

UNIVERSITY OF LATVIA  
FACULTY OF HUMANITIES  
DEPARTMENT OF ENGLISH STUDIES

**POTENTIAL OF VOCABULARY DEVELOPMENT IN  
BUSINESS ENGLISH COURSEBOOKS**

**VĀRDU KRĀJUMA BAGĀTINĀŠANAS IESPĒJAS BIZNESA  
ANĢĻU VALODAS MĀCĪBU GRĀMATĀS**

BACHELOR THESIS

Author: **Inga Jogure**

Matriculation Card No. ij09090

Adviser: lect. Rasma Mozere

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## ANOTĀCIJA

Bakalaura darbā tiek pētītas vārdu krājuma bagātināšanas iespējas vidējā valodas prasmju līmeņa biznesa angļu valodas mācību grāmatās. Pētījuma mērķis ir izzināt vārdu krājuma bagātināšanas iespējas, iesaistot četras valodas prasmes, proti, klausīšanos, runāšanu, lasīšanu un rakstīšanu izvēlētajās biznesa angļu valodas mācību grāmatās. Pētījumam tika izraudzītas sekojošas mācību grāmatas: *Lifestyle*, autori Iwonna Dubicka & Margaret O’Keeffe, ko izdevuši Pearson Longman (2010), un *Language Leader*, autori David Cotton, David Falvey and Simon Kent, kas izdota Pearson Longman izdevniecībā (2008). Kas attiecas uz pielietotajām pētījuma metodēm, nepieciešamā informācija tika iegūta, apskatot un apkopojot analizējot pieejamos teorijas avotus saistībā ar vārdu krājuma nozari. Pētījums tika veikts analīzes formā, vadoties pēc konkrētiem pētījuma jautājumiem, kas tika aizgūti no speciāla kritēriju saraksta, kurš ir paredzēts vārdu krājuma atbilstības novērtēšanai mācību grāmatās. Konkrēto sarakstu ir veidojuši Gairns un Redman (1986). Pētījuma rezultāti apliecina, ka izraudzītās mācību grāmatas atbilst visiem izvēlētajiem kritērijiem, kā arī konkrētajās mācību grāmatās visas četras valodas prasmes ir iesaistītas angļu valodas vārdu krājuma bagātināšanas procesā. Tādējādi autore pierāda, ka biznesa angļu valodas mācību grāmatas piedāvā paplašināt vārdu krājumu ļoti lielā mērā tieši ar visu valodas prasmju iesaisti uzdevumos.

**Atslēgvārdi:** vārdu krājuma bagātināšana, iespējas, mācību grāmatas, biznesa angļu valoda, četras valodas prasmes, kritēriju saraksts.

## ABSTRACT

The present paper is conducted to investigate the potential of vocabulary development in intermediate level Business English coursebooks. The goal of the research is to evaluate the potential of vocabulary development in Business English coursebooks through all the four language skills, namely listening, speaking, reading, and writing. For the purpose of the research, the author has selected two intermediate Business English coursebooks: *Lifestyle* by Iwonna Dubicka & Margaret O’Keeffe, published by Pearson Longman (2010) and *Language Leader* by David Cotton, David Falvey and Simon Kent, published by *Pearson Longman* (2008). Regarding the methods of research, the research data were gathered by review and summative analysis of the available theoretical sources regarding vocabulary studies. The research was carried out in a form of analysis by following certain research questions extracted from the checklist by Gairns and Redman. The results of the research show that the selected coursebooks correspond to the criteria mentioned in the checklist and vocabulary is recycled through all the four language skills. Thus the author proves that Business English coursebooks offer ample material for the English language vocabulary development through listening, speaking, reading and writing.

**Key words:** vocabulary development, potential, coursebooks, Business English, the four language skills, checklist.

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## **LIST OF ABBREVIATIONS**

**SLA** – Second language acquisition

**FLA** – Foreign language acquisition

**L1** – First language

**L2** – second language

**ERP** – Event-related potentials

**UK** – The United Kingdom

**ESP** – English for Specific Purposes

**ELT** – English language teaching

## INTRODUCTION

The main issue examined in the present research is the potential of vocabulary development in intermediate level Business English coursebooks. It is well known that vocabulary is an important component of a language, especially when it comes to mastering a foreign language. The following citation best describes the significance of vocabulary in general: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972:111). Moreover, large, rich vocabulary and the skills to use this vocabulary in a right way are the greatest tools that people can get from studying. However, successful acquisition of new lexical items requires appropriate teaching materials. Language coursebooks in general are considered to be a great source for developing vocabulary, therefore the author of the present research aims at examining several Business English coursebooks to see the potential of vocabulary development particularly in Business English sphere. In addition, the interest in Business English has grown rapidly during the last decades as more and more Business English courses have been offered and many language teaching materials regarding this field have been developed.

The theoretical part of the present paper deals with the following issues: the importance of vocabulary learning; the difference between a word and vocabulary; English vocabulary (this section includes statistical information about English vocabulary, namely how large it is, how many word families native speakers of English are familiar with, how many words should a foreign language learner know, etc.); some current trends and approaches in vocabulary teaching/learning. It also deals with the so-called *Checklists* that help to evaluate the vocabulary component in coursebooks; the significance and the general description of Business English is provided and, finally the last section of the theoretical part is devoted to the correlation between the vocabulary acquisition and the four language skills, namely listening, speaking, reading, and writing. It looks at the ways how vocabulary can be learned through the above mentioned skills. The main scholars whose theories have been examined in the present paper are Schmitt, N., Hedge, T., Carter, R., McCarthy, M., Nation, I.S.P., et. al.

The empirical part of the present paper is devoted to a detailed analysis of two intermediate Business English coursebooks to evaluate the potential of vocabulary development in these coursebooks. For the purpose of the present research the author has chosen to follow the already created checklist by Gairns and Redman (1986). The questions from the checklist are provided below. In addition, each question from the checklist is also described in detail in the empirical part.

Consequently, **the goal** of the present paper is to discover the potential of vocabulary development in Business English coursebooks.

**The enabling objectives** to achieve the goal of the research are the following:

- to collect the data related to the field;
- to read, study and summarize the available theory on vocabulary studies;
- to select two Business English coursebooks and analyse them according to appropriate criteria;
- to formulate and analyse the potential of vocabulary development in the selected coursebooks;
- to draw relevant conclusions.

The research proceeds from **the hypothesis** that Business English coursebooks offer ample material for vocabulary development through the four language skills (listening, speaking, reading and writing).

**The methods of research:**

- review and summative analysis of the theoretical literature regarding different aspects of vocabulary studies;
- the analysis of the two selected intermediate level Business English coursebooks.

In order to support the hypothesis the author of the present paper has selected several questions from the checklist by Gairns and Redman (1986) that will help successfully carry out the research. The questions are the following:

- Is there a lexical syllabus? (Gairns and Redman, 1986);
- How many items are introduced at once? (ibid.);
- What learning approaches are selected? (ibid.);
- Are practice and testing activities provided? (ibid.);
- Does the course book anticipate vocabulary needed for skills activities? (ibid.);
- How is vocabulary recycled through the four language skills (listening, speaking, reading, writing )?

Chapter I discusses the issues of vocabulary use and acquisition. Chapter II deals with the criteria that help to evaluate the vocabulary component in coursebooks. Chapter III is concerned with Business English as a sub-branch of English for Specific Purposes. Chapter IV is devoted to the description of the selected intermediate level Business English coursebooks and the checklist. The evaluation of the results is also included in Chapter IV.

## 1. ISSUES OF VOCABULARY USE AND ACQUISITION

To open this chapter, it is necessary to justify the difference between second language and foreign language acquisition. Second language acquisition (SLA) is usually referred to someone who learns a majority language that is different from his or her native language. It is necessary, for instance, to assimilate to the local culture (i.e. someone moves to Italy and learns Italian). As to foreign language acquisition (FLA), this term is used to refer to someone who learns another language apart from their native language (i.e. A Latvian student learning Italian).

To begin with, vocabulary is a crucial component of language use. Schmitt (2010) argues that everyone who is involved in the process of learning or teaching a language can agree upon the fact that learning vocabulary is an essential part of mastering a second language. Despite the availability of a large volume of published studies describing the role of vocabulary in a second language learning, scholars like Carter & McCarthy (1988), Hedge (2000) claim that vocabulary study has been neglected by linguists since the 1930s, when the history of vocabulary research is said to have begun. Carter & McCarthy (ibid.) also argues that during the 1980s interest in vocabulary grew rapidly, however ‘in the literature of English language teaching and learning a recurring theme has been the neglect of vocabulary’ (Hedge, 2000:110). However, Ronald Carter (1989) holds a different view. He assures that vocabulary is no longer neglected by scholars, as there has been a considerable expansion of interest in vocabulary studies (online 1). In addition, the argument whether vocabulary studies are still being neglected or not, does not change the significance of this language component.

As mentioned above, vocabulary is an integral part of language therefore one cannot dispense with it. According to Schmitt (2010:4), the importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries rather than grammar books. Although the observation seems logical, the author further offers empirical evidence to this ‘anecdotal’ (ibid.) statement:

Laufer and Goldstein (2004) found that knowing the form-meaning link of words accounted for 42.6% of the total variance in participants’ class grades according to a regression analysis. Given that the language class grade reflected performance on reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency, the above figure indicates that vocabulary knowledge contributes a very great deal to overall language success.

In addition, Picket (as cited in Hedge, 2000:110) states that learning vocabulary seems to him the key to any language; in other words, knowing the language cannot be imagined without knowing the words. ‘I am quite happy to pronounce badly and make grammatical mistakes

but there is no escape from learning words' (ibid.:111). Moreover, according to Hedge (ibid.) surprising is the fact that vocabulary studies have been neglected even though vocabulary errors are considered to be more misleading than the ones of grammar. To prove her point, the author gives the following example: "Yes, my father has an affair in that village (confusing Swedish *affar* meaning 'shop' with the English *affair*, which can mean 'extra-marital relationship')" (ibid.).

In brief, vocabulary is an important element of any language. When sounds are put together, they form words; when words are put together, they form sentences, thus a person is able to express himself either orally or in a written form. It is called *language*. If a person does not know words, he or she is not able to form logical sentences and express themselves properly. As regards the teaching of vocabulary from the scientific point of view, many claim that vocabulary studies have been neglected to a high extent however the 1980's are considered to be a turning point in vocabulary studies as more and more scholars started researching this particular field. It has resulted in large amounts of literature available on vocabulary issue.

### **1.1. Vocabulary and Word**

To open this issue, it is essential to define what vocabulary is and what it consists of. A very simple explanation is offered by MacMillan English Dictionary for Advanced Learners (2<sup>nd</sup> edition): 'all the words that a person knows'. This is true; however, Oxford online dictionary gives other definitions, for instance, *the body of words used in a particular language; the words used in a particular subject or sphere of activity or on a particular occasion*. Thus, vocabulary can be viewed either as a product of an individual's mental effort, or as a product of language in general. In addition, many language researchers have tried to define *vocabulary* as well. The German linguist Trier (as cited in Carter and McCarthy, 1988:19) defined vocabulary as 'an integrated system of lexemes interrelated in sense'. To make it simpler, vocabulary is words. Here it is important to explain what is meant by 'words'.

First of all, Schmitt (2000:1) says that the term 'word' is too general for anyone who is interested in exploring lexis. He adds that vocabulary takes various forms of words, meaning that a word is not always a single unit of a language. As an example the author provides a synonymic string of six components: *to die, expire, pass away, bite the dust, kick the bucket, give up the ghost*. He claims that all the given examples are synonyms conveying the meaning 'to die'. Further on the author explains:

However they are made up of from one to four words. *Die* and *expire* are single words, *pass away* could probably best be described as a phrasal verb, and the last three are idioms (An idiom is a string of words which taken together has a different meaning than the individual component words. Similarly, a *phrasal verb* is made up of a verb plus one or more other words, which also has an idiosyncratic meaning compared to the component words.) (ibid.)

Thus, according to Schmitt (2000) there is not necessarily a one-to-one correspondence between a meaning and a single word.

To move on, a rather different approach is presented by Carter and McCarthy (1988:18). They assume that ‘a language like English has things called words, that words are composed of meaningful ‘bits’ of language’. As an example they use the above mentioned word *mean/ing/ful*; according to the authors (ibid.), the given word is composed of at least three such bits, and words are said to be freestanding:

In the freestanding word *laughing*, we can see another potential word, *laugh*, but not a word *ing*. Much of how we recognize words is on this intuitive basis and we shall assume that this sort intuition is reliable basis for knowing what we mean when we talk of words.

Another attempt to define the word *word* has been made by Jackson and Ze Amvela (2000:48). First of all both researchers point out that defining this phenomenon takes a lot of effort and causes difficulties. ‘The term ‘word’ is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment’ (ibid.). However, as the authors point out, there are many other perspectives from which a *word* can be defined. ‘[...] depending on whether we focus on its representation, the thought which it expresses, or purely formal criteria’ (ibid.). What is more, M.A.K Halliday and Yallop (2007:3) see words as lexical units, because, according to them, there is no other better way to define what words are.

