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TECHNIQUES TO INCREASE THE VOCABULARY OF BASIC ENGLISH STUDENTS

PRESENTADO POR:

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PARA OPTAR AL GRADO ACADÉMICO DE

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El suscrito Decano de la Facultad de Ciencias y Humanidades de la Universidad Católica de El Salvador, después de supervisar la incorporación de las observaciones hechas por el Jurado Evaluador al Trabajo de Graduación: **"TECHNIQUES TO INCREASE THE VOCABULARY OF BASIC ENGLISH"**, presentado por: **HENRY SANTOS MÉNDEZ CARTAGENA Y XAVIER RONALD BAUTISTA MÉNDEZ**, y en cumplimiento del artículo cuarenta y cuatro del Instructivo para la Elaboración de Trabajos de Investigación, y con el aval del Secretario General, **autoriza su publicación**.

Para ser incorporado al respectivo trabajo de graduación, se extiende la presente en la Ciudad de Santa Ana, a los cuatro días del mes de septiembre de dos mil trece.

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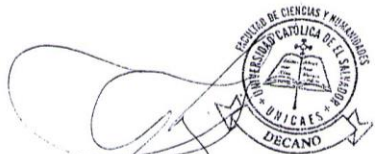
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INDEX

INTRODUCTION

Involved in the educational area, the researchers could identify the different weaknesses in education which need to be studied to provide accurate solutions. The educational area is unique because it deals specially with human beings, their behavior and the way they interact in order to fulfill an only purpose, the development of a society through a competent education.

Day by day, this society is more demanding and competitive; the challenges to enter the field of work are more specific and due to the globalization, societies work with competences as a new trend of development; English represents one of the current competences that the workplace demands.

Since English learning is demanding and many people are determined to learn it, the researchers analyzed the English classes thoroughly and identified the lack of English vocabulary in students. This is one of the problems demanding a prompt solution because it hinders student's success; after reflecting on the impact this problem causes, the researchers decided to run this study to test some vocabulary building techniques and to provide useful ideas for teachers to make the English process more successful.

This paper comprises eight chapters containing the following elements: The first chapter contains the generalities such as the problem description, the purpose of this research project and the objectives the researchers proposed for the study. The second chapter is about the questions formulated by the researchers and the different techniques and tools to achieve the different objectives. The theoretical framework that supports the researchers' ideas about the importance of vocabulary teaching and the techniques selected for this study can be found in the third chapter. The forth chapter describes the research method used to carry out this study, the population and the sample; it also contains the techniques and instruments used to collect and analyze the data and the process followed to reach the different objectives.

The fifth chapter, the time table, describes the dates the researchers carried out the different activities of the study. The sixth chapter contains a description of the expenses the study involved. The findings obtained at the end of the study are described in chapter seven. The eighth chapter describes the conclusions and recommendations derived from this study. And finally, the annexes and references are described in order to provide support material and a guide to the reader.

CHAPTER I: GENERALITIES

1.1 TOPIC

Techniques to increase the vocabulary of Basic English students

1.2 PROBLEM DESCRIPTION

Nowadays, English learning is a necessity due to the demand it has in the workplace. Academies teach it intensively and some colleges teach it as a major; students who decide to study the language are required to practice their skills so they can reach the expected proficiency. This requires the students' awareness of what learning a new language implies; besides that, Basic English knowledge is necessary to begin the journey. Many students decide to study this language because they know it is essential, but their success depends on their effort, skills and determination to learn the language.

Lacking vocabulary is considered a significant problem for English language students because it hinders communication and limits the development of the macro skills. According to Frank Herles Matos (2009), English is one of the most spoken languages in the world and if pupils do not possess an extensive vocabulary foundation, they restrict their academic growth and professional opportunities. This might occur because educators neither apply suitable techniques to help students expand their English vocabulary nor encourage them to look for ways to improve their English by themselves. Similarly, "Classroom observation studies document the fact that teachers spent little time in direct vocabulary instruction," (Dunn, Bonner & Huske, 2007 citing Durkin, 1979).

From their experience, the researchers can state that the teaching of English in schools and high school is poor; this means that students come to college with many English deficiencies, being vocabulary one of the most pronounced ones; the students' idea is to succeed in the major and to learn a language that involves thousands of words, but this intention can be hindered if they don't have the necessary vocabulary for communicating ideas. A student lacking enough vocabulary is not able to carry on a conversation efficiently, compose a satisfying piece of writing, read and understand a book, or comprehend a listening material.

Taking into account that learning a language is a process that takes time, it is necessary to implement useful and meaningful techniques so that it can be pleasant and rewarding. According to the researchers' experience, students often do badly in evaluations due to the lack of vocabulary; written, oral, aural, reading and dictation tests always demand a considerable amount of vocabulary.

The acquisition of vocabulary is a process that may be facilitated through the implementation of meaningful vocabulary building techniques in the classroom, so students can develop the four macro skills properly.

1.3 JUSTIFICATION

Learning a new language is an ongoing process that requires effort due to the considerable amount of vocabulary and language structures needed to communicate. Students face many problems when learning a new language; those problems are linked to the different areas or skills involved in the process of learning a new language. Still, not all students face the same difficulties. Some students have problems with only one macro-skill and some others with more than one. The truth, however, is that those problems affect students' success.

Texas Reading Interactive (2002) posited: "Words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success. Specifically, word knowledge is crucial to reading comprehension, and determines how well students will be able to comprehend the texts they read in the upper elementary grades, in middle and high school and in college." This previous idea makes emphasis on the importance of words to achieve success.

During the experience as students and teachers, the researchers have confirmed the importance of a solid vocabulary foundation to succeed in the process to become English speakers. A meta-analysis indicated that improved comprehension is related to direct vocabulary instruction, (Dunn, Bonner & Huske, 2007 citing Stahl and Fairbanks). Students need academic vocabulary instruction so they excel in the classroom and find motivation to increase their learning.

The researchers believe that lacking vocabulary affects succeeding in the use of the four macro-skills: listening, speaking, reading and writing, and the micro-skills such as: grammar, pronunciation, spelling, reading and comprehension and fluency; "Both comprehension and fluency are affected by vocabulary knowledge (Renee L. Donohue 2000, citing Flood 1991; Robb, 1997)

In consideration to the previously mentioned issues, the researchers decided to carry out this study about techniques to improve English vocabulary to help students succeed in their English major. The techniques applied pretended to help students to learn ways to acquire more vocabulary along their major and to help the researchers determine the effectiveness of each technique.

1.4 RESEARCH OBJECTIVES

1.4.1 General objective

- To apply a set of attractive techniques to help students improve their English vocabulary

1.4.2 Specific objectives

- To identify the increase of vocabulary acquisition by the application of the techniques
- To test the effectiveness of each technique chosen for the improvement of the English vocabulary

CHAPTER II: SYSTEM OF RESEARCH QUESTIONS

2.1 RESEARCH QUESTIONS

2.1.1General question

1- How effective are vocabulary building techniques to help students improve their vocabulary?

2.1.2 Specific questions

1. How much can the techniques help students to improve their vocabulary?

2- How effective is each technique to improve English vocabulary?

2.2 RESEARCH QUESTION CHART

RESEARCH QUESTIONS	OBJECTIVES	TECHNIQUES	INSTRUMENTS
How much can the techniques help students to improve their vocabulary?	To identify the increase of vocabulary acquisition by the application of the techniques	1-Experimental group 2-Survey	1-Diagnostic and final test 2-Checklist
How effective are the chosen techniques to improve English vocabulary?	To test the effectiveness of each technique chosen for the improvement of the English vocabulary	1. Experimental group 2-Survey	1-Diagnostic and final test 2-Checklist

CHAPTER III: THEORETICAL FRAMEWORK

Noticing the importance of vocabulary and the problems caused by the lack of English vocabulary, the researchers decided to develop a research project about some techniques to increase the vocabulary of Basic English students at UNICAES. The American Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." Vocabulary refers to useful words that speakers need to communicate properly, so it is essential to recognize their power in any area of English learning and in daily life.

3.1 WORDS AND THEIR FUNCTIONS

Words are very complex because they can have different functions: some words carry mainly grammatical meaning and some others bear a greater informational load. A word can have many forms and when added to context or combined, they form new words. Words grouped together can behave as single words and they can have different meaning even when they look and/or sound alike. A word may possibly have a diversity of coinciding meanings; different words may share similar or differing meaning; and words having the same or similar meaning may be used in different situations or for different effects (How to Teach Vocabulary, n.d.).

Occasionally, just by knowing the meaning of a word we bear to know it, but what does knowing a word mean? Knowing a word means being able to recognize it in its spoken and written forms, knowing its different meanings, knowing its part of speech, pronouncing it properly, being able to use it in an appropriate grammatical form and recognizing it into context.

3.2 THE IMPORTANCE OF WORDS

Some of the greatest tools to provide students in order to help them succeed in life are a bank of words and the ability to use them in authentic language, (John and Shane, 2004). When the students know how to use English words, they are able to freely communicate and share their opinions and ideas. The problem of not finding the appropriate words to say or write something, or not understanding a word in a listening activity or a reading text is constantly faced. These problems affect academically and when this happens, the persons get blocked and their motivation decreases.

At college, it is necessary that tutors instill autonomy to students so they can be protagonists in their learning. They bring along a series of hindrances and certain dependence when they start college, but they need to adopt learning routines that help them to feed their knowledge and reinforce what they are being taught.

If learning strategies purpose is to develop students' motivation and the way in which they select, organize, acquire or integrate new knowledge (Chamot and O'Malley, 1990), then, by providing them with the necessary tools and letting them work at their own pace, the students will develop autonomy (Skehan and Dörnyei, 2002). Based on the previous findings above, it can be inferred that when students control their own learning, they will be able to set their objectives and goals, and as a result, their learning skills will be improved.

3.3 HOW ARE WORDS ORGANIZED IN OUR MINDS?

Studies show that our mind stores words in a highly organized and interconnected way, and it is called the mental lexicon. Interesting experiments done by Brown and Mc Neil (1966) provide clues about lexical organization. Examinees were provided with definitions of low frequency vocabulary items for them to name them. One definition was, "A navigational instrument used in measuring angular distances, especially the altitude of the sun, moon and stars at sea". Some examinees gave the correct answer (which was

sextant), but the researchers were more interested in the examinees who had the idea but couldn't provide the correct answer. Some answered "compass", which indicated that they could not find the right item in the semantic field. Some others had a clear idea of the "shape" of the item, and said the quantity of syllables it had and the initial letter, etc. It indicates that these systems are interrelated; at a very basic level, there appears to be a phonological system, a system of meaning relations and a spelling system.

3.4 FACTORS THAT MAKE WORDS DIFFICULT TO REMEMBER

Some factors that make words difficult to remember are listed in the article called How to Teach Vocabulary (n.d.). The first factor is pronunciation. Research shows that it is more difficult to remember those words that are difficult to pronounce. This difficulty of pronunciation is because of unfamiliar sounds like "enthusiastic, thunderous, schedule, contagious, etc".

Sound-spelling discrepancies also contribute to a word's difficulty. For example those words containing silent letters such as foreign, listen, headache, climbing, cupboard, muscle, etc.

Another problematic point is "grammar" associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English tend to confuse the use of "explain", following its same pattern as in Spanish "explicar."

One last point to consider as problematic is "meaning." Learners tend to confuse two words overlapping in meaning as the case of "make and do": make breakfast and make an appointment, but do the housework and do a questionnaire.

3.5 ENGLISH VOCABULARY AND THE FOUR MACRO SKILLS

It is also palpable that English vocabulary reinforces the four macro-skills (writing, reading, listening and speaking). Vocabulary empowerment can break any student's feelings toward reading because there is a great connection between vocabulary and reading. When students read, they are exposed to finding new words and it encourages them either to find the meaning through context or to use a dictionary, and this is called "incidental learning." If students are exposed to the meaning and use of new words, they will improve their reading and comprehension skills, so they won't be afraid of being exposed to more challenging texts (Cynthia and Drew, n.d.).

Citing Smith, Eileen Simmons (2002) states in her article named Visualizing Vocabulary: "research demonstrates that vocabulary is most effective when students construct their own meaning and are able to visually represent a word and its related terms." It makes emphasis on that teachers should expose the students to new words and let them create their own definitions or associations using any resource and resorting to what they already know because it is easier to remember something you create than memorizing something that has already been created or conceptualized. Research evidence demonstrates that an effective decoding strategy helps students to not only recognize printed words but to identify them precisely, rapidly and automatically (Pikulski and Chard, 2003).

Coady (1997) proposes four main positions on a continuum of methods for teaching vocabulary in which he mentions something related to reading: a) Context alone proposes that there is no need for direct vocabulary instruction since learners will learn all the vocabulary they need from the context by reading extensively, provided that it is presented in the form of comprehensible input. From the previous findings it can be inferred that English learners lacking the reading habit indeed need vocabulary instruction.

Possessing a great amount of vocabulary is crucial at the moment of writing because the adequate words to write down the precise idea intended to convey come up easily. In any conversation, the speaker also needs the capacity to recall the exact words to be used and that the listener can easily understand taking into account that there is not much time to think about the correct words when the conversation flows.

