Explicit vocabulary instruction in primary foreign language education

Towards a subject-specific inventory for CLIL

Claudia Mewald[1], Angelika Staud[2]

Abstract

This paper explores the role and effects of explicit vocabulary instruction in primary foreign language education. Authentic and semi-authentic texts are used to demonstrate how meaningful learning activities foster communicative competence in the phases of contextualisation, focussing, practice and use of FL instruction. Written and spoken performances of young learners are analysed to exemplify learners' communicative competence and to discuss meaningful teaching and learning scenarios. The effects of explicit vocabulary instruction are fleshed out based on insights from cognitive linguistics and used to justify a contextualised approach making use of larger lexical junks. To provide an example, the story "Finn the Fox" and its methodological implementation are presented. Moreover, a design for the development of lexical inventories to support CLIL in primary FL education is presented.

Explizite Wortschatzarbeit im Fremdsprachenunterricht der Primarstufe

Auf dem Weg zu einem fachspezifischen Wortschatzinventar für CLIL

Zusammenfassung

Dieser Beitrag beschäftigt sich mit der Rolle und Wirkung expliziter Wortschatzarbeit im Englischunterricht der Primarstufe. Anhand von authentischen und semi-authentischen Texten wird dargelegt, wie bei der Präsentation, Erarbeitung, Übung und Anwendung gezielter Lernaktivitäten zur Wortschatzerweiterung die kommunikative Kompetenz der Lernenden gefördert wird. Schriftliche und gesprochene Performanzen aus zweisprachigen Unterrichtsszenarien der Primarstufe werden herangezogen, um kommunikative Kompetenzen beispielhaft darzustellen und in Hinblick auf daraus abzuleitende Unterrichtsszenarien zu begründen. Belege aus der kognitiven Linguistik, welche den Ansatz des kontextualisierten Vokabelunterrichts in größeren lexikalischen Einheiten begründen und in einen praktischen Kontext stellen, werden präsentiert. Dazu wird die Geschichte „Finn the Fox" didaktisch aufbereitet und exemplarisch dargestellt. Ein Design zur Entwicklung fachspezifischer Wortschatzinventare, welche im inhaltsintegrativen Englischunterricht der Primarstufe zur Anwendung kommen können, wird vorgestellt.

Keywords:	Schlüsselwörter:
explicit vocabulary instruction	explizite Wortschatzarbeit
communicative competence	kommunikative Kompetenz
CLIL vocabulary inventory	Wortschatzinventar für CLIL

[1] Pädagogische Hochschule Niederösterreich, Mühlgasse 67, 2500 Baden.
Corresponding author: *claudia.mewald@ph-noe.ac.at*
[2] Kirchliche Pädagogische Hochschule Wien/Krems, Mayerweckstraße 1, 1210 Wien.
E-mail: *angelika.staud@kphvie.ac.at*

1   Introduction

This paper aims to explore the role and effects of explicit vocabulary instruction in primary foreign language (FL) education. In doing so, it makes use of authentic and semi-authentic texts to demonstrate how meaningful learning activities foster the development of lexical range and how they support the learners' communicative competence in all processes of FL instruction.

It is a well-researched fact that vocabulary size is one of the best predictors of listening as well as reading comprehension. Thus, well-planned language courses focus on explicit vocabulary tuition which pays attention to appropriate content and levels, provides a balanced variety of learning opportunities to discern word meanings through variation, and assesses the learners' vocabulary growth regularly employing formative strategies (Beck, McKeown, & Kucan, 2008; Marton, 2015; Nation & Chung, 2011).

In this paper, the effects of explicit vocabulary instruction are shown in the analysis of learners' oral and written communicative performances as well as in examples demonstrating the subject knowledge they showed in Content and Language Integrated Learning (CLIL) scenarios. Insights from cognitive linguistics are used to justify a contextualised approach making use of larger lexical junks and personalised ways of recording vocabulary (Beck, McKeown, & Kucan, 2002; Boers & Lindstromberg, 2008; Hoey, 2005; Laufer, 2005; Mewald, Lexical Range of Learners in Bilingual Schools in Lower Austria, 2015). To provide an example, a story and its methodological implementation are presented. Moreover, a design for the development of lexical inventories to support CLIL in primary FL education is presented.

2   Explicit vocabulary instruction in primary foreign language education

The debate whether languages are better acquired or learned has been ongoing (Ellis, The Study of Second Language Acquisition, 2010; Krashen S. D., Explorations in Language Acquisition and Use, 2003; Lightbown & Spada, 2006) and the discussion about the interface between acquisition and learning is even more crucial in primary FL education than in any other field of second language acquisition.

Young learners, who are defined as children between the age of 5 and 12 in this paper, usually demonstrate enthusiasm and curiosity in FL learning scenarios, which are generally playful and interesting, i.e. teachers adjust their strategies and the learning content to their learners' age and needs. However, it is not certain that "if foreign language educators manage to make use of the children's natural instincts and dispositions, language acquisition will come spontaneously and nearly effortlessly" (Mewald, 2017, p. 1). Taking into consideration the time constraints put on primary FL education in Austria, to achieve a process of acquisition, daily phases of content and language integrated learning (CLIL) will have to provide the learners with sufficient opportunities to become familiar with words, their meanings, uses and variations. Research suggests that for a learner to comprehend a word, sufficient instructional time must be guaranteed. Depending on a learner's familiarity with the underlying concept or word family, the required time might range between 5 and 30 minutes per word. Most certainly, this varies between learners and therefore teachers have to be creative and strategic in designing vocabulary input, practice and use. Thus, what may seem implicit to the learners is frequently a carefully planned procedure following a staged plan.

