

MASTER'S THESIS

Teaching Technical Vocabulary in the Vocational Classroom with Word-Focused Instruction and Adapted Teaching

Vibecke Asbjørnsen

20.05.2021

Foreign languages in school

Faculty of Business, Languages and Social Sciences



Acknowledgements

Since this thesis has been four years in its making, the list of those who deserve thanks is without end. There are, however, some I would like to thank specifically. First and foremost is my advisor Professor Viktoria Börjesson Behre of the faculty of Business, Languages and Social Sciences at Østfold University College for her generous support, her constructive advice, and precise responses. Thank you for showing faith in me.

I would also like to express my gratitude to my late grandfather for nurturing my love of languages, my children for their patience and help and especially my friend, Roar. They have all put up with me all these years and done my chores to give me time and space. Thank you for your love!

My pupils are my source of inspiration. They are the reason why I will keep learning and developing my skills, they have trusted me and done what I have asked them to do. Without their interaction and participation this thesis could not have been written and for this I am deeply grateful. Equally, my colleagues at Kirkeparken Videregående Skole, without their administrative and enthusiastic support things would have been very difficult.

Finally, thank you, Caroline and Michele! I could not have done this without your feedback and support.

Author

Vibecke Asbjørnsen

Abstract

The main goal of this thesis has been to develop and adapt the word-focused method for vocabulary acquisition in the vocational classroom. It was also a central aim that the pupils should benefit directly from the research project by being capable of utilising vocabulary in writing and in speech, coined as productive word knowledge. Additionally, an objective with the study was to investigate if the word-focused method is correspondent with and relevant for the new subject curriculum (LK20) for vocational studies. Finally, I wanted to bring vocational English and, especially the vocational students into focus since I find both as a rather deprioritized work among both teachers and school administrators, as well as in research.

The methods applied are primarily based on a classroom-based quantitative survey, which contains elements of qualitative input, and a questionnaire filled out by seven English teachers. Over a period of fifteen weeks, I introduced technical vocabulary to vocational students in restaurant and food services. The students were observed while performing various word-focused tasks concerning technical vocabulary divided into two word-classes: nouns and verbs. At the end of each sequence, metatalk and dictogloss were used to map out their productive word knowledge. In addition, two videos made by students were analysed. The results from the questionnaires, the dictoglosses and videos were compiled, compared, and analysed.

The findings from dictoglosses and videos show that word-focused instruction was effective for the vocational students' productive, technical vocabulary. Working with technical vocabulary was a motivating factor for the students because it is relevant for their future. Furthermore, the questionnaire revealed that teachers of English still have various approaches both to teaching vocational English and vocabulary. Thus, there is a need for a basic understanding of how to approach the vocational classroom and the individual, vocational student.

Table of content

Acknowledgements	2
Abstract	3
1. Introduction	5
1.1 Background	5
1.2 Aims	8
1.4 Method and Materials	9
2. Theory.....	10
2.1 Strategies for vocabulary acquisition.....	10
2.2 English in vocational education programme	14
2.3 Variation in teaching and differentiation.....	15
2.4 Metatalk and dictogloss – words in context	17
3. Methods and Materials.....	18
3.1 Methods.....	18
3.2 The word-focused instruction project	19
3.2.1 Procedure	20
3.1.2 First Sequence with Nouns	21
3.2.3 Second Sequence with Verbs.....	23
3.2.4 Creating Videos.....	24
3.3 Questionnaire	26
4. Results.....	27
4.1 First dictogloss results	27
4.2 Second dictogloss results.....	28
4.3 Video results	30
4.4 Questionnaire results.....	31
5. Discussion	33
5.1 Summary and Conclusion	33
5.2 Paths forward.....	37
References	38
Appendix 1.....	41
Appendix 2.....	43
Reflection.....	46

1. Introduction

1.1 Background

When students enter upper secondary school, there are unspoken expectations among many teachers of English when it comes to vocabulary knowledge. There may be a preconceived belief that the learners know enough vocabulary already for understanding various texts or that the students have incorporated learning strategies for how to acquire new vocabulary. If new vocabulary appears, this is usually presented as lists in the margin in textbooks and is expected to be enough to “slip” incidentally into the pupils’ minds. In fact, my personal experience indicates that there is not much time spent on efficient vocabulary acquisition in upper secondary school, besides students just looking up words or the teacher pointing out a few academic, advanced words. Even less attention is given vocabulary acquisition in vocational education. Studies of the English subject in vocational programmes have generally been shown little interest by both teachers and researchers. In addition, many teachers of English try to avoid teaching vocational groups. The lack of explicit competence aims for vocational studies may have caused uncertainty as to how English vocabulary should be taught specifically. Nevertheless, one gleam of light is that now (2020) the English subject in vocational studies has gotten its own competence aims (*Utdanningsdirektoratet, 2019*). Hopefully, these competence aims will encourage, reassure, and guide us as teachers more in a clearer and vocational direction. In addition, from the autumn 2020 we have five lessons during the first year as opposed to the previous three lessons in the first year and two lessons in the second year. This change will lead to more continuity in teaching and learning the English subject, time to bridge closer relations to the students and an opportunity to find more time for a fixed unit during the English course for vocabulary teaching and learning. My hope is that these new changes in the curriculum will put an end to vocational English being treated carelessly in the Norwegian classrooms.

Vocabulary teaching and acquisition must undoubtedly be viewed in a broader sense. The Ministry of Education and Research points out that the main part in the new subject curriculum is more important than before. The overarching part of the new curriculum emphasises the student's personal interests that are connected to life skills, diversity, and relevance (Brevik, Flognfeldt & Beiler, 2020, p. 47). Instead of learning rules for the sake of correctness, the students should know how and why they learn English. Thus, the teaching staff is given a larger latitude to adapt the teaching of English dependent on the student's strengths and needs. The new subject curriculum also emphasises interdisciplinary cooperation (Brevik, Flognfeldt & Beiler, 2020, p. 47) and, simultaneously, the teaching of English must be rooted in the core elements of the subject: communication, language learning and encounters with English language texts (*Utdanningsdirektoratet*, 2020). As mentioned above, there is scant research of the typical characteristics for the vocational students' English competence (Brevik, 2016, p. 82). However, it is obvious that there will be a substantial increase in future professions for technical vocabulary knowledge in English from a vocational student. Even more precisely, as an apprentice or as a future chef, a technical, productive word knowledge in English is expected as the world dwindles every day. Indisputably, with the overarching part of the curriculum, interdisciplinarity and the core elements clearly in mind, Brevik argues that the teaching of English vocabulary is essential for the vocational student's complete competence (*Ibid*).

In general, the students begin upper secondary with a wide selection of basic vocabulary. This is fortunate, since vocabulary is regarded as the core component of second language (L2) acquisition (Gass et al., 2013, p. 194) and language use (Behlol & Kaini, 2011, p. 90). The basic vocabulary, which the students have already acquired, is in certain circles called "Cocktail English", that is, the students understand others and can communicate with English as a lingua franca on a superficial level. However, "Cocktail English" is not enough when entering a profession as e.g. a chef, but it works as a steppingstone to expand the students' vocabulary further. Language learning, one of the core elements in the new English subject curriculum, is according to Gass et al. predominantly lexical learning (2013, p. 194). The knowledge and skill of using words in different contexts, not only at cocktail parties, is essential for enhancing students' expertise in different situations and avoiding communicational breakdowns (Behlol & Kaini, 2011, p. 90). This can easily be exemplified with an in-kitchen-situation where you hand your colleague a ladle instead of a whisk in a stressed situation. Thus, there is rarely any doubt about vocabulary being essential in language

learning. Nevertheless, the effectiveness of how to teach and acquire vocabulary in the L2 classroom is heavily disputed (Laufer, 2017, p. 5). The discussion is taking place mainly between the advocates of two opposing methods, a context-based approach, that is learning through incidental situations and a word-focused approach, which implies learning through various, explicit tasks. Which method and strategies to use in the language classroom for teaching new vocabulary requires a conscious choice made by the teacher based on previous research. In fact, I believe we as language teachers, especially in English here in Norway, need an increased consciousness-raising around the importance of teaching upper secondary students vocabulary necessary for their future and personal interest.

In a previous study I conducted with L2 learners of English (general studies) in their first year of upper secondary school, the two different approaches mentioned above were investigated and compared, using two topics and a combination of metatalk and dictogloss. This revealed that word-focused instruction was the most effective method for the group in question (Asbjørnsen, 2019, p. 18). The previous (Ibid) study became a basis for a new study. Therefore, I undertook the new study during the 2019 autumn term in first grade, vocational studies, with a calculated unit with technical vocabulary using only the word-focused instruction. The timespan was chosen because normally the students' motivation is high during the first months in first grade, upper secondary, and within a vocational group there is usually personal interest for a future profession. This kind of vocabulary unit appears to be in line with the new subject curriculum both regarding personal interest, interdisciplinarity and core elements. Consequently, the new subject curriculum (*Utdanningsdirektoratet*, 2019) focuses more on the teacher's aptitude to adapt to the student's strengths and needs, which will result in various ways of teaching and acquiring vocabulary, and diverse approaches to assess learners' vocabulary knowledge. Simultaneously with the study, I wished to review more closely the new competence aims for vocational studies, first grade upper secondary considering vocabulary acquisition, based on the vocabulary learning being regarded as the heart of improving L2 learners' linguistic competence (Xuesong & Qing, 2001, p. 329). More specifically, based on my previous research, the new subject curriculum should include aims for vocabulary acquisition that are clear and specific enough to be interpreted as similarly as possible by teaching staffs of English. As already mentioned above, I consider teaching vocabulary in the vocational L2 classroom as being a necessity to be on the agenda and to be taught purposely. Beyond that, we should view teaching and acquiring technical vocabulary when considering both the core elements, interdisciplinary cooperation, and the students'

personal interest. With the student's personal interest as a basis, vocabulary acquisition in the vocational classroom should contribute to strengthen the student's life skills, the value of the diversity in the society and be notably relevant for the student's future.

