are semantic fields. (pp. 1-2)

The idea here is a single presentation of lexical items should correspond to a certain semantic field. Such fields can be ‘countries,’ ‘colors,’ or any other field where the words share a semantic connection. In a semantic list, items listed are co-hyponyms to each other under the same super-ordinate using linguistics terminology (Sinclair, 1996).

Nation (2000) offers five points discussing the usefulness of this type of listing with:

- 1- It requires less effort to learning to learn words in a set.
- 2- It is easier to retrieve related words from memory.
- 3- It helps learners see how knowledge can be organized.
- 4- It reflects the way such information is stored in the brain
- 5- It makes the meaning of words clearer by helping students to see how they relate to and may be differentiated from other words in the set. (pp. 6-10)

While most academic literature on the subject of vocabulary listing defines semantic lists as only sharing a semantic link, there are some, Mitchell and Myles (1996) for example, who argue that syntactic relationships (e.g. adverbs of frequency) can also define a semantic field. This discussion, for the purposes of allowing for greater variations of interconnections between lexical items, assumes therefore that semantic listing can be beholden to either semantic or syntactic relationships. This ‘stretching of the net’ is more valuable to this project than conforming to the assumption of the majority that semantic fields are only governed by semantic relationships.

2.2.2.1.1 Studies Supporting This Type of Listing

Seal (1991) argues that semantic listing in his two vocabulary building books 1) provided the structure the students need to learn lexical items and 2) allows students to guess the meanings of new words. He makes these claims based on theoretical considerations and qualitative feedback from students and teachers who have used his books. Jullian (2000) cites classroom studies which appear to display the value of semantic listing. Channell (1981) in an early study significantly displays student encoding of lexical items is better using semantic listing than random listing. The Jullian and Channell studies followed a traditional pre- and post-test methodology. Harley, Howard, and Roberge (1996) used semantic maps in two French-as-a-second-language

classes where the semantic fields which governed the maps' construction were clear to the students. They found a significant gain in vocabulary knowledge in both classes over the three to four weeks of treatment.

Barcroft (2004) presents a historical literature review of studies which support the use of semantic listing as showing significant improvement in learner retention of lexical items. He presents his findings as follows:

semantic elaboration positively affects memory for (a) previously acquired words (Bower & Reitman, 1972; Craik & Tulving, 1975; Johnson- Laird, Gibbs, & de Mowbray, 1978; Hyde & Jenkins, 1969; Ross, 1981; Schuman, 1974.; Tresselt & Mayzner, 1960); (b) new words recorded as known words (Atkinson & Raugh, 1975; Levin et al., 1982; Pressley et al., 1982; Ellis & Beaton, 1995); and (c) other types of stimuli (e.g. first language [L1]) In L2 learning settings, numerous cases have been reported in which learners attending the same class show significant variability in the progress rate associated with learning language elements. Investigation into this observed inconsistency is suggestive of divergence in learner characteristics being the sentence recall: Stevenson, 1981; L1 text recall: McDaniel, 1984). (p. 2001)

From Barcroft's summary, it becomes clear that there is a significant amount of academic data and opinion which supports semantic listing.

2.2.2.2 Thematic Listing

Thematic listing is a reaction against semantic listing. Al-Jabri (2005) for example argues that materials utilized in the Saudi Arabian university EFL setting relied too heavily on semantic listing and in doing so only prepared students for exams and harmed their long term knowledge of vocabulary for active use. This type of listing rejects the idea that lexical items on a list must share a common semantic field (semantic or syntactic relationship) and instead calls for "grouping words based upon psychological associations between clustered words and a shared thematic concept" (Al-Jabri, 2005, p. 12). Words and phrases (chunks and collocations serving a certain speech act) presented around the theme of a trip to Canada is an example of a thematic list. Using this example, 'passport,' 'customs,' 'boarding pass please,' are all examples of words and phrases that could be found on this thematic list.

The theoretical basis and justification for thematic listing grows out of schema theory (Al-Jabri, 2005). Schema theory states that the learner learns new things by activating schemas or, in other words, by associating the new information with past experiences (Rosch, 1975; Brewer & Nakamura, 1984). Activating these schema leads to better encoding, storage and subsequent retrieval. According to Waring (1997) and Tinkham (1997), themed lists allow the learner to associate the new lexical items with his reality and its encompassing past experiences. Other supporting concepts,

according to Waring, are interference theory (memories compete with each other for neural storage space) and the distinctiveness hypothesis (encoded items at a given time that are stored permanently must be distinctive from each other). These ideas are used to argue that thematic listing is better than semantic listing when it comes to effectiveness in terms of long-term memory. By listing items around themes which correspond to experiences that our students have probably had, these new instances of input have a better chance to outcompete other less relevant memories. This is how interference theory serves thematic listing. Thematic lists offer items which are different and distinct from each other. Because the listed words differ from each other, they have a better chance of being remembered according to the distinctiveness hypothesis. Lexical items in a thematic list are different from each other in terms of word class (noun, verb, etc.), functions which they serve (thinking about chunks and collocations and corresponding speech acts (Austin, 1962)) or semantic set (e.g. food, feelings, and colors) (Tinkham, 1994).

2.2.2.2.1 Studies Supporting Thematic Listing

There have been a number of studies which have shown a significant difference of effectiveness between thematic and semantic listing in the former's favor. Al-Jabri (2005), using a pre- and post-test study, showed that Saudi university students learned thematic lists faster and retained them longer. Tinkham (1997) shows a significant difference in proving that students learned six lists of vocabulary items faster when they were listed thematically as opposed to semantically. Kroll and Steward (1994) show that Dutch students suffered from L1 interference when lists were presented semantically but did not do so when the lists were thematic. Finally, Waring (1997) extends on Tinkham (1993) to further display how semantic listing was slower than thematic listing when it came to learning novel words. Waring used a pre- and post-test study with Japanese students.

2.2.2.3 Comparing and Contrasting List Types

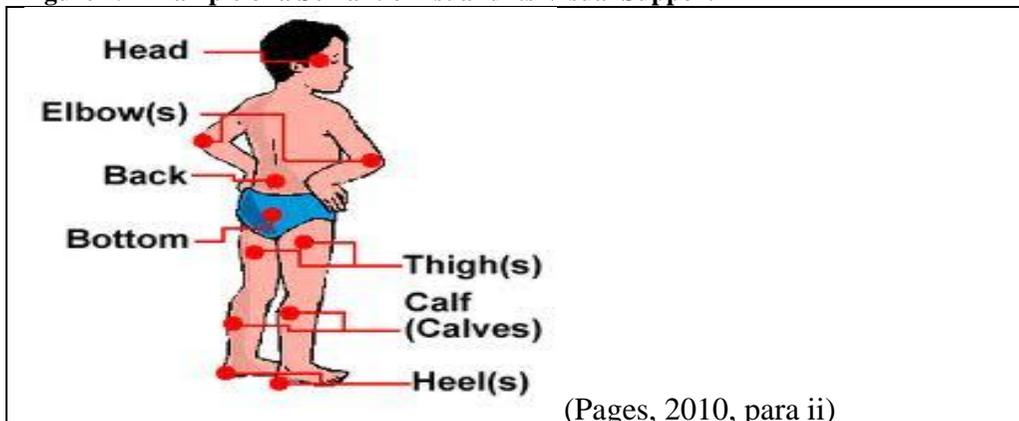
From the points made in this consideration of literature so far, my supposition(s) about thematic and semantic listing and when to use each is justified. If the goal is to promote encoding, storing and retrieval of novel lexical items briefly (0 to 4 weeks) for passive use on assessments and exams, then semantic listing is better. If, on the other hand, the goal is to promote encoding, storing and retrieval of novel lexical items for long-term retention and productive usage, then thematic listing is better.

2.2.2.3.1 Defense of Semantic Listing's Primacy in Testing/Passive Use Situations

Semantic field theory (Wilcox, 2001) makes the claim that if the goal is to promote encoding, storing and retrieval of novel lexical items briefly (0 to 4 weeks) for passive use on assessments and exams, then semantic listing is better. This theoretical concept argues that items presented in the same field are learned (remembered) more quickly and efficiently. As mentioned earlier, Seal (1991) argues that semantic listing in his two vocabulary building books 1) provided the structure the students need to learn lexical items and 2) allows students to guess the meanings of new words. Nation (2000) also echo's Seal when he claims that semantic listing: 1- requires less effort from the student to learn new words in a set; and 2- makes it easier to retrieve related words from memory. This structure and the quickness it facilitates in learning new words and improving students' guessing ability support the claim that semantic listing is better than thematic when it comes to learning novel lexical items for a test. Seal's findings, moreover, are reinforced by both Channell (1981) and Jullian (2000) whose studies both support his claims of semantic listing's effectiveness in this regard. Harley et al (1996) further support semantic listing being the more useful in the short term by showing how semantic maps in two French as a second language classes produced significant gains in vocabulary knowledge in both classes over the three to four weeks of treatment. This three to four week time period fits into the time frame during which a student is going to try to learn novel words for an exam. Finally, Bancroft (2004) offers a historical literature review of studies which validate the claims of the benefits of semantic listing given here.

The following chart displays a semantic list which presents body parts and it comes from an online elementary EFL resource website:

Figure 2.1 Example of a Semantic List and its Visual Support



(Pages, 2010, para ii)

What is important here is that all items fit into the semantic field of ‘body parts.’ No attention need be given to creating a context because a clearly recognizable semantic field has been established. All the individual lexical items listed fit into this field. The learner, according to the tenets of semantic field theory (Wilcox, 2011), memorizes these words listed in this way more effectively because they are interrelated to each other by existing in the same semantic field. This efficiency in memory promotes the idea that this type of list is better than thematic listing if the learner needed to learn these words quickly for passive/recognition use on an exam or assessment.

2.2.2.3.2 Defense of Thematic Listing’s Primacy in Long-term Retention and Productive Usage

The claim that if the goal is to promote encoding, storing and retrieval of novel lexical items for long-term retention and productive usage, then thematic listing is better, like the previous claim about the value of semantic listing, is grounded in the literature review which this project has undertaken. Schema theory states that the learner learns new things by activating schemas or, in other words, by associating the new information with past experiences (Brewer & Nakamura, 1984). If thematic listing in a theoretical sense activates more schemas (past experiences encoded in the neural networks) than semantic listing, then one can assume that thematic listing promotes better long-term retention as items listed thematically will allow novel words and phrases to be associated with already encoded and stored experiences. According to interference theory (Waring, 1997) this strengthening of the encoded and stored input through activated schema is essential because memories compete or interfere with each other in terms of long-term storage and recall ability. Only the strongest and most vital memories survive. Thematic listing’s other theoretical foundation, the distinctiveness hypothesis (ibid.), also supports this discussion’s claim that thematic listing better supports long-term retention and productive usage. Thematic lists present items which do not fit into the same semantic field so they are distinctive enough for each other to have a better chance of long-term storage and recall according to the claims of distinctiveness theory.

The following figure displays a narrative which I wrote presenting a thematic list and the visual input to accompany it:

Figure 2.2 Example of a Thematic List and its Visual Support

- We (1) **begin** our trip **by** getting in the taxi to go to Incheon airport. (2) **Once** we arrived, we got our (3) **boarding passes** and (4) **checked** our luggage **in** using our (5) **passports**. We then (6) **wet** our **whistle** at the airport bar after clearing security because we are always nervous (7) **before flying**. (8) **Following** our flight's taking off, we were served by Air Canada's flight attendants, the worst servers (9) **of all** the major airlines. We landed in Vancouver (10) **wiped** but excited.

