Vocabulary learning under three different language conditions in foreign/second language (L2) English classrooms in Sweden

Gyllstad, Henrik; Sundqvist, Pia; Källkvist, Marie

2020

Document Version:
Peer reviewed version (aka post-print)

Link to publication

Citation for published version (APA):

Total number of authors:
3

Creative Commons License:
Unspecified

General rights
Unless other specific re-use rights are stated the following general rights apply:
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.
• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: https://creativecommons.org/licenses/

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Authors: Henrik Gyllstad, Pia Sundqvist & Marie Källkvist

Title: Vocabulary learning under three different language conditions in foreign/second language (L2) English classrooms in Sweden

Abstract

Although research indicates cognitive (Wu et al., 2013) and social (Cummins, 2017) benefits of drawing on students’ whole language repertoires, and vocabulary experts pointing to the merit of using L1s to establish initial form-meaning mapping (Schmitt, 2008), classroom-based research on what teaching/learning practices may be effective in multilingual classrooms is scarce.

We present initial results from an intervention study aimed at comparing the effects on vocabulary learning of three week-long teaching/learning conditions: English Only (EO); English and Swedish (E&S); and English, Swedish and any Other language(s) (E&S&O) that learners know.

Participants are learners (age 15-16) in six intact classes. So far, results have been computed for three of them (N = 62). Teaching materials for each of the three treatment conditions comprised (1) a text, including 12 controlled and piloted English target words in context, (2) vocabulary exercises and (3) vocabulary lists covering the target words, the latter being either EO, E&S, or E&S&O. We used a counter-balanced, repeated-measures design, featuring proficiency test–pretest–3 x treatment–immediate posttest–delayed posttest. Learners were instructed to follow the imposed condition each week.

Analyses of gain scores (pretest-immediate posttest; pretest-delayed posttest) showed that all groups performed the best in the E&S condition, irrespective what week this treatment condition was. Thus, presenting English vocabulary with Swedish translation equivalents (E&S) resulted in higher gain scores for all three classes. Only one class was used to the E&S approach prior to intervention. Correlations between an English proficiency test and gain scores were observed at .67 and .81, indicating that gain scores increased as a function of proficiency. In our presentation, results also for the remaining 3 classes will be reported (Total N = c. 120), and factors such as language dominance, preferred teaching/learning approach and perceived learning will be incorporated as covariates in the analysis.