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Effective Treatment of Vocabulary when Teaching L2 Reading: The Example of Yoko Tawada's *Wo Europa anfängt*

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Abstract

Second language (L2) learners comprehend more when they are prepared for novel vocabulary that they encounter in a text. Input-based incremental (IBI) vocabulary instruction (Barcroft, 2012) provides L2 instructors and learners with a means of achieving this goal by (a) presenting optimal input to learners at the right time during a reading-focused lesson and (b) promoting the gradual development of different aspects of word knowledge over time. The approach draws on theoretical advances and research findings related to lexical input processing, including the benefits of acoustically varied input and opportunities for target word retrieval. This paper explains the IBI approach and demonstrates how it can be applied when teaching authentic texts, using as an example L2 German and *Wo Europa anfängt* (1991) by Yoko Tawada, a narrative that addresses themes such as transnationalism, migration, borders, and cultural identity.

Keywords*:* lexical input processing; vocabulary learning; input-based incremental; L2 reading; German

Introduction

One of the keys to teaching second language (L2) reading successfully is preparing learners to comprehend and make use of new vocabulary they encounter, but what are the most effective ways to teach vocabulary when working with authentic texts? In this paper, we address this and other questions related to effective treatment of vocabulary by explaining input-based incremental (IBI) vocabulary instruction (Barcroft, 2012) and exemplifying how to use this approach in a reading-focused lesson for L2 German based on the narrative *Wo Europa anfängt* [*Where Europe begins*] (1991) by the Japanese-German writer Yoko Tawada.

Toward Evidence-Based Treatment of Vocabulary in L2 Reading

Reading is a process in which level of comprehension is affected by different types of top-down and bottom-up processing from the perspective of interactive models of reading (see Bernhardt, 1991, 2005, for work on factors that contribute in varying degrees to

comprehension; see also Rumelhart et al., 1986, and McClelland et al., 1986, on parallel distributed processing or connectionism and applications thereof to interactive models of reading). These processes can be addressed effectively in pre-reading, during-reading, and post-reading activities. Pedagogical interventions that promote learning novel vocabulary in texts prior to reading and vocabulary development in general can be incorporated within these activities while maintaining focus on the meaning of texts and while respecting different lines of work in reading-focused theory (e.g., Hedgecock & Ferris, 2009; Maxim, 2002; Swaffar & Arens, 2005).

One such approach to L2 reading instruction is the *multiliteracies framework* (Paesani et al., 2016). With regard to vocabulary, this framework draws on the work of Lewis (1993, 1997) and Nation (2008), emphasizing how vocabulary knowledge is multidimensional in nature with regard to form, meaning, and use. Unfortunately, this framework is inconsistent with a substantive body of research on lexical input processing. For example, it seems to advocate semantically elaborative activities, involving "deeper processing," such as synonym substitution during the critical reading phase. This latter position runs in direct contradiction to a substantive body of research findings demonstrating negative effects of semantically elaborative tasks such as writing words in original sentences (Barcroft, 2003; Wong & Pyun, 2012), mentally addressing questions about the meanings of target words (Barcroft, 2003), and generating synonyms for target words during reading (Barcroft, 2009). Furthermore, to the extent that the framework favors Lewis' (1993, 1997) Lexical Approach, one might infer that learners should engage in word-focused activities (also recommended in *Français interactif* by Kelton et al., 2004) that provide learners with *incorrect* meanings and usages of target words in the input as a part of test-like vocabulary exercises (see, e.g., Fichtner & Barcroft, 2019, for further discussion on this issue).

What is the Input-Based Incremental (IBI) Approach?

IBI vocabulary instruction (Barcroft, 2012) is a meaning-focused approach that emphasizes providing learners with optimal input and judiciously engaging them (or not) in different tasks in order to increase learning all aspects of vocabulary gradually (incrementally) over time. There are ten IBI principles and a 7-item checklist for designing IBI activities, both of which we discuss and exemplify below. The approach can be seamlessly integrated within instruction that is meaning-focused and that treats reading as a process, favoring pre-reading activities that activate background knowledge about the topic in question, during-reading activities that help learners to process and organize information, and post-reading activities that encourage learners to integrate and make use of text content and its implications.

