



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

THESIS TITLE.

THE ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING-LEARNING PROCESS OF ENGLISH WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO "D" AT UNIDAD EDUCATIVA "COMBATIENTES DE TAPI" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE DURING THE SCHOOL TERM FEBRUARY - JULY 2016

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COMITE MEMBERS CERTIFICATED



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Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés". It has been approved by the following Committee Members at Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

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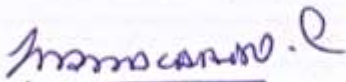
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CERTIFICO:

Que el presente trabajo de graduación titulado THE ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING-LEARNING PROCESS OF ENGLISH WITH STUDENTS AT PRIMER AÑO DE BACHILLERATO "D" AT UNIDAD EDUCATIVA "COMBATIENTES DE TAPI" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE DURING THE SCHOOL TERM FEBRUARY - JULY 2016 de autoría de la señorita **Kerly Yesenia Cabezas Llerena**, ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación del Proyecto, trabajo de campo, análisis de resultados, y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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AUTORSHIP

I, KERLY YESENIA CABEZAS LLERENA, student of Language Career, do declare that I am the only author of the present research entitled "THE ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING-LEARNING PROCESS OF ENGLISH WITH STUDENTS AT PRIMER AÑO DE BACHILLERATO "D" AT UNIDAD EDUCATIVA "COMBATIENTES DE TAPI" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE DURING THE SCHOOL TERM FEBRUARY - JULY 2016, ideas and commentaries specified in this document are my responsibility as author.



Kerly Yesenia Cabezas Llerena

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DEDICATORY

I dedicate this research work to my parents Fanny Llerena and Marcial Cabezas for being my support in the most stronger moments in my life being a great help not only economically but also with their motivation to continue my studies in order to become a complete professional, to my sister Jennyfer who from the sky inspired me to culminate with my career and my brother Santiago, and especially my dear grandparents because they have been a fundamental part of my personal and educational formation and all of my family for the unconditional support during this time of study at the prestigious Universidad Nacional de Chimborazo. For all these things, I am deeply grateful.

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RESUMEN

Mediante un estudio previo se determinó como problema que los estudiantes del primer año de BGU “D” en la unidad educativa “Combatientes de Tapi” carecen de la habilidad para aprender vocabulario en inglés. Este estudio describe cómo el docente de Inglés utiliza las estrategias para la enseñanza de vocabulario en Inglés. Se lo ejecutó en el primer año de BGU “D” en la Unidad Educativa “Combatientes de Tapi” durante el primer quimestre del periodo lectivo 2016 - 2017. El propósito de este trabajo fue explorar el uso de las estrategias de enseñanza de vocabulario en Inglés. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de 35 estudiantes. El método cualitativo empleado es etnográfico. Como técnica empleada es la observación no participativa ya que la investigadora protagoniza un rol pasivo; el instrumento de recolección de datos es una hoja de cotejo diseñada por la ejecutora de la investigación. Luego de análisis de los datos se obtuvo que el profesor utiliza por lo general cuatro estrategias de enseñanza de vocabulario que se ajustan a las necesidades de los estudiantes. Se concluye que la estrategia más aceptable es la adivinanza del significado.

ABSTRACT

A previous study determined as a problem at the first year of High School parallel "D" at Unidad Educativa "Combatientes de Tapi" the lack of ability to learn English vocabulary. This study describes how the English teacher uses strategies for teaching vocabulary in English. It was executed with students of first year of High School parallel "D" at Unidad Educativa "Combatientes de Tapi" during the first five months of the academic period 2016 - 2017. The purpose of this work is to explore the use of vocabulary teaching strategies in English. The type of study is qualitative of exploratory level. The research was carried out with a population of thirty- five students. The qualitative method employed is ethnographic. As a technique used is non-participatory observation since the researcher plays a passive role; the data collection instrument is a check-list sheet designed by the researcher. After analysis of the data it was obtained that the teacher usually uses four teaching vocabulary strategies that adjust to the needs of the students. As a conclusion the most acceptable strategy is guessing the meaning.



Reviewed by: Solís, Lorena



Language Center Teacher

INTRODUCTION

Vocabulary learning can be enhanced when the learner's attention is directed consciously to vocabulary items or strategies. Given the mass of words potentially available to learners, there is no way they can learn them all. It would therefore be more useful to teach them strategies for dealing with unfamiliar words. If we wish students to continue learning efficiently after class and to be able to cope confidently without teacher support, then we should equip them with the skills to do so; directly instructing students in vocabulary learning strategies is recognised as a way to empower students to take control of and responsibility for their own learning. Some students already use strategies; however, they often do so unconsciously, and vocabulary learning strategies are more likely to be effective when their use is conscious and directed. . Thus, the aim here is not to teach a single set of strategies used by supposedly "good" learners or to exemplify supposedly "good" strategies. Rather, it is to help students, as unique individuals, become aware of their own strategy use and the range of potential strategies available for learning vocabulary. In reading, vocabulary knowledge is essential to comprehending text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read.

Unidad Educativa Combatientes de Tapi is located in the eastern part of the city. It is a public school; students attend during the morning. School population is 2 004 students. There are 1 251 boys, and 753 girls. 70% of students come from the city; 10% of them come from the rural area, and 20% come from other city. There are 90 teachers. 28 are men and 62 are women.

All the teachers in the school have bachelor title in teaching. Only 30% has a master degree.

There are 11 English teachers; all of them are women. The 11 teachers have a bachelor title in the language teaching area.

The students attend to the day school. 24 students live with father and mother, one lives just with the father, eight live with the mother, and two live with a relative. 25 students live with a family that are composed among one and five members, and ten students live with a family among six and ten members. 33 students say their parents work in different occupations. In their houses 10 students have books, four students have books and internet, 20 students have books, internet and computer. One student has nothing at all. These are the types of problems students commonly have:

Relations with their classmates: 9

Relations with the teachers: 10

Family relations:5

Low performance in different subjects: 11

Vocabulary is a problem because if the students do not have a good baggage of vocabulary they hardly can communicate efficiently. Many students also have to write in English, especially for examinations, so again it makes sense to look at a corpus that includes the kinds of texts students will have to write. It is possible to see, for example, whether an item of vocabulary is used by everyone in all kinds of situations, or mostly by people who know each other very well, or mostly in more polite situations with strangers.

The topic was chosen because it enriches the fields of methodology of teaching the foreign language as it was necessary to know the strategies the teacher use for teaching vocabulary.

In this research the teaching strategies for teaching vocabulary were studied so students can acquire and increase their vocabulary usage in English.

This study provides experience for the observed teacher in how to use her knowledge about strategies, and for myself that I have had the opportunity to get knowledge about the different strategies for teaching vocabulary for my teaching practice.

This research is important from the academic point of view because words are learned through direct instruction, where students learn words through a structured approach. Thus, I consider that vocabulary teaching should be designed to support students' word learning through a combination of approaches to teaching, direct instruction, and incidental word learning. From the methodological point of view this work is important because the different tools for gathering the information were totally designed by the researcher. From the personal point of view the researcher has learned that knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities.

The purpose of this research is to analyze the strategies that the teacher uses when teaching vocabulary during her classes. The result of this research will enhance the methodology for teaching vocabulary

The present research has been organized in five chapters, of which:

Chapter I.-It deals with the referential framework, problem statement. Also it includes the general and specific objectives and justification and importance of the problem.

Chapter II.- It is related to the theoretical aspects about vocabulary teaching.

Chapter III.-It presents the methodological framework which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

Chapter IV.-It contains the analysis and interpretation of results.

Chapter V.-It ends with the conclusions and recommendations of this research.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. Research problem.

Problem: students at Primer Año de Bachillerato "D" at Unidad Educativa "Combatientes de Tapi" have three choices for learning vocabulary: search the new word in a bilingual dictionary, ask the meaning of the word directly to the teacher, or ask the meaning each other with the students.

1.2. Problem Definition

English vocabulary is enormous and grows steadily with technological and cultural assimilations. Who has not been frustrated that vocabulary building in textbooks is limited to memorization of individual words? Teachers want their students continue to learn vocabulary when they are out of class. Vocabulary learning is an important and indispensable part of any language learning process. When students need to acquire new vocabulary they struggle because they may have generalized linguistic deficiencies, memory deficits, poor word learning strategies, or any combination of the three. These students typically require more explicit instruction and intensive practice in order to master key vocabulary (Baker, Simmons, & Kameenui, 1995). Effective strategies for learning vocabulary help students understand and learn new words, make sense of new vocabulary by integrating it with what they already know, and remember the meaning of words when encountered at a later date or in new material.

Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn.

A teacher's thoughtful consideration of the content, purpose, and methodology related to vocabulary instruction is critical to the academic achievement of students who struggle to learn, understand, recall, and use new vocabulary meaningfully.

The definition of the problem has three parts: the first part involves de description of the general scenery in which the problem is present; it is to say Unidad Educativa "Combatientes de Tapi."

Macro level (the school)

Unidad Educativa Combatientes de Tapi is located in the eastern part of the city. It is a public school; students attend during the morning. School population is 2 004 students. There are 1 251 boys, and 753 girls.

70% of students come from the city; 10% of them come from the rural area, and 20% come from other city.

There are 90 teachers. 28 are men and 62 are women.

All the teachers in the school have bachelor title in teaching. Only 30% has a master degree.

There are 11 English teachers; all of them are women. The 11 teachers have a bachelor title in the language teaching area.

Meso Level (the course)

This research pretends to explore and analyze the strategies that the English teacher uses for teaching vocabulary in English. After applying a survey to the 35 students of Primer año de bachillerato, we have gotten the following information which is important to understand the problem.

The students attend to the day school. 24 students live with father and mother, one lives just with the father, eight live with the mother, and two live with a relative. 25 students live with a family that are composed among one and five members, and ten students live with a family among six and ten members.

23 students have cell phone. Two students do not have cell phone.

28 students live in their own house and seven students live in a rented house.

33 students say their parents work in different occupations. Only two students say their parents do not work. 20 say their mothers work. 15 contestants say their mothers do not work.

Seven students say their fathers provide the economic resources for living. Three students answered their mother provide the economic resources. 25 students say, both father and mother provide economic resources for home expenses.

In their houses 10 students have books, four students have books and internet, 20 students have books, internet and computer. One student has nothing at all.

28 students have specific place at home for studying and seven do not have a pace to work.

These are the types of problems students commonly have:

Relations with their classmates: 9

Relations with the teachers: 10

Family relations:5

Low performance in different subjects: 11

As a student, one considers himself an excellent student; four, very good; eighteen, good; 12, fair.

General average is: 7

In English, one student considers himself excellent; one, very good; seven, good and 23 fair.

26 students said they do like to learn English and nine said they do not like to learn English

Students' main interests are:

Going out with Friends: 9

Their studies: 9

Sports:13

To read: 2

To watch television: 2

During their free time students devote, for:

Studying: 8

Sports: 8

Chatting in a mobile device: 7

Sleeping: 3

Watching television: 1

Resting: 8

33 students devote two hours and half for watching television. 33 students dedicate 2.5 hours in a day for navigating on Facebook.

Micro Level (the problem)

In interviewing the English teacher about how her students learn new vocabulary, she says that students do not have reading habits, their reading skills are poor, students do not like to read. The teacher concludes that students have little knowledge of vocabulary in Spanish. In English there is a big lack of vocabulary. The teacher recognizes that she knows few strategies for teaching vocabulary. The most common are looking the meaning of new vocabulary in a bilingual

dictionary; guessing their meaning from the context; asking directly the meaning to the teacher or to their classmates.

In a previous class observation, the researcher noticed that the teacher devoted just few minutes to teach vocabulary; it was four minutes of the class. In two class observations, the teacher gave the meaning of the new words in couple minutes, or requested the students to search the meaning of the new words in a bilingual dictionary. The teacher does apply a couple strategies for teaching vocabulary.