The lexical items presented in this list revolve around the theme of 'flying to Canada.' The context of this list is a Korean adult EFL setting where the students have extensively lived and traveled abroad. The theme therefore is something which can be assumed to activate the students' schemas (Brewer & Nakamara, 1984) by revolving around past experiences. In doing so, the list is more likely to be remembered over the long-term for productive usage by paying credence to the claims of interference theory (Waring, 1997). Although some items share semantic (both meaning and word class) relationships (e.g. phrasal verbs and documents used to travel), there is enough variation among the ten listed items to claim that the distinctiveness hypothesis has been followed to some extent and the items are therefore dissimilar enough from each other to promote good encoding and storage.

2.2.3 Extensiveness and Variation: Definitions and Importance

The need for vocabulary listing to be extensive and varied is grounded in the aforementioned lexically-based view of language (Hudson, 1984; Lewis, 1993). Nation (1997) is used to define extensiveness, while Riggensbach (1999) and Austin (1962) drive my view of variation.

2.2.3.1 Extensiveness

Nation's (1997) belief that "the learner (in order to be effective) needs to know the 3,000 or so high frequency words of the language" (p. 7) is my guiding principle when looking at whether or not a curriculum presents enough lexical items. Nation's conception of an effective language user matches the aims and objectives found in the sixth grade curriculum ("Seoul Metropolitan Office of Education," 2011). Both describe an Intermediate Low language-user on the ACTFL (2004) scale:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. (para. vii)

Throughout the curriculum, there are aims and objectives which correspond to 'self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.' This type of language proficiency also echoes the skill which knowing 3,000 words allows for according to Nation.

Keeping Nation's (1997) call for 3,000 words and the corresponding textbook objectives and aims ("Seoul Metropolitan Office of Education," 2011) in mind, I argue that a yearlong curriculum should offer at least 1,000 lexical item presentations. This is because words must be relisted and reused 10 to 12 times before proper encoding and storage happens. Nation (1990, pp. 44-45), defines this idea by concluding that textbooks' vocabulary listing ought to be recycled between 10 and 12 times for learners, and he gives the admonition that teaching vocabulary without incorporating the necessary recycling is wasted effort. So, 3,000 words must be presented through the four years of elementary EFL instruction with another 1000 instances of recycled lexical presentation. While my argument for a 1000 words sets the high point of the acceptable range, other elementary EFL textbooks such as *English Time* (Rivers & Toyama, 2008), *Super Kids* (Krause & Cusso, 2000) and *Let's Go* (Nakata, Frazier, Hoskins & Graham, 2007) offer about 600 words each over a two-book span which the average EFL-program in Korea would teach over a year. This sets the bottom of the range. While these

books do not explicitly state that the lexical approach and related theory guide their vocabulary list construction, their being published on a large-scale basis by reputable publishing houses probably means that they have been reviewed by some editor/TESOL academic who has knowledge of the theoretical points offered in this discussion about the need for lists to be extensive.

2.2.3.2 Variation

Austin's (1962) consideration about speech acts guides my considerations of variation. Speech acts are the functions which utterances serve. Forms are the produced lexical items within the utterance. One function has many different forms. The produced form(s) to serve a given function depends on the context. To produce the appropriate forms to serve a function given the context, many more lexical items are needed than one might assume after reviewing a textbook which only utilizes a one form to one function presentation. Riegenbach (1999) using this conception admonishes the EFL/ESL instructor to avoid such one-to-one form to function presentation when teaching chunks and collocations. This warning to avoid such one to one presentation stems from the belief that doing so would ultimately stunt the language learners' ability to activate different forms appropriately to achieve the same speech act within different contexts and could lead to fossilization. The following displays how different forms serve the same speech act on function depending on the context:

- * Speech act (Function): Greeting someone--Forms and Context of Usage
- 1 – 'Good evening, Sir' – Context is highly formal. (e.g. at a state dinner)
- 2 – 'Hello and welcome' – Context is formal. (e.g. at a dinner party)
- 3 – 'Hey!' – Context is slightly informal but interlocutors are somewhat distant from speaker. At a wine party speaking to classmates.
- 4 – 'What's up? Bro' – Context is informal and interlocutors and speaker are males who are familiar to each other. (e.g. at a fraternity party)

2.3 Identifying the Problem through Textbook Analysis

Now that my suppositions about lexis, vocabulary learning and related lexical item list construction have been outlined and defended, the problem in the textbook can be concretely identified and expressed through a qualitative textbook analysis. This analysis process answers three guiding questions which are grounded in the above considerations:

1. To what extent do the vocabulary lists found in units 1 – 4 of the 6th grade Elementary Korean EFL textbook list items semantically or thematically?
2. To what extent are these vocabulary lists ‘extensive?’
3. To what extent are chunks and collocations in these lists presented in a varied manner?

I, using my four years of experience teaching the textbook/curriculum in question, argue that focusing just on the first four units or 25% of the textbook provides a large enough sample size to make claims about the whole of it. This is because the units follow a strict pattern where the frequency and form of vocabulary presentation does not differ significantly from unit to unit. Moreover, a focus on the four units allows me a narrower area of focus which will be beneficial when this project enters its action research-grounded phase.

2.3.1 An Approach to Textbook Analysis

Hamiloglu and Karliova (2009) provide a model of qualitative EFL textbook analysis looking at vocabulary analysis. In their study, they employ a “content-analysis” (p. 43) approach where checklists whose questions are grounded in relevant theories are applied to the context of the textbooks in question that present lexical items. Furthermore, these researchers consider the teachers’ guides to be a part of the ‘textbook.’ Hamiloglu and Karliova’s model fits into the approach first laid out by Verhave and Sherman (1968).

2.3.2 Textbook Analysis

There are two aspects to this description of the textbook analysis. First, I describe the method used to assess the textbook in terms of vocabulary listing. Then, I report the findings.

2.3.2.1 Method

2.3.2.1.1 Participants and Setting

There are two participants which this first cycle or stage utilizes. The first ‘subject’ is the textbook. Although this subject is inanimate, it still acts as something which this process is measuring. I am the other acting as the researcher. The setting is not worthy of defining considering the circumstances.

2.3.2.1.1.1 The Textbook

The textbook which concerns this analysis is published by the national Korean Ministry of Education. This discussion considers both the teacher’s guide and the student book to be the ‘textbook.’ The textbook

presents the national sixth grade curriculum which is taught in all elementary schools throughout the Republic of Korea. It has multiple authors. The textbook has sixteen units; each unit has six periods or classes which are taught over a two-week period by a native-English speaking teacher (NEST) and a Korean English teacher (KT). The textbook centers on communicative goals and tasks (e.g. describing the location of a bank on a street map) and only presents enough vocabulary for the student to achieve those goals. From an overall point of view, one can deduce that Nation's (1997) call for extensiveness has been ignored. The lists are presented in the teacher's guide. Within the student book and corresponding CD-rom files, these lists are presented and drilled numerous times.

The version analyzed was published for the 2011-2012 school year. This updated version, however, is quite similar to the prior edition. The units of the former edition, while only having four periods per unit, covered the same communicative objectives. The presentation of lexical items, more importantly, focused only on giving the student enough to complete the tasks at hand. This trend is repeated in the current edition of the textbook.

Regarding the students who use the book in question, it is important to define their proficiency. Even though this is not directly related to this discussion's focus, this knowledge helps add to the context in which this project is set and helps one understand the processes found within the methodology. With these points being made, the students using the textbook are of the novice low to mid level on the ACTFL (2004) scale because:

They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. (para. ix)

2.3.2.1.2 Testing Tools

There are two testing tools used, the first is a set of checklists grounded in my beliefs about vocabulary listing and the supporting literature which guides them. I am the second in that I am acting as a measuring and coding instrument. Please see '2.1' for a description of me as a participant and testing tool.

2.3.2.1.2.1 The Checklists

The following checklists are used to access the lists found in the textbook's units. There are four checklists used. Lists 1-3 measure the first guiding question (see '2.3') and are applied to each list. List 4 corresponds to the

second and third guiding questions and is applied holistically to all the items found in the lists from the first four units. Please see Appendix A to see the actual applications of checklists 1 -3. Doing so puts the following descriptions into context.

Checklist 1 determines if the list is listed thematically or semantically (Seal, 1991; Kroll & Steward, 1994):

-- Does the list have items which seem to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Or

-- Do the list's items revolve around a recognizable theme?

If yes to the first question and no to the second, the list is semantic. If no to the first question and yes to the second, the list is thematic. If yes to both, the list is coded as being a mixed list. If no to both, the list is considered to be outside of the lexical approach and other relevant theoretical considerations.

Checklist 2 is used if the list is coded as semantic. This list uses the following questions to assess to what extent the lexical item list (in question) is governed by the semantic field theory (Wilcox, 2011):

--What is the field?

--Is it clearly recognizable?

These questions are answered in a descriptive manner. The second question is also affixed with a 'yes/no' response. In terms of judging whether or not the field is clearly recognizable, my experience as an elementary EFL teacher in Korea for 4 years and the assumption that the majority of the students using the textbook are of the novice low to mid level on the ACTFL (2004) scale (see 2.3.2.1.1.1). Fields which are outside of easy topics using formulaic language are not clearly recognizable.

Checklist 3 is used if the list is coded as thematic. The list uses the following questions to assess to what extent the lexical item list (in question) is governed by the three theoretical foundations of thematic listing: 1-schema theory, 2-inference theory, and 3-the distinctiveness hypothesis (Brewer & Nakamara, 1984; Rosch, 1975; Waring, 1997):

--What is the theme?

--Does the theme touch on the experiences which a 6th grader is expected to have?

--Are the listed items presented in a way so that they fit into more than four semantic fields?

These questions are answered in a descriptive manner. The last two questions also have a 'yes/no' response affixed to them.

Checklist 4 determines extensiveness and variation and is not applied to each individual lexical item list but rather to all the lexical items listed in

the four units as a whole. The first question considers the volume of the listings in their totality while the second question is just a consideration of chunk and collocation listing:

--Does the total number of lexical items listed fit into the 250 (1000 ÷ 4) to 150 (600 ÷ 4) range? If not, is the observed count <150 or >250?

--Considering chunks and collocations, what percentage of the total listing has seen one form to one function listing been avoided?

2.3.2.1.2.2 Defense of the Checklists

While this is an action research report and therefore the call for validity and reliability is not as pronounced as with empirical research, it is useful to briefly consider how these checklists fit into the theoretical considerations made.

Considering Checklist 1, there are three questions on this list. The first two (Does the list have items which fit into one common semantic field? / Do the items share a clear semantic (meaning) or syntactic relationship?) make a judgment as to whether the list in question is semantic or not. These questions assess whether or not there is a semantic field present (Wilcox, 2011; Seal, 1991) in the list. Thematic and semantic listing are considered to be a part of the accepted types of listing supported by the lexical approach and other relevant theoretical underpinnings (Hudson, 1984; Seal, 1991, Waring 1997; Wilcox, 2011; Rosch, 1975) for learners at the sixth grade elementary level. The third question determines if the list is thematic or not. The question itself (Do the list's items revolve around a recognizable theme?) is grounded in Al-Jabri's (2005) definition of thematic listing. Because the questions are in the yes/no format and relate back to the theories supporting this project and guiding questions, they are both 1 – measuring what is intended and can 2 – behave consistently when employed by me.

