



Extent of the Utilisation of Vocabulary Learning Opportunities from Classroom Print

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ABSTRACT This study interrogated the potential influence of classroom print to Grade 3 English second language (L2) learners' acquisition of core vocabulary for transitioning to Grade 4. Using systematic observation and a corpus software tool, the AntConc concordance, the study documented the quantity and quality of vocabulary exposure in ten Grade 3 classroom print in relation to High Frequency Words (HFWs) considered core vocabulary needs for the transition. Follow-up structured interviews were conducted with teachers whose classroom print was observed. Findings indicated underrepresentation of general English vocabulary and HFWs, and compromised quality of available print displays. Teacher indifference to the relationship between classroom print and learners' vocabulary acquisition largely explains the findings. The study recommend enhanced quantity and quality of HFWs' exposure in classroom displays to facilitate learners' acquisition of requisite vocabulary.