Theoretical and Empirical Underpinnings of the IBI Approach

All language acquisition, including vocabulary acquisition, begins with *input*, or samples of the target language to which a learner is exposed. IBI vocabulary instruction is based substantially, albeit not completely, on theoretical advances and research findings related to *lexical input processing* (lex-IP) or "the manner in which individuals process words and lexical phrases as input" (Barcroft, 2015b, p. 14). Research on lex-IP has assessed the effects of different tasks and ways of presenting target words in the input. Some studies in this area have yielded what some might consider counter-intuitive findings, such as negative effects of writing new L2 words in original sentences (Wong & Pyun, 2012), negative effects of word copying (Barcroft, 2006), and null effects of choral repetition. Other studies have yielded what might be considered to be more immediately intuitive findings, such as positive effects

of providing learners opportunities to retrieve target words on their own (Barcroft, 2007, 2015a; McNamara & Healy, 1995; Royer, 1973) and positive effects of explicitly instructing learners to attempt to learn novel words before they encounter them in a text (Barcroft, 2009; Hulstijn, 1992). As is par for the course, some research findings concern *incidental vocabulary learning* (picking up words from context without intending to do so) whereas others relate to context of *intentional vocabulary learning* (consciously attempting to learn one or more new words).

In the following sections, we consider each IBI principle in turn. Many of these principles are tied to concrete research findings and theoretical advances related to lexical input processing and vocabulary learning (see Fichtner & Barcroft, 2019, for a comparative review of the IBI approach, the Lexical Approach [Lewis, 1997] and Nation's [2001, 2013] Four-Strands Approach).

Principle 1. Develop and implement a vocabulary acquisition plan.

At all levels of language instruction, planning in different ways that help to promote vocabulary development can be a key to success. The issue of how target words are selected presents one example. Should target words be selected based solely on different themes of a course or on their frequency of use in the target language? Should low-frequency vocabulary be taught when it appears in different types of authentic, unmodified materials? If frequency is to be considered in the selection of target German words, one useful source is *A Frequency Dictionary of German* by Jones and Tschirner (2006), which includes a list of the most frequent words in German listed in order from most to least frequent, the most frequent being *der/die/das* [the], the 10th most frequent being *sie/Sie* [her/you], the 100th *oben* [above], the 1000th *Gemeinde* [community/municipality], the 2000th *grob* [horse/rude/gross], the 3000th *flexibel* [flexible], the 4000th *Philosoph* [philosopher], and the 4034th (the last entry), *zweifellos* [undoubtedly]. As this brief list of examples also illustrates, it may be useful to consider cognate status of potential target words if using frequency of use for selecting vocabulary (*flexibel* and *Philosoph* are likely to be much less novel forms than other words both more and less frequent on the list). In addition, the IBI approach is respectful of how, even if a target word is very infrequent in a language, if it appears in authentic input, such as in a reading, knowledge of the word will help the learner to comprehend the written or spoken input better. In short, selecting an infrequent word can sometimes be an appropriate part of an effective plan for vocabulary acquisition.

Principle 2. Present new words frequently and repeatedly in the input.

The wide range of research demonstrating benefits of increased frequency on memory and learning, as noted by Greene (1992) has a long history in psychology (see Ebbinghaus, 1885; also cited by Greene) and beyond. With regard to L2 vocabulary in particular, Hulstijn et al. (1996) and Rott (1999) have demonstrated that increasing the number of times target words appear in a text increases rates of incidental learning for those words. Furthermore, the use of the terms "frequently" and "repeatedly" within Principle 2 was intended in the sense that "frequently" refers to increasing exposures in a single input segment whereas "repeatedly" refers to increasing exposures over longer periods of time across multiple input segments. As such, the inclusion of both of these terms is consistent with findings of the benefits of the spacing effect and expanding retrieval in the realm of vocabulary learning (see, e.g., Bahrick et al., 1993). Note also that one of the unique features of the IBI approach is how it advocates increasing exposures to target vocabulary while maintaining focus on meaning. In other

words, it advocates not drills but increased repetition of target lexical items in meaningful contexts.

Principle 3. Promote both intentional and incidental vocabulary learning.