1.2 Aims

The overarching aim of the study is to find solutions for how to improve and develop productive word knowledge for vocational students. As mentioned above, productive word knowledge is related to output, i.e., the capability of utilising vocabulary in writing and in speech. On the background of my previous study (Asbjørnsen, 2019, p.21), the primary aim of this study is to test and develop the word-focused instructional method with technical vocabulary more thoroughly. The study will also investigate if the word-focused method is correspondent with and relevant for the new subject curriculum for vocational studies. In addition, the study will look at whether the method and a certain competence aim in the subject curriculum encourages teachers' work with increased vocabulary acquisition in the vocational classroom. More specifically, the study will research how English teachers interpret the competence "aim listen to, understand, and use terminology appropriate for the trade, both orally and in writing, in work situations" (*Utdanningsdirektoratet*, 2019) and how they will apply it in their teaching in the vocational classroom. Also equated with the goal of improving students' productive word-knowledge and shedding light on the English teachers' responsibility in this matter, I want to bring vocational English and, the vocational students into focus. Vocational English and students have been dealt with second-handily for too long. Hence, this study will contribute to how and why we should emphasise technical vocabulary in the vocational, English classroom and take the vocational classroom and the vocational students seriously.

1.3 Research questions

The research question is twofold, that is, on one side there are questions concerning the curriculum and its endeavour for vocabulary acquisition, and the other side is about researching and developing the word-focused method for acquiring vocabulary in the vocational classroom.

1. Is word-focused instruction useful for an effective vocabulary acquisition for the development of productive word knowledge and L2 learners in first grade, vocational studies in upper secondary school?

Specifically, as an effective vocabulary acquisition relies in part on motivation, the study aims to focus on this element for the students to learn, expand and utilise their technical vocabulary.

2. How is the development of productive word knowledge relevant for the new subject curriculum for vocational studies of English (*Utdanningsdirektoratet, 2019*)? Is the competence aim «listen to, understand and use oral and written subject terminology in work situations» pertinent for productive vocabulary acquisition? More precisely, does the aim appear as explicit enough to teachers so it guides them in the direction of teaching productive vocabulary knowledge (*Utdanningsdirektoratet, 2019*)?

1.4 Method and Materials

The study includes quite a heterogenous group of 10 students in first grade, vocational studies in the age of 15 – 18 and 7 upper-secondary teachers. A mixed method is applied i.e., both quantitative and qualitative research is included. First, to improve and increase vocabulary acquisition in the vocational classroom, there have been pre-tests of what vocabulary the students know from before. Second, a word-focused instruction with various exercises have been used for the students to acquire new vocabulary in two different parts, first with nouns i.e., kitchen utensils and then with verbs i.e., cooking related verbs. Thirdly, after both parts, the materials, metatalks and dictoglosses, have been used to map out the students' word knowledge. Finally, after a period with careful preparations, the students have created a video alone where they made a chosen dish and had to use as many of the nouns and verbs as possible. These videos have been analysed. Additionally, the new subject curriculum for English, vocational studies has been investigated pursuant to the importance of vocabulary acquisition in L2 learning in previous research (*Utdanningsdirektoratet, 2019; Gass et al., 2013, p. 194*). More specifically, L2 teachers have answered a questionnaire about their comprehension of and their view upon the competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations”

(Utdanningsdirektoratet, 2019). Also, the specific competence aim mentioned above has been viewed considering the superior part, interdisciplinary and the core elements of the subject curriculum.

2. Theory

2.1 Strategies for vocabulary acquisition

Over the years, linguists have considered grammar as the most central part of a language since grammar connects all components in a language (Cook, 2008 p. 18). To be conversant with grammar has been viewed as admirable, important, and glamorous, and one is not shocked to know that the word “glamour” comes from the same root (Cook, 2008 p. 18). Every upper secondary language teacher is aware of the importance of grammar and in upper secondary school most teachers spend time on teaching some grammar in the second language classroom. However, from the late 1980s research has shifted focus from grammar studies to vocabulary acquisition, the latter now being widely regarded as the heart of second language acquisition (Xuesong & Qing, 2001, p. 329). The shift, however, is not as radical as it may seem, as grammar and vocabulary acquisition are regarded, at the same time, as a more encompassing unit (Gass et al., 2013, p. 194). In the wake of the importance of vocabulary teaching and learning, the challenge to equip learners with multiple forms, meanings, collocations, and usage of words has now attracted attention (Xuesong & Qing, 2001, p. 329).

The debate about the most efficient strategy of acquiring vocabulary centres around two stands: implicit or explicit vocabulary learning. Even more precisely, an incidental approach through input is set in opposition to a deliberate approach, termed as word-focused instruction (Laufer, 2017, p. 6). Over the last 30 years, advocates for communicative, constructivist and thought-oriented strategies have been in strong opposition to using for example memorization, an important part of the explicit approach (Khoii & Sharififar, 2013, p. 199). Memorization has been viewed as outdated, shallow, and not favourable for in-depth learning (Khoii & Sharififar, 2013, p. 199). Contrastively, the implicit approach is an undeliberate process coloured by the lack of intentionality, while the counterpart, the explicit approach such as

memorization, supports the relevance of unambiguous attention to words aided by several conscious, planned strategies (Khoii & Sharififar, 2013, p. 200). Nevertheless, Laufer (2017) points out that the answer to ideal vocabulary acquisition is somewhere in the middle of a deliberate encounter with new words, suggested by Nation (2016, p.305) and an incidental encounter through large amounts for example through reading, suggested by Cobb (Cobb, 2016, p. 299; Laufer, 2017, p.5). Naturally, staying for a long time in one of the target language countries or spending time with a group of people using the target language, aids to improve vocabulary acquisition. This saves the learner from spending time on such as consulting a dictionary because contextual evidence facilitates the learner to guess the meanings of new words (Behlol & Kaini, 2011, p. 91). However, this implicit, incidental approach of vocabulary learning conveys deliberate vocabulary acquisition because it does not explicitly prepare students for a specific profession, and it is time consuming. Nation & Chung (2011, p.544) argue that it takes more than a year to learn a size of thousand words. Furthermore, in this case, the purpose is that the learner should learn technical vocabulary for a future profession, which is a more complicated task to improve in a natural environment. Therefore, Khoii & Sharififar, (2013) refer to Nation who suggests the more systematically explicit approach, maintaining that such a “focus is an essential part of a language course” (p. 200). Khoii & Sharififar explain the approach, word-focused instruction, as directing learners’ attention to language items for the purpose of gaining knowledge about the item (ibid). This explicit method requires less time and different word-focused tasks.

In this study the focus will be on word-focused instruction due to the advantages pointed out by Nation and Khoji & Sharififar (Ibid). Thus, I will now give further details on the advantages of word-focused instruction. A word-focused, structural approach is based on the morphological analyses of a word. With this approach, the learner does not analyse the sentence where the word is embedded, but analyse the word with its prefixes, suffixes, and root. Furthermore, students are provided opportunities to generate new words from different exercises as to form a word from the root into a new word class. Other ways of approaching an explicit, structural method can be a more traditional practice where the focus is to learn the meaning of a word by looking it up in a dictionary, glossary or by drill or language-focused instruction where the emphasis is on spelling, pronunciation and meaning of a word (Behlol & Kaini, 2011, pp. 91 – 92; Laufer, 2017, p. 6). Behlol & Kaini (2011) conducted a study to find out the comparative effectiveness of contextual and structural methods of teaching vocabulary on the performance of high, average, and low achievers and the retention rate of high,

average, and low achievers taught with the contextual and structural methods of teaching vocabulary. The results of Behlol & Kaini's study showed that the high achievers benefited from the contextual method, while average and low achievers benefited from the structural method. Although, Laufer (2017, p. 5) concludes that to depend on vocabulary acquisition through large quantities of input alone, a contextual method, is unrealistic since the amount of 12 encounters requires reading one million words per year, hence, an explicit word-focused instruction is found indispensable. However, the researcher points out that regardless of whether new vocabulary is encountered in the input or via word-focused instruction, specific words are better remembered than others (Ibid). This depends on the number of encounters with a word, amount of attention paid to a word and the cognitive operations performed with a word (Ibid, p. 6). Therefore, spending time on various tasks including appropriate vocabulary in the vocational L2 classroom is efficient learning and relevant for the students' future. One way to choose a relevant selection of vocabulary for a vocational education programme is to make use of specially designed vocabulary lists. There are four common ways to distinguish vocabulary levels: high-frequency, academic, technical, and low-frequency words (Nation & Chung, 2011, p. 545). High-frequency words amount to approximately 2000 word families and are the words many students already know when entering upper secondary school, while low-frequency words are usually the opposite like seldomly known, although they might be important to know (Nation & Chung, 2011, pp. 545-546). Academic vocabulary is necessary for students who wish to go to university or other institutions for higher education (Nation & Chung, 2011, p. 545). For vocational learners having a work purpose, technical words, which is vocabulary closely associated with a specialist area, are essential for working as an apprentice or in their future profession.

2. 2 Technical Vocabulary

Knowledge of a profession, such as restaurant and food processing, involves understanding and use of its technical vocabulary. Technical vocabulary contains words that are tightly connected to the content of a discipline (Nation, 2013, p. 303). Trainees, chefs, and waiters need support for the development of their language as they grow in their knowledge of their profession (Coxhead & Demecheleer, 2018, p. 84). Nation and Chung (2011) suggest a calculated vocabulary unit in a language course, which should focus on an appropriate level of vocabulary, various opportunities for learning and diversified assessment of the learners'

vocabulary knowledge (p. 543). More specifically, Nation and Chung utilise the word level to describe a certain category of vocabulary, not a degree of difficulty (Ibid). Thus, for the restaurant and food processing group, technical vocabulary related to their study programme, such as kitchen tools and cooking verbs, can be selected because it will be predominantly useful for the learners' goals (Nation, 2013, p. 303). Their goals as an apprentice or in their future profession as e.g., a chef or a waiter are to be able to communicate orally in a kitchen or a restaurant with English as a lingua franca. In addition, they must be able to read, write and understand technical texts such as reports, recipes, and e-mails.

