Learing and teaching vocabulary in a second language

Testing three distinct techniques

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Abstract

The purpose of this essay is to investigate what technique is the most successful one when learning and teaching English vocabulary. Focus is on three distinct techniques: one focusing on writing, one involving pictures, and one that uses the concept of social interaction with tasks and exercises in groups.

To achieve results regarding the degree of success for each technique, three different lessons are planned and executed, each lesson designed according to one of the techniques. The pupils that are taught are three classes in year 7 at Östergårdskskolan, Halmstad. The students are given pre-tests, to see how much previous knowledge the students have, and an immediate post-test is also given after the lesson. Three weeks later, the same test is given to find out how much of the information had been transformed into long-term memory.

The results from the tests were summarized to see which class had learned the most words, and the results were discussed. Furthermore, interviews were held with four English teachers and 24 students, regarding their attitudes to vocabulary learning. These answers are also analyzed and discussed.

After the lessons had been conducted and the results processed, it was obvious that the class that had learned the most words was the class that used the method of writing. The problem was that this class had forgotten the biggest amount of words when looking at the delayed post-test, which leads to the conclusion that the method of writing only helps the information transfer into the short-term memory.

When analyzing the delayed post-test, it is visible that the class that remembered the biggest amount of words was the one that used the technique of images. Although they learned the least words during the lesson, they also remembered the most words after three weeks.

The conclusion drawn from this is that it is very useful for students to write the words down on paper, even though they already have them in their books. Using another sense, in this case writing, is a great way of transferring information into short-term memory.
However, if the goal is for the students to remember the new vocabulary for a long time, the method of using images is the most effective one.
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1. Introduction

When learning a foreign language, it is necessary to have a good knowledge of vocabulary. As Ahmad claims, it is not possible to master a language without word knowledge (2011:67). Wilkins has also made a statement that pinpoints the importance of word knowledge: “without grammar little can be conveyed, without vocabulary nothing can be conveyed” (1972:9-10). This is to say that if your grammar is not correct, you can still communicate with people, as they probably understand what you say anyway from context. However, if you do not have vocabulary, you do not know any words and therefore can not speak.

As teachers we need to make sure that our students use effective methods to learn vocabulary, and it is up to us to structure the education so that we can achieve vocabulary knowledge that lasts. Pupils should not only know many words, we also have to make sure that they remember them. Furthermore, vocabulary knowledge also affects the development of language skills like reading, writing and listening. There is a clear link between knowing vocabulary and second language proficiency (Liu, 2010:154). Having a rich vocabulary means that the students will be successful in all subjects in school, even those who are not pure language classes. Therefore, helping the students enrich their vocabulary is one of the most important tasks for teachers.

Below are the research questions for this essay:

1. Which technique for learning vocabulary will lead to the most amount of words learned: learning through images, through writing or through social interaction?
2. Which one of the techniques are the most effective one in terms of transferring the information to the long-term memory?
3. What techniques do my students use in order to learn English vocabulary?
2. Theoretical background and previous research

2.1 General information

There are a countless number of ways and techniques as to how to learn new vocabulary. After practising at four different schools here in Halmstad, both elementary schools and high schools, it seems every teacher and student has their own ways of teaching and learning words. The present author’s interest in discovering which method is the most effective one lies is based on a general interest in language, and a belief that knowing your vocabulary is absolutely vital in order to be successful in speaking and writing in a foreign language. The fact that everyone uses different ways of learning words is quite fascinating, and the intention with this essay is to explore what method gives the most long lasting result.

The definition of learning strategies is well described by Liu: Learning strategies are techniques, approach or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information (2011:154). It is simply the methods that the students use when learning new information.

Robert Marzano has written much on the subject on how to teach vocabulary, and his six steps has been very useful, most of which are covered in the techniques in this essay. The first step consists of the teacher explaining a word, but going beyond just the definition and also using the prior knowledge of the students and images. The second step is to have the students repeat or explain the word in his or her own words, either orally or in writing. The third step is to ask them to create something that represents the word in a non-linguistic way, for example a picture or a symbol. Step number four is to have the students engage in activities such as comparing words, writing analogies or classifying terms. The fifth step is to have the students discuss the words in pairs, and the sixth and last step is to play games to review the new vocabulary (Marzano, 2009). As will be explained in more detail in section 3.3, the lessons conducted in this essay have consisted of group work, classifying terms, explaining the words with their own words, images and writing, and thus have covered these steps quite well.
After extensive reading of previous work done in the area of vocabulary teaching, some terms seem to occur rather frequently, and therefore demand an explanation. Basically all sources that have been used to gather information from, use a distinction between the concepts of incidental versus intentional vocabulary knowledge. Incidental vocabulary learning is achieved through the learner engaging in activities that involve either listening, reading, speaking or writing. Basically, incidental vocabulary learning is learning new words when practising something that does not have the focus on learning words, but rather doing other tasks where vocabulary is learned as a result of the activity. The other form is intentional learning, which means learning new words through engaging in different communicative activities such as reading and listening, where the purpose is to learn new words (Alemi & Tayebi, 2011).

When being on practice at different schools in Halmstad, it has been noticeable that some teachers tended to focus more on vocabulary than others. In the present author’s opinion, it is just as important as grammar. Nunan (1999:103) states that the teaching of vocabulary has become fundamentally important during the last few years, and that is a very positive development. Educating our students so that they get as rich a vocabulary as possible is absolutely necessary in order for them to get as good language skills as they can.

The reason why teachers generally are interested in finding out how students learn vocabulary in the most effective way, is that this knowledge enables learners to acquire more fruitful strategies (Hatch & Brown, 1995:372). Different students use different methods, and finding out their individual preferences makes it easier to help them proceed. All students are special, and our task is to design the lessons so that it benefits all students, regardless of what technique they prefer to use. At times, students themselves might have trouble explaining to us exactly what technique they use, and therefore the result in this essay might help clarify this.

Something that has great importance in this context, besides choosing which technique is the most effective one, is the degree of commitment and enthusiasm of the teacher’s side (Ericsson, 1989:73).
According to Waring (2002), the issue with vocabulary learning is that the words we learn today probably will be forgotten tomorrow, and therefore it is very interesting to see how much information actually sticks in the students’ long-term memory. According to Ericsson (1989:17), education has the purpose of wanting to change the students, and therefore the wish is to investigate how much the students’ knowledge has changed.