Andrew (2000) in his book "Teaching Vocabulary: Early, Direct, and Sequential" states: "I have been influenced by the consistent finding in the oral-reading miscue literature that when overall error rates reach 5 percent of running words (tokens), that "contextual" errors (those that make sense in context) virtually disappear." I infer from this that when readers or listeners understand less than 95 percent of the words in a text, they are likely to lose the meaning of that text (and be especially unlikely to infer meanings of unfamiliar words)". It is no wonder that people who have large speaking vocabularies generally tend to have large listening, reading, and writing vocabularies; likewise people who are limited in one of these aspects are likely limited in other aspects as well. (John and Shane, 2004)

3.6 HOW MUCH VOCABULARY DO WE NEED TO LEARN?

Researchers have tried to estimate the amount of words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. It is estimated that a native speaker university graduate knows about 20,000 word families (Goulden, Nation, and Read, 1990), not including phrases and expressions. Current learners' dictionaries such as the Cambridge Dictionary of American English include "more than 40,000 frequently used words and phrases." These estimations represent a great challenge for most English language learners, but it doesn't mean that an English learner has to reach that amount of words. It is likely to get along in English with less than 12,000 words for learners to understand a large proportion of texts with a relatively small vocabulary. Those English learners who know the most frequent 2,000 words should be able to understand almost 80 percent of the words in an average text, and those who know 5,000

words are able to understand 88.7 percent of an average text (Francis and Kucera 1982). For spoken language, the news is even better since about 1,800 words make up over 80 percent of the spoken corpus (McCarthy 2004; O'Keeffe, McCarthy, and Carter 2007).

3.7 EXPOSING STUDENTS TO NEW VOCABULARY

This research project was basically about direct vocabulary instruction, which means that students were directly exposed to learning new vocabulary through a series of techniques which made learning more meaningful for them. According to Cynthia and Drew Johnson (n.d.) if students are exposed to learning about eight to ten words per week during a period of 37 to 50 weeks, they are going to know about 300 to 500 words in a year through direct vocabulary instruction. This is a very remarkable achievement and it is evident that it is not a difficult goal to achieve, and that students can learn more than ten words in a week. The fact that teachers do not devote some minutes to expose students to learn at least three words per day limits students' progress and success in learning at an acceptable rate.

In a recent text, Beck et al. (2002) drew the research-based conclusion: "All the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula." In a classic classroom observational study, Durkin (1979) found that in the 4,469 minutes of reading instruction that were observed, a mere nineteen minutes were devoted to vocabulary instruction and that virtually no vocabulary development instruction took place during content instruction such as social studies.

3.8 THE IMPORTANCE OF VOCABULARY TECHNIQUES

The importance of vocabulary techniques in achieving success in life has been proven over and over because there is a direct link between the vocabulary foundation and the different skills needed to succeed in life. In the 1920s, Johnson O'Connor in his book "English Vocabulary Builder," demonstrated that successful people in all aspects of life have powerful vocabulary techniques to improve vocabulary. Mohr & Nist, (1997, p. 1) also says that the keys to survival and success in the workplace are the abilities to communicate skillfully and learn quickly. A solid vocabulary is essential for both of these skills.

An ESL student must have functional techniques to learn vocabulary, so these can help in the development of ordinary tasks in all the fields. Those techniques not only help students to communicate in an accurate way, but also, according to Manzo (2006), using meaningful vocabulary building techniques opens our minds to get involved in the world of knowledge and develop the learning capacity. (p.610)

3.9 THE PROBLEM WITH THE USE OF VOCABULARY TECHNIQUES

The main problem is that teachers do not give importance to vocabulary instruction and students are not taught to use the correct techniques to improve vocabulary. This is, according to Zimmerman, Ch. (1996, p. 6), because teaching and learning vocabulary have been devaluated in the field of second language acquisition. Other theorists in this area have also supported this idea by saying that, in the last twenty five years or so, vocabulary acquisition has been neglected from LS instruction ignoring its crucial role in SLA.

3.10 WHAT IS NORMALLY DONE TO LEARN VOCABULARY?

Some techniques used to teach and learn vocabulary thirty years ago are almost the same used nowadays, being memorization one of the most utilized. Memorization is not unprofitable, but it provides only superficial and short term learning of words. Also, words are not understood through memorization, and Stahl (1999, p3), makes emphasis on it by saying that there must be comprehension of the new words to produce understanding. He also establishes the probability for learners to struggle trying to produce adequate communication in an oral and written form if there is not understanding of the vocabulary.

Students who simply memorize word meanings frequently have difficulties when applying the information in definitions and they often make mistakes related to meanings. The memorization technique has been used during many years in the following way: The teacher gives students a list of English words and they have to memorize them along with the translation; the result of doing this is that students probably cannot use those new words in context, and when they need to apply that vocabulary, they are not able, for they don't know how to use them in real life situations (Texas Reading Initiative, 2000, p. 8). Other learners read long articles in which they take a look at the new words and then check them out on the dictionary. But, in some cases, learners do not really understand what those words mean in terms of part of speech, location on a sentence, etc., and after some days, these words become part of what Melka Teichroew (1982, 1989, p.5) calls passive vocabulary; this kind of vocabulary refers to words or English knowledge that are stored in our memory, but we are not able to recall when we are using the language until we see the words or we hear them.

3.11 USING VOCABULARY BUILDING TECHNIQUES

Vocabulary techniques cannot work leisurely, so it is necessary to consider many aspects to make them work. As a first step, teachers or learners themselves have to establish which kind of vocabulary they want to learn in order to use the correct techniques. The technique in use must let learners get involved in the "depth of knowledge" which refers to the meaning, morphology, phonology, syntax, sociolinguistic aspects, differences between written and spoken uses and strategies for approaching unknown words, and "Breadth of knowledge" which refers to understanding the different meanings that are attached to the word (Belisle, 2007, p. 2).

Coady (1997, p 281) proposes that continuum techniques must be applied to ensure the acquisition and comprehension of new vocabulary. He also considers that it is essential to take into consideration the following aspects when applying the techniques to improve vocabulary:

a) Context alone: Learners will learn all the vocabulary they need from the context by reading and listening.

b) Strategy instruction: This position sustains that there is considerable emphasis on teaching specific learning strategies to students so that they can successfully learn from context; for instance, summarizing a text, finding the main idea, identifying rhetorical structures, all require some sort of instruction.

c) Development plus explicit instruction: This position upholds the idea that contextualized learning through reading is effective but contextualized reading plus instruction is superior; that is, reading plus interactive vocabulary instruction.

d) Classroom activities: It advocates the teaching of vocabulary words in the classroom by developing interactive and meaningful activities. Coady (1997) also suggests: "Vocabulary is best learned when it is encountered in the classroom situation when the learner perceives a need for it."

3.11.1 Skills in connection

In English, the four macro-skills are connected, and this connection is crucial to produce an accurate communication. Vocabulary techniques must be focused on affecting the four macro skills so that they can be adequate for all the learners' styles: visual, auditory, tactile and kinesthetic learners (Dunn, R., Dunn, K., & Price, G.E., 2001).

3.11.2 How do vocabulary building techniques work?

Studies have shown that the key to increase vocabulary is by creating or adapting techniques that expose students to the vocabulary (Stahl, 1999, p.12). Learners learn vocabulary better when they gain the control of the words by using techniques that help them internalize the vocabulary (Jordan, 1997: 154). These techniques work better when students are under situations in which they have the necessity of using the new vocabulary. Coady, (1997) says "Vocabulary techniques are best applied when the vocabulary is encountered in the classroom situation when the learner perceives a need for it" (p.281). It has also been proved that motivation has to go parallel to the necessity of learning new vocabulary to make the techniques more meaningful. Stahl (1999) claims that "motivation of students' active participation in their word-learning helps them to acquire words" (p.30)

We can rely on our memory, but it doesn't mean that being willing to learn new words is a guarantee that words will be remembered. The only difference motivation makes is that the learner is likely to spend more time practicing, which, in the end, will pay back in terms of memory. But even unmotivated learners remember words if they have been involved in tasks that require them to make decisions about them.

3.11.3 Principles of vocabulary acquisition

Teachers should plan activities related to the vocabulary they are going to teach in the class, for instance, the vocabulary to be taught in a class can be associated with the piece of language or content being taught. To guarantee the acquisition of vocabulary, teachers should follow a specific process considering the principles below.

Norbert Schmitt and Diane Schmitt (1995) published in the EST Journal a series of principles that are fundamental in vocabulary learning and teaching. They are eleven principles but only five of them are cited for they are considered as the most relevant for this particular research.

1. "The best way to remember new words is to incorporate them into language that is already known."
It means that words must be used in context and in daily speech so they can be easily recalled when needed. In the teaching area, the teacher can develop different activities in which he/she makes the pupils integrate the words in oral and written context. This principle is very meaningful because it leads to the internalization of new words going beyond memorization.

2. "Organized material is easier to learn"

Vocabulary teaching is a process which needs to consider this elemental principle, so the new vocabulary can be organized in categories such as verbs, adjectives, transportation means, etc., or it can be associated to the topic being taught; for example, if we are teaching the weather, we can teach adjectives and places around the world so students can say what the weather is like in different places.

3 "Knowing a word entails more than just knowing its meaning."

When new vocabulary is being taught, the concept of words is integrated to the knowledge baggage, but each word has its form, its use and its family of words which are grouped and related.

4 "The deeper the mental processing used when learning a word is, the more likely a student will remember it."
The pupils need to be exposed to a series of activities in an attempt to foster and enhance a mental process of efficient acquisition and internalization of the vocabulary. It is also important to remark that the time students are exposed to the vocabulary building

techniques and the time they dedicate to memorize new content is crucial when it is time to remember new words learned.

5 "Learners are individuals and have different learning styles."

When teachers acknowledge this fact and they strive to meet students' needs, they are more able to reach the learning objectives; The use of different activities to stimulate the different learning styles help the students to consider vocabulary learning a meaningful process in which they can also enhance their weaker learning styles.

3.11.4 Using visual aids to teach vocabulary

According to research, "using visual aids in the classroom can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the information through an additional sensory perception," Allen, Kate and Annie Marquez (2011). Being aware of that, the researchers designed and adapted the techniques so they could be developed using visual aids.

When a new language is being learned, the students should keep their interest and motivation up, but they often manifest a sudden slow down. The complexity of the language or the continuous bombarding of content overwhelms them and they feel discouraged. However, visual aids can make the difference; Allen, Kate and Annie (2011) state that using visual aids can improve ESL/EFL students' interest in learning a second language.

3.11.5 The role of the Teacher

Teachers of ESL must search for the best ways to help students improve vocabulary because it will directly affect the way the students face the real life situations. It is not only the teachers' job but also the students' responsibility. When talking about the instruction of good techniques, teacher's responsibility is crucial because they must be the model to teach students how to exercise and learn new vocabulary. The expectations students have when they start the journey of learning a new language can be limited, and they may bring along negative experiences and traumas regarding learning. A way to

counteract these situations is to substitute the student's negative beliefs by making clear what the real purpose, benefits and attitudes toward leaning are, by planning innovative lessons and by appealing to their learning styles, likes and interests.

3.11.6 The role of the students

To learn vocabulary, students not only need to be taught about the use of good techniques to learn vocabulary but also be aware of many factors involved in the process. For example, the students have to be conscious of the importance of vocabulary in their daily life. There must be many outstanding techniques given to the learners to improve vocabulary, and let them to reform them according to their individual potency and preferences. Smith (1997, p.1-2), demonstrates that vocabulary is most effective when students construct their own meaning and are able to visually represent a word and its related terms according to their own visualization.

3.12 TECHNIQUES APPLIED TO IMPROVE VOCABULARY

When studying a foreign language, it is required to memorize and learn thousands of words. This process takes time and it can be stressful, so it is necessary to use techniques that make the process simple and fun.

There are many techniques that facilitate the acquisition of vocabulary. Teachers and students can resort to its use to enrich their vocabulary. There are techniques that can be easily practiced in the classroom and at home; in this way, the students have more chances to familiarize and master the content. Vocabulary acquisition is a constant process and the use of different techniques is a great resource to keep on learning new vocabulary.

The researchers did a thorough analysis of existing techniques and considered to use those which help learners not just to memorize but internalize the new vocabulary, and allow them to use their creativity. All the techniques chosen for this research share a special characteristic; they are bound to visual aids to make them fun and appealing and to guarantee their effective and successful development.

3.12.1 Wall glossary

The wall glossary technique consists of a group of words displayed on a wall either to be developed in the classroom by the teachers or at home by the students. When the technique is developed in the classroom, the words have to be printed in an average piece of paper to make them easy to see by the students. It is also recommended to print a picture or either the pronunciation or the definition of each word. Then the teacher and the students can pick up a variety of activities. Nur Aeni Kasim (n.d.) citing Green stated: "It is relevant to Green (1993:1) that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students and can be a wonderful tool that is designed to promote group learning".

Using the wall as a learning resource that allows the view and display of vocabulary, the researchers came up with the idea of developing this potential technique so that English learners could enrich their vocabulary. The flexibility of this technique lets teachers develop it in the classroom using the target vocabulary of the lesson and permits students to continue using it at home. The vocabulary should be changed from time to time to keep learning and to internalize the new words.

3.12.2 Word maps

A word map or graphic organizer is a visual display that shows how words or concepts are related and it can be used with comparisons, cause and effect relationships and sequence of events. Using word maps to learn vocabulary can help the students see how words are related and also and to have a wider idea of the meaning and use of words. Due to these reasons, the researchers worked with the flayer model and the word detective word maps.

There is a series of steps to follow in order to apply this technique when finding a new word:

-Step 1: Using a dictionary, cellphone dictionary, computer, etc., look up the word and locate the definition, characteristics, synonyms, antonyms, part of speech, or any other feature of the word.

-Step 2: Make a connection to the word. The learners can be asked to verbalize their own connections to the word; it helps them also to internalize the words.

-Step 3: Develop an example and a non-example of sentence using the word and ask students to create their own sentences.

-Step 3: Use a picture to illustrate the word or have the learners make a drawing of the word.

-Step 4: Have the students practice and develop different activities using the word maps.