To differentiate a certain vocabulary level is a common way to increase the efficiency of vocabulary acquisition as mentioned above (Nation & Chung, 2011, p. 545). Therefore, the choice of vocabulary level in this context is a technical level. Moreover, technical words might also appear in the other levels mentioned above such as high-frequency words or low-frequency words, e.g., some high-frequency words can be technical vocabulary in certain professions (Nation & Chung, 2011, pp. 545 - 546). A quick search in the Corpus of Contemporary American English (COCA) shows that the word *whisk* has a hit of 4947 tokens compared to the word *sieve* with only 979 tokens (Davies, 2008-). Therefore, to use a general corpus, as for example COCA, gives the second language teacher knowledge about which vocabulary is more likely in the students' vocabulary already, and it will also aid to pick a more specialised vocabulary. A technical word does not need to have a different meaning in a general use outside a profession or a unique form for a certain discipline (Nation, 2013, p. 304). What characterises technical vocabulary from e.g., high-frequency words is a higher frequency in a technical corpus than a general corpus (Nation, 2013, p. 304). Chung & Nation (2003) suggests a 50 times higher frequency in a technical corpus classifies as a technical word (p. 221). Nevertheless, Nation (2013) discovered that this way of classifying words was not reliable for words that are both general high-frequency words and technical words (p. 305). Hence, I planned and chose to work with technical vocabulary, kitchen utensils and cooking verbs, as a calculated unit because I view this as a support for the students' future profession. The words I selected were a mix of high-frequency – and technical vocabulary, even though this way of classifying words is not reliable. However, I will comment on this in chapter 5.2.

Certainly, as an apprentice and in a professional situation, there are many words that need to be learned, although prioritising a specific group of words, such as technical vocabulary, is a useful start for learners (Nation, 2013, p. 303). Therefore, distinguishing a particular technical

vocabulary increases the possibility to see how it affects language-learning goals, and the limited selection of words enables also to examine how the technical vocabulary is learned and the role of the teaching process (Ibid). For example, when I chose to start working with kitchen utensils and use different methods for word-focused instruction, the dictoglosses made it easy to spot if the students had learned and acquired productive word knowledge about the limited selection of 19 nouns. Additionally, students that have chosen a specific programme option like restaurant and food services have most certainly a personal interest in the field and getting an education is closely connected to life skills, diversity and relevance which is emphasised in the overarching part of the subject curriculum (Brevik, Flognfeldt & Beiler, 2020, p. 47). The choice of specific words depends on the frequency in the certain discipline or the uniqueness of the discipline (Nation, 2013, p. 305). Nation (2013) explains “that it is possible to devise lists of specialised words which are small enough to be feasible learning goals and which provide enough coverage of specialised text to make them a very valuable part of a learner’s vocabulary”. Therefore, technical vocabulary should be approached strategically by learners with the help from the teacher in the vocational classroom (Nation, 2013, p. 307). Briefly, the students’ personal interest can be used to enhance their motivation for acquiring technical vocabulary.

2.2 English in vocational education programme

Teaching English in vocational education programmes has often been regarded as complicated for teachers of English. One aspect that has been pushed forward is that the students in vocational and general education programmes share the same competence aims and will end up with the same exam, thus they must be taught and learn exactly the same. Even though the two programmes have had different textbooks, the vocational textbook often being a simpler, and more superficial one. The core topics of the books have been similar such as one chapter about the UK, one about the US and one chapter about other parts of the English-speaking world. Another aspect, or rather a myth that will be amplified below, is that students or groups of students in vocational education programmes are looked upon as more challenging because they are believed to be theoretically weak (Brevik, 2016, p. 82). These two aspects often result in English teachers being hesitant to teach in vocational groups. This situation might be a result of, as mentioned above, the lack of the poor research of teaching

English in vocational programmes, and even more precisely the research of the vocational students' competence is remarkably limited (Brevik, 2016, p. 83).

A study about reading skills conducted by Brevik (2016) confirmed partly the myth regarding vocational students being theoretically weaker (p. 83). The study compared students from vocational and general education programmes in both English and Norwegian. However, the interesting findings in this study were that among the weakest readers in Norwegian, only 56% of them were also weak in English. 22% of the weakest readers in Norwegian were the strongest readers of English and perhaps even more surprisingly and to disprove the myth, 58% of the strongest readers in English were vocational students, 40% of them again were boys (Brevik, 2016, p. 84). The study also showed that there is no reason to include shorter texts for vocational students, although textbooks generally do this. The important qualities of the texts for the students were previous knowledge and relevance for their future, both in leisure and in profession (Brevik, 2016, p. 85). In addition, compared with students in the general education programme, the vocational students were more aware of the future relevance than the others (Brevik, 2016, p. 82). This study reveals that there is no reason to underestimate vocational students' English skills and the usefulness of English in their future profession and lives in general. The challenge for teachers of English in vocational studies is to build on the student's previous knowledge, invite in the student's personal interest and most importantly, view the complete competence of the student (*Utdanningsdirektoratet*, 2019, Brevik, 2016, p. 82).

2.3 Variation in teaching and differentiation

If one asks a group of students how they prefer to learn new vocabulary, one will get almost as many different answers as there are students, hence adapted teaching is necessary in the language classroom. Within adapted teaching there are three aspects that must be considered. First, most definitions focus on variation during the teaching process through differentiation designed for the student's aptitudes and premises. Second, one must include the curriculum with its overarching part, core elements, interdisciplinary cooperation and competence aims, and third, the concern of the group as a whole must be taken into consideration (Jensen, 2006, p. 14). The differentiation must be pedagogically justified and not incidental. Little can be done with the students' elementary cognitive skills and thus, it is not easy to improve them. However, the student's acquisition is influenced by the surroundings and environmental

elements and these factors are possible to change and adjust for the teacher (Jensen, 2006, p. 14).

Changing and adjusting surroundings and environmental elements, or more specifically, to vary and differentiate the teaching is paramount to meeting the huge variety of needs in the vocational classroom. Compared with a general studies group, which normally is quite homogenous, a vocational group is often composed by students with a varied scale in cognitive skills. As mentioned above there is no reason to underestimate the vocational students' English skills, nonetheless, there is a need for a different approach to the students in the vocational classroom. Usually, there is at least one student who can obtain the highest grade and at the same time, there is one student that struggles to pass the English subject. Therefore, to meet this huge spectre of needs, varied strategies for vocabulary acquisition, which is the core of word-focused instruction, will cover different levels and needs.

Complicated tasks, like morphological tasks, where one focuses on spelling, roots, word families, synonyms and collocations might be interesting for a high achiever and more tactile learning strategies, like memory games and word relay competitions, might motivate low achievers. I understand that tactile learning is a disputed field and a study conducted by Gadt-Johson & Price (2000) pointed out that "the mean score on the tactile scale decreased as the students grade level increased" (p. 581). The study was done to evaluate the learning style differences between the students that prefer tactile learning and those who do not.

Nonetheless, in my study I chose to explore perceptual learning through body motion and touch (Chapter 3). Furthermore, when students work in dyads, threesomes, or small groups with different tasks at different times, it might engage all students on different levels, and they are able to learn from and motivate each other, e.g., with metatalk and dictogloss. In fact, Tight (2010) shows that "findings indicate learners of different style preferences are equally successful at L2 vocabulary acquisition and that instruction through multiple modalities may be even more beneficial than matching individual preferences" (p. 792). The discussion and interaction between learners when solving different tasks together aid to clarify and remember unfamiliar vocabulary (Laufer, 2010, p. 19).

Adapted teaching, then, has been pointed out by Jensen (2006) to be conformed to the didactic categories concerning learning strategies and cognitive learning conditions for each individual student, and it must be linked to clear goals for the student (p.15). Similarly, Jensen (2006) argues that personal interests, motivation, and experiences have importance for the student's learning in an adapted teaching situation (Ibid). This is, as mentioned above, in line with the

overarching part of the curriculum that emphasises the student's personal interests that are connected to life skills, diversity and relevance (Brevik, Flognfeldt & Beiler, 2020, p. 47). Jensen (2006) underscores that for the teacher it is essential to view all these three aspects in connection during planning, execution, and evaluation of the lessons (p. 15). Adapted and differentiated teaching concerns the arrangement of the complete learning environment. To conclude, as a teacher I must consider the learning environment as both one unit, and at the same time, I must adapt to the individuals with their skills, interests, and the usefulness for their future.

2.4 Metatalk and dictogloss – words in context

A central part of this study is observing metatalk and perform dictogloss with the student. This relates to my former study where I used these tools to map out the productive outcome of the work with vocabulary acquisition (Asbjørnsen, 2019). Then, I realized I had to develop the activities further and I also wanted to adapt them to fit the vocational classroom. In this context, metatalk is, briefly explained, the students' discussion when the students construct a text together in pairs or in threesomes (Swain, 1998, p. 68). When they create a text, like a dictogloss (explained below), they must assess, describe, and discuss the text they are building. This language is metatalk and something I observed in the classroom during the activities. By listening to their metatalk, I could, during the first sequence with nouns especially, adjust and adapt the next sequence with verbs. In addition, during metatalk, the students ideally undergo a development of the language by using metalinguistic terminology, for example *nouns* and *verbs*, although this is by no means essential for the metatalk. Swain (1998) argues that the most essential part of metatalk is that it takes place in contexts where students are engaged “where the language being used and reflected upon through metatalk is serving a communicative function” (p. 69). Laufer (2010) underscores that the most important aspect of the use of metatalk when acquiring new vocabulary is the interaction and discussion between learners, because when they “focus on unfamiliar vocabulary for clarifications during interaction, they have a better chance of remembering them” (p. 19). Thus, in this study, metatalk was a word-focused oral activity that could help to enhance the students' communicational skills.

A dictogloss, which I used together with the metatalk, is a task that can boost language students' written, pushed output, and the dictogloss also encourages students to reflect on their own output. The dictogloss should be a short dense text which one reads in a normal speed to the students. It should be intended to provide practice in the use of a specific grammatical area and the teacher can use an authentic text or a constructed one. During the reading, the students jot down familiar words and phrases. At this stage, the vocabulary should be known to them. As mentioned above, they use metatalk to reconstruct the text in pairs or a threesome and hopefully during this process the students notice things they did not know, formulate hypotheses, and test them out using themselves, each other, and their teacher (Swain, 1998, p. 70). In this study, metatalk and dictogloss are used to map out the learners' pushed output and productive technical vocabulary knowledge. Hence, by using metatalk and dictogloss as a combined activity, I assessed the metatalk and the dictoglosses, which led to an adjustment in between the two. In addition, I counted how many words they were able to include and use productively in the texts.