2.2 Teaching/learning by writing

As will be discussed in section 3.2.1, the students in the first class practised the words through writing them down several times. According to an article by Brain World Magazine, “writing words in the air on an imaginary blackboard forces students not only to visualize the order of letters in a word, but to maintain visually what they have already written in working memory as they continue to write. From first grade to medical school, this technique is equally effective.” (Wesson: 2012).

There were some students who found it to involve too much labor, but also many who found it very effective. Nation discusses this, stating some tips on how to help students remember newly learned words, one of which is to get them to do speaking and writing activities that are based on the written form of the word (Nation, 2005).

Ebbinghaus also states that there is a direct connection between practicing and skills, and that the more you repeat and reproduce something, the bigger is the chance of learning it (Doverborg, Pramling & Qvarsell, 1987:19). According to this theory, the task of having the students write the words would make it easier for them to remember them. If they encounter the words more than once, it would last longer than if they only read it once.

2.3 Teaching/learning by using pictures

The second class were taught the words through looking at and working with pictures that represented the words and idioms, as will be discussed in section 3.2.2. There are many different strategies of how to learn to master vocabulary when learning a second language. Oxford points out that it is very useful to link the verbal to the visual in order to learn new words. This is due to the fact that visual images very efficiently are transferred to long-term memory. However, students benefit from different kinds of ways
of learning, it may be sound-oriented, motion-oriented or touch-oriented learning techniques (1990:40). In the present essay, the techniques involving sound, motion and touch will not be the focus.

There is an endless supply of different techniques as to learning vocabulary, and one kind is memory strategies. This means arranging things in order, making associations and reviewing (Oxford, 1990:39). In this case, making associations can be performed through linking words with pictures, to help the students understand and remember more efficiently. The intention is to enable the students to easier take in the new information through visual imagery.

Imagery is a form of multimodal teaching, which is ideal for teaching situations in order to achieve knowledge that lasts in long-term memory (Olifestam & Ott, 2010:115). There seem to be solid proof that linking words with pictures helps stimulate the process of learning new vocabulary, which motivates the use of this method in one of the classes.

It is the present author’s firm belief that combining the use of words and images leads to a better understanding. The presence of both pictorial and verbal cues can facilitate learning, in particular when the corresponding visual and verbal representations are contiguously present in working memory (Jones, 2004:123). Associating lexical items with different types of media fosters richness of recall cues and increases the likelihood of retention (Al-Seghayer, 2001). Linking the visual to new words is a proven technique for remembering new information (Tebelius Brodin, 2007:119).

Hatch & Brown have also picked up on the fact that images might be helpful for the learning process, and they claim that when students see an object or an action, it is learned very quickly (1995:375).

Something that should not be neglected when teaching are the students with dyslexia and similar disabilities. It is recommended that children should be trained in visualizing text as images, since it makes them acquire it more easily (Boström & Svantesson, 2007:59). It is certainly important for us teachers to design our lessons so that it includes all students, also the ones with learning disabilities.
2.4 Teaching/learning by social interaction

Another fruitful technique is based on social interaction, which was the method that was taught to the third class (see section 3.2.3). During my time at the Teachers Education Program, we learned a lot about Vygotsky and his socio-cultural theory. According to him, any form of human interaction always leads to some form of new knowledge. Interaction leads to learning and development (Strandberg, 2009:47). Furthermore, Vygotsky believes that being part of a social community is vital for the development of every individual’s possibility of thinking (Olivestam & Ott, 2010:35).

Engaging in different activities will, according to Gjems, lead to students learning and developing their cognitive competence. Participating in different activities is necessary for learning and progress (2011:21-22). An important task for teachers is to prepare students in elementary school for higher education, where they often need the skill to cooperate together in different social interaction tasks. Therefore, it is the present author’s firm belief that the more the students get to practise group activities, the better prepared they will be for future studies.

Morin and Goebel (2001:9) have listed some ways of teaching vocabulary, and one of them involves teaching vocabulary through practical classroom activities that combine communicative activities and traditional grammar-translation techniques, which is a fitting description of the activities for group number three.

Yet another techniques is referred to as peer collaboration. Peer collaboration involves a mutual commitment between group members when they are trying to solve a problem together (Williams: 2001:47).

Studies have shown that about 30 percent of students prefer to work in groups, which was another reason for third version of the lesson to be designed like this (Boström & Svantesson, 2007:60). Working in groups with different exercises is a form of social or affective strategy, which means that the pupils interact with another person, cooperating and asking questions (Liu, 2011:155). Moras also argues that group work is very
beneficial as it helps fostering independence in learning, and it means that the students can exchange knowledge through asking others to explain items (Moras, 2001). When passing on information to another person, in this case through using own words to illustrate the meaning, one must really have good knowledge of what the word truly stands for. Therefore, this social interaction technique is very helpful both for the student who explains and the one who gets to hear the explanation.

Some of the activities used to engage the students were different games. Manzano (2009) claims that games add a bit of fun to the learning process, but it also gives the students a chance to look at the terms in a way that is not threatening. It seems to have a powerful effect on how well the students remember words.

The expectations on this third method were very high as studies have shown that high student activity leads to better and faster learning (Ericsson, 1989:217). Hopefully, engaging in various activities and exercises would help my students take in the information and store it in long-term memory.

3. The present study

3.1 General information
In this essay, different methods of learning and teaching vocabulary have been studied. Different approaches have been used on students, and through this a result has been given of which method was is most effective one to use. Both students and teachers have been interviewed regarding their attitude towards vocabulary learning and teaching, what strategies are the most useful ones, and how important they found vocabulary to be in mastering a second language. The students that have been interviewed were a mix of boys and girls, so that a gender analysis could be done when the answers had been collected. The interviews have been held in Swedish, as to make sure that the answers were as extensive as possible.