One of the strategies is to use phrases like “What’s the word for ----- in English?,” “How do you say ----- ?,” and “What does ----- mean?”

Chart N° 1 summarizes the observed word performance when realizing the pre professional practices in this school; these were the aspects that were found bases on these criteria.

Chart N° 1

Criterion	Vocabulary Performance
Word identification	The student has a lot of difficulty saying, reading, or writing the word
Word meaning	The student does not know the meaning of the word and cannot discuss it.
Reading the word	The student is not able to explain the contextual meaning of the word.
Writing the word	The student does not attempt to use the word within the context of writing.

Preparado por Kerly Cabezas

The purpose of this research is to analyze the strategies that the teacher uses when teaching vocabulary during her classes.

1.3. PROBLEM FORMULATION

How does the teacher use strategies for teaching vocabulary?

1.4. Guiding Questions.

- What type of strategies does the teacher use in class?
- How manageable are these strategies?
- Which strategy fits to this course and group of students?

1.5. OBJECTIVES

1.5.1. General

To explore the strategies the teacher uses for teaching vocabulary in the English teaching-learning process with students at Primer Año de Bachillerato "D" de la Unidad Educativa "Combatientes de Tapi".

1.5.2. Specific

- To discover the types of strategies used by the teacher to teach vocabulary in the Teaching-Learning process of English.
- To analyze the vocabulary teaching strategies.
- To describe the best strategy for teaching vocabulary in English.

1.6. JUSTIFICATION

Why is vocabulary development such an important aspect of a student's academic life? Learning words does not occur in a vacuum; that is, learners do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the sociocultural environment of the home, community, and classroom.

This research work was developed to enrich the fields of methodology of teaching the foreign language as it was necessary to know the strategies the teacher use for teaching vocabulary. The present project was done because the researcher had accessibility to the field in which I realized my pre professional training activities.

This research is important from the academic point of view because words are learned through direct instruction, where students learn words through a structured approach. Thus, I consider that vocabulary teaching should be designed to support students' word learning through a combination of approaches to teaching, direct instruction, and incidental word learning. From the methodological point of view this work is important because the different tools for gathering the information were totally designed by the researcher. From the personal point of view the researcher has learned that knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach. The direct beneficiaries are the English teachers at Unidad Educativa "Combatientes de Tapi"

This research was possible to realize because the researcher has the scientific knowledge about methodology for executing the investigation.

CHAPTER II THEORETICAL FRAMEWORK

2.1. Background investigation regarding to the problem to be investigated.

At Ciencias de la Educación, Humanas y Tecnologías Faculty of Universidad Nacional de Chimborazo THERE ARE NOT previous investigations about THE ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING-LEARNING PROCESS OF ENGLISH, but there are two researches, which have similar variables:

“THE USE OF WORD SETS SYNONYMS- ANTONYMS, DEFINITION AND ILLUSTRATIVE SENTENCES AS METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF PRIMER AÑO DE BACHILLERATO PARALELO “F” AT UNIDAD EDUCATIVA FISCAL “CAPITAN EDMUNDO CHIRIBOGA DURING THE ACADEMIC YEAR 2014-2015”

Authors: Guamán Barahona Johana Elizabeth and Morillo Manzano Irene del Rocío

“INCIDENCIA DE LA ENSEÑANZA DEL VOCABULARIO EN EL APRENDIZAJE DE LA EXPRESION ORAL DEL IDIOMA INGLÉS EN LOS ALUMNOS DEL SEPTIMO SEMESTRE “A” DE LA ESCUELA DE IDIOMAS, DE LA FACULTAD DE CIENCIAS DE EDUCACIÓN HUMANAS Y TECNOLOGÍAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO EN EL AÑO LECTIVO 2014-2015”.

Authors: Jarrin Granizo Paola Fernanda and Carrillo Allauca Blanca Marina

2.2. THEORETICAL FOUNDATION

In our local teaching environment, teachers usually teach vocabulary when students read a short story or when teaching skills for writing, mainly. New words appear during reading or listening and the teachers requests to guess the new vocabulary from the reading or listening context. Students usually use a bilingual dictionary to look for the new word.

Students, when acquiring new vocabulary, may fear because they have generalized linguistic deficiencies, memory deficits, poor word learning strategies, or any combination of the three (Baker, Simmons, & Kameenui, 1995). These students typically require more explicit instruction and intensive practice in order to master key vocabulary. Effective strategies for learning vocabulary help students understand and learn new words, make sense of new vocabulary by integrating it with what they already know, and remember the meaning of words when encountered at a later date or in new material.

There are four types of vocabulary: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Vocabulary, or word meaning, is one of the keys to comprehension. (SD Dept. of Education, 2006).

One way students develop vocabulary is indirectly through reading, listening, and speaking. Experts in the field believe that vocabulary learning should not be left to chance.

A student's background knowledge and prior experiences play a large role in vocabulary development. As students build connections between known words and unknown words, they develop a deeper understanding of their reading. Thus, the more experiences children have with reading or being read to before they enter school, the more background knowledge they have to support the understanding of their reading.

Research on vocabulary instruction reveals that vocabulary can be learned indirectly, although some vocabulary must be taught directly. Indirect vocabulary learning refers to the vocabulary that is learned through the process of hearing and seeing words, through conversations with older siblings or adults, through being read to, and through experiencing reading on your own. Direct vocabulary learning occurs through explicit and meaningful instruction that goes from decoding individual words to understanding the meaning of the word and to be able to make sense of the word to use it in normal conversation and in writing paragraphs and essays.

Indirect Vocabulary Learning

Indirect vocabulary learning refers to the indirect way children learn the meanings of most of the words through everyday experiences with oral and written language. The following are some of the ways children can learn indirectly: engaging students in daily conversations. When children are engaged in conversations with others, especially with adults, they hear the repetition of the words and how these words are used in regular conversation. The more oral language experience children have, the more words and meaning of these words they will learn.

Reading aloud daily to students

Reading aloud should be a daily practice. Providing opportunities to study particular unknown or unfamiliar words and engaging the children in conversations related to the book provides them opportunities to relate to prior knowledge and experience or to build background when there is no prior knowledge. Providing time and opportunities for students to read on their own.

Direct Vocabulary Learning

Direct instruction is also important because it helps students learn difficult words that can guide them to a better comprehension of the reading. Usually these words can be related to a specific subject and are not part of the student's daily instructional vocabulary experiences. The following are some guidelines that can help with direct vocabulary instruction:

Teaching specific vocabulary words before the reading

This practice can help students learn new words and comprehend the text. Using the vocabulary taught in different contexts. The more students use the words in different contexts during various periods of time, the more they are likely to learn the words. Repeating vocabulary exposure. The more children see, hear, read, or write specific words, the better they learn these words. Repeated exposure to words in different texts promotes active engagement and increases comprehension.

How many words are there and how many do we need to teach?

It's almost impossible to say exactly how many words there are in English. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is

that a native speaker university graduate knows about 20,000 word families (Goulden, Nation, and Read, 1990), not including phrases and expressions.

Counting words is a complicated issue. Let's begin with the question what do we mean by a word? Look at these members of the word family RUN: run, runs, running, ran, runner, and runners. Should we count these as one "word" or six? How do we count different uses of the same word? For example, is the verb run the same in run a marathon as in run a company? Is it the same as the noun a run? How do we deal with idiomatic uses like run out of gas, feel run down, or a run of bad luck? And, of course, new words are being added to the language all the time; the Internet especially has given us lots of new words like podcast, netizen, and blog, as well as new meanings such as surf as in surf the web.

Try to learn 20 000 words, for a foreign learner, is a very difficult task. So, for example, 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 a knowledge of 5,000 words increases learners' understanding to 88.7 percent (Francis and Kucera 1982).

From the previous literature, it seems important to identify what the most frequent 2,000 to 5,000 vocabulary items are and to give them priority in teaching. On the other hand, students need to become self sufficient learners. It is unlikely that teachers can cover in class the huge number of vocabulary items that students will need to use or understand, so it is equally important to help students with how to learn vocabulary as well as with what to learn.

What kind of vocabulary to teach

It is necessary to consider what type of English to teach. This is American or British English, or different types of language like conversation, newspapers, business English, and academic English. To use a corpus in designing a syllabus, the first thing to decide is what kind of English we want to base our material on, because different corpora will give us different words and often different uses of words to teach. For example, the word *nice* is in the top fifteen words in conversation, but it is rare in written academic English, occurring mainly in quotations of speech from literature or interviews. Another example is the word *see*, which has the same frequency in conversation and written academic English, but different uses. In academic English, *see* is mostly used to refer the reader to other books and articles. In conversation, *see* has a greater variety of uses including the expression *I see*, which means "I understand". For most students in general English courses, the priority is speaking, so for these students it makes sense to base much of the

syllabus on a spoken corpus. Many students also have to write in English, especially for examinations, so again it makes sense to look at a corpus that includes the kinds of texts students will have to write.

Most of the examples can be taken from conversations found in the North American spoken corpus, which is part of the Cambridge International Corpus.

The Corpus can tell us about vocabulary essentially:

Frequency: Which words and expressions are most frequent and which are rare

Differences in speaking and writing: Which vocabulary is more often spoken and which is more often written

Contexts of use: The situations in which people use certain vocabulary

Collocation: Which words are often used together

Grammatical patterns: How words and grammar combine to form patterns

Strategic use of vocabulary: Which words and expressions are used to organize and manage discourse

Frequency

A list from the Corpus of the most frequently used words can give us lots of interesting information about the spoken language. I is the most common word; the five most common verbs (apart from parts of the verbs be and have) are know, think, get, go, and mean; the most common nouns are people, time, and things; the most common adjective is good. We can also see which words are more common than similar or related words: Yeah is more frequent than yes; little is more frequent than small; some plurals like things, years, kids, and children are more frequent than the singular forms (thing, year, etc.). The list raises questions such as: Why are the adverbs just and actually more frequent than grammatical items like doesn't? Why is something more frequent than anything, everything, and nothing?

How can we use this information in teaching materials? Frequency lists are useful to help us make choices about what to teach and in what order. For example, we can see that many idioms are rare, so we can teach them later in the language program. On the other hand, we can see which items in a large vocabulary set (colors, types of music, clothing, health problems, etc.) people talk about most and teach those first, leaving the less frequent words until later. The way that frequency information is used in corpus-informed materials can be almost invisible, but some of this frequency information is fun to know and can be used in guessing game activities in

class. For example, have students guess what weather expressions people in North America use most (It's cold, It's hot) or ask them to brainstorm a list of clothing that can be used with the phrase a pair of, then guess which are most frequent (shoes and pants). So, in a basic course, should we teach all the words in the top 2,000 word list and in the order in which they appear? It may not be possible to use all the items in the list, for a number of reasons. Some may be culturally inappropriate, not suitable for class, or just difficult to use until students have more English. Also, the communication needs of students may be different from those of the people whose conversations are recorded in the Corpus. For example, a word like homework, a frequent word in any classroom, comes toward the end of the top 2,000 words, whereas words like supposed, true, and already, which are in the top 400, might be challenging for elementary learners. Frequency information, while important, is only a guide.

Differences in speaking and writing

Corpus tools can give us information about how frequent a word is in different corpora, so we can compare the frequency of vocabulary in, say, newspapers, academic texts, and conversation. For example, the word probably is about five times more frequent in conversation than in newspapers and ten times more frequent in conversation than in academic texts. On the other hand, however is eight times more frequent in newspapers than in conversation and over twenty times more frequent in academic texts than in conversation. Looking at such differences, we can see whether to present vocabulary items like these in a written or spoken context.

Contexts of use

The Corpus includes information about speakers and situations in which conversations take place. It is possible to see, for example, whether an item of vocabulary is used by everyone in all kinds of situations, or mostly by people who know each other very well, or mostly in more polite situations with strangers or work colleagues, etc. Information like this from the Corpus enables us to present vocabulary appropriately and to point out to students examples of more formal usage such as *Goodbye* vs. *Bye* and, perhaps more importantly, very informal usage such as using the word like for reporting speech (*I was like "Hey!"*) or the expression *and stuff* (*We have a lot of parties and stuff*).