To sum up, in general vocabulary is an important component of communication. Vocabulary is words, either belonging to an individual’s word stock, or to a whole language community. Defining vocabulary does not cause any particular difficulties, whereas defining a word takes a lot of effort. Different language researchers use different approaches to defining *word*; however, the author of the present paper holds the view that the most precise definition of this language phenomenon belongs to M.A.K Halliday and Yallop, as they claim *word* to be a lexical unit of a language.

## 1.2. English Vocabulary

When learning a foreign language, people usually set high goals in terms of vocabulary knowledge. In fact, most of the people learning a foreign language are eager to achieve a native-speaker-like proficiency. However, Nation (2001) suggests determining the learning goals by keeping in mind several aspects of foreign language use:

Whether designing a language course or planning our own course of study, it is useful to be able to set learning goals that will allow us to use the language in the ways we want to. When we plan the vocabulary goals of a long-term course of study, we can look at the three kinds of information to help decide how much vocabulary needs to be learned: the number of words in the language, the number of words known by the native speakers and the number of words needed to use the language (Nation, 2001:6).

According to Carter and McCarthy (1988:2), the notion of Basic English was first proposed in the early 1920's. Basic English was a project aimed at providing a basic minimum vocabulary for the learning of English (ibid.). The study of basic, or the so called *nuclear English*, was restarted by Stein (1979) and Quirck (1982) in the early 1980's. However, the originators of the study are said to be C.K Ogden and LA Richards (Carter, 1998). Richards (as cited in Carter and McCarthy, 1988:2) offers two main goals of the Basic English proposal: 'the provision of a minimum secondary world language and the designing of an improved introductory course for foreign learners, leading to general English'. Basic English is also referred to as core English, which is discussed by McCarthy (1990). McCarthy introduces this concept as follows:

The idea that there might be a core or basic vocabulary of words at the heart of any language is quite an appealing one to language educators, for if we could isolate that vocabulary we could equip learners with a survival kit of core words that could be used in virtually any situation (McCarthy, 1990:49).

Yet another concept related to Basic English is the so-called procedural vocabulary (Widdowson, 1983). According to the author, this concept is similar to core vocabulary, but the emphasis is different, namely, claiming that the role that certain relatively simple words and concepts play in the process of making sense of other, more complex, words and concepts (ibid.:92-95). In addition, McCarthy (1990) claims that this procedural vocabulary is 'the simplest lexis of paraphrase and explanation'.

In order to understand these concepts better, it is necessary to look at the original proposal by Richards and Ogden. Richards (cited in Carter & McCarthy, 1988:2) defines Basic English as follows:

Basic English is English made simple by limiting the number of words to 850 and by cutting down the rules for using them to the smallest number necessary for the clear statement of ideas. And this is done without change in the normal order and behaviour of these words in everyday English. It is limited in its words and its rules but it keeps to the regular forms of English. And though it is designed to give the learner as little trouble as possible, it is no more strange to the eyes of my readers than these lines which are, in fact, in Basic English.

Carter and McCarthy (1988) explain what is meant by the above mentioned proposal. They claim that even if the Basic English scheme will not include full English language, 'it will at least not be un-English' (Carter and McCarthy, 1988:2).

To move on, all these concepts, namely Basic English, core vocabulary, nuclear vocabulary are rather ambiguous in terms of their accuracy. Cliff Goddard and Anna Wierzbicka hold a view that 'neither Ogden, nor Richards, ever really resolved the conflict between rival criteria for 'basicness' or 'coreness': simplicity and versatility, on the one hand, versus raw frequency, on the other' (online 2). The same authors claim that 'more recent times have seen the advent of large-scale corpus linguistics, and the adoption of 'controlled' vocabulary by leading major dictionaries, such as the Longman Dictionary and COBUILD' (ibid.). However, according to Goddard and Wierzbicka, there is still no real agreement on the criteria that would define core vocabulary, yet there are only assumptions and proposals. Even though Basic English or core vocabulary have not taken a stable place among language aspects, 'the originators of Basic English claim that learning these 850 words will be a basis for 'leading into general English' (Carter and McCarthy, 1988:3).

Another important issue regarding English vocabulary wraps around the mystery of number of words in English. It is well known that even native speakers are not the masters of their language; they do not know every single word. It would be an ambiguous goal to master all of the language. When trying to find out how many words there are in English, every academic source tells that there is no concrete answer to this question. First of all, it is difficult to decide what counts as a word. 'Do we count *book* and *books* as the same word? Do we count *green* (the colour) and *green* (a large grassed area) as the same word? Do we count people's names? Do we count the names of products like *Fab*, *Pepsi*, *Vegemite*, *Chevrolet*?' (Nation, 2001:6). Here we see how complicated is the question of word counting in a language. However, one of the ways how to find out the number of words in English is to consult the dictionaries. According to Nation (ibid.), *Webster's Third New International Dictionary* is the largest non-historical dictionary of English. The dictionary is said to contain around 114,000 word families. What is more, Oxford Online Dictionaries claims that 'the second edition of the 20-volume Oxford English Dictionary contains full entries for 171,476

words in current use, and 47,156 obsolete words' (online 4). Obsolete words are words that are no longer used (ibid.). In general, according to Merriam-Webster homepage, 'it is estimated that the vocabulary of English includes roughly 1 million words' (online 3). A word family is a widely analyzed language unit, see Nation and Waring, 1997; Chung and Nation, 2003. According to Nation and Bauer (1993), each word family includes a base word, for instance, *learn*, which can be derived, or affixes can be added to it.

One more important issue, when setting the goals regarding the second language acquisition, is the number of words known by native speakers. According to Schmitt (2000:3), 'mastery of the complete lexicon of English (and probably any other language) is beyond not only second language learners, but also native speakers'. Further on Schmitt (ibid.) mentions the scholars who have done the research regarding this question: Goulden et al., 1990; D'Anna, Zechmeister, & Hall, 1991 (ibid.). These scholars have estimated that English native-speaking university graduates will have a vocabulary size of about 20,000 word families (ibid.) whereas Nation and Waring (as cited in Schmitt, 2000:3) review vocabulary studies and conclude that:

The best conservative rule of thumb that we have is that up to a vocabulary size of around 20,000 word families, we should expect that [English] native speakers will add roughly 1,000 word families a year to their vocabulary size. This means that a [L1] five year old beginning school will have a vocabulary of around 4,000 to 5,000 word families.

Schmitt (ibid.) explains that 'this would be consistent with a 20-year-old university student having 20,000 word families. In contrast to the impossibility of learning every word in English, these figures indicate that building a native-sized vocabulary might be a feasible, although ambitious, undertaking for a second language learner'.

Finally, the most important key issue in acquiring second language vocabulary is to be aware 'of the amount of lexis necessary to enable the various forms of communication in English' (Schmitt, 2010:7). The author states that second language learners are not supposed to know as much vocabulary as native speakers; the main goal for them is to be able to communicate properly by using appropriate words in certain situations. Nation (2006), basing his research on the Wellington Corpus of Spoken English, has estimated the number of word families that the second language learners should know in order to use good spoken language, which is 6,000 – 7,000, assuming that about 98% of the vocabulary should be known. At the same time, according to Nation (2006), written discourse requires a larger amount of words to be engaged, which is 8,000 – 9,000 word families. However, according to Common European Framework, about 4,000 – 5,000 word families are required to be known when it comes to the highest language level (C2).

To conclude, there have been several attempts to create a model of basic vocabulary of English, yet none of them has been complete. Richards and Ogden are the originators of what is known as Basic English. Apart from Basic English, there are also Nuclear English and Core English, which, basically, mean one and the same. The main idea of these concepts lies on the proposal that there are certain words which belong to the core vocabulary. The main goal of the project known as Basic Vocabulary was to provide the minimum vocabulary for learning English. When it comes to the learning of a second language, people usually set high standards, they desire to talk like native speakers, but this is hardly possible, because even native speakers are not able to master their language in full. Certain studies have shown that English native-speaking university graduates would have a vocabulary of 20,000 words families, whereas *Webster's Third New International Dictionary* contains at least 114,000 word families. Thus, vocabulary acquisition is a difficult challenge to both native and target language speakers.

### **1.3. Some Current Issues in Foreign Language Vocabulary Teaching**

‘In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching’ (Richards, 2002:255).

When it comes to the second language vocabulary acquisition, there are numerous theories that deal with different methods and approaches to vocabulary teaching. For instance, Nattinger (in Carter and McCarthy, 1988) draws a distinction between the two terms – comprehension and production. He claims that each of these terms require different methods in order to increase the language performance. Next, Murcia (1991) speaks about such notions as *planned vocabulary teaching* and *unplanned vocabulary teaching*. Moreover, Hedge (2000) discusses some of the cognitive strategies that are applied when learning new words. According to Hedge (ibid.:117) cognitive strategies are ‘direct mental operations which are concerned with working on new words in order to understand, categorize, and store them in the mental lexicon’. In addition, Takač (2008) in her book ‘Vocabulary Learning Strategies and Foreign Language Learning’ offers an insight into the most common vocabulary teaching strategies when dealing with the planned vocabulary teaching.

To begin with, it is necessary to explain what is meant by the distinction between comprehension and production. Nattinger (in Carter and McCarthy, 1988:62) explains that ‘comprehension of vocabulary relies on strategies that permit one to *understand* words and *store* them, to commit them to memory [...]’. Production, according to Nattinger (ibid.), deals

with strategies that that help one retrieve the stored words and use them properly in certain situations. As regards comprehension, the author deals with such terms as *context clues*, *word morphology*, *mnemonic devices*, *loci*, *paired associates*, *key words*, and *other terms*. However, the most important thing, according to Nattinger (ibid.) is ‘helping students understand what unfamiliar words mean’. Here the author describes two strategies that are effective in understanding the meaning of words, namely, context clues and word morphology. He argues that ‘guessing vocabulary from context is the most frequent way we discover the meaning of new words, and to do it, we have learned to look for a number of clues’ (ibid.:63). The two most helpful clues, according to Nattinger, are the title of the passage that one is dealing with, and a discourse, meaning – the other words related to the topic that might help in guessing the meaning of an unknown word. The other strategy, described by Nattinger, is word morphology. The author explains that morphology is also useful in guessing the meaning, because it gives clues as well:

It has long been popular in vocabulary lessons to introduce lists of stems and affixes with their meanings for students to memorize, a practice which is as popular for first-language texts as it is for second. Some texts present students with unfamiliar words for them to interpret by using the meanings of the affixes they have memorized [...] (ibid.:64).

Further on, Nattinger offers several strategies that help to enhance word storage in memory. This, according to the author, is another important issue regarding comprehension. Here the author speaks of mnemonic devices, in other words – this strategy encourages the students to use different memory techniques, for instance *loci*, which, according to Neisser (cited in Carter and McCarthy, 1988:65) ‘are the world’s oldest and best-known memory device [...] *Loci* are based on the fact that we operate by ‘cognitive maps’, which are familiar sequences of visual images that can be recalled easily’. Once the idea of comprehension is clear, the next step is to describe several most important strategies that enhance production:

It is more important for students to use the newly stored language as effortlessly and quickly as possible than it is for them to wait for control of precise vocabulary (or perfect grammar), even though what they produce may stray far from the standard. (ibid.:70)

It is well known that once the vocabulary has been stored, it does not necessarily mean that a person will retrieve it, therefore the author suggests numerous techniques that are helpful in retrieving the stored vocabulary more successfully. Nattinger distinguishes three sets: *situational*, *semantic* and *metaphor sets*. According to the author, situational sets are ‘groups of words that are associated because of the subject of the text, its purpose or its construction; they are words related to a particular situation’ (ibid.:72), whereas semantic sets ‘contain

words linked by other sorts of inferential relationships' (ibid.). Semantic sets, for instance, may contain synonyms and antonyms.

Another issue for consideration is planned and unplanned vocabulary teaching, proposed by Seal (in Murcia, 1991). Unplanned vocabulary teaching is 'the extemporaneous teaching of problem vocabulary items that come up without warning in the course of lesson' (Seal, in Murcia, 1991:298), whereas planned vocabulary teaching is described as the act 'where the teacher goes into the classroom with an item or a set of vocabulary items that s/he has decided beforehand will be taught during the course of the lesson' (ibid.). The author explains that there are certain situations when a teacher realizes that some of the vocabulary items are unknown to the majority of the class. According to the author, there are 'two great dangers in unplanned vocabulary teaching' (ibid.:299). They are the following: either the teacher devotes too little time, or on the contrary, too much time to the unfamiliar vocabulary units. Further on the author claims that it is up to the teacher to decide whether it is important to deal with these particular vocabulary items. In cases when the teacher has decided to devote time to explaining some unfamiliar vocabulary units, Seal (in Murcia, 1991) offers three steps for the teachers to take. They are the following: convey meaning (with the help of, for instance, body movements or any other expressions); check understanding (by asking questions); consolidate (by asking a person next to different questions). The author explains that many teachers stop at the first step, which is conveying the meaning (ibid.).