A mix of words has been used, five nouns, five verbs and 10 idiomatic expressions (see appendix 1). The nouns and verbs have been taken from a course book that the students are going to use next year, so that it is words that they have not encountered before.
during the lessons. The words that were chosen from the book are such that they could be shown with pictures, as one of the lessons was based on learning through images. The expressions have been taken from a book called “The intriguing sources of hold your horses and other idioms” by Ringstad (2013), where all the expressions are represented with a picture. An example of an idiomatic expression is “Paint the town red”, which does not mean to paint something, but rather to have a fun night out. This expression has been exemplified with the following picture:

![Picture 1](Ringstad, 2013:7)

The words and expressions that were used during the lessons were:

- **Paint the town red** = To have a lot of fun without caring about the consequences
- **Put your foot in your mouth** = If you say something embarrassing, you put your foot in your mouth
- **Hold your horses** = To be patient
- **Fifth wheel** = If a person is unwanted in a group, they are the fifth wheel
- **Start from scratch** = To start from the beginning
- **Scrape the bottom of the barrel** = To have to use your last choice for something
- **On pins and needles** = To be very nervous
- **Keep mum** = To be quiet or keep a secret
- **Money for old rope** = Easily made money
Dressed to the nines = Dressed in fancy or formal clothing

The nouns that have been used came from the book “Second time” by Bermheden and were: elbow (1997:143), sunset (1997:143), hedge (1997:146), porch (1997:147) and herd (1997:153).

The verbs that have been used were: stuff oneself with (1997:143), disguise (1997:144), sway (1997:145), wag (1997:146) and comb (1997:146).

This new vocabulary has been learned through various types of practice, which is necessary when learning something new, although not sufficiently. The importance of the teacher’s excitement about the subject he or she is teaching can not be stressed enough, and therefore the present author’s intention has been to introduce the tasks with as much eagerness as possible.

After planning what three different techniques would be used, three different lesson plans were written. One focused on learning through writing, the second learning through images, and the third one learning through social interaction and group exercises. Three different classes in year 7 were taught in three different ways.

Furthermore, interviews were held with four English teachers and 28 students. The students were anonymous, but the questionnaires indicate whether they were a girl or a boy so that a gender analysis could be done. The interviews consisted of questions regarding learning techniques, which one was the most effective one according to them, how good they were at English vocabulary and so on (see Appendix 3). They were also asked to explain what method they used when they practiced English vocabulary.

The words that were taught to my students were a mix of idiomatic expressions, verbs and nouns. The idiomatic expressions were 10 of the words, and the others were five nouns and five verbs. The pictures that represented these words were found on the Internet.

As some people learn better through images, some through sound and some through exercises, the outcome to some extent depended on the individuals tested.
Each class lasted for 60 minutes, and a total of 10 minutes per lesson was dedicated to the pre-Test and the post-Test. All three classes worked with the words for the same amount of time.

As mentioned before, when being at the school doing the lessons, some time was also dedicated to talking to some teachers and students. They were asked some questions related to my topic, and they are described in Appendix 3.

### 3.2 The students

**Lesson no. 1**

For the first class, they were asked to learn the words through writing. This group consisted of 16 students. They had to read the words in their books, and then wrote them down, both in English and in Swedish. This was due to the fact that by using another sense, apart from the visual, the knowledge is better transferred into the long-term memory. It is the present author’s belief that when you write the word on paper, you also spell it in your head, and by writing it out physically it somehow sticks better in your memory. Proceeding, the method of writing was used as the students continue to repeat the words, and the next step was to test themselves. After they had written down all the words, they started to test themselves on the word by writing the Swedish ones on one side, and then the English ones on the right. When they were done, they used the book as key and corrected their answers. The words that they got correctly the first time were then scratched from the list, so that the second time around they didn't have to practice the words that they already knew.

Through this method, the word list consisted of fewer and fewer word as the students went along.

**Lesson no. 2**

The class that were subject to the second lesson consisted of 18 students, and it was the one group that seemed the most promising when looking at past experience. During practice at the school, this group was by far the most disciplined one. They understood instructions very easily, and although there were some boys who needed extra
supervision as they could lose their concentration very fast, the girls usually had good results on tests.

During the second class, the students were taught the vocabulary by focusing on images. As discussed before, using a list of words accompanied by pictures is very effective (McCarthy & Carter, 1988:12). After the pre-test, a PowerPoint was shown to the class, with pictures that visualized the expressions and words. The images were discussed, and their meaning explained to the students.

The class was then divided into pairs. Each pair got cards with the words along with the pictures, and their task was to explain the words to their friend, using other words. Only English was allowed. The friend then guessed what the word was.

Lesson no. 3

For this class, which consisted of 14 students, focus was given on different forms of social interaction. Through group and pair work, the students used the words orally during the whole lesson.

Their first task was to work in pairs with the words. They each got a list of the words and expressions, and three alternative meanings for it. Their task was to mark the one that is correct. They needed to speak to each other, as this was a group activity. Hatch and Brown also argue that if students are given the task to match words with their meanings, this activity helps consolidate word forms with word meanings, and this is a very important vocabulary learning step (1995: 418).

The second task was to draw a paper with a word written on it, and trying to explain what the word was to their friend. They needed to use their own words to describe it, and only English was allowed.

The third and last task was to be done in groups of three. Each group got a paper with three different words or expressions written on it, and one of them was explained on each paper. Their task was to take turns and explain their word to their classmates, but they were not allowed to read directly from the paper. They had to use their own words. Then,
listening to their friends, they wrote down what they told them the word meant. When they had all three words or expressions on their papers, they went through the answers together to see if they were correct.

3.3 The three techniques

Three methods of learning English vocabulary have been used during the execution of the lessons: learning by writing, by pictures and by social interaction.

3.3.1 Teaching/learning by writing

Basically, this method started with the present author reading the words out loud to the students while they followed in their books. Then, they took out pen and paper and wrote down all the words from the book. This part was sometimes met with skepticism, as the students wondered why they needed to write it down when they already had the words in their books. Therefore, it was important to stress the fact that it would help them remember the words, and explain that it helped them to memorize how the word is spelt. As discussed previously, Brain World Magazine claims that writing down the words helps the students to maintain it in working memory (Wesson: 2012).

After they had finished their list, they took a few minutes to read through the words and tried to memorize them. They then covered the list with the English translation, looked at the Swedish one and tried to remember what the English word was. For each word they knew, they marked it on their paper. This was so that they were left with only the words that they did not know, because there was no use in repeating words that they already knew. Next time, they would revise only the words they did not know, then test themselves again, and as they repeated this process again and again they would be left with fewer and fewer words. When they felt like they knew all the words, they tested themselves on the whole list again.

During the present author’s own school years, this was the method that proved to be most effective. During practice, this exact method was also used by the present author’s
The first method was based on a lot of writing, which some students might consider time-consuming and unnecessary, but I object to that. Using more than one sense when working with any material will make it stick better in your long-term memory.