3.12.3 Finding the meaning

EFL teachers tend to translate the new words into the students' mother tongue but it is not appropriate when teaching English. "If they do this, it slows down their ability to think, and thus speak in English particularly if they've learned hundreds of words this way," Cassandra James (2010). The researchers acknowledge that it is essential to provide students with meaningful vocabulary and English content using the target language.

This technique offers a variety of ways for students to encounter new content. They don't have to resort to the teacher as "dictionary," but they are deliberately exposed to tasks that require them to discover the meaning of words. In this way, they are motivated to memorize and enrich their vocabulary by playing with content.

Traditionally, the way of explaining a word is by giving a definition or the L1 translation, but this technique changes that default way by developing different activities with the target words and their definitions. In that way, the learners can easily internalize the meaning of the words and they also have fun developing activities such as matching, crosswords, and so on.

3.12.4 Illustrated Words:

This particular technique is based on visual aids and is aimed to visual learners. According to the researchers' experience, they considered that using pictures and illustrations of words is a meaningful strategy when teaching vocabulary. As Allen, Kate and Annie Marquez (2011) state, "clear visual aids multiply the learners' level of understanding of the material presented, and they can send clear messages and clarify points from teachers."

Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

According to the article "How to Teach Vocabulary (n.d.)," the use of pictures in vocabulary learning is linked with another technique called "the key word technique". It consists on associating a target word with an L1 word pronounced or spelled similarly, but not necessarily related in terms of meaning. For example "dinner" (meal time) sounds like 'dinero' in Spanish. The learner can imagine a person paying the menu after eating in a restaurant at night.

These techniques chosen were the core of the research project and the researchers relied on these tools and classified them as meaningful techniques for learning vocabulary. They were the main tools with which students learned the target vocabulary taught in a series of sessions.

The research team inquired into the importance of vocabulary teaching as a relevant issue regarding English learning. The attention many authors, cited in this theoretical framework, focus on this issue supports the relevance of this research project.

Education must be improved and must contribute to the integral learning of the students by providing students with tools and chances to address learning in many ways. The efforts the researchers made to contribute to the learning process seek the improvement of the educational methods by analyzing and meeting the students' needs.

CHAPTER IV: METHODOLOGY

4.1 TYPE OF RESEARCH

4.1.1 Research method

In this particular research project, the researchers applied the qualitative method. Bandolier (2007) stands that qualitative research interprets and provides detailed information of the topic in study by analyzing people's attitudes, behaviors, experiences and interactions between societies.

The qualitative research is a method of inquiry that can be used in different academic disciplines; it is mainly used in the social sciences. Researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior, Wikipedia (n.d.). The researchers used this method based on the characteristics of the study and because it is immerse in social studies.

4.1.2 Research approach

The type of study developed was quasi-experimental since the research team considered that "dividing up the students into two groups can be impractical in the classroom setting" (NCTI & ATIA, n.d.). The researchers didn't compare results between focus groups, but solely gathered data from the research development.

The researchers chose this research design considering that "It is a research design that studies human behavior and it is often performed to study individuals within the same environment facing similar circumstances" (Tania Brown, 2012), and the Basic English students share the same necessity, vocabulary acquisition; taking into account all of these, the research team worked with a single group that provided valuable information to support the objectives set.

According to NCTI & ATIA (n.d.), a quasi-experimental study pretends to inquire if a program or intervention has the intended effect on the subjects of study. A quasi experimental design can take different forms, and in this case the researchers chose the

Pre-post-test design study without a control group because the characteristics of the study and the conditions in which the subjects were treated demanded this design.

The researchers considered this is the appropriate approach to develop the project since a pre-post-test design requires the researchers to collect data before the intervention takes place (diagnostic test), and also requires collection of the same data after the intervention takes place (post- test). When working with this design, the researchers worked with a single group called the treatment group, NCTI & ATIA (n.d.).

The following is a schema taken from the NCTI & ATIA (n.d.) which represents the study design:
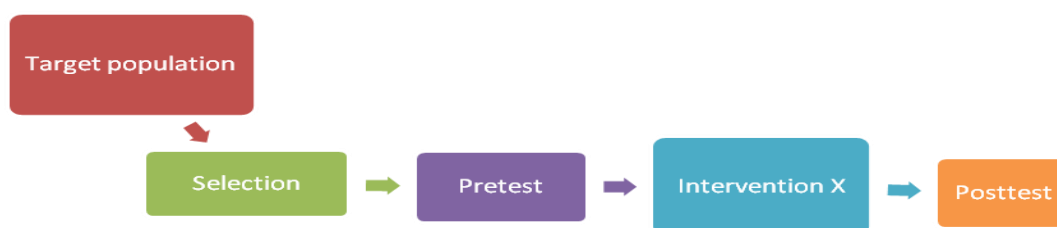
4.2 POPULATION AND SAMPLE

4.2.1 Population

The attempt of this study was to examine the effectiveness of a series of vocabulary building techniques when they were applied to Basic English students at UNICAES. The rates of new students' registration in the English major increased this year; this shows that English is becoming more demanding and appealing; there were five sections that made up a number of one hundred twelve students in total. This study was aimed to the Basic English course due to the urgency of vocabulary acquisition they usually have at the beginning of their major.

4.2.2 Sample

For the purpose of this research project, the students were recruited from four of the groups of Basic English. The researchers presented the project proposal and its importance to each of the groups and then they asked for any volunteer who desired to participate in the process. Naturally, those students with vocabulary problems decided to participate. From this recruitment a number of thirty students decided to participate, but due to drop outs, only fourteen of them attended almost all the workshops. Those fourteen students were considered as sample to gather the data.

4.3 TECHNIQUES AND INSTRUMENTS

4.3.1 Diagnostic test

The diagnostic test was designed to provide an insight of the needs students had regarding vocabulary. The results obtained were also compared with the final test results to measure the progress after applying the different techniques.

The eighty-item-test had exercises in which students demonstrated their knowledge regarding each category of vocabulary in study. The different exercises were codified so they could be grouped in distinct categories and facilitate the analysis of the data. The test had a series of eighty items and was to be done in one hour. Since the diagnostic test was applied as the final test also, the researchers provided only its numerical results to the students.

4.3.2 Final test

The final test helped to measure the progress during the application of the different vocabulary building techniques. It was the same as the diagnostic test and was applied to the students considering the same circumstances and the same amount of time so the results could be fair and objective.

4.3.3 Survey

To apply the survey, the researchers used a checklist containing a series of five questions addressing the students' opinions and preferences regarding each vocabulary building technique in which they participated. They manifested how useful each technique was and which technique was more meaningful for vocabulary acquisition.

4.4 VOCABULARY BUILDING TECHNIQUES

4.4.1 Wall glossary

This technique provided students with chances of recalling the words and their meaning thanks to the visual aids that used in its development. Each word with its definition/description and a picture was printed on a piece of paper and placed on a place where they could be frequently seen, the wall, in order to encounter and practice them to facilitate their internalization.

4.4.2 Word maps

A word map or graphic organizer is a diagram used to indicate relationships between two or more words and the different elements and forms concerning those words. A word map may be in different forms, e.g. of a line joining points plotted between coordinates, or a series of parallel bars or boxes.

According to West Virginia Department of Education (n.d.), "Graphic organizers help students to visualize the relationships between words and their meanings". They are very useful because students can learn many related words such as synonyms, antonyms, characteristics, and they can also learn which part of speech a word plays and also use that word in a sentence.

The variety of vocabulary is organized in graphic organizers and mind maps so that students can have a good panorama of the words and their meanings. If the students visualize the words, they have more chances of internalizing them.

The researchers decided to use the Frayer model and the own the word model as they provided the students with ideas to create or modify their own according to their likes and needs.

a) Frayer Model: This word map was designed by Dorothy Frayer and her colleagues at the University of Wisconsin to provide for a thorough understanding of new words. Students were asked to provide a definition, facts or characteristics, examples, and non-examples of the word. This word map led students to a deeper understanding of a word and its relationship to their own lives.

Frayer Model

Your definition	Facts/characteristics
Examples	Non-examples

word

b) Own the Word: An "Own the word" word map is a tool used to provide different details about a word in order to be assimilated easily. It is designed to provide synonyms, antonyms, the definition, part of speech, a sentence, a picture and something to what we associate the word.

Own the Word

Part of Speech:

My Definition:

Synonyms:

Word

My Sentence:

Antonyms:

A Picture to remind me of this word:

Personal Asociación**:**
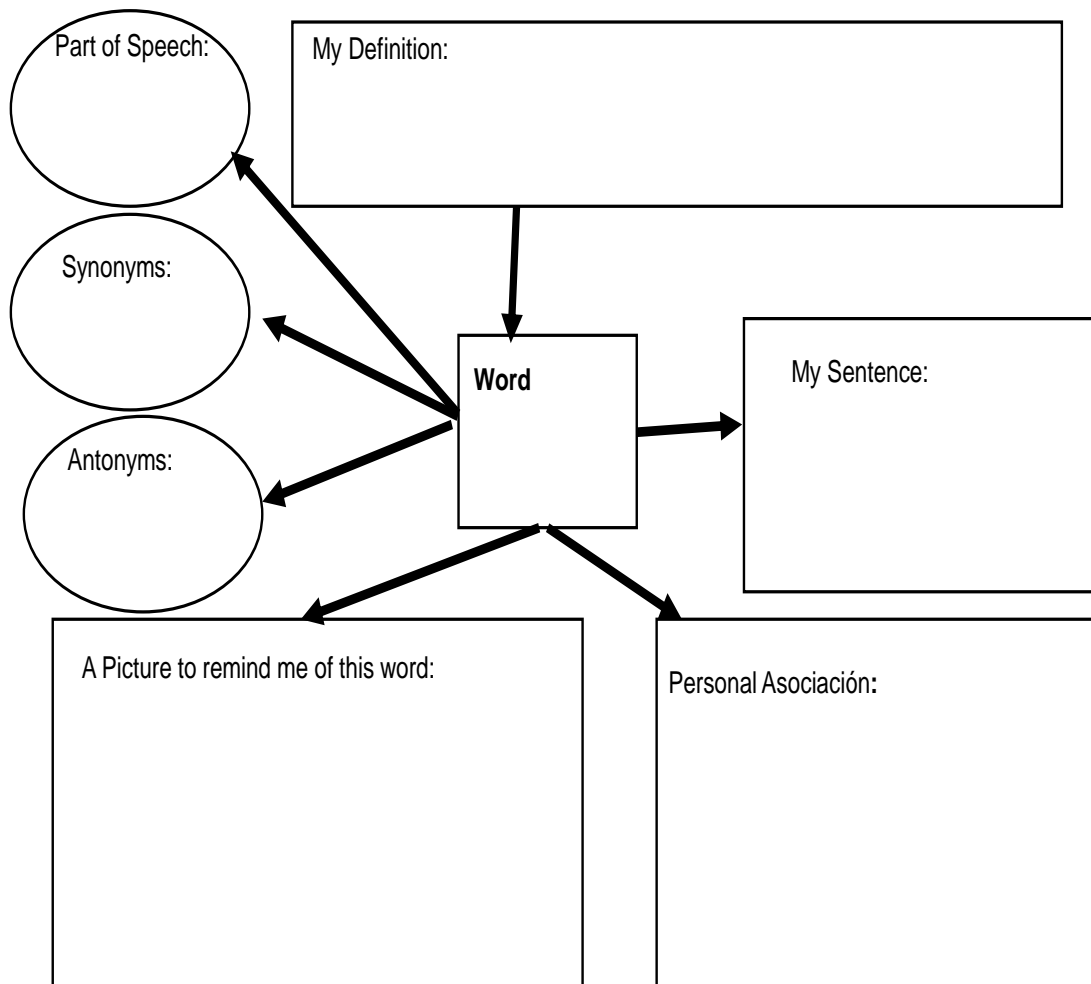
4.4.3 Finding the meaning

By struggling to find what the correct meaning for each word was, students were dragged into a process of vocabulary learning. They interacted with the new words and their meaning until they crammed them and got ready to use them in their daily speech.

Memorization is usually a tedious task that almost everyone hates, but when a new language is being learned, it is necessary because it requires internalization of thousands of words which are used in daily speech. Though memorization is considered difficult, it can become fun and easy when using ways where no much attention is paid to the memorization process; if this process is carried out creatively by playing with the words and their meaning, the internalization occurs automatically and the concepts are recalled more efficiently.

4.4.4 Illustrated words

Students were engaged in several activities in which they interacted with illustrated words. Considering that students have more chances to learn new vocabulary if they visualize it and when the time to use the word comes, their brain resorts to recall the images. The development of the technique involved students in practice, repetition and familiarization with the vocabulary so the association between meaning and images occurred.

4.5 PROCEDURE

The researchers proposed the project to the students and explained the importance of the English vocabulary acquisition for the interest of academic success as a way to encourage them to participate in this project which helped them to improve their English vocabulary knowledge. The participants were summoned to a series of sessions to carry out the practical phase of the project.

Next, the research team proceeded to administer the diagnostic test in the first session. The main purpose of this test was to know the level of English vocabulary each student possessed considering the target vocabulary chosen previously by the researchers. The results were useful to identify the students' weaknesses concerning English vocabulary.

Afterwards, the researchers applied a series of building vocabulary techniques aimed to strengthen students' vocabulary weaknesses. These techniques had the following features: to teach not just words and their meanings, but their use in real life situations and to make the vocabulary acquisition process meaningful, easy, interesting and dynamic.

The next step the researchers sketched was to administer the final test which helped to measure the students' improvement regarding vocabulary and it provided evidence of the effectiveness of the techniques. Those results were obtained by comparing the diagnostic test results with the final test´s.