"First, vocabulary instruction must go beyond the traditional procedure of having students copy a list of words […]. Second, vocabulary instruction, like all explicit instruction, must be unambiguous, involving a clear presentation of word meaning and contextual examples […]." (Archer & Hughes, 2011, p. 54)

Moreover, research emphasises the need to provide learners with ample exposure to the target words in many different variations and combinations to clarify meanings and to establish understanding and retention. This is a highly individual process which requires opportunities for intentional repetition and personalised usage (Beck, McKeown, & Kucan, 2002; Hoey, 2005; Krashen S. , 2004; Lewis, 1993; Marton, 2015).

Hoey (2005), who established the concept of "Lexical Priming", added the notion of personalization to the discussion. He suggests that all encounters with words and phrases shape the representation of the lexical items in the learners' minds. Learners can only store the variations of the words and phrases through experiencing them personally and in meaningful contexts. Therefore, the traditional strategy of vocabulary lists should be replaced by personalized journals with the opportunity to collect and categorize words and phrases which can cater for immediate communicative needs. Vocabulary journals or lexical notebooks, which are

PÄDAGOGISCHE HOCHSCHULE
NIEDERÖSTERREICH

similar names used synonymously for the same product, often use picture dictionaries, mind maps or graphic organizers to collect lexical items aligned with learners' readiness and interests and without the claim for completeness. Lexical notebooks, which are developed over time and added to continuously, are thus expected to be revisited, enriched and personalised in the course of a longer learning process.

"Learners are encouraged to include the words and phrases they personally would like to remember for certain topics while they are provided with core vocabulary depending on their level. This way a class can work on the same topic but on different levels, maintain the advantages which the group dynamics of working on one and the same topic hold in store and still cater for very induvial needs and interests." (Wallner & Mewald, 2016, p. 62)

While traditional vocabulary journals are used for learning words by heart, which does not support fluency, lexical notebooks scaffold speaking and writing effectively. Making use of lexical notebooks can thus help learners create output immediately.

For example, phrases like *"Do you like…?", "Would you like…?", "I like…", "I don't like…"* etc. are extremely communicative and useful for learners who are starting to learn a new language. The example in Figure 1 shows the template and the collage of a young learner, which can be the beginning of a progressive entry.

Fig. 1: Fruit — Likes and Dislikes (template and collage)

Figure 2, on the other hand, shows the final version of a teenage learner who developed a mind map over several years.

Fig. 2: Progressive mind map — Going Places

The mind map "Going Places" exemplifies a highly individualised process including intentional repetition and personalised usage. Intentional repetition was triggered by the use of the mind map in speaking or writing about past events (red additions) and in dialogues making use of the present perfect (green additions). These transfers into different scenarios not only repeat the words and phrases, they also create opportunities for personalised output.

3 Meaningful materials and activities to foster lexical range

Most authentic texts written for children are too difficult for young language learners. Thus, materials originally written for much younger children than the target group are used. Although authentic texts from children's books provide young language learners with useful chunks of language, their content is not always interesting for them. Care has to be taken to select stories with content and/or a moral of relevance for the target group. In CLIL scenarios, books about animals, nature, free time, school, friends or family are popular. They often hold a wealth of useful vocabulary and lend themselves as starting points for lexical notebooks. Teachers can use Nation's and Chung's guiding questions in their selection of useful materials:

- What vocabulary should be learned?
- How should vocabulary be taught and learned?
- How should vocabulary knowledge and growth be assessed?
(adapted from Nation & Chung, 2011, p. 543)

As already mentioned in section 2, lexical notebooks are a good way of recording vocabulary. Before doing so, however, learners have to be made familiar with the words they should be recording. For young learners, especially at the beginning of the language learning process and/or during a possible silent phase (Krashen & Terrell, 1995), real objects, pictures and movements are windows into the new language and with sufficient variation, they usually comprehend without direct translation into their other languages. Most recently, however, the notion of intercomprehension has suggested benefits of multilingual learners who are encouraged to make connections within their linguistic repertoire (Mewald, 2018). This is yet another very individual process, because teachers cannot possibly understand all languages spoken by their learners, nor can they know which concepts children have already established.

Receptive Modes of vocabulary presentation and reaction are the following:
- Look, this is a ....
- Hold up......
- Show me....
- Touch the...
- Swap the... and the ....
- Number the words/things/pictures... (pupils draw bullets before they can write the numbers)
- TPR[1] ((Asher, 1977)

Modes of early vocabulary production are the following:
- What's this?
- What's missing? What's different?
- What's next? (logical rows)
- Picture mazes
- Information gap activities
- Vocabulary games at word level

Good stories have repetitive elements which often only vary at word level. When children "reproduce stories or animated image books, they can become communicative through mime, gesture, visualisation or verbalisation of their own ideas" (Mewald, 2017, p. 3). Beginners can say a lot with little linguistic resources and when they reproduce repetitive elements, they are given the required opportunities for intentional repetition.

However, authentic texts written for native speakers are not always appropriate because, in addition to their lexical density, they have been written by adults, whose language is very different from the children's. Therefore, authentic texts created by children in their first languages for other children who want to learn these languages (Mewald & Wallner, 2018) or semi-authentic texts, written by adults making use of learner corpora[2] (Stemach & Williams, 1988), provide alternatives for input which is more appropriate for young language learners.

3.1 The role of vocabulary instruction in contextualisation, focussing, practice and use activities

For young learners to benefit from FL education, it is important to provide them with the necessary activities to facilitate comprehension because only comprehensible input is useful for language acquisition (Krashen, 2003). Thus, care must be taken that learners are sufficiently familiar with the new words and phrases. In reading, for example, "there should not be more than one unknown word in every 50 running words" (Nation & Chung, 2011, p. 543). This coverage is not an easy task to achieve and in some teaching and learning scenarios, partial comprehension may be sufficient.

The following section gives a brief summary of how vocabulary instruction can be implemented in any of the phases of a lesson (Lovelock, 1996), what roles it plays and what level of explicitness may be most useful.