Considering Checklist 2, this is applied to a list if section one has determined the list to be semantic or mixed. It has two questions. The first one (What is the field?) tries to describe the list further and determine the field which the list revolves around. It is grounded in how Seal (1991) and Wilcox (2011) define how words found in a semantic list need to relate to each other by fitting into a single semantic field. The second question (Is it clearly recognizable?) is grounded in Harley, Howard, and Roberge's (1996) call for the fields which the listings utilize being easily recognizable to the students. As with the first checklist, the questions are rooted in the literature which governs this project and I only have to only observe and record.

Checklist 3 has three questions which are governed by the theoretical points discussed earlier, and I can make consistent judgments and

descriptions regarding each one. The following table shows how each question is grounded in theory and explains how I can consistently carry out the defined measurements:

Table 2.3 Defense of Checklist 3 by Question

<p>--<i>What is the theme?</i></p> <p>**This question corresponds to Al-Jabri (2005) describing a thematic list as revolving around one theme. I only have to recognize what the theme is (reliability is therefore increased).</p> <p>--<i>Does the theme touch on the experiences which a 6th grader is expected to have?</i></p> <p>**This question corresponds to schema theory (Brewer & Nakamura, 1984) and interference theory's (Waring, 1997) call for thematic lists to relate to older memories and experiences to better compete in the struggle for long-term retention. Since the question is worded for expectations alone, I can make less subjective judgments.</p> <p>--<i>Are the listed items presented in a way so that they fit into more than four semantic fields?</i></p> <p>**This question corresponds to the distinctiveness hypothesis (Brewer & Nakamura, 1984). A good thematic list presents items which are different enough from each other. While some sharing of fields is acceptable, there must be a good range of variation. A thematic list found in <i>Super Kids</i> (Krause & Cossu, 2000) with the theme of visiting the zoo had four different fields which eight items fit into. As this is a recognition judgment, I claim that I can do it consistently and in a manner in which my behavior as the rater corresponds to the theory driving the measurement being made.</p>

Checklist 4 is different in nature to the other checklists and its defense is therefore different. The first question (Does the total number of lexical items listed fit into the 250 ($1000 \div 4$) to 150 ($600 \div 4$) range? If not, is the observed count <150 or >250 ?) comes from Nation's (1997) call for extensive listing of lexical items and my interpretation of what an EFL course should present in a year considering Nation's (2000) call for recycling and my aforementioned consideration of popular elementary EFL textbooks, *English Time* (Rivers & Toyama, 2008), *Super Kids* (Krause & Cusso, 2000) and *Let's Go* (Nakata, Frazier, Hoskins & Graham, 2007). From Nation (1997; 2000) and the textbooks come a 1000 – 600 range for a year. Since four units cover 25% of a year, both numbers are divided by 4 to determine the range for the question. The second question (Considering chunks and collocations, what percentage of the total listing has seen one form to one function listing been avoided?) is grounded in Austin's (1962) call for listing to avoid one to one form-function listing when it comes to chunks.

It is important to remember Nation’s (1997) call for 3,000 words (lexical items) and its correlation to stated aims of the curriculum justifies the formation of my range (see 2.2.3.1).

2.3.2.1.3 Data Collection and Analysis

The data collection and analysis processes entail my applying these checklists to the vocabulary lists in Units 1 – 4 of the textbook. Checklist 1 is applied to every list. Checklist 2 is applied to lists which are coded as semantic while checklist 3 is applied to those which are encoded as thematic. If a list is ‘mixed,’ both 2 and 3 are applied. Checklists 4 and 5 are applied to all lexical items listed in the unit holistically. I am a part of the measuring and encoding processes. The data gleaned from this operation is used to identify and define the problem which governs this report.

2.3.2.2 Results

I determined that there are 18 separate vocabulary lists (Unit 1 – 5 lists; Units 2 and 3 – 4 lists apiece; and Unit 4 – 5 lists) in the first four units of the textbook. Within these lists, there are 126 listed lexical items. Four items are repeated, so the number observed in terms of novelty is 122. Each observed list was individually analyzed using the checklists presented in the considerations within the description of the method of the textbook analysis.

2.3.2.2.1 Summary of Results: Checklist 1

The following chart displays the results from the application of checklists 1 to the individual vocabulary lists:

Table 2.4 (Thematic + Semantic) Listing versus Non-Lexical Approach/Outside Relevant Theory

Total	Thematic	Semantic	(Thematic + Semantic)	Outside/Not Supported by Relevant Theory
N = 18	0	14	14	4
% = 100	0%	77.8%	77.8%	22.2%

Examining the fourth (4th) lexical item listed in the sample (see Appendix A.) provides an example of how a list is coded as semantic using this checklist. Conversely, the fifth (5th) list in the same appendix gives an example of a list that is coded as neither thematic nor semantic. Specifically, the list is an attempt at a thematic list where the issue is that the theme is not clear. Because of this observation, the 5th list is coded as ‘Outside...’

2.3.2.2.2 Summary of Results: Checklists 2 and 3

Because there are no thematic lists observed, checklist 3 has been applied to none of the lists. The following chart displays the results of checklist 2's application to lists coded as semantic:

Table 2.5 Semantic Lists' Having Clearly Defined and Recognizable Semantic Fields

Total	Clearly Defined and Recognizable	Not Clearly Defined and Recognizable
N = 14	14	0
% = 100	100	0

As with checklist 1, the fourth (4th) lexical item list is an example of how checklist 2 shows that the semantic list is valid in that it has a clear and recognizable semantic field.

2.3.2.2.3 Results of Checklist 4

Remembering that this checklist looked at the sample holistically and had two questions, the following presents the results:

Does the total number of lexical items listed fit into the 250 (1000 ÷ 4) to 150 (600 ÷ 4) range? If not, is the observed count <150 or >250?

The sum of the lexical items found in the lists (N-1st list + ... + N-18th list) is 126 but four items: 'first – fourth' (cardinal numbers) are repeated. Therefore, I state that N = 122. The observed amount of lexical items found in the lists is outside of the range. The sum is less than 150. This brings us to the next question:

--Considering chunks and collocations, what percentage of the total listing has seen one form to one function listing been avoided?

0% of speech act listing has avoided the 'one form to one function' method against which Riegenbach (1999) argues. Each speech act presented (e.g. expressing the date) only has one chunk (form) affixed to it (It's April 4th). One may refer to Appendix C to verify this claim.

2.3.2.2.4 General Statements to Be Made from Results

1. A strong majority (77.8%) of the unit's lists are within the lexical approach/relevant theory in terms of listing.
2. Of that majority, all lists are semantic (77.8%). There are no thematic lists.
3. The semantic lists have clear and recognizable fields.
4. All of the chunks and collocations listed are neither varied nor extensive.
5. The total number of listed lexical items is not extensive enough (N = 122; range set at 150 to 250).

2.4 Problem Identification and Description

The qualitative textbook analysis described above has confirmed and clearly defined the issue I suspected from my experience with the textbook. How lexical items are listed currently in the textbook is inadequate and this inadequacy occurs along three fronts. The first is that thematic lists are not currently utilized. This is problematic because there are numerous studies (e.g. Al-Jabri, 2005; Waring, 1997; Tinkham; 1997) which demonstrates thematic listing's primacy over semantic listing in terms of long-term productive retention. The second is that there is not enough extensiveness currently in the curriculum's lexical item listings. Not only does the observed amount of listed lexical items fall short of Nation's (1997) ideal but the textbook even falls short of observed volume in other elementary EFL textbooks (Rivers & Toyama, 2008; Krause & Cusso, 2000; Nakata, Frazier, Hoskins & Graham, 2007). Finally, the textbook is listing chunks and collocations (phrases) in a 'one function to one form' manner which ultimately might lead students' being unable to perform the same speech act in different contexts (Austin, 1962; Riggensbach, 1999).

In summary then, the issue is threefold: 1 – thematic listing is not employed and relevant literature demonstrates this is best for long-term/productive usage; 2 – the overall volume of listed items is not extensive enough; and 3 – there is no variation in terms of speech act presentation. This observed problem is addressed via action research in the following section.

Chapter 3: Stages (Cycles) 2 and 3 – Action Research-Grounded Focus Group Research

In the previous chapter, I described and defined a problem in the way lexical items are listed within the Korean 6th grade elementary EFL textbook:

- 1 – thematic listing is not employed and relevant literature displays this is best for long-term/productive usage;
- 2 – the overall volume of listed items is not extensive enough;
- 3 – there is no variation in terms of speech act presentation.

In this chapter, I undertake focus group research conducted within the action research paradigm as defined by Nunan and Bailey (2002) and Hollis (1995). This research was done to design a treatment (supplementary lexical item lists) which addresses the issue uncovered in the previous chapter. In line with the recursion or cyclical nature (Lewin, 1946) for which action research calls, stage 2 leads into and drives stage 3.

In designing this ‘treatment,’ I used visual annotations or aides. While most teachers know the value of this approach, there is also literature which supports such usage. Yeh and Wang (2003) argue that “text plus picture was the most effective type of vocabulary annotation” (p. 131) when presenting the results of an experiment they conducted to see what is the best way to present new lexical items to university students in Taiwan. In another study, Plass, Chun, Mayer and Leutner (1998), when testing if presenting the lexical item alone or with visual or verbal annotations, find that students who had these annotations outperformed students who did not. Thus, I am justified in assuming that visual input enhances the learning of vocabulary and in using this argument as a guiding principle in the construction of the treatment.

3.1 Focus Group Research

I conducted this study through two instances of focus group action research (stages 2 and 3, respectively) where I, along with other participants who acted as both sources of data and contributing researchers, work to address the problem. During stage 2, I and two teachers within the context (a former NEST and a current KT) discussed the problem, how it can be framed in theoretical considerations which drive this research, and considered supplementary thematic lists I made for six units (see Appendix B). During stage 3, I with another focus group considered used feedback and data from stage 2 to consider and improve another set of supplementary thematic lists (see Appendix E). The product which is the result of stage 3 serves as the final treatment designed via this project.

3.1.1 Stage (Cycle) 2

I discuss stage 2 here, focus group research, in four parts: 1 – participants and materials, 2 - narrative of its operation, 3 - quality control and 4 - points learned which are taken into stage 3.

3.1.1.1 Participants and Materials

Stage 2 saw essentially a small focus group consisting of myself, a KT (Ms. S), and an NEST (Mr. B.). I chose these participants because they both had taught the textbook for at least one year and they had the English ability to actively contribute in the focus group which utilized English as a medium of communication. They, moreover, had some accreditation/degree of qualifications to teach EFL (Mr. B – 100 hour TEFL certificate and Ms. S. – certification to teach elementary EFL from the Korean Ministry of Education; and an MA in TESOL in progress). By having equal representation among native-speaking and Korean EFL teachers, I was able to ensure that the representation found in the cycle matched the proportion of NEST to KT found within the problem’s context. According to Nunan and Bailey (2002), this is paramount when doing action research or any research where the context drives the process. Participants were informed of my intentions to use their ideas and suggestions as data for my project and consented both orally and in writing. Now that the description of my fellow researchers has been presented I now describe the materials which drove this cycle of action research.