3.3.2 Teaching/learning by pictures

The second method that was used was based on images. Here, just like the first method, using a second sense helped stimulate the learning process. Pictures that depict the words were used, so that the students could visualize it and not only read it on paper.

When using the method involving pictures, the present author started by showing the students a PowerPoint with pictures representing each word and idiomatic expression. Then, the students got divided into pairs, in order to do an exercise. One of the students in each pair got the pictures with the words, and their task was to explain what the picture looked like, in order for their teammate to work out what translation it represented. As mentioned before, the pictures were not to be interpreted literally, which meant that what the picture showed might not be exactly what the expression meant.

3.3.3 Teaching/learning by social interaction

The class that focused on social interaction naturally involved a lot of activities where the students were all active. One of the exercises that they did was that they got paired up and one of the students in each group was given a list of the words. Their task was to explain the words on their sheets to their partner, not using that particular word. For example, the word “sunset” might had been explained as “at night, when the sun goes down, this is called a…”

3.4 The testing

To be able to evaluate how well the methods have worked on the students, they have been asked to take tests. One pre-test before the lesson, an immediate post-test after the
lesson, and a third test after three weeks. All three tests have been the same, with a list of the words in English that were to be translated into Swedish. The results have then been counted to see how many new words that the students in the different classes had learned (see Appendix 5). Through this, it has been shown what technique resulted in the highest number of new words learned.

3.4.1 Pre-Test

As discussed before, in preparation of having the lessons, using three different kinds of teaching techniques regarding vocabulary, the students in all three classes were asked to take a pre-test. This was to see how much they knew from the start, and if there were some words that would need to be removed from the lesson as they were already too easy for the students. The words and idiomatic expressions were given to the students in English, and their task was to translate them into Swedish. The structure of the pre-test is to be found in Appendix 2.

3.4.2 Post-Test

Immediately after the lesson the students took a post-test with the same design as the pre-test. As discussed previously, an important aspect of learning new vocabulary is that it is supposed to last in your memory in order for it to be effective. Therefore, the students were tested immediately after the lessons. The structure of the tests was the same as the pre-test, so that the structure of the tests would not affect the degree of success for the students.

3.4.3 Delayed post-test

Three weeks after the lessons were conducted, the students were again asked to a test, with the same design as the two previous tests, to show how much of the information had been transferred into their long-term memory. Therefore, the last test was the proof of how much information had transferred into their long-term memory. As mentioned earlier, the structure of all the three tests was exactly the same, with them being given the words and expressions in English and needing to translate the meanings into Swedish.
4. Result and discussion

Below are the total results retrieved from each class:

Table 1: Total results for each class

<table>
<thead>
<tr>
<th>Class no. 1</th>
<th>Number of students</th>
<th>Method used</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference Memory test</th>
<th>Difference memory test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>Writing</td>
<td>21</td>
<td>202</td>
<td>+181</td>
<td>124</td>
</tr>
<tr>
<td>Class no. 2</td>
<td>18</td>
<td>Pictures</td>
<td>53</td>
<td>122</td>
<td>+69</td>
<td>95</td>
</tr>
<tr>
<td>Class no. 3</td>
<td>14</td>
<td>Social interaction</td>
<td>36</td>
<td>149</td>
<td>+113</td>
<td>113</td>
</tr>
</tbody>
</table>

Idiomatic expressions vs. words in tests

Table 2: Idiomatic expressions vs. words learned in each class

<table>
<thead>
<tr>
<th>Class no. 1</th>
<th>Number of students</th>
<th>Method used</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference Memory test</th>
<th>Difference memory test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>Writing</td>
<td>11</td>
<td>121</td>
<td>+110</td>
<td>78</td>
</tr>
</tbody>
</table>
4.1 Reflections after the lessons

The results retrieved from the pre-tests showed that the first class knew 21 words before the lesson, 11 idioms and 10 words. The second class got 53 words correct on the pre-test, 27 idioms and 23 words. The third class knew 36 words on the pre-test, 14 of which were idioms and 22 of which were regular words. This shows that the first two classes knew more idiomatic expressions than regular words, while the students in the last class knew fewer idioms than words.

When looking at the pre-tests, some patterns seemed to appear as to how the students interpreted the words and expressions. Although they all were informed that the expressions on the test did not usually mean exactly what they seem, and that we have these sorts of expressions in Swedish too, the general translations were very literary. For example, the idiomatic expression “to paint the town red” which basically means to have a good time, was almost exclusively translated directly into Swedish, thus explained as painting something with a red color.

Another mistake that many of the students made was that they translated the word “disguise” as “disgust”. There also seemed to be some confusion in connection with the word “sunset”, which often was translated into the opposite: sunrise.
Regarding the fact that two of the students knew fewer words after the test than before, there may be two different reasons. For one of the students, it was simply due to the fact that the student did not fill out the post-test at all. For the other pupil, however, it seems that he/she mixed up the words a little bit, and got confused. All in all, only two students regressed in their development.

An interesting aspect was that when comparing the results from the pre-test versus the post-test, the students did not always get the same words right. Words that they translated correctly on the pre-test they somehow did not get correctly on the post-test.

Lesson 1 – The technique of writing

The reader is reminded that the method used for this lesson was the one where the students wrote down the words on paper, and then proceeded by testing themselves on the words. This technique involved no social interaction whatsoever, the students worked merely on their own.

The class that used the method of writing learned a total of 181 new words when comparing the pre-tests to the post-tests. This means that they learned the highest number of words of all three classes, but they got the least amount of words correct in the delayed post-test. This means that although the technique of writing means that a lot of information is transferred into short-term memory, it is not beneficial to use if you want it to stick in long-term memory.

The first class consisted of 16 students, many of them with the grade F. During practice at the school, this class was by far the hardest one to keep calm and concentrated. The poor grades were due to both not putting the effort in, as well as concentration disorders. In general, the class has had a very hard time understanding instructions, and this went for this lesson too.

Considering previous knowledge on how difficult this class could be to teach, the lesson went surprisingly well. Although it took several explanations in both English and
Lesson 2 – The technique of pictures

During this class, the method of images was used. They did not get to write anything down, but did an exercise with a friend where they tried to explain a word or expression pictures on a note, using other words.

After correcting the pre-tests and the post-tests and comparing the results, the outcome was very disappointing. Only 69 new words were learned. Before the class, the assumption was that this class would get the best results, as they generally are the most high performing group. During the research for this essay, many sources stated the fact that connecting new words and expressions to pictures is very helpful for the learning process, but it seemed that it did not help this particular group very much.

