Has the treatment of vocabulary in textbooks improved over the last twenty-five years?

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　過去25年でボキャブラリーについてのリサーチは多く見られるようになった。この論文は、それらのリサーチがテキストブックの中でのボキャブラリーの教え方にいかに影響を与えたかを調査したものである。ここでは、1980年代初期に出版された3冊のテキストブックと近年に出版された3冊のテキストブックを比較している。ボキャブラリーリサーチのキーポイントに基づいた質問事項を用いることによって比較している。それらによると、約半分の質問事項、特に、ボキャブラリーに重点をおいたものと、どのくらい単語を知っているかという点に重点をおいたものと、マルチワードアイテムに重点をおいたものにおいてテキストブックは改善されているということが見つけられた。しかし、いくつかの点ではあまり変化がないということも見つけた。それは、ボキャブラリーのエクスプリシット・インプリシットラーニングに重点をおいたものと、学習しようとしている単語を繰り返しテキストブックの中で使っているかという点に重点をおいたものと、書き言葉と話し言葉との違いに重点をおいたものである。

The past twenty-five years have seen a great deal of research in the area of vocabulary. Considerable research has been conducted into the nature of vocabulary itself, into vocabulary acquisition and into vocabulary teaching. It seems reasonable to suggest that we know more about vocabulary now than we did before. Yet it is less clear whether all this research has actually made any difference to the way vocabulary is treated in textbooks. This paper reports on a study (Brown, 2005) that aimed to determine whether advances in what we know about vocabulary have led to advances in the treatment of vocabulary in textbooks.

The study examined and compared three textbooks published in the early 1980s and three published since the year 2000. Textbooks were chosen as the focus of the study for two reasons. First, textbooks give us a window into the classrooms of the past. It is impossible to travel back in time and observe classrooms from

the early 1980s, but it is possible to look at the textbooks that were used in those classrooms and make observations about them. Second, textbooks have a major influence on what happens in classrooms. They are the core of most teaching programs and act as a form of teacher training (Richards, 2001). They are "the most powerful device" (Littlejohn, 1998, p. 190) for the transmission of ideas through the ELT profession. They "give guidance to teachers on both the intensity of coverage and the amount of attention demanded by particular content or pedagogical tasks" (Nunan, 1991, p. 208). And they tell teachers and learners what things it is legitimate to learn; in Nunan's words "what gets included in materials largely defines what may count as 'legitimate' knowledge" (1991, p. 210).

The study proceeded by conducting a review of vocabulary research and then creating a survey based on the key points of this research. This survey was then applied to the six textbooks. This paper shall introduce the survey, reporting on the research behind it, and discuss the main findings that were made regarding the textbooks.

The survey

The survey (see Figure 1 below) consists of twenty-two questions arranged into eight sections. Each section shall now be introduced in turn.

Vocabulary focus

The three questions in this section are derived from the ideas explained above about the legitimising effects of textbooks. The questions seek to discover to what extent the textbooks suggest that vocabulary is important to learners and teachers, and how much attention they give to vocabulary.

Depth of processing

One of the most firmly established principles in vocabulary research is that the deeper an item is processed in the mind, the better the learning of that item will be. This means that activities that encourage deeper processing should be more effective (Nation, 2001; Hulstijn & Laufer, 2001).

It has also been found that there is a relationship between depth of processing and time. That is, activities that encourage deeper processing generally take more time than those that encourage a shallower level of processing. It is, therefore, advisable to take account of the difficulty or importance of the vocabulary being studied and to choose activities that encourage varying depths of processing in order to make the most efficient use of the time available (Hulstijn & Laufer, 2001).

Finally, research in this area has shown that care must be taken with the design of activities (Nation, 2001; Sokmen, 1997). Activities that involve comparing similar words (synonyms, antonyms, words with similar forms, and so on), which might be thought to encourage deeper processing, can actually hinder learning. The problem is that unless one of the items being compared is already firmly established in the memory, the items simply get mixed up.

Implicit and explicit learning

Implicit and explicit learning are both considered necessary for vocabulary acquisition. This is for two reasons. First,

Figure 1. The survey

Vocabulary focus

1.   Do the textbooks suggest that vocabulary is important?
2.   How many explicitly labelled vocabulary sections are there?
3.   How many activities dealing primarily with vocabulary are there?