After this, the researchers applied a survey to the students, which contained questions aimed to gather information about the students' experience, and preferences concerning the vocabulary building techniques. This let the researchers know the students point of view of the techniques and categorize them according to their effectiveness.

Lastly, the researchers analyzed the date gathered to draw conclusions and recommendations and also to confirm if the different objectives were reached.

4.6 STATISTICAL ANALYSIS

The data gathered during the study through the different instruments of data collection was analyzed as follows:

To reach the first objective—to identify the increase of vocabulary acquisition by the application of the techniques—the researchers compared the diagnostic test results with the final test's to have an idea of the progress after applying the vocabulary building techniques. These results were represented in charts. The researchers also supported these results with the students' opinions from the survey.

To reach the second objective—to test the effectiveness of each technique chosen for the improvement of the English vocabulary—the researchers tabulated and presented in a chart the results obtained for each technique in the diagnostic and final test. The researchers also supported these results with the students' opinions from the survey.

The literature review, the information gathered by the diagnostic and the final test and the survey applied at the end of the sessions were compared (data triangulation) in order to reveal the relevance the techniques have.

CHAPTER V: TIMETABLE

5.1 TIMETABLE

JANUARY, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Frid-	Sat-
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Fri-	Sat-
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Fri-	Sat-
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Fri-	Sat-
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Fri-	Sat-
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE, 2013

Sun-	Mon-	Tues-	Wed-	Thurs-	Fri-	Sat-
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5.2 INDICATORS

INDICATORS	
Writing the proposal	Running the diagnostic test
Delivering the proposal	Developing the workshops
Writing the plan	Running the final test and the survey
Delivering the plan	Analyzing and interpreting the data, and writing the final report
Doing literature review	Handing in the final report
Designing the activities for the workshops and preparing didactic material	Writing the teorethical framework
Presenting the project to the students	--

CHAPTER VII: FINDINGS

7.1 DIAGNOSTIC AND FINAL TEST RESULTS AND ANALYSIS

7.1.1 Diagnostic and final test results

This table represents the general results obtained in the diagnostic and final test. It also represents the diagnostic and final test general arithmetic means and the improvement is also evident.

PARTICIPANTS	DIAGNOSTIC TEST	FINAL TEST
Participant 1	4.5	8.5
Participant 2	5.3	8.0
Participant 3	4.4	7.1
Participant 4	3.6	6.6
Participant 5	5.6	8.9
Participant 6	4.4	6.1
Participant 7	5.1	9.5
Participant 8	4.9	9.1
Participant 9	6.5	8.6
Participant 10	5.5	8.8
Participant 11	5.9	9.0
Participant 12	5.1	6.3
Participant 13	3.0	4.3
Participant 14	4.4	9.3
MEANS	4.9	7.9
IMPROVEMENT	3.0	

Chart 01: This chart reflects the results of the diagnostic and final test. The red bars represent the diagnostic test and the greens represent the final test. The improvement students had after going through the workshops in which they studied the vocabulary is evident and noticeable.
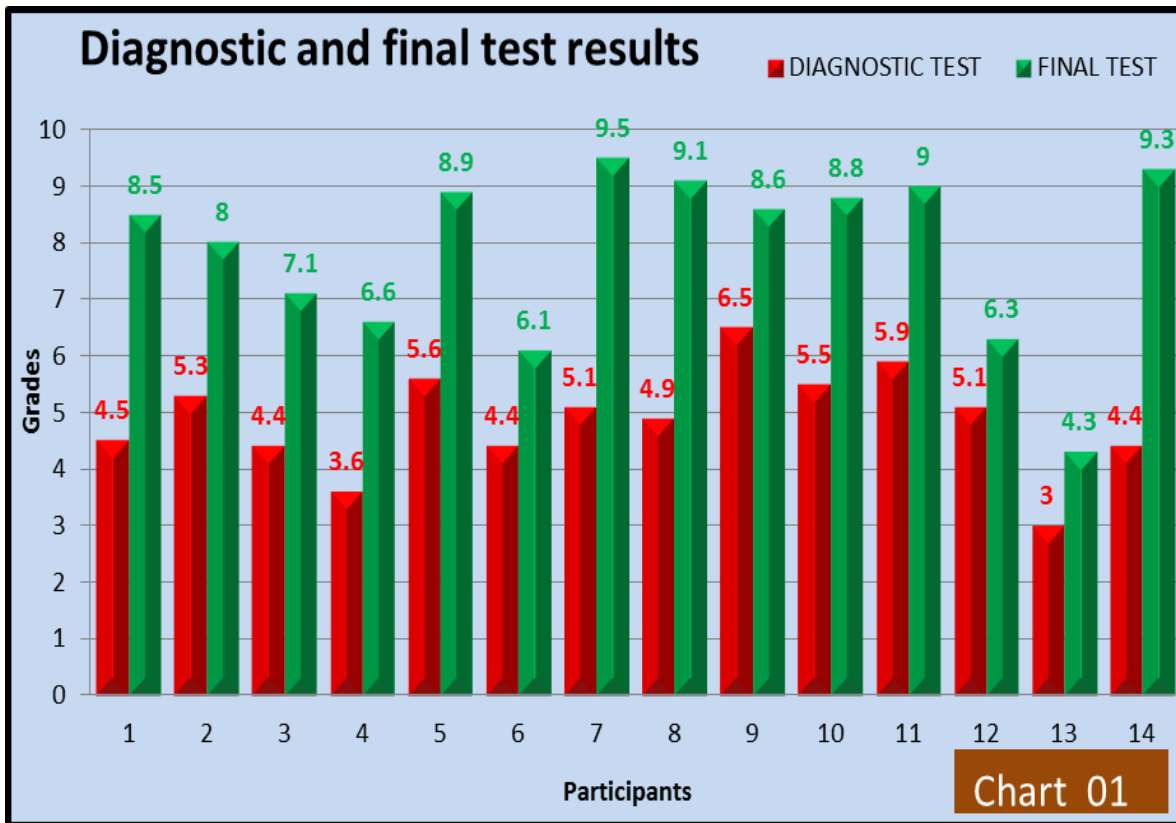
Chart 02: This chart represents the arithmetic means of the diagnostic and final test. The red bar shows the arithmetic mean obtained from the diagnostic test and the blue shows the arithmetic mean of the final test. It is important to mention that students did the diagnostic test using their previous knowledge about each category of vocabulary. At the end of the sessions they did the final test and both results compared in this chart show the degree of effectiveness the techniques applied have. Though some students did not attend all the sessions, there is an evident general increase of three points which provides evidence of the importance of the vocabulary building techniques applied in the different sessions.

Diagnostic and final test means

Chart 02
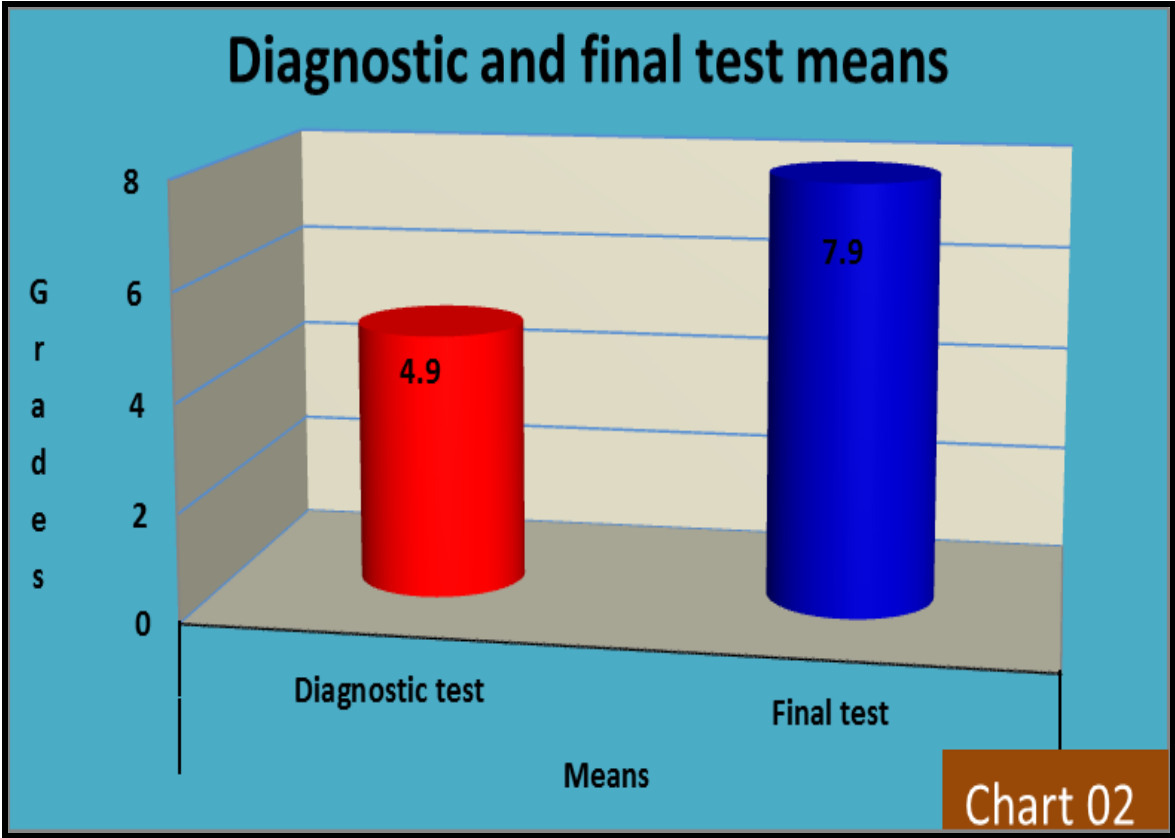
7.1.3 Results obtained considering each category

These tables below represent the grades obtained by the students in each category considering the diagnostic and final test. Each of them also shows the diagnostic and final test arithmetic means and the improvement.

TECHNIQUE: WORD MAPS		
PARTICIPANTS	**DIAGNOSTIC TEST**	**FINAL TEST**
Participant 1	3.5	8.0
Participant 2	6.5	7.5
Participant 3	5.5	7.5
Participant 4	5.0	7.0
Participant 5	5.0	7.5
Participant 6	5.5	6.0
Participant 7	7.5	10.0
Participant 8	6.5	9.0
Participant 9	6.5	7.5
Participant 10	7.0	7.5
Participant 11	7.0	10.0
Participant 12	5.0	4.5
Participant 13	3.5	5.0
Participant 14	5.5	8.5
MEANS	**5.7**	**7.5**
IMPROVEMENT	**1.8**	

TECHNIQUE: FINDING THE MEANING		
PARTICIPANTS	DIAGNOSTIC TEST	FINAL TEST
Participant 1	3.5	6.3
Participant 2	5.5	5.5
Participant 3	5.5	6.0
Participant 4	3.0	5.5
Participant 5	4.5	8.0
Participant 6	3.5	4.0
Participant 7	5.5	9.5
Participant 8	3.5	7.5
Participant 9	6.5	9.0
Participant 10	4.5	8.0
Participant 11	5.5	9.5
Participant 12	6.0	4.0
Participant 13	4.0	4.0
Participant 14	4.5	9.0
MEANS	4.7	6.8
IMPROVEMENT	2.1	

TECHNIQUE: WALL GLOSSARY		
PARTICIPANTS	**DIAGNOSTIC TEST**	**FINAL TEST**
Participant 1	5.5	9.5
Participant 2	6.5	9.0
Participant 3	3.0	6.0
Participant 4	1.5	5.5
Participant 5	6.5	10.0
Participant 6	4.0	6.5
Participant 7	2.5	9.5
Participant 8	4.0	10.0
Participant 9	6.0	8.0
Participant 10	6.0	9.5
Participant 11	6.0	9.5
Participant 12	4.0	6.5
Participant 13	2.5	4.0
Participant 14	4.0	9.5
MEANS	**4.4**	**8.1**
IMPROVEMENT	**3.7**	

TECHNIQUE: ILLUSTRATED WORDS		
PARTICIPANTS	DIAGNOSTIC TEST	FINAL TEST
Participant 1	5.5	10.0
Participant 2	2.5	10.0
Participant 3	3.5	9.0
Participant 4	5.0	8.5
Participant 5	6.5	10.0
Participant 6	4.5	8.0
Participant 7	5.0	9.0
Participant 8	4.5	10.0
Participant 9	7.0	10.0
Participant 10	4.5	10.0
Participant 11	5.0	6.5
Participant 12	5.5	10.0
Participant 13	2.0	4.0
Participant 14	3.5	10.0
MEANS	4.6	8.9
IMPROVEMENT	4.3	

