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Does Everybody Know What a Suitcase is? Vocabulary Clarifications in the ESL Classroom

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Abstract

Recent studies in the area of corrective feedback have pointed to the added benefits of elicitation over recasts (Lyster & Ranta, 1997, Lyster 2004, Ammar & Spada, 2006). However, few studies have been conducted in the area of vocabulary acquisition. This study begins to fill the gap between focus on form in grammar correction and vocabulary acquisition by examining clarification techniques in the areas of core meaning, elicitation, short definitions and translation by analyzing previously transcribed classroom interaction between a teacher and students in an intensive grade six English as a Second Language (ESL) class in Quebec. Results of this study suggest that elicitation is the most common and effective clarification technique employed by the teacher. Nevertheless, the reader is reminded that due to the limited previous research in the area of oral vocabulary clarification, much of the study is based on literature from corrective feedback in grammar and should thus be considered a pilot study.

How do teachers clarify problem vocabulary during oral interactions in the ESL classroom? This paper will attempt to answer the question by exploring the techniques teachers use to help their students better understand vocabulary definitions and the methods for clarification they employ in the classroom. Vocabulary clarifications appear to be made frequently. Analysis of 50 hours of teacher and a portion of student classroom interaction in grade six intensive ESL classes in Quebec reveals that lexical clarifications are four times more likely to occur than grammar clarifications (Horst, Cardoso, Collins, Trofimovich, White, 2007). Horst et al. concluded that ESL teachers do a great deal of successful vocabulary teaching “on the fly”. However, most classroom research on focus on form has been done in the area of grammar correction (Lyster & Ranta, 1997, Lyster 2004, Ammar & Spada, 2006). The goal of this paper is to begin filling the gap between what is known about focus on form used in vocabulary teaching and that used in grammar instruction. The analysis below will examine clarification techniques in the areas of core meaning, elicitation, short definitions and correction and translation by analyzing previously transcribed recordings from an intensive grade six English as a Second Language (ESL) class in Quebec.

Very few studies have been conducted to explore the nature of teachers’ vocabulary explanations. Flowerdew (1992) examined speech acts of definitions in 16 science lectures given by native English speaking chemistry and biology lecturers to non-native speakers. The results of his study show that on average, there was one definition approximately every two minutes for an average of 20 definitions per lecture. Flowerdew states that definitions should be judged on their completeness and universalities; in other words, definitions should provide the essence or nature of what is being defined rather than accidental properties. Additionally, definitions should be concise.

From these principles, Flowerdew developed his own definition taxonomy made up of three different types of definition: formal definitions, semi-formal and substitution. For formal definitions, he employs the paradigm form ‘*An A is a B which C*’ or term + class + characteristic underlined. This pattern is evident in the following example:

(1) ... a metal (A) is an element (B) that can be formed into sheets (Flowerdew, 1992, p. 210)

Flowerdew categorizes these kinds of formal definitions as being the most precise. Semi-formal definitions are less precise as they do not

include class (*B*); however, they serve much the same function. The semi-formal definition of *metal* for example is expressed as *a metal can be formed into sheets* without referring to its class or in this case the fact that metal is *an element*. Flowerdew believes synonyms, paraphrasing and derivations can all be used to substitute unknown words. A synonym is used in the following example:

(2) ... fuse/by fuse I mean join together (Flowerdew, 1992, p.211)

Flowerdew also collected data on the frequency, distribution, function and forms of definitions and found that about half the definitions in his corpora contained some form of clear lexical signal; in just under a third of the cases, this was the lexical signal *we call/is called/are called*. Flowerdew claims these have the function of signalling the forthcoming definition as they can make it stand out. Additionally, instances of elicitation or rhetorical questions can also act to signal a forthcoming definition. He states that the most common occurrences follow the pattern '*what are...?+ definition*' or '*what does X mean? + definition*' as exemplified below:

(3) What are *protista*? (+ definition of *protista*) (Flowerdew, 1992, p. 214)

Although Flowerdew's study provides a framework for definition analysis, his findings are of limited relevance to communicative language teaching (CLT) contexts. For example, Flowerdew refers to elicitation techniques; however, these techniques may not be considered authentic elicitations because the audience (or students) do not have a chance to answer the questions due to the context of the lecture. Work that is more relevant to CLT settings such as the context of the present study was carried out by Chaudron in 1982. His study focused on spoken definitions directed towards non-native speakers in high school ESL classrooms.