3. Methods and Materials

3.1 Methods

In this thesis I have used a mixed method, i.e., I have included elements from both qualitative method and quantitative method. As pointed out by McKay (2006) quantitative research emphasizes objective measurements like the collected data from dictoglosses, videos and questionnaire, which I used. Besides, I chose a quantitative method because my study was conducted within a short time span and began from a specific hypothesis, the deductive approach, from my earlier study (McKay, 2006, p. 6; Asbjørnsen, 2019). Nevertheless, the focus is also qualitative since I look upon classroom learning as a complex situation where not only measurements should be taken into consideration. Thus, the qualitative method is used for observations of the social context in the classroom, i.e., the students' motivation and interaction with one another, studies of the practical, relevant context in the videos where students show that they were able to use the correct terminology productively, and my analysis of the questionnaire. Mack *et al* (2011) explain that a study is qualitative if it is meant to produce findings that are applicable in different language teaching settings (p. 1). The latter is an ambitious goal I have for this study as both a second-and foreign language teacher.

My methodological approach evolved from a hypothesis that I developed in an earlier study (Asbjørnsen, 2019) where I tested two different approaches to vocabulary acquisition. The first approach was word-focused instruction, and the other was a context-based approach. This earlier study also included a questionnaire answered by second language teachers about their methods for vocabulary acquisition. In short, the study showed that word-focused instruction was the most effective method for acquiring new vocabulary. Therefore, I decided to investigate and develop the word-focused method further.

Based on experiences from the first study, I planned a new period with vocabulary teaching using only the word-focused instruction method. More precisely, I let the students encounter and work with the same vocabulary in various ways such as in written, oral, digital, physical, and tactile tasks. I also chose various activities to cover different interests, create motivation and for repetition in different ways as Jensen (2006) found differentiation and adapted teaching as paramount principals in the classroom (p. 14). During the study, I observed the interaction in the classroom from a holistic point of view. I collected tests and videos, written and made by the students after ended activities, and I undertook a new questionnaire with English, vocational teachers. My analysis is based on the observations in the classroom, the tests and the videos made by the students as well as answers from the questionnaire. Hence, factors from all these methods were used to investigate as many sides of vocabulary acquisition as possible, although parts of it had to be left out because of a limited time span as specified below.

3.2 The word-focused instruction project

The main aim for this study was to explore how vocational students could acquire relevant, productive vocabulary for their future profession. Therefore, I chose nouns for kitchen utensils and verbs for cooking, which I regard as basic and content vocabulary for vocational students in restaurants and food service. The words are low frequency words if we look them up in a general corpus (Lundahl, 2009, p. 272). However, this vocabulary is productive because of the specific context and relevance for their practical situation in the kitchen (Gass, 2013, p. 1979). Nouns and verbs were worked with separately in two different time periods of two weeks, that is, the first section concentrated on nouns and the second section focused on

verbs. This strategy was a deliberate choice to assure learning for the low achievers. From experience and in accordance with Vygotsky's proximal zone of development, high achievers learn by confirming previous knowledge, adding new information to their previous knowledge, and teaching their peers (Serhat, 2020).

19 words for kitchen utensils were chosen as a starting point: *knife, fork, spoon, cutlery, spatula, whisk, ladle, grater, frying pan, cleaver, rolling pin, chopping board, saucepan, measuring cup, masher, bowl, colander/sieve* and *apron*. During the working process with nouns, I observed that the students handled and learnt 19 words quite easily so when preparing the work with verbs, the vocabulary was extended. The result is the 33 cooking verbs that were used as a starting point were: *to serve, boil, pour, add, chop, cut, fry, grate, grill, layer, level, melt, pinch, scramble, simmer, slice, spread, stir, taste, bake, blend, bread, broil, dip, break, peel, roll out, whip, mix, weigh, roast, barbecue* and *sauté*.

3.2.1 Procedure

We worked with the two word-classes in two different sequences with a two week break in between. The break was a deliberate choice because a group of different students need variation (Jensen, 2006, p. 14). Similarly, the students expect to work with for example English literature, grammar, and social conditions in English-speaking countries. Furthermore, the English subject curriculum demands more than just working specifically with vocational English. First, the working period with nouns for kitchen utensils was carried out with activities, tasks, and a test. Secondly, the period with cooking verbs was also done with activities, tasks, and a test. In the final learning activity, again after a break with non-vocational English, the students made a video where they used vocabulary from both sequences while doing practical work. Here is my specific plan, which I have based on the theory word-focused instruction and adapted teaching which seemed useful due to teaching deliberate technical vocabulary and a heterogenous, vocational group. The method includes a series of actions: First, in the two first sequences with nouns and verbs I started out with pre-test to reveal the students' previous knowledge about technical vocabulary. Then, the students performed various cognitive operations with the vocabulary, like writing own vocabulary lists and digital tasks, referred to as word-focused instruction method by Laufer (2017, p. 6). Later, I used kinaesthetic tasks for repetition, differentiation, and variation as a part of adapted teaching (Jensen, 2006, p. 14). Finally, in the two different sequences with nouns and verbs, I

used metatalk and dictogloss to unveil the students' productive word knowledge (Swain, 1998, p. 69), and metatalk is an effective method to make the students remember the words more easily (Laufer, 2010, p. 19). In the last sequence with video-making the students had to plan and prepare a dish by choosing a recipe, making budgets and shop ingredients for a meal of their own choice. Next, they had to use the relevant vocabulary in a practical situation in the kitchen when they cooked the planned dish and film it all. Overall, they had to show that they could use the vocabulary productively and interdisciplinary in the final product, which is in line with the focus on interdisciplinarity in the new subject curriculum (Utdanningsdirektoratet, 2020).

3.1.2 First Sequence with Nouns

During the first lesson with nouns, I carried out a pre-test with 11 students where the aim was to detect their already acquired knowledge about kitchen utensils. The expression "kitchen utensils" was the first lexica introduced to reveal something about their previous knowledge, whereas the expression was used to investigate if they knew what it meant and also that "kitchen tools" may also be used. Then, I showed them a PowerPoint with 15 slides including 18 kitchen utensils. To reveal their previous knowledge, I asked them to use hands in the air if they knew the word for the different tools. On average, 2-3 students knew the correct expression for the kitchen utensils. A few utensils were recognised by several students like *frying pan* and *bowl*, and a few were not recognised by anyone like *colander*, *masher* and *chopping board*. Subsequently, the students got sheets with pictures and words of the 18 kitchen utensils and in addition, a few more kitchen utensils and words. These sheets were used to create a personal word bank, and I asked them to especially focus on the words they did not know from before. The personal word banks were established in the students' personal spaces in OneNote or in their notebooks. The final step in the first lesson was to use the digital tool Quizlet that contains various activities to practice vocabulary. In Quizlet the students could also create their own Quizlet and share with each other. In total, during this first lesson, the students worked with vocabulary visually, orally, in writing and with a digital tool. Thus, the students were exposed to the vocabulary in various ways and several times. Again, variation was a central technique both to provide motivation and to cover adapted teaching.

For the second lesson, I made a memory game with physical cards for the students. In advance of the lesson, I had divided the students into three, separate groups with three students in each group. Two of the students were not present. The groups were deliberately formed of students with different competence levels. Consequently, the low achievers could learn from the high achievers and the high achievers could learn from teaching the low achievers. Each group got a memory game with seventeen pictures and seventeen words to match, that is, thirty-four cards in total. The activity appeared to be motivating without any encouragement or influence from me, and they played the game three times in each group. Since the students worked heavily with the vocabulary during the first lesson, the memory game was meant to be a way to repeat the words, and in this lesson, it was exactly what happened naturally; the students played with encouragement and with enthusiasm, and I was able to observe that there was a learning process during this activity. Since the game was played several times, observation showed that for each time they played it, the students learnt more and more words, and even though the students had various starting points, their enthusiasm and motivation did not differ, mostly because of a high level of competition instinct.

The final, third lesson with vocabulary for cooking utensils was used to reveal the learning outcome of the former two lessons. To map out the learning outcome, more precisely the output and productive word knowledge, I employed the two tools metatalk and dictogloss explained above. Thus, the students worked in pairs for this activity decided by me as previously. I had composed a text, i.e., a dictogloss, including a selection of the vocabulary worked with during the former lessons. Leaning on previous studies (Asbjørnsen, 2019), which have shown that a dictogloss can be a demanding task, I made the text quite simple.

Ex. 1 Dictogloss: Kitchen Utensils

There are so many kinds of kitchen utensils. First, you need a chopping board and a knife. When you enter the kitchen, you must wear an apron because using a rolling pin, a cleaver and a colander might make a mess. Other tools you might need are a frying pan, a saucepan, a spatula, and a ladle. Sometimes you also use a grater and a whisk. Finally, when you are going to eat what you have made you need cutlery.

The students were given the instructions as following: first, the text will be read through once by the teacher and then you shall discuss in pairs for approximately ten minutes what you heard and jot down what you remember. Then, the text is read again, and you are supposed to write down as many words as possible but avoid writing down sentences because that will be too demanding. In the end, you try to write texts in pairs as close to the original as possible. The intention with the dictogloss is not that the text should be as similar to the original as possible, but that the students use the words properly in a functional sentence. All through this activity the students used metatalk to discuss vocabulary and language. It must be mentioned that during the activity there were some pairs that functioned better than others. After the ended activity, I collected the texts and analysed them. The analysis will be presented below.

3.2.3 Second Sequence with Verbs

The first lesson with cooking verbs started with a brainstorming. This time, I only used the whiteboard and a pen to jot down the verbs the students came up with from the top of their heads. Together the group of students knew 13 verbs: *heat, fry, skim, kneed, bake, garnish, cut, pour, beat, cook, melt, boil, and grate*. In plenary, we discussed the vocabulary and translated it into Norwegian to assure that it was understood by everyone. Next, they were given a sheet with cooking verbs and illustrations, and the sheet was compared with the words on the board. Once again, I asked the students to create their own word-bank, either in their personal space in OneNote or in their notebooks. One more time, they were asked to especially pay attention to words that were new to them and words they needed to repeat. The last activity in the first lesson was digitalised by using Quizlet with its different tasks for training the relevant vocabulary. As earlier with nouns, various activities were chosen to cover different interests, create motivation and for repetition in different ways.

For the second lesson, I chose to use a word relay with two teams for repetition. There were five students in each team; one student was absent. Before the lesson started, I had stuck up posters on three walls in the classroom. On the posters there were accidental groups of the cooking verbs the students had worked with during the first lesson. The two teams stood in line in the middle of the classroom where desks and chairs had been cleared away. I said the Norwegian translation of a word and one from each team was supposed to run to the correct

poster on the wall and point out the correct word in English. Everyone had to participate and take their turn, but the others on the team could help the person with the responsibility to run to the correct poster. The first one to point at the right word won the round and got one point. In the end the points were counted and one of the teams was proclaimed as the winner. This task was, as the memory game, clearly engaging and motivating for the students. Another more complicated variant was tested. Instead of saying the Norwegian translation, I gave a definition or an explanation of the word in English. This variant was more challenging for the high achievers who again could aid the others on the team if needed.