7.1.4 Analysis of the results obtained from each category

Chart 03: This chart represents the results obtained from each category. It is easy to identify the increase of each technique comparing the diagnostic test results with the final test'. These results provide evidence of the effectiveness of each technique at the moment of applying it with the purpose of increasing the English vocabulary.
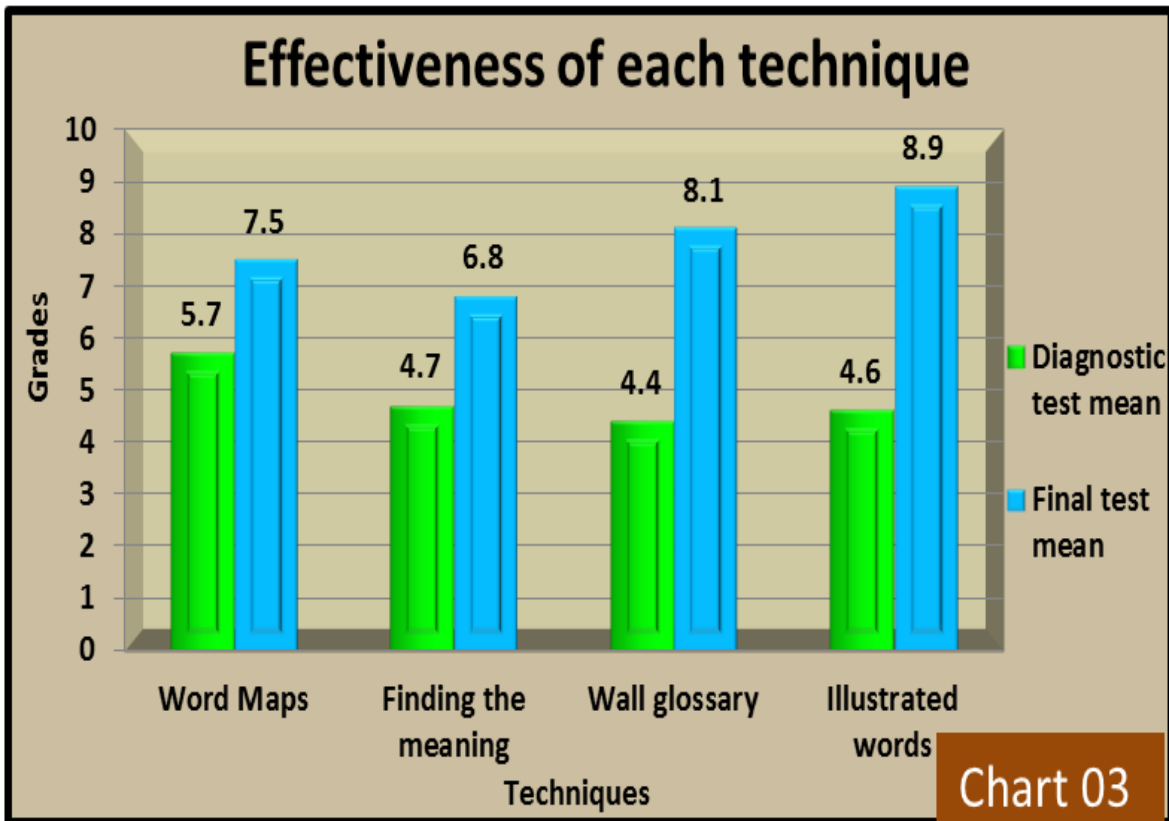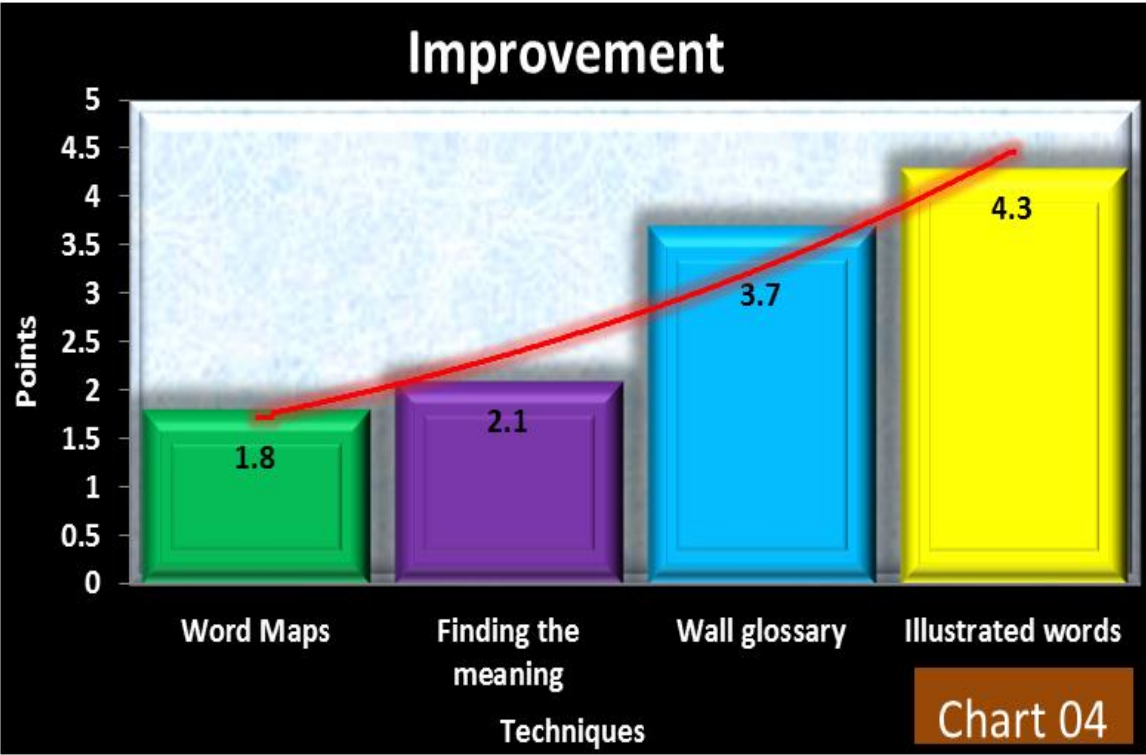

Effectiveness of each technique

Chart 04: The chart below reflects the improvement students had with each technique. These results were obtained by the subtraction of the final test arithmetic means with the diagnostic tests'. The results of each technique provide evidence of how effective the four techniques are.

Considering the results of each category, we can categorize them according to their effectiveness. The technique "word maps" with 1.8 of increase is the less effective followed by the technique "finding the meaning" with 2.1 points of increase. Then one of the best techniques is the "wall glossary" with 3.7 points of increase followed by the most effective technique, "illustrated words" with 4.3 points of increase.

7.2 SURVEY RESULTS AND ANALYSIS

7.2.1 Survey results

This checklist represents the students opinions toward the different techniques applied in the workshops and the effectiveness of each of them.

1. Did you like the activities developed in each class?

☐ Yes (14)   ☐ No (0)

2. Did the techniques help you to learn new words?

☐ Yes (14)   ☐ No (0)

3. How much of the vocabulary do you think you learned?

☐ 1% to 25%   a few (0)   ☐ 26% to 50%   a lot (4)

☐ 51% to 75%   most of it (8)   ☐ 76% to 100% almost all (2)

4. Which technique was more useful for you?

☐ Wall glossary (2) ☐ Word maps (0) ☐ Finding the meaning (1) ☐ Illustrated words (11)

5. What technique do you recommend teachers to use in English classes?

☐ Wall glossary (4) ☐ Word maps (1) ☐ Finding the meaning (1) ☐ Illustrated words (8)

7.2.2 Survey analysis

Chart 05: The following chart shows the results of the opinion the students provided in regards to the four techniques applied in the project. All the students confirmed their inclination to the techniques applied and they also recognized the vocabulary improvement.
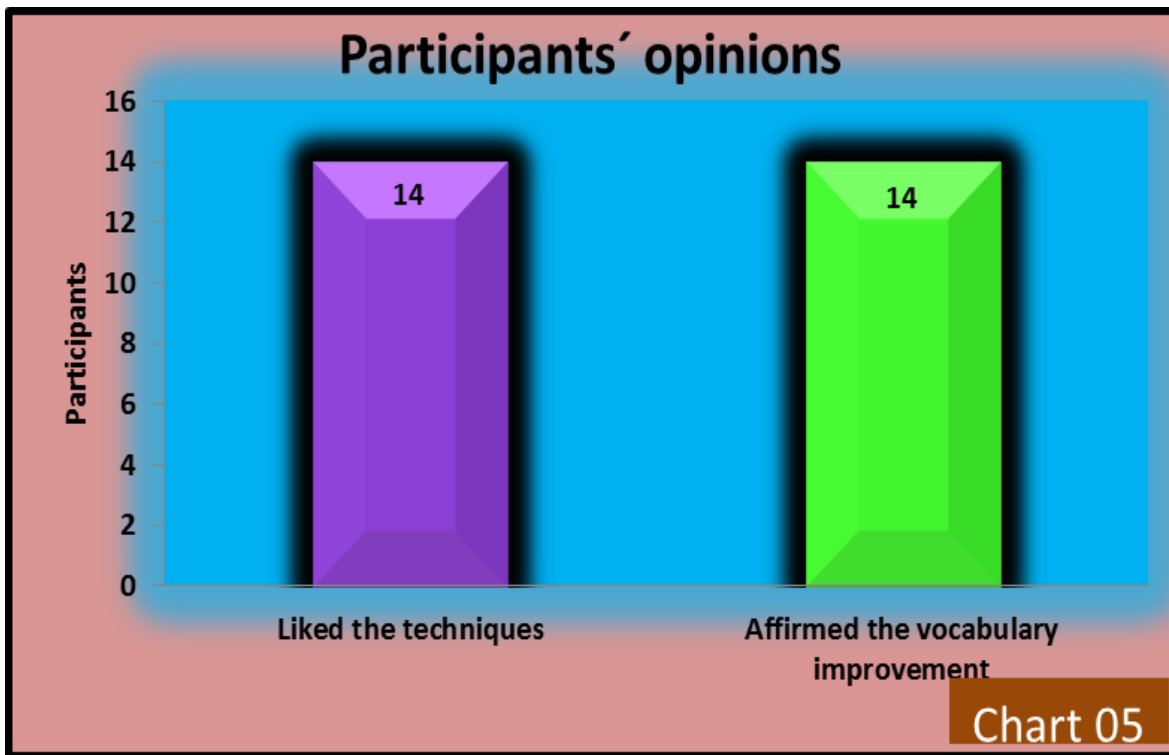
Chart 06: This chart details the percentages of vocabulary learned according to the participants' opinion. In here the students also confirmed the vocabulary improvement because none of them said to learn less than twenty five percent. Four of the total students confirmed the acquisition of more than twenty six percent and less than fifty percent. The noticeable point here is that the majority of the students learned more than fifty one percent and less than seventy five percent, showing how meaningful the techniques were. The highest percentage, from seventy six percent on, was reached just by two students.