Like Flowerdew, Chaudron recognizes that there are basic structures used to announce vocabulary clarifications/explanations. However, Chaudron does not make the same differentiations between formal and semi-formal definitions as Flowerdew. Instead, he simply labels this clarification technique as definition when it follows the structure *X is a kind/type of Y which/who...* as in the following example:

(4) *Philistines* are people who lived in the area during the time of the bible (Chaudron, 1982, p. 175)

Chaudron's study also differs from Flowerdew's research in that it analyzes terminology or expressions that the teacher in some way defines, qualifies, questions, repeats, paraphrases, exemplifies or expands upon in the course of their lesson; he refers to these techniques as *elaboration*. The goal of his study is to determine which of the above mentioned elaboration techniques are helpful or harmful in comprehension and acquisition of vocabulary.

Chaudron concludes that the most helpful techniques are those that draw on learners' experience and perceptions to promote recognition of the characteristics and contexts of unknown lexical items. For example he suggests drawing on students' knowledge of the world in the process of clarifying the term *strip city*:

(5) Where is the biggest strip city in the world? Boston or Washington?
(Chaudron, 1982, p.174)

(6) Like Flowerdew, Chaudron suggests using synonyms to clarify meanings. However, Chaudron does not make a distinction between the teacher's or the students' use of synonyms. As the following examples illustrate either the teacher or a student provide the clarification:

(7) Teacher: ...what's the main point... what's the main statement?
(Chaudron, 1982, p. 174)

(8) Teacher: What does *surrender* mean? Student: Give up (Chaudron, 1982, p.174)

Chaudron also emphasizes the use of substitution nouns such as *thing*, *word*, *expression*, *type* and *kind* to draw learners' attention to a vocabulary item as in the following example:

(9) Shabby... (we've had) that *word* before... (Chaudron, 1982, p. 173)

Although Flowerdew and Chaudron offer many different examples of ways to help clarify vocabulary, two common themes are present. These can be grouped under the categories of elicitation as evident in examples 3, 5 and 8 and short definitions as in examples 1, 2, 4, and 9. Additionally, Chaudron believes that first language (L1) translation is possible in

circumstances when the students come from the same L1 background – a point we will come back to in the following section.

According to Chaudron, it is also important to use the core meaning of words when they are being clarified. He states that speech directed at ESL learners should be simplified by using high frequency semantically basic vocabulary more regularly than other structures. Similarly, Kellerman (2000) differentiates between concepts (core meaning) and referents (non-core meaning) for polysemous vocabulary, or words that have several meanings. He states that the core meanings are usually the most common meanings. Like Chaudron, Nation (1990, 2001) claims that when a single word has several meanings, teachers should teach the most frequent meaning first. For example, using the phrase “head of the table” a teacher will most likely draw learners’ attention to the literal (and core) meaning of *head*.

With the exception of research conducted by Flowerdew (1992) and Chaudron (1982), and to a lesser extent Kellerman (2000) and Nation (1990, 2001), there has not been much research in the area of vocabulary clarification. Thus, the following section will briefly describe some findings from corrective feedback in grammar to explore parallels between research in grammar and vocabulary acquisition.

Lyster (2004) investigates the effects of corrective feedback and form focused instruction (FFI) on immersion students’ ability to accurately assign grammatical gender in French. Three different feedback treatments were compared: recasts, prompts and no feedback. Findings indicate a significant increase in the ability of students exposed to FFI to correctly assign grammatical gender. Results of the written tasks (and the oral tasks to lesser degree) reveal that FFI is more effective when combined with prompts than with recasts or no feedback.