The first material used in the focus group was a set of 6 supplementary thematic lists which can be found in Appendix B. These lists had a super-theme of a Korean child, who is in the sixth grade, traveling through Australia before he goes to America. Each list was a journal entry he makes about his trip. These entries fit into a diary-type genre. Visual annotations are used because, as previously noted, Yeh and Wang (2003) argue that “text plus picture was the most effective type of vocabulary annotation” (p. 131). For each list’s construction, I was guided by schema theory, the distinctiveness hypothesis and interference theory (Brewer & Nakamura, 1984; Waring, 1997) since I tried to have each list revolve around a single theme to which the students could relate. I, furthermore, tried to list items which fit into as many different semantic fields as possible. I made six lists to match the six periods or lessons found in one unit. Because six lists would represent 25% (see Appendix C for lexical items originally listed) of the units which I analyzed in the textbook analysis, I made sure to include at least 25% of the observed lexical items in the original four units. I also constructed each list trying to heed Nation’s (1997) call for extensiveness. Considering the calculation which argued that this call would expect at least 250 lexical items to be listed in the four units of the textbook analysis, my

supplemental lists, built around one unit, were constructed to list more than 65 ($250 \div 4$) lexical items. Efforts were also taken to ensure that there was variation showing more than one form (e.g. do you like/do you enjoy) for one function (e.g. asking about preferences) (Austin, 1962; Riggenbach, 1999) within the set of lists. The second material used was a PowerPoint presentation which introduced the theories grounding this research effort, presented how the lists were presented in the book and facilitated discussion about and prompted feedback for the supplementary lists which I had made (see Appendix D for the slides from this presentation).

3.1.1.2 Operation

I operated the focus group in four successive parts: presenting relevant theories and approaches, presenting the textbook's listing, presenting my supplementary lists, and working with the participants to improve my lists. It should be noted that data was collected through oral and written responses and in all points of measurement, they matched each other.

First I presented the relevant theories and approaches which have been discussed thus far (thematic/semantic listing and their usefulness (Seal, 1991; Waring, 1997; Tinkham, 1997; Kroll & Steward, 1994), extensiveness (Nation, 1997), variation (Austin, 1962), and visual input as a way to support lexical item listing (Yeh & Wang, 2003). I assessed their acquisition of these points via written responses and informal oral questions. At the end of this phase, the participants knew and displayed knowledge of the following points:

- 1 – a semantic list has items which fit into one semantic field and this type of listing is good for test prep (i.e. short-term passive knowledge).
- 2 – a thematic list has items which are dissimilar to each other and revolve around a clear theme which students can relate to and that this type of listing is better for long-term productive retention.
- 3 – Visual input supports vocabulary listing in terms of promoting the learning of listed items.
- 4 – Lists should be extensive and varied as per the theoretical concerns driving this project.

After confirming that the participants had learned these arguments, I asked them if they agreed with them. Mr. B agreed with all but mentioned that because students only had EFL class 2-3 times per week perhaps a too extensive list is not a good idea. Ms. S. agreed and had nothing further to add.

After the theory presentation, I presented 3 sample listings from the textbook – Unit 1. The first list was a list of chunked phrases which 1 – asked one's country of origin and 2 – told one's country of origin. The second list was a semantic list of countries. The last was an attempted

thematic list. Both participants came to the same conclusions I did in the textbook analysis. First was that the phrases only displayed a one form to one function approach. Second was that the semantic list was properly made adhering to semantic field theory (Wilcox, 2011). Third was that the listing in general, thinking about our experiences as public school teachers, is not extensive enough. Finally, we agreed that the attempted thematic list fails to be truly thematic because the theme is not clear.

After having my findings of the textbook analysis confirmed, I presented my supplementary lists. I worked with the participants to address four points. The first was whether or not the items chosen to supplement the originally listed items were appropriate for sixth graders. They agreed that it was. Next was if the visual input I had used was effective and we decided that what I had used was good but that perhaps it would have been better to break the sentences apart and insert the pictures into the text so that an image could be closer to the lexical items it was supporting. Considering extensiveness and variation of chunks and collocations listed, we agreed the new lists achieved those goals. Mr. B made a point that perhaps there were too many lexical items listed but we agreed that the individual teachers who used these lists could create a scheme involving homework with them and therefore the volume was appropriate. I was most interested in what they thought about the themes I had chosen for each list and the genre of the diary of a boy traveling internationally. Concerning the themes I had chosen, we agreed that they were clear for each list. The issue that was uncovered was how a typical student could relate to them. We decided that traveling and studying abroad for so long is not an experience that the average student can relate to or has experience with. Then we came up with a better idea. This idea was that the lists should be in the genre of blogging. More specifically, the lists would be built around the notion of 6 Korean sixth students who are blogging their daily experiences from their hometowns. To cover the lexical items pertaining to countries, each student could have hagwon (private academy) and native-English speaking teachers from different parts of the world.

Commenting on the overall value of the supplementary lists which I created, they said it was a marked improvement over the original listings found in the textbook.

3.1.1.3 Quality Control

Remembering that to maintain proper quality control, good action research that produces data relevant to the stated problem, according to Nunan and Bailey (2002), employs triangulation in four areas: data, theory, researcher and methods. Data triangulation happens when the research effort draws on different sources of data (Denzin, 1978). Theory triangulation occurs when

different theoretical perspectives are considered in relation to the issue at hand. Researcher triangulation is when more than one researcher is involved in the effort. Finally, methods triangulation is when different methods (e.g. interviews or surveys) are used to collect data from the participants. Just as empirical research strives to operate with validity and reliability to accurately address a research question, action research aims to maintain high quality control to accurately and usefully address a problem.

There was data triangulation in this cycle because data came from two different participants, in terms of relation and function within the context, who interacted with me as the researchers. There was limited theory triangulation as I might have biased the group by presenting my findings about semantic vs. thematic listing and their benefits to the EFL learner. The group, however, did consider various theories relating to the problem so there was some triangulation in this regard. I employed methods and researcher triangulation during this cycle because the participants provided matching data in written and spoken form and we were working as co-researchers to check my findings and improve my supplemental lists.

3.1.1.4 Summary of Data Gleaned from Stage 2

The following table presents the data gleaned from the focus group during stage 2:

Table 3.1 Summary of Data Gleaned from Focus Group during Stage 2

1. The supplementary lists are an improvement over the original listing.
2. The themes for each list are clear.
3. My choice of supplementary lexical items was appropriate.
4. The new lists were extensive and varied (Nation, 1997; Austin, 1962).
Also, it was decided that the amount of extension was appropriate within the context.
5. The visual support needs to be integrated with the text.
6. The genre of a boy traveling around the world is not something which a typical 6th grader can relate to.
7. The participants agree with my assessments of the original lists.
8. The participants agree with the theoretical points which drive this project about the effectiveness of thematic listing (Tinkham, 1997; Al-Jabri, 2005, Kroll & Steward, 1994; Waring, 1997), extensiveness and variation.

3.1.1.5 Going into Stage 3

As I moved from stage 2 of this action research effort into stage 3, I kept the eight points listed above in mind. The findings of my textbook analysis are confirmed and therefore the problem's existence gains more credibility. The participants, furthermore, agreed with the theoretical approaches and arguments which I have used to address the problem. They also confirmed

that I could build thematic lists with a recognizable theme. The main problem which we found and addressed was how the genre in which the lists were constructed and the themes of the individual lists in terms of the genre and the themes relates to past experiences which a typical sixth grader in Korea might have experienced. Another minor problem was that the visual support of the listed items is too distant from the graphemic presentation of said words, chunks and collocations.

3.1.2 Stage (Cycle) 3

I discuss stage 3, an instance of focus group research, in two parts: 1 – participants and materials, operation and quality control and 2 – presentation of findings. Because some of these aspects are identical to stage 2, I often refer to descriptions above and have abridged this presentation of stage 3.

Thinking about stage 3, this cycle tried to address the issues with the first treatment uncovered in stage 2. In stage 2, it was decided that the genre of a boy traveling around the world was not something to which everyone could relate; and that the pictures should be embedded in the text. This is where stage 3 finds its focus.

3.1.2.1 Participants and Materials, Operation and Quality Control

As with the first focus group, there was one NEST and one KT. They both had experience with the textbook. Both teachers had also done post-graduate work in education. There were two materials as in stage 2. The PowerPoint presentation that I used with the first group was used again. The new lists (see appendix E) were made using the same process I employed for the lists used in the first group but I changed the genre to six students writing on-line diary entries. The focus group was operated and had the same quality control measures as stage.

3.1.2.1.1 Data Presentation

The following table displays the findings of the collaborative focus group session which is found in this stage:

Table 3.2 Summary of Data Gleaned from Focus Group during Stage 3

<ol style="list-style-type: none">1. The supplementary lists are an improvement over the original listing.2. The themes for each list are clear.3. My choice of supplementary lexical items was appropriate.4. The new lists were extensive and varied (Nation, 1997; Austin, 1962). Also, it was decided that the amount of extension was appropriate within the context.5. The visual support is well integrated with the text.6. The genre of students creating online diary entries is something which a

typical 6th grader can relate to.

7. The participants agree with my assessments of the original lists.
8. The participants agree with the theoretical points which drive this project about the effectiveness of thematic listing (Al-Jabri, 2005; Tinkham, 1997; Kroll & Steward, 1994; Waring, 1997), extensiveness and variation (Nation, 1997; Austin, 1962; Riggenbach, 1999).
9. The KT is very impressed by the variation. For example, she liked that 'what's up' and 'hey there' are listed in the set as other forms that serve the function of greeting. The NEST concurred upon hearing this.
10. Both participants agree that the lists and the narratives in which they are found would pique students' interest in their own classrooms.

In addition to these findings, it is important to also note that the participants helped to make minor changes to the lists which did not concern the theoretical points which concerned me as the researcher but were nonetheless helpful. Together, we made the language more straightforward and improved the readability of the narratives which the 'journal entries' conveyed. The lists found in appendix E are the result of this collective effort.

Chapter 4: Discussion, Limitations, Implications, and Conclusion

In this chapter, I discuss the findings of the three stages of this action research report. Then, I offer limitations and implications. Finally, I summarize this discussion as a conclusion.

4.1 Discussion

Stage 1 is described first and then stages 2 and 3 are considered jointly.

4.1.1 Stage 1

At the heart of this stage is a textbook analysis that is guided by three questions which spring from my beliefs about vocabulary and how to list it and the literature from which these opinions come:

1. To what extent do the vocabulary lists found in units 1 – 4 of the 6th grade Elementary Korean EFL textbook list items semantically or thematically?
2. To what extent are these vocabulary lists ‘extensive?’
3. To what extent are chunks and collocations in these lists presented in a varied manner?

I discuss each question individually.

4.1.1.1 First Question

The first question that drives the textbook analysis is, ‘to what extent do the vocabulary lists found in units 1 – 4 of the 6th grade Elementary Korean EFL textbook list items semantically or thematically?.’ The results show that a strong majority of these lists (77.8%) are listed semantically. These semantic lists moreover adhere to Harley, Howard, and Roberge’s (1996) call for the fields which the listings invoke being easily recognizable to the students as the coding shows. Interestingly enough, there are attempted thematic lists (see 5th list and other examples in Appendix A.). These lists, however, lack a singular theme which is identifiable to a sixth grader and relates to his expected experiences and cannot therefore be coded as thematic (Al-Jabri, 2005). In summary then, the items within the scope of this textbook analysis are strongly listed semantically while there is a complete absence of observed thematic listing.

There are two significant points to take from this observation of the units having a high occurrence of semantic listing. First, remembering Tinkham’s (1993) assertion that most EFL textbooks employ semantic listing, it seems as though this analysis has uncovered another instance confirming this claim. Considering that Waring (1997), Tinkham (1997) and Al-Jabri (2005) all provide instances where thematic listing promotes better long-term and productive recall ability of listed items, the argument can be made that

the textbook is not listing items in an effective way for lasting productive usage.