Collocation

The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy **collocates** with rain, or that heavy and rain are **collocates** of each other. With collocation software we can search for all the collocates of a particular word, that is, all the words that are used most frequently with that word and especially those with a higher than anticipated frequency.

This is particularly useful for finding the collocates of verbs like have, get, make, and do, which are often referred to as delexical verbs. These are verbs which don't have a (lexical) meaning of their own, but take their meaning from the words that they collocate or are used with. For example, the verb make has a different meaning in each of the expressions make a cake, make a decision, and make fun of, so it is sensible to teach verbs like these in expressions, as collocations, instead of trying to identify and distinguish basic meanings, which is difficult and, in many cases, almost impossible.

Figure 1 shows some of the most frequent collocates of the words make and do. They include words that come immediately after the word (make sure) and words that come two or more words after it (make a difference, make a huge mistake).

MAKE: sure, difference, sense, decision, mistakes, decisions, money, judgments, mistake, reservations, copies, effort

DO: anything, something, things, job, well, nothing, work, whatever, aerobics, gardening, stuff, homework, laundry

Grammatical patterns

It may be worth teaching students an easier formulation of Wilkins's (1972) view that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The grammar of vocabulary The Corpus can show us the grammatical patterns that vocabulary forms – or the **grammar of vocabulary**, (O'Dell 1997). This is very helpful with verb complements, i.e., items and structures that must follow or that usually follow any particular verb, such as objects or infinitive verbs. It can answer questions about what forms are used after certain verbs when our intuition fails us. Let's take the example of questions with the verb mind:

Do you mind . . . ? and Would you mind . . . ? Without looking at a corpus, four basic patterns seem equally possible:

Requests	Example
Do you mind + . . . ing	Do you mind helping me for a second?
Would you mind + . . . ing	Would you mind helping me for a second?
Asking for permission	Example
Do you mind + if	Do you mind if I leave early today?
Would you mind + if	Would you mind if I leave (or left) early today?

The vocabulary of grammar

In addition to seeing the grammar of individual words – **the grammar of vocabulary** – we can also learn about the vocabulary used with certain grammar structures – **the vocabulary of grammar**. For example, the Corpus can tell us the most frequent verbs used in the past continuous structure was . . . ing. The top ten are going, thinking, talking, doing, saying, trying, telling, wondering, looking, working.

Strategic vocabulary

Teachers are familiar with the kinds of words and expressions that writers use strategically to organize written texts, from simple conjunctions like and and however, which organize ideas within and across sentences, and adverbs such as first, secondly, etc., which list ideas within a paragraph or text, to expressions such as in conclusion, which signal that the text is about to end. Written texts are easy to find in newspapers, books, on the Internet, etc., as models for teaching or our own writing.

Another issue to consider is which vocabulary we want students to be able to use when they speak and write (their active or productive vocabulary) and which we want them to be able to recognize and understand but not necessarily produce (their passive or receptive vocabulary) (Melka, 1997). Students often feel frustrated that they can understand more than they can produce, but explaining this issue of active versus passive knowledge as a normal part of learning can be reassuring. When you assign vocabulary lists to learn, why not include some passive vocabulary items and discuss with students which items they need to learn “for understanding” and which they need to learn really well so that they can use them.

Additionally, even from the elementary level, it is important to include in vocabulary lessons not just single words, but also larger “chunks” such as collocations, phrases, or expressions, even whole sentences, as well as strategic vocabulary (Sökmen (1997). By building up a stock of expressions as well as individual words, students can assemble the language they need to communicate more fluently.

2.3. DEFINITIONS OF BASIC TERMS

Corpus: a collection of texts, which is stored in a computer.

Collocation: two or more words are typically used together

Delexical verbs: verbs, which don't have a (lexical) meaning of their own, but take their meaning from the words that they collocate or are used with.

Grammar of vocabulary: the grammar of individual words.

Vocabulary of grammar: the vocabulary used with certain grammar structures.

Cognates: are words that have a common origin. Most cognates have a similar meaning, but in some cases the meaning has changed in one language or another.

False Cognates: There are some words that are similar in English and Spanish, although they have different meanings or are used in different settings.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Type of Research

When working with social sciences like education, psychology, anthropology, etc., researchers are interested in studying human behavior and the social world inhabited by human beings, found increasing difficulty in trying to explain human behavior in quantifiable, measurable terms. Qualitative research attempts to broaden and/or deepen our understanding of how things came to be the way they are in our social world.

This is a qualitative research because it

- tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality).
- takes account of complexity by incorporating the real-world context – can take different perspectives on board.
- focuses on reports of experience or on data which cannot be adequately expressed numerically.
- focuses on description and interpretation.

3.2. Level of Research

This research was an exploratory study because

- This is the most useful (and appropriate) research design for those projects that are addressing a subject about which there are high levels of uncertainty and ignorance about the subject, and when the problem is not very well understood (i.e. very little existing research on the subject matter).
- Such research is usually characterized by a high degree of flexibility and lacks a formal structure.
- The main aim of exploratory research is to identify the boundaries of the environment in which the problems, opportunities or situations of interest are likely to reside and to identify the salient factors or variables that might be found there and be of relevance to the research.

3.3. Qualitative Research Method

The ethnographic method was used because a literature review was first carried out.

Experience was gained through participation, listening, and recording experiences & data (ethnographic description)

Explain where you were and how you went about your task of understanding (background to the study)

This study took two weeks for gathering the information, during the second and third week of January 2017.

3.4. Population and sample

The investigators choose this population because at this high school exist a program to enrich reading comprehension since students of primer Año de Bachillerato that consist in implement a certain kinds of interactive book with interesting topics to motivate the students for this reason we choose the class with more bad scores than the others at the signature of Foreign Language to develop this study.

The investigators noticed that for most of the student's books of fantasy and amazing adventures were not attractive, they felt more attractive to real stories and love stories.

Instead the quantity of the population for this research did not have a great number. The analysis of strategies for teaching vocabulary in the teaching learning process of English was worked with the 35 students at Primer Año de Bachillerato "D" and with the teacher of this course.

3.5. Procedure

To proceed with this research, four phases were considered:

Preparatory phase. First of all I considered the selection of the area of study. Basically in the language career there are two big study areas: Linguistics and Methodology. I chose the later because during the pre-professional training practices during the last semester in the career I was interested in methods for teaching. While carrying out the practicing period I noticed that

learning vocabulary is very important when learning a foreign language. I identified that in this course there is deficiency in the use of strategies for teaching vocabulary; this is a problem identified to be researched. Once the problem was identified, I read literature on the use of strategies for teaching vocabulary. It was very useful to acquire knowledge about strategies for teaching vocabulary because it helped me to have a clear idea about the information to be gathered.

For the problem definition, I defined the problem at a macro level first. For doing this, I researched the main scenery at Unidad Educativa "Combatientes de Tapi". In second place, I researched at Primer año de Bachillerato "D"; mainly, the research carried out was about the students, specifically. That was the meso level of the problem definition. Finally, I defined the problem at a micro level which is about the strategies the English teacher uses for teaching vocabulary. The macro level information was gathered through interview in the secretary, the general inspector. The information at meso level was gathered through a survey for the students. Among the seven qualitative research methods I chose the ethnographic method since I was enrolled observing what happens in Primer año de Bachillerato "D" English class. I had the chance to observe the teacher instructing the students through strategies for teaching vocabulary.

The Unidad Educativa "Combatientes de Tapi" is an institution with vision and social commitment always implements projects to seek improvement in the performance of its students.

For the collection of information within the area of the field work the researcher had access to carry out the research because she developed her practice training in this educational center, therefore had access to academic records of students the document of the reading plan and studies. The school administrator gave all the support to apply the survey and interview the secretary staff for gathering then information about the school. There was support from every member in the school for this research reaches a good ending.

The contact with the participants in the research was done face to face. I talked to the English teacher and told her that I was going to observe her English class to keep a record about what are the teaching strategies she uses when teaching vocabulary. She was open minded about my request. After her consent, I presented myself to the students and explained them what was the purpose of my presence in class and requested their collaboration to register the information

My participation as observer was non participative and the explicitation was open observation. At the beginning of the project a descriptive observation was realized. I observed the great scenery (the school). For doing that I used an interview guide. After that I researched the course and the class to find out specific aspects about the students of primer año de bachillerato “D”

Finally the researchers with all the information collected in the analytical phase redacted the final report the third week of October and with this they concluded the research

3.6 Work Field

Upon completion of my first draft of tally sheet, I made some minor alterations on wording based on a discussion with my supervisor. A major alteration came at the end part of the tally sheet by adding the follow-up open-ended question to explore the potential discrepancy between teachers’ beliefs and their practices.

The types of strategies used by the teacher to teach vocabulary in the Teaching- Learning process of English were the specific aspects that were observed,

The information that was needed to know was about the school in general, information like type of school, number of students, where they come from, number of teacher , number of teachers and professional background. It also was needed information about the students of First year D (see attachment N° 1). This research wanted to know the types of strategies used by the English teacher.

The data that back up the research is the different types of strategies the teacher used in class when teaching vocabulary.

The information was gathered from observing the English class from the teacher and students.

Data were obtained through observation, the instrument was a tally sheet. It was also used a survey with a guiding sheet with closed answers.

The information was gathered attending an English class when the teacher planned to teach vocabulary. The researcher attended the class and used a tally sheet to registered the aspects that were observed during the class period

Once the observation was realized, the researcher left the field because all the information was gathered. The researcher talked to the teacher and the administrators to thank them for their cooperation.

Some indicator of the tally sheet were:

The teacher teaches new words in the context of a meaningful subject-matter lesson.

Number of items: This will depend on the following factors:

- The level of the learners (whether beginners, intermediate, or advanced).
- The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- The difficulty of the items - whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- Their 'teachability' - whether, for example, they can be easily explained or demonstrated.
- Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

Furthermore, the number of new words presented should not overstretch the learners' capacity to remember them. Nor should the presentation extend so far into the lesson that no time is available to put the words to work.