Similarly, Ammar and Spada (2006) investigate the effects of prompts and recasts for learners of different proficiency levels. Although participants benefitted from both instructional intervention techniques, overall prompts were more effective than recasts and the effectiveness of recasts depended on the learners’ proficiency. High proficiency learners benefitted equally from prompts and recasts, whereas low-proficiency learners benefitted slightly more from prompts than recasts. Therefore, they concluded that there is not a sole corrective feedback technique that is ideal for all.

Lyster and Ranta’s (1997) study also examines corrective feedback and learner uptake. Their findings indicate that although elicitation is most likely to lead to uptake, there is a tendency for teachers to use recasts even

though the latter are considered ineffective at eliciting student-generated repair. They claim that students can misinterpret recasts as corrective feedback pertaining to meaning (instead of form) due to their ambiguity in the communicative classroom.

In general, the above findings from grammar are similar to Flowerdew (1992) and Chaudron's (1982) results discussed above; specifically, elicitation is seen as being more effective than recasts. However, the studies point to the importance of individual and contextual differences that must be considered when analyzing and comparing studies.

METHODOLOGY

The research described above points to a need for a classroom-based study that evaluates ESL teachers' explanations of words in terms of the techniques used and the extent to which the explanations refer to core meanings. In this study, clarification techniques will be analyzed according to the extent to which they involve elicitation, short definition (or correction) or translation. The following sections describe these parameters in more detail.

Core Meaning

For the purposes of this study, the core meaning is defined as the first meaning listed in the online version of the Longman Dictionary of Contemporary English. The core meanings from the dictionary were then compared to the meanings used in the transcribed classroom talk.

Elicitation

Both Flowerdew and Chaudron claim that elicitation of the correct form by asking a question such as '*what is an X?*' is a good way of helping to clarify vocabulary. According to Thornbury (2002) elicitation is commonly used to teach vocabulary because it involves learners in the lesson, it maximises speaking opportunities and it keeps the learner alert and attentive. Like Thornbury, Harmer (2008) states that elicitation also acts to verify that the learners understand what is being said with the help of concept checking questions. Thus for this study, clarifications will be considered as elicitation when they follow the pattern '*what is an X?*' and will be considered to have helped clarify a concept when they are either followed by more teacher concept checking questions or used in an

example by the teacher or students. Furthermore, according to Lyster (2004), elicitation enables learners to retrieve information that they are already familiar with.

Short Definition or Correction

When elicitation is not feasible because the learners are not familiar with the vocabulary being presented, short definitions or corrections are sometimes more appropriate (Lyster, 2004). In grammar corrective feedback, corrections are sometimes referred to as *recasts* because the teacher reformulates the student's utterance, minus the error (Ammar and Spada, 2006). For the current study, short definitions differ from elicitation as they do not provide the student the opportunity to answer a question; instead, a brief definition is provided so that the conversation can continue. For a short definition or correction to enable clarification, students must repeat the word to ensure that they have heard the word.

Translation

As mentioned in Chaudron's study, translation can act as a quick clarification that does not impede conversation. Although a detailed analysis around the positive and negative effects of translation is beyond the scope of this study, researchers including Cook (2001) and Nation (2001) claim that there are many positive advantages to using the first language in the classroom. Like short definitions, translation can be used to provide students with a definition they may not be able to recall through elicitation techniques. Using translation also builds on the concepts students already know in their first language. As Cook (2001) explains, first and second languages are intricately connected in the learners' mind. For example, it is the word *house* and not the concept of *house* that is new for the learners.

RESEARCH QUESTIONS

1. To what extent does the teacher refer to the core meaning of words that are clarified?
2. What is the most common clarification technique- elicitation, short definition or translation?

3. Based on the students' indications of understanding, which technique can be said to lead to the most effective clarification?

ANALYSIS

Participants and Corpus

The corpus analyzed in this paper consists of two pre-transcribed classroom sessions representing a total of about one and half hours of classroom interaction between teacher and students in an intensive grade six ESL class in Quebec. The data was originally collected through video recordings by a research assistant. The recordings were made at a point at which the learners had received 300 hours of intensive English instruction. The teacher, an experienced ESL instructor, was a native speaker of French with near-native-like English.

