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Type: **Research-oriented Oral Face-to-face presentation**

## **Supporting EAL Learners with Wordlists in the International School Context**

*Sunday 18 May 2025 12:30 (25 minutes)*

### **TITLE**

Supporting EAL Learners with Wordlists in the International School Context

### **RELEVANT SIG**

Teaching Younger Learners (TYL)

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

English as an Additional Language, Vocabulary, Corpus Linguistics, Wordlists

### **First-time presenter?**

### **ABSTRACT**

Young English as an Additional Language (EAL) learners have been shown to struggle academically in English-only learning environments (Coxhead & Boutorwick, 2018). Wordlists are one pedagogical tool that can support such learners (Green & Lambert, 2018). While recent years have seen the production of more advanced corpus-informed word lists (e.g., Lei & Liu, 2016), these have mainly focused on adult learners and may not apply to the EAL learner (Nation, 2016).

This presentation builds on recent developments in corpus linguistics by reporting on a large-scale corpus project involving the compilation of eight domain-specific lemma-based academic vocabulary lists designed specifically for EAL learners studying in the international school context. The presentation includes an overview of the procedures taken to compile and tag the corpus for parts of speech and a description of how important academic words and multiword expressions were identified (see Green & Lambert, 2018).

We conclude by introducing the EAL word lists and examining the differences between them and existing general and academic word lists, focusing on how EAL teachers can use these word lists to design supportive curricula.

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