Whereas some researchers such as Krashen (1989, 1993) have advocated extensive free reading for vocabulary development, Nagy, Anderson, and Herman (1987) found that the likelihood of learning a new word incidentally from context is somewhere only between 5% and 20%, as is consistent with the rates of 18% and 15% reported by, respectively, Waring and Takaki (2003) and Brown et al. (2008). Taking overall time on task into consideration, Paribakht and Wesche (1997) found that reading along with direct learning enhancement activities was more effective than reading only. The researchers concluded:

> although reading for meaning appears to produce significant results in vocabulary acquisition, such reading supplemented with specific vocabulary exercises produces greater gains for the targeted words. This suggests that, although instruction makes a difference, more focused instruction is desirable when the learning period is limited and specific vocabulary outcomes are sought. (Paribakht & Wesche, 1997, p. 197)

In this light, the IBI approach recognizes the value of intentional vocabulary learning, including when it involves pre-teaching unknown words in a text as a means of increasing the enjoyment level during reading (see Barcroft 2012, chapter 5 for more on this *sufficient vocabulary knowledge* viewpoint and to review five IBI lessons that use reading as a primary source of input).

Principle 4. Use meaning-bearing comprehensible input when presenting new words.

Linguistic forms cannot be mapped onto their meanings if the input does not convey meaning. Relatedly, if input is incomprehensible, a learner still cannot extract meaning from it, which underlies why Principle 4 also advises that input be, at least, sufficiently comprehensible. Therefore, as is consistent with proposals of Krashen (e.g., 1985), Principle 4 advocates that input should be meaning-bearing and sufficiently comprehensible. As Oh (2001) demonstrated, two options for making input more comprehensible are (a) *simplification*, such as when replacing low-frequency words with higher-frequency words, and (b) *elaboration*, such as increasing "redundancy and clearer signaling of thematic structure in the form of examples, paraphrases and repetition of original information, and synonyms and definitions of low-frequency words" (p. 76).

Principle 5. Present new words in an enhanced manner.

L2 vocabulary learning can be increased in varying degrees by enhancing the manner in which it is presented in the input. In the spoken mode, Barcroft and Sommers (2005) and Sommers and Barcroft (2007) have demonstrated large increases in L2 vocabulary learning when target words are presented in acoustically varied formats, such as when the number of talkers, speaking styles, and speaking rates used to present the words is increased. In the earlier study, means for intentional L2 vocabulary learning increased from .38 to .64 (a 68% gain!) when six talkers instead of one talker were used to produce the target words, holding overall number of repetitions and study time constant. In the written mode, both Hulstijn et

al. (1996) and Rott (2007) found that certain types of textual enhancement, such as bolding in the case of Rott's study, resulted in increased incidental word learning during reading.

Principle 6. Limit forced output without access to meaning during the initial stages.

When it comes to the early stages of word learning, the IBI approach recommends limiting tasks that require learners to produce new words without also activating their meaning. A study by Wong and Barcroft (2020) demonstrated, for example, that choral repetition of target words does not increase intentional L2 vocabulary learning and, in at least some circumstances, can decrease it. Likewise, another study by Barcroft (2006) revealed significantly negative effects of copying target words on intentional L2 vocabulary learning. These combined findings call into question the persistent practice of using choral repetition and wording copying in the L2 classroom.

Principle 7. Limit forced semantic elaboration during the initial stages.

One of the features that distinguishes IBI instruction from other approaches to vocabulary is its emphasis on limiting forced semantic elaboration during the early stages of word learning. The findings of numerous studies are consistent with this position and the type of processing – resource allocation (TOPRA) model (Barcroft, 2002). Wong & Pyun (2012), for example, demonstrated that having L2 learners of French and Korean write novel words in original sentences resulted in large negative effects on early-stage intentional learning of those words. They concluded that their findings were consistent with the TOPRA model in that "when L2 learners' processing resources are sufficiently taxed, activities that require deeper semantic processing may enhance learners' knowledge of a word's meaning, but this in turn will also decrease learners' ability to focus on the formal/structural aspects of the word and to make form-meaning mappings" (Wong & Pyun, 2012, p. 182). Moreover, it was observed in the study that the negative effect of sentence writing was larger in the L2 Korean group than in the L2 French group, suggesting that, for English speakers, the orthographically more novel forms in L2 Korean as compared to L2 French were more sensitive to the negative effects of sentence writing as a semantically elaborative task.