4.1.1.2 Second Question

The second question is about how extensive the listings are in their totality. Considering that the observed number of listed items ($N = 122$) falls short of even matching the bottom threshold set from other elementary textbooks (Rivers & Toyama, 2008; Krause & Cusso, 2000; Nakata, Frazier, Hoskins & Graham, 2007) while being well under the amount called for by Nation (1997). The conclusion that the curriculum presents vocabulary in a manner which is in no way extensive is supported by the results of the textbook analysis found in stage 1. The description of the textbook as being shortsighted in terms of presenting lexical items to support its communicative goals is confirmed by the findings of this report and discussed theory.

4.1.1.3 Third Question

Looking at the data gleaned from checklist 4 in stage 1, there are no instances where the textbook presents phrases (chunks and other collocated words) and corresponding speech acts other than in the one function to one form manner which Riggenbach (1999) would argue against. Again, the description of the textbook as being shortsighted and underdeveloped in its lexical support to achieve the communicative goals of a particular unit is confirmed. Remembering Riggenbach's warning to avoid such one (function) to one (form) presentation ultimately stunts the language learner's ability to activate different forms appropriately to achieve the same speech act within different contexts, the damage that the textbook is doing to the students in terms of becoming a speaker of English that can function in different settings gains clarity.

4.1.1.4 General Considerations

In addition to uncovering a problem which is described in chapter 2 (stage 1), the textbook analysis done during stage 1 gives some insights into the curriculum which are worthy of considering. First is that it appears that the authors of the textbook are unaware of relevant research pertaining to the benefits of thematic listing and the need for extensiveness and variation in listing (Waring, 1997; Kroll & Steward, 1994; Nation, 1997; Riggenbach, 1999). If they are aware, then it is possible that people higher up the ladder in the Korean EFL community are preventing extensive, varied and thematic lists from finding their way into the curriculum. This is unfortunate because the research leveraged by this project argues that failing to have listing which is thematic, extensive and varied ultimately hurts the students in terms of

developing their mental lexicons which Hudson (1984) and Lewis (1993) argue is at the heart of language. On a positive note, however, the curriculum does successfully construct semantic lists which are governed by clear semantic fields. Remembering Seal (1991), this type of listing does help promote passive/receptive lexical knowledge which is useful for traditional tests. It also appears that the observed lack of extensiveness noted is in line with the perception of ‘babying’ the material which many Korean NEST’s, including myself, have of the textbook after teaching it for some time.

4.1.2 Stages 2 and 3

Stages 2 and 3 of this project report how I addressed the problem uncovered in stage 1 collectively with other participants from the context. In discussing this process, I focus on two areas: 1 – the process of developing the treatment which occurred during stages 2 and 3 and 2 – why the final treatment (found in Appendix E) is an improvement.

4.1.2.1 Making the Lists: Theory and Collaboration

The treatment of supplementary thematic lists which were produced and honed during stages 2 and 3 of this project saw two interconnected and similar processes. The first was my application of relevant theoretical arguments and considerations (Al-Jabri, 2005; Nation, 1997; Austin, 1962; Riggenbach, 1999) to the construction of the supplementary lists (see Appendices B and E) and the second was using collaboration with people in the Korean EFL context to make sure that the theories were appropriately applied. Thinking about thematic listing, extensiveness and variation as concepts, it would have been impossible to apply them to useable lists without the collaborative action research approach as described by Nunan and Bailey (2002). For example, thematic lists leveraging schema theory (Rosch, 1975) need to have themes which activate the learner’s memories of past experiences. To employ a genre and corresponding themes in the supplementary lists without checking with other teachers in the Korean elementary EFL context would have been problematic in terms of correctly making choices that activated schema in the learners’ minds. Having my themes checked collectively helped me to argue that the selected themes found in the lists in Appendix E can indeed activate schema of sixth grade Korean ELL’s. Collaboration during stage 2 also helped me realize that the genre of a boy traveling the world was not something the average student could relate to and I used this feedback to change to the genre of students writing on-line diaries observed in Appendix E. Collaboration also affirmed that: 1 – the lists had just the right amount of extension and variation (Nation, 1997; Austin, 1962; Riggenbach, 1999); 2 – my choice, of supplementary

lexical items was appropriate. The participants also informed me that my choice and placement of visual input to support the lists was also suitable. My treatment (the supplementary vocabulary lists in Appendix E), therefore, can be summarized as an interactive process where I applied theoretical points to make thematic lists that were extensive and varied and supported by visual input (Yeh & Wang, 2003). This action research-prescribed collaborative process acted as a way to make sure that this application worked within the context to address the problem accurately and appropriately.

4.1.2.2 How the Treatment Addresses the Problem

The supplementary lists or the treatment for the observed problem identified during stage 1 mark an improvement over the original listing in five areas: 1 – usage of thematic listing, 2 – an increase in the amount of lexical items listed, 3 – more than one form listed for a given speech act, 4 – better use of visual support than what is found in the textbook, and 5 – the narratives and genre surrounding the lists are more appropriate, realistic and less childish (Rosch, 1975; Al-Jabri, 2005; Nation, 1997; Austin, 1962; Riggensbach, 1999).

The first three areas of improvement address issues uncovered during stage 1 of this project. By shifting to thematic listing, increasing the volume of listed items and providing variation in terms of different forms being presented to teach the same function or speech act (Waring, 1997; Nation, 1997; Riggensbach, 1999), the treatment helps to remedy the problem driving this discussion. These changes or improvements vis-à-vis what is originally found in the textbook offer a better chance for long-term productive lexical knowledge which can support learners' becoming truly communicative in English. It is noteworthy that during stage 3, the KT found the variation of forms to a given function especially useful and a great improvement.

Two ways in which the treatment is better than the original listing appeared after collaborating with other people within the Korean EFL context during stages 2 and 3. These are that the treatment improves on the visual support for the listed items (Yeh & Wang, 2003) and that the narratives used to frame the lists are more realistic and less childish than what the textbook uses. While these two areas were outside of the focus of the textbook analysis found in stage 1 (chapter 2), they can be addressed vis-à-vis theoretical considerations found in the literature review of chapter 2. The first area involves the final treatment's use of 'better' visuals, which the participants of stage 3 suggested would pique student interest more than the textbook's visuals. This observation supports the argument that the treatment presents listed lexical items in a way where they have a better chance of being encoded into the ELL's neural networks for later activation

(Hudson, 2008; 1998). Considering Hudson's contention that words are stored with extra information, then interesting visuals would promote deeper and stronger inclusion into the networks. The basic premise of schema theory is that learners remember what relates to their past experiences (Brewer & Nakamura, 1984; Rosch, 1975). Keeping this in mind, it can be said that the treatment's using a genre and corresponding narratives which are more realistic and which students do not find childish means that it has a much better chance to activate the sixth grader's schema than what is found in the textbook.

4.2 Limitations

The first limitation is that this project is only looking at listing or how lexical items are presented. The frequency at which items are reviewed, the L1 support given while the set of lists is presented, how the teacher actually uses the treatment (the set of lists) are just some of the important points of vocabulary which are outside the scope of this project. The second limitation is that the treatment has not been applied to the actual classroom due to practicality issues (I no longer teach in the Korean EFL context). A true action research report would require this and the true benefits of the treatment could be measured. Another limitation is that the focus groups only had two members. This might have affected the data gathered during stages 2 and 3 in unmotivated ways. Finally, I have had an active role in all stages as per the guidelines laid out by Lynch (1996) and Nunan and Bailey (2002). While I have justification for doing so, it is possible I have been biased in making my measurements (especially during stage 1). It would have been better to have another person operate stage 1 as well and compare her results to mine but again, practicality issues precluded this from happening. During stages 2 and 3, I needed to run the groups because I was an 'expert' in the theories and their applications to the treatment.

4.3 Implications

4.3.1 On Teaching Elementary EFL in Korea

The implications that this report has for the teaching of EFL within the Korean EFL context is governed by the five ways in which the treatment (supplementary thematic lists) improves on how the textbook originally lists lexical items (Waring, 1997; Nation, 1997; Austin, 1962; Rosch 1975; Yeh & Wang, 2003): 1 – usage of thematic listing, 2 – an increase in the amount of lexical items listed, 3 – more than one form listed for a given speech act, 4 – better use of visual support than what is found in the textbook, and 5 – the narratives and genre surrounding the lists are more appropriate, realistic and less childish.

It is hoped that after this undertaking teachers teaching the textbook realize that there are serious issues with how lexical items are presented. Using the treatment devised as a model, teachers can use this report as a guideline to collaboratively work to create thematic lists with dissimilar items which are extensive, varied and use visual support effectively by embedding the annotations within the text. Furthermore, this study also points out the childishness found within the textbook and offers a way to make more realistic, interesting and appropriate content (Tinkham, 1997; Nation, 1997; Austin, 1962; Rosch 1975; Yeh & Wang, 2003).

4.3.2 On TESOL Research

It would be interesting to have this study expanded within the same Korean EFL context. As mentioned before, practicality issues forced me to be the sole operator of this study and the focus groups in stages 2 and 3 had small numbers. If the findings of this study can be repeated in another case, then they can gain further validation and confirmation. Furthermore, studies where extensive and varied thematic lists are tested against semantic listing in the Korean EFL elementary class as per the studies done by Tinkham (1997), Waring (1997), Kroll and Steward (1994) and Al-Jabri (2005) would be especially interesting. As mentioned before, not applying this to the classroom limits the findings of this study.

4.4 Conclusion

This report, in summary, has followed an action research approach (Nunan & Bailey, 2002) and had three stages. In the first, a problem which began from my observations as an elementary NEST in Korea were confirmed via textbook analysis. The issue was that lexical item listing used the wrong kind of organizing principle (semantic instead of thematic), lacked extensiveness and only used a ‘one form to one function’ approach when teaching speech acts (Waring, 1997; Riggensbach, 1999). In stages 2 and 3, I used focus group research to create a set of supplementary lists that were thematic, varied and extensive.

What is most interesting in my view about the findings of this project is the process in which it has unfolded. Stage 1 (textbook analysis grounded in my suppositions which are based on theory) grew out of my interest in lexis and its role in the EFL environment. After this, stages 2 and 3 are the application of these lexis-centered theoretical perspectives to address a noted problem. What stages 2 and 3 show is that successful application is not possible without collaboration with others who know the students for whom the lists are being made. So, I would offer that making thematic lists which are extensive and varied and using visuals for a certain context must include a collaborative process to in order to be successful (Al-

Jabri, 2005; Nation, 1997; Riggenbach, 1999). The action research paradigm as laid out by Nunan and Bailey (2002) offers a guideline as to how to achieve this.

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Appendix A. Checklists 1 – 3 applied to Lists from Units 1 – 4

1st List

Description: From Unit 1’s teachers book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit via the blackboard. List is of chunks addressing the function of describing one’s country of origin.

Items:

--Where are you from?

--I’m from _____. (p. 13)

N = 2

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list’s items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Chunks fit into the same field pertaining to the communicative function of describing one’s country of origin.

--Is it clearly recognizable?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.)

2nd List

Description: From Unit 1’s teachers and student book (SMOE, 2011).

Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of

flashcards provided in the student book. List is of single words.
Items: Korea – Australia – Canada – China – England – Japan – U.S.A – Vietnam (p. 13) N = 8
Checklist 1. -- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship? Yes Or -- Do the list's items revolve around a recognizable theme? No --- <i>Semantic List</i>
Checklist 2. --What is the field? Names of countries. --Is it clearly recognizable? Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.). Students have studied different countries in the 3 rd grade.

3rd List

Description: From Unit 1's teachers book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit via the blackboard. List is of chunks addressing the describing a room's location in the building in terms of level.
Items: --Where is your classroom? --It's on the _____ floor. (p. 13) N = 2
Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Communicative function of describing what floor a room is on. Semantic relationship.

--Is it clearly recognizable?

Yes, it is because the field fits into, "predictable topics necessary for survival in the target language culture" (ACTFL, 2004, para. ix.).

4th List

Description: From Unit 1's teachers and student book (SMOE, 2011).

Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book. List is of single words.

Items:

First-Second-Third-Fourth (p. 13)

N = 4

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Ordinal Numbers.

--Is it clearly recognizable?

Yes, it is because the field fits into, "predictable topics necessary for survival in the target language culture" (ACTFL, 2004, para. ix.). Students have studied these numbers from an early age.

5th List

Description: From Unit 1's teachers and student book (SMOE, 2011).

Narrative of a boy playing a soccer game and washing one's clothes afterwards. Listed items are presented via a comprehension and pronunciation exercise following the reading of the story. Visual input accompanies story.

Our washing machine is **1-part** of our family. My dirty clothes are in the washing machine. I played soccer with friends from **2-different** countries. "Hurray!" My team won. But my clothes were dirty. I **3-put** my clothes in the washing machine. It said, "Good job!" (p. 16)

N = 3

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

No

Or

-- Do the list's items revolve around a recognizable theme?

No (themes of playing soccer and washing clothes and congratulations. No clear theme).

---*Outside of lexical approach and other relevant theoretical considerations*

6th List

Description: From Unit 2's teachers book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit via the blackboard. List is of chunks addressing the functions of describing location of landmarks on a map and giving directions.

Items:

Where is _____? - Go straight - Turn left - Turn right - It's (preposition)(landmark) – It's between (landmark) and (landmark) (p. 57)

N = 6

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes (even though two functions are governing the list. Location and direction both fit into a super-semantic field of addressing landmarks on a map)

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Chunks fit into the same field pertaining to the interrelated communicative

functions of describing location of landmarks on a map and giving directions

--Is it clearly recognizable?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.)

7th List

Description: From Unit 2’s teachers and student book (SMOE, 2011).

Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book. List is of single words.

Items:

Korean restaurant - Bus stop – School – Bank - Flower shop - Post office – Park – Mart - Toy

shop – Building – Street – Museum – Hospital – Supermarket (p. 57)

N = 14

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list’s items revolve around a recognizable theme?

No

---Semantic List

Checklist 2.

--What is the field?

Landmarks on a city map.

--Is it clearly recognizable?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.). Students have knowledge of these places in their L1.

8th List

Description: From Unit 2’s teachers and student book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book. List is of single words.

Items:

Behind - Next to - In front of - Between

(p. 57)

N = 4

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list’s items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Prepositions describing location

--Is it clearly recognizable?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.). Students have

studied prepositions in their L1 since 2nd grade and have studied English prepositions of location since 5th grade.

9th List

Description: Found in both student and teachers' book – Unit 2 (SMOE, 2011). Narrative involves the fantastic (unreal/imaginary) talking washing machine thanking a father for his hard work (represented by smelly socks). Listed items are presented via a cloze activity that proceeds the narrative.

My dad's socks are in the washing machine. My dad's socks 1-**smell** really 2-**bad**. I know why. He works 3-**hard** 4-**every day** for our family. He puts his socks in the washing machine. It 5-**smiles** and says, "Thank you for working hard." (p. 59)

N = 5

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

No

Or

-- Do the list's items revolve around a recognizable theme?

No (There is a theme of being thankful to one's father but the speaking machine and the description of the socks confuses the issue.)

---*Outside of Lexical Approach and other relevant theoretical considerations*

10th List

Description: From Unit 3's teachers and student book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit via the blackboard. List is of chunks addressing the function of

describing one's preference of seasons
<p>Items:</p> <p>Do you like _____?</p> <p>Yes, I do because it's _____./No, I don't because it's _____.</p> <p>(p. 85)</p> <p>N = 3</p>
<p>Checklist 1.</p> <p>-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?</p> <p>Yes</p> <p>Or</p> <p>-- Do the list's items revolve around a recognizable theme?</p> <p>No</p> <p>---<i>Semantic List</i></p>
<p>Checklist 2.</p> <p>--What is the field?</p> <p>Same communicative function</p> <p>--Is it clearly recognizable?</p> <p>Yes, it is because the field fits into, "predictable topics necessary for survival in the target language culture" (ACTFL, 2004, para. ix.). Every day and common experience.</p>

11th List

<p>Description: From Unit 3's teachers and student book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book. List is of single words.</p>
--

Items:

Spring – Summer – Fall – Autumn - Winter

(p. 85)

N = 5

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Names of the seasons

--Is it clearly recognizable?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.). Simple field which is easily recognizable.

12th List

Description: From Unit 3's teachers and student book (SMOE, 2011).

Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book. List is of single words.

Items:

Warm-windy-cold-hot-cool-many flowers-swimming-beautiful leaves-

skating-snowman

(p. 85)

N = 11

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes (although different syntactic relationships are present, the book instructs the teacher to list these terms as reasons to like a certain season).

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Justifications for liking a season

--Is it clearly recognizable?

Yes, it is because the field fits into, "predictable topics necessary for survival in the target language culture" (ACTFL, 2004, para. ix.). Simple field which is easily recognizable.

13th List

Description: Found in both student and teachers' book -- Unit 3 (SMOE, 2011). Narrative involves a boy talking to the fantastic (unreal/imaginary) talking washing machine. The boy is asking questions. Listed items presented via a comprehension and pronunciation task following the narrative.

One day, I 1-**asked** the washing machine, "Do you like washing clothes?" It

smiled and 2-answered, “Yes, I do. I like it very much.”

(p. 87)

N = 2

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

No

Or

-- Do the list’s items revolve around a recognizable theme?

No (Theme of liking one’s job might be there but students can confuse the theme to mean liking the wash clothes. Not enough context is given.)

---*Outside of Lexical Approach and other relevant theoretical considerations*

14th List

Description: From Unit 4’s teachers and student book (SMOE, 2011).). Presented as a list to be shown to the students during the first lesson of the unit via the blackboard. List is of chunks addressing the function of telling the date.

Items:

When is your birthday?

It’s _____.

Date construction: (on) May 20th (may twentieth) (*not the individual items*)

(p. 114)

N = 3

Checklist 1.

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic

relationship?

Yes

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

Checklist 2.

--What is the field?

Same communicative function

--Is it clearly recognizable?

Yes, it is because the field fits into, "predictable topics necessary for survival in the target language culture" (ACTFL, 2004, para. ix.). Every day and common experience.

15th – 16th – 17th Lists

Description (for all lists): Description: From Unit 3's teachers and student book (SMOE, 2011). Presented as a list to be shown to the students during the first lesson of the unit. List is supported by listening activities and a visually in the form of flashcards provided in the student book and textbook pages. List is of single words.

Items:

15th—12 months

N = 12

16th—Ordinal Numbers 1st to 31st

N = 31

17th—Events: Birthday – Concert – Christmas - Parent's Day - Children's Day - Mother's Day - Father's Day.

N = 7

(p. 114)

Checklist 1 (for all lists):

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

Yes (although different syntactic relationships are present, the book instructs the teacher to list these terms as reasons to like a certain season).

Or

-- Do the list's items revolve around a recognizable theme?

No

---*Semantic List*

--What is the field?

15th – Months of the year

16th – Ordinal numbers

17th – events which on special days

--Is it clearly recognizable (for all lists)?

Yes, it is because the field fits into, “predictable topics necessary for survival in the target language culture” (ACTFL, 2004, para. ix.). Every day and common experience.

18th List

Description: Narrative seems to present the appreciation for the role in the washing machine plays in the family's everyday life. The story touches on the experiences which the family has every day and is later 'washed' away by the machine. Four phrases are listed in a listening activity preceding the narrative. Phrases are considered to be chunks because the book lists them and considers them as whole units. It is not too much to assume, however, that the learners would evaluate these phrases word by word.

My family's 1-**everyday life** is in the washing machine. We write our

stories on our clothes. We put our 2-**dirty clothes** in the washing machine.

It 3-**washes our stories** away. We 4-**wait for more stories** the next day.

(p. 116)

N = 4

Checklist 1

-- Does the list have items which same to fit into one common semantic field? Do the items share a clear semantic (meaning) or syntactic relationship?

No

Or

-- Do the list's items revolve around a recognizable theme?

No (Not clear. Theme is not apparent)

---*Outside of Lexical Approach and other relevant theoretical considerations*

Appendix B – 1st Set of Supplementary Lists (Stage 2)

N (lexical items listed) = 68

37 items come from original listing (37/122 = 30%)

Minsu's Travels

Minsu has just finished a trip around the world. He made the trip with his friends and teachers and he has visited many places and seen many amazing things. He kept a diary and took photos during his travels. You are invited to share Minsu's experiences and memories.



1. First List

--A trip to the Outback--

Dear **Dairy**,

Today is the **second** of January. I'm in **Australia** and it's actually **summer** here! Yesterday, I was in the **Outback** and the weather was **sunny** and so hot. My friend, Momoko, **asked** me, "**Do you like** hot weather?" I answered, "Yes, I do." The Outback has a **famous** rock, Uluru. It is **huge** and it is **surrounded by** a desert.



This is Uluru in the

Outback!

Lexical Items Listed:

1 – diary, 2 – second, 3 – Australia, 4 – summer, 5 – Outback, 7 – ask, 8 – do you like _____, 9 – famous, 10 – huge, 11 – surrounded by

2. Second List

--Going to the museum in Sydney--

Dear Diary,

It's **January fifteenth** today! I am in Sydney. This is Australia's **capital** city. We went to a **museum** yesterday that had information about Australia's history. There was a special event just for our group. We actually arrived ten minutes late because **Mr. van Vlack turned left** instead of going straight at the light. The event was a lot of fun and the **mayor** of Sydney gave us each one-hundred **dollars** to go shopping with later. The mayor asked me, "**Do you enjoy** Australian food," and I **answered** yes. After our event, we went back to our hostel which is **behind** a hospital.



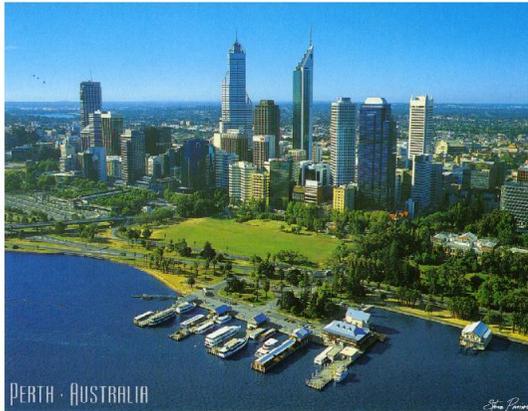
Some pictures from today!

Lexical Items Listed: 1 – January, 2 – fifteenth, 3 – capital, 4 – museum, 5 – turn left, 6 – mayor, 7 – dollar, 8 – Do you enjoy, 9 – answer, 10 - behind

3rd List

--My friend, Tan--
What's up Diary?