Finally, the sequence and last lesson with cooking verbs was also ended with a test by using the dictogloss and metatalk in the same manner as with the nouns. Because all the pairs in the sequence with nouns did not work out as planned, I chose to form new pairs for this activity. As a result, the collaboration was more successful this time. Even though I expanded the amount of vocabulary with cooking verbs, I kept the dictogloss short this time too, based on my earlier experience. However, a new degree of difficulty was that the verbs were used in different tenses. The dictogloss was as follows:

Ex. 2 Dictogloss: Kitchen verbs

I was going to serve a dish I had fried and cooked for hours. I had melted butter, scrambled eggs, whipped cream, chopped meat, cut vegetables, and stirred in the dish for ages. Then I tasted it and I realised that I had forgot to weigh the flour, to peel the orange, to grate the apple and to add some ingredients. Nevertheless, I poured the smoothie into the guests' glasses.

After ended activity, I collected the texts and analysed them. The results will be presented in chapter 4.

3.2.4 Creating Videos.

The final step in the work with technical vocabulary was that the students were tasked with creating videos individually. This was an individual task. In the videos the students were expected to show that they were able to use the correct terminology productively in a practical, relevant setting. Fortunately, the school sponsored the project with 100 kroner per

student, and consequently, the money was not an obstacle for anyone. In total, the project lasted for approximately five to six weeks, that is, some students needed more time than others to finish the video, thus, they were given some extra time. In total, they used maximum six hours.

First, the task was presented to the students (Appendix 1). The task included aims from the old curriculum (*Utdanningsdirektoratet, 2013*), because the project was carried out before the new subject curriculum came into operation. Moreover, we went carefully through the task and discussed it in plenary. Normally, from experience a task must be discussed and read plenty of times before the different elements are remembered properly, so we did this repeatedly throughout the process. The presentation and discussion of the task took place in a third, final lesson where the first and second lesson were used to work with other parts of the curriculum, such as read and compare different factual texts from different sources and how to use sources in an appropriate manner, again completely different components to create variation. Next, the penultimate lesson started with a general part where the students started browsing the internet to search for a recipe, they found manageable. When they had decided on a specific dish and recipe, it had to be approved by me. Then, I asked the students to share the recipes in the collaboration space in OneNote where these were displayed to both fellow students and me. The purpose of sharing was that they had to collaborate when they were going to make shopping lists and a budget. Therefore, the third lesson contained numerous discussions and collaborations around the budget because some students had chosen quite simple recipes, which included few ingredients, while others had chosen more copious recipes, which included more expensive ingredients. At this point, there were only ten students left, so, since they had been given 100 kroner each, the shopping list could not exceed 1000 kroner. In both the second and the third lesson, they had the possibility to start with the manuscript for the video. When I say possibility, it was taken into consideration that they worked with various speed and motivation. Finally, during the fourth lesson, three of the students and I went shopping the ingredients, and, then they were given the time to work more on the manuscripts or start filming. Everyone preferred filming at home and thus, they continued their work there.

The students spent one to two weeks on the filming, before they handed the finished product to the teacher. In the end, the videos were assessed with comments and a grade. Overall, all students ended up with an improved grade compared to what they had done earlier.

3.3 Questionnaire

The purpose of the questionnaire was to find out whether the competence aim is interpreted similarly by different teachers and if technical vocabulary is worked with in the vocational, English classroom. The study included seven English vocational teachers from the age of 30 to 67. The teachers were given a questionnaire with four open-ended, holistic questions about their interpretation of the competence aim «listen to, understand and use oral and written subject terminology in work situations». I chose this competence aim because I found it the most applicable aim to use for boosting the work with productive vocabulary acquisition and relevant for the students' future profession. However, I wanted to determine whether the aim appeared explicit enough so as to guide them in the direction of teaching productive vocabulary knowledge (*Utdanningsdirektoratet*, 2019)? The questionnaire investigated whether the teachers would work with technical vocabulary or not and if so, which methods they would use. The questions were as follows:

Ex. 3 *Questionnaire*

1. How do you interpret the competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations”?
2. How will you work with the same competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations” in the vocational classroom?
3. When reading the competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations” are you thinking about teaching and acquiring vocabulary?
4. Do you have any thoughts on how to teach technical vocabulary in the vocational classroom?

When the teachers had answered, I read and analysed the answers to the questionnaire (Appendix 2). The results will be presented and discussed below.

4. Results

This section presents the results from the two dictoglosses undertaken by vocational students in restaurant and food services. Furthermore, it describes the results from the in-kitchen videos and the results from the questionnaire.

The first dictogloss focused on nouns for the specific vocational programme and the other one focused on verbs relevant for restaurant and food services. The first dictogloss included nouns for kitchen utensils and was undertaken in pairs where ten of the eleven students were present, thus the results presented below are from five texts in total. During the second sequence with cooking verbs also ten students were present, and as mentioned above, I formed new pairs of students with the intention of improving collaboration and results. Again, five texts were written. The results presented from videos are two different videos made by two students with various competence levels. The last results presented below are from the questionnaire undertaken by seven vocational, English teachers.

4.1 First dictogloss results

The dictogloss with nouns for kitchen utensils presented above contained 14 words of the 19 we worked with during the process with word-focused instruction: *kitchen utensils, chopping board, knife, apron, rolling pin, cleaver, colander, frying pan, saucepan, spatula, ladle, grater, whisk* and *cutlery*. On average, the five dictoglosses had 11.2 hits of the words from the original dictogloss. Four of the dictoglosses made by the students contained from 11 to 14 hits of all the relevant words for kitchen utensils, while one of them only contained 6 hits of the relevant words. In the dictoglosses that contained many of the relevant nouns, it ranged from a few to many spelling mistakes, while in the one with 6 hits there was just one minor spelling mistake. However, the spelling mistakes did not cause any communication breakdowns or misunderstandings for the texts as a total. In addition, there were none of the specific nouns that had a noticeable higher hit than others. The results from the first sequence working with word-focused instruction is presented in Figure 1.

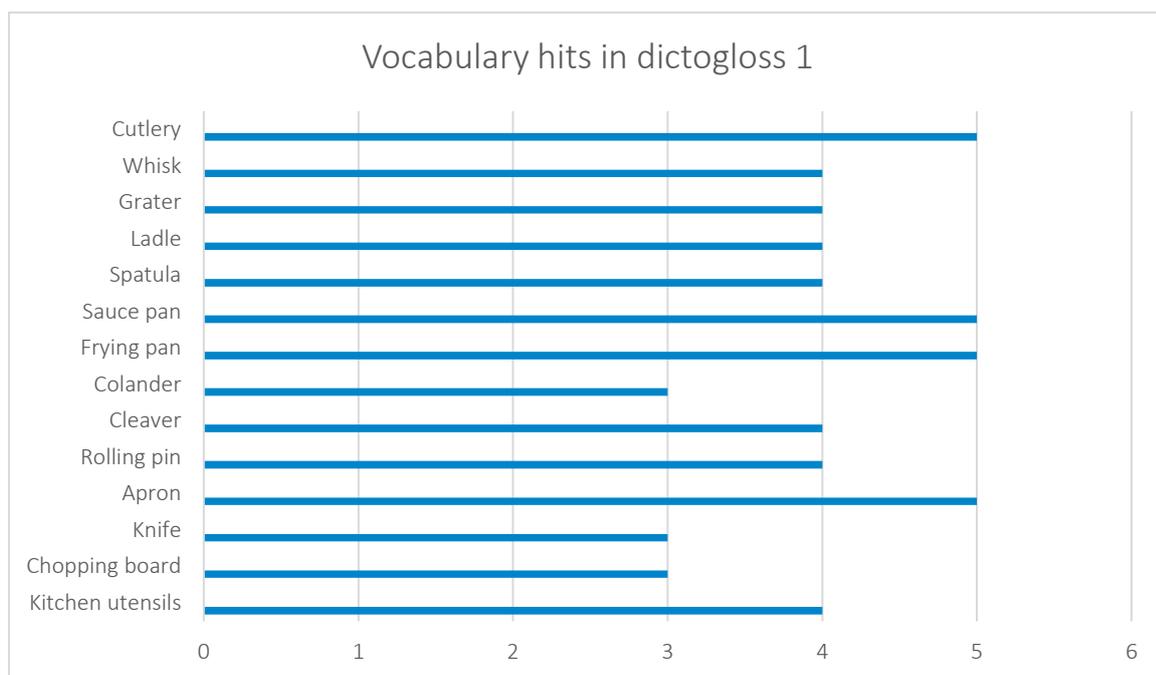


Figure 1. Compiled results from the dictogloss with kitchen utensil nouns

The figure shows that four of the nouns were in all the five dictoglosses, six of the words were found in four dictoglosses and three nouns were found in three dictoglosses. One can wonder though why *knife* has a lower hit than for example *apron*. On the other hand, knife is something you can use in many different situations while apron is closely related and relevant to working in the kitchen. With a high motivation for their future profession, it might not be very surprising. As mentioned above, this good outcome made me revise the number of words and therefore, I expanded the vocabulary sequence with cooking verbs.

4.2 Second dictogloss results

The second dictogloss with cooking verbs was as mentioned above also kept short based on my earlier experience with this type of material. In the work with word-focused instruction, the amount of vocabulary from the work with nouns was considerably expanded, but as my earlier experience showed that long, complicated texts gave poor results, the dictogloss text was kept as short and concise as possible. Therefore, out of 33 cooking verbs we worked with during the period with different word-focused activities, only 16 were used in the dictogloss: *serve, fry, cook, melt, scramble, whip, cut, chop, stir, taste, weigh, peel, grate, add* and *pour*. The verbs were used in two different tenses, the present and past tense, so this added a degree of difficulty. Nevertheless, when I counted the hits, the tense of the verbs was not taken into

consideration. On average, the five dictoglosses had 11.8 hits of the words from the original dictogloss. Four of the dictoglosses made by the students contained from 12 to 16 hits on the relevant cooking verbs, while one of them only contained 4 hits of the relevant words. In the dictoglosses that contained many of the relevant nouns, there were from none to some spelling mistakes, while in the one with 4 hits there were no spelling mistakes. The spelling mistakes did not cause any communication breakdowns or misunderstandings for the texts as a total this time either. In addition, none of the specific verbs had a more noticeable higher hit than others. The results from the second sequence working with word-focused instruction is presented in Figure 2.