As regards planned vocabulary teaching, it is very similar to the unplanned one, the only difference, as described previously, lies in the fact that vocabulary is deliberately taught, for example, in a lesson or language class. Also this type of teaching has three stages or steps; they are the same as to the previous type of learning, namely – conveying meaning, checking understanding, and consolidation. 'There are a multitude of ways to present a new lexical item to learners so that they can grasp its meaning' (ibid.:301). The first step includes using different visual aids, word relations (for example, providing synonyms to a particular words), pictorial schemata (that is, for instance, using diagrams that helps in conveying the meaning), providing definitions, explanations and examples, context is another way of revealing the meaning (presenting new items within sentences that helps to reveal the meaning of an item), and, finally, the author suggests that using word roots and affixes are also successful tool in teaching new vocabulary. The second step, or checking understanding, includes different exercises, for example, *filling in the blanks, matching word pairs, sorting exercises and other types of activities*. The last step offered by Seal (in Murcia, 1991) deals with consolidation, it includes such tasks as *role play, writing stories or making dialogues, discussions*. Takač (2008:21-3) gives a larger scope of different activities for consolidation, for instance,

*mechanical repetition of words, copying words onto word cards, integrating the new words with already known, personalization (relating to ones experience), tasks for recalling words from memory (for instance, acting the word out), tasks for expansion of lexical knowledge (providing an additional information on lexical items), and, finally, multiple encounters with the word.*

However, ‘vocabulary teaching involves more than the presentation of new items’ (ibid.:304). Richards (as cited in Murcia, ibid.) points out that there is a great deal involved in being able to say that one ‘knows’ a word. Most of the above mentioned strategies, according to Hedge (2000), are called *cognitive*. The definition of cognitive strategies has already been provided at the beginning of this chapter. ‘Indeed, learning a language is probably the most cognitively (mentally) challenging task a person goes through’ (Schmitt, 2000:4). Though, it is necessary to identify what counts as a cognitive strategy. ‘Examples are making associations, learning words in groups, and exploring range of meaning. Another cognitive strategy reported by learners is that of using key words’ (Hedge, 2000:118).

In linguistics, the abbreviation *L1* and *L2* stands for *first language* and, accordingly, *second language*.

To continue with planned vocabulary teaching, Takač (2008:20) offers a detailed overview of several strategies for comprehension of vocabulary items, also described by Seal (in Murcia, 1991):

- *Connecting an L2item with its equivalents in L1.* This teaching strategy is mostly used when checking comprehension, but can also be used when it is necessary to point out the similarities or differences between L2 and L1, especially when these are likely to cause errors (e.g. false pairs, connotations or sociolinguistic rules affecting word choice, etc.).
- *Defining the meaning.* Definitions can take many forms: synonym, antonym, analytic definition (*X is a Y which*), taxonomic definition (*Autumn is a season*), giving examples (*Furniture – something like a chair, sofa, etc.*) or the reverse, giving the superordinate term (*A rose is a flower*), describing the function (*Pen – use it to write*), grammatical definition (*Worse – comparison of bad*), definition by connection (*Danger – lives have not been protected*), definition by classification (*Family – a group of people*), and the so-called full definition, the one resembling word definitions in monolingual dictionaries. Definitions should be simple and clear and supplemented with other procedures with the view to lexical development and long-term retention of lexical items.
- *Presentation through context.* The teacher creates a situation (a sort of a scenario) in which he or she clearly contextualises the lexical item. The context can be given in one sentence only, but the teacher can also give several sentences in which the word appears. Learners then guess the meaning on the basis of the cumulative effect of the sentences.

What is more, apart from all the methods, strategies and techniques, there is a significant factor called *frequency* that influences successful vocabulary acquisition. Frequency has been widely discussed among scholars like Nation and Coady (in Carter and McCarthy, 1988); Milton, 2009; Schmitt, 2010 et.al. Milton (2009:22) writes:

Words can vary in all sorts of ways. They can vary in the sounds and letters that make them up. They also differ in their length, how the sounds and letters are allowed to combine and how similar they are to a learner's native language [...].

The author also explains that words vary in tense forms, also *plural* versus *singular*, they also vary in situations where they can be used, and in many other ways and forms. However, the most important factor pointed out by Milton (ibid.), is that words vary in their frequency of occurrence; and this is what influences the acquisition either in a good or bad sense. For instance, the research done by Marks, Doctorow and Wittrock (1974); Kameenui, Carnine and Freschi (1982), shows that low frequency vocabulary negatively affects vocabulary comprehension. Frequency, according to Milton (2009:22) is important because 'frequency determines which words a learner is likely to encounter and how often they are encountered'. Also Schmitt (2010) addresses the issue of importance of frequency in vocabulary acquisition. First of all, the author claims that frequency is an important characteristic of lexis and researchers must address it. Further on he gives a definition of frequency, which is the following: 'In terms of acquisition, frequent vocabulary is, by definition, the words most likely to be met in discourse' (Schmitt, 2010:63). Schmitt also points out that Tremblay, Baayen, Derwing, and Libben (2008) has conducted a research using ERP (event-related potentials) methodology (for explanation see Schmitt, 2010, section 2.11) and they found out that 'every experience of a lexical item leaves a memory trace, and that this effect holds for formulaic sequences as well as individual words: the higher the frequency of lexical bundles, the better people remember them' (ibid.). 'Words, such as articles *the* and *a/an*, prepositions such as *in* and *of*, conjunctions such as *and*, prepositions such as *it*, occur very frequently' (Milton, 2009:23). The author points out that words like these occur millions of times, and they are very familiar to anyone who uses English at any level of proficiency. However, there are words that occur less frequently therefore special attention should be paid to such words. Nation and Coady (in Carter and McCarthy, 1998:99) give a summary of Freebody and Anderson's (1983) research that examined the role of low frequency words in vocabulary acquisition:

The effect of putting difficult vocabulary in important parts of the text was not clear, but seemed to result in a general drop in comprehension over the whole text. The effect of difficult vocabulary in unimportant parts of the text resulted in more adult-like summaries.

To explain this occurrence, Nation and Coady (in Carter and McCarthy, 1988:99) cite the originators of the research, namely, Freebody and Anderson (1983):

A parsimonious explanation of this result is that students did not process many of the unimportant items, lightening the load in terms of length, and helping them focus on more important items which would be more useful in the formation of summaries.

Not to go into greater detail, Ellis (2002:152) has summarized different researches that deal with frequency and his conclusions are:

For written language, high frequency words are named more rapidly than low frequency ones..., they are more rapidly judged to be words in lexical decisions tasks..., and they are spelled more accurately...Auditory word recognition is better for high-frequency than low frequency words...there are strong effects of word frequency on the speed and accuracy of lexical recognition processes (speech perception, reading, object naming, and sign perception) and lexical production processes (speaking, typing, writing, and singing), in children and adults as well as in L1 and L2.

In brief, vocabulary acquisition has been viewed and researched from many different perspectives and aspects. First of all, it is necessary to understand the difference between vocabulary comprehension and vocabulary production. Comprehension relies on the strategies that help to understand a word and commit it to memory, whereas production relies on the strategies that help to retrieve the word from memory and use it in the right sense and right place. When it comes to teaching and learning strategies, most of them are considered to be cognitive, because a huge mental effort is involved in learning vocabulary, moreover vocabulary learning process and language learning in general is considered to be the most cognitively challenging task. Yet another aspect for consideration is the fact that there are two types of teaching: planned and unplanned teaching. Planned teaching deals with the words that are brought up for a discussion in the class, whereas words that occur in different reading passages or tasks that are not included in vocabulary lists and are not familiar to most of the students, are a part of unplanned teaching, which is also called as *incidental* learning. However, the most important aspect that influences vocabulary acquisition is the frequency of word occurrence. Words that occur more frequently are learned more quickly than the ones that are of low frequency layer.

#### **1.4. Vocabulary Acquisition and Language Skills**

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. Folse (2004) has described several myths regarding vocabulary. The most common myth is that knowing foreign language grammar is more important than knowing

words. When dealing with this myth, Folse points out that his worst incidents in communication have happened due to the lack of proper knowledge of foreign language vocabulary. As an example he mentions an anecdotal story about him willing to buy flour in Japan. He did not know what stands for 'flour' in Japanese. As a result, Folse left the store without flour, and the grammatical constructions did not do the job.

Paul Nation (1990) notes that having a rich vocabulary enables one to perform better in reading, writing, speaking and listening; in other words – rich vocabulary is a key aspect in being fluent in the four essential language skills. However, the fact is that vocabulary can be acquired through these four language skills. It means that vocabulary and the four language skills go hand in hand, they supplement each other.

When it comes to vocabulary acquisition and how vocabulary is acquired, Schmitt (2010) claims that vocabulary learning is incremental in nature. He explains that 'vocabulary acquisition is incremental both in terms of acquiring an adequate vocabulary size, and in terms of mastering individual lexical items' (Schmitt, 2010:19). In other words: vocabulary is acquired gradually. Nation (cited in Schmitt, *ibid.*) claims that 'considering the incremental acquisition of individual lexical items, it is well-established that individual lexical items need to be met many times in order to be learnt'. Further on Schmitt (*ibid.*) summarizes his claim that vocabulary learning is incremental in nature:

In sum, not only is vocabulary acquisition incremental, but it is incremental in a variety of ways. First, lexical knowledge is made up of different kinds of word knowledge and not all can be mastered simultaneously. Second, each word knowledge aspect may develop along a cline, which means not only is word learning incremental in general, but learning of the individual word knowledge aspect is as well. Third, each word knowledge type varies in the degree of receptive/productive mastery.

He concludes that vocabulary acquisition is a complicated but rather gradual process.

As mentioned earlier, the four language skills take part in vocabulary acquisition and vice versa. The most common skill that builds one's vocabulary most effectively is considered to be reading (Nation, 2001; Carter&McCrthy, 1988; Seal in Celice-Murcia, 1991): 'the most traditional vehicle for vocabulary study is a text – in particular, a reading passage' (Seal, in Celice-Murcia, 1991:304).

Richards and Schmidt distinguishes incidental learning (cited in Online 5); they claim that 'incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another'. 'In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context (Day, Omura, & Hiramatsu, 1991; Saragi, Nation, & Meister, 1978)' (*ibid.*).

However, several researchers claim that learning vocabulary through reading is not effective as it is claimed to be. For instance, Jenkins, Stein and Wysocki (1984:769) argue that ‘learning from context is still a default explanation; evidence that individuals actually learn word meaning from contextual experiences is notably lacking’. Moreover, Nagy and Anderson (1984) explain that ‘even the most ruthlessly systematic direct vocabulary instruction could neither account for a significant proportion of all the words children actually learn, nor cover more than a modest proportion of the words they will encounter in school reading materials’ (ibid.:304).

Even though vocabulary and reading seem to go hand in hand, yet another assumption is made by Grabe (2009:276): ‘Learning words from context does not represent the sole, or even the primary way to support vocabulary learning for better reading comprehension’. The author assures that most vocabulary researchers (Graves, 2000; Nation, 2001; Sanaoui, 1995) argue that ‘an effective vocabulary learning is a combination of (a) learning words from context through extensive reading; (b) providing direct instruction of vocabulary words; (c) developing word-learning strategies; (d) building word-recognition fluency; and (e) developing word appreciation (and motivation) on students’ (ibid.).

Yet another important issue in learning vocabulary through reading is spelling. Templeton (cited in online 6) argues that ‘spelling knowledge applies not only to the ability to encode words during writing; importantly, it also underlines individuals’ ability to *decode* words during the process of reading’. It means that students’ spelling knowledge is a powerful basis for their vocabulary development.

As to another essential language skill – listening, the most effective way how to learn vocabulary while listening is to combine it with reading. Many course books offer different tasks (mostly in forms of dialogues) that are meant to be a combination of reading and listening. According to online 7, ‘supported reading is reading with the support of recorded materials. Individuals read along with the novels or textbooks while they listen to the verbatim recording of the same material. When students are engaged in supported reading, they no longer have to labor over every word’. The benefits from reading-while-listening are the following: *increase vocabulary; improve word recognition skills; improve comprehension skills; teach the proper pronunciation of words; improve listening skills* (ibid.).

In brief, one of the most common myths regarding foreign language learning is that mastering grammar is more important than mastering foreign language vocabulary. However, knowing particular grammar structures will not help in finding a way in a foreign country or establishing business contacts with a foreign company.

## 2. EVALUATING THE VOCABULARY COMPONENT OF COURSEBOOKS

‘In many teaching situations, teachers have little or no control over the choice of course books or materials prescribed for their students; this is often choice of governments, Education Committees or Directors of Studies’ (Gairns and Redman 1986:171). It is widely acknowledged that course books are among the most popular language teaching materials, which, if used properly, bring great success in language acquisition process. There has been little research done regarding the opportunities of vocabulary acquisition through language course books; however, it is well known that a great deal of the student’s vocabulary acquisition is based on the teacher’s proficiency as well, because ‘most L2 vocabulary is learned incidentally, much of it from oral input’ (Ellis, 1994:24). It means that the role of teacher is highly significant. Due to the lack of theoretical sources regarding vocabulary acquisition with the help of course books, the present sub-chapter mostly examines the information provided by Gairns and Redman (1986).