I am in Perth with my group. **Not much** to talk about today, January **thirtieth**. I want to tell you about my best friend in our group, Tan. Tan **comes from Vietnam**. He is really kind and we both love **Asian** food. He is so kind! He went to the **supermarket** yesterday which is **in front of** our hotel and bought ingredients to cook us **dinner**! He also can speak many languages. What a great **guy**!



Here is

Perth. Tan's meal and the supermarket!

Lexical Items Listed: 1 – What's up, 2 – not much, 3 – thirtieth, 4 – (to) come from, 5 – Vietnam, 6 – Asian, 7 – supermarket, 8 – in front of, 9 – dinner, 10 - guy

4th List

--What I'm doing in Cairns--

Dear Diary,

We recently flew **by plane** from Perth to Cairns which is in **northern** Australia. It is so **hot** here but the beaches are **beautiful**. I feel sorry for my friends in **Korea** who are sitting through the cold **winter**. Cairns has been fun. We go **snorkeling** a lot and just hang out. Something funny happened yesterday, **February third**. Momoko who **is from** Japan forgot where our host family lived. I had to tell her to **turn right** by the **bank**. Anyway, this is my **everyday life** here.



The

beach at Cairns and map to show how far we traveled.

Lexical Items Listed: 1 – Dear, 2 – by plane, 3 – northern, 4 – hot, 5 – beautiful, 6 – Korea, 7 – winter, 8 – snorkeling, 9 – February, 10 – third, 11 – (to be) from, 12 – turn right, 13 – bank, 14 – everyday life

5th List

--My Fun Time with Momoko--

Oh Diary!

Momoko and me had **so much** fun yesterday! We went to a **concert last night**. It was at a **park**. We had fun. They played Australian **pop music**. After the show, we went to the **Korean restaurant** and ate bibimbab. The dish was **different** than bibimbab in Korea. We came back home and decided to watch a Korean drama before **bedtime**. Before going to bed, she thanked me for the nice time and went to her room. It is **between** Tan's room and mine.



Pics from Last

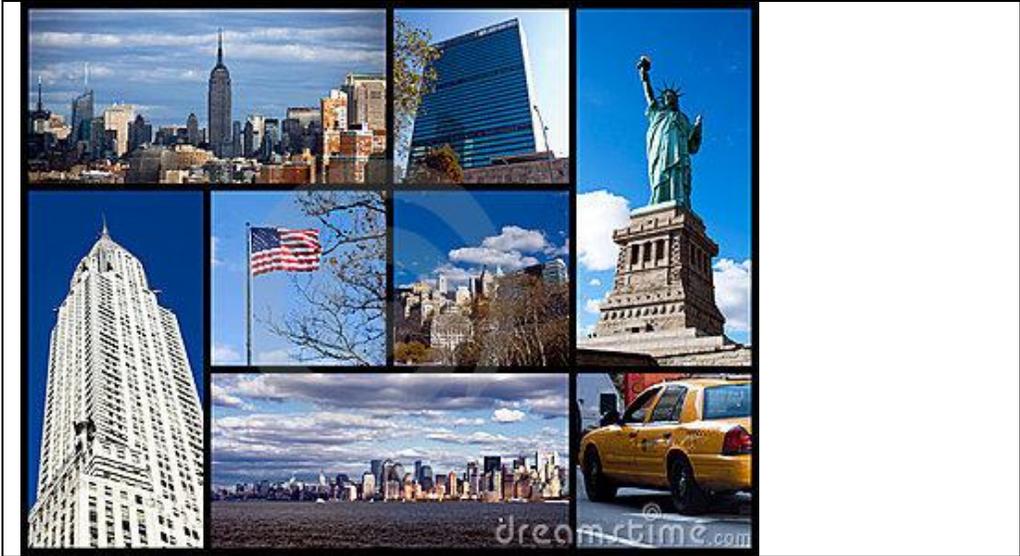
Night!

Lexical Items Listed: 1 – Oh, 2 – last night, 3 – so much, 4 – concert, 5 – park, 6 – pop music, 7 – Korean, 8 – restaurant, 9 – different, 10 – bedtime, 11 - between

6th List

--New York: My next stop--
Dear Diary,

We **are going to** fly to a new **country**, tomorrow. I am so excited. We will go to the **airport at Melbourne** and fly to **the USA**. The city we are going to is New York. We will be there for six **weeks**. It will be winter there but **spring** will arrive next month, **March**. I will study at an **elementary school** in New York. My classroom will be on the **ninth floor**. I am excited to meet my **host family** as well. I will miss Australia but I **am looking forward to** New York.



Lexical Items Listed: 1 – (to be) going to, 2 – at _____ 3 – country, 4 – airport, 5 – the USA, 6 – week, 7 – spring, 8 – March, 9 - elementary school, 10 - ninth floor, 11 – host family, 12 – (to be) looking forward to

Appendix C – Observed Listed Lexical Items in Units 1 – 4.

Unit 1

--Chunks and Collocations

- Where are you from?
- I'm from _____.
- Where is your classroom?
- It's on the _____ floor.

--Words

Korea – Australia – Canada – China – England – Japan – U.S.A – Vietnam
First – Second – Third – Fourth
Part – different – put

Unit 2

--Chunks and Collocations

- Where is _____?
- Go straight
- Turn left
- Turn right
- It's (preposition) (landmark)
- It's between (landmark) and (landmark)
- Next to
- In front of

--Words

Korean restaurant - Bus stop – School – Bank - Flower shop - Post office –
Park – Mart - Toy
shop – Building – Street – Museum – Hospital – Supermarket - behind –
between - smell - bad -hard - smiles

Unit 3

--Chunks and Collocations

- Do you like _____?
- Yes, I do because it's _____.
- No, I don't because it's _____.

--Words

Spring – Summer – Fall – Autumn - Winter

Warm-windy-cold-hot-cool-many - flowers-swimming-beautiful leaves-
skating-snowman
Ask – answer

Unit 4

--Chunks and Collocations

--When is your birthday?

--It's _____.

--Date construction: (on) May 20th (may twentieth)

--dirty clothes

--waits for

--Words

12 months(N = 12)

Ordinal Numbers 1st to 31st (N = 31)

Birthday – Concert – Christmas - Parent's Day - Children's Day - Mother's
Day - Father's Day.

-everyday - life -washes - our -stories

Appendix D – PowerPoint Presentation used for Stages 2 and 3

Slide 1

Goals of Presentation

- --Introduction to Vocabulary
- --Theory
- --Current Vocabulary Listing
- --Discussion
- --Presentation of Supplementary Lists
- --Team Improvement of these Lists

Slide 2

- Theory

Slide 3

Terms

- Vocabulary List
- Lexical Item
- Form
- Function
- Theme
- Semantic Field (Set)
- Memory: Encoding, Storage and Retrieval

Slide 4

Starting Question

- --How many words does the average person speak/use in the day?

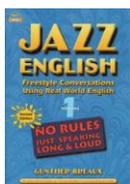
Slide 5

Starting Question

- --How many words does the average person speak/use in the day?
- -- *Dr. Louann Brizendine, clinical professor of psychiatry at the University of California, San Francisco states in "The Female Brain" that "A woman uses about 20,000 words per day while a man uses about 7,000."*

Slide 6

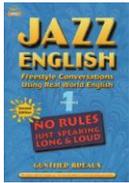
Korean-EFL CLT vs. Traditional Lecturing?



- What's typically missing in both?

Slide 7

Korean-EFL CLT vs. Traditional Lecturing?



- What's typically missing in both? **VOCABULARY**

Slide 8

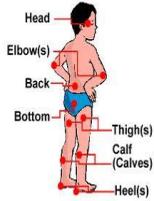
The Importance of Vocabulary

- -- Lexical items (words and chunks) are the core of language.
- -- Language production in its simplest terms is the activation of these lexical items within the brain's networks in response to the outside world to achieve personal goals and desires.
- -- Grammar is a by-product of word activation within a person's neural networks.
 - Hudson (1984) & Lewis (1993)

Slide 9

Semantic Listing

- --Items on the list fit into a semantic field or category (e.g. feelings, colors, personal pronouns, colors, word class)
- --Devoid of context



The diagram shows a human figure from the back with red dots marking various body parts. Lines connect these dots to labels: 'Head' at the top, 'Elbow(s)' on the left arm, 'Back' on the upper back, 'Bottom' at the waist, 'Thigh(s)' on the right leg, 'Calf (Calves)' on the lower leg, and 'Heel(s)' at the bottom of the foot.

Slide 10

Thematic Listing

- Words and chunks presented around a theme. Theme should relate to experiences which the teacher thinks his students have experienced. Lexical items listed should not all fit into the same semantic field and should be different for the most part from each other.
- Context bound

Slide 11

Thematic List – Flying to Canada (for adult learners in Korea -- students have extensively lived and traveled abroad)

- We (1) **began** our trip **by** getting in the taxi to go to Incheon airport. (2) **Once** we arrived, we got our (3) **boarding passes** and (4) **checked** our luggage **in** using our (5) **passports**. We then (6) **wet our whistle** at the airport bar after clearing security because we are always nervous (7) **before flying**. (8) **Following** our flight's taking off, we were served by Air Canada's flight attendants, the worst servers (9) **of all** the major airlines. We landed in Vancouver (10) **wiped** but excited.

Slide 12

Visual Support



Slide 13

Discuss which types of listing you have encountered and used in your teaching experience

- Semantic
- Thematic

Slide 14

Benefits of Semantic Listing

- --Good for short term retention and recall on passive knowledge tests (Semantic field theory) (Nation, 2000)
- --Each to teach.
- --Often found in EFL textbooks.

Slide 15

Benefits of Thematic Listing

- Better for long-term retention and productive use latter on.
 - Schema Theory
 - Interference Theory
 - Distinctiveness Hypothesis (Tinkham, 1994)

Slide 16

- Extensiveness – Nation (1997) argues that 3000 words are needed before true communicability is possible
- Variation – One function has many forms. Textbook should teach this.

Slide 17

- Current Vocabulary Listing
- --From units 1 – 4 in the 2011-12 textbook

Slide 18

Where are you from? / I'm from

- The USA
- Korea
- China
- Canada
- The UK
- France
- Japan
- Australia

Visual Support Omitted

Slide 19

- Is this list semantic or thematic?
- Is it extensive?
- Is it varied?

Slide 20

Attempt at thematic list

- My family's 1-**everyday life** is in the washing machine. We write our stories on our clothes. We put our 2-**dirty clothes** in the washing machine. It 3-**washes our stories** away. We 4-**wait for more stories** the next day.
- (p. 116)

Slide 21

- Clear theme?
- Extensive?

Slide 22

From the first four units

- --see hand out

Slide 23

Discussion Questions

- --Do you agree with my assessments and conclusions about the current vocabulary presentation in the textbook?
- --What other problems do you think there are?

Slide 24

Presentation of Supplementary Lists

- --for Unit 1
- --Thematic
- --Extensive (68 vs. 18)
- --Varied
- --Contains 25% of items originally listed for units 1 - 4

Slide 25

Let's Research and Work Together

- --Are themes clear?
 - --Can 6th graders relate to them?
 - --Too extensive?
 - --Lexical Item Choice
 - --Visual Presentation Quality
- --Because of the possibility to focus on many areas let's try to stay fixed on these four!

Slide 26

- --Other Improvements

Appendix E – Revised Listed Presented to and Refined in Stage 3

These lists are six diary entries from six students who are in the sixth grade (elementary) in Korea. Each entry would be entered into a web 2.0 medium (e.g. facebook or cyworld).