She offers students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Elicitation Learners need to be actively involved in the learning of words. How can learners be given more involvement in the presentation phase of word learning? One technique is elicitation. A standard elicitation procedure is for the teacher to present the meaning of a word (e.g. by showing a picture) and asking learners to supply the form: T: (showing picture of waterfall) What's this? S: Waterfall Alternatively, the teacher can supply the word, and elicit a definition, synonym or example: T: What's a waterfall? Anyone? s: Like Niagara? T: Yes, exactly. This second procedure, going from form to meaning, is typical of text-based vocabulary work. It also occurs when words come up naturally in classroom talk.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and interpretation of results

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	CONTRAST WITH THEORY
<p>To discover the types of strategies used by the teacher to teach vocabulary in the Teaching- Learning process of English.</p>	<p>Dictionary Use</p>	<p>Since many lexical items in a language have more than one meaning, learners were instructed how to reduce multiple options by elimination. Scanning all of the definitions in the entry before deciding which is the one that fits was a good idea. After choosing a seemingly reasonable sense from the definitions in the entry, the students needed to “understand the definition and integrate it into the context where the unknown was met.</p>	<p>Reference materials, primarily a dictionary, can be used in a receptive or a productive skill in language learning. However, since we likely have insufficient time to consult a dictionary during the process of speaking and listening, more look-up work happens during reading and writing. A common situation is that, for example, when a learner meets an unknown word in the text and fails to infer the meaning through context, they might be advised to consult a dictionary. Looking up a word in a dictionary is “far from performing a purely mechanical operation” (Scholfield 1982, p.185); instead, a proficient dictionary user “is often required to formulate and pursue several hypotheses and make use of prior</p>

			knowledge of various sorts, especially information derived from context” (Scholfield 1982, p.185).
	Prefixes and suffixes	Any paragraph written in English will have at least a few words that are made up of prefixes, roots and suffixes. This system should be introduced on the first day of class (to great incomprehension, no doubt), and should be dealt with in no more than 10 or 15 minutes per class.	The vast majority of the new words introduced, and a great percentage of the words used to express abstract ideas, are complex words that are made up of simple word parts (prefixes, roots, and suffixes) that have their own definitions and, when familiar to the student of English, can be understood in context without an exact definition.
	Guessing through Context	The most sophisticated parts involving dictionary use arise when none of the senses in the entry seems to fit the context or more than one fits. In these situations, the students needed to infer a meaning that comes from the senses in the entry or “seek further contextual clues in the source text to disambiguate”	Of all the VLS commonly recognized today, arguably the most widely encouraged is guessing of the meaning of unknown words from context or referred to as “guessing strategy”. Guessing strategy has a long history of research with the great majority of studies demonstrating its value. One of the claims in support of the guessing strategy is that it involves generalizable skills of interpreting surrounding text, predicting and testing

			<p>predictions while reading which enhance reading skills as a whole (Coady & Nation, 1988).</p> <p>In addition, guessing has been advocated instead of dictionary use because stopping to use a dictionary interrupts the flow of reading (Brown, 1972). Since guessing strategy is so widely encouraged, it is also important to take evidence against it into consideration.</p>
	<p>Draw it (Pictionary Game)</p>	<p>Pictionary, the picture-based word game, is an excellent way for students to display their knowledge. While the rules must be altered slightly to work in the classroom, Pictionary provides students the opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to express themselves in picture form utilizes a different part of the brain allowing students to synthesize information.</p>	<p>Games provide a constructivist classroom environment where students and their learning are central. “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing” (Foreman 2003: 16). Students draw their own meaning from these experiences while learning from their mistakes and also from each other. The students also build upon their previous knowledge and use their new knowledge in a situation separate from the</p>

			activity in which they learned it. Furthermore, the teacher is now able to make observations on each student and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group.
To analyze the discovered vocabulary teaching strategies.	Dictionary Use	There is evidence of the popularity of the dictionary among language learners. It was noted that looking up a word in a dictionary is far from a mechanical operation and users need to make judicious decisions in the checking process to achieve an adequate comprehension	Since we likely have insufficient time to consult a dictionary during the process of speaking and listening, more look-up work happens during reading and writing. (Scholfield 1982)
	Prefixes and suffixes	After reading a paragraph, the teacher should excerpt a few complex words, for example 'invisible' and 'decision.' The teacher then tells the students that these words are made up from word parts and that a great many words in English are as well, and that studying these parts increases vocabulary immensely. The teacher breaks the words down into their parts, writing on the board what each	The most crucial requirement in this system is a basic understanding of the most prominent prefixes, roots and suffixes in the English language. There are many resources for obtaining support information, on the Internet and in books.

		<p>part means. Then, introduce other words that have the same roots in them. Then define the prefixes and suffixes of those words. This will lead to a list of 8 or 10 words. Brainstorming was used as a strategy.</p>	
	<p>Guessing through Context</p>	<p>Inductive five-step approach to guess, including: Step 1. Find the part of speech of the unknown word. Step 2. Look at the immediate context of the unknown word and simplify this context if necessary. Step 3. Look at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences. Step 4. Guess. Step 5. Check the guess.</p>	<p>Nation (2001, p.232) maintains that “incidental learning via guessing from context is the most important of all sources of vocabulary learning”. Over the past two decades, this strategy has been greatly promoted since it seems to “fit in more comfortably with the communicative approach than other, more discrete, Discovery Strategies” (Schmitt 1997, p.209). Context tends to be more interpreted as simply textual context. Nevertheless, some other important sources of information should also be taken into account when guessing, such as knowledge of the subject being read, or knowledge of the conceptual structure of the topic. In Liu and Nation’s (1985, cited Nation 2001) study, it is found that a minimum requirement for the guessing to happen is</p>

			that 95% of the running words are already familiar to the learner.
	Draw it (Pictionary Game)	<p>Students draw pictures as clues to the vocabulary word for team members to correctly identify the term. Draw It is similar to the popular game Pictionary where drawings represent ideas or terms.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. The teacher divided the class into teams with three or four students per team. She explained that each team's goal was to be the first in a round to correctly identify vocabulary terms. 2. The teacher designated one student on each team as the artist. This student was the only one able to see the list of words written on the board. 3. The teacher identified the time limit for the first round of words. 4. The teacher explained that the artist looks at the word to be illustrated and drew a rough sketch of what the word represents. When the word was identified by the group, the artist continued to the next word. 5. The teacher explained that 	Based on the commercialised game of the same name, this involves students guessing words or phrases from drawings. They work in teams, each member of the team taking turns to be the 'artist'. If there are three teams, for example, the three 'artists' go to the front of the class where the teacher shows them a word (or phrase) on a card. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper. The first team to guess correctly earns a point, and three new 'artists' have a turn with another word.

		<p>after identifying all of the terms, team members raised their hands indicating the end of the first round.</p> <p>6. The teacher made a rotation the artist role around the team until all had participated as an artist.</p> <p>7. She placed students in pairs rather than small groups if time is limited.</p> <ul style="list-style-type: none"> • Students viewed everyone’s drawings following the game to see the different artist renditions of the vocabulary terms. • There was Pre-teaching period to teach the students how to “quick draw” so time isn’t spent on detailed drawings. • Cards with a list of words were given to each student to use when it is his/her turn to be the artist. 	
<p>To describe the best strategy for teaching vocabulary in English.</p>	<p>Prefixes and suffixes</p>	<p>Students were not only comfortable identifying complex words in their own reading and writing, but also of breaking words (and others with which they are not familiar) down and attempting to understand their meaning by the meanings of their parts.</p>	<p>One study has shown that a set of 20 prefixes and 14 roots, and knowing how to use them, will unlock the meaning of over 100,000 words. A similar study showed that a set of 29 prefixes and 25 roots will give the meaning to over 125,000</p>

		<p>There were complications, for example 'in' in invisible become 'im' in impossible, and 'ob' in obvious becomes 'op' in opposite. There are 'stem extenders' which mean nothing but help with pronunciation, like '-ac-' in tenacity, which is a noun related to holding. After reading a paragraph, the teacher should excerpt a few complex words, for example 'invisible' and 'decision.' The teacher told the students that these words are made up from word parts and that a great many words in English are as well, and that studying these parts increases vocabulary immensely. The teacher broke the words down into their parts, writing on the board what each part means. Then, introduced other words that have the same roots in them, for 'vis,vid' television, video.</p>	<p>words. Imagine adding suffixes! Below are lists of prefixes, suffixes, and roots – with their meanings and example words. Reviewing these also can help many ELL students to see relationships between and among languages.</p> <p>Only 20 prefixes accounted for 97% of prefixed words that appear in printed School English, excluding those that were followed by non-English roots. They concluded that teaching at least the top 9, if not all 20, to middle-school students would markedly increase vocabulary learning.</p> <p>They found that third graders given training on these 9 prefixes and a strategy for decomposing words into roots and suffixes outperformed a control group on several measures of Word meaning.</p>
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The findings have shown that the senior high school English teacher involved was aware of a range of vocabulary learning strategies which have been identified in relevant literature based on their personal learning experience, including both direct and indirect vocabulary learning approaches. Besides that, a small proportion of the participants also acquired some pertinent knowledge through self-study from ELT publications or teacher preparation education. Oral repetition, extensive reading, self-testing and a variety of partially contextualized vocabulary learning activities were rather popular among the teachers.

Without adequate guidance and sufficient practice on dictionary use in class, it is likely that some students are not able to make use of the reference material wisely as a facilitator in their independent learning. The English teacher in this survey indicated a slight preference of a bilingual dictionary to a monolingual one to be consulted by their students in language learning.

- The English teacher used four vocabulary learning strategies that were suitable for the students.
- Readers and listeners use guessing strategies all the time. Since many words are homonyms or homographs, part of the comprehension process depends on inferring the correct and appropriate meaning in context

5.2 Recommendations

Increase verbal interaction - Teachers should provide opportunities to increase verbal interaction in classroom activities to help ensure that students are exposed to as many different types of authentic language as possible and allow students opportunities to practice using the target language. Planning for more group and pair work during lessons would help to do this.

- Vocabulary teaching should be designed to support students' word learning through a combination of approaches to teaching, direct instruction, and incidental word learning.
- Exercises that ask students to guess word meanings from context should be done in class so that the teacher can give immediate feedback. Another option is to have the students do these exercises on a computer-based program that gives immediate feedback.