Depth of processing

4.   How deeply do activities encourage learners to process items?
5.   Is there an attempt to tailor depth of processing to the difficulty or importance of the vocabulary being studied?
6.   Is interference caused by introducing similar words at the same time avoided?

Implicit and explicit learning

7.   How many words from outside the top two thousand words are taught explicitly and is explicit teaching of these words justifiable?
8.   Are there opportunities for implicit learning of target vocabulary?
9.   Are strategies for gaining exposure to large quantities of language introduced?

Aspects of word knowledge

10.   Do the textbooks include activities targeting all aspects of knowing a word?
11.   Do the textbooks raise learners' awareness that there are different types of word knowledge?

Mastery of form

12.   Are target words decontextualised clearly?
13.   Are learners tested on their acquisition of word forms?

Multi-word items

14.   Do the textbooks give attention to multi-word items and chunks of language?
15.   Are chunks introduced as wholes and then later subjected to analysis?
16.   Are there activities focusing on the patterns of target items?

Multiple encounters with words

17.   Do target items appear multiple times?

18.   Do different encounters involve different contexts?

19.   Are the appearances of target items suitably spaced?

20.   Are there activities involving retrieval of, not just encounters with, previously learnt items?

Spoken and written vocabulary

21.   Are items that appear exclusively in spoken language, or that are used differently in spoken language, given attention?

22.   Are learners informed about whether target items are prominent in the spoken or written domain or both?

different types of knowledge about words require different kinds of learning; and second, different items in terms of their frequency are believed to require different sorts of learning.

Regarding different types of knowledge about words, explicit learning is thought to be best for learning the meaning of items and any constraints on their use. Implicit learning is thought best for learning the form of items, their grammar and their collocations (Ellis, 1997; Nation, 2001).

Regarding the frequency of items, corpus research has confirmed work going back to West (1953) that the most important two thousand words are so important that they simply must be learnt, no matter how much effort or time it takes. Beyond the top two thousand words, however, explicit learning is not productive enough in terms of the benefits gained from the time spent (Nation, 2001). Less frequent words are best learnt through implicit learning and the research recommends extensive reading combined with the ability to guess the meaning of items from context as the best

way to do this (Nation, 2001). While this does not result in immediate, large gains, it enables learners to encounter new items and gradually build up different types of knowledge about them. Nation comments that "Incidental learning via guessing from context is the most important of all sources of vocabulary learning" (2001, p. 232).

While textbooks cannot provide for this type of learning, it seems sensible to suggest that they should encourage it and should help learners acquire the skills necessary for it. Although teachers can do these things regardless of whether they are included in textbooks, their inclusion makes it much more likely that teachers actually do do them.

Aspects of word knowledge

The common-sense view of vocabulary learning is that learning words means learning meanings. There are, however, many other aspects of knowledge about words that learners need to acquire. Nation (2001), building on the

work of Richards (1976), has produced an inventory of nine different aspects of word knowledge, each with a receptive and productive element.

Research has shown, however, that teachers focus overwhelmingly on teaching meaning, and largely ignore other aspects of word knowledge (Sanaoui, 1996). It has also been found that teachers concentrate on expanding learners' vocabulary size, that is teaching new words, rather than on vocabulary depth, that is teaching more about partially known words (Liu & Shaw, 2001). As Singleton puts it "much of what has passed for vocabulary teaching . . . addresses only the tip of the lexical iceberg" (1999, p. 272).

Textbooks ought to play a vital role in this area, both in terms of ensuring that learners get opportunities to acquire all the different aspects of word knowledge and in raising awareness among teachers and learners that there is much more to knowing a word than just knowing its meaning.

Mastery of form

Mastery of the spoken and written form of words is considered vital for successful vocabulary acquisition (Nation, 2001; Ryan, 1997; Singleton, 1999). Singleton (1999) suggests that the mind needs an accurate internal representation of a word on which to build other aspects of word knowledge. The form of a word seems to act as an anchor, securing the word in the lexicon and providing a stable platform for the gradual addition of other aspects of word knowledge.