Data Analysis

A total of 45 vocabulary treatments in the teacher speech had been previously identified in an earlier project (Horst, Cardoso, Collins, Trofimovich, White, 2007). These data were made available to the researcher for present study and were examined in close detail for evidence of the features under investigation. To determine whether the teacher's explanation target the core meaning, each of the 45 explained words were looked up in the Longman Dictionary of Contemporary English. For example, the teacher explained the word *jockey* as *someone who rides a horse* which was the same as the dictionary definition. Thus in this case, the teacher was considered to have provided the core meaning in her explanation.

The word explanations were then categorized as being elicited, defined or translated. For example, the teacher elicited the meaning of the word *shrimp* by asking the students *Can anyone tell me what shrimp are?* A short definition occurred when the teacher explained the word *shorts* as *short trousers ending at or above the knees* and a translation occurred when the teacher explained the word *far* with the French equivalent *loin* for example. Furthermore, the explanations were either considered successful or not in terms of the students apparent understanding of the words. The word *shrimp* was considered clarified with the elicitation technique because the students answered many follow up questions asked by the

teacher, however, the word *far* was not considered clarified because the students did not use the word in their own speech which means that the researcher could not be sure that the students had heard the word.

RESULTS

To answer the first question: *To what extent does the teacher refer to the core meaning of words that are clarified?* In total, out of 45 words treated, 37 explanations used are considered to be similar to the words' core meanings. Specifically, these explanations are comparable to the first entry listed in The Longman Dictionary of Contemporary English. For example, the word *topping* was described by the teacher as being *what you put on your pizza* which is similar to the dictionary definition of *something you put on top of food to make it look nicer or taste better*. However, the word *court* was not used in the same meaning as the dictionary. The teacher described *court* as *the place where tennis is played* instead of *the place where a trial is held* as in the dictionary. In other words, 82.2 % of words clarified used the core meanings as defined by the first entry in the dictionary (see the Appendix for more examples).

Figure 1 illustrates the results for the second research question: *What is the most common clarification technique- elicitation, short definition or translation?* Here, the most common clarification technique is elicitation with 26 of the 45 words (57.8 %) followed by short definitions or corrections with 13 of the 45 words (28.9%) and translation with six of the 45 words (13.3%). For example, the word *leftover* can be considered elicited as the teacher prompted the students answer by asking *Do you understand the word leftover?* The concept *break a leg* was defined by the teacher as *an expression to wish someone good luck* and the word *high* was translated by the teacher with the French equivalent *haut*.

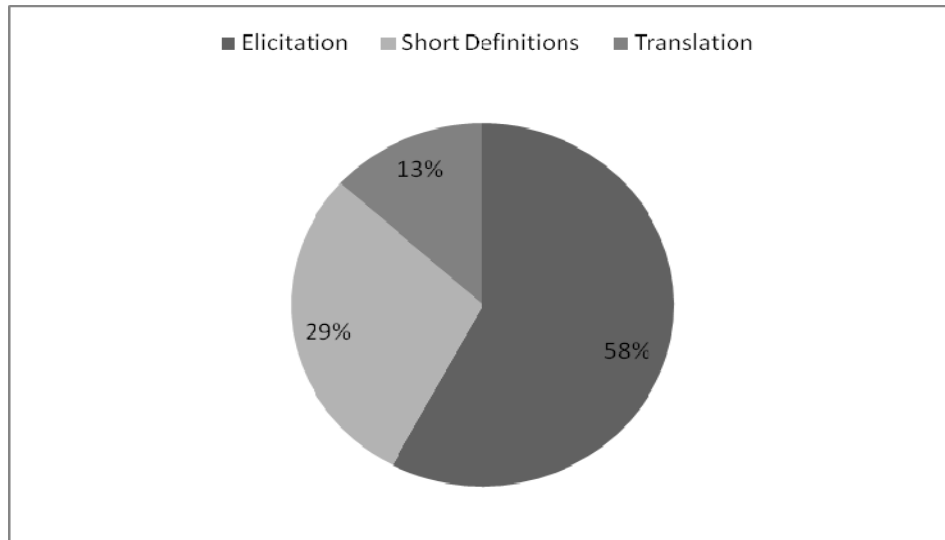


Figure 1. Techniques responsible for clarification.