When correcting the delayed post-test, the results showed that this group had forgotten a total of 28 words which means that they got the best result out of the three groups. It seems that the method of linking the words to pictures help transfer the information into long-term memory in a very efficient way.

Lesson 3 – the technique of social interaction

When teaching the third lesson with a class that consisted of 14 students, the method of social interaction was the one that was used. The class was given three different tasks, all to be executed in pairs or groups of three. The students were very concentrated and dedicated to doing a good job, and the lesson went on without any problems.
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This class is a very high performance group. In this class, there were many students with high grades. They could be a bit loud at times, but they worked really hard. The expectations on this group were very high.

The conclusion drawn after correcting the tests was that 113 new words were learned. That put them in second place of the three classes, but this was a bit misleading as they actually learned almost double the number of words than the class in third place. All in all, the students definitely delivered both during the tasks and on the tests. In the delayed post-test, the class had forgotten a total of 36 words, which means that they came in second place out of the three classes.

To summarize, when comparing the number of new words that the different classes learned, the results showed that class number 1, who practiced the words by writing them several times, learned the most words. Altogether they learned 169 new words, which was an average of 11 words per person. This was quite a good result, especially considering the fact that this class was a troublesome one. The conclusion that can be drawn from this is that the method of writing down the words on paper improves students’ vocabulary knowledge drastically.

After three weeks, when taking the memory test, the results showed that the class had forgotten a total of 83 words, which makes an average loss of 5 words per person. This showed that although the class number 1 learned the most new words, they were actually also the group who forgot the highest number of words out of the three classes.

The group that learned the fewest new words was class number 2, with a total of 69 words which made an average of 4 words per person. When teaching this class, pictures representing the words and expressions were used as a help for the students to remember the words. The fact that this class learned such a small number of words was quite shocking, as they were a very high performing group. But when testing their memory after three weeks, this group was the one that remembered the most words. The group had forgotten 28 words, which made an average of only 1.5 lost words per student. The conclusion that can be drawn from this is that connecting new words and expressions to
Class number 3, who worked with different group exercises when learning the words, learned a total of 113 new words. That makes an average of 8 words per person. These showed that group activities also help students remember the words easier. After three weeks, the students had forgotten a total of 36 words, which meant that each individual student had lost an average of 3 words.

As discussed earlier, the most interesting thing is that there seemed to be a significant difference in how well the different learning techniques worked when comparing the information that was transferred into the short-term memory, compared to the information that was transferred into long-term memory. To have the students write down the words several times lead to the biggest number of words sticking in short-term memory, but in terms of retention, it seemed the method of linking the words and expressions to pictures was the most effective one.

If you pretend that you were one of the students sitting in class and taking the memory test after three weeks, you could imagine that when trying to remember what the words meant, it was easier to do so when seeing a mental picture representing the words.

The conclusions that could be drawn from these studies and implementation of different learning strategies is that using pictures was a very good technique when you wanted to teach your students new words that transferred into their long-term memories.

### 4.2 Idiomatic expressions vs. words

The students in lesson number 1 learned a total of When analyzing the results from the tests, it is noticeable that the students remember more of the idiomatic expressions than the words, except for the memory test in class number 3. It seems the idioms are easier for the students to understand, both in terms of consisting knowledge and learning new information. This could be due to the fact that a set of words makes it easier to understand, as the meaning could be figured out from the context.
4.3 Questions for teachers

In the present sections, the results of the questionnaires handed out to teachers and students will be discussed. In order to find out their views on vocabulary teaching and learning, four English teachers were asked the following questions:

1. How much time do you spend teaching vocabulary?
2. How important is it to you? Answer on a scale between 1 and 5
3. Do you teach vocabulary in the classroom?
4. How do you teach vocabulary?
5. How good is your own knowledge of English vocabulary? Answer on a scale between 1 and 5.
6. Did you learn any strategies for vocabulary learning during your education? Do you use any of them on your students now?
7. How important is vocabulary compared to other areas of a language? E.g. speaking English, grammar. Answer on a scale between 1 and 5.

4.4 Reflections after teacher interviews

The teachers seemed to be united in believing that words were not enough in order for someone to know the English language, but rather that there were a number of other factors that also played part, such as being grammatically correct. Some teachers were taught strategies for learning vocabulary during their own education, and others were not. Some of the teachers gave their students words for homework, and tested them using traditional word tests. Others believed that the students needed to know how to use the words in context, not just to translate a list from Swedish to English or vice versa. All teachers believed words to be very important compared to other areas of a language, more important than being able to create grammatically correct sentences. Some teachers
thought that students could come a long way with only a rich supply of words and the will to speak, and that the grammar did not need to be perfect for it to work.

4.5 Questions for students

28 students were interviewed, mixing girls and boys, and although they were anonymous they needed to specify in their answers what gender they had. This was, as mentioned previously, so a gender analysis could be done. Eight students were interviewed in each class, four girls and four boys.

The interviews were held in Swedish, so that the students’ answers would not be hampered due to their limited vocabulary. The questions that were asked are the following ones:

1. How do you learn vocabulary? Writing/speaking/listening/reading? Other
2. How good are you at English vocabulary? Answer on a scale between 1 and 5
3. How important is it to you? Answer on a scale between 1 and 5
4. How much time do you spend at it in school? Outside school?
5. Do you use English a lot outside school?
6. How good are you at Swedish vocabulary? Answer on a scale between 1 and 5
7. How important is vocabulary compared to other areas of a language? E.g. speaking English, grammar, Answer on a scale between 1 and 5

The answers retrieved from the interviews with the students are to be found in appendix 4.

4.6 Reflections after student interviews

It seems that a method that was used by most students was the one where you started by writing down the words, Swedish on one side and English on the other, after which you covered one side of the paper and tested yourself by trying to translate the words. This
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Technique was a bit influenced by one of the methods that was used during the present author’s lessons, as it was based on writing down the words in order for them to stick in your memory. As we have seen, this is a technique that seems to work well for short-term retention. A few of the students did not write down the words, but only read them over and over again. Others read the texts where the words came from.

The students were asked to grade their knowledge on English vocabulary on a scale from 1 to 5. The average grade that the students gave themselves regarding how good they were at English vocabulary was 3,4. Most students estimated their knowledge of English vocabulary as 3 points out of five.