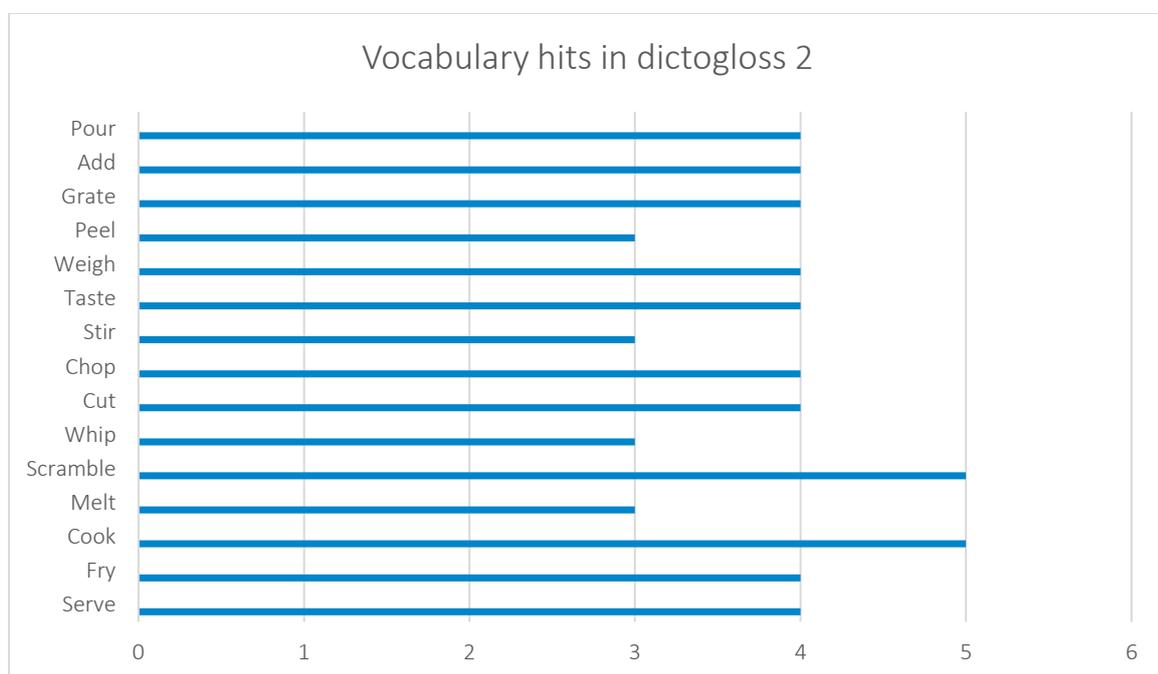


Figure 2. Compiled results from the dictogloss with cooking verbs

Figure 2 shows that two of the verbs were in all the five dictoglosses, nine of the words were found in four dictoglosses, and four nouns were found in three dictoglosses. Two of the dictoglosses included all the specific cooking verbs. This can be regarded as noticeable results considering that, as a starting point, we worked with 33 cooking verbs compared to the first sequence where we worked with only 19 words whereas one dictogloss included all the specific nouns. However, noticeably *scramble*, which is a more technical word related to cooking (3705 hits), got more hits than *add*, which is a high-frequency word (116982 hits) (Davies, 2008-). There is a chance the students in restaurant and food services already know about scrambled eggs and that they see the word, *scramble*, as relevant for their future.

4.3 Video results

The results from the two videos (appendix 2) in question are made by two students with different competence levels. The results presented contain both nouns (kitchen utensils) and verbs, (cooking verbs). When I analysed these videos, I counted the amount of both relevant nouns and verbs, and I looked for productive word knowledge. More precisely, I observed how they used the relevant vocabulary in a practical situation. I have chosen to call the videos Video 1 and Video 2. Video 1 is made by a student with a quite high competence level, while Video 2 is made by a student with a lower competence level. When using the expression *competence level* here, it is based on my subjective observation, before the videos were made, of communicational skills including pronunciation, selection of vocabulary, fluency, and spelling. Figure 3 below shows the results from both videos.

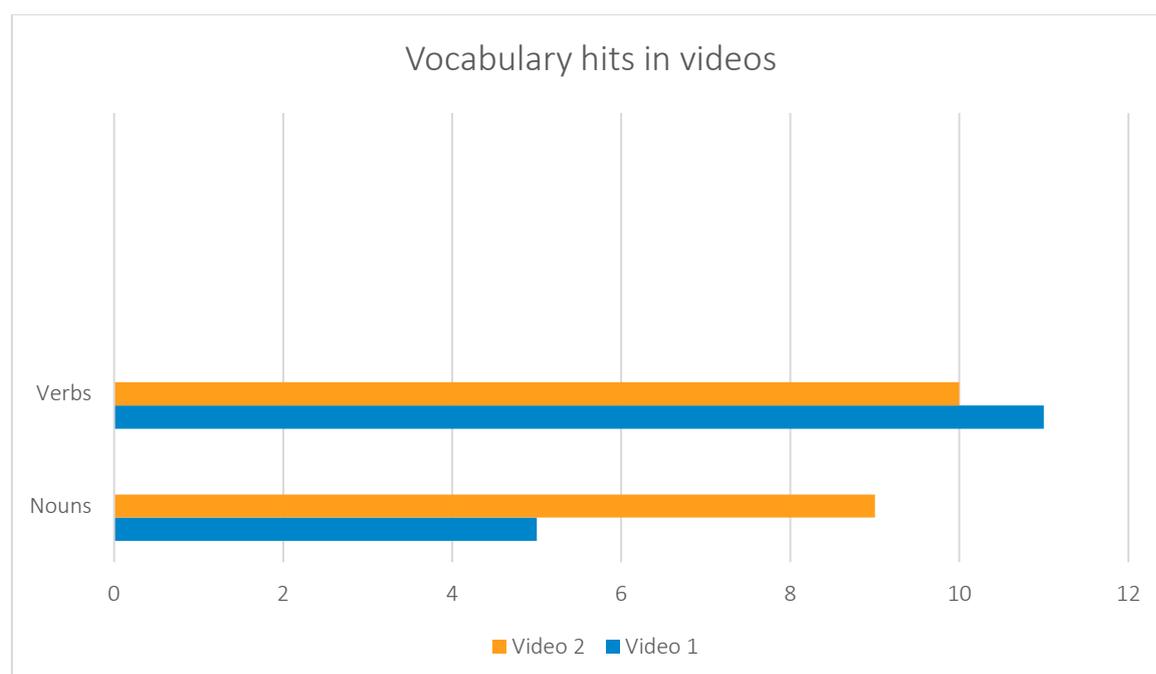


Figure 3. Compiled results from Video 1 and Video 2

Figure 3 reveals that Video 1 contained in total 16 relevant words; 5 nouns and 11 verbs, and Video 2 contained 19 words; 9 nouns and 10 verbs. My first thought when analysing these numbers is that the students' competence level was irrelevant. The reason why the student with the highest competence level used fewer nouns can just be that the student had a more laid-back attitude to speaking English. They had a different starting point, but the word-

focused instruction lessons in advance made the results of their productive outcome fairly equal. The goal here is reached, which was productive word knowledge of relevant vocabulary for their vocational programme. The competence levels, the approach to adapted teaching and benefits will be further discussed below.

4.4 Questionnaire results

The results presented below are from the questionnaire of four questions presented above, which all are closely related to a competence aim for vocational English. The competence aim in question is “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations” (*Utdanningsdirektoratet, 2020*). I chose to emphasise my research on this aim because I find it highly relevant for my work with vocabulary acquisition in the vocational classroom. The answers from the questionnaire (Appendix 2) are from seven vocational teachers of English. I will present and sum up the answers from question one to four and in addition give a few examples where I find it useful to illustrate my comprehension of the answers.

1. How do you interpret the competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations”?

In short, the answers to question 1 range from being very specific about teaching technical vocabulary to being a wide term concerning the whole English subject. For example, one of the answers says, “that I need to expose my students to vocabulary related to the Service and Transport industry, as much as possible using multiple methods”. The first example compared to another answer like “the pupil must go through 3 stages: 1. Listen to texts that contain relevant terminology of different kinds, ex. Language fit for literary analysis [...]” reveals that there is certainly room for varied comprehension of the curriculum and not necessarily given that teachers relate the aim to technical vocabulary teaching.

2. How will you work with the same competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations in the vocational classroom”?

The answers to question 2 are extremely varied, both in length and content. Some of the answers say that they will use role-play to establish as close to a real at-work situation as possible. Many answers say they will vary different working methods, but many mention digital tools like for example using a YouTube clip and let the students explain what is going on. Like in the answers to question 1 the content ranges from being vocationally oriented to more general English teaching.

3. When reading the competence aim “listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations” are you thinking about teaching and acquiring vocabulary?

Most of the answers to this question were a concise and short “yes” with some expanded answers like “Yes, definitely. If we expect students to use accurate terminology in their workplace, they should systematically learn it in the classroom [...]”. However, one answer stands out and leans on a more context-based approach to vocabulary teaching: “Yes, but always in context. I choose texts, films, tasks that give the students the opportunity to discuss and practice the use of the terminology related to relevant topics”. This shows again that the competence aim is not interpreted similarly. In addition, I notice that many of the answers use the expression terminology instead of vocabulary.

4. Do you have any thoughts on how to teach technical vocabulary in the vocational classroom?

The answers to this last question are also varied, both in length and content. The content ranges from very specific methods being for example a memory game, fill-in tasks and teaching in the practical environment to just say “make it relevant and meaningful, I guess”. Once more, the various answers show that technical vocabulary teaching is handled differently. The results from all questions are discussed below.

5. Discussion

5.1 Summary and Conclusion

In this section I will gather all the threads from the overarching part of the subject curriculum in English to the results from the dictoglosses, the videos and the questionnaire. Specifically, I will draw the lines from the overarching part of the subject curriculum to the one specific competence aim in question. Furthermore, the discussion will emphasise the importance of adapted teaching and word-focused instruction in the vocational classroom. All in all, I hope this section will inspire teachers of English to develop more methods adapted to vocational students, which will be pertinent for their future, and to change the attitude towards teaching English in vocational groups.