In addition to Wong and Pyun's (2012) findings for intentional L2 vocabulary learning, in another study, Kida (2020) assessed the effects of requiring Japanese learners of L2 English to perform a semantic pleasantness ratings task, a structural recoding (of English words into Japanese script) task, and no required task on incidental L2 vocabulary during reading. Despite the *attention-drawing potential* of the semantic task (see Barcroft, 2015b), Kida (2020) found that incidental vocabulary learning was significantly lower when learners performed the semantic task as compared to when performing the structural task and in the control condition, as is consistent with predictions of the TOPRA model. In other words, performing the semantic task exhausted processing resources that otherwise could have been used to encode novel word forms, decreasing word form learning. These findings suggest that instructors should be wary of the potential effects of semantically oriented tasks not only during the initial stages of intentional L2 vocabulary learning but also during the initial stages of incidental L2 word learning.

Principle 8. Promote learning L2-specific word meanings and usage over time.

In order to acquire L2-specific word meanings and usage over time, as Principle 8 suggests, learners need to experience target words within sentence-and discourse-level input that

demonstrates how words tend to co-occur with other words (collocates) and in different types of formulaic language and idiomatic expressions (see also, Boers, 2011, for example, on different options for teaching lexical phrases of this nature) and how words have different meanings and shades of meaning, both connotative and denotative, as illustrated in the following example that could be used in the sample lesson below: *Ein Funke ist ein kleiner elektrischer Partikel. Ein Funke ist hell und ein Feuer kann daraus entstehen. Aber man kann auf Deutsch auch sagen, es hat zwischen zwei Menschen gefunkt, wenn sie sich verliebt haben. [A Funke is a small electrical particle. A Funke is bright, and it can start a fire. But in German you can also say 'es hat gefunkt' between two people when they have fallen in love.]*

Principle 9. Progress from less demanding to more demanding activities over time.

Consistent with other principles related to how limited processing resources should be allocated carefully during the initial stages of word learning, Principle 9 recommends that processing demands beyond those connected to target vocabulary should gradually increase over time so as not to overwhelm learners during the early phases of a lesson while they still need to allocate substantial processing resources toward encoding novel word forms and mapping them onto their meanings. This principle tends to become apparent not within a single step or activity but across series of steps throughout the entire lesson.

Principle 10. Apply research findings with direct implications for vocabulary instruction.

Principle 10 serves as a reminder to stay up to date with research findings that can help to promote vocabulary learning in different ways (see Barcroft, 2012, p. 39; Barcroft, 2015b). Consider the following examples. (1) Providing learners with opportunities to retrieve target words positively affects both intentional (Royer, 1973; McNamara & Healy, 1995; Barcroft 2007) and incidental (Barcroft, 2015a) L2 word learning. (2) The use of thematically rather than semantically based sets of target words leads to less semantic interference and, in this sense, improved L2 vocabulary learning (Finkbeiner & Nicol, 2003). (3) Background classical music facilitates L2 word learning (de Groot, 2006).

Why Yoko Tawada's Narrative *Wo Europa anfängt*?

The sample lesson provided here demonstrates how to implement the IBI approach while focusing on an authentic text as content and reading as a process. We selected Yoko Tawada's short story *Wo Europa anfängt* because of its potential to engage learners of German in reflecting on migration, travel, the fluidity of borders and cultural identity, and their own and others' perceptions and attitudes towards 'the foreign' (see also Rieger, 2016). Tawada's writing depicts "the contemporary condition of living in more than one language, with identities in more than one cultural tradition," as Maehl (2015, p. 58) put it. The selected narrative also includes novel vocabulary for learners of German at the Intermediate Mid to High ACTFL proficiency level and the A2 to B1.1 CEFR proficiency level.

Wo Europa anfängt centers on the narrator's journey from Japan to Moscow, first by ship and then on the Trans-Siberian Railway. The text contains twenty sections, including travel reports written before the trip and journal entries written not during but rather after the trip, as well as retellings of fairy tales and dreams. As opposed to being plot-driven, most of the narrative consists of reflections on the foreign. The narrator first tells her grandmother's tale about a girl in her village whose mother was terminally ill. In a garden under a tree, a serpent

advises the girl to see the Fire Bird because its flaming feathers could heal her mother. The serpent tells her not to be afraid of the monsters inhabiting the mountains she must cross on her journey and to remember that she, too, was once a monster in a previous life. But under no circumstances should she drink the water in the far-off city where the Fire Bird lives. When they arrive, however, the girl forgets the serpent's warning, drinks water from a pond, and instantly turns 99 years old while her mother disappears into the air. Upon retelling this story, the narrator reflects on the notion of 'foreign water' and the fluidity of borders, both of which are recurrent themes in the narrative. As becomes clear over the course of the journey, the narrator is not interested in arriving in Moscow but rather wants to experience travelling through Siberia.