Although historically the importance of vocabulary has been minimized, some of the more recently published EFL (English as a Foreign Language) course books have adopted a systematic approach to vocabulary learning and have become increasingly aware of the importance of developing vocabulary learning strategies (ibid.:171)

The authors claim that not always teachers are satisfied with the selection and lexis provided in the course book assigned by the education institution, therefore they have created a checklist that enables a person to assess the vocabulary component of the course book and to see how much work and effort will be needed to adopt and supplement the lexical items and materials. Also Harmer (2001) suggests that using checklists is essential in choosing and evaluating a course book. He writes: ‘One approach to the assessment of course books is to use a checklist – or checklists prepared by others which analyse various components of the material whether linguistic, topic, or activity based’ (Harmer, 2001:301).

In addition, Hedge (2000) also agrees that language teachers, before start using a particular book, should check how vocabulary is engaged there. She writes that ‘contemporary course books vary greatly in the degree to which they show a concern with vocabulary acquisition’ (ibid.:132). She claims that if a teacher wishes to work productively with the learners, he or she needs to assess the vocabulary component in terms of amount, usefulness, also in terms of methodology, and other aspects. In order to do the checking, Hedge proposes to use checklists. Yet the further paragraph is devoted to an overview of checklist created by Grains and Redman (1986).

The checklist consists of several questions aimed at investigating vocabulary status in the book. First of all the authors suggest looking at the introduction of the teacher's book and to see if it has a 'section on vocabulary' (ibid.:171). According to the authors, this selection should contain information on how vocabulary items have been selected. It is also suggested to browse the vocabulary items which are selected for several units and to evaluate them, to see if the selected vocabulary items are appropriate and useful to the students. In selecting a course book it is also important to pay an attention to amount of vocabulary that is being introduced at once. One should evaluate if the amount of new words is sufficient, or on the contrary, excessive for the learners. The authors explain that yet another important issue regarding the course book selection is linguistic considerations:

To what extent does the course book assist both learner and teacher in clarifying meaning, dealing with style and connotation, or contrasting items which cause difficulty? Does it provide phonemic transcriptions and indicate the part of speech of new items? How thoroughly does it deal with the use of items? (This will radically affect the amount of preparation and teacher intervention required, and the extent to which the course may be used as self-access material.) (ibid.:172).

Another key point to be considered is methodology. Again the authors raise several essential questions that one should take into account when choosing a good course book that helps to develop the learner's vocabulary. First of all, one should pay attention to learning approaches that are selected in the book. By learning approaches the authors have meant whether 'the course book aim both to develop vocabulary learning strategies and provide learners with a useful selection of items for productive use' (ibid.). The authors claim that it is also worth considering if there is a focus on contextual guesswork, dictionary training, and to see if such aspect as word building is covered properly.

Another key issue to be considered is the proficiency of the teacher's book. One should find out whether the teacher's book suggests teaching procedures. 'Some teacher's books provide useful guidelines on presenting and clarifying the meaning of lexical items or groups of items' (ibid.).

To move on, it is also crucial that the course book provide practice and testing activities. The authors suggest that the book should contain different practice activities and the vocabulary should be engaged in realistic contexts and communication as much as possible. Grains and Redman (1986) state that it is also essential that the vocabulary is recycled throughout the course book, especially when it comes to new vocabulary items. 'Notice whether new language items are recycled through different skills activities and whether they occur in a variety of contexts' (ibid.:173). The authors also speak about encouraging the learners, thus the course book should encourage them to consolidate the

vocabulary also outside the classroom. It means that the course book should provide interesting and encouraging homework activities that are aimed at learning different lexical items that are not included in the course book.

Yet another important issue is visual materials. According to the authors, the course book should provide learners with useful visual materials that illustrate the meaning of new lexical items. The teacher should check whether the provided materials are useful and related to the topics of discussion. The final suggestion offered by Grains and Redman (1986) deals with the anticipation of vocabulary needed for skills activities:

Begin by looking at listening and reading materials, and notice whether the teacher's book or the student's book anticipate difficulties with key vocabulary items. Similarly, for speaking and writing activities, see if essential productive vocabulary is suggested. If not, it may be necessary to 'rehearse' the activity (perhaps with teaching colleagues) to identify which items would be useful to pre-teach. (ibid.).

In conclusion, course books are a significant component of language teaching. Even though there has not been much research done in this field, a well known fact is that course books are a powerful tool in vocabulary acquisition indeed. Yet, the vocabulary development also depends on the proficiency of the teacher, which, if combined with the information provided in the course book, brings success in the language classroom. As to the proficiency of the teacher, he or she needs to be able to evaluate the course book that is assigned to or chosen by them. The teacher should follow certain steps in order to see whether the assigned teaching material is sufficient and appropriate to their students. To make it easier, Grains and Redman (1986) have developed a special checklist that helps the language teachers evaluate the book. As to the checklist, the authors suggest that one should see whether the course book contains a lexical syllabus; the criteria according to which vocabulary items are grouped in the selected course books is also important; the number of new lexical items introduced at once is also a significant determiner. It is also important to check what learning approaches are selected within the course book; whether the teacher's book suggests teaching procedures; practice and testing activities should be provided; vocabulary should be recycled throughout the coursebook; a great advantage is when there are helpful visual materials in the coursebook, and, finally, the course book should anticipate vocabulary needed for skills activities. All the aspects mentioned above help to evaluate whether the assigned course book is suitable in terms of vocabulary development.

### 3. BUSINESS ENGLISH OR ENGLISH FOR SPECIFIC PURPOSES (ESP)

According to Ellis and Johnson (1994), in the last decades the interest in Business English has grown rapidly, as there are Business English courses offered by many language teaching institutions worldwide. The authors claim that there are great amounts of Business English titles on the UK's publishers' lists and Business English exams are offered as well. Moreover, The Business English Special Interest group has been established, with more than 1500 members worldwide. However, despite the great interest, linguistic researchers often prefer working on other spheres rather than Business English. Ellis and Johnson (1994) define and categorize Business English in the following way:

Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context (ibid.:3).

However, the authors point out that Business English differs greatly from other ESP varieties. They claim that 'it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, albeit in business situations)' (ibid.). In other words, Business English is a mix of different contents, whereas other varieties are based on one particular content.

As regards English for Specific Purposes, Johns and Dudley-Evans (cited in Hinkel, 2005:99) provide a broad definition of ESP as 'the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific language context'. The teaching of English for Specific Purposes is considered to be a branch of English Language Teaching (ELT), it is a separate activity. 'If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes' (Dudley-Evans and Stohn, 1988:1). It means that ESP is more focused on practice rather than theory.

Going back to Business English, Ellis and Johnson (1994) argue that there has been remarkable development in the ways teachers and course designers approach Business English. 'In the late 1960's and early 1970's, specialist vocabulary was seen to be what distinguished Business English from General English, and there was a preoccupation with business-related words and terminology' (Ellis and Johnson, 1994:3). Text books of that time represented that approach. The main aim of these course books was to 'present target

specialist vocabulary in the context of a written text or dialogue which dealt with a particular topic' (ibid.:4). Exercises were mostly based on comprehension questions on the text; they dealt with loads of vocabulary, and many different drilling tasks. The problem with this approach was that learners were not able to apply the gained knowledge to real life, to communication; it was only a pure drilling of vocabulary and different language structures.

Another approach, first applied by the course book *English for Business*, published in 1972, mostly focused on developing communication skills in English speaking, writing, listening and reading in the business context. The two above approaches assumed that the learners had already acquired basic language skills, that they 'needed to continue to develop their knowledge in order to handle practical situations effectively' (ibid.:4).

However, with time, in the 1980's new trends came into Business English teaching, meaning that teaching was more focused on 'formulaic language for recommendation, giving opinions, showing agreement and so on' (ibid.). The authors claim that since the 1980's Business English teaching has used all of the approaches mentioned above, yet placing much more emphasis on the development of the skills for using the language that has been learned and putting it successfully into practice. As to what characterizes Business English, Ellis and Johnson (1994:7) write the following:

As mentioned earlier, Business English is an area of ESP that is relatively poorly researched. Rigorous linguistic analysis is fragmented and is more frequently based on written forms of language such as correspondence, annual reports, and articles in business journals. Some kinds of analysis have been carried out with respect to the language of meetings and discussions, but there is still little to support course developers beyond their own first-hand experience gained in the field.

As regards the Business English Syllabus, the authors speak about general trends in Business vocabulary use. They claim that different business meetings are conducted all around the world and English might be a foreign language to most of the participants, therefore the language they use will be based on basic language structures and vocabulary. 'The Business English syllabus is likely to be defined primarily in relation to business performance skills such as meetings, presentations, socializing, or report-writing' (ibid.:9). The business people are likely to know English, yet they are required to study business vocabulary in order to be able to communicate in a business context.

To sum up, Business English is considered to be a sub-branch of ESP, which is different from other varieties of English for Special Purposes. It differs greatly, because Business English is a mix of contents, namely a specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more

effectively, albeit in business situations), whereas other ESP varieties focus on one specific content, for example, medicine.

As to ESP, it is a branch of ELT that focuses on the English language in specific contexts. When the teaching of Business English began, the approach that was used, mostly dealt with drilling vocabulary items and language structures, without paying any attention to the fact that learners of that time (1960's) were not able to put the learned language into practice. Later another approach was applied (1970's), which focused on developing communication skills in business context. However, also this approach paid little attention to putting the language into practice. The 1980's can be considered to be a turning point in teaching Business English, because since then the two approaches mentioned earlier were used, with placing a greater emphasis on teaching the language learners how to use the language that they had learned.

## **4. THE EVALUATION OF THE VOCABUARY COMPONENT OF BUSINESS ENGLISH COURSE BOOKS**

The previous chapters dealt with the following issues: explaining the importance of foreign language vocabulary learning; the correlation between the terms *vocabulary* and *word*; they also described how large is English vocabulary and how many words the native speakers of English know and how many vocabulary items the foreign learners are supposed to know in order to communicate properly; some current issues and trends in foreign language vocabulary teaching; evaluation of the vocabulary component of course books; the notion of Business English and English for Specific Purposes, and, finally, vocabulary acquisition through the four language skills (listening, speaking, reading, and writing).

For the purpose of this research it is necessary to develop a framework according to which to evaluate whether Business English course books provide a sufficient amount of vocabulary. Therefore, the author of the present paper has chosen to follow the checklist created by Gairns & Redman (1986). The checklist mentioned above is described in the previous chapters under the issue of *Evaluation of the Vocabulary Component of Course Books*. Moreover, it is also necessary to provide a general description of the Business English course books that have been selected for the analysis.

### **4.1 General Description of the Selected Business English Course Books**

For the purpose of this research the author has selected two Business English course books of intermediate language proficiency level. These course books are aimed at the citizens of the 21<sup>st</sup> century world – mostly adults who communicate across national borders. The author of the present research believes that course books aimed at adult audience place a greater emphasis specifically on vocabulary issues. What is more, the selected course books were analyzed from the perspective of the potential of vocabulary development, which means that the main focus was exactly on vocabulary exercises. The author of the present research has selected the following intermediate Business English coursebooks: *Language Leader* and *Lifestyle*.

*Language Leader* is an intermediate Business English coursebook by David Cotton, David Falvey and Simon Kent, published by *Pearson Longman*, 2008. This particular course book is composed of twelve units, each of which contains the so-called ‘umbrella topic’ with a different subtopic in each unit. This approach, according to the authors of the coursebook,

enables the students to explore a range of issues within a single topic and also to recycle vocabulary. The authors also claim that:

Throughout the units, there is careful development and logical staging of new language, as well as substantial recycling of previous language, enabling students to move forward rapidly. The Review, Language Reference and Extra Practice sections consolidate and extend students' learning (Cotton D., Falvey D., and Kent S., in *Language Leader Teacher's book*, 2008:3)

'The twelve coursebook units are divided into double-page lessons, each with a clear aim, which are designed to make the course flexible and easy-to-use' (ibid.:4). Each unit is supposed to be divided into five lessons. The first lesson is usually an *introductory lesson* where the theme of a unit is presented and the students are expected to talk about the topic so that they recall any previous vocabulary knowledge. There are also two *Input lessons* in each unit, where different texts are introduced. The texts are usually 'a mix of grammar, vocabulary, pronunciation and skills work' (ibid.). The third lesson is the so-called *scenario* where learners integrate and practise the language presented in the previous units. This is the major speaking activity of each unit. There are usually useful phrases provided so that learners would carry out the speaking exercise more successfully. Finally, the last lesson of each unit is devoted to *study and writing skills*. This particular coursebook also features the *Review spreads*, which follow every three units. The full set of *Language Leader* course contains a coursebook, a teacher's book, a workbook and the workbook CD, and, finally, a CD-ROM.