3.1.1 Contextualisation

In the course of a lesson, activities to pre-teach vocabulary are often positioned in the phase of *Contextualisation*, which usually introduces the learners to the new lesson making use of attractive and interesting activities and materials. The introduction of new words and phrases often provides the learners with a lot of new information. Activating previous knowledge and making connections with lexis the learners are already familiar with can scaffold learning. *Contextualisation* can thus take a lot of time, especially if new content areas are presented for the first time. Teachers make use of explicit as well as implicit strategies in this phase. Sometimes new words will come in a song or chant, accompanied by pictures, which is less overt than presenting vocabulary with the use of objects or picture cards and/or word cards.

3.1.2 Focussing

The phase of *Focussing* is often directly connected with the goal to be reached. It concentrates on linguistic social, intercultural and/or metacognitive competences. In this phase, which is usually very controlled and teacher-led, explicit instruction is most commonly positioned. If not already achieved during the phase of *Contextualisation*, words and phrases must be made familiar when learners are expected learn about new content. Typical activities in this phase are descriptions of appearance or qualities including variation, ordering or categorisation according to set or own criteria.

3.1.3 Practice

Input provided in during *Focussing* usually creates the content for tasks to be solved during the phase of *Practice*. Activities are scaffolded and very similar to the available input so that accuracy can be achieved easily. Retention can be scaffolded through making explicit connections to already known language, e.g through providing examples making use of synonyms or hyponyms.

3.1.4 Use

Use activities usually close a lesson. They should be as authentic and realistic as possible so that the learners feel the connection between the task and real life. Tasks are often open-ended and they have communicative goals. Imagination and playful activities encourage learners to take on various roles, solve problems, or create their own communicative scenes. Lexical notebooks providing the learners with words and phrases to scaffold

communicative output are crucial in these activities. Hence, output from *Use* activities is usually less accurate than language produced in the *Practice* phase. (The Appendix provides an overview of vocabulary presentation activities including examples in alphabetical order.

4 Examples of learner performances

As already mentioned, most authentic texts feature complex language, often too difficult for beginners. Therefore, teachers often use authentic input created for much younger readers or listeners. Moreover, they implement simplified readers.

However, Ellis (1997) suggests that in real life input is not simplified which makes children used to comprehension gaps. Children make meaning from input, even if adults' language is lexically and syntactically more complex than what they can produce. Communication with peers, on the other hand, provides them with more comprehensible input because of a similar vocabulary size. Input about subject matter in a new language in CLIL scenarios may create new challenges. Although the syntactical features may not be overly complex, content rich texts may still be hard to understand because of their lexical density. In this context, explicit strategies of vocabulary learning, practice and use are essential. Moreover, peers with a richer vocabulary or knowledge of the subject matter can mediate content (Feuerstein & Rand, 1975). Domain specific texts produced by children seem useful input for CLIL lessons at primary level, although they may not always fulfil the quality standards of texts in school books. Moreover, highly personalised and technical vocabulary might make comprehension difficult. However, learning to cope with such situations through mediation, i.e. through engaging in language activities employing multimodal input or (re)processing existing texts "occupy an important place in the normal linguistic functioning of our societies" (Council of Europe, 2018, p. 32). These activities include linking content to previous knowledge, adapting language, breaking down complicated information, amplifying a dense text and streamlining a text and are increasingly seen as a part of all learning, especially of all language learning (ibid. p. 54 & 58).

4.1 Spoken performances

The authentic text about "Fruit Salad" presented in this section provides an example of spoken interaction. It can serve as *Available Design* to create *Design* and *Redesign* following the Multiliteracies Approach as suggested by the New London Group (Cope & Kalantzis, 2000). *Available Designs* like this create resources for meaning-making. During the process of comprehension through explicit vocabulary instruction, other *Available Designs* such as mind maps or graphic organizers create scaffolds for fluent production. Listening to or reading texts including familiar and/or new words and phrases can thus trigger the production of texts-for-themselves based on their own likes, interests or experience; these are considered their *Design*. If *Designing* includes transformation, the so-called *Redesigned* emerges. This becomes new *Available Design* as well as a new meaning-making resource for other learners. The dialogue frame developed from "Fruit Salad" can thus become *Design* if other learners personalise the *Available Design* in the same content area while *Redesign* emerges if pupils choose new domains for their production.

Available Design: Fruit Salad

Kimmy: Alex?
Alewx: Look, Kimmy!
Kimmy: What is it?
Alex: I made a fruit salad.
Kimmy: Yummy, it looks good.
Alex: It is. Would you like some?
Kimmy: What fruits are in the salad?
Alex: Two oranges, three kiwis, one pineapple and one banana.
Kimmy: Oh, no thank you. I am allergic to kiwis.

(PALM Text Nr. 1030, Link[3])
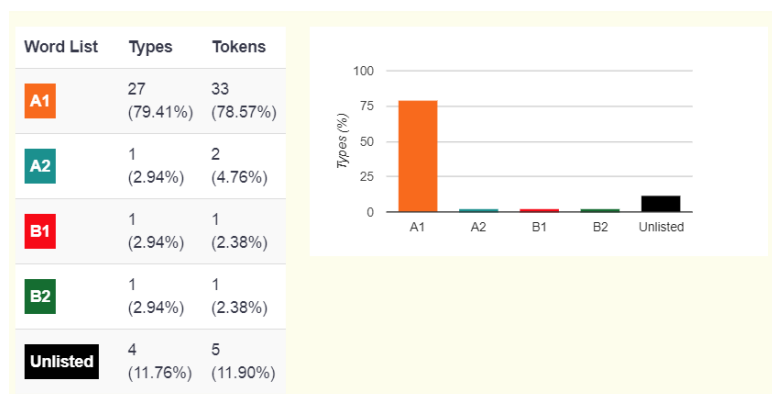
Word List	Types	Tokens
A1	27 (79.41%)	33 (78.57%)
A2	1 (2.94%)	2 (4.76%)
B1	1 (2.94%)	1 (2.38%)
B2	1 (2.94%)	1 (2.38%)
Unlisted	4 (11.76%)	5 (11.90%)

Table 1: EVP summary for "Fruit Salad"

Taking a lexical analysis making use of the on-line tool *Text Inspector*[4] into consideration, this text is useful for primary school learners. Table 1 shows that 79.41% of the used vocabulary types excluding names are at A1 level and only a few are from other levels or unlisted words.