Mastery of form is also essential for processing. With regards to written form, Schmitt (2000) reports on eye-movement studies which have found that when reading, the eye samples almost every word in a text extremely quickly. Fluent and accurate recognition of word forms is therefore essential. Similarly, with regards to spoken form, Channell (1988) reports on research into lexical errors that suggest that internalizing the phonological shape of words is absolutely crucial for successful comprehension. It allows learners to break down the stream of speech and access the words in their memory.

For learners to acquire the form of words, it seems sensible to suggest that words be presented clearly. However, making recommendations beyond this is difficult. As noted above, both Ellis (1997) and Nation (2001) argue that word form is learnt implicitly. Explicit teaching of word forms may not therefore be worthwhile. On the other hand, Ryan (1997) suggests that learners from different language backgrounds vary in their ability to learn the form of words, and recommends the use of diagnostic testing and then discrimination activities with low-scoring learners. Similarly, Paran (1996) suggests timed matching activities can be useful for developing automaticity of written word recognition. What may be best then is to ensure that words are presented clearly, and then later test to check whether the word forms have been successfully acquired.

Multi-word items

Over the last twenty-five years the concept of vocabulary has broadened and chunks of language such as phrases, frames, sentence starters, idioms and collocations are all now recognised as being part of vocabulary and as being essential to language learning. As McCarthy notes "The addition of

chunks to the vocabulary syllabus is not an optional extra, since their meanings are extremely frequent, necessary and fundamental to successful interaction" (2004, p. 11).

In fact, it has been proposed that chunks are the very basis of our language knowledge. It is thought that chunks are first learnt as wholes, then later analysed and reused with slight variations, before later still being analysed further until each individual component is understood and can be used in its own right. It has further been suggested that vocabulary teaching, and in turn language teaching, can and should exploit and encourage this process (Skehan, 1998; Lewis, 1993).

It is also now widely recognised that learning the patterns in which items appear is critical. Words occur in particular patterns with particular meanings and Hunston and Francis (2000) have shown that words (or senses of words) that share common patterns often share an aspect of meaning. Learning words as isolated items, then, is not believed to be beneficial.

Multiple encounters with words

Learners need multiple encounters with words for two reasons. First, multiple encounters increase the likelihood of words being recognised, which is a crucial step for acquisition. Second, multiple encounters allow learners to gradually acquire different aspects of word knowledge. As noted above, there are many different aspects and it is not possible to acquire all these through one encounter (Sokmen, 1997; Schmitt, 2000; Nation, 2001).

The quality of encounters is also important. Encounters need to be suitably spaced, since too long a gap between encounters means that each is like a first encounter. It is

also better if different contexts are involved each time and if retrieval of some sort is involved. Different contexts provide more information about items and retrieval involves a deeper level of processing (Nation 2001).

Textbooks have a crucial role to play in this area since it is very hard, if not impossible, for teachers to monitor the occurrence of items. Modern textbooks, produced with the aid of computers, can and should do this instead.

Spoken and written vocabulary

There appear to be considerable differences between spoken and written vocabulary. Some items are used differently in the two domains; some items are almost exclusive to one of the two; and chunks seem to be even more important in the spoken language than in the written language (McCarthy & Carter, 1997; McCarthy, 2004). Kennedy (1998), combining findings from Francis & Kucera (1982), Johansson & Hofland (1989) and Altenberg (1990), has shown that there are different distributions of word classes in spoken and written English. Whereas nouns are the most common class of words in written English, verbs are the most common in spoken English. Furthermore, Altenberg's research shows that discourse items are a major word class in the spoken language, accounting for almost 10 percent of items.

It seems sensible to suggest that general coursebooks aimed at developing all four skills, like the ones surveyed in this study, should aim to inform learners about the domains of use of items. Furthermore, it seems best that this information be given explicitly since items exclusive to one domain do not by nature appear in the other.

Methodology

The survey was applied by this author to six intermediate level textbooks, three published in the early 1980s and three published since 2000. All six textbooks are or were reasonably popular. Details are given in Table 1. Teacher's books were not available for the three older textbooks, so only the student's book of each textbook was examined.

For each question in the survey a methodology was developed with which to investigate the textbooks, brief details of which are given in Table 2.