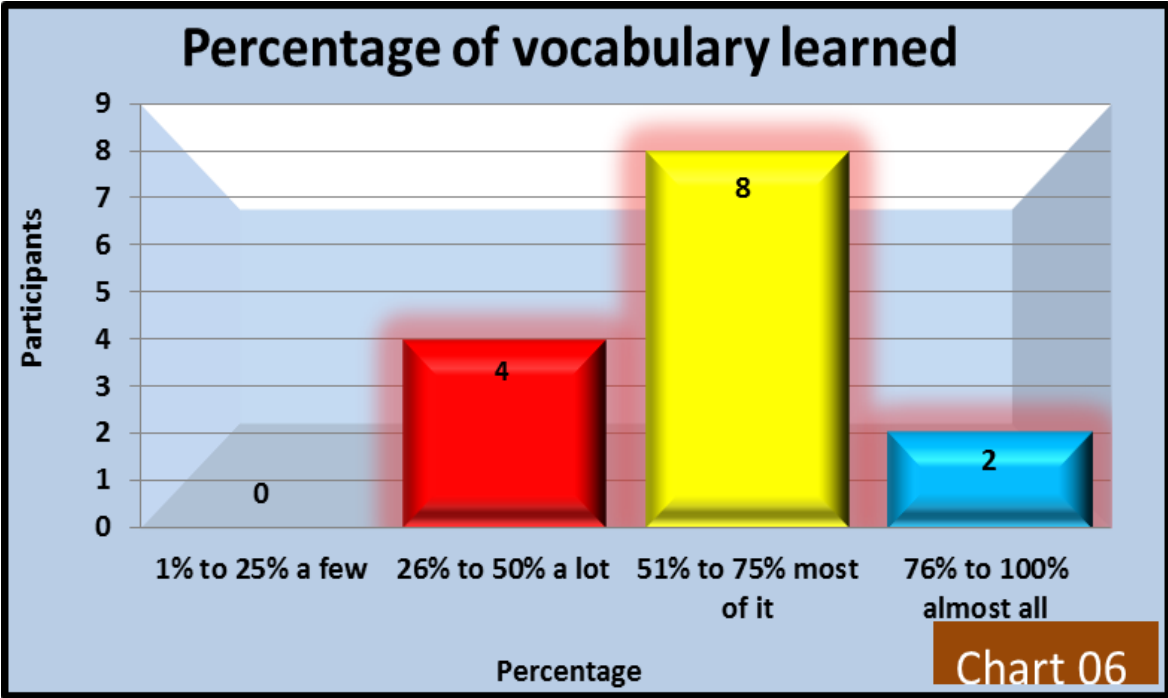Percentage of vocabulary learned

Chart 07: This chart shows the participants preference towards the four techniques. These results show that the less useful and recommended technique is "word maps" followed by the technique "finding the meaning". The two more outstanding techniques are the "wall glossary" and the "illustrated words" which is the most useful and recommended of all the techniques.
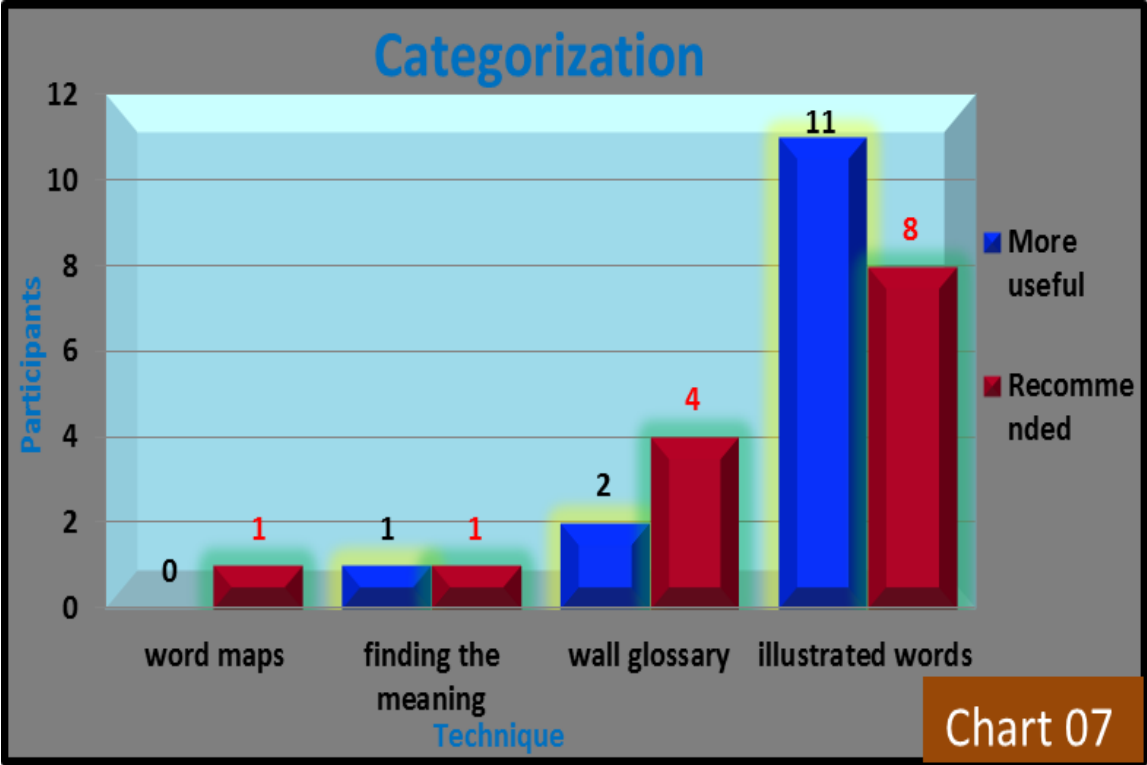
7.3 RESEARCH QUESTIONS/OBJECTIVES AND FINDINGS RELATION

All the data collected in this project was analyzed thoroughly by the researchers and based on the results gotten, the research questions were answered in relation with the objectives.

1. How much can the techniques help students to improve their vocabulary?

The techniques indeed contributed to improve the vocabulary. The difference (three points) between the arithmetic means of both the diagnostic and the final test´s is a clear evidence of the improvement students manifested (chart 02). In chart 06 the students also showed how the techniques helped them to improve their vocabulary when the majority of them affirmed that they learned more than fifty one percent and less than seventy five percent of the vocabulary.

The previously mentioned charts show how effective the techniques are in order to help students improve their English vocabulary. If these techniques are applied in the classroom in a coordinated and planned routine as in the present study, the results are inclined to be successful.

2. How effective is each technique to improve English vocabulary?

The results represented in chart 03 let the researchers answer this question and measure the effectiveness of each technique applied. It is evident that each of the techniques applied in the workshop helped the students to increase their vocabulary from 1.8 points of improvement the "word maps" technique to 4.3 the "illustrated words" technique. In that interval we find the "finding the meaning" technique with 2.1 points and the "wall glossary" with 3.7 points of improvement. Chart 07 also helps to measure the effectiveness of each technique according to students' opinion.

Chart 04 ranks the four techniques from the less to the most effective and the results show that the most effective one is the "illustrated words technique." It is palpable that the categorization considering the effectiveness of each technique in chart 04 is similar to that of chart 07.

Despite some students' absence to some sessions, the results are pretty satisfactory. Comparing each technique, the grades obtained in the diagnostic test to the ones obtained in the final test showed how effective each technique was to help students improve their English vocabulary. Students stated that they liked the techniques because they involved visual aids.

The charts showing the effectiveness certain techniques had over the others according to the results obtained in the tests were also consistent with the students' preference towards the techniques in the survey they answered at the end of the sessions.

7.4 DATA TRIANGULATION

The researchers compared the literature review and the results gotten in the diagnostic and final test and the survey students answered at the end of the experimental phase to make sure they match in order to reach the specific objectives, and the results are shown below:

1- How much can the techniques help students to improve their vocabulary?

According to the authors cited in the theoretical framework, the use of vocabulary building techniques increases the vocabulary acquisition; Coady (1997, p 281) for example, proposes that continuum techniques must be applied to ensure the acquisition and comprehension of new vocabulary, and Manzo (2006), believes that applying good techniques to learn vocabulary help students to develop the capacity of learning.

This research evidence is proved by the final test results shown in chart number 02 where the arithmetic mean of the diagnostic test (4.9) and the final's (7.9) show three points of vocabulary improvement. From a third angle, the survey applied to the participants,

evidence also supports showing that eight students out of fourteen considered they learned most of the vocabulary, which is quantified from 51% to 75% (chart 06).

2- How effective are the chosen techniques to improve English vocabulary?

Allen, Kate and Annie Marquez, (2011) state that students learn effectively when they are exposed to visual aids because they allow students to absorb the information through an additional sensory perception.

This study provided evidence of the affirmation overhead based on the results of the diagnostic and final test considering each technique (chart 03) where the less effective technique is "word maps," followed by the technique "finding the meaning,". That is, "wall glossary" and "illustrated words" where more visual aids were used, have the highest scores in effectiveness.

These results were reaffirmed with the results obtained in the survey (chart 07), where the techniques "wall glossary" and "illustrated words" were classified as more useful and adequate for learning vocabulary; Some students argued that this technique is their favorite because it is rich in visual aids.

7.5 HINDRANCES IN THE DEVELOPMENT OF THE STUDY

In this section the researchers describe the obstacles and hindrances the project development faced. The start of the project was a real success since the researchers expected to recruit a lower number of students, but at the end, thirty students decided to participate.

Students were committed to the major, so it was quite hard to work with them due to the lack of free time; they also were attending reinforcement classes which limited their free time and as well as their participation.

When they had partial exams, the workshops were postponed since they didn't have time to attend. The most eminent problem was that students started to drop out obeying to the phenomenon known as respondent mortality. The researchers motivated them to participate and constantly asked for their participation, and this helped to keep a considerable number of attendees. Only fourteen of the thirty participants reached the end of the project. This situation caused the repetition of two of the sessions so the results could be satisfactory. All these situations caused the delay of the project development.

CHAPTER VIII: CONCLUSIONS AND RECOMMENDATIONS

8.1 CONCLUSIONS

The focus of this research was to find supportive information for the objectives set at the beginning of the study and according to the results of this study, the objectives were met.

1- At the end of this study, the researchers concluded that using vocabulary building techniques along with visual aids helps the students increase their vocabulary in a great extent. The different instruments utilized to gather data helped the researchers to confirm how the vocabulary building techniques work with vocabulary acquisition. The difference of the general arithmetic means of the diagnostic and final test show an increase of three points (chart 02), and the students also support this in chart 06 by affirming a significant vocabulary acquisition.

2- This study also sustains that two of the four vocabulary building techniques (wall glossary and illustrated words) are effective in vocabulary acquisition. When analyzing each technique, the researchers found out that each of them contributed to the improvement of vocabulary (chart 03), but the previously mentioned are the most outstanding and the students also reaffirmed this by categorizing them according to their contribution to vocabulary improvement.

3- Though two techniques applied in the project, "wall glossary" and "illustrated words," were more effective and attractive to the students, all of them contributed to obtain satisfactory results. The other two techniques, "Finding the meaning" and "Word maps," require more concentration, work and determination from the students. Based on this, the researchers determined that the application of various techniques help students to enrich and increase their English vocabulary because the students own the techniques according to their needs and preferences.

4- The researchers also concluded that students like simple, practical and meaningful vocabulary building techniques; they don't find it meaningful and easy to elaborate mind maps and word maps while they deal with grammar issues.

5- There is a special emphasis on visual aids in the application of the vocabulary building techniques. Since the results were satisfactory and the students opined that they liked the techniques because they interacted with this kind of material, the researchers conclude that audiovisual aids do help students to increase the vocabulary in a great deal.

6- The researchers planned to teach certain categories of vocabulary and they chose each word thoroughly. They found out that organized material is easier for tutors to teach and for students to grasp and remember.

7- As a final though, the results gotten made the researchers conclude that the problem of lacking vocabulary at UNICAES can be diminished if teachers design or adapt and apply meaningful techniques to stimulate the students curiosity and motivate them to learn vocabulary. In this way, the students will have more chances to succeed in the English acquisition process.

8.2 RECOMMENDATIONS

8.2.1 Recommendations for the Faculty of Sciences and Arts

1- Based on the positive results of some of the techniques, the faculty can suggest teachers the use of vocabulary acquisition techniques in their classes.

2- The ordinary classes are planned to teach many other topics and teachers scarcely have time to teach vocabulary at great length, so it is necessary that the faculty adds one subject to the curricula of the English major specifically to teach vocabulary, or promotes vocabulary courses for students to attend in a different schedule.

3- It is essential to produce a gamut of flashcards, pictures, posters and audiovisual material related to various categories so teachers can use them when applying the techniques of vocabulary acquisition.

8.2.2 Recommendations for the English teachers

1- This research project reflected on the most effective and attractive techniques and based on that data, the research team recommends teachers to develop the most outstanding and preferred whenever they teach vocabulary.

2- Students' baggage of vocabulary grows when there is a routine of vocabulary teaching. It is essential that teachers include a vocabulary teaching space in their lesson plans using fun activities that aim at the learning styles, specially the visual learners.

3- The use of visual aids must be constant when teaching vocabulary or any other piece of language since this research supports that students learn faster when they are exposed to this type of didactic material.

4-The students' motivation is very important in any area of education, so the researchers recommend the teachers that besides providing the students with tools to learn vocabulary, they can also encourage them to use those techniques, and also to help them to value how important learning vocabulary is.

5- The researchers also recommend the English teachers to assign extracurricular activities related to vocabulary because it makes the students use the language and learn more vocabulary as the majority of them do not have the opportunity to use the language outside the classroom. As a complement of this recommendation, the researchers also encourage the teachers to assess the vocabulary studied in class.

8.2.3 Recommendations for the English students

1- The techniques studied in this research project are attractive and meaningful. They facilitate the acquisition of vocabulary when they are properly applied, so the research team recommends students to put them into practice at home in order to enrich their vocabulary and contribute to their success in their major.

2- The researchers encourage students to make use of a dictionary or any other source to find out the meaning of new words. Besides finding out the meaning of a new word, the researchers recommend the students to use that word as many times as possible in real life situations in order to internalize it.

3- It is essential to keep in mind that vocabulary learning is an ongoing process, so the research team encourages students to keep learning new words day by day.

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ADDENDA

ADDENDUM 1—Vocabulary for the workshops

Nº	BUSINESS VOCABULARY	ACTION VERBS	ACCESSORIES/TOOLS /APPLIANCES	ANIMALS
1	manager	drop off	hair band	whale
2	A.T.M	fall down	hair pints	shark
3	Account department	go back	bow tie	alligator
4	shareholder	kneel down	hair clip	crab
5	president	act out	bracelet	hummingbird
6	advertisement	lie down	necklace	dolphin
7	benefit	crouch	ring	eel
8	commercial	stumble	handsaw	frog
9	coupon	pick up	pincers	jellyfish
10	eye-catcher	point out	screwdriver	marlin
11	features	put on	hammer	octopus
12	poster	show up	wrench	puffer fish
13	promote	shut	clamp	seal
14	personnel department	throw away	level	goat
15	brand	throw up	purse	turkey
16	consumer	turn in	pliers	starfish
17	end-user	turn off	washing machines	seagull
18	label	chop	tumble dryer	chameleon
19	packaging	pass away	freezer	deer
20	sponsor	draw	vacuum cleaner	wolf
21	trademark	catch	microwave	eagle
22	cash	jog	kettle	falcon
23	debt	run	coffee machine	goose
24	invest	brush	toasters	hawk
25	customer	iron	pan	owl
26	discount	sweep	dishwashers	raccoon
27	guarantee	mop	cookers	squirrel
28	purchasing department	comb	iron	armadillo
29	resume	jump	sewing machine	bear
30	fire	break up	carpet	butterfly
31	payee	sneak	headphones	ant
32	retire	leak	keyboard	bee
33	staff	kick	blender	beetle
34	take on	sip	peeler	tapir
35	retail	rub	razor	parrot
36	wholesale	scratch	watch	giraffe
37	fill out	dig	wallet	kangaroo
38	loan	run over	handkerchief	ostrich
39	pay in	climb	polisher	zebra
40	withdraw	blow up	crane	sheep

ADDENDUM 2—Diagnostic/final test

DIAGNOSTIC TEST

UNIVERSIDAD CATOLICA DE EL SALVADOR

Project: Techniques to increase the vocabulary of Basic English students

Teachers: Henry Santos Cartagena & Xavier Ronald Bautista

Student: _____

Objective: To evaluate students' vocabulary knowledge.

VOCABULARY QUIZ

General Direction: Read the directions carefully for each part of the quiz and develop the exercises as required.