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ATTACHMENTS

TABULACIÓN DE LOS DATOS OBTENIDOS EN LA ENCUESTA A NIVEL MESO
FIGURA 1-PREGUNTA 1

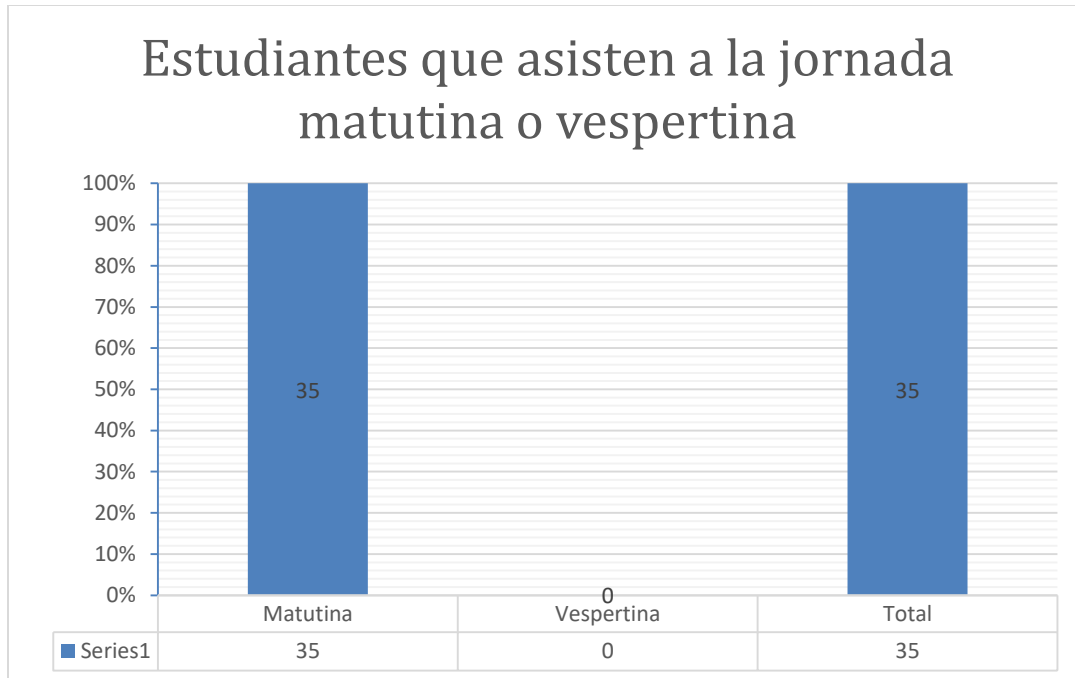


FIGURA 2-PREGUNTA 2

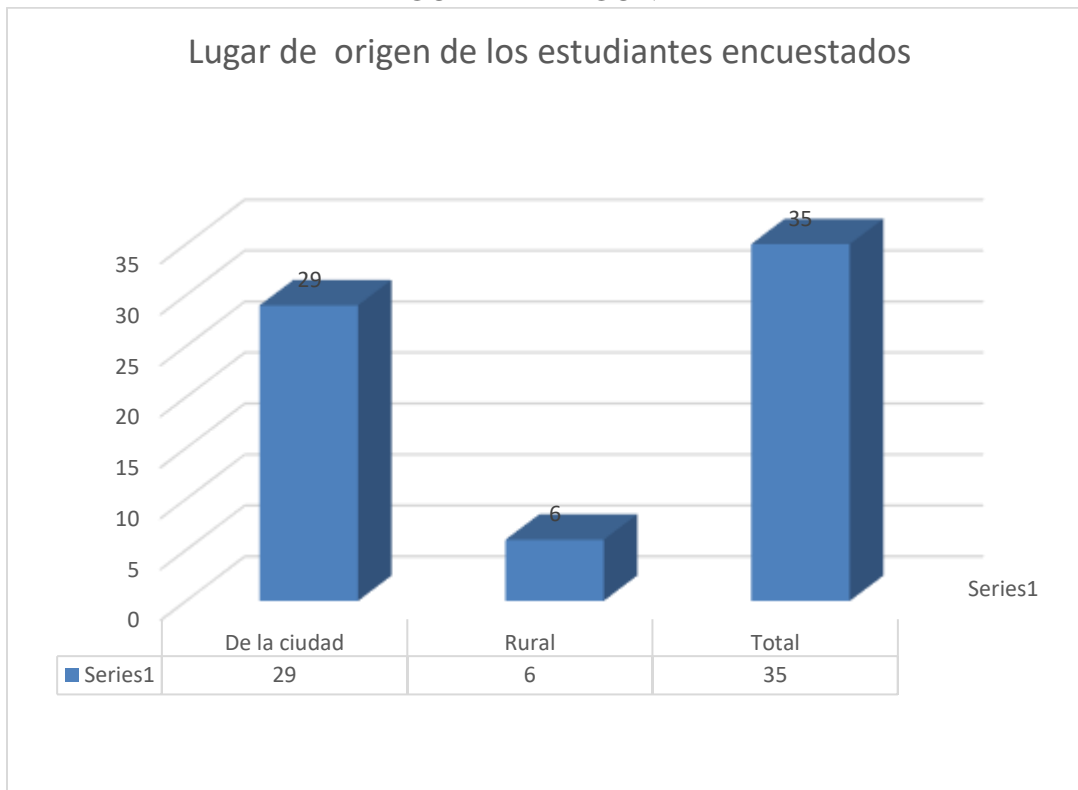


FIGURA 3- PREGUNTA 3

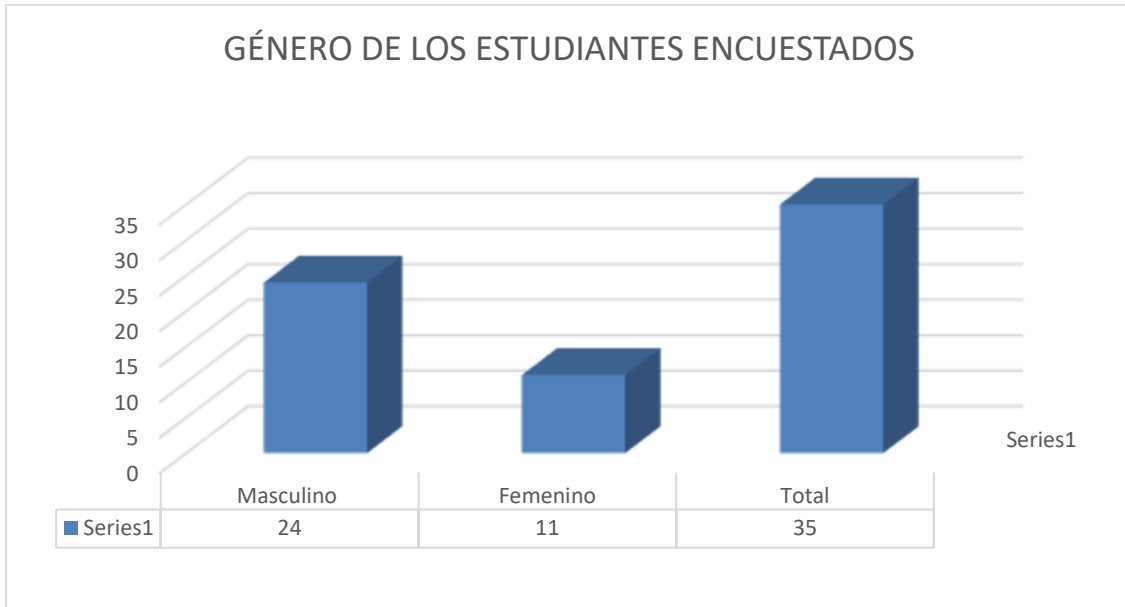


FIGURA 4- PREGUNTA 4



FIGURA 5-PREGUNTA 5

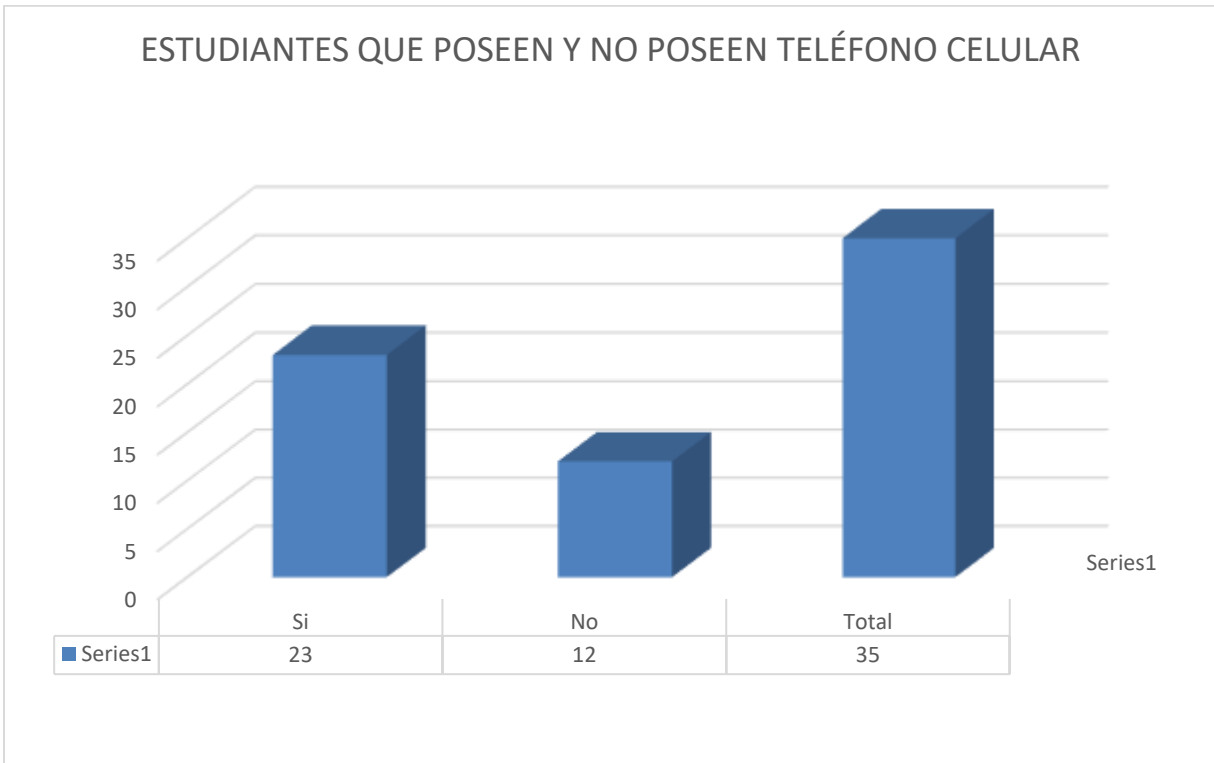


FIGURA 6-PREGUNTA 6

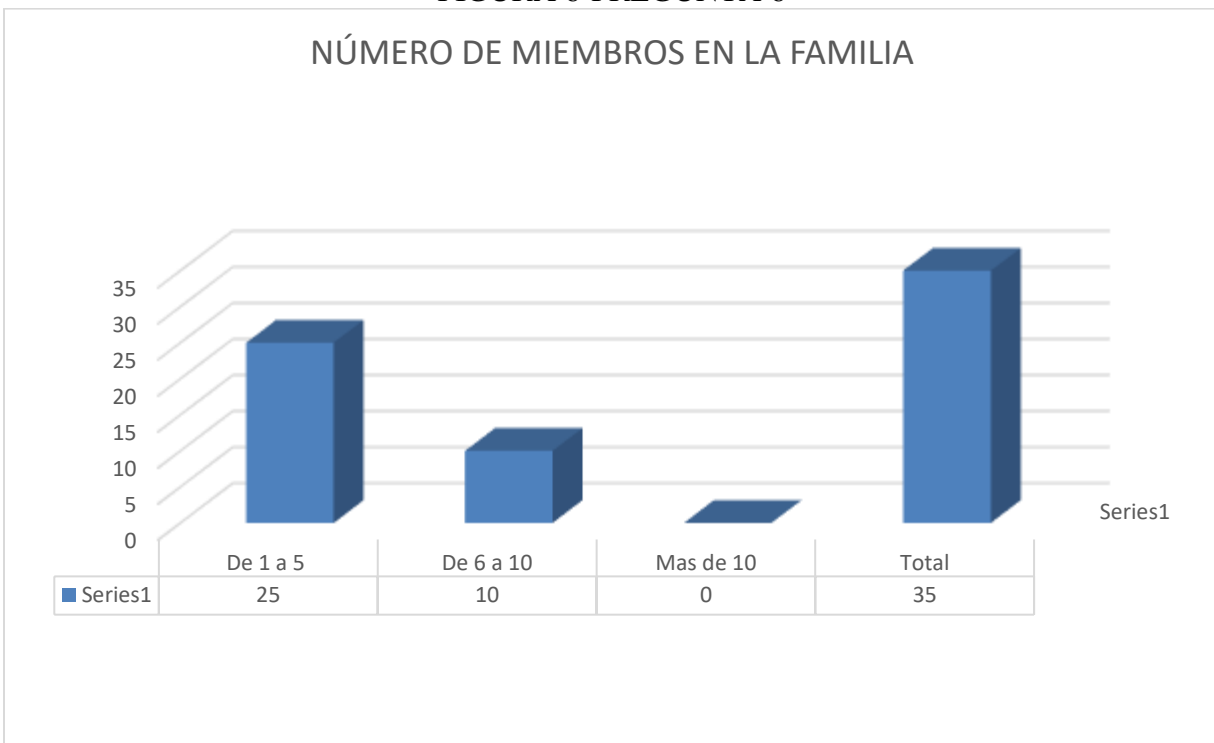


FIGURA 7-PREGUNTA7

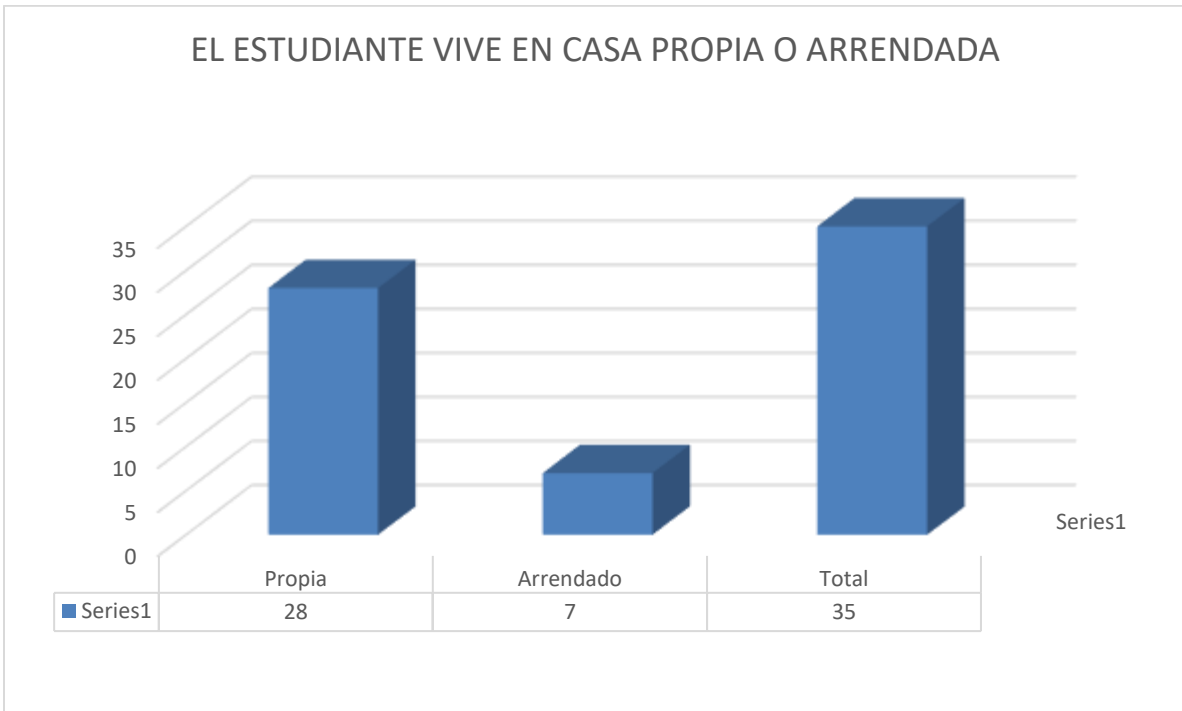


FIGURA 8-PREGUNTA 8



FIGURA 9-PREGUNTA 9