Table 1. Textbooks used in the study

Year	Title	Author	Publisher
1980	Developing Strategies	B. Abbs & I. Freebairn	Longman
1981	Life Styles: Book 1	F. Lozano & J. Sturtevant	Longman
1983	Kernel Three	R. O'Neill & A.C. McLean	Longman
2002	Language to go: Intermediate	A. Crace & R. Wileman	Longman
2004	Innovations: Intermediate	H. Dellar & A. Walkley	Thomson
2000	Clockwise: Intermediate	W. Forsyth	Oxford

Table 2. The methodology used to investigate each question

Question	Methodology
1	The back cover, the table of contents and the back matter of each textbook were examined for any mention of vocabulary.
2	A count was made of all sections labelled vocabulary, words, expressions or collocations.
3	A count was made of all activities dealing primarily with vocabulary, the total number of activities in each textbook counted, and the proportion of vocabulary activities calculated. Activities dealing primarily with vocabulary was defined as any activity where the main focus is on an item (or items) and its (their) form, meaning or use.
4	Every vocabulary activity from three units of each textbook was rated according to the depth of processing involved. The rating scheme, based on Nation (2001), classified activities according to whether they primarily required learners to notice something about the items, recall something about the items, or do something with the items.
5	This question was not in the end investigated. The intention had been to look at vocabulary activities that encourage different levels of processing and look for any relationship between the difficulty or importance of the items and the depth of processing involved. However, the older textbooks simply do not contain enough activities encouraging different levels of processing, while in the current textbooks it is not so much that different sets of items are dealt with at different levels, but that a set of items is dealt with at successively deeper levels through a sequence of activities.
6	Every vocabulary activity in each textbook was examined to check whether this kind of interference could be a problem.
7	Lists were made of all the target items in three units from each textbook and the lists analysed using Heatley, Nation & Coxhead's (2002) Range program, which provides a comparison with West's (1953) two-thousand-word A General Service List of Words (GSLW).

8	The target items in a single unit of each textbook were listed and then that unit and the next two units examined for meaning-focused activities in which the items feature again or activities which provide reasonable opportunities for use of the items. Identifying activities which provide opportunities for use of items is somewhat arbitrary, and was only really possible when activities quite clearly had this aim.
9	Each textbook was examined in full to see whether learners are introduced to strategies for guessing the meaning of words from context and whether extensive reading is encouraged. The latter was judged in two ways: by looking for direct advice to learners recommending extensive reading; and by checking whether some of the characteristics of extensive reading are incorporated into reading activities, using Day & Bamford's (1998) list of characteristics of extensive reading.
10	The vocabulary activities in a third of each textbook were considered with regard to whether they encourage the learning of each aspect of word knowledge as listed in Nation (2001). Each textbook was rated as having either a strong focus on a particular aspect, that is the textbook regularly looks at it; a weak focus, the textbook occasionally looks at it; or no focus, the textbook never looks at it.
11	A third of each textbook was examined for any attempt at making learners actively think about different aspects of word knowledge, for example direct advice to learners on the value of learning about a particular aspect or advice about a learning strategy involving a particular aspect.
12	A quarter of the units from each textbook were examined to see what method or methods each uses to decontextualise words. These methods were then evaluated according to how consistently they are used and how distinct they make the items.
13	Each textbook was examined for activities that involved testing of the spoken or written form of items after they had been introduced. Testing was taken to mean any activity that required recall of the form of an item.
14	Lists were made of all the target items in three units from each textbook and then the number and types of multi-word items noted.
15	The multi-word items identified for Question 14 were examined to see how they are introduced and whether they are subject to later analysis.
16	Three units from each textbook were examined to see what attention, if any, is given to the patterns of the items introduced.
17	All the target items in a unit from the middle of each textbook were identified and further occurrences of each item in the remainder of the book counted by hand. Inflected forms and simple derivations were included in the counts.
18	Using the same items as in Question 17, each reoccurrence was checked to see whether it involved a different context from the previous occurences.
19	Also using the same items as in Question 17, the number of activities between the activity that introduces an item and each subsequent reoccurrence was counted.
20	Activities following the introduction of items were examined, particularly practice and review sections, to see if they required retrieval of either the form of items from their meaning or the meaning of items from their form.
21	In the absence of reliable dictionaries of spoken English and considering the difficulties involved in distinguishing precisely between spoken and written language, this question is difficult to answer. An attempt was made by examining three units from each textbook, but the conclusions drawn must be considered tentative.
22	Each textbook was examined for any comments regarding items of vocabulary and spoken or written language.