A 1 words (frequency)	is (2)	thank you (1)
am (1)	it (3)	the (1)
and (1)	like (1)	three (1)
are (1)	look (1)	to (1)
banana (1)	looks (1)	two (1)
fruit (1)	no (1)	what (2)
fruits (1)	oh (1)	would (1)
good (1)	one (2)	you (1)
I (2)	oranges (1)	the (1)
in (1)	some (1)	three (1)

Table 2: A1 words in "Fruit Salad"

Making use of the A1 word list (see Table 2), the B2 word "made" and the unlisted word "Yummy", the following dialogue frame for design was developed:

Dialogue frame

Speaker A:	Look, …….
Speaker B:	What is it?
Speaker A:	I made…..
Speaker B:	Yummy, it looks …..
Speaker A:	It is. Would you like….?
Speaker B:	What …….. in the ……..?
Speaker A:	…….., …., ….. and ……..
Speaker B:	Oh, …… thank you.

Making use of two words beyond level A1 is often necessary in CLIL scenarios. Almost all domain specific words derive from higher levels. Teaching the past verb form "made" or its participle in "made of" is however, useful and essential, especially in science, arts & design. Frequent use therefore does not only justify but require their introduction.

Design

Tony:	Look, Kerstin.
Kerstin:	What is it?
Tony:	I made a smoothie.
Kerstin:	Yummy, it looks delicious.
Tony:	It is. Would you like a glass?
Kerstin:	What's in the smoothie?

Tony: Bananas, strawberries, raspberries and juice.
Kerstin: Oh, yes, thank you.

Redesign

Tina: Look, Tom.
Tom: What is it?
Tina: I made a kite.
Tom: Cool, it looks great.
Tina: It is. Would you like to try it?
Tom: What's it made of?
Tina: Paper, wooden sticks, string and sticky tape.
Tom: Oh, yes, please.

The *Redesign* presented above, which could be used in the context of arts & design, is a typical example for the use of higher level words in CLIL contexts.

4.2   Written performances

The written text "My pet dog" holds interesting phrases for later *Redesign* about the pupils' own pets. The accompanying learning activities are typical examples of explicit vocabulary practice.

Fig. 3: My pet dog (PALM Text Nr. 1210, Link[5])

Learning App 1:
https://learningapps.org/watch?v=prnm88iik17

Learning App 2:
https://learningapps.org/watch?v=prnm88iik17

Although this text makes use of various verb forms, it seems appropriate for primary school learners. Table 3 and Figure y show, that 79% of the listed types come from A1 and only four words stem from B1 to C1. The unlisted words are primarily names of countries, easy to infer and probably made use of in CLIL scenarios. Puppy, greedy and paw will probably also turn up when learning about pets, although they are not A1 words.

A1 words (nr of types)	A 2 words (nr of types)	B1 words (nr of types)	B2 words (nr of types)	C2 words (nr of types)	Unlisted (nr of types)
a (3)	called (1)	puppy (1)	greedy (1)	miniature (1)	's (1)
always (1)	climb (1)		paw (1)		America (1)
and (4)	couldn't (1)				Bella (1)
because (1)	even (1)				cute (1)
been (1)					Denmark (1)
can (1)					England (1)

dog (2)				France (1)
eat (1)				mattresses (1)
five (1)				playful (1)
food (1)				poodle (1)
give (1)				
has (1)				
have (1)				
her (1)				
I (1)				
is (3)				
my (2)				
old (2)				
pet (2)				
really (2)				
she (8)				
small (1)				
to (2)				
up (1)				
very (1)				
wants (1)				
was (1)				
when (1)				
years (1)				
you (1)				

Table 3: EVP summary for "My pet dog"

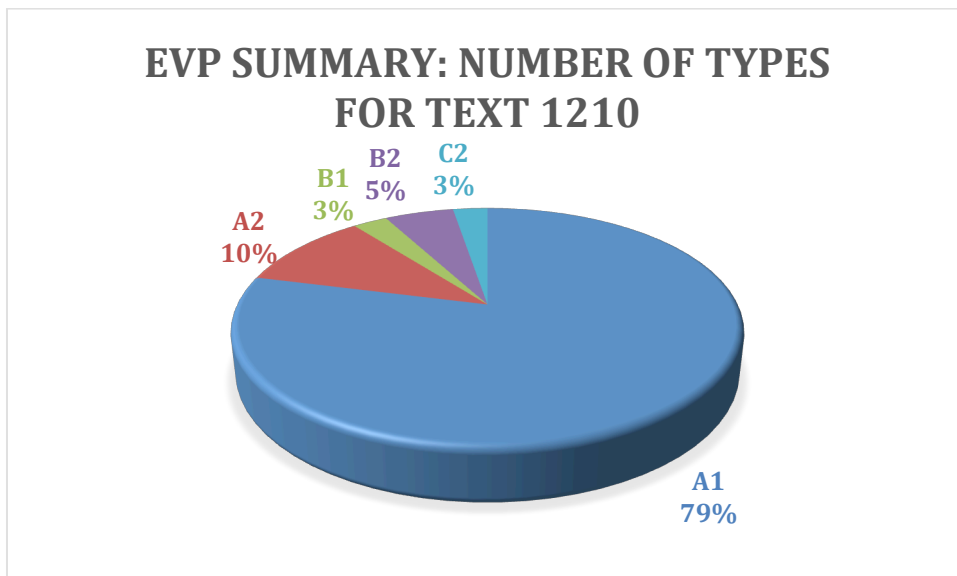**Fig. 4:** EVP summary, percentages

The following design frame could be developed from the authentic input text:

My pet …

I have a pet … called … . … is … years/months/weeks old and very … . … is a … and … can … . When … was young, … couldn't … !
… is really … and … always wants to … . … is really … because … can … !

