

# Prototypical Associations in the vocabulary input of EFL textbooks through the identification of cultural patterns

## Our Research

- **Prototypes:**  
The most ideal example of a given category (Kleiber, 1995)
- **Prototypes in EFL:**  
Neglected area
- **Intercultural Competence:**  
Included in the CEFR (2001, 2018) and the Spanish curriculum (Decree 24/2014)

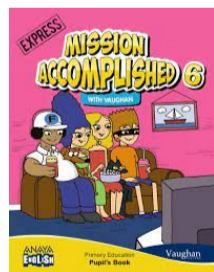
Prototypes in a category depend on the specific geographical context owing to factors such as observation and experience, cultural influence, memory and imagination (Aitchison, 1994)

## What for?

- Do EFL textbooks evidence semantic prototypes by means of the identification of cultural patterns in their vocabulary input?
- Does the development of the intercultural competence make reference to the international, target and source cultures through the analysis of a semantic category by the use of prototypical associations?

## How we did it

- **Semantic Category: Food and Drinks (Hernandez Muñoz, 2006)**
- **Two 6th Primary EFL textbooks in La Rioja, Spain**
- **Content Analysis (Haggarty, 1996)**



## What we found

Mission Accomplished:

*Tuna, tuna pasta, chicken soup, salad bowl, American pancakes, pizza (in NY) (decontextualized vocabulary)*

Big surprise:

*Toffee apples, figgy pudding, Christmas pudding, mince pies, roast potatoes (contextualized vocabulary)*

## What we expect

- Evidence of prototypical associations regarding cultural patterns
- Imbalance with reference to the amount of words found in each textbook
- Evidence of cultural commonalities rather than specific prototypes concerning specific cultures
- Intercultural competence is not fostered since the words found exclusively refer to the target culture

## In the future ...

- Culture should be integrated into EFL/ESL teaching materials since both the L1 and L2 languages cannot exist without the influence of each other (Alptekin, 1993, 2002; McKay, 2000; Kılıçkaya, 2004)
- Semantic prototypes enhance the learning of vocabulary in a category (Rosch, 1975)

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