

Vocabulary learning opportunities: are coursebooks enough?

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### **Abstract**

Vocabulary is a key element of second language learning and coursebooks are a powerful resource for teachers and learners to address this need. Research on material development (e.g. Littlejohn, 2011; Masuhara et al., 2008) has emphasised the effective teachability and flexibility of language textbooks which are a point of reference for syllabus design and course content, and can guide learners from starter to advanced level. However, a review of the existing studies reveals contrasting results and a lack of general agreement in terms of effectiveness of coursebooks in providing vocabulary learning opportunities (e.g. Matsuoka and Hirsh's, 2010; O'Loughlin, 2012). This talk will present a corpus-based study which analyses high- and mid-frequency vocabulary coverage in an ELT textbook. The talk, originally intended for language teachers and teacher trainers, will include a short introduction to vocabulary knowledge and some teaching resources. It will end with a discussion to reflect on how to present research to the general public in order to bridge the gap between theory and practice.

### References

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