The average importance that students believed vocabulary knowledge to have is 4,5 out of 5. It was obvious that knowing many words is something that is of great importance to all students. The fact that 17 of the students gave vocabulary knowledge 5 out of 5 points regarding importance was a bit surprising, as these students usually objected quite vividly and loudly when being assigned words for homework. It seems as although the students found learning new words to be quite laborious, they still found it to be important to master.

When being asked to estimate how much time during the English lessons that was spent on learning new words, the average percentage was 50 % of the time. They were then asked to estimate how much time they spent at learning new words when they studied at home, and the average was 62 % of the time. This question was the only one that had significantly different answers, ranging from 15 to 100 % of the time in school being spent at learning vocabulary, and from 0 % to 100 % of the time studying at home being spent at learning new words.

A clear pattern seemed to be that the students spent more time learning new words at home than they did during the lessons at school. This was most likely due to the fact that the homework that they got assigned usually consisted of a list of words and phrases to memorize.

When being asked if they used English a lot outside school, the answers were quite
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evenly distributed. About a third of the students did use English a lot outside school, a third did not, and the other third used it sometimes. Most of the boys seemed to be using English mainly when playing online games with foreign people who did not speak Swedish. Only a few of the students spoke to people in English in person in real life. 

Another question that the students were asked was regarding their knowledge of Swedish vocabulary. They were asked to grade their knowledge on a scale from 1 to 5, and the average grade they gave themselves was 3,5. They seemed to think that their knowledge of Swedish vocabulary was better than the one of English vocabulary, which seemed to be correct considering their performance during practice at the school. Although, the present author’s opinion is that they had a tendency to underestimate their knowledge of Swedish vocabulary. 

The last questions that the students were asked was about how important they found English vocabulary to be compared to other areas of a language, such as grammar, speaking English and so on. They were to grade the importance on a scale from 1 to 5. The average answer was 4,5. In accordance with the answers to the earlier question about how important it was to have a lot of knowledge about English vocabulary, the students found it to be very important compared to other areas of a language. 

Regarding the previously mentioned gender analysis, the only question where the answers seemed to differ a lot was regarding how much they used English outside school. Almost all boys who used English outside school did it when playing online games, and so did not speak it, but instead write it. Some of the girls spoke English with relatives from other countries, or with friends who did not speak Swedish. 

Conclusions 

As mentioned previously, the research questions for this essay were regarding which one of three distinct techniques that lead to the highest number of words learned by the students. Three classes were taught three different techniques: learning through writing, learning through images and learning through social interaction. In addition to this, the purpose was to find out which method led to the most long-lasting result, and to
As discussed earlier, before the lessons were executed the three classes took a pre-test in order to show how many of the words and expressions they knew from the beginning. This showed that the students were familiar with some of the new vocabulary, and that they knew more of the idioms than the nouns and verbs. After the lessons they took the same test again, and three weeks later they took it again, with the purpose of showing how much of the information that was transferred into their long-term memory. The results from these tests are to be found in appendix 5.

After collecting data from the three tests, the results showed that the class that learned the most words on the immediate post-test was class number 1, which learned the words through writing them down. They learned a total of 181 words, which makes an average of 11 words per student. Three weeks later they had forgotten 83 words, an average of 5 words lost per student. It seemed as although the method of writing led to many words learned during the lesson, this group was the one that remembered the least number of words three weeks later.

Class number 2, who worked with the words through pictures, had learned a total of 69 words on the immediate post-test. This was the group that learned the least number of words. Three weeks later they had lost a total of 28 words, which makes an average of 1,5 words lost per person. This means that even if the class learned the least words during the lesson, they remembered the most words three weeks later. This could be due to the fact that when trying to remember what a word meant, it helped if you had a picture in your head to connect the meaning of the word to.

The third class, which was taught the words through various group exercises, learned 113 new words. Three weeks later, they had forgotten 36 words, an average loss of 2,5 words per person. This group came in second place both regarding the number of words learned during the lesson, and regarding how many words they remembered three weeks later. The conclusion that could be drawn from this was that using group exercises was a helpful way of remembering vocabulary, and that it was transferred into both the short-term and the long-term memory.
When looking at the answers retrieved from the interviews with the students in group 1, who learned the words through writing, the most dominant ways of learning vocabulary seemed to be to test yourself on the words, either orally or through writing them down. Although they all went to the same English lessons with the same teacher, the answer to how much time they spend on learning vocabulary in the classroom ranged from 15% to 80% of the time. To the question on how much time they spend on learning vocabulary at home, the answers ranged from 15% to 100% of the time, thus being very different answers. Five out of eight students claimed to be using English outside of school, which was quite a high number. It was usually connected to playing games online.

The students in group one seemed to be agreeing on the fact that vocabulary knowledge was very important, giving it 4 or 5 points on a scale of 1 to 5, 5 being very important.

Group number 2 was taught the vocabulary using pictures that visualized the meanings of the words. The interviews conducted with this group showed that when they practice words at home, most of them tested themselves through covering the English translation and trying to translate the words from Swedish to English. The students spent between 15 to 100% of the time in the classroom at learning vocabulary, which meant that in this group, as well as group 1, there seemed to be significant differences between students regarding how much time was spent during the lesson at learning vocabulary, even if they all had the same lessons with the same teacher.

When being asked how much time they spent at vocabulary at home, the answers ranged from 0% to 95%, showing that the students had very different opinions on how important it was to study vocabulary. Even so, most of the students found vocabulary knowledge to be very important compared to other areas of a language.

The method most used by group number 3, who learned the words through various group exercises, was to test themselves through translating the words from Swedish to English and vice versa. They spent between 50 and 80% of their time during English lessons at learning vocabulary, which means that they were the group that agreed the most on this question. At home, the students claimed that between 50 and 100% of the time was spent on learning vocabulary.
To summarize, judging by the results retrieved when comparing the three techniques, the method of learning through participating in group activities is the one that leads to the students learning many new words and also remembering them for a long time. Learning through writing leads to the highest number of new words, but the information seem to only transfer into the students’ short term memory. The method of learning through imagery leads to the fewest new words learned, but quite a big number of the information being stored in the long-term memory.