First, I have used the overarching part of the English subject curriculum with its relevance and central values as a foundation for my study. Especially, since the focus of this study is on the vocational classroom, I found the words that the English subject “shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication” as highly relevant (*Utdanningsdirektoratet*, 2019). My point of view is that my main task as a teacher is to prepare student for their future societal and working life. To help making the students’ working life more manageable will also ease their way into societal life. Thus, to focus on vocabulary teaching in the classroom and particularly, technical vocabulary acquisition in the vocational classroom must be relevant in that respect. With this basis and my earlier research (Asbjørnsen, 2019) I chose to use word-focused instruction in the vocational classroom because I wanted to develop and adapt the method for vocational groups since research on teaching English in the vocational classroom is poor compared to general studies (Brevik, 2016, p.83).

My choice of word-focused instruction was not only made against the background of the previous study, but the method is also chosen for being in line with adapted teaching. Vocational groups are heterogenous, both as groups and within each group. For each new group, one must adapt and find what path to take in the beginning of the school year. By learning to know the group and the individuals in the group, the teacher can build on the

student's previous knowledge and adapt the teaching to the group and the individual (*Utdanningsdirektoratet, 2019, Brevik, 2016, p.82*).

There is not only one way to use word-focused instruction. One way of doing word-focused instruction in one group, does not necessarily work in another group. For example, next time I would perhaps, before using the dictogloss and metatalk, perform an individual dictation to focus more on the correct spelling, or an oral task to make sure that everyone was familiar with how to pronounce the different words. Similar to Jensen (2006), I find that the concern of the group as a whole must be taken into consideration (p.14). Similarly, one must also differentiate for the unique individuals' aptitudes and premises (Ibid), which means that variation is essential. Therefore, since word-focused instruction implies using several techniques to teach vocabulary, it is indeed varied and thus, a way of providing adapted teaching. Furthermore, as observed by Jensen (2006), the student's cognitive skills are quite stable (p. 14). With adapted teaching and various tasks like in word-focused instruction, one should go as far as possible to arrange so that at least one of the various strategies will be designed to stimulate vocabulary acquisition for each student. In addition, we cannot forget that vocational students often hold a specific motivation for the future profession, thus, being presented for technical, relevant vocabulary is a motivation in itself.

Looking again at the overarching part of the curriculum and the extract mentioned above, the aspect of being prepared for the future profession is a motivating factor for many students. Consequently, when you point out the relevance before presenting the technical vocabulary they shall learn, they usually see the utility value immediately. The usefulness of productive word knowledge is obvious for the main part of the students. For example, they understand that they must be prepared to communicate in English with colleagues from different countries of origin in the kitchen that do not know Norwegian. The results from the dictoglosses confirm the students' comprehension of relevance, but maybe even better evidence of their motivation is the fact that I noticed through their metatalk that I had to expand the vocabulary from the first sequence to the second sequence. Again, it was essential that I was flexible enough to adapt the teaching for example by changing the number of words along the way.

Motivation might also be a factor if we compare the two videos where two students with very different backgrounds and competence levels score quite similarly on the amount of relevant vocabulary. I can reveal that both two students were motivated for their future profession and

therefore saw the relevance of being able to use the technical vocabulary productively. Even though, they had different points of departure, motivation was not the only factor during the work with videos, but the word-focused instruction with differentiated tasks worked well for their vocabulary acquisition. In line with Laufer (2017) I proved that specific words are remembered more easily (p.5). For example, when we worked with the differentiated task some of the students might have benefited more from the memory game than making vocabulary lists. However, the words were remembered more easily because of the large amount of attention paid it and the cognitive operations performed with the words (Laufer, 2017, p. 6). Before they filmed their videos, the students had paid attention to the vocabulary and encountered the vocabulary through tasks, through the dictoglosses and when they prepared the filming. In addition, I had also stressed the importance of the technical vocabulary from the start to the very end when they started their filming. Once more I will underline like Khoii & Sharififar (2013) that directing learners' attention to language items for the purpose of gaining knowledge about the item (p. 200) is a pertinent factor. As language teachers we should stress and explain the importance of acquiring relevant vocabulary and show the students the relevance and "goal" for learning the words. Another central point about these videos is that even though the two students had different competence levels the student with the lowest competence level scored the highest. The results of Behlol & Kaini's study showed that high achievers benefited from the contextual method, while average and low achievers benefited from the structural method (Behlol & Kaini, 2011, pp. 91 – 92). This might have been a reason why the high-achiever student used less relevant vocabulary in the video. Another explanation why the high achiever used less technical vocabulary could have something to do with a more relaxed attitude to the task. A third explanation might be that the word-focused instruction method was not motivating enough for the high achiever. Thus, with hindsight I should have given the high achiever the possibility to use a contextual methodical approach to learn the vocabulary. Nevertheless, as a teacher one must make choices based on limited time span, and consideration for the group as a whole and the different individuals within the group.

The questionnaire about the competence aim "listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations"

(*Utdanningsdirektoratet*, 2020) reveals, however, that teachers of English still have various approaches both to teaching vocational English and vocabulary. Clearly, the result from this questionnaire also confirms the impression I got in my earlier study, where teachers' view

upon vocabulary teaching was divided between a more contextual approach and a word-focused instruction to vocabulary acquisition (Asbjørnsen, 2019, p.15). Furthermore, approximately half of the teachers in this questionnaire did not seem to have considered the vocational part of the subject yet, which is an unexpected finding. These two factors underline the importance of stressing vocational English as a kind of subject of its own. More specifically, vocational English must be presented as a different subject than English in general studies. This does not mean that the teacher cannot use some of the same texts and materials in both subjects, but one must be prepared from the beginning to take a different approach to vocational English compared to the English subject in general studies. It is a way to change, not only the approach, but also to take into consideration that this is a different subject and the group of students you meet will also be different and not only different the first time, but every time. This does not mean that the students are weaker but rather more heterogenous (Brevik, 2016, p.84). Additionally, teachers of vocational English need to have a similar, general understanding of teaching technical vocabulary in the vocational classroom. The questionnaire revealed that at this point there is not a unison comprehension of the competence aim about technical vocabulary. It must be clear that the small bricks of technical vocabulary are important pieces in the foundation of the subject's relevance and central values. I observe that these tiny pieces of knowledge can have a huge impact on how the students will handle their working life and social life in the future.

All in all, in this limited study, I found from the dictoglosses and the videos that word-focused instruction is effective for learning technical vocabulary in first grade, vocational studies. It is a motivating factor for the students that the vocabulary is relevant for their future profession. Thus, it is paramount that L2 teachers take vocational English seriously and stress the value of gaining knowledge about technical vocabulary for the vocational student. However, I know it is a challenging task to equip learners with vocabulary and its forms, meanings, collocations, and usage, and this is still an unfinished and little discussed area in second language teaching and learning. As previously observed by Xuesong & Qing (2001), there is no clear answer to how it should be solved in each and every second language classroom (p. 329). Hence, I cannot stress enough the importance of adapting to the group of students and the students individually. In the end, to adapt as far as possible to each new group and every student, is in my opinion, one of the main parts of our job, especially in the vocational classroom, where the groups are often more heterogenous compared to the general studies group.

5.2 Paths forward

There are several strands to follow up from this project. First, it must be reviewed entirely in line with the new English subject curriculum put in action from 2020. My project started before the new curriculum was put to action and therefore, the task in Appendix 1 does not include the correct competence aims. Second, the method for high achievers must be revised and adapted more to them. Probably, a solution will be to apply two methods simultaneously during a unit with vocabulary acquisition, both a word-focused instruction method and a context-based method. Third, the word-focused method I used in this study can also be developed and differentiated. I can reveal that I have tried out the methods with word-focused instruction, metatalk, dictoglosses and videos in a new group after this study took place and it did not work out the same way. I had to adapt it to the new group, thus, different variants of the word-focused method should be developed. Fourth, the technical vocabulary can be even more carefully selected by using both a general – and a technical corpus where I can compare and check the relevance.

References

- Asbjørnsen, V. (2019). *Beliefs about and methods for vocabulary acquisition: The effectiveness of using metatalk and dictogloss for productive word knowledge* (Unpublished course work). Göteborgs Universitet, Sarpsborg.
- Behlol, M. & Kaini, M.M. (2011). Comparative effectiveness of contextual and structural method of teaching vocabulary. *The Canadian Center of Science and Education*, 4(1), 90-97.
- Brevik, L.M., Flognfeldt, M.E. & Beiler, I.R. (2020). Livsmestring, mangfold og relevans. *Bedre Skole*, 1(32), 46-51.
- Brevik, L.M. (2016). Tre myter om engelsk på yrkesfag: Betydningen av å se elevenes helhetlige kompetanse. *Bedre skole*, 2, 82-88.
- Chung, T.M. & Nation, P. (2003). Technical vocabulary in specialised texts. *Reading in a Foreign Language*, 15(2). Retrieved from <http://www2.hawaii.edu/~readfl/rfl/October2003/chung/chung.html>
- Cobb, T. (2016). Numbers or numerology? A response to Nation (2014) and McQuillan (2016). *Reading in a Foreign Language*, 22, 299-304.
- Cook, V.J. (2008). *Second language learning and language teaching*. (4. ed.) London: Hodder Education.
- Coxhead, A. & Demecheleer, M. (2018). Investigating the technical vocabulary of plumbing. *English for Specific Purposes*, 51. 84-97.
- Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA)*. Available online at <https://www.english-corpora.org/coca/>.
- Gadt-Johnson, C.D. & Price, G.E. (2000). Comparing students with high and low preferences for tactile learning. *Education*, 120(3), 581.
- Gass, S.M., Behney, J. & Plonsky, L. (2013). *Second Language Acquisition*. New York: Routledge.