The textbooks were judged as sets, older books and current books, and for each question a rating was given, with each set being rated as *satisfactory, partially satisfactory* or *unsatisfactory*.

Findings

It is not possible here to give detailed results for each question. Instead the results shall be summarized and the main areas where improvement was found and where little improvement was found shall be discussed. Improvement is defined as change in the direction of the recommendations from research, and in practical terms means areas in which the current textbooks received a higher rating than the older ones.

Table 3 shows the number of questions given each rating for the two sets of textbooks. Clearly the current textbooks are more satisfactory overall.

Table 3. Overall results

	Satisfactory	Partially satisfactory	Unsatisfactory
Older textbooks	2	7	12
Current textbooks	6	9	6

In terms of improvement, that is questions for which the current textbooks received a higher rating than the older ones, ten questions showed improvement and eleven showed no improvement, as shown in Table 4.

Table 4. Questions showing improvement and no improvement

Questions showing improvement	Questions showing no improvement
1, 2, 3, 4, 10, 11, 13, 14, 16, 20	6, 7, 8, 9, 12, 15, 17, 18, 19, 21, 22

Looking at the eight sections of the survey (see Table 5 below), it can be seen that in some there seems to have been a general improvement in textbooks, while in others there has not. General improvement was found in the areas of vocabulary focus, aspects of word knowledge and multi-word items. Little improvement was found in the areas of implicit and explicit learning, multiple encounters with words and spoken and written vocabulary. In the other two areas of the survey, depth of processing and mastery of form, the results were mixed.

Table 5. Section by section results

	Questions showing improvement	Questions showing no improvement
Vocabulary focus	1, 2, 3	
Depth of processing	4	6
Implicit and explicit learning		7, 8, 9
Aspects of word knowledge	10, 11	
Mastery of form	13	12
Multi-word items	14, 16	15
Multiple encounters with words	20	17, 18, 19
Spoken and written vocabulary		21, 22

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Areas of improvement

Vocabulary focus

The current textbooks give a lot more attention to vocabulary and so suggest to learners and teachers that vocabulary is an important and legitimate area of study. *Innovations: Intermediate* and *Clockwise: Intermediate* both mention vocabulary on their back covers, while all three current textbooks give vocabulary a prominent place in their tables of contents. The three older textbooks on the other hand do not mention vocabulary at all on their back covers nor in their tables of contents, except for a few individual items listed in the table of contents of *Kernel Three*. The current textbooks also contain more vocabulary activities both in absolute terms and as a proportion of the total number of activities.

Aspects of word knowledge

The current textbooks contain activities looking at a much wider range of aspects, as shown in Table 6 where **S** indicates a strong focus on an aspect of word knowledge, **W** a weak focus and a blank space no focus. Collocations, word associations and written form all get much more attention than in the older textbooks, alongside aspects such as grammatical functions and the linking of form and meaning which are well covered in both sets of textbooks. There are, however, some aspects that still receive little attention, notably word parts and constraints on use.

Table 6. Types of word knowledge focused on in each textbook

Book	Spoken form	Written form	Word parts	Form and meaning	Concepts and referents	Associations	Grammatical functions	Collocations	Constraints on use (register, frequency . . .)
Developing Strategies	W	W		S			S	W	
Life Styles: Book 1	W	W		S			S	W	
Kernel Three	W	W	W	S	W	W	W	W	
Language to go: Intermediate	W	S		S	W	S	W	S	
Innovations: Intermediate	W			W	W	W	S	S	W
Clockwise: Intermediate		S	W	S	W	S	W	S	

The current textbooks also differ from the older textbooks in that they include some learning strategies that involve thinking about different aspects of word knowledge, which should serve to raise learners' and teachers' awareness that there are many different aspects of word knowledge.