When comparing the number of idiomatic expressions learned versus the amount of regular words, it seems as though the idioms are easier for the students to learn and remember. In the pre-tests, students also knew more idiomatic expressions than words.
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Appendix 1

Words and expressions used during the lessons

Elbow = armbåge
Sunset = solnedgång
Hedge = häck
Porch = altan
Herd = hjord
Stuff oneself with = proppa sig full med
Disguise = dölja
Sway = svaja
Wag = vifta (t ex på svansen)
Comb (the verb) = kamma
Paint the town red = Att ha en festkväll på stan
Put your foot in your mouth = Att säga något man inte borde
Hold your horses = Att vänta
Fifth wheel = Att vara överflödig
Start from scratch = Att börja från början
Scrape the bottom of the barrel = Att använda sitt sista alternativ
On pins and needles = Att vara väldigt nervös
Keep mum = Att hålla en hemlighet
Money for old rope = Lättförtjänta pengar
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Dressed to the nines = Att vara väldigt uppkädd
Appendix 2

Pre-Test

Translate the following expressions into Swedish:

Paint the town red
Put your foot in your mouth
Hold your horses
Fifth wheel
Start from scratch
Scrape the bottom of the barrel
On pins and needles
Keep mum
Money for old rope
Dressed to the nines

Translate the following words into Swedish:

Elbow
Sunset
Hedge
Porch
Herd
Stuff oneself with
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Disguise

Sway

Wag

Comb (the verb)
Appendix 3

Below are the answers retrieved from the interviews with five English teachers.

Teacher no. 1

1. I spend a lot of time on it, both teaching the students individual words, but also words in context in different texts. When we learn individual words, both nouns, verbs and other words, we go through them together. They get time to practice the words, but they also get to search for words themselves, so that you don’t just serve it to them. You can learn a lot from searching for words, but guidance is necessary.

2. If you don’t know words you don’t know a language, but you can still be understood. Words are important, but they need to be seen in a context, it is no use to be able to list individual words. You need to be able to use them in context. The one’s who have a rich language are those who know many synonyms and can make themselves be understood, not just through what you learn from the book. You also learn from TV, Internet and so on. To study words is not the most important thing in life.

3. Yes.

4. In many different ways. Words, word lists, picture word lists where they get pictures and are to know the words. The students also learn from each other, and if we watch TV or a movie the students write down the words that they don’t know and then they look up the meanings. It is important that they don’t just know how to say the word in English, but also to be able to explain it in English. That means that you have a rich language. You shouldn’t just be able to translate words from English to Swedish and vice versa.

5. 4,5 – 5.

6. Yes. At this time Word Finder had just been invented, which is word lists on the Internet. This meant that you didn’t have to sit with dictionaries any more. I also learned that synonyms are important, that the more synonyms you knew, the better you were. You also needed to be able to explain the words in English. I
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learned that it was good to try to explain the words to others, because then I understood it better myself and can show what I know. I also learned the exercise “Odd one out”, where you list four words where three are synonyms and one doesn’t belong. I use all of these strategies on my students.

7. All parts need to be included, and they are all equally important. If you don’t know any words you can’t speak, your grammar does not have to be perfect, it will work out eventually. But that doesn’t mean that you should sit around and study words all day.

Further comments:

It is very important that all parts are included. A language is poor without words, but a text can also be grammatically correct but lack an exciting content. They can be technically perfect but without empathy. If you have a varying language and can describe something with many words it is wonderful.

Teacher no. 2:

1. It’s a difficult question, because they meet new words all the time, even if you just watch a movie during the lesson. In the curriculum it is stated that the students are to be able to perceive and understand words. If we watch a TV series we go through the difficult words, and the other words will be brought up eventually. They don’t get a lot of time during the lessons for practicing words, maybe just 10 % of the time.

2. To be able to talk is more important than knowing words. It does not need to be perfect for you to know a language.

3. Yes.

4. We usually go through new words together, they write the words down and then we have traditional word tests. Many of the students like having these kinds of tests.

5. 3.

6. No.

7. Individual words are more important than grammatically correct sentences.
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You can come far with just words and a will to speak. But grammar is important to me.

Further comments:

I think that knowing words is the thing that students today are very good at. They know a lot of words compared to how much they know about grammar, because of games, TV, blogs and so on. They know many words but they are insecure and pretty bad when it comes to grammar. That is seen like studying, while the words come automatically during recreational activities.

Teacher no. 3:

1. I work a lot with reading comprehension, we only have words for homework occasionally. They never get words for homework that they are just to remember, they also need to understand the words and use them in sentences. Sometimes they look up words that they don’t know themselves.
2. It is important to give them words that they use a lot. To give 10 words for homework is completely unnecessary.
3. No, we go through new words when we work with texts.
4. Through reading comprehension. When we watch video clips I ask them to write down three words each that they find difficult. It does not have to be words that they don’t understand, just that they find them difficult to use. I very seldom work with words from the glossary list in the textbook.
5.  
6. When I studied didactics it was a lot of focus on reading comprehension and understanding words. In my own teaching I have mixed a lot with the didactics in Swedish and not just English, regarding using words and techniques for remembering. The method that I learned and use today is to read or listen to the text first, then go through the difficult words. They search for difficult words themselves and write them down. I always start with the text.
7. One part is completely unnecessary on its own, so it’s hard to say that one part is more important than another. Without words you can’t speak, but if you aren’t
Teacher no. 4:

1. About 80% of my lessons consist of language developing tasks. The students write, discuss, practice targeted writing and we work according to the EPA-model (Alone, Pairs, Together). They search the meaning of words, ask me or their friends. We go through new words together when we read a text, and they might get them for homework.

2. 5.

3. Yes. When a difficult word comes up we go through the meaning together. I ask them if anyone knows the meaning of the word, I then write it on the white board and they write it down.

4. Yes.

5. Through many different strategies. They can ask a friend, look up the word in a dictionary or on Google translate. It doesn’t matter if they use a dictionary or their phones, the purpose is to find out what the word means.

6. No. I studied 80 points English but it did not include a lot of didactics.

7. Knowing words without a context is 2, maybe even 1. To be able to use words in context is 5. Grammar and pronunciation is less important, it is more important to make yourself understood and be able to use the words in context.

Further comments:

Many students ask me when we are going to have a real word test, usually students that come from other schools or other teacher teams at the school. I don’t think that it is important to be able to translate a list of words from Swedish to English or vice versa, you also need to know how to use the words in context.