A design created by a year 3 primary school child:

My pet Mogly

I have a pet hamster called Mogly. He is two years old and very quick. Mogly is a runner and he can run like Cristiano Ronaldo. When Mogly was young, he couldn't climb the stairs but now he can!

He is really fluffy, and he always wants to run away. Mogly is really cute because he can jump so high!

The above example shows how young learners can re-design from available design even if it contains lexical items beyond the learner's actual level. The reason for this ability to "cope" may lie in the fact that most learners understand and use two or more languages regularly in their private lives. Their family languages may have developed equally in all skills or only in some of them. Through making continuous use of various languages or language varieties (e.g. dialects), young children are used to handling gaps or inferring meaning from other sources such as pictures, mime or gesture.

The following section provides an example how a story can be used to develop a rich lexical repertoire from A1 to C1 level.

Word List	Types	Tokens
A1	99 (68.75%)	320 (72.89%)
A2	21 (14.58%)	48 (10.93%)
B1	9 (6.25%)	24 (5.47%)
B2	6 (4.17%)	15 (3.42%)
C1	2 (1.39%)	2 (0.46%)
C2	1 (0.69%)	1 (0.23%)
Unlisted	6 (4.17%)	29 (6.61%)

Fig. 5: EVP summary, percentages for the story "Finn the fox" by Angelika Staud

The EVP summary of the story "Finn the fox" shows that 99% of word types in the text are A1 words (see Fig. 5). This suggests a perfect match with the expected primary school vocabulary size.

5   Story "Finn the fox" by Angelika Staud

5.1   Plot synopsis/content

Finn, the fox, is different from the other foxes because he has got very long ears. When Finn goes to school, the other foxes make fun of him because of that. They claim he looks stupid. Finn is very sad, but his friends the squirrel, the rabbit and the badger comfort him and tell him that he is wonderful just the way he is. They tell him that they like him very much because he is nice and friendly and helpful. And they add that he is simply special due to his long ears. Finn starts thinking and believes his friends. When his schoolmates bully him again, he plucks up all his courage and says they should stop it. Instead he tells them what his friends said and suggests they also become friends.

5.2   Skills/competences
Listening: Students follow the story supported by pictures.
Speaking: Students understand, recognize and repeat language patterns.
        Students act out a role play
        Students say the chant

Students answer questions
Reading: Students match words and pictures.
Students read the text for the role play.

5.3 Language spotlight

5.3.1 Vocabulary

Nouns: Animals: fox, squirrel, rabbit, badger. Places: forest, village, woods, school, tree. Appearance: fur, tail, ears, eyes.

Adjectives: clever, friendly, helpful, bushy, gentle, stupid, sad, self-confident, special.

Verbs: live, cry, laugh about, sob, hug, whisper, look, hop, stop, answer, learn, detest (hate).

Structures/chunks of language: laughed running, much longer than, wanted to learn, look stupid, …came along, Why are you crying?, I am crying because, they laugh about me, stopped crying, let's be friends, maybe you are right, we are sorry, learned a lot at school, get mad, listen to my advice.

5.3.2 Function
Describing and narrating

5.3.3 Materials
❖ Whatever you need for the creation of the forest.

❖ The text "Finn the fox"

❖ Animal flashcards and word cards

❖ Cards with adjectives

❖ Rod puppets

❖ Slips of paper with the text for the role play

5.4 How to work with the story

5.4.1 Introduction
1. Students create a forest- painting, drawing, collage etc.
2. Ask them which animals live in a forest. Elicit ideas.
3. Show the students **pictures of the animals which occur in the story.** Play: Reading my lips; quick flash; clap if true; matching pictures and word cards.
4. Spread the **cards with the adjectives** around the room, say the words and let the children point at the corresponding cards. Next you demonstrate the various qualities using facial expression and body work. Then encourage the children to stand next to an adjective card adopting the facial expression or demonstrating the meaning with gestures (just as you have shown before)
5. Mime all **the verbs** and let the children copy the actions. Use TPR.
   By using these activities you **consolidate the vocabulary.**

5.4.2 Presenting the story

Read the story to the children using mime and gesture to convey the meaning of the story. Encourage the children to join in when repetitive patterns occur.

5.4.3 Follow-up

1. Act out a **role play**
2. You could also use **rod puppets** (Finn, some other foxes, the squirrel, the badger and the rabbit)

Practise the text:

a) Either in groups. You say the sentences, the children repeat and one student of the group manipulates the rod puppets.

b) With older students: Give them slips of paper with the text. Highlight the different characters and they practise within their group.

3. Create a **still picture**

You demonstrate:
I am Finn.
Let the children join in:
I am the squirrel. I am the rabbit. I am the badger. I am tree.
Tell the children that they may add whatever can be found in such surroundings, not just ideas from the story (e.g. I am a little mouse, I am a bird etc.)

4. **Chant**

   Finn the Fox, don't be sad!
   Finn the fox, don't get mad!
   Finn, you are so cool and nice.
   Finn, listen to my advice!
   Being friendly is the best!
   Bullying we do detest!