The second Business English coursebook selected for the analysis is *Lifestyle* intermediate Business English coursebook by Iwonna Dubicka & Margaret O'Keeffe, published by Pearson Longman, 2010. The coursebook is the main component of the *Lifestyle* set and it is composed of different tasks and activities meant for lesson-based activities. The coursebook contains twelve units, each of them is devoted to a different topic. According to the *Lifestyle Teacher's book*, 'the coursebook units are divided into double-page lessons, each with a clear aim, which are designed to make the course flexible and easy-to-use.' (page 5). The whole course of *Lifestyle* also contains additional teaching materials in order to recycle the language fully. The full set of *Lifestyle* comprises also a workbook with the CD attached, also Teacher's book that provides all the support teachers need. As to the components of each unit, there are several sections, each devoted to such skills as listening, speaking, reading and writing, and there is also one, or in some cases two, *Word Focus* sections and grammar sections. As provided in the *Lifestyle Teacher's book*, vocabulary is of great importance:

*Lifestyle* takes a systematic approach to vocabulary development. Each unit is built around a different theme and each lesson has a different topic. Together they cover a

wide range of social and professional subjects. To help students fix words and phrases in their memory, each unit of *Lifestyle* contain one or more *Word Focus* activities. *Lifestyle* pays special attention to collocations – words that are frequently used together in phrases (ibid.).

## 4.2. The Checklists

As it has been mentioned earlier, the checklists are lists of issues containing questions that help in evaluating the vocabulary component of course books in order to see whether the vocabulary provided there is sufficient. Such authors as Hedge (2000), Gairns & Redman (1986) and Harmer (2001) suggest following these checklists, therefore the present research is based on the checklist created by Gairns & Redman (the checklist has not been adapted completely as several questions have been taken out due to the lack of correspondence with the goal of this research). The author of the present research has selected the following issues that will be considered in the further research (each of the selected Business English course books will be analysed according to the issues mentioned below; for more detail of each issue see chapter that deals with evaluation of the vocabulary component in course books):

- Is there a lexical syllabus? (Gairns and Redman, 1986);
- How many items are introduced at once? (Gairns and Redman, 1986);
- What learning approaches are selected? (ibid.);
- Are practice and testing activities provided? (ibid.);
- Does the course book anticipate vocabulary needed for skills activities? (ibid.);
- How is vocabulary recycled through the four language skills (listening, speaking, reading, writing )? (the author's contribution)

Each of these questions will help in evaluating the efficiency of vocabulary provided in the selected course books and they will also help in finding out whether the four language skills are actively involved in the development in the learner's vocabulary knowledge.

Lexical syllabus includes the information regarding the selection of vocabulary, it should state according to what criteria the vocabulary items have been selected, if they are grouped according to topics (each unit devoted to a particular topic and the vocabulary covers the specific field).

It is also important to check how many vocabulary items are introduced at once, meaning that the unit might either contain too many vocabulary items or, on the contrary, too few. Gairns and Redman (1986) argue that 'productive' vocabulary learning takes place when an equal amount of time is spent on all the aspects of language teaching therefore there should be as much emphasis on vocabulary as on other language issues. The authors claim that it is

not possible to give an exact number of new vocabulary items to be presented in one lesson however they suggest that eight to twelve items per one lesson should be an average indicator. They explain that the number of lexical items they have suggested would represent a reasonable input, or, in other words – productive learning.

As to the learning approaches, successful vocabulary acquisition happens when an appropriate learning strategy is applied. When it comes to vocabulary learning, the course book should systematically focus on such aspects as the use of dictionaries (it should encourage the learners to work with dictionaries); there should also be a contextual guesswork. Contextual guesswork, According to Gairns and Redman (1986:83) ‘involves making use of the context in which the word appears to derive an idea of its meaning, or in some cases to guess from the word itself’. Moreover, word building should also be sufficiently covered. Yet another helpful tool in vocabulary teaching is the use of different visual materials (flashcards, wallcharts, photographs, different objects themselves). Another approach is to use synonyms, antonyms, and definitions to convey the meaning of new lexical items. For more details see the chapter that deals with the current issues and trends in vocabulary teaching.

Regarding the practice and testing activities, they are highly important, because if the learners are asked to simply recognize the meaning of new vocabulary items, they will forget then in no time. This is considered to be a weak academic practice. Gairns and Redman (1986) argue that there should be activities that involve putting vocabulary items into practice, for instance, creating sentences with recently learnt words, etc. It is also essential that the vocabulary provided is suggested to be used in realistic contexts wherever possible. It helps the learner in gaining communicational experience in a foreign language. Practice activities are closely related to concept of *recycling*:

The importance of recycling previously presented lexis is a direct consequence of the theories of forgetting [...]. If memory traces do gradually fade in the memory without regular practice then it is clearly necessary that we create opportunities in the classroom for students to practice what they have learnt. And given that other learning activities will interfere with effective retention of new lexis, we should try to ensure that practice is carefully spaced and that students are not being overloaded with too much new lexis at any one time (Gairns and Redman, 1986:93).

One more important point regarding vocabulary in course books is the anticipation of vocabulary needed for skills activities. It is necessary that the key vocabulary that is involved in listening, speaking, reading and writing activities is anticipated, meaning that the course book should deal with the difficulties that the key vocabulary might cause. For instance, for

all the skills activities they should provide vocabulary items that might be helpful in creating a story.

Finally, the last and the most important question deals with the four language skills, namely how is the vocabulary recycled through them. In other words – the author of the present paper will see how the vocabulary is presented through listening, speaking, reading, and writing. For greater details see the last chapter of the previous section that deals with vocabulary acquisition and the four language skills.

#### **4.3. The Analysis of *Lifestyle and Language Leader Intermediate Business English Coursebooks***

The present research is aimed at evaluating the potential of vocabulary development in Business English coursebooks. In addition, the role of the four language skills (listening, speaking, reading and writing) is also taken into consideration. It is well known that lack of vocabulary is one of the main problems students usually face when using a foreign language, therefore it is important that the materials they use in their studies provide a sufficient amount of vocabulary needed in order to communicate successfully in a foreign language. Coursebooks as such are considered to be a great source for vocabulary learning, yet little information can be found regarding the efficiency of vocabulary in Business English coursebooks.

The current coursebooks correspond to Level B2, which is known as Intermediate language proficiency level. As described in the Common European Framework, foreign language learners who have reached Level B2 are able to:

understand the main ideas of complex texts both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with native speakers quite possibly without strain for either party. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (online 8).

Moreover, students reaching an Intermediate language proficiency level should have enough language to cope with difficult vocabulary items; should also have ‘a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics without much conspicuous searching for words, using some complex sentence forms to do so’ (online 9).

As mentioned earlier, the author of the present research has chosen to follow the already created checklists that help to evaluate the vocabulary component in Business English coursebooks. First of all, lexical syllabus was taken into consideration. It is important that the

vocabulary component of a coursebook is arranged according to particular rules, that the selection of vocabulary is explained. Moreover, vocabulary should be grouped according to topics or any other significant criteria. Second, it is important to evaluate whether the number of lexical items introduced at once is sufficient or, on the contrary, insufficient. One more significant key issue regards the learning approaches that are applied throughout the book. There are certain learning approaches that are more useful for vocabulary acquisition than the other ones. Next, the author of the present research paid considerable attention to such a notion as 'practice activities'. It is essential that the vocabulary introduced at the beginning of the unit appears throughout the whole unit and in different types of exercises so that learners have an opportunity to use the learned vocabulary items in different contexts and situations. As a result, vocabulary is fixed in the learner's memory more successfully than the items that have been used, for instance, only once and in one particular exercise. Yet another crucial point that proves that vocabulary in the coursebook is regarded as an important component is the anticipation of it. For instance, difficult vocabulary items should be explained, or students should be given particular vocabulary items when dealing with creating stories about less familiar themes. Finally, the author looked at how vocabulary is recycled through the four language skills, namely listening, speaking, reading and writing. In real life communication all these skills are directly related to vocabulary. One cannot communicate either orally or in a written form without knowing words related to the topic being dealt with. In addition, also reading and listening cannot be imagined without having proper vocabulary knowledge. In fact, all the four language skills and vocabulary complement each other. As D. Wilkins claim, without proper grammar knowledge little information can be conveyed whereas without vocabulary absolutely nothing can be conveyed.

As to the analysis of the selected coursesbooks, the author will use examples from the current coursebooks to illustrate her point. Several most appropriate examples of each kind will be provided.

#### **4.4. The Potential of Vocabulary Development in *Lifestyle Intermediate Business English Coursebook***

Having thoroughly examined the current coursebook, it was found out that *Lifestyle* contains a lexical syllabus. First of all, this particular teaching material contains a special section on vocabulary which is named *Word Focus*. The present course book pays great attention to the vocabulary development in a systematic way. The vocabulary is organized according to topics, so that each unit is devoted to a specific topic, and in some cases several sub-topics

appear. *Lifestyle* deals with such themes as *conversation topics* (Unit 5), *modern technologies & employers* (Unit 6), *first job, active lifestyle, humour* (Unit 7), *internet technologies & social networking* (Unit 9), and other social and professional subjects.

As mentioned earlier, productive learning happens when the amount of vocabulary items introduced at once (for example, in one exercise or one lesson) is not either too huge or vice versa – too small. There are no concrete numbers or rules that would regulate how many new vocabulary items per one lesson should constitute a norm. It depends on a teacher's teaching style, tempo and other issues. However, one can easily feel whether the amount of vocabulary items is sufficient or insufficient. As to the current coursebook, the number of new lexical items varies according to the types of exercises. For instance, in the cases of *matching* exercises (matching new lexical items with the text or photos) usually 3 – 5 new words are introduced (as in Unit 1, exercise 2, page 8). *Filling in the blanks* exercises engage more new lexical items – approximately 8-10 per one exercise.

Passing over to the next point from the checklist, the current coursebook applies a lot of successful teaching approaches described above. First of all, *Lifestyle* promotes the use of dictionaries; learners are encouraged to consult dictionaries whenever needed and there are specific exercises that directly involve dictionary work. For instance, an exercise provides several lists of nouns related to hotels. Students are expected to underline one word in each line the use of which is not possible. The given words are: *three-star/economics/budget/four star hotel*. Students are asked to use a dictionary in order to grasp the meaning of words and be able to say which of the given words is odd (*Unit 2, exercise 6, p. 19*). There are also exercises that make use of dictionaries when dealing with defining words. This is the combination of two teaching/learning approaches, namely defining words to convey their meaning and using dictionaries. Students are asked to pick four compound nouns from exercise 6 (mentioned above) and define them using a monolingual dictionary. Later on, they are expected to read the definitions out loud so that their peers can guess which compound nouns are being dealt with (*Unit 2, exercise 7, p. 19*). Another example of involving a dictionary in the process of learning requires students to consult the dictionary in order to find out which of the given characteristics are positive and which are negative. The exercise provides that students should figure out which of the given characteristic features employers would consider to be negative, for example - *responsible, unreliable, resourceful* (*Unit 4, exercise 5, p. 38*).

Using different visuals is another effective teaching approach. The current coursebook contains plenty of photographs, which in many cases are involved in conveying the meaning of new lexical items. For example, names of four sports activities are given and they should

be matched with the four corresponding photos (*Unit 1, exercise 1, p. 8*). Another example: matching photographs to the given words. They are the following: *glass bottle, cardboard box, fridge-freezer, washing machine, carton, can, cooker, fan*.

Word building is also considered to be an important component of teaching a language, specifically vocabulary. In fact, ‘building new words by gaining control of prefixes, suffixes and other word building devices’ (Online 10) is considered to be one of the three most effective vocabulary learning strategies. Compounding is one of the many ways of building words which is promoted in the present coursebook. One of the numerous exercises provides: ‘Match the words in box A with those in box B to make compound nouns’ (*Unit 2, exercise 5, p. 19*). What is more, as mentioned earlier, each unit of *Lifestyle* contains a section on vocabulary building, called *Word Focus*. *Word Focus* section in Unit 2 is devoted to compound nouns; consequently every *Word Focus* exercise of Unit 2 deals directly with compound nouns, e.g. word building. One more example: different words related to flying are given. Some of them are compound nouns. Students are asked to distinguish which of the given words are compounds and name the features that these compounds have in common (*Unit 2, exercise 4, p. 20*). There is another *Word Focus* section in Unit 1 that focuses mostly on word building, specifically on *-ing* forms. At the beginning of the current section there is a text that is rich in different words ending in *-ing*. The exercise stipulates: ‘Complete the notes on *-ing* forms in the text’ (Unit 1, exercise 7, p. 9). The same exercise requires students to think of other examples of words that ends in *-ing*.