Total points_____/80

Part I A: Write a sentence for each verb. **Points_____/5**

Example: get up— <u>I **get up** early in the morning because I go to school.</u>

1- turn off— _____

2- draw— _____

3- jog— _____

4- sweep— _____

5- mop— _____

Part II A: Read the following sentences and circle the best meaning for the verb underlined. Points_____/6

Example: Tania **looks down on** her classmates.

a) To discriminate
b) wash
c) go to buy

1-Look! I will **act out** some verbs.

a) explain by movement and gestures
b) read aloud
c) write something

2- The kids **drop off** at nine or ten pm.

a) eat popcorn
b) fall asleep
c) speak a lot

3- When I am tired, I **lie down** on my sofa.

a) recline
b) do the bed
c) wash the dishes

4- My sister always **throws up** when she travels eats cheese and juice.

a) drink soda
b) sleep
c) vomit

5- After I do my homework, I **turn in**.

a) wash the dishes
b) go to bed
c) watch TV

6- If you **wind up** the report early, send it to me.

a) finish
b) receive
c) find

Part III A: Fill in the space using the correct verb.   Points_____/9

Example: I can't **find** my keys.

    a) receive
    b) finish
    c) find

1) I am going to _____ those old magazines because I have so

    a) get up
    b) fall down
    c) throw away

2) Don't climb that tree because you can _____!

    a) throw away
    b) get up
    c) fall down

3) Martha and July always _____ early in the morning to go to school.

    a) get up
    b) throw away
    c) fall down

4) I _____ to my activities work after I eat.

    a) crouch
    b) go back
    c) kneel down

5) I _____ when I talk to God.

    a) kneel down
    b) go back
    c) crouch

6) Mario is tall. He _____ when he gets in the classroom.

    a) goes back
    b) crouches
    c) kneels down

7) Every day in the morning, I take a shower, _____ my uniform and go to school.

    a) pick up
    b) put on
    c) shut off

8) Before you go to the conference, please_____ your material in the office.

    a) pick up
    b) shut off
    c) put on

9) Don't forget to _____ the door when you leave the office.

    a) shut up
    b) pick up
    c) put on

Part IV B: Read the following statements and write true or false in the box next to the statement.   **Points_____/10**

STATEMENT	TRUE	FALSE
-A **Label** is a small piece of paper, metal, etc., on a product giving information about it.		
-**Staff** means to sell in small quantities (as in a shop to the public).		
-A **Debt** is the people who work for a firm or a particular department; employees.		
-**Invest** means to put money for profit into business, land etc.		
-A **retail** is money lent by a bank, etc., and that must be repaid with interest.		
-**Fill out** means to add written information to a document to make it complete.		
-A **Loan** is money, etc., owed by one person/company to another.		
-**Pay in** means to deposit or put money in to a bank account		
-**Withdraw** means to take money out of a bank account.		
-**Take on** means to employ; to hire		

Part V B: Match each word with its corresponding meaning. Points_____/10

1-Accounts Department

a)-department responsible for recruitment and welfare of staff or employees

2-Manager

b)-person who holds or owns shares in or a part of a company or corporation

3-Personnel Department

c)-something that especially attracts one's attention

4-President

d)-department responsible for finding and buying everything for a company

5-Purchasing Department

e)-department responsible for administering a company's financial affairs

6-Shareholder

f)-a particular make of product; a name given to a product or service

7-Eye catcher

g)-the person, customer etc., who is the ultimate user of a product

8-Brand

h)-the person who buys and uses a product or service

9-Consumer

i)-person responsible for day-to-day running of a department

10-End user

j)-the highest executive officer of a company; head of a company

Part VI C: Write the correct name to the following pictures. Use the words in the box.

Points_____/10

—whale—alligator—crab—dolphin—eel—jellyfish—marlin—octopus—puffer fish—seal—.

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

Part VII C: Order the letters to form the correct name for each picture. The first letter is provided.   Points_____/10

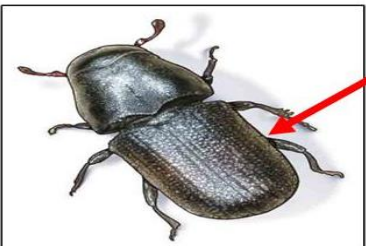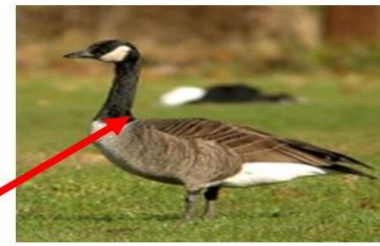—taog—keytur—cofaln—gooes—wol—ccoonar—squrirel—tlebe—pirat—gullsea—
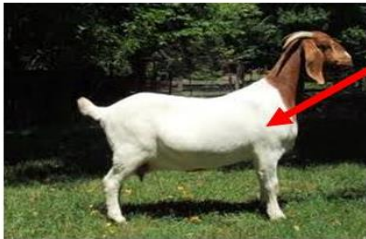
1-g

2-o

3-s

4-t

5-f

6-r

7-s

8-t

9-b

10-g

Part VIII D: Write next to the picture, the words that are in the box.

| Necklace | bracelet | Hammer | Coffee Machine |
| clamp | Iron | purse | screwdriver |

_____   _____   _____   _____

_____   _____   _____   _____

Part IX D: Write the number of the object next to its description.

Points_____/12

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1) <u>Wrench</u> 2) <u>Kettles</u> 3) <u>Hairband</u> 4) <u>Hair clip</u> 5) <u>Toaster</u> 6) <u>Bow tie</u> 7) <u>Handsaw</u>
8) <u>Vacuum cleaner</u> 9) <u>Microwave</u> 10) <u>Pincers</u> 11) <u>Dishwashers</u> 12) <u>handkerchief</u>

ACCESORIES	APPLIANCES	TOOLS
___Use it to take out **nuts**.	___Use it to prepare sandwiches.	___Use it to prepare popcorn.
___Used for boiling water.	___Men wear it in their neck.	___Electricians use it.
___Girls wear it in their head.	___Use it to cut trees.	___Use it to clean the dishes.
___Use it to hold your hair.	___Use it to clean the floor.	___Use it to clean your face.

ADDENDUM 3—Questionnaire for the survey

UNIVERSIDAD CATOLICA DE EL SALVADOR

Data collection Instruments   Researchers: Xavier Ronald Bautista &Henry Santos Mendez

Research topic: Techniques to increase the vocabulary of Basic English students

Objective: to gather information through the participants' opinion about the Vocabulary Building Techniques implemented

Directions: Check the box you consider correct in each question.

1. Did you like the activities developed in each class?

☐ Yes   ☐ No

2. Did the techniques help you to learn new words?

☐ Yes   ☐ No

3. How much of the vocabulary do you think you learned?

☐ 1% to 25%   a few   ☐ 26% to 50%   a lot

☐ 51% to 75%   most of it   ☐ 76% to 100% almost all

4. Which technique was more useful for you?

☐ Wall glossary   ☐ Word maps   ☐ Finding the meaning   ☐ Illustrated words

 (Animals)   (Action verbs)   (Business vocabulary)   (Accessories-tools)

Why? _____

5. What technique do you recommend teachers to use in English classes?

☐ Wall glossary   ☐ Word maps   ☐ Finding the meaning   ☐ Illustrated words

ADDENDUM 4—Agenda for the sessions

1. WALL GLOSSARY: (animals)

Session 1 and 2

Materials: animal flashcards, slides of paper for the wall glossary, tape and sheets of paper.

- Paste the name of the technique on the board and explain its importance.
- Introduce the category to be studied.
- Paste twenty pieces of paper on the wall with the name of the animals visible, and the picture and a short description at the back of the pieces of paper.

Activities:

- Students stand up and read the names of the animals and the descriptions silently.
- Go for it: Students work in trios; the tutor reads a word aloud and students have to run to pick the word. The group with more words is the winner.
- Students choose a word from the wall and learn the description. They share it with a partner so each one can memorize the meaning of the word his/her classmate told him/her about and report it to the audience.
- Students memorize three descriptions of animals. Then, the tutors say some of the names of the animals randomly and the student who knows the description says it laud. The student who completes three descriptions says bingo.
- Students stand back-to back and one of them reads the word stuck on the wall and the other tries to guess the meaning or vice versa.
- Students are given a piece of paper to write a sentence using a specific name of animal. After that, the students stand up and share in pairs the sentence they wrote. Finally, they change the piece of paper and find another person to share the sentences and so on.

- After finishing the previous activity, the tutors pick up the different pieces of paper containing the sentences per each verb and dictate to the class.
- Students are given a flashcard and they put it next to the name of the animal.
- Memorizing and reporting competition: students look at the names of the animals with their descriptions for three minutes and memorize as many as possible, then they come to the front individually and report to the class and the student who memorizes more words is the winner.
- Scoring: Students go around the classroom and read the descriptions of the animals for three minutes. Then, one by one gives a description of one animal and each student scores one point when he/she guesses the name of the animal.

  Homework:
- Have students create a "wall glossary" at home. Ask them to take a picture and show it to the class to make sure he has worked on that.

2. WORD MAPS: (verbs)

Session 3 and 4

Materials: Prints of word maps, LCD projector, sheets of paper and slides of paper.

- Paste the name of the technique on the board and explain its importance.
- Introduce the category by talking about the importance of verbs.
- Provide students with three different word maps. They are given an example of how to arrange new words using the word map; students are given a list of 40 words they are going to use with the graphic organizers.

Activities:

- Provide the students some word maps half completed and they have to finish it and write the verb.

- Divide the class in two groups. Draw a spider map on the board, model one exercise and call out a representative for each group to fill it using a given word. The group that finishes first is the winner.

- Students work individually and choose a word from the list to fill in a graphic organizer as suggested by the tutor.

- Give each student a word for them to invent their own word map. Then, have them share it with the class one by one.

   Homework:

- Assign students two words for them to fill in two word maps to hand over the next session.

3. FINDING THE MEANING: (business vocabulary)

Session 5 and 6

Materials: dictionaries, cell phones, computers, slides of paper, two boxes and pictures

- Paste the name of the technique on the board and explain its importance.

- Introduce the category to be studied.

   Activities:

- Word detective: Students get a mission; they use their dictionaries, cell phones or computers to find the meaning of the words provided.

- Write the words in some pieces of paper and their meanings in different pieces of paper and then put them in different boxes. After that, divide the class into two groups and ask the half of each group to stand round the boxes. Ask the members of each group to pick up a piece of paper from each box and if the word and the meaning match, they score a point.

- Divide the class into two groups. Paste the meaning of a word on the back of one group. The other group picks a word from a box and runs towards the person who has the correct definition and hugs him/her. If a student is wrong, he gets a penalty (optional).

- Divide the class in two groups and give each group a set of word definitions. Choose a representative for each group to pick up the concepts from a box. The rest tries to match the concept with the meaning and the group with more matches wins.

- Lottery words: The tutors provide the students with the meaning of some words and have them stand up. The tutors read some words and the student who has the definition reads it. If it is ok, he sits down and if it is wrong, he stays still.

- A group of students gets the words to be learned and the other half gets the meaning of the words. Students stand up and find the person who has the correct word and meaning in one minute. The students, who don't get it, do a penalty. (Repetition of the words, say the words and the meaning crying or angrily)

- Give students pictures of the words in study and have them describe them.

- Give students matching exercises using words and pictures or words and concepts.

  No homework:

4. ILLUSTRATED WORDS: (accessories, appliances and tools)

Session 7 and 8

Material: flash cards, prints

- Paste the name of the technique on the board and explain its importance.
- Introduce the category to be studied.

  Activities

- Repetition: Students are shown a series of twenty flashcards and they repeat their names as in chorus.

- Matching: Students are given a piece of paper with names of accessories. The tutor shows and numbers a series of flash cards aloud. The students write the number of the picture next to its meaning. Then they compare answers with their classmates and count their mistakes.

- Describing pictures: Students are given a picture to describe it on their notebooks and then they report it to a classmate who has to guess what it is.

- Chain stories: Each student is given a picture and the teacher starts a story using a picture. A student continues until everyone has participated.

- Mini-presentations: Students work in groups of four and invent a short story using at least five pictures or words studied in the class. Each group chooses a winner and then they have to compete in front of the class by saying their stories.

- Peer competitions: Students use a range of pictures and work in pairs. They try to make up an anecdote by using the images they have. Call some couples and have them compete for the best short story.

- What is on my back? A student gets a picture pasted on his/her back while the rest of the class tries to describe the image so he/she can guess what the image is.

- Draw and talk about the word: Students are given the name of an accessory, appliance or tool and draw the picture. Then they show and describe their drawings.

- Guess it! Two students sit in front of the class and the teacher shows pictures so the two students cannot see them. The class mimes the words and the two students compete trying to guess what the picture is.

- Mime my function: the students are said the name of an accessory, appliance or tool and they have to mimic its function.

Homework:

- Give the students some words for them to draw a picture representing them.

ADENDUM 5—Material for the "wall glossary" technique

These are the pieces of paper to be pasted on the wall. It is important to mention that backwards the researchers wrote the names of the animals.

	African wild animal of the horse family with a body covered by black and white stripes.
	It is the largest mammal that lives in the sea. It breathes through a whole on the head.
	It is a wild animal from Africa and Asia that looks like a dog, hunts in groups and makes a sound lika a human laugh.
	It is a sea-fish with a triangular fin on its back. They eat meat and attack people.
	large bird with fan-shaped tail; widely domesticated for food specially at christmas

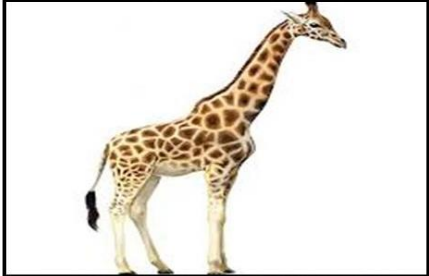|	
	It is a sea mammal fish. It is large, smooth and grey, with a long pointed mouth
	It is a tropical bird with hooked beaks and colorful feathers. They can be trained to speak.
	It is a small animal with a long furry tail. It climbs trees and eats nuts and seeds.
	It is a large, strong wild mammal with a thick furry coat.
	it is a large water bird similar to a duck but larger, or the meat from this bird.