Multi-word items

The current textbooks introduce more and more varied types of multi-word items and at least to some extent seem to

have a broader view of what constitutes vocabulary. Where they include them, all the textbooks routinely introduce multi-word items as such, but later analysis is very rare. The current textbooks look at the patterns items appear in more frequently and effectively than the older textbooks, which do very little to actively draw learners' attention to patterns. Compare, for example, the activities shown in Figure 2, drawn from *Lifestyles: Book 1*, and Figure 3, from *Clockwise: Intermediate*. While the activity in *Lifestyles: Book 1* does show the patterns of *too* and *either*, there is nothing to draw the learners' attention to the significant elements in the patterns and there must be a good chance that they will go unnoticed unless the teacher points them out. The activity in *Clockwise: Intermediate* on the other hand takes learners through a series of steps to ensure they recognise the patterns.

Figure 2. Extract from *Life Styles: Book 1* p. 38

6. **CONVERSATION. Comment on how someone looks.**
A: You look upset/tired/bored/happy.
B: No, not really. .... OR
   Yeah, I am. ....

You can continue like this:
A: I know how you feel I .... too/either.

NOTE: Too and Either
A: I had one problem after another at work today.
B: I had a bad day too.
   —OR—
   I didn't have a very good day either.

Areas of little/no improvement

Implicit and explicit learning

Both sets of textbooks explicitly teach items from beyond the two-thousand-word level. Looking closely at activities that introduce items, it appears that many of the items are not really meant to be learnt, but are introduced for other reasons, such as for illustrating rules or to aid comprehension of a reading or listening passage. For example, the Vocabulary and speaking activity from *Language to go: Intermediate* shown in Figure 4 below, within which half of the focus words are beyond the two-thousand-word level, seems to be at least as concerned with preparing learners for the Reading activity which follows as with actually teaching the vocabulary items. Sinclair & Renouf noted nearly twenty years ago that vocabulary typically "serves all the other syllabus strands . . . [and] is not organised in and for itself" (1988, p. 142), and sadly the situation does not seem to have really changed.

Both sets of textbooks also make very little effort to help learners acquire vocabulary outside the classroom. Some of the textbooks, both older ones and current ones, provide practice of guessing meaning from context, but none of them actually give instruction on how to do it. Likewise, none of the textbooks recommend extensive reading to learners in any way, nor do they approach reading passages in a way that might encourage reading for pleasure.

Multiple encounters with words

Both sets of textbooks fail to provide systematic repetition of target vocabulary. In general, there is very little repetition

Figure 3. Extract from *Clockwise: Intermediate* p. 17-18

Vocabulary

Having fun

1 Tick the things in the circle you enjoy regularly.
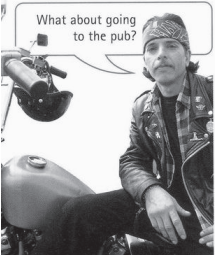2 Tick the sentences you agree with.

TV / cinema / theatre, computers / technology, food / drink, socializing, music, books, sport, night life, art, travel, other ...

SAYING HOW YOU **FEEL**

THINGS I LIKE

1 I **really enjoy** dancing.
2 **I love** jumping off the diving board in the swimming pool.
3 Science museums these days **are great**.
4 Golf **is a great way** to relax.
5 The Beatles **are** still **one of my favourite** groups.

THINGS I DO

6 **I occasionally like to** go to a classical concert.
7 I go to the pub **whenever I get the chance**.
8 I like to go camping **whenever I get the time**.

THINGS I DON'T DO

9 **I don't really like** the Beatles.
10 **I'm not very keen on** sport.
11 **I'd quite / really like to** go up in a hot-air balloon.

3 Use the phrases in **bold**. In pairs, how many interests do you share? *I really enjoy playing the guitar.*

4 What do you think of these six suggestions? In pairs, take turns to read out the suggestions. Reply from the **Yes / No** box below.

What about going to the pub?

1 — There's a dry-ski slope near here. **Why don't we** go skiing?

2 — **Let's** go into London for the day.

3 — **I think we should** hire a car and go into the country.

4 — **We could always** go away somewhere for the weekend.

5 — **What about** just going out for a meal together?

6 — **How about** cooking something ourselves, together?

YES	NO
That's a nice idea.	It's a nice idea, but ... (I can't drive).
That's a great idea.	Oh, it's too ... (far / complicated / expensive).
Yeah. Let's do that.	Mmm, I don't really like ... (skiing).
	I don't really feel like it.