To answer the third question, based on the students' indications of understanding, elicitation can be said to lead to the most clarification (17 out of the 26 instances). For example the term *shrimp* can be considered effectively clarified because the students were able to answer the teacher's follow up questions including *what colour are shrimp?* with *uh read* and *it's like a candy cane*. Conversely, the term *bold* cannot be considered effectively clarified because the teacher answered her own elicited question *Dark black, how do you call that?* and quickly moved to another subject. For short definitions or corrections seven out of 13 (53.8 %) are considered to be effectively clarified according to the parameters described above. For example, the term *court* can be considered effectively clarified because the students were able to use it in a sentence whereas the term *break a leg* cannot be considered clarified because the students misunderstood the expression for its literal meaning. As for translations, two out of the six (33.3%) are considered to be effectively clarified. To summarize, 65.4% of elicitations, 53.8% of short definitions and 33.3% of translations are considered to be effectively clarified. In other words, out of 45 attempted clarifications, 57.8% are considered to have helped clarify the concepts for the students. However, these figures may not be fully accurate for reasons to be discussed in the next section (see the Appendix for more examples).

DISCUSSION

This section begins by outlining a shortcoming of the concept 'core meaning' and concludes with a discussion of the findings of the study. The results show that 82% of words that were clarified mirrored the most common meaning found in the online dictionary. However, it is possible that there is an even higher number of core meanings than this study has accounted for. As was previously mentioned, although most polysemous words have a meaning that is more common than the rest, some words have more than one common definition (Kellerman, 2000). For example, the word *court* was classified as not being used in the same way as the core meaning according to the Longman dictionary. The most common meaning for *court* in the dictionary is *the place where a trial is held*. The second definition is *an area made for playing games such as tennis* and this is the definition the teacher used in the short definition. Conversely, the word *bold* was used to describe a colour or a shape whereas the most common definition according to the dictionary is used to describe someone who is *not afraid of taking risks and making difficult decisions* (Longman English Dictionary Online). Although it could be argued that the latter definition is more common and therefore the core meaning, there is also an argument to be made in favour of *bold* defining a colour or shape being more common in the classroom environment. Thus, although the dictionary was chosen to analyze the words from an objective point of view, core meaning may be somewhat subjective and context specific. Although the exact number of core meanings used in the data is debatable, it is evident that for the most part, teachers use the core meaning which as Chaudron (1982) claims, helps facilitate vocabulary learning.

From the results it is also evident that elicitation is the most widely used clarification technique in the data analyzed. Lyster (2004) claims that elicitation is an effective technique because it requires a deep level of processing: learners first have to retrieve the information and then produce it. However, he states that elicitation can only improve control over already internalized forms and as such it should only be used when the vocabulary being discussed is within the learners' range. Some examples of elicitation include the teacher asking *Can anyone tell me what shrimp are?* or *What does junior stand for? When would you call someone junior?*

Another problem with elicitation is noted by Flowerdew and Chaudron. Although both promote elicitation as an effective technique,

they along with others believe elicitation can also have some negative effects on learning. According to Chaudron (1982), redundancy can hinder learning by over-elaborating vocabulary explanations. He claims that non-native listeners may find it difficult to decode the exact message provided in an elicitation. Thornbury (2002) elaborates this point by stating that prolonged elicitation sequences can be very frustrating, and if most of the teachers' questions are elicitation, the quality of teacher-student talk can be compromised. He claims that in real world situations, people do not use rhetorical questions very often. However, Chaudron (1982) may have been aware of the negative effect because he suggests drawing on learners' personal experiences to make questions more authentic.