5. **Class discussion**

Prepare questions you are going to ask your students:

❖ Why do the foxes laugh about Finn?
❖ How does Finn feel?
❖ How do his friends help him? What do they say?
❖ Is it right to laugh about somebody just because he/she is different? Why is it important that we are all different?

5.5 Original text

Finn the fox

Finn the fox lived in a forest near the village. He loved running through the woods and playing with his friends. His best friends were the squirrel, the rabbit and the badger. They liked Finn because he was clever, friendly and helpful. Finn had wonderful brown fur, a bushy tail and gentle green eyes. And he had very long ears. His ears were much longer than the ears of his father and his mother. This was Finn, lovely Finn with long, long ears.

When Finn was six years old, he had to go to school. He was happy because he wanted to learn. At school, when the other foxes saw Finn, they laughed. "Funny fox," they shouted. "He looks stupid with his long, long ears!" Finn was sad and after school he sat down under a tree. He was crying. Suddenly his friend the squirrel came along. "Why are you crying?" she asked. "I am crying because in my class they laugh about me. They say I

look stupid with my long, long ears." Finn sobbed. Squirrel hugged him and whispered," I think you look lovely and you are so nice and friendly. And helpful!"

Next Finn's friend the rabbit hopped along. Rabbit asked, "Why are you crying?" "I am crying because in my class they laugh about me. They say I look stupid with my long, long ears." Finn sobbed. Rabbit hugged him and whispered," I think you look lovely and you are so nice and friendly. And helpful!" Then badger came along. "Why are you crying?" he wanted to know. "I am crying because in my class they laugh about me. They say I look stupid with my long, long ears." Finn sobbed. Badger hugged him and whispered," I think you look lovely and you are so nice and friendly. And helpful!" Finn stopped crying and he looked at his friends. "You don't think I look stupid?" he asked. His friends smiled and answered, "NO, you look special and you are so nice and friendly and helpful!" The next morning at school Finn was more self-confident. Some foxes again said,"You look stupid with your long, long ears, haha!" Finn just smiled and answered,"But all my friends say I look lovely and special. And they say I am nice and friendly and helpful! Stop laughing and let's be friends." The other foxes looked at him and finally they said,"Maybe you are right. It's good to have a nice and helpful friend. We are sorry!"

And from this day on nobody laughed about Finn anymore. Finn was happy and learned a lot at school.

Fig. 6: Finn the Fox

6   Summary and outlook: Lexical inventories for CLIL in primary FL education

A learner's vocabulary size, i.e. the number of words they can understand (passive vocabulary) and use (active vocabulary), is a significant predictor of their language competence (Beck, McKeown, & Kucan, 2008; Krashen S. , 2004; Laufer & Paribakht, 1998; Mewald, Lexical Range of Learners in Bilingual Schools in Lower Austria, 2015; Nation & Chung, 2011). The latter is also associated with academic success (Schleppegrell, 2008). Acknowledging the fact that A1 learners could reach a vocabulary size of about 1,500 words (Milton & Alexiou, 2009) and that increasing one's vocabulary size by a thousand words often takes more than a year with adult learners, it is even more important to act strategically when teaching FL to young learners in primary school. It is crucial to know what vocabulary to teach first, what words and phrases should be added when and how vocabulary instruction should be organised strategically to reach the expected goals (Nation & Chung, 2011).

The UCLES[6] Pre-A1 word list[7] for the Starters and the A1 Movers list[8] comprise about 1,000 words excluding the expected cardinal and ordinal numbers (0-100, 1st-20th); so do most course books for young learners. These are, however, so-called *basic words*, i.e. words commonly used in oral conversations and in day-to-day interactions as defined by Cummins' BICS (Cummins, 2003). The Austrian National Curriculum for English[9] as well as the Grundkompetenzen 2 and 4[10], which describe the expected language competences in years 2 and 4 of primary education, suggest an integrative approach to language education in addition to their emphasis on age adequate communication. In CLIL scenarios, where *domain-specific words* (Beck, McKeown, & Kucan, 2002) are used in addition to the aforementioned *basic words*, a strategic approach to vocabulary instruction seems even more important. Therefore, the Research Unit for English in the Austrian North-East Region has initiated the development of lexical inventories for CLIL in primary FL education.

6.1 Design

The development of a subject-specific inventory for CLIL in primary FL education is organised according to the following design:

Step 1
- Subject specialists identify content areas that seem most appropriate for bilingual edcuation based on curriculum reserach.
- They create subject inventories for CLIL, i.e. lists of words, phrases and text types necessary to support teaching and learning about these content areas based on a learner corpus and literature research.

Step 2
- Subject and language specialists collaborate in the translation and/or editing of the inventories.
- Inventories are checked for cross-curricular synergies to avoid redundance and to foster strategic lexical development.

Step 3
- Subject and language specialists collaborate with teachers in the finalisaton of the inventories.

Step 4
- Subject and language specialists collaborate with teachers in the development of learning materials to research the usefulness of the inventories in explicit vocabulary instruction through Lesson Study.

Step 5
- Subject and language specialists collaborate with teachers in the implementation, evaluation and adaptation of the inventories.