Defining words is also an effective teaching/learning approach. There are several exercises that require either finding definitions with the help of dictionaries (as mentioned earlier) or matching words with the definitions provided in the book as in the following exercise: column A contains adjectives whereas list B contains their definitions, and students are asked to match the adjectives with the definitions. For instance, students should find appropriate definitions for *analytical, sensible, persuasive*, etc. Or, for instance, one of the exercises gives definitions and students should guess which word stands for each definition. In order to help students, under each definition there is given the first letter of each word and the number of letters is indicated by discontinuous lines (one line for one letter).

The next point of the checklist regards different practice activities and recycling vocabulary items. This involves using previously learnt vocabulary items again and again to fix them into the learner’s memory. As mentioned earlier, introducing new lexical items without putting them into practice afterwards is a weak practice. *Lifestyle* offers great deal of different practice activities, and vocabulary is recycled to a high extent. First of all, each unit of the present coursebook contains speaking exercises that require students to create stories,

share their experiences, express their opinions using the *field vocabulary* that has been introduced in a particular unit. For example, students are asked to discuss their favorite dish using different adjectives related to food presented earlier (*Unit 3, exercise 11, p. 27*). Moreover, at the end of each unit there is at least one writing exercise that asks students to produce either an email, a letter, or any other type of writing regarding the theme of the unit and involving recently acquired vocabulary. For instance, the following situation is given: ‘You have recently returned from an overseas visit to another company. Write an email thanking your hosts for organizing your visit for the gifts you received. Say something nice about the food in their country’. In addition, students should use vocabulary presented in Unit 3 (*Unit 3, exercise 6, p. 33*). These two types of practice activities are the most common ones, yet there are other practice activities as effective as the ones that have just been described. In addition, *Lifestyle* contains *Review* sections after every three units. This section revises every single aspect presented in the covered three units. For example, the review of Units 1,2,3 contain exercises regarding compound nouns and guessing the words from the context (first letter of each word is provided) (see *Lifestyle, exercises 5 and 9, p. 35*). As to other review sections, *Review* of Units 4 – 6 in terms of vocabulary deals with defining words and grouping of words according to their meanings. For example, students are expected to guess the word by its definition (*exercise 2, p. 66*). The other exercise of the current *Review* section provides numerous vocabulary items that need to be grouped according to the topic of conversation. For instance, the given topics are: *cinema, sport, books, weather*; the given words for grouping are: *boiling, Grand Slam, bestseller, freezing, translate, medal, mayor, etc.* As it has been mentioned earlier, the current coursebook places a huge emphasis on practice activities. There are no vocabulary items in the coursebook that would be left without practising them either in written form or orally.

Another important issue to be considered is whether a coursebook anticipates the vocabulary needed for skills activities. It means that the coursebook should deal with a difficult vocabulary by providing glossaries, or giving a key vocabulary for particular tasks that might cause some difficulties to students. In this particular coursebook the anticipation of vocabulary is mostly manifested through the reading exercises that involve more than several sentences. The anticipation of vocabulary is presented in a form of glossaries. Such glossaries can be found in nearly every unit (*pp. 8, 23, 70, 72, 81, 90*).

Finally, the last issue deals with vocabulary and the four language skills (listening, speaking, reading and writing) and the way they interact in the current coursebook. After having conducted the research, it has been established that *Lifestyle* recycles vocabulary

through all the four skills. First, listening exercises that involve dealing with words will be presented.

The most common type of listening exercises in *Lifestyle* is the so-called *filling in the blanks*. The students are expected to listen to a dialogue and try to grasp the missing words. In some cases the words are familiar, but in some other cases the lexical items are new to students (For instance, *exercise 6 on page 10*). Very similar exercise can be found in Unit 3, exercise 2, page 26. Students are asked to listen to a conversation of an Australian couple who have just returned from their journey. Students should fill in the missing words in their travel blog. After having done this, students are expected to re-listen to the conversation and underline different phrases that they have heard (the list of phrases is provided below the travel blog). One more exercise of this type appears in Unit 5, exercise 5, page 50. The exercise provides: ‘Listen to six people starting a conversation. Which six topics are they talking about?’ Below eight topics are given, two of them have not been mentioned. The next exercise, namely exercise 6, requires re-listening the six conversations and filling in the blanks with the missing words. Eventually, each unit of *Lifestyle* contains at least one listening exercise that requires filling in the blanks and trying to remember the missing words. A slightly different exercise appears in Unit 9, exercise 3, page 92. The exercise requires listening to the dialogue and writing down the phrasal verbs that students hear. The following exercise requires the students to use the phrasal verbs that they have heard in their own sentences.

Next, speaking and vocabulary interaction in *Lifestyle* will be examined. Most of the speaking exercises that directly involve using the previously presented vocabulary deal with expressing one’s own opinion regarding a particular topic, making dialogues, and sharing one’s own experience regarding the topic that is being discussed. All in all, the current coursebook offers various speaking exercises. For instance, students are given a list with different leisure activities and they are expected to tick the ones they like doing and afterwards discuss the ones they have never tried (*Unit 1, exercise 8, p. 9*). Next, the heading of the exercise says: *What to do in Dubai?* Numerous activities are provided, for example *sandboarding, desert safari, belly dancing*, and others. Students are supposed to discuss which of the given activities would be normally done in such a country as Dubai. This requires some previous knowledge regarding the geographical situation of Dubai, and other factors that might affect what activities could be done in that particular country. Another speaking exercise: before introducing the topic, there are motivating questions. The list of words related to gifts is provided. Students should discuss what gifts they would prefer to accept from a business contact (examples: *a potted plant, a key ring, a bouquet of flowers etc*)

(Unit 3, exercise 2, p. 32). Another speaking exercise that requires students to use the previously introduced lexical items: students are asked to discuss whether they have ever attended a job interview where the employer asks questions about their personality. If yes, they should use the characteristics that were introduced earlier. Further on students are asked to group into pairs and interview each other using the provided questions. For instance: *what are your best skills*, or *what is your biggest weakness*. They should answer using the vocabulary presented earlier (Unit 4, exercise 10, p. 39). There also are exercises that provide several lexical items that should be used for a discussion, as in this exercise: the students are asked to discuss whether they would like to work for a social enterprise (what is a *social enterprise* is explained before this exercise) and which needs they would focus on. Below several words are given that they could take as examples, for instance, *health, housing, the elderly, etc.* (Unit 5, exercise 4, p. 54). As mentioned above, there are diverse speaking exercises in *Lifestyle*. Another exercise is presented in a form of quiz. Students again are asked to form pairs and do the quiz. The answers in the quiz contain the vocabulary items introduced at *Word Focus* section, for instance: *reuse, organic, carbon, pollute*, and others (Unit 8, exercise 6, p. 81). Next, another exercise deals with *open-plan offices* and *walled offices* (the teacher should explain what they are). After that, students should discuss the pros and cons of both of them using the vocabulary items provided below. They are the following: *privacy, communication, individual space, etc.* (Unit 8, exercise 1, p. 86).

To conclude, the current coursebook recycles vocabulary through speaking exercises to a high extent, because in each unit there are several speaking exercises that require students to use previously presented vocabulary, and, if comparing with other skills exercises, speaking exercises that involve using field vocabulary occur most frequently.

Having examined the interaction between vocabulary and speaking, it is time to pass over to the next language skill, namely reading. *Lifestyle* places great emphasis also on vocabulary in reading exercises. Most of the reading exercises deal with finding words from the text that would match with the definitions provided in particular exercises, yet there are also other types of exercises that promote vocabulary development through reading. For instance, the most common type of exercises: after having read the given text, students are asked to find words and phrases that mean the same as the provided definitions (Unit 1, exercise 3, p. 4). Another similar exercise: there is an article regarding increasing one's brain power. The exercise contains explanations, and the student is supposed to find words in the text that match the explanations (for example, what word from the text means to *increase or improve something*) (Unit 4, exercise 6, p. 36). A slightly different reading exercise: the theme of one of the reading sections in Unit 4 is improvisation skills. At the beginning this

word combination is explained and afterwards the students are asked to do a quiz in order to find out whether they are *planners or improvisers* (Unit 4, exercise 1, p. 42). Another exercise again is of a different nature: there are three texts, each of which tells about some famous person. Students are asked to find five words in text A related to sports; five words in text B related to films and five words in text C related to books (Unit 5, exercise 6, p. 46). Next, several strings of expressions are provided and the students need to find words or expressions from the text that mean the same as provided expressions. For instance, they should look at text 1 and find word or expression that means *boring and having no variety* (Unit 7, exercise 4, p. 69). As mentioned earlier, finding words from the text is the most common type of reading exercises: students are asked to name as many words related to cars they know as possible. Above the exercise there is a text about electric cars, and the students are asked to find words in the text that match with the definitions provided in the exercise. For instance, they are expected to find the word for *part of a car that produces power to make it move* (Unit 8, exercise 3, p. 82). These and many other reading exercises prove that *Lifestyle* indeed focuses on vocabulary development with the help of reading as well.

The fourth language skill is writing. Also writing helps to develop one's vocabulary. The current coursebook pays great deal of attention to vocabulary development through writing exercises, too. As to writing exercises, they mostly appear at the end of each unit and they function as a practice activity, because each of the writing exercises covers the theme of a unit; students are required to produce a written composition using the vocabulary introduced in a particular unit. For instance, Unit 2 deals with traveling, international meetings, etc., and after having finished this unit, students are asked to imagine that they are planning to go on a business trip and they should write an email to their manager saying what they are planning to do, what expenses they might have. They are suggested to use previously introduced lexical items that deal with this theme (Unit 2, exercise 10, p. 23). Another similar exercise appears at the end of Unit 3. Situation: 'You have recently returned from an overseas visit to another company. Write an email thanking your hosts for organizing your visit for the gifts you received. Say something nice about the food in their country'. Students are asked to use the vocabulary they have learned in unit 3 (Unit 3, exercise 6, p. 33).

Apart from what has been examined above, each unit of *Lifestyle* contains a section that particularly deals with vocabulary development by offering different types of exercises, therefore it is important to provide several examples from these sections to show that the current coursebook treats vocabulary as one of the major aspects of language teaching. For instance, the theme of *Word Focus* section of Unit 3 is food and entertaining. Words related to food and entertaining should be grouped according to *how food is cooked, taste and texture*

and *things on a table*. (for instance: *boiled, salty, plate, roast, delicious, serviette*) (Unit 3, exercise 8, p. 27). Another exercise from Unit 3: ‘Make six questions using words and phrases from three or four columns in the table. Then work with another student. Take turns to ask and answer your questions.’ (possible example: *How much chocolate do you eat?*) (Unit 3, exercise 6, p. 29). A few more examples from other units: matching job skills with the correct verbs or phrases given (for instance: *work on your initiative* should be matched with *think on your feet*) (Unit 4, exercise 6, p. 39); six groups of words are given, each group related to one particular topic. What is more, there is one word in each group that does not belong there. First of all, students are expected to create a small talk topic to each of the given groups and then cross out the word that does not belong to the group. For instance: *mayor, local council, author, taxes, elections*. The students should guess that the small talk topic for this group of words might be ‘politics’ and that *author* does not belong there. Moreover, the theme of this *Word Focus* section is *conversation topics* (Unit 5, exercise 11, p. 51); another exercise from *Word Focus* section explains that peoples’ *carbon footprint* is the amount of carbon dioxide emissions they generate in their daily activities. Below there is a list of words (activities that represent the majority of most peoples’ carbon dioxide emissions). The students should choose and discuss two items which, in their opinion, are the most common ones. They are: *holidays, transport, shopping, leisure activities, home energy, food and drink* (Unit 8, exercise 1, p. 80).

To conclude, the current coursebook has been examined within the framework of the checklist offered by Gairns and Redman (1986). Checklists help to evaluate the vocabulary component of coursebooks. In this particular case, the author of the present research confirms that all the six questions have been answered in as all the features discussed in questions have been identified in the selected coursebook.

In brief, *Lifestyle* contains a lexical syllabus explaining that the vocabulary is grouped according to topics; an eligible amount of new lexical items is introduced at once, which is 8 – 10 items per lesson (Gairns and Redman (1986) claim that 8 – 12 new words is a sufficient amount to be introduced in a lesson); a lot of effective teaching approaches are applied within the current coursebook, namely it promotes students to use dictionaries, a lot of visuals appear in the coursebook; word building is covered to a high extent; students are also asked to work with definitions and defining words, etc; the coursebook abounds in different vocabulary testing and practice activities involving all the four language skills. Most of the practice and testing activities are related to speaking exercises where students are expected to discuss certain issues using previously introduced lexical items; *Lifestyle* anticipates difficult vocabulary by providing short glossaries in nearly every unit; finally, vocabulary in the

current coursebook is recycled through all the four skills (listening, speaking, reading and writing) as there are special listening, reading, writing and speaking exercises in each unit that involve working with the new vocabulary items.