Sample Lesson: *Sind wir schon in Europa?* Unterschiedliche Einstellungen gegenüber dem "Fremden" [*Are we in Europe yet?* Exploring different attitudes toward the 'foreign']

In the following sample lesson, the spoken input provided by the instructor appears *in italics*. References to "Sections" refer to the twenty sections of Tawada's text.

Target vocabulary. Section 1: *das Ungeheuer* [monster]; *speien* [spew, spit]; *ununterbrochen* [ceaselessly]. Section 2: *etwas Außergewöhnliches* [something extraordinary]; *Kai* [dock]; *Nabelschnur* [umbilical cord]. Section 3: *der Tintenfisch* [squid]; *rauschen* [murmur]; *erstaunt* [surprised]. Section 6: *entzündet* [inflamed]; *ausdenken* [to invent]; *schwanken* [to sway]. Section 7: *eingemacht* [picked]; *Umrisse* [outlines]; *Birke* [birch]; *Hängematte* [hammock]; *unterirdisch* [subterranean]. Section 8: *die Leinwand* [screen]. Section 9: *erstarren* [to freeze; to grow stiff]; *verbergen* [to hide]. Section 11: *blättern* [flip through]. Section 13: *die Strecke* [stretch]; *merkwürdigerweise* [strangely]. Section 15: *Falten* [folds, wrinkles]; *durchqueren* [to cross]. Section 16: *die Gestalt* [figure]; *zusammenzucken* [to shutter]. Section 18: *rückwärts* [backwards]. Section 19: *der Funke* [spark]; *Verzweiflung* [desperation]. Section 20: *flüstern* [whisper].

Step 1. Ask the students to think of times when they were very excited about going on a trip to a new place to which they had never been before. Ask them what feelings they had before the trip and why they felt that way. Ask each student to share their experiences with another student based on questions such as *Wie haben Sie sich vor der Reise gefühlt? Worauf haben Sie sich auf dieser Reise gefreut? Wovor hatten Sie vielleicht Angst? Warum?* [How did you feel before the trip? What were you looking forward to? What were you afraid of? Why?]

Step 2. Tell the students that they will read the story *Wo Europa anfängt*, which is a narrative about a trip. Provide input that explains all of the new vocabulary from the text repeating the target word forms and including comprehension checks (e.g., yes/no questions). Also, incorporate variations in speaking style (normal voice, excited voice, whispered voice, etc.) and speaking rate (slower, moderate, faster, etc.) to the extent possible but appropriate when producing the target words.

For example: *Auf dem Bild ist ein Ungeheuer.* (Showing a picture of a monster on a slide) *Ein anderes Wort für Ungeheuer ist Monster. In der Geschichte lesen wir von einem Ungeheuer, die in den Bergen Japans leben. Wie viele von Ihnen haben ein Ungeheuer unterm Bett? (…) Rauschen hört man. Die Bäume rauschen, wenn sie sich im Wind bewegen. Das Meer*

rauscht, und das Wasser in einem Bach rauscht. Aber auch beim Telefonieren kann es ein Rauschen in der Verbindung geben und dann hören wir den anderen nicht mehr klar.

[In this picture is an *Ungeheuer*. Another word for *Ungeheuer* is beast. In the story, we will read about an *Ungeheuer* that lives in the mountains of Japan. How many of you have an *Ungeheuer* under your bed? (…) *Rauschen* is something we can hear. The trees *rauschen* when the wind blows through them. The sea *rauscht* and the water in a creek *rauscht* as well. When you call someone, there can also be *Rauschen* in the connection, and then you can't hear the other person well anymore.]

Step 3. Provide students with background information about Yoko Tawada and her work. Show them a map of the Trans-Siberian Railroad, such as the one below. Explain how the author travelled from Japan to Moscow on the Trans-Siberian Railroad. Point out that this route also has a prominent role in the narrative *Wo Europa anfängt*. Ask the students to look at the map and ask them where they think Europe begins.

Note. Source: Wikimedia Commons https://upload.wikimedia.org/wikipedia/commons/e/e6/Karte_Transsibirische_Eisenbahn_2.svg

Step 4. Ask students to complete a matching task for which they should connect some of the target words with their corresponding definitions.

