
TEACHERS AND LEARNER'S FEEDBACK ON LEXICAL SYLLABUS

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Abstract

The academic word list (AWL) is very essential for EFL learners wishing to study at the academic level at English speaking universities. This list, together with the most common 2000 English words, is very essential for the learners' comprehension of academic texts (Nation 2006). However, the current practice of many pre-sessional courses in the UK or English foundation courses elsewhere, Saudi Arabia for example, does not fully support the explicit teaching of AWL within the curriculum, even though research revealed that direct teaching leads to high pickup rates of the targeted words than in implicit teaching (as in Sonbul and Schmitt 2010). The academic vocabulary is mostly taught within other language in-put such as academic reading and listening, or made available for students to be self-learned. Two studies have been conducted the first one investigates how many of the AWL is learned in typical pre-sessional courses in an English speaking country -the UK. Two schools have hosted this study, accommodating 103 participants in total. The second study also investigates how many of the AWL is learned among students receiving two different methods of learning. This study took place at the Preparatory Year PY at KSU Riyadh, Saudi Arabia (the largest EFL project in the world). Unlike most of previous work, this study used multiple measures to assess three levels of vocabulary knowledge: meaning recognition, written form recall that is aided by initial letters and vocabulary richness in free writing tasks. Learners and tutors were surveyed in order to investigate which method led to high pickup rates. The study presents the results of the analysis undertaken of the data which show interesting variations in vocabulary gain across the different groups identified. The implications of these findings for teaching and learning and assessment in academic context will be presented and discussed.