As mentioned above, another limitation of elicitation is that the technique is only successful when the learners are familiar with the concept being elicited (Lyster, 2004). For example, in the data, the teacher asked the class *What's a vessel?* and because no one answered the question she moved on. In cases such as these, the second most commonly used clarification technique (short definitions) may be more effective because the vocabulary is complex and the students cannot be prompted through elicitation (Ammar & Spada, 2006). Lyster and Ranta (1997) claim short definitions or corrections can provide supportive scaffolding that helps learners participate in lessons when the target vocabulary is beyond their current abilities.

In the current data, short definitions account for 28.9% of vocabulary definitions. Although this technique is not as common as elicitation, this may be due to the difficulty of the words found in the data set. It appears that the most difficult words were clarified using short definitions or corrections. For example, as the word *premonition* may be beyond the grade six students' knowledge, the teacher provided a short definition followed by a simple explanation (he had the feeling that) but did not ask for any follow up questions or examples.

Similarly, some vocabulary items were clarified using their French translation. For example, when a student used the French word *image*, the teacher gave the English word *picture* without any further follow up questions or examples. Although it was argued earlier that short definitions or translation work well for complex concepts, they are also suitable when dealing with incidental vocabulary or problems that may come up, not to impede the flow of conversation (Thornbury, 2002). However, translation only accounts for 13.3% of the clarification techniques used by the teacher. Cook (2001) believes this may be due to

the commonly held belief that the first language can obstruct second language learning.

The results for the last research question also show that of the three techniques, elicitation leads to a highest percentage of effectively clarified responses. As stated in the methodology section, for words to be considered effectively clarified, they have to be followed by more concept checking questions or be used by the students in an example. Some examples of clarified elicited responses include a series of follow up questions about the word *shrimp* including the kind of food, the colour and where it can be bought. However, elicitation did not always lead to concepts being clarified. The teacher tried to elicit the expression *break a leg* but it only led to more confusion because the students understood it in the literal sense. Thus, in this case a short definition or translation may have been more appropriate.

The results show that elicitation and short definitions lead to effective clarifications almost equally. However, elicitation may be responsible for more clarification simply because it lends itself more to follow-up questions than do short definitions and translations. Thus it may not be fair to say that only 33% of translations were effectively clarified because it can be argued that translation is a straightforward technique that may not require as many concept checking questions as elicitation or short definitions. Yet, in reference to recasts, Ammar and Spada (2006) claim that simple repetition cannot guarantee word retention; this is a limitation which will be discussed in the next section.

LIMITATIONS

Due to the limited previous research in the area of oral vocabulary clarifications, much of this discussion is based on literature from corrective feedback on grammar errors. As such, this study should be considered as a pilot study because vocabulary and grammar teaching differ in many ways. Furthermore, it is difficult to assess how much students benefitted from the clarification techniques. Because this study analyzed a written transcription, it is not possible to know what was happening with nonverbal communication. Chaudron (1982), Thornbury (2002) and Harmer (2008) all claim that using gestures and miming can help with vocabulary clarification when used in conjunction with the techniques discussed in this study. Also, as the analysis only uses data from two classroom sessions it is not possible to know if the vocabulary is

being recycled in following lessons. Words that were clarified here may have been revisited in other contexts and additional clarifications may have been added in ways that are likely to help with retention, but the extent to which this occurred is unknown.

CONCLUSION

Although much of this analysis is based on previous research that differs somewhat from the current study, parallels can nevertheless be drawn comparing vocabulary and grammar elicitation and short definitions and translation to recasts. Elicitation techniques seem to work best when the learners have some previous knowledge and short definitions or translations help students when the vocabulary items are beyond their current level. Accordingly, the teacher analyzed in this data set seems to use elicitation, short definitions and translation at appropriate levels. However, the measures chosen to evaluate core meaning and clarification techniques are not without their flaws. It has been shown that polysemous words can have more than one common meaning which can change according to context. Likewise, assessing students' understanding of clarification techniques would benefit from visual observation and long term evaluation. Consequently, future studies should work with the corrective feedback literature available for grammar and develop comparable evaluation schemes for vocabulary studies. They should also conduct more in-depth analysis of non-verbal teaching skills and study the long term effects of elicitation, short definitions and translation in the field of vocabulary studies.