5 What can you do where you are now? Agree on what to do together.

Infinitive and gerund

1 What are infinitives and gerunds? Match the items.

A	B	C
1 I can	a to drive.	i = gerund
2 I really enjoy	b drive.	ii = infinitive with *to*
3 I'd like	c driving.	iii = infinitive without *to*

2 Translate sentences 1, 2, and 3. Do you use all three forms in your language?

Infinitives and gerunds are ways of using verbs.

We usually use a verb to describe that an activity or event happens:

I live in Barcelona.
We play tennis every weekend.
Pieter drives to work.

But sometimes we want to make a comment about the activity / event so we use the infinitive or gerund.

I don't like living in Barcelona.
I'd like to play tennis more often.
I can't drive.

3 Complete these phrases.

A 1 go (ski)   *skiing*
   2 go (shop) _____
   3 go (fly)   _____
   4 go (camp) _____

B 5 You might even (find) _____ something valuable.
   6 Many companies can (take) _____ you up in a two-seater plane.
   7 Your local tourist office will (give) _____ you details.
   8 I think we should (hire) _____ a car.

C 9 I really enjoy (dance) _____ .
   10 I love (jump) _____ off the diving board.

D 11 I occasionally like (go) _____ to a classical concert.
   12 I like (go) _____ camping whenever I get the time.

E 13 I'd quite like (go) _____ up in a hot-air balloon.
   14 I'd really hate (go) _____ rock climbing.

F 15 Why don't we (go) _____ skiing?
   16 Let's (go) _____ into London for the day.

G 17 What about (go) _____ out for a meal together?
   18 I'm not keen on (cook) _____ for other people.

4 Look again at groups A to G. Match them to the descriptions below.

A go ... □ prepositions (*about / on ...*) □ some verbs of feeling (*like / love / enjoy / hate ...*)	+ gerund
□ *like / love / hate* when you mean 'I sometimes do it'. (*I often like to have a swim.*)	+ *to* + infinitive
□ *would + like / love / hate ...*	
□ *Let's ... / Why don't we ...? / Why not ...?* □ modal verbs: *can / could / will / would / may / might*, etc.	~~*to*~~ + infinitive
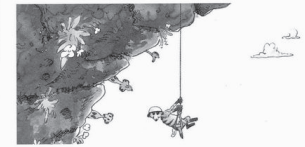
Against the clock!

5 Set a time limit
Finish the sentences with a verb in the infinitive or gerund.

1 I'm not interested in ...
2 I wouldn't like ...
3 I don't want to go ...
4 I hate ...
5 I occasionally like ...
6 I'm not really very keen on ...
7 I shouldn't ...
8 Let's ...
9 This evening, why don't we ...
10 This weekend, I think I'll ...

6 Now relax. Compare with a partner.

Learn grammar through vocabulary
When you are trying to learn grammar rules, collect and learn phrases which contain the grammar.
• Make a note of phrases which say things you want to say.
• Write them in groups according to their grammar. If you can remember which group they are in, you will remember the grammar rule.

Figure 4. Extract from *Language to go: Intermediate* p. 14-15

Vocabulary and speaking

1 Look at the sentences and <u>underline</u> the correct alternatives.

1 The security guard spent the night *looking at / spying on* the CCTV monitors.
2 *Muggers / Thieves* broke into the bank last night and *borrowed / stole* £1 million.
3 Police didn't have enough *sentence / evidence* to arrest the *suspect / prisoner*.
4 The director was *accused / committed* of using company profits to buy jewellery for his wife.
5 George told me he was thirty, when really he's forty-five! He's so *dishonest / illegal*.
6 If you really didn't take the money, you must *deny / admit* it straightaway.

2 Explain the difference in meaning between the pairs of words in *italics* in Exercise 1.

3 Do you think it is acceptable for employees to do these things at work?

- take pens home
- send personal e-mails
- make personal phone calls
- claim too much on expense accounts

Reading

4 Look at the photo in the newspaper article and describe what is happening.

1 What are the security guards doing?
2 What are they looking for?

5 Read the article quickly and match the headings below with the correct paragraphs.

(A) **They know where you are!**
(B) **Do you take office pens?**
(C) **Your computer can't hide.**

6 Read the article again and answer the questions.

1 What are video cameras and tape recorders used for at work?
2 Why do some companies put machines in their employees' cars?
3 What do you think 'virtual movements' in paragraph 3 means?