- Jensen, R. (2006). *Tilpasset opplæring i en lærende skole*. Stjørdal: Læringsforlaget.
- Khoii, R. & Sharififar, S. (2013). Memorization versus semantic mapping in L2 vocabulary acquisition. *ELT Journal*, 67(2), 199-209.
- Laufer, B. (2017). From word parts to full texts: Searching for effective methods of vocabulary learning. *Language Teaching Research*, 21(1), 5-11.
- Laufer, B. (2010). Form-focused instruction in second language vocabulary learning. In R. Chacon-Beltran, C. Abello-Contesse & M. del MarTorreblanca-Lopez (Eds.), *Insights into Non-Native Vocabulary Teaching and Learning* (pp. 15-27). Bristol: Multilingual Matters.
- Lundahl, B. (2009). *Engelsk språkdidaktik – tekst, kommunikation, språkutveckling*. Lund: Studentlitteratur.
- Mack, N., Woodsong, C., MacQueen, K.M., & Namey, E. (2011). *Qualitative research methods: A data collector's field guide*. Retrieved from <https://course.ccs.neu.edu/is4800sp12/resources/qualmethods.pdf>
- McKay, S.L. (2006). *Researching second language classrooms*. New York, NY: Routledge.
- Nation, P. (2016). Response to Tom Cobb. *Reading in a Foreign Language*, 28, 305-306.
- Nation, I. S. P. (2013). *Learning vocabulary in another language*. New York: Cambridge University Press.
- Nation, P. & Chung, T. (2011). Teaching and testing vocabulary. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 543-559). Oxford: Wiley-Blackwell.
- Nation, I.S.P. (2006) How large a vocabulary is needed for reading and listening? *The Canadian Modern Language Review*, 63, 59-82.

- Serhat, K. (2020). *Vygotsky's zone of proximal development and scaffolding*. Educational Technology. Retrieved from <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>
- Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty; J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 64-81). Cambridge: Cambridge University Press.
- Tight, D.G. (2010). Perceptual learning style matching and L2 vocabulary acquisition. *Language Learning*, 60(4), 792-833.
- Utdanningsdirektoratet. (2020). *Core elements*. Retrieved from <https://www.udir.no/lk20/eng0104/omfaget/kjerneelementer?TilknyttedeKompetansemaal=true>
- Utdanningsdirektoratet. (2019). *English subject curriculum*. Retrieved from <https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv5?Verb=true>.
- Utdanningsdirektoratet. (2013). *English subject curriculum*. Retrieved from <https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-after-vg1---programmes-for-general-studies-and-vg2---vocational-education-programmes?lplang=http://data.udir.no/kl06/eng>
- Xuesong, G. & Qing, M. (2001). Vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and mainland China. *Language Awareness*, 20(4), 327-342.

Appendix 1

Oral Presentation Film: Making a Dish.



In this task you should prepare a dish of your choice and make a film while you are in the kitchen making the dish. The film is only to be handed in to your teacher and watched by your teacher and classmates. The school sponsors 100 kroner so you must keep an account of what you need for “your” dish. You might cooperate with your classmates on this part of the project.

Make sure that you use vocabulary we have worked with this autumn throughout the film: kitchen utensils and cooking verbs. It is also important that you speak in a suitable speed, clearly and with a proper volume. There will be 5 hours set aside for your preparation. The recipe you choose must be approved by the teacher. In addition, you have to prepare your video carefully in advance making sure you remember to include the relevant vocabulary.

Relevant competence aims:

- Select an in-depth study topic within one’s education programme and present this

- Understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme
- Express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation

Appendix 2

1. How do you interpret the competence aim «listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations»?

I believe this means that pupils should be able to listen understand and use specialised vocabulary relevant to their area of study and future workplace. They should be able to communicate in English with their colleagues both orally and when e.g. reading instructions for work tasks.

the pupil must go through 3 stages: 1. Listen to texts that contain relevant terminology of different kinds, ex. language fit for literary analysis. But it is not enough only to listen, the pupil must also understand in which way to use it in texts(oral and written) produced by the pupil

That I need to expose my students to vocabulary related to the Service and Transport industry, as much as possible using multiple methods

The student should be able to understand and use terminology connected to the topics they are working on (e.g. if the topic is government, the should know the meaning of government, parliament etc. and be able to use these terms in texts and conversations/presentations)

Since I don't always know the vocation my pupils are studying I rely on their vocational teachers to give me ideas of what they need to know in English. This could be anything from written to spoken instructions and the difference between language at work and the language used in other situations with non-professionals. Being able to write a letter, an application and a report is also something I think is an important part of this aim.

Communication, help students to see the relevance from the subject to their future professions, use English as a working language.

This means that by the end of their study programme, pupils/apprentices should be able to understand and use (highly) technical and very specific terminology in their daily work situations.

2. How will you work with the same competence aim «listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations » in the vocational classroom?

When working with expanding the competence aims, it is important to teach specialised vocabulary. This means practicing what things are called, how they are pronounced and spelled, This includes both processes and tool names. After a basic learning session, I find it important to seek out the pupils in their working environment and use these terms in a practical way. E.g. talking about bread baking while it is being done, as the different ingredients are being added. Or asking how different tools are used while in the car workshop.

My experience here is limited, but if we stick to the example above I would find a short story fit for this level and let them work in groups to prepare an oral presentation. But first it is necessary to go through the relevant vocab, ex. show an example on video, work on relevant vocab e.g. in NDLA. I think it is relevant to vary the methods here.

Based on their experience as an apprentice and various texts the students talk, write and read about the aforementioned subject.

I will work specifically on terminology related to vocational topics, but also on terminology related to general knowledge.

In some vocational groups it is a good idea to use role-plays. Sometimes it works really well to ask them to explain what happens in a youtube-clip from situations that can happen in the

vocation they are studying. A lot of the projects they have worked on in their vocational classes can be explained in English and before the presentation we typically use 1-2 weeks building up the vocabulary needed to do this well in English. PPT with presentations in Office Mix is another method that will work well in some groups.

Use role play, create the real working situations, let students reflect their practice in forms of oral presentations and writing diaries.

There are many strategies that can be used for this purpose: 1) Introduce new vocabulary through the use of visual dictionaries. They provide precise and realistic representation of objects as well as processes and contexts. 2) Familiarise pupils with the language (terminology, register) used in brochures, catalogues, handbooks and other technical documents. This allows them to benefit from the expertise of native speakers who also are professionals in different technical fields. 3) Clarify the terminology used in different contexts in order to make the subject more accessible. 4) Familiarise pupils with data banks that provide the latest terminology in nearly all technical areas. 5) Pupils should be encouraged to build a clear glossary of basic terminology, where they include translations, definitions and usage of the words. 6) Periodic revision of known terminology, in order to include new words/definitions, in light of new discoveries and technological developments. 7) If relevant, discuss the use of specific terms in international contexts. 8) Frequent oral presentations about machines and procedures in specific areas of their vocational programme. 9) Translation of brochures and technical documents from Norwegian into English and vice-versa. 10) Pupils should produce their own technical documents in their vocational area, with the corresponding translation into English.

3. When reading the competence aim «listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations» are you thinking about teaching and acquiring vocabulary?

Yes, most definitely. My experience is that a pupil needs at least 5 situational contexts for learning a new word, and therefore I try to create these different situations.

Yes

I think about how I can help my students acquire useful and necessary vocabulary.

Yes, but always in context. I choose texts, films, tasks that gives the students the opportunity to discuss and practice the use of the terminology related to relevant topics.

It is a mix of both. Although some of the vocabulary is new to me I will be able to help them finding out how to use this vocabulary. I would also spend time explaining how they can use different words depending on whether the listener is familiar with the terminology or not.

I'm not precisely think about teaching and acquiring vocabulary, but terminology is very important.

Yes, definitely. If we expect pupils/apprentices to use accurate terminology in their workplace, they should systematically learn it in the classroom. In this way, they can improve their communication, making it more effective and accurate.

4. Do you have any thoughts on how to teach technical vocabulary in the vocational classroom?

Yes, a memory game is fun, matching games of word and definition or picture or translation are useful. Sentences with fill-in tasks, group exercises where pupils try to explain the tool without using its term. Writing down work-related processes using relevant terminology is a good way to consolidate the vocabulary.

In general, variation of method is important. If possible teaching in a practical environment would be essential for vocational group. A practical and oral exercise would be to e.g. bake a cake, film it and the pupil will speak/read the appropriate vocab.

Make it relevant and meaningful, I guess.

Since the students might sometimes have a better understanding of the topics where the terms are used, I believe it is important to explore the terms together with the students. E.g. giving the students the chance to discuss the topic in general and which terms they would use in Norwegian, before trying to find the corresponding term in English.

In my experience it is a good idea to involve the pupils and sometimes we need to ask the vocational teachers. In an ideal world I would have liked to plan 1-2 lessons pr. month with the vocational teachers and be part of the vocational teaching. The books provided for the pupils also have a lot of ideas that I use (we use Skills). I would also have liked to have internet cooperation with vocational teachers in English-speaking countries. This is however time-consuming but in this way I think the use of English would become more interesting and motivating for the pupils.

It's easier to teach technical vocabulary in the real working situations. I wish I can visit my students when they have practice.

See answer to question Nr. 2.

Reflection

As certainly many others have experienced, writing a master thesis has been a long and winding road, to cite The Beatles. Perhaps the trickiest part for me in this process has been to adapt to the new situation as a teacher this year with all the changing restrictions. Because of this, my work has taken more headspace than usual, and I have felt a huge responsibility to attend to the students. Naturally, their situation has resulted in more commotion for me than normal.

After finishing the thesis, I see now that I would have written chapter 2 from a different angle. From the beginning I was using researchers' findings to verify what I did. I used the researchers' statements as incontestable facts and related them to my own results and ideas. Towards the end I realised that I could have spent more time on interpreting and relating the sources to each other.

When it comes to the project as whole, and what I did in the classroom, I mention in chapter 5.2 what I would do if I can and have time to develop the methods I used. However, I am pleased with the results from the dictoglosses and the videos. What probably thrilled me the most, was that the students' competence levels were not specifically important for the results of the project. All in all, everyone benefited and expanded their productive vocabulary from the sequences with word-focused instruction.

During the process, the angle of the thesis changed as briefly mentioned above. New aspects came along as I went about. From being only focused on vocabulary acquisition and the new subject curriculum, which was my point of departure, my attention was directed towards adapted teaching and the vocational classroom. Looking back, I am not surprised because adapted teaching, English in the vocational classroom and linguistics are the three most important areas and interests I have as a teacher. Thus, the process helped me to see that clearly and reminded me about my own core values as a language teacher.

Similarly, the thesis has been an inspiration for me as a foreign language teacher, it has given me growing self-confidence and not least, the thesis has made me be even more conscious of teaching vocabulary in the language classroom. Consequently, it has encouraged me to develop teaching programmes for my French classes too. For example, I have tried out metatalk and dictogloss in a few groups already. In addition, I have shared specific teaching

programmes with colleagues in workshops. To sum up, working with the master's thesis over in total four years has been inspiring, developing and of course, challenging.