#### **4.5. The Potential of Vocabulary Development in *Language Leader Intermediate Business English Coursebook***

As to the presence of lexical syllabus in *Language Leader*, in the introduction of the Teacher's Book it is said that 'vocabulary input is derived from the unit topics and texts, allowing the teacher to build on words and phrases the students already know to create lexical sets' (p. 5). Like in the previous *Lifestyle* coursebook, also in this one vocabulary is grouped according to different topics, so that each unit deals either with one or several topics, and the vocabulary of the field. It is also claimed that the current coursebook pays an additional attention to word building and lexical patterns. However this coursebook recycles vocabulary mostly through the speaking activities in each unit. Moreover, *Language Leader* also contains Review Lessons, just like *Lifestyle*.

Next, as mentioned earlier, coursebooks should pay a considerable amount of attention to the number of lexical items they offer to be introduced in a lesson. The amount of new lexical items should be sufficient (not too bulky and not too poor). Regarding this particular book, the average number ranges from 6 – 14 lexical units per one exercise. It depends on the teacher whether to go through several vocabulary exercises during one lesson. This number regards the exercises that are directly devoted to vocabulary, or the so-called vocabulary section exercises. Vocabulary that is recycled through the four language skills is not counted, because most often skills activities involve the vocabulary that has already been introduced in the vocabulary section.

Furthermore, also this coursebook applies some of the most effective teaching strategies, though not to such an extent as *Lifestyle*. First of all, each unit of the coursebook contains a section regarding study skills. For instance, Unit 2 deals with *taking notes while listening*. It means that in this particular section students are taught how to take notes while listening (appropriate exercises are offered). Unit 4, for example, promotes *describing tables and charts*; students are being trained how to deal with different tables and charts. Unit 8 offers an insight into several reading strategies, which is the main focus of *study skills* section of this unit. Other *study skills* sections of different units cover some more equally engaging skills as the ones just mentioned. However, in *Lifestyle* using a dictionary is presented as a teaching strategy, whereas in this coursebook dictionary use is classified as a

*study skill*, which is practiced in Unit 5. The brief *study skills* section of Unit 5 contains eight exercises, all of them devoted to working with dictionaries. For instance, students are asked to guess the meaning of several words, like *hard-hitting* and *theme*. First, they should discuss what these words might mean and then they are asked to look the words up in the dictionary (Unit 5, exercises 2a and 2b, p. 56). Next, the exercise states: ‘Most dictionaries have a section at the beginning entitled *Guide to the dictionary*. What kind of information do you usually find there?’ Students are expected to discuss what they already know about dictionaries (Unit 5, exercise 3a, p. 56). Another exercise regarding the use of dictionaries asks students to look at the entries from *Longman Active Study Dictionary* for words *advertising* and *advertisement*. They are asked to discuss, for example, what part of speech is *advertising*; what the abbreviation *BrE* means in the entry for ‘advertisement’, and similar issues (Unit 5, exercise 3b, p. 56). Another exercise requires students to choose three words from the vocabulary section of Unit 5 and look them up in the dictionary and share the information with others. All in all, the use of dictionary is promoted in the current coursebook, but, unlike *Lifestyle, Language Leader* has chosen to devote one section to dictionaries rather than spreading exercises across the whole coursebook.

It is highly important that coursebooks engage enough visual materials to make the process of learning more interesting and new lexical items easier to remember. Like most of the coursebooks, also *Language Leader* contains a lot of visual materials and special exercises that help students to imagine, visualize and grasp the meaning of new lexical items with the help of different photographs. To illustrate this point, in Unit 7 there is an exercise that provides numerous logos of familiar companies. Students are expected to discuss which logos they know and what they know about these companies, and which are unfamiliar to them (Unit 7, exercise 1, p. 74). Another similar exercise: several photos are given, identified as A, B, C and so on. Students should listen to the conversation between a pair of students that takes place in a museum. No names for the objects in photos are provided. Students are expected to name the things being discussed and arrange them in the right order (which of them is discussed first, second, etc.) (Unit 7, exercise 3a, p. 75). One more example: students are offered four photos of different things, for instance, *exercise bicycle, ipod speakers, commuter jacket, etc.* The vocabulary section of this unit deals with adjectives, therefore students are asked to take a look at the design of the things shown in photos, and choose three adjectives that would best describe each of the things (Unit 7, exercise 76, p. 76). To conclude, almost each unit contains exercises that use visual materials to help students grasp the meaning, of fix different lexical items in their memory.

As mentioned in the introduction of the Teacher's Book, *Language Leader* pays great deal of attention to word-building, which is also considered to be a very effective vocabulary teaching approach. Word-building in this particular coursebook is promoted through different types of exercises. Almost each unit contains an exercise devoted to word building. For instance, Unit 1 deals with two exercises of this kind. In the first case, students are required to 'match words 1-6 with words a-f to make compound adjectives connected with character'. To illustrate, possible compound adjectives are *open-minded, easy-going, even-tempered* (Unit 1, exercise 3a, p. 6). Another word building exercise deals with creating words with the help of prefixes. Students are asked to read the text and find words that match the provided definitions. All the words contain prefixes. Students are required to underline prefixes in the words they have found and further on they should discuss the meaning of the prefixes, e.g. how the prefixes change the meaning of a word (Unit 1, exercises 3a, 3b, 4a, p. 11). Next, Unit 7 contains an exercise presented in a form of a table. The table contains the following columns: *verb, noun (person), noun (thing, concept)* and *adjective*. Each column contains several words. For instance, a noun is given and students should make an adjective out of it. This type of exercise is very common when dealing with word building (Unit 7, exercise 3, p. 71).

Passing over to the next vocabulary teaching/learning approach that is applied within the current coursebook, it is promoting students to define words to convey their meaning and using synonyms to explain certain issues and phenomena. Examples from the coursebook: 'Find adjectives in the first two texts in Exercise 2a which mean the following: 1. *attracting your attention because it is easily remembered* 2. *very noticeable* 3 *amusing and enjoyable, easy to remember* etc'. This exercise involves explaining words with the help of synonyms (Unit 5, exercise 3, page 49). The next example deals with words and their definitions: students are expected to match the words connected with advertising with their meanings. To illustrate, the given words are: *sponsorship, promote, misleading, slogan, etc.* Below corresponding definitions are provided (Unit 5, exercise 4, p. 49). Yet another exercise that enables students to work with definitions: finding words and phrases in the text that mean the following: 1. *passing messages from one person to another daily*; 2. *a large notice or picture to advertise something*; 3. *a colourful image on stone* etc. In each unit one can find at least one exercise that deals with revealing the meaning of words either with the help of definitions or synonymy.

The next issue in the checklist regards practice and testing activities, which is an important component of each coursebook that enables students to practice the new lexical items that have been introduced. First of all, as mentioned in the teacher's book, mostly

vocabulary is recycled through speaking activities, meaning that once new lexical items have been introduced, later they are being discussed in speaking exercises. To illustrate this point, an exercise deals with adjectives. Students are given many different adjectives that characterize one's personality. There are several exercises that deal with these adjectives, and later on students should think of one or two people they know and which adjectives from the given ones would best describe these people (*Unit 1, exercise 4, p. 6*). Each unit contains such speaking activities that require recycling previously introduced vocabulary. However, practice activities appear not only in an oral form, but also in written exercises. Most writing exercises can be found at the end of each unit where students are asked to produce some piece of writing using either the vocabulary of a whole unit, or the vocabulary of some particular exercises, as in this one: 'Work with a partner. Write a short job advertisement using some of the word combinations above. Include the job title, salary and details of the positions'. This involves working with the field vocabulary of that particular unit and with the vocabulary provided for the exercise (*Unit 3, exercise 7, p. 27*). Similarly to *Lifestyle*, also this coursebook contains *review* section after every three units. This section is the one that gives the largest contribution to recycling vocabulary, because it comprises the vocabulary introduced in the previous units. *Review* sections are a good way how to make students recall what they have learnt, because it takes some time to go through three units and something might be forgotten while processing the next unit. For instance, the *Review* section of units 4 – 6 makes the students recall the vocabulary of the previous three units by completing a word puzzle (contains a field vocabulary from all the three units). Another rather challenging exercise asks students to look back to each of the units for one more time and take a look at what they have learnt. For example, the heading of the exercise says: 'Find the exercises in Units 4 – 6 where you... 1. learn seven new phrasal verbs; 2. read about whether texting can cause any problems; 3. practice using business word combinations' This exercise directly makes students recall different issues by just taking a look at them. The author of the present research considers this to be an effective and interesting practice activity. Moreover, each review section has such an exercise.

Another indicator showing that a coursebook offers a huge potential of vocabulary development is the anticipation of vocabulary needed for skills activities. Unlike *Lifestyle*, the current coursebook does not include difficult texts that require explaining vocabulary. However, it treats this issue from a slightly different perspective. The texts, according to the Teacher's Book are 'authentic or semi-authentic, or at lower levels based on real sources, and are taken from a variety of genres (for example, newspapers, magazines, literature and publicity materials)' (*Language Leader Teacher's book, 2008:3*). It means that some of the

texts are adapted according to the language proficiency level of target audience of this book, which means that no glossaries of difficult vocabulary are needed. As mentioned earlier, vocabulary is anticipated from different perspective. Each unit of *Language Leader* contains a section called *Scenario*. Each section is meant for one lesson. During *Scenario* lessons students have an opportunity to have an extended speaking practice covering a real-life situation. Students are given language support to carry out the task. To illustrate, *Scenario* lesson of Unit 2 covers the theme of study trips. There are different kinds of exercises, involving a lot of new vocabulary; however, as to the main speaking activity, the students are provided with a key language that they should use, in this case it is related to discussing advantages and disadvantages, and making suggestions. Students are expected to use appropriate words and phrases that have been discussed earlier in the unit. They are also given other additional useful words and phrases below the exercise. For example: *another advantage is that...; there are several disadvantages. Firstly, ...Secondly, ...* etc. What is more, at the end of the book there is the so-called *Language reference*, where one can take a look at every single vocabulary item that has been introduced in all the units. It is also a good way how to revise what has been learned.

The last, but no the least element of the present analysis concerns how vocabulary is developed through listening, speaking, reading, and writing. In this section the author of the present research examines skills activities that involve working with lexical items. First, several listening exercises will be examined. The exercise instructs: ‘Look at the people in the photos below. What kind of personality do you think each person has?’ Students are invited to describe these people by using personality adjectives introduced at the beginning of the unit. The next exercise involves students in listening to the description of these people and comparing their answers to the ones provided in the listening exercise (*Unit 1, exercises 5a and 5b, p. 6*). Next, exercise 1 (*Unit 3*) gives numerous names of different professions. Students are required to listen to five people talking about their jobs. Each speaker should be matched to a job he or she is talking about to the jobs from exercise 1. Second, students are then asked to re-listen and write down keywords that describe each of the mentioned jobs, for instance: *shifts, patients*, etc (*Unit 3, exercises 1, 2a and 2b, p. 26*). Another type of listening exercise that involves vocabulary learning is filling in the blanks while listening to either a dialogue, conversation or something else, as in Unit 4, exercise 5b, page 43 or Unit 5, exercise 4b, page 51, and many other exercises.

Speaking is another skill which contributes to one’s vocabulary development. New lexical items are being fixed in the learner’s memory by practicing them in real-life situations, for instance having a conversation with a friend, or business partner. As mentioned

previously, the current coursebook promotes speaking to a high extent; consequently, vocabulary development comes along speaking. In addition, most speaking exercises require them to use the provided lexical items. Vocabulary development and each of the four language skills supplement each other, they interact. In fact, there are more speaking exercises than the other skills activities in *Language Leader*. For instance, the following exercise: ‘You have ten minutes to plan a business idea to start in your home town. Work with a partner and chose an idea from below or thin of your own. Use an appropriate vocabulary’ after they are asked to present their idea to the rest of the class (*Unit 6, exercise 8, p. 59*). In general, before or after introducing some topic, there are speaking exercises that ask students to share their opinion, describe something, suggest or guess something. It goes without saying that they should use the field vocabulary because the questions are concrete and regards particular topics.

Furthermore, yet another language skill is reading. First of all, *Language Leader* enables students to read many exciting and promoting texts written in a simple language so that they would fix their previous vocabulary knowledge; however, there are also many reading exercises that either provide new lexical items or require students to find the words in different texts. For instance, some of the texts contain numerous highlighted phrases, which are later introduced as phrasal verbs. Below the text meanings of the phrasal verbs are given, and the students should match the highlighted verbs with their appropriate meanings. This involves learning new vocabulary items through the context, because in this case it is context that helps students to identify the meaning of the highlighted phrasal verbs (*Unit 2, exercise 3b, p. 19*). Another common type of reading tasks that involves dealing with words or phrases is finding words in the text that mean the following (definitions provided). Such exercises in *Language Leader* occur frequently, for instance, Unit 2, exercise 4, page 20. A similar exercise can be found in Unit 3, exercise 3, page 30: Find words in the leaflet for someone who 1. *is applying for a job*; 2. *asks questions at an interview*; 3. *has other people working for him/her* etc. Each unit contains one ore more reading passages and appropriate reading exercises; in most cases working with vocabulary is involved.