Someone's watching you

① Admit it! Sometimes you make a few personal phone calls, you take home some office pens, you come back a bit late after lunch. You always thought nobody noticed. Nobody could accuse you of stealing! But not any more! From now on, employers will be taking advantage of new technology in order to spy on staff. And that means you!

② You may not see them, but tiny tape recorders and video cameras are probably spying on you now. Security devices for watching and listening to everything that happens at the workplace. And don't try to hide! They can even check if workers are really where they say they are. Companies can link cameras to offices in case workers are tempted to steal property. They can install machines in sales representatives' cars so as to check on their expense accounts.

③ And what's more, businesses are bringing in IT security companies to watch employees' virtual movements. Software is installed so that they can record the websites you visit and check the e-mails you send. They find out all your secrets. You have been warned!

of an item once it has been introduced, and almost none at all outside the unit in which it is introduced. For example, of the twenty-five items in the three current textbooks for which counts were conducted, only five reoccurred more than five times. Furthermore, for the few words that do appear multiple times after their introduction, the repetitions are not suitably spaced and appear to have occurred by accident rather than by design.

Spoken and written vocabulary

Almost no information is given in any of the textbooks about spoken and written vocabulary. All six do use items that seem typical of the spoken language in scripts, with examples including responses such as *Since when?* and *Congratulations!*, discourse markers such as *actually* and *look*, and vocalisations like *um* and *oh*. However, such items are looked at in an activity only in *Clockwise: Intermediate*, and even it has only a single such activity. Similarly, only one textbook, *Innovations: Intermediate*, has any comments about whether items are prominent in the spoken language, the written language or both, and its comments are few in number and appear inconsistently.

While the current textbooks do seem then to be taking some positive steps, there is still a lot of room for improvement. In fairness, the absence of reliable dictionaries of spoken English and the difficulty of distinguishing precisely between spoken and written language make this a difficult area for textbook writers, but it is an area where definite improvement should be expected in future. While learners may implicitly learn the domains of use of items from their inclusion in scripts or in reading passages, it is

believed, as noted above, that constraints on use require explicit teaching, since it is hard for learners to discover that an item is not used in a particular domain without explicit information on this. The lack of information regarding the use, or rather non-use, of items in one domain or the other is therefore considered problematic.

Conclusion

The study on which this paper reports had some limitations: it attempted to survey the whole field of vocabulary research, a difficult task considering the breadth and depth of the field; it was able to examine only three textbooks from each era; it called for more attention to be given to vocabulary without saying what should receive less attention to allow this to occur; and it made no attempt to establish which of the vocabulary principles outlined are most important, all were considered equally important and were given equal weight. Nevertheless, while more focused studies looking at particular aspects in greater detail and an investigation of a wider selection of textbooks would allow the findings to be stated more definitively, and while further research into the best balance of content in textbooks and into establishing which principles of vocabulary teaching are the most important would undoubtedly be beneficial, the main findings are believed to be sound.

The treatment of vocabulary in textbooks does seem to have improved over the last twenty-five years. The current textbooks give far more attention to vocabulary than the older ones, they include a wider range of activities looking at different aspects of word knowledge, and they place greater emphasis on multi-word items.

There are, however, still several areas where the current textbooks could be further improved. Textbook writers need to be more careful in their selection of target vocabulary and need to help learners gain more exposure to language to allow implicit learning of vocabulary to occur. They need to provide much more repetition of target vocabulary and ensure that it is done systematically. And, especially as further research is done in the area, they need to look more at the differences between spoken and written vocabulary. It should also be remembered that improvements can be made in the areas of depth of processing and mastery of form, while even in the areas where general improvement was found, further improvements can and should be made.

It is hoped that by setting out the current recommendations of vocabulary research, and by identifying those areas where little movement towards those recommendations seems to have occurred, this paper can allow teachers to better evaluate the vocabulary content of textbooks and allow those involved in the production of materials to make further improvements.

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