Step 6
- Subject and language specialists collaborate with teachers in the puboication of their Lesson Studies and inventories.
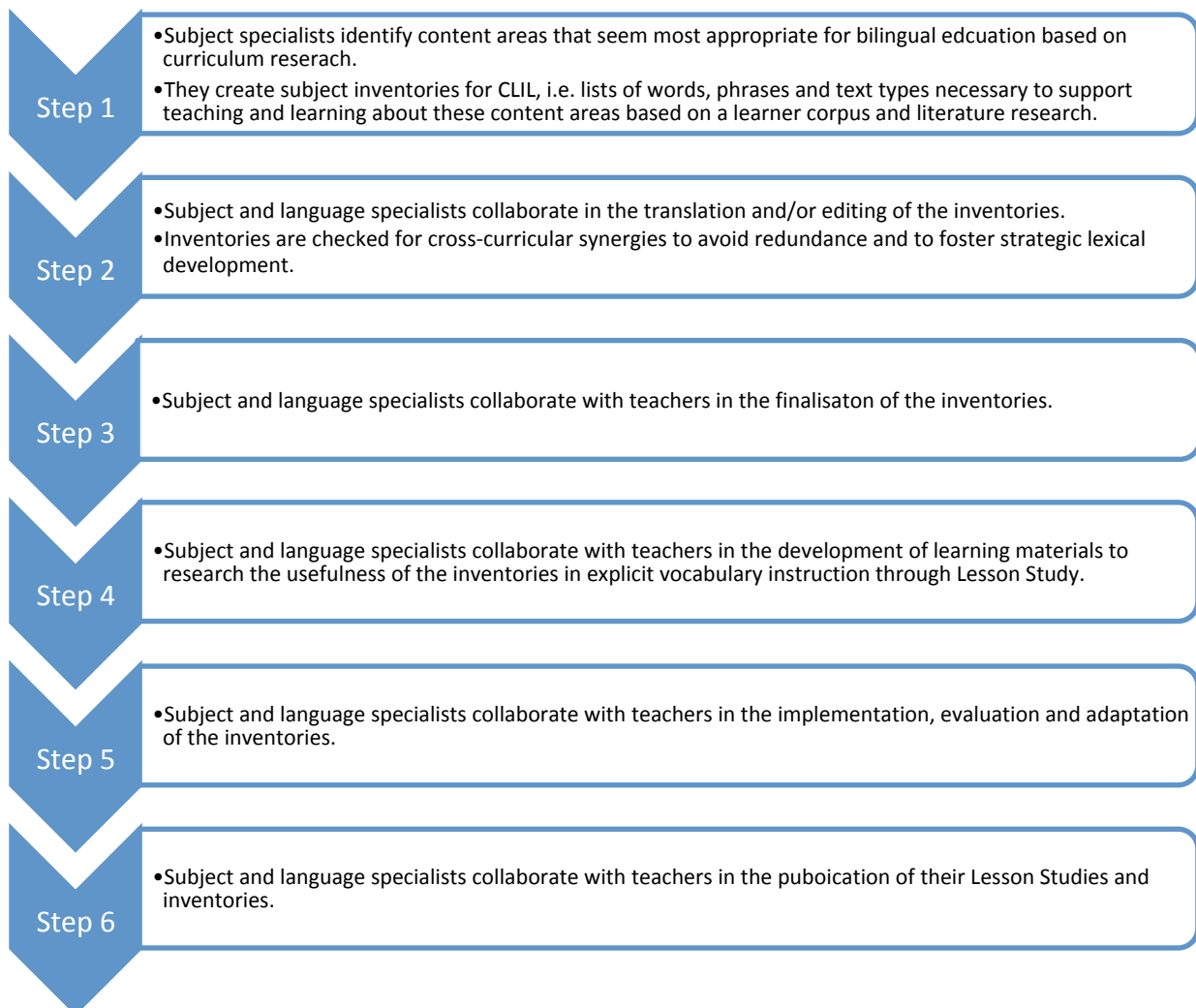
Fig. 7: Research Design — Towards an Inventory for CLIL in Primary FL Education

The step 1 inventory for music education (Kreiderits-Farkas, 2019) is available in this volume.

References

Archer, A. L., & Hughes, C. A. (2011). *Explcit Instruction. Effective and Efficient Teaching.* New York: The Guilford Press.

Asher, J. (1977). *Learning Another Language through Actions. The Complete Teacher's Guide Book.* Los Gatos: Sky Oaks Productions.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford Press.

Beck, I., McKeown, M., & Kucan, L. (2008). *Creating robust vocabualry: Frequently asked questions and extended examples.* New York: Guilford Press.

Boers, F., & Lindstromberg, S. (Eds.). (2008). *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (Applications of Cognitive Linguistics 6 ed.). Berlin: Mouton de Gruyter.

Cope, B., & Kalantzis, M. (2000). *Multiliteracies. Literacy learning and the design of social futures.* London: Routledge.

Cummins, J. (2003). BICS and CALP: Origins and rationale for the distinction. In C. B. Paulston, & G. R. Tucker, *Sociolinguistics: The essential readings* (pp. 322-328). London: Blackwell.

Ellis, R. (1997). *Introduction to Second language Acquisition.* Oxford: Oxford University Press.

Ellis, R. (2010). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

Emberley, E. (1992). *Go Away Big Green Monster!* Boston: Little, Brown & Company.

Engku, I., Isarji, S., & Ainon, M. (2016). The Relationship between Vocabulary Size and Reading Comprehension of ESL Learners. *English Language Teaching, 9*(2), 116-123.

Feuerstein, R., & Rand, Y. (1975). Mediated learning experiences: an outline of the proximal etiology for differential development of cognitive functions. In L. G. Fein, *International Understanding: Cultural Differences in the Development of Cognitive Processes* (pp. 7-37). New York: ICP.

Hoey, M. (1991). *Patterns of Lexis in Text.* Oxford: Oxford University Press.

Hoey, M. (2005). Lexical Priming. A new theory of words and language. London & New York: Routledge.

Hymes, D. H. (1972). On communicative competence. In J. Pride, & J. Holmes (Eds.), *Sociolinguistics: selected readings.* (pp. 269–293). Harmondsworth: Penguin.

Jenkins, J., Matlock, B., & Slocum, T. (1989). Approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. *Reading Research Quaterly, 24*(2), 215-235.

John, S. (1991). *Corpus, Concordance, Collocation.* Oxford: Oxford University Press.

Krashen, S. (2004). *The Power of Reading: Insights from the Research.* Portsmouth: Heinemann.