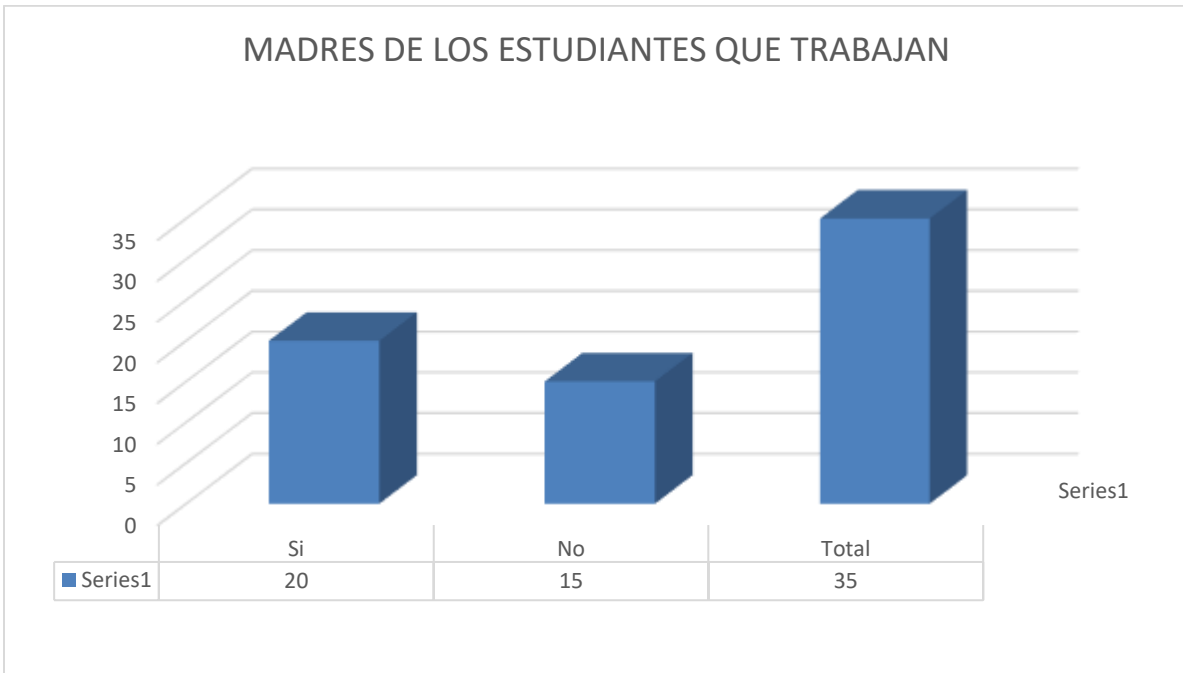


FIGURA 10 – PREGUNTA 10

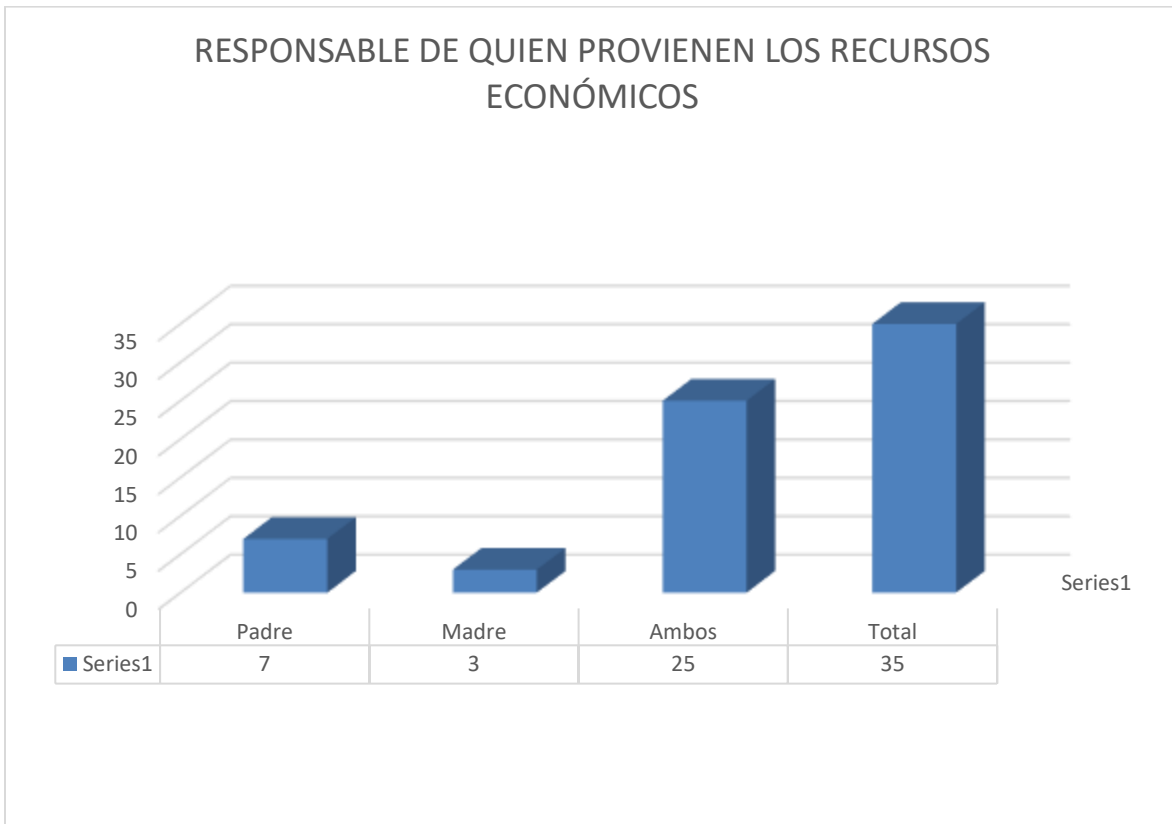


FIGURA 11-PREGUNTA 11

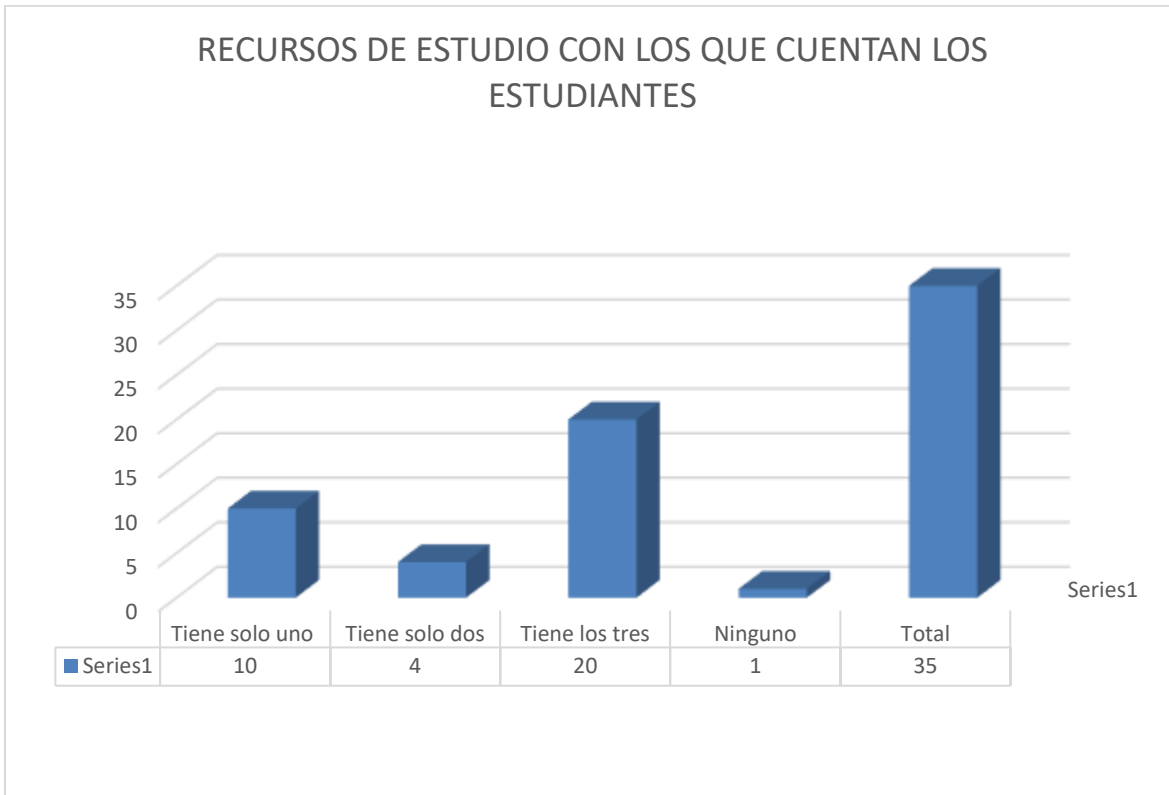


FIGURA 12 – PREGUNTA 12

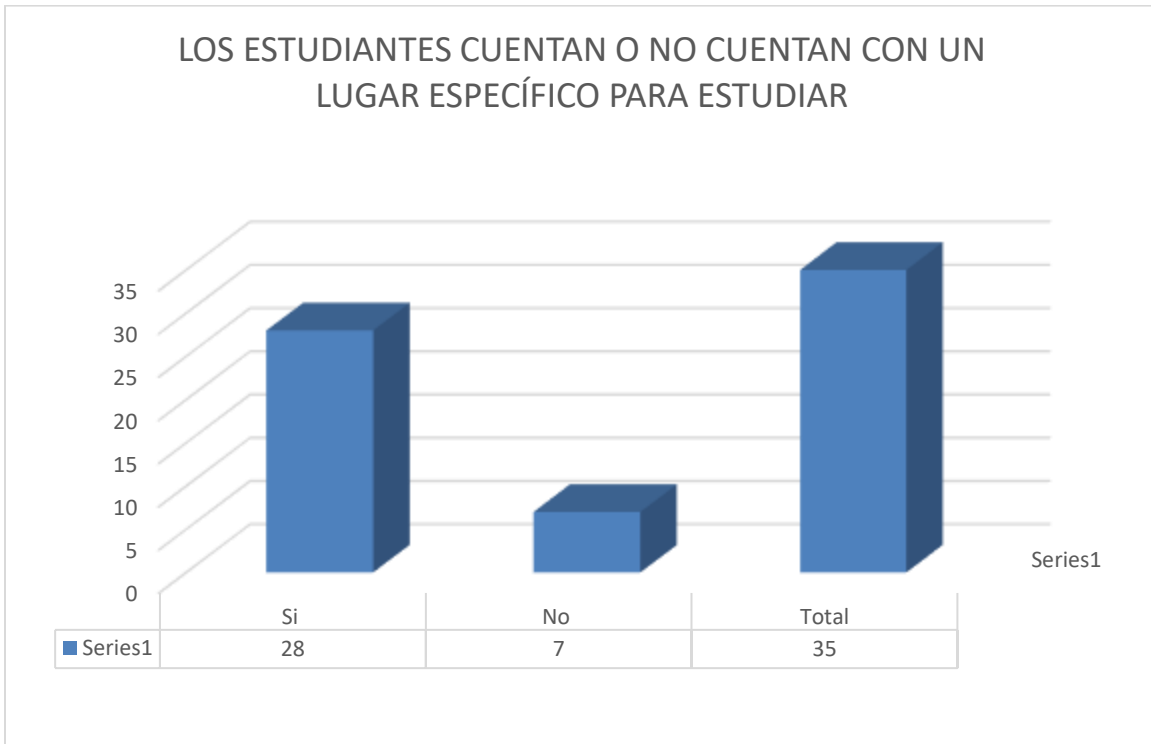


FIGURA 13 – PREGUNTA 13

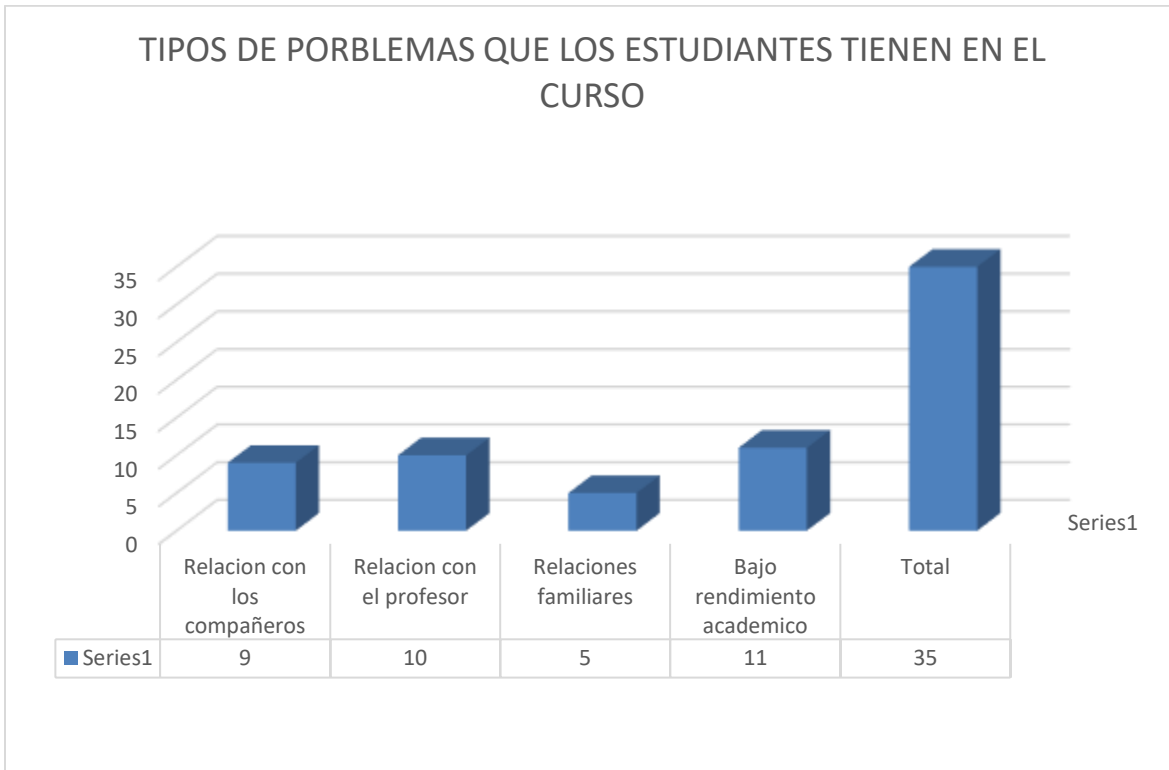


FIGURA 14 – PREGUNTA 14

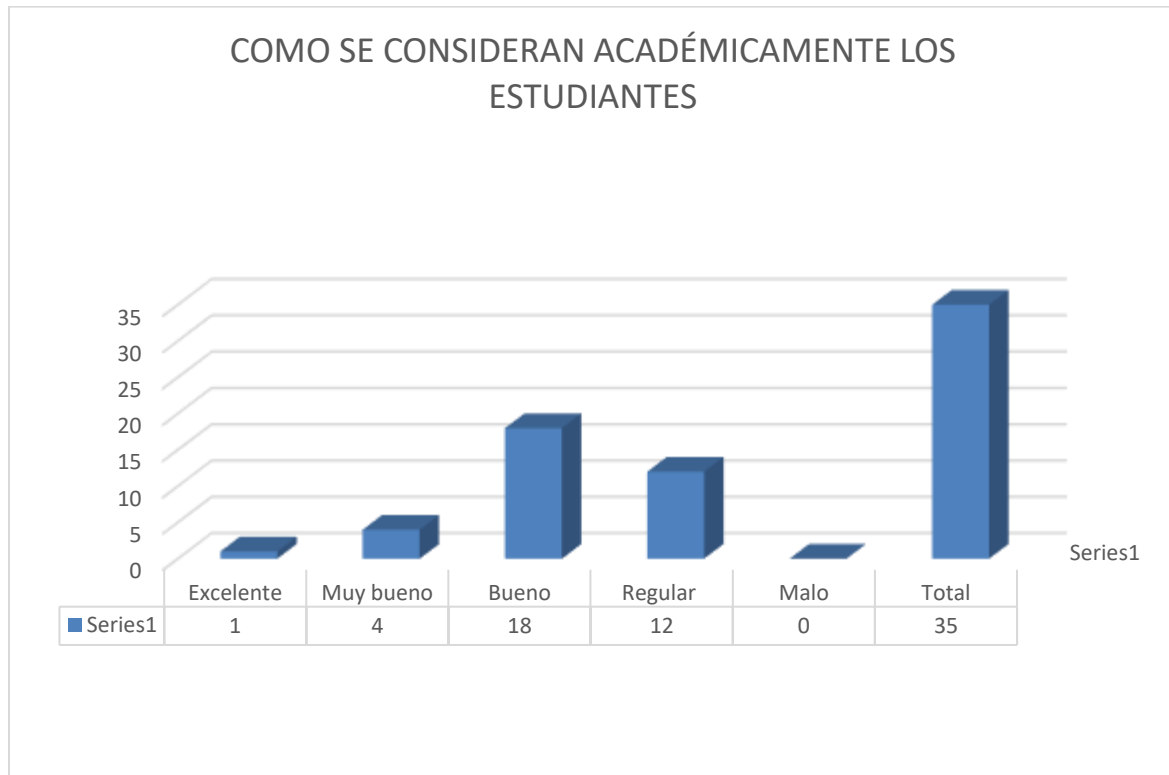


FIGURA 15 – PREGUNTA 15

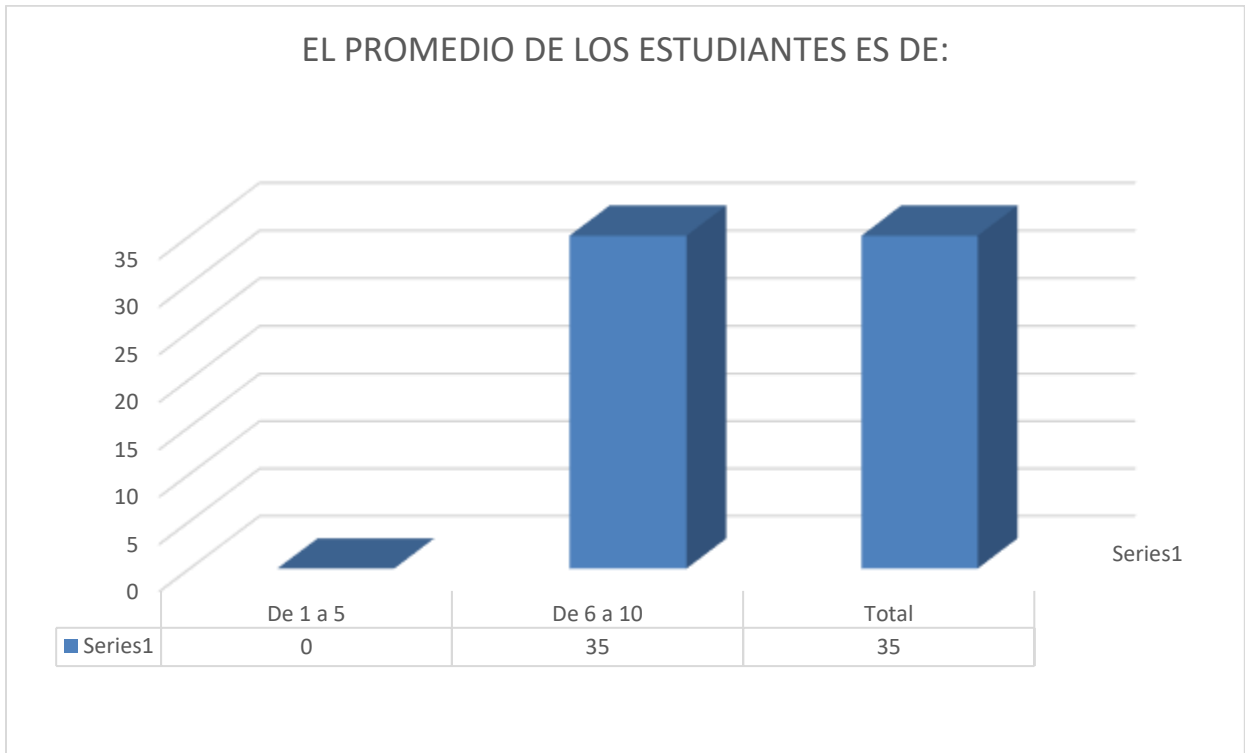


FIGURA 16 – PREGUNTA 16

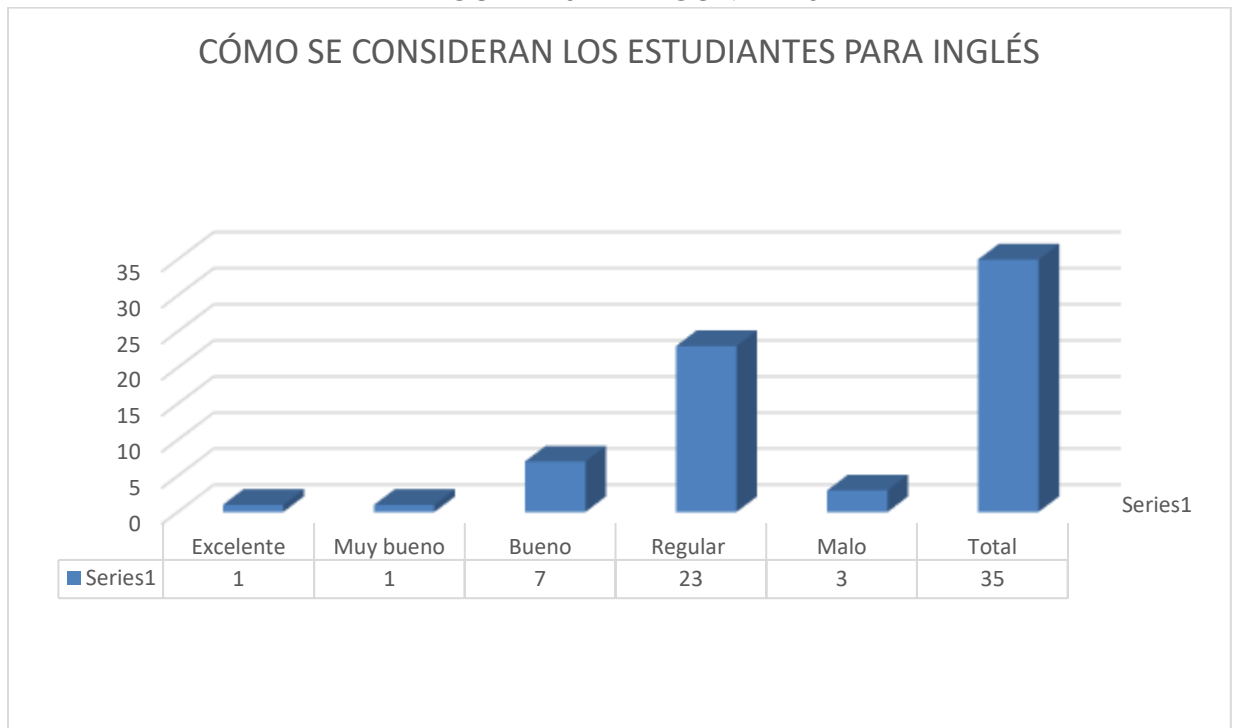


FIGURA 17 – PREGUNTA 17

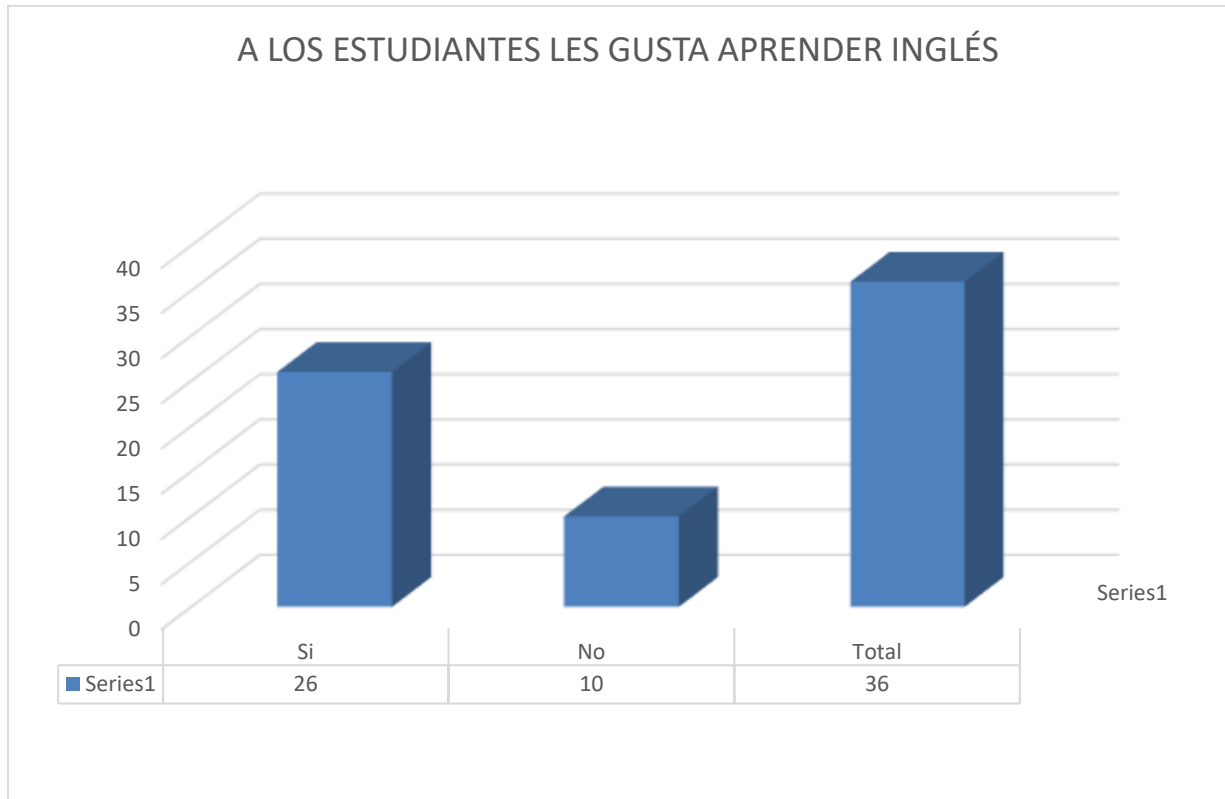


FIGURA 18 – PREGUNTA 18