** - Denotes more than one item listed in a phrase

* - Denotes lexical item is found in original listing.

Relevant Statistics of these Lists:

87 lexical items listed

42 from original listing in textbook

34% of lexical items observed in units 1 – 4 of textbook used in these lists.

List 1

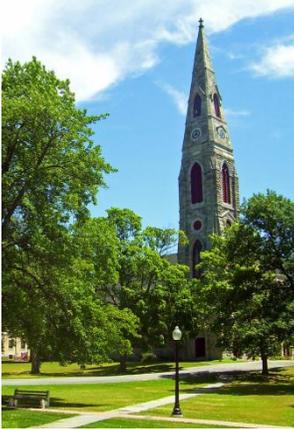
Author: Mina – Daejeon

Dear **Diary**,

Today is April **third**. I had a fun day today. My **teacher**, David, took the **class** to the **park**.



It's is next to** a beautiful church.



It is small and not **famous** like the Han River Park. We played lots of games at the park and had a **huge** lunch. We ate fried chicken.



David **asked** me, “**Do you like** food from **the USA?**” I said, “Yes.” What a great day in the park!

Theme: A day in a park
Listed Items: 1 – Diary, 2 – third*, 3 – teacher, 4 – class, 5 – park*, 6 - It’s (preposition) (landmark)*, 7 – next to *, 8 – beautiful*, 9 – famous, 10 – huge, 11 – Do you like _____*, 12 – the USA*, 13 – ask*
N = 13 (8 from original listing)

List 2

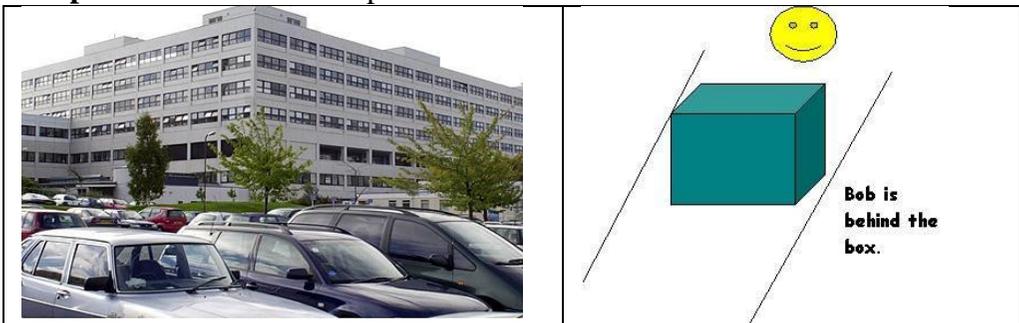
Author: Minsu – Busan

Dear Diary,

Yesterday was so much fun. It was **April tenth** and I **watched** a DVD with Tan, my friend. He **is from Vietnam** and I met him last **summer**. The name of the movie was ‘A Night at the **Museum**.’



We watched the movie at a DVD room. My dad took me there with his **car**. We **parked behind** the hospital.



My dad went to the store and gave me **cookies**. Mom **baked** them in the morning for me and Tan. We ate them and watched the film. I asked Tan, ‘Do you enjoy cookies?’ He **answered**, ‘**You bet**.’



Theme = Watching a movie with a friend

Listed Items: 1 – Dear, 2 – April*, 3 – tenth*, 4 – watch, 5 – to be from _____*, 6 – Vietnam*, 7 - summer*, 8 – Museum*, 9 – car, 10 – park, 11 – behind*, 12 – cookies, 13 – baked, 14 – answer*, 15 – ‘you bet’

N = 15 (8 from original listing)

List 3

Author: Jihno – Incheon

Oh Diary!

Momoko, me and some other **students** had **so much** fun yesterday!
Momoko **comes from Japan** and she has been my Japanese **tutor** since the **winter**.



We went to a **concert last night**. It was at a park **between** the supermarket and the post office**. We had fun. They played **pop music**.



After the show, we went to a Korean restaurant and ate bibimbab. The **dish** was so **delicious**.



Momoko walked me to the bus stop and **said** ‘good night.’ I **smiled** back.



Theme = Going to a concert

Listed Items: 1 – Oh, 2 – students, 3 – so much, 4 – to come from _____, 5 – Japan*, 6 – between (landmark) and (landmark)*, 7 – between*, 8 – supermarket*, 9 – pop music, 10 – dish, 11 – delicious, 12 - concert*, 13 – last night, 14 – said, 15 – smile*

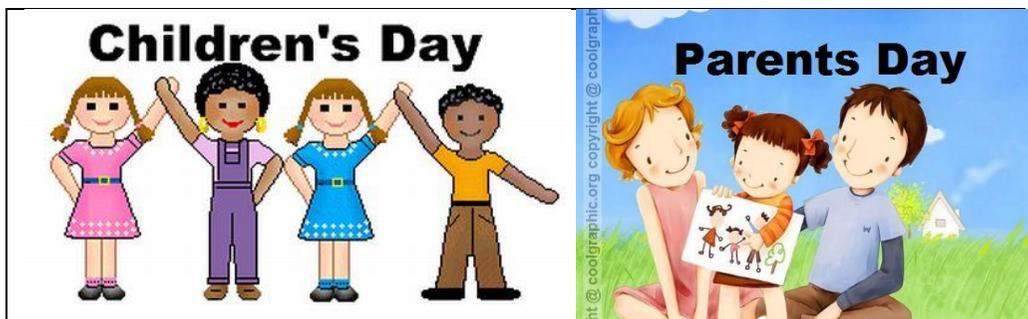
N = 15 (6 from original listing)

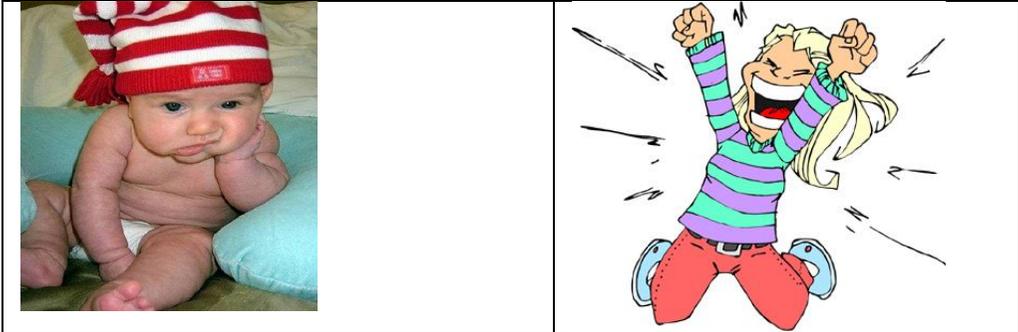
List 4

Author: Sohyun – Icheon

What's up Diary?

Today I **was talking with** my brother about our family's **plans** for **Children's Day** and **Parents' Day**. We're going to Everland on Children's Day which is on **May fifth**. He thinks it will be **boring**. I think it will be a **good time**.





For Parents' Day, we will make **pancakes** for Mom and Dad. I asked my brother, "Do you know how to **cook** this?" He replied, "**Yes, I do because it's** easy and my teacher showed me." **Of course**, we will go to the **flower shop** and buy **roses** too!



Theme = Making plans for a holiday season
 Listed Items: 1 – What's up, 2 – to be talking with, 3 – plans, 4 – Children's Day*, 5 – Parents' Day*, 6 – May*, 7 – fifth*, 8 – boring, 9 – good time, 10 – pancakes, 11 – cook, 12 – Yes, I do because it's _____*, 14 – of course, 15 – flower shop*
 N = 15 (6 from original listing)

List 5

Author: Timothy – Daegu

Dear Diary,

Tomorrow is my **birthday**. My mom decided to buy me a Nintendo DS **game system**. She will give it to me during **dinner**. She's **preparing** a

special dish from her hometown, Busan. I'm not happy about this. I want something **different**☺!



A few days ago, Soyoung asked me, “**When is your birthday?**” I said, “**It’s on April sixteenth**.**” So, do you know what she did? She planned a **surprise birthday party** just for me with **many** friends! I’m so **excited**.



My dad is making me a special breakfast tomorrow too! I will make waffles and **cover** them **with** maple syrup. He loves maple syrup because he is from **Canada**.



Theme = Describing one's birthday plans and events

Listed Items: 1 – birthday*, 2 – game system, 3 – dinner, 4 – prepare, 5 – different*, 6 – ago, 7 – When is your birthday*, 8 – on (Month) (date)*, 9 – sixteenth*, 10 – surprise party, 11 – excited, 12 – cover with, 13 – Canada*, 14 – many*

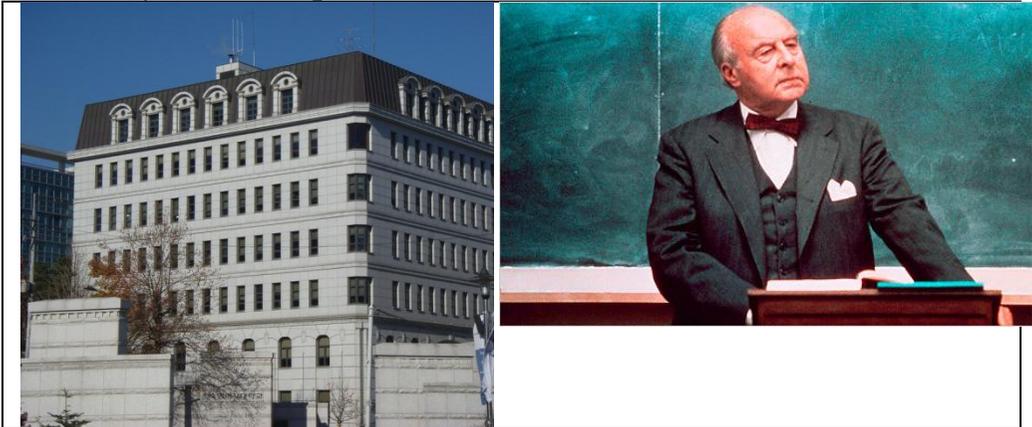
N = 14 (7 from original listing)

List 6

Author: Soojung – Seoul

Hey there Diary,

Today was so exciting. We took a **field trip** to Sookmyung Women's **University**. We met a **professor, Mr.** van Vlack.



Our teacher, Alan took us here. Did I tell you that Alan is from **Australia**? But Alan forgot where his **office** was. Silly Alan. We went to the **building** and saw where his office was. I said, “**It’s on the seventh floor**.**”

	8th Floor
	7th Floor
	6th Floor
	5th Floor
	4th Floor
	3rd Floor
	2nd Floor
	1st Floor

Mr. van Vlack was very **kind** and he gave us tips for learning English. He said that **our** English was very good. We then ate lunch. After lunch, we went to a science lab. We saw students doing **experiments**. They all wore white coats. After this, we went to the coffee shop. There were so many students studying. Alan spilled coffee on his shirt! People could see his **dirty clothes** on the subway ride to our **elementary school**.



Theme = Visiting a university
 Listed Items: 1 – Hey there, 2 - field trip, 3 – university, 4 – professor, 5 – Mr., 6 – office, 7 – building*, 8 – It’s on the _____ floor*, 9 – seventh*, 10 –

kind, 11 – our*, 12 – elementary school*, 13 – dirty clothes (collocation)*,
14 – experiments, 15 – Australia*
N = 14 (6 from original listing)