Krashen, S. D. (2003). *Explorations in Language Acquisition and Use.* Portsmouth NH: Heinemann.

Krashen, S. D., & Terrell, T. D. (1995). *The Natural Approach. Language Acquisition in the Classroom.* Hemel Hempstead: Prentice Hall.

Kreiderits-Farkas, A. (2019). An inventory for music in CLIL primary education. Stage 1. *R&E Source Open Online Journal for Research and Education*.

Laufer, B. (2005). Focus on form in second language vocabulary acquisition. In S. Foster-Cohen (Ed.), *EUROSLA Yearbook 5* (pp. 223-250). Philadelphia: John Benjamins.

Laufer, B., & Paribakht, T. S. (1998). The Relationship Between Passive and Active Vocabularies: Effects of Language Learning Context. *Language Learning , 48*(3), 365 - 391.

Lewis, M. (1993). *The Lexical Approach.* Hove: LTP.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned. Third Edition.* Oxford: Oxford University Press.

Lovelock, C. (1996). The Post-PPP Debate: an alternative model? *The Teacher Trainer, 2*(6), pp. 3-6.

Marton, F. (2015). *Necessary Conditions of Learning.* New York: Routledge.

Marton, F., & Booth, S. (1997). *Learning and Awareness.* New York: Routledge.

McKeown, M., Beck, I., Omanson, R., & Pople, M. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quaterly, 20*(5), 522-535.

Mewald, C. (2015). Lexical Range of Learners in Bilingual Schools in Lower Austria. (M. College, Ed.) *Global Education Review*(1), pp. 98-113.

Mewald, C. (2017). Give me 5 and make me feel ALIVE! Five principles in foreign language education with young learners. *R&E Source Open Online Journal for Education and Research*(8), 1-19.

Mewald, C. (2018). Framing a Methodology for Intercomprehension. *R&E Source, Open Online Journal for Education and Research, International Week 2018*.

Mewald, C., & Wallner, S. (2018). PALM, eine interaktive Webseite für das Erlernen von acht Sprachen. *R&E Source Open Online Journal for Education and Research, Grundkompetenzen und Bildungsstandards in Theorie und Praxis*.

Milton, J., & Alexiou, T. (2009). Vocabulary size and the Common European Framework of Reference for Languages. In B. Richards, M. H. Daller, D. D. Malvern, P. Meara, & J. Milton, *Vocabulary Studies in First and Second Language Acquisition. The Interface Between Theory and Application* (pp. 194-211). London: Palgrave Macmillan.

Nation, P., & Chung, T. (2011). Teaching and Testing Vocabulary. In M. H. Long, & C. J. Doughty, *The Handbook of Language Teaching* (pp. 543-559). Chichester: Wiley-Blackwell.

Schleppegrell, M. J. (2008). *The Langauge of Schooling. A Functional Linguistics Perspective.* Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., Publishers .

Stahl, S., & Fairbanks, M. (1986). The effects of vocabulary instruction: A model based meta-analysis. *Review of Educational Research, 56*, 72-110.

Stemach, J., & Williams, W. B. (1988). *Word Express: The first 2500 words of spoken English.* Novato, CA: Academic Therapy.

Wallner, S., & Mewald, C. (2016). Personalized Lexical Recording, Recycling, Retention and Recall for Lower Secondary Learners. *TEYLT Worldwide, 1*, 60-63.

Appendix

WAYS OF PRESENTING NEW VOCABULARY		**Examples**
contextualisation & inferencing	creating understanding through use in a sentence, situation, or story; linking the new meaning to already known words, phrases or concepts	Once upon a time there was a princess who lived in a castle on a hill….
definition	as in a dictionary; often a subordinate with qualifications	African elephants are the largest of all living land animals.
description	of appearance, qualities etc. (variation: categorisation according to set/own criteria)	Elephants' skin is thick, wrinkled, and not very hairy. It is grayish to brown in color. An elephant's trunk is an extension of the nose and upper lip. An elephant uses its trunk to grab food and to put it into the mouth. It can also draw water into the trunk and then blow it into the mouth. Source: https://kids.britannica.com/kids/article/elephant/353093/251600-toc
demonstration	through mime or gesture	Now, touch your head…
elicitation	uses various strategies mentioned in this list to trigger the comprehension and use of new words or phrases	This is the tallest animal. It can reach more than 5.5 meters. It lives in the Africa and it has a very long and stiff neck and long legs….
examples & specific examples	synonyms = items that mean the same hyponyms = items that serve as specific examples of a general concept	*intelligent* means clever *dogs, lions and mice* are *animals*
illustration	through pictures or objects	Look, this is a puppy.
opposites	antonyms = items that are the opposite	A friend is a person you like. A foe is a person you hate. friend ≠ foe like ≠ hate
translation	only if none of the above strategies will work or when the translation is a useful cognate	Cousin means Kusin or Kusine in German. ©C. Mewald

---

[1] Total Physical Response

2 For example: Ten 250-word Stemach and Williams kid talk vocab lists
https://www.lextutor.ca/cgi-bin/vp/kids/kid_list_display/index.pl

3 https://www.palm-edu.eu/content/fruit-salad-1030/#tab-id-4

[4] http://www.englishprofile.org/wordlists/text-inspector

5 https://www.palm-edu.eu/content/my-pet-dog/

6 University of Cambridge Local Examinations Syndicate

7 https://www.cambridgeenglish.org/Images/351849-pre-a1-starters-word-list-2018.pdf

8 https://www.cambridgeenglish.org/Images/351850-a1-movers-word-list-2018.pdf

9 https://bildung.bmbwf.gv.at/schulen/unterricht/lp/vs_lp_8_lebende_fremdsprache_14053.pdf?61ec06

10 http://oesz.at/OESZNEU/main_01.php?page=0121&open=10&open2=14