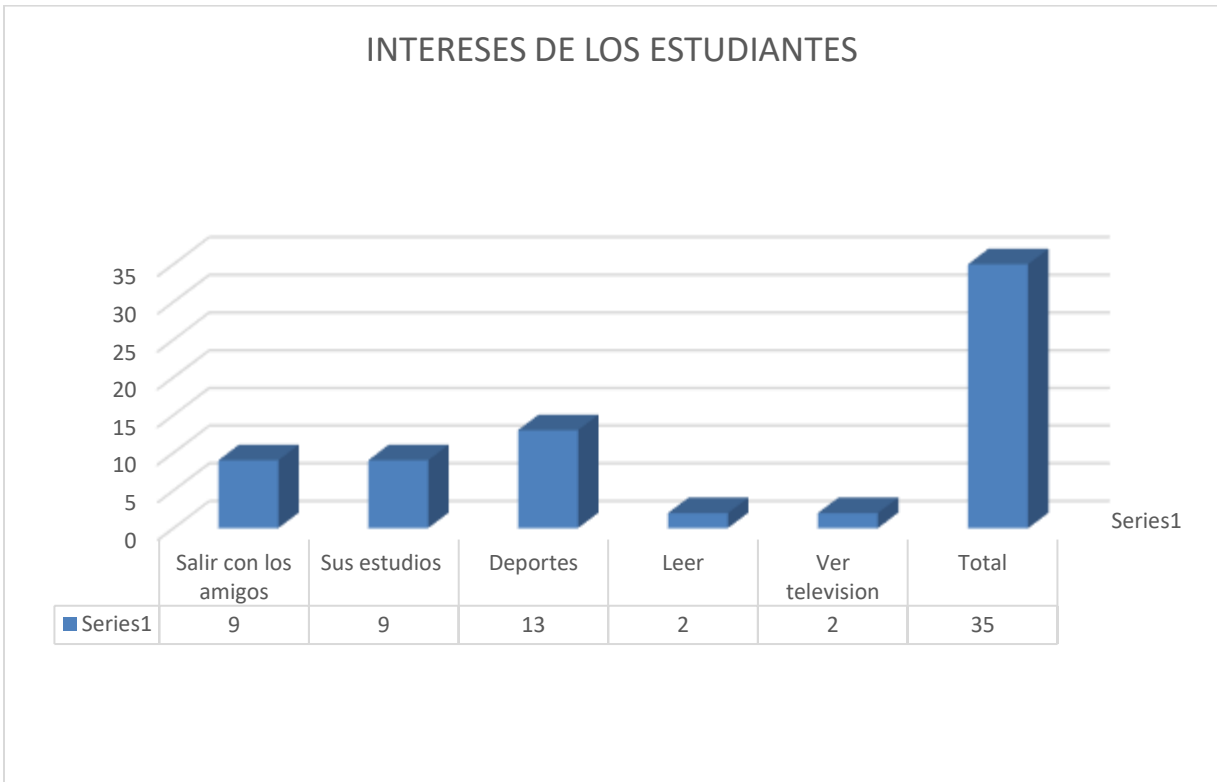


FIGURA 19 – PREGUNTA 19

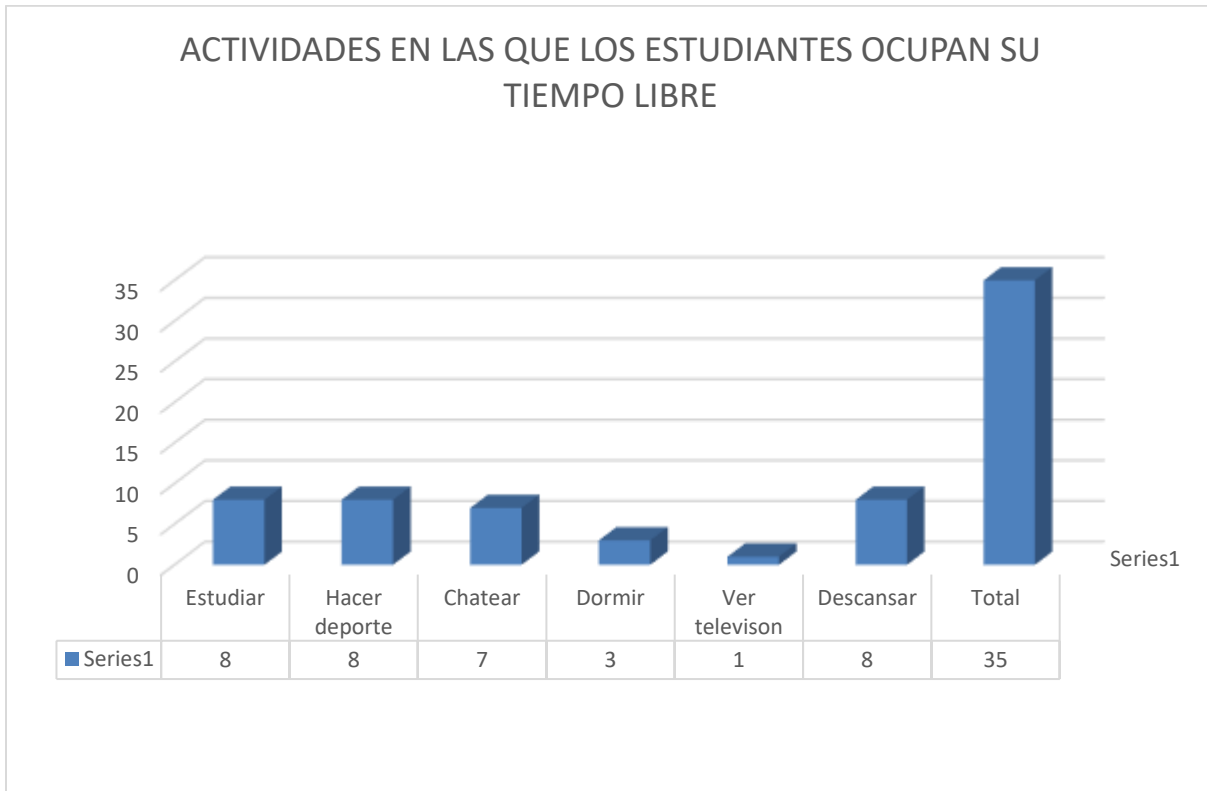


FIGURA 20 – PREGUNTA 20



FIGURA 21 – PREGUNTA 21



UNIVERSIDAD NACIONAL DE CHIMBORAZO
LANGUAGE CAREER
Observation sheet

Objective: To gather research information about what strategies the English teacher uses for teaching vocabulary.

School: Combatientes de Tapi

Course: Primer Año de Bachillerato "D"

Fecha:

Prepared by: Kerly Yesenia Cabezas Llerena

Indicator	Yes	No
Teaches new words in the context of a meaningful subject-matter lesson.	x	
Facilitates student discussion that requires students to use the new Word.	x	
Teaches word parts – root words, base words, prefixes, and suffixes that students will encounter frequently.	x	
Helps students connect new vocabulary to something with which they are already familiar	x	
Offers students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.		x
STRATEGIES		
Dictionary use	x	
Uses word map		X
Guessing through Context	x	
Teaches false cognates		X
Uses Pictionary strategy	X	
Uses card game		X
Uses crossword puzzles		X
Prefixes and suffixes	x	
Uses magic squares		x

Preparado por Kerly Cabezas