

Alejandro Armellini / Rosabel Martinez-Roig (eds.)

## Trends in Innovation and Interdisciplinary Knowledge across Educational Settings

This book deals with various contributions on innovation and knowledge from an educational perspective. Throughout the various chapters, empirical research, reflections and bibliographical studies from different areas of education are presented. All of this is articulated with the aim of forming a compendium of studies based on the knowledge generated in today's society. In short, this book is an indispensable tool for educators, researchers and students interested in the latest trends in education, offering didactic guides, case studies and analysis of methodologies to promote meaningful learning.

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Antonio Vicente Casas Pedrosa & Marta Lendínez  
Carrillo de Albornoz

# **EFL Vocabulary Learning and Teaching: A Preliminary Overview of Collocations and Idioms in CSE in Andalusia**

**Abstract:** This paper reflects on TEFL in Andalusian secondary schools. More specifically, it focuses on vocabulary learning and teaching from a communicative approach. For the development of this topic, the context in which English is studied has been considered (namely, a public bilingual high school in the province of Málaga, Spain). More specifically, this project is aimed at 4th year of CSE students, with an average of a B1 level, who are 15–16 years old. Thus, this research is aimed at covering effective methods to enhance students' communicative competence in English and helping them expand their vocabulary in this language, analysing activities, routines, and techniques to be promoted in class to improve learners' motivation, as well as suggesting general measures and a suitable method to cater for mixed abilities and respond to the learners' real needs and interests. Each of them will be discussed in the literature review. Moreover, other ideas will be considered, including the fact that words group together to belong to more complex structures, such as collocations and idioms. In addition, a wide range of approaches and techniques to teach vocabulary in the EFL context will be detailed. To conclude, vocabulary learning will be achieved through situations in which students will see how native speakers use English. Learning them will help them increase their range of English vocabulary.

**Keywords:** EFL, vocabulary, learning, teaching, collocations, idioms, CSE.

## **1. Introduction**

### **1.1. Objectives**

The present paper aims to reflect on Teaching English as a Foreign Language (TEFL) in Andalusian secondary schools. More specifically, attention is paid to vocabulary learning and teaching from a communicative approach as opposed to other possibilities, such as the Grammar Translation method. It should be underlined that a communicative approach permeates this piece of research. For the development of this topic, our specific teaching context has been considered (namely, a public bilingual high school in the province of Málaga, Spain). Students' profiles and their socio-cultural context are contemplated, too.

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