Sample handout for matching activity:

Verbinden Sie die neuen Vokabeln mit der richtigen Beschreibung.	
(1) ___ Ungeheuer	(a) Ein anderes Wort ist überrascht.
(2) ___ Birke	(b) Das ist ein Baum.
(3) ___ erstaunt	(c) Das ist ein imaginäres Phantasietier.
(4) ___ verbergen	(d) Das Gefühl, das man keine Lösung sieht.
(5) ___ erstarren	(e) Ein anderer Ausdruck ist verstecken.
(6) ___ Verzweiflung	(f) Das ist nach hinten laufen oder fahren.
(7) ___ durchqueren	(g) Das hört man, wenn der Wind durch die Bäume fährt.
(8) ___ rauschen	(h) Das macht man, wenn man sehr leise spricht.
(9) ___ rückwärts	(i) Das macht Wasser bei 0 Grad Celsius.
(10) ___ flüstern	(j) Durch einen Kontinent oder ein Meer reisen.

Translation of handout with matching activity:

Match the new vocabulary items with the correct description.	
(1) ___ monster	(a) This is an alternate word for surprised.
(2) ___ birch tree	(b) This is a type of tree.
(3) ___ astonished	(c) This is an imaginary beast.
(4) ___ to hide	(d) The feeling that you don't see a solution.
(5) ___ to freeze	(e) An alternate expression for to conceal.
(6) ___ desperation	(f) This means walking or driving backwards.
(7) ___ to traverse	(g) You hear this when the wind blows through the trees.
(8) ___ to rustle	(h) You do this when you speak very quietly.
(9) ___ backwards	(i) This is what water does at 0 degrees Celsius.
(10) ___ to whisper	(j) To travel across a continent or sea.

Step 5. Have students skim the text and note how many sections there are and to hypothesize whether these sections represent the chronological order of the story. Also ask them whether some of the sections might refer to times before or after the trip.

Step 6. Tell the students to watch the following interview with Yoko Tawada outside of class: https://channel.louisiana.dk/video/yoko-tawada-writing-without-borders. In this interview, Tawada talks about growing up in Japan and moving to Germany, and the meaning of borders and border crossings – including personal, linguistic, and geographic – to her and her writing. Ask the students to take note of the topics that Tawada mentions as important to her and her writing.

Step 7. Have students complete a detailed reading of the story on their own outside of class. Instruct them to note parts that they really liked and parts that are pivotal or important.

Step 8. Have students work in groups of 3–4, using their notes from Step 7 as needed, to share their thoughts on the following questions:

(1) *Was hat Ihnen am meisten an der Erzählung gefallen?*
[What did you like the most about the narrative?]
(2) *Welche Textstellen haben Ihnen besonders gefallen und warum?*
[Which parts of the text did you particularly like and why?]

(3) *Welche Textstellen sind besonders wichtig und warum?*
[Which parts of the text are particularly important and why?]

Go over answers provided for these questions as a class.

Step 9. Ask the students to share with a partner the key themes/topics that they noted in Step 6. Ask them to discuss how one or more of these themes/topics is treated in the story. Then go over answers as a class.

Step 10. Put the following quote from the interview on a screen at the front of the class:

> *Ich mag nicht so gern das Wort 'Grenze' oder 'Grenzüberschreitung', aber eine bestimmte Art von Bewegung zwischen zwei Orten, das war für mich immer wichtig gewesen. Und das kann eine Reise sein – man reist von einem Land zum andern – und das kann auch zwischen zwei Sprachen sein, wenn man zwischen zwei Sprachen wechselt.*
>
> [I don't really like the words 'border' or 'border crossing.' But a certain way of moving between two places has always been important to me. And that can be a journey – one travels from one country to another – and it can also be between two languages.]

Ask the students to discuss in pairs why being 'in transit' and 'in-between' places or languages might be so important to Tawada and how her view in this quote is also reflected in *Wo Europa anfängt*. Possible discussion questions could include:

(1) *Glauben Sie, der Erzählerin in* Wo Europa anfängt *ist das Überqueren der 'Grenze' zu Europa wichtig? Welche Rolle spielt für sie das Durchqueren Sibiriens selbst?* [Do you believe that crossing the border to Europe is important to the narrator in *Wo Europa anfängt*? What role does crossing Siberia itself play?]