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APPENDIX

SELECTED VOCABULARY CLARIFICATIONS

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|------------------------|--|---|---------------------------|---|---------------------|--|
| dribble | T: How d'you call it when you just kick the ball like that then? Is it called dribble? S: Yes | | | to let liquid come out of your mouth onto your face | Kick the ball | No, Wrong definition |
| hang | | S: How do you can <i>accrocher</i> ? T: Uh, hang it. | | to be in a position where the top part is fixed or supported, and the bottom part is free to move and does not touch the ground | same | Yes, Ss used it in a sentence |
| picture | | S: have the uh, image... | | shapes, lines etc painted or drawn | same | No, Ss said yes but did not use it |

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|-----------------|-----------------------------|--|--|--|-----------------------|-------------------------------------|
| | | T: picture? S: yes | | on a surface, showing what someone or something looks like | | |
| copied | | S: How do you say <i>graver</i> ? T: he uh..oh, he copied it. | | to deliberately make or produce something that is exactly like another thing | Same- for a CD | Yes, used it in a sentence |
| court | | | S: on the tennis cou.. T: court | the place where a trial is held | Used for tennis court | Yes, used it in a sentence |
| high | | S: how do you say <i>haut</i> ? T: high | | at or to a level high above the ground, the floor etc | same | No, didn't use it |
| broom | S: he have to pass the, how | | | a large brush with a long handle, | Same but Wrong word | No, wrong word |

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|-----------------|--|--|---------------------------------|--|-----------------------------|--|
| | do you say eh? T: the broom? | | | used for sweeping floors | given | |
| far | | S: how do you say loin? Ss: far | | a long distance | same | No |
| shrimp | T: can anyone tell me what shrimp are? S: seafood | | | a small sea creature that you can eat, which has ten legs and a soft shell | same | Yes- lots of follow up questions |
| shop | T: What's a shop? S: you buy things in a shop. | | | building where you can buy things, food, or services | Same-specialized: fish shop | Yes- also used translation |
| break a leg | | | T: we don't want you to break a | Used to wish someone good luck, especially before they | same | No, students think it is the literal meaning |

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|-----------------|--|------------|---------------------------------|---|--------------|-------------------------------------|
| | | | leg, but we're wishing you luck | perform in the theatre | | |
| jack in a box | T: Do you know what a jack in the box is? S: it's the thing you turn like that. | | | Toy that you wind up and a doll pops out | | Yes, lots of follow up questions |
| juke box | T: What do we need a jukebox for? What does it do? S: Play music | | | a cabinet containing an automatic record player; records are played by inserting a coin | same | Yes, but no follow up questions |
| jockey | T: how do you call the person riding the horse? | | | someone who rides horses in races | Same | Yes, follow up questions |

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|-----------------|---|------------|---|---|------------------------------|--|
| | S: Jockey? | | | | | |
| junior | T:What does Jr. Stand for? When would you call someone Junior? S: When your father have the same name | | | to be two, five, ten etc years younger than someone | Son with same name as father | Yes, follow up questions |
| coat rack | | | T: It's called a coat rack. A coat rack. Yes? | a board or pole with hooks on it that you hang coats on | Same | No, no use in a sentence or definition |
| slice | There's one word, in each of these sizes that tells you | | | a thin flat piece of food cut from a larger piece | Same: pizza | Yes, follow up questions |

| Word or Concept | Elicited | Translated | Defined or correct | Core Meaning | Meaning used | Evidence of effective clarification |
|-----------------|---|---|--------------------|--|--------------|---|
| | how many pieces of pizza there are. eh? S: Slice | | | | | |
| topping | T: how do you call that? Pepperoni is... T: a topping | | | something you put on top of food to make it look nicer or taste better | same | Yes, T answered own question, but then Ss used it in an example |
| bold | T: dark back, how do you call that? T: bold | | | not afraid of taking risks and making difficult decisions | color | No, T answered own question and moved on quickly |
| accident | | S: how do you say <i>pogne un accident</i> ? T: You have an accident | | in a way that is not planned or intended | No | No, not used by Ss |