When I have my students take tests, one task can be to write a summary of a text using words that I write on the white board. Many students want traditional word tests instead, but I don’t understand the purpose of that. If you can explain a word you can make
yourself understood anyway. Although a good vocabulary enriches the language, but you also need to know how to use it.
Appendix 4

Group no. 2

Student 1, female

1. I repeat the words in my head and then I write them down several times until I know them.
2. 3
3. 4
4. 30%, 30%
5. No.
6. 3
7. 4

Student 2, female

1. I start by reading them in the word list, then I cover the English words and translate the Swedish words into English.
2. 3
3. 5
4. 80%, 50%
5. No.
6. 4.
7. 4.

Student 3, male

1. I cover the English words, then read the Swedish words and translate it into English.
2. 4.
3. 4.
4. 50%, 30%
5. Sometimes I speak English at home with my parents.
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Student 4, male

1. I read the words out loud to myself.
2. 5.
3. 4.
4. 90%, 90%
5. Sometimes when I talk to friends.
6. 4.
7. 5.

Student 5, male

1. I take a picture of the word list with my phone, and practice them when I have nothing else to do. I look at the Swedish words, cover the English ones and try to translate them.
2. 3.
3. 4.
4. 80%. 30%
5. No.
6. 4.
7. 4.

Student 6, male

1. I read the words over and over again.
2. 2.
3. 4,5.
4. 100%, 0%. I don’t study at home.
5. Yes, when I play Internet games.
6. 3.
7. 5.
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Student 7, female

1. I read through the texts, and then the words. I write the words down on paper and read them until I know them.
2. 
3. 
4. 20%, 95%
5. Sometimes, like when I listen to music.
6. 
7. 

Student 8, female

1. I read the text a lot, and read through the words and practice them.
2. 
3. 
4. 80%, 80%
5. I talk English with my mom sometimes.
6. 
7. 

Group no. 1

Student 1, female

1. I write down the words about three times, first in Swedish and then in English. Then I wait for about half an hour to an hour and do something else, like watch TV. Then I go back and test myself. If I don’t know them all I study more. I repeat this until I know all the words. I start practicing about a week before the test.
2. 
3. 
4. 60%, 70%
5. Sometimes, when I talk to people who don’t know Swedish. Like my friends from
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other countries.

6.  5.
7.  4,5.

Student 2, male

1. I memorize six words at a time, then cover the translation and test myself. Then I move on to the next six words.
2.  2.
3.  4.
4.  50%, 80%
5. Yes, when I travel.
6.  4.
7.  4.

Student 3, female

1. I write the words down in Swedish, and then English. I read through them, and then I fold the paper and test myself.
2.  4.
3.  5.
4.  30%, 50%
5. No.
6.  4.
7.  5.

Student 4, male

1. I just read through the words.
2.  4.
3.  5.
4.  50%, 35%
5. No.
6.  3.
Student 5, female

1. I start practicing about two days before the test. I use a web site where you can enter your words and it tests you on them. Sometimes I bring my book and practice at home.
2. 4.
3. 5.
4. 15%, 15%
5. Yes, I have a lot of Internet friends from other countries that I talk to.
6. 5.
7. 5.

Student 6, male

1. I read the words several times and practice translating them. I mark the ones I know and continue repeating the other ones.
2. 4.
3. 5.
4. 15%, 30%
5. Yes, when I play Internet games with people from other countries.
6. 4.
7. 4.

Student 7, female

1. I write down the words, then fold the paper and cover the English translations. I then translate the words from Swedish to English and vice versa.
2. 4.
3. 5.
4. 50%, 80%
5. No.
6. 4.
Student 8, male

1. I read the words, cover the translations and test myself.
2. 3.
3. 4.
4. 50%, 100%
5. Sometimes, when I speak to people who don’t know Swedish.
6. 3.
7. 4.

Group no. 3

Student 1, male

1. I write down the words in a glossary book, and then I read the English words and rehearse them. At home, my dad reads the words in Swedish and I translate them into English.
2. 3.
3. 5.
4. 60%, 50%
5. Yes, when I play Internet games.
6. 4,5
7. 5.

Student 2, male

1. I read through the words and rehearse them until I know them.
2. 4,5.
3. 5.
4. 50%, 100%
5. Yes, when I play games online.
6. 4,5
Student 3, male

1. I read through the words, then cover one side and translate until I know them. Then I cover the other side and translate the other way. I read the words over and over again.

2. 5.

3. 5.

4. 80%, 90%

5. Sometimes, when I play games on the Internet.

6. 4.

7. 4.

Student 4, male

1. I start by reading them, then when I feel that I know a lot, my siblings test me. They say the words in Swedish and I translate them into English. Then they say them in English and I translate them into Swedish.

2. 3.

3. 5.

4. 80%, 90%

5. Yes, when I play Internet games.

6. 4.

7. 5.

Student 5, female

1. I use a glossary book and write down all the words. I read through them, and then I translate them from English to Swedish and vice versa. I cover the answers when I test myself.

2. 2,5.

3. 5.

4. 50%, 80%
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 5. No.  
 6. 4.  
 7. 5.

Student 6, female

1. I start by translating the text where the words come from. Then I read through the words and make my own test. I read the text over and over again.  
2. 3,5.  
3. 5.  
4. 70%, 80%  
5. Yes, I have some cousins who don’t know Swedish.  
6. 4.  
7. 5.

Student 7, female

1. I write the words down on paper, in Swedish on one side and English on the other. I then cover one side and test myself.  
2. 3.  
3. 5.  
4. 50%, 70%  
5. No.  
6. 3.  
7. 4.

Student 8, female

1. I write them down a few times on paper until I feel that I know them. I write them in English on one side, and then I practice translating them into Swedish without the book until I know all of them.  
2. 3,5.  
3. 5.  
4. 60%, 70%
Ida Jönsson
English 61-90
Monica Karlsson

5. Yes, with friends or when I talk to someone on the Internet.
6. 2.
7. 4.
Appendix 5

Results from lesson number 1

Table 1
Total results for lesson number 1

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Ida Jönsson
English 61-90
Monica Karlsson

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Results from lesson number 3

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Ida Jönsson  
English 61-90  
Monica Karlsson

Idiomatic expressions vs. words in tests lesson 1

Each student’s result in the tests, idioms vs. words

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Ida Jönsson
English 61-90
Monica Karlsson

Idiomatic expressions vs. words in tests lesson 2

Table 5
Each student’s result in the tests, idioms vs. words

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Idiomatic expressions vs. words in tests lesson 3

Table 6
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Ida Jönsson
English 61-90
Monica Karlsson