The final language skill is writing, which also cannot be achieved without having proper vocabulary knowledge. One cannot produce any piece of writing without knowing words. The current coursebook teaches vocabulary with the help of writing as well. Most writing exercises appear at the end of each unit. They are most likely there to summarize the whole unit and to show what the student has learned in the course of time. For instance, students are given names of different products and services and they should pick one of them to write a short advertisement (the main theme of the unit is advertising). Consequently they

should use previously introduced lexical items (*Unit 5, exercise 7, p. 51*). In general, the most common type of writing in the current coursebook appears to be a letter; nearly each unit requires students to produce a letter or an email regarding the theme of the unit and using the vocabulary presented earlier. In Unit 5, for instance, there are several writing exercises. Another task expects students to write a letter to the editor of a newspaper defending the use of the television advertisement. Some useful suggestions are provided below the exercise (*Unit 5, exercise 8, p. 57*).

Finally, *Language Leader* similarly to *Lifestyle* contains a special section regarding only vocabulary. In *Lifestyle* such section is called *Word Focus* whereas in *Language Leader* it is called *Vocabulary*. Each unit of the current coursebook contains at least one *Vocabulary section* where students have an opportunity to work with new vocabulary either by developing their vocabulary knowledge with the help of word building, or synonymy and in many other ways. To illustrate this point, several examples from the coursebook: *Vocabulary Section* of Unit 1 focuses on different personality adjectives by offering various exercises related to this topic. First, students are asked to name as many personality adjectives related to one's personality as possible. Further on they should choose three adjectives that would describe their own personality. Next, students are given the list of different adjectives and they should guess which adjectives describe positive character and which negative. Another exercise in *Vocabulary Section* of Unit 1 deals with making compound adjectives connected with personality. Later on these adjectives are being recycled in a form of definitions. Students are given the definitions of the adjectives and they should match what is what (*Unit 1, exercises 1a, 1b, 2, 3a, 3c, p. 6*). The *Vocabulary Section* of Unit 2, for instance, focuses on different phrasal verbs. In this brief section students have an opportunity to learn many new phrasal verbs and discover their meaning with the help of context, as these phrasal verbs first appear in a text, and also with the help of definitions because one of the exercises require students to match the given phrasal verbs with their meanings (*Unit 2, exercises 3a, 3b, p. 19*). In Unit 3 there are two sections on vocabulary. One of them again deals with adjectives, but this time they are related to different jobs (*Unit 3, exercises 3a, 3b, p. 26*), and the other focuses on expressions connected with time and work (*Unit 3, exercises 3a, 3b, p. 28*). As to other units, Unit 4, for example, contains three sections devoted to vocabulary development. The first section enables students to learn useful phrases that deal with language learning (*Unit 4, exercises 1,2,3, p. 38*); the second *Vocabulary section* focuses on phrasal verbs, similarly to the section in Unit 2 (*Unit 4, exercises 5a,5b, p. 39*). In addition, working on certain aspects of language in every second, or every third unit is also a way how to recycle vocabulary. Regarding the third *Vocabulary Section* in Unit 4, it deals with concrete words, namely *allow*,

*permit* and *let*. Students are asked to look these words up in the dictionary and answer numerous questions, for instance: *Which is the most formal of the words?* This involves working with synonyms, because all the given words are almost similar in their meaning (*Unit 4, exercise 7, p. 41*). Other units of *Language Leader* deals with word collocations, different terms known as field vocabulary, word building (deriving adjectives from nouns, verbs and vice versa), abstract nouns, and other aspects of language.

In brief, *Language Leader* pays a considerable amount of attention to word-building and other lexical patterns and the vocabulary is grouped according to topics – each unit is devoted to a particular topic and several sub-topics. The amount of lexical items introduced in one lesson is sufficient, which is 6 – 14 words. The number depends on types of exercises. As to teaching/learning strategies, the current coursebook, similarly to *Lifestyle*, applies numerous successful strategies. For example, the use of dictionaries is promoted although not to such extent as in *Lifestyle*, but still from time to time students are asked to consult dictionaries. Another useful practice in this coursebook is providing information about various study skills. These are the skills that are useful in learning process. In each unit students are taught to cope with different skills, for instance, how to describe tables and charts; how to take notes while listening and other activities like that. Also this coursebook provides enough visuals. The coursebook contains many photographs to help students draw a picture in their minds regarding some particular topic. In addition, there are also exercises that deal with revealing the meaning of words with the help of pictures. Word-building and synonymy are also covered sufficiently. As to other peculiarities, one of the most important characteristics of a good coursebook is providing different practice activities. *Language Leader* offers students an opportunity to work with previously introduced vocabulary in numerous ways. For instance, at the beginning of unit new lexical items are introduced and they are being recycled throughout the unit in different types of exercises and through all the language skills, namely listening, speaking, reading and writing. Vocabulary is also practiced and recalled in *Review Lessons*.

## CONCLUSIONS

The goal of the present research was to investigate the potential of vocabulary development in Business English coursebooks. For the analysis the author of the present paper had selected two intermediate Business English coursebooks: *Lifestyle* by Iwonna Dubicka & Margaret O’Keeffe, published by Pearson Longman (2010) and *Language Leader* by David Cotton, David Falvey and Simon Kent, published by *Pearson Longman* (2008).

First of all, vocabulary can be defined in many ways. Vocabulary can be words, and it can also be all the words that an individual knows, or, it can be all the words belonging to a particular sphere. However, vocabulary takes various forms of words and it does not necessarily mean that a word is a single unit of a language.

Next, the importance of vocabulary is not measurable, especially when it comes to the learning of a foreign language. Having a rich vocabulary enables people to communicate successfully. It is said that knowing words is more important than being familiar with different grammar structures of a language. Having proper foreign language grammar knowledge will not help people in asking for directions in a foreign country or establishing a business contacts with a foreign company if there is a significant lack of appropriate vocabulary.

To move on, English vocabulary is too rich so that even native speakers of English are not familiar with every single word belonging to the language. As to foreign or second language learners, their goal should not be putting all their effort to approach the proficiency level of a native speaker. What they need is achieving Level C2, which, according to the Common European Framework, is the highest foreign language proficiency level. Having achieved this level, foreign language learners can gradually build up their vocabulary by regularly communicating with English speaking people, or undertaking special language courses, for instance, Business English courses.

As to foreign language teaching/learning strategies, it is important to understand the difference between vocabulary comprehension and vocabulary production. Comprehension relies on the strategies that help to understand a word and commit it to memory, whereas production relies on the strategies that help to retrieve the word from memory and use it in a right sense and right place. Yet, one of the most important factors affecting vocabulary storage into one’s mind is the frequency of word occurrence, because people tend to remember words better when they have dealt with them numerous times.

Next, having a rich vocabulary allows people to perform better in reading, writing, speaking and listening; however, vocabulary is also learned through these four skills. It means

that vocabulary and the four language skills go hand in hand, in other words – they supplement each other.

Coursebooks are a significant component of language teaching. Even though there has not been much research done in this field, a well known fact is that course books are a powerful tool in vocabulary acquisition. In order to evaluate the vocabulary component of a coursebook, several scholars have developed the so-called *checklists*. These checklists contain numerous questions aimed at investigating how successfully vocabulary is recycled in a particular coursebook. Vocabulary is recycled effectively and successfully in the coursebook if: there is a lexical syllabus provided; the vocabulary is grouped according to topics; the number of lexical items introduced in one lesson is sufficient. The coursebook should promote dictionary use, cover word building and synonymy, offer sufficient visual materials; recycle vocabulary throughout the whole coursebook by providing different practice activities. Vocabulary should be learned through all the four language skills (listening, speaking, reading and writing). These and some other aspects prove that there is a huge potential of vocabulary development in a coursebook.

Having analysed the selected coursebooks, the author of the present paper can conclude that all the six questions of the checklist have been successfully answered. First of all, both coursebooks contain a lexical syllabus (vocabulary selection has been explained and vocabulary is grouped according to topics). Both coursebooks pay great attention to such language patterns as word building and synonymy.

It is important that the vocabulary presented in a coursebook is sufficient for the learner to undergo steady vocabulary enrichment process. The amount of new lexical items presented at one time in a lesson in both books is sufficient: in *Lifestyle* approximately 8 – 10 lexical items are presented at once, whereas in *Language Leader* 6 – 14 new vocabulary items are being presented.

Both coursebooks apply some of the most effective vocabulary teaching/learning strategies. In both cases students are required to use dictionaries to find out meanings of words; the coursebooks contain many photographs that also help in understanding words; there are also many exercises that deal with matching words with pictures; in both coursebooks word building is covered to a very high extent as there is at least one exercise in each unit that focuses on building new words. As a result, students learn many new words from the base word; using definitions to convey meaning is another successful approach that is applied in the current coursebooks.

However, one of the most important indicators that lead to successful vocabulary development is the so-called *practice activities*. Both *Language Leader* and *Lifestyle* treats

this issue seriously. This involves using previously learnt vocabulary items again and again to commit them to learner's memory. Both coursebooks are rich with different practice activities. Vocabulary is practiced through all the four language skills, however most often these practice activities appear in the form of speaking or writing exercises where students are expected to discuss certain issues using previously introduced lexical items. In addition, each coursebook contains *Review Lessons*, which is also a good way to practice previously introduced vocabulary. After every three units there is a *Review* section which also contains exercises that deal with previously introduced lexical items.

As to the anticipation of vocabulary, each of the selected coursebooks treats it differently. *Lifestyle* contains small glossaries that occur quite frequently after reading passages (key vocabulary is explained), whereas *Language Leader* tries to use already familiar vocabulary so that there is no need to spend extra time on explaining words that occur in reading passages.

Finally, the current coursebooks recycle vocabulary through all the four language skills. Having conducted the research, the author can conclude that both coursebooks offer students an opportunity to learn vocabulary through listening, speaking, reading and writing. Each unit of both books offers numerous exercises where vocabulary is involved. Speaking exercises mostly deal with discussing particular topics using the previously presented vocabulary; writing exercises require students to produce texts related to the previously discussed topics using the field vocabulary. Such exercises usually appear at the end of each unit; in 'vocabulary through reading' exercises most often students are asked to find words or phrases in the text to match the given definitions. Vocabulary and listening are combined in the most common type of listening exercises that involve working with vocabulary items is listening to an audio script and filling in the blanks, or remembering the missing words, etc. After each exercise of any kind there usually are several questions that are aimed at recycling the vocabulary again and again.

The vocabulary component of both *Lifestyle* and *Language Leader* is very rich, in fact, the author of the present research had an impression that the main goal of both coursebooks is to teach vocabulary rather than grammatical structures of the English language because both coursebooks involve working with words to an extremely high extent.

Thus, the hypothesis stating that **Business English coursebooks offer ample material for vocabulary development through the four language skills (listening, speaking, reading and writing)** has been validated.

Any further investigations regarding potential of vocabulary development in Business English coursebooks would be useful. The present research could be expanded by comparing

the vocabulary component and the potential of vocabulary development in Business English coursebooks with the ones in English coursebooks for general use. The results would show in which coursebooks the potential of vocabulary development is greater.

## THESES

1. When teaching/learning vocabulary, it is necessary to understand the difference between vocabulary comprehension and vocabulary production. Comprehension relies on the strategies that help to understand a word and commit it to memory, whereas production relies on the strategies that help to retrieve the word from memory and use it in a right sense and right place. Successful vocabulary acquisition takes place when both of the strategies are combined.
2. A coursebook offers a huge potential of vocabulary development if the provided vocabulary is grouped according to topics, appropriate teaching/learning strategies are applied; practice activities are provided, and all the four language skills are involved in the development of the student's vocabulary knowledge.
3. Enriching vocabulary through synonymy and word-building is one of the most effective vocabulary teaching/learning strategies, because a word can be better understood and learnt in terms of its relationship with other words in a language.
4. Recycling previously presented lexis throughout a coursebook leads to an effective retention of new vocabulary items.
5. The selected coursebooks for analysis anticipate the recycling of vocabulary through all the four language skills, namely listening, speaking, reading and writing.
6. The selected coursebooks offer ample material for vocabulary development through all the four language skills by providing at least one vocabulary section in each unit and involving new lexical items in other skills activities.
7. The frequency of occurrence of new lexical items is promoted in *Review Sections* or *Review Lessons* that follow every three processed units in the selected coursebooks.
8. Having a rich vocabulary allows learners to perform better in reading, writing, speaking and listening; however, vocabulary is also learned through these four skills. It means that vocabulary and the four language skills go hand in hand, in other words – they supplement each other.
9. Both of the selected coursebooks correspond to the six criteria of the checklist, which leads to the conclusion that Business English coursebooks are commendable source for developing learners' vocabulary.

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## Dokumentārā lapa

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Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: Inga Jogure \_\_\_\_\_ 20.05.2013.

Rekomendēju darbu aizstāvēšanai

Vadītāja: lektore M.Philol. Rasma Mozere \_\_\_\_\_ 20.05.2013.

Recenzents: Mg.Philol. Jana Kuzmina

Studiju metodiķe: Maija Krušņikova \_\_\_\_\_ 20.05.2013.

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