(2) *Warum, denken Sie, heißt die Erzählung* Wo Europa anfängt*? Erfahren wir, wo Europa anfängt?* [Why do you think the story is called *Where Europe begins*? Do we find out where Europe begins?]

Then ask the students to share their thoughts with the class.

Step 11. Administer a quiz in which students are provided with pictures or definitions and asked to produce the target words. When going over the test, the instructor can share additional meanings and uses of the words in question. In addition to the example provided for *Funke* [spark] above (for Principle 8), consider the following example: *Man kann durch die Seiten von einem Buch <u>blättern.</u> Also eine Seite ist ein <u>Blatt</u> Papier. Ein <u>Blatt</u> ist aber auch das <u>Blatt</u> von einem Baum. Das ist also eine andere Bedeutung von <u>Blatt</u>.* [You can *<u>blättern</u>* through the pages of a book. A page is a *<u>Blatt</u>* of paper. But a *<u>Blatt</u>* can also mean the leaf of a tree. That's a different meaning of *<u>Blatt</u>*.]

Step 12. Tell the students to look at the first and last sections of *Wo Europa anfängt* again and, working in pairs, to compare how the grandmother, the little girl and her mother, and the

narrator herself experience and view encounters with 'the foreign,' such as when they drink 'foreign' water or see *Ungeheuer* in the forest.

Step 13. Ask the students to share in a small group the extent to which they can relate to these different attitudes towards the foreign in the text and when or how they have felt a similar way.

Step 14. As an extension activity, have each student write an essay in which they reflect on and compare an experience of their own related to travel, borders, and the foreign with what Yoko Tawada recounts in *Wo Europa anfängt*.

Commentary on the Sample Lesson

This sample lesson incorporates IBI principles while treating reading as a process within a larger program of content-based language instruction (Principle 1). Target vocabulary is presented frequently in each input segment (such as in Steps 2 and 4) and repeatedly across segments (Principle 2) while focusing on meaning with techniques designed to make input more comprehensible (Principle 4). Given that learners are engaged in intentional vocabulary learning at different stages of the lesson but are also exposed to an entire reading as input, the lesson provides opportunities for both intentional and incidental vocabulary learning (Principle 3), and target words are spoken in an enhanced manner by increasing speaking-style and speaking-rate variability in Step 2 (Principle 5). Learners are not forced to produce output without access to meaning or to elaborate semantically to an excessive degree (Principles 6 and 7). The lesson also highlights multiple meanings of words, including L2-specific meanings, such as the idiomatic use of 'es hat *gefunkt'* (Principle 8). In addition, the activities gradually increase with regard to how demanding they are (Principle 9), and the lesson incorporates research findings with direct implications for vocabulary learning (Principle 10), such as opportunities for target word retrieval in Step 11.

Completion of 7-Item Checklist

In addition to these general observations about implementation of IBI principles in the lesson, recall that L2 instructors can also make use of the 7-item checklist available as a tool for creating effective IBI lessons. Figure 1 summarizes how each item in this checklist has been satisfied in the sample lesson.

Figure 1

IBI checklist for sample lesson using Yoko Tawada's Wo Europa anfängt

☑ **1. I defined target vocabulary and materials needed for the activities.**
Target vocabulary selected from *Wo Europa anfängt* within the larger curriculum.

☑ **2. I designed the activities to be meaningful, educational, and interactive.**
Migration, multilingualism, the fluidity of borders; activities are interactive.

☑ **3. I included cultural and historical information when appropriate.**
Trans-Siberian Railroad; Tawada's biography & interview.

☑ **4. I presented target vocabulary repeatedly in the input first.**
Target vocabulary is frequent and repeated in the input early in lesson (Steps 2 and 4).

☑ **5. I increased the difficulty of tasks involving target vocabulary gradually over time.**
Input before retrieval (see Steps 2, 4 and 11); more detailed textual analysis after word learning (Steps 12 and 14).

☑ **6. I incorporated a number of the 10 principles of the IBI approach.**
Many principles incorporated, such as principles 2, 3, 4, 6, 7, 8 and 9.

☑ **7. I included directly applicable research findings.**
Advantages of repetition and retrieval opportunities; limited forced output without access to meaning; benefits of speaking-style and speaking-rate variability.

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