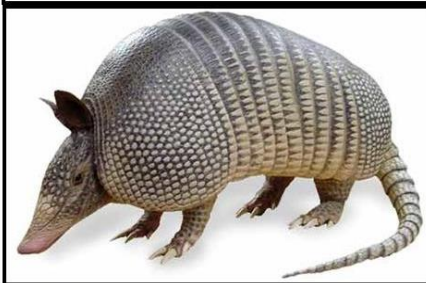|	
	It is a large strong bird with a curved beak which eats meat and can see very well
	It is a tall quadruped; it has spots, small horns and very long neck and legs.
	It is quadruped that has a beard and straight horns.
	Australian animal that jumps along on its strong hind legs. The female has a pouch on the front of its body.
	It is a large hard-skinned reptile that lives in and near rivers and lakes in the hot, wet parts of America and China.
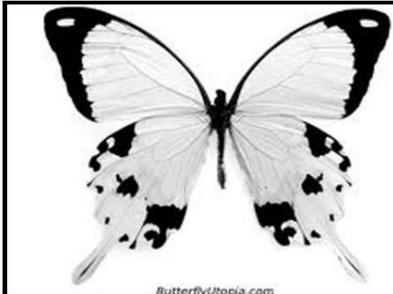
	It is an insect with a long thin body and four colorful wings.
	It is a farm animal with thick wool, that eats grass.
	It is a small insect that lives in organi zed groups and work very hard.
	It is a small animal whose body is covered in hard strips that allow it tocurl into a ball when attacked.
	It is an insect that lives in a colony and collects nectar and pollen from flowers to produce wax and honey.

ADDENDUM 6—Flashcards

These are the flashcards used to develop some activities with the wall glossary pieces of paper
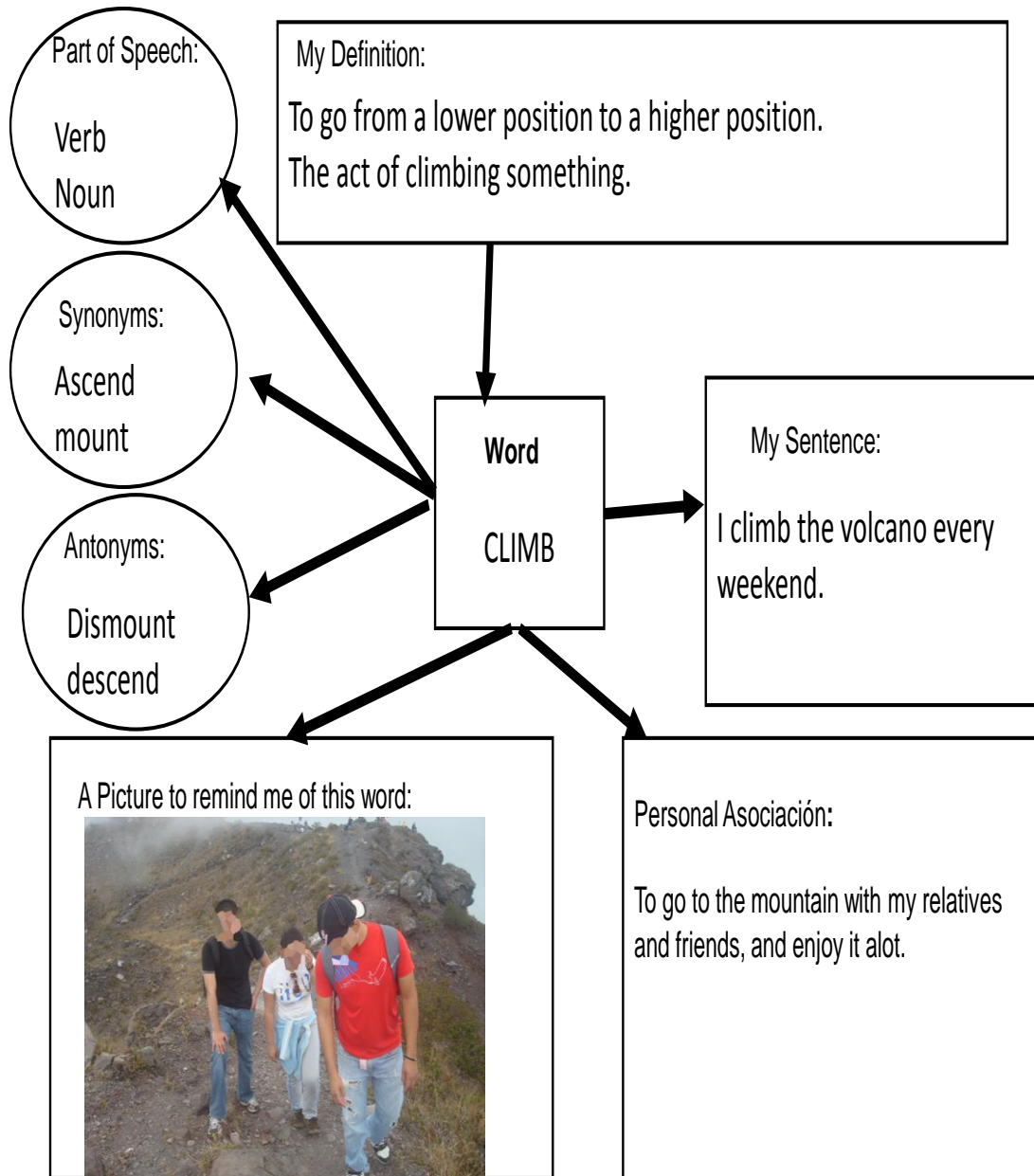
ADDENDUM 7—Material for the "word maps" technique

These are the examples of word maps provided to the students.

Your definition:	Characteristics:
To explain something by movements or gestures.	Actors/actresses usually do it in movies or soap operas. Deaf-mute people use it to communicate. It is usually used with action verbs.
Examples:	Non-examples:
Look! I will act out my father driving. I can act out how to play basketball.	I can act out <u>my homework</u> Martha loves her <u>act out</u>

ACT OUT

Own the Word

Part of Speech:

Verb

Noun

My Definition:

To go from a lower position to a higher position.
The act of climbing something.

Synonyms:

Ascend
mount

Antonyms:

Dismount
descend

Word

CLIMB

My Sentence:

I climb the volcano every weekend.

A Picture to remind me of this word:

Personal Asociación:

To go to the mountain with my relatives and friends, and enjoy it alot.

ADDENDUM 8—Word list

This list of words was provided to the students for them to create their own word maps.

VOCABULARY FOR THE WORD MAPS
1- **turn off:** cause to stop operating by disengaging a switch. Syn: shut off
2- **draw:** make a mark or lines on a surface. Syn: picture, design
3- **jog:** a slow pace of running. Syn: trot, run
4- **sweep:** clean with a broom: clean, brush
5- **mop:** to wash with a mop. Syn: wash, wipe
6- **act out**: explain by movement and gestures. Syn: mimic
7- **drops off**: change from a waking to a sleeping state. Syn: fall asleep, diminish
8- **lie down: assume a reclining position. Syn:** recline
9- **throws up:** eject the contents of the stomach through the mouth. Syn: vomit
10-**turn in**: prepare for sleep. Syn: go to bed
11-**blows up**: cause to burst with a violent release of energy. Syn: explode
12-**get up:** rise to one's feet. Syn: arise
13-**throw away:** put in the garbage. Syn: discard
14-**fall down:** lose an upright position suddenly. Syn: descend
15-**go back:** come back to place where one has been before, or return to a previous activity. Syn: get back, return, continue
16-**crouch:** bend one's back forward from the waist on down. Syn: cower
17-**kneel down:** rest one's weight on one's knees. Syn: kneeling
18-**shut:** move so that an opening or passage is closed. Syn: close, lock
19-**pick up:** take and lift upward. Syn: collect
20-**put on:** put clothing on one's body. Syn: dress, wear

**ADDENDUM 9—Material for the "Finding the meaning" technique**

This is a matching activity sample the researchers used In order to develop the "finding the meaning" technique.

advertisement	-Abbr. Automated Teller Machine; cash dispenser.
poster	-Item of publicity for a product or service, in magazine, on TV etc.
payee	-Advantage of a product or service, usually derived from its features.
consumer	-Paid advertisement on radio or TV.
features	-Part of a printed advertisement used for ordering goods, samples etc.
cash	-Special characteristics of a product, usually leading to certain benefits.
trademark	-Large sheet of paper, usually illustrated, used as advertisement.
promote	-To (try to) increase sales of a product by publicizing and advertising it.
discount	-The person who buys and uses a product or service.
commercial	-The wrapping or container for a product.
guarantee	-Firm supporting an organization in return for advertising space.

benefit	-Special symbol, design, word, etc. used to represent a product
resume	-Coins or bank notes (not cheque); actual money paid (not credit).
retire	-A reduction in the price; a deduction [usually expressed as a percentage.
wholesale	-A promise that a product will be repaired or replaced etc. if defective.
fire	-Short account of one's education, career etc.
sponsor	-To terminate the employment of.
coupon	-To leave employment, especially because of age.
A.T.M	-Person to whom money is paid.
packaging	-Sell in large quantities.

ADDENDUM 10—Material for the "illustrated words" technique

These were the pictures the researchers used as flashcards. They were printed in a big size.
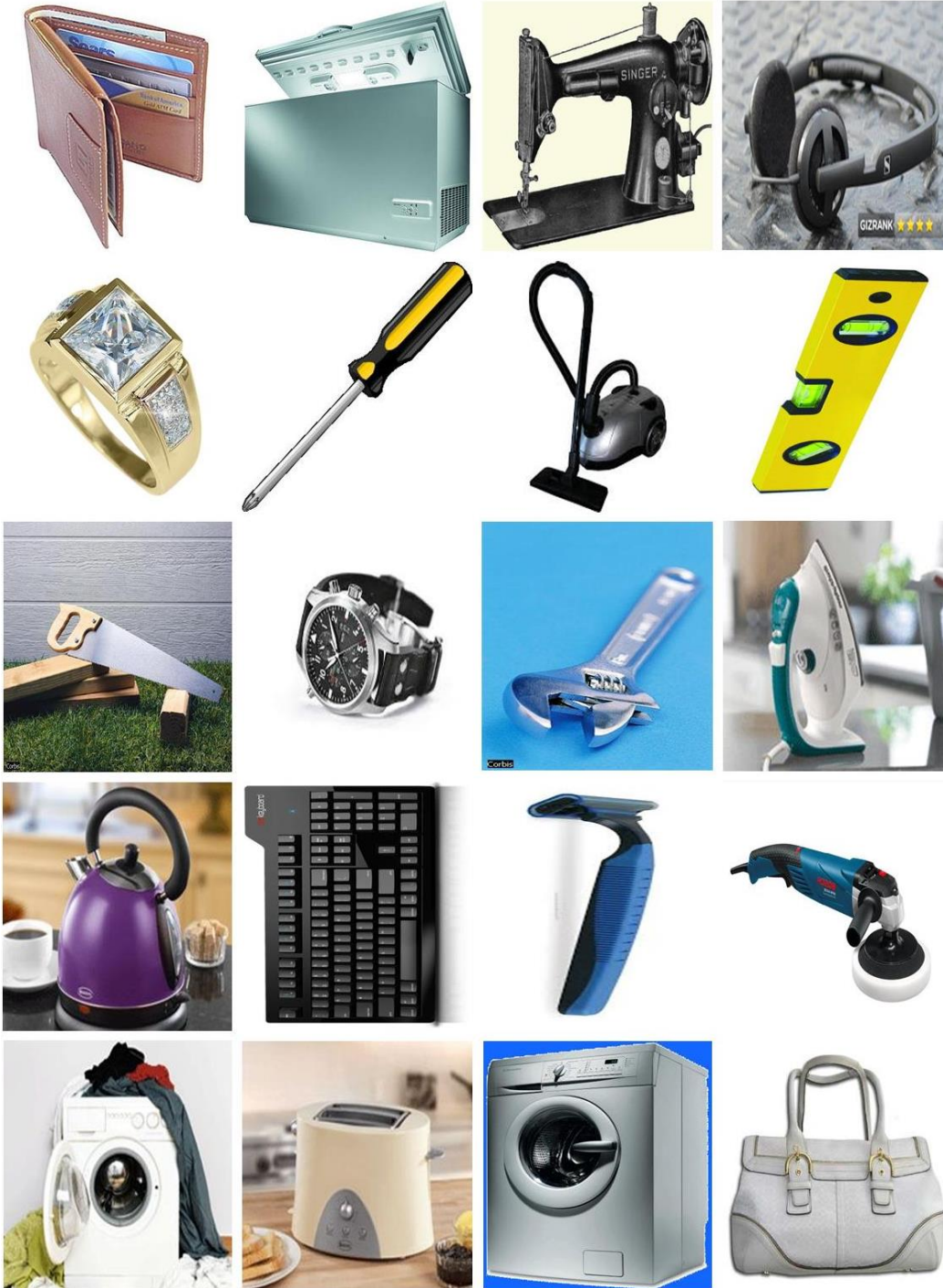
ADDENDUM 11—Writing the number

This is the material used to develop the activity in which the students were shown a flashcard with its corresponding number, and they had to write the number next to the picture.

WORD	Nº
Wrench	
Kettle	
Hair band	
Hair clip	
Toaster	
Bow tie	
Handsaw	
Vacuum cleaner	
Microwave	
Pincer	
Dishwasher	
Handkerchief	
Bracelet	
Necklace	
Clamp	
Screwdriver	
Purse	
Iron	
Coffee Machine	
Hammer	