UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor's degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés"

TITLE OF THE PROJECT:

"ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING –LEARNING PROCESS OF ENGLISH FOR ACADEMIC PURPOSES (AUTOMOTIVE MECHANICS) WITH THE STUDENTS AT PRIMERO DE BACHILLERATO "A" OF UNIDAD EDUCATIVA "CARLOS CISNEROS" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018

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Work presented as requirement for obtaining the Bachelor's degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés", the following committee members at the Universidad Nacional de Chimborazo have approved it, It has been confirmed with their signatures

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McS Ilich Imbaquingo, profesor of the Facultad de Ciencias de la Educación Humanas y Tecnologías at universidad Nacional de Chimborazo: in my capacity of thesis tutor of this research work presented by Brayan Sebastian Santos Layedra, prior to obtain the degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés" whose theme is:

"ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING –LEARNING PROCESS OF ENGLISH FOR ACADEMIC PURPOSES (AUTOMOTIVE MECHANICS) WITH THE STUDENTS AT PRIMERO DE BACHILLERATO "A" OF UNIDAD EDUCATIVA "CARLOS CISNEROS" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018.

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba 5 de febrero del 2019.

Msc Ilich Imbaquingo

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AUTHORSHIP

I, Brayan Sebastian Santos Layedra, student of language carrer, I am the only autor of this research work named:

"ANALYSIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE TEACHING –LEARNING PROCESS OF ENGLISH FOR ACADEMIC PURPOSES (AUTOMOTIVE MECHANICS) WITH THE STUDENTS AT PRIMERO DE BACHILLERATO "A" OF UNIDAD EDUCATIVA "CARLOS CISNEROS" IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018. Ideas, opinions and commentaries in this document are responsibility of the author.

Riobamba 5 de febrero del 2019.

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Sebastián Santos Layedra.

DEDICATION

This research work is dedicated to my Grandfather +Luis Ubaldo Layedra Barreno who was my inspiration for being a profesor and always accompanied me spiritually, giving me the necessary dose of motivation and strength to reach the desired goal. Wherever you are, thank you.

To my mother who loves and supports me to materialize my dreams.

To my family, essential part of my life.

To my teachers who trained me to be a good professional. And to my friends that I acquired during this process. We were a great team and for that, my most sincere gratitude.

Sebastian Santos L.

RESUMEN

Se estableció como problema la inadecuada aplicación de estrategias de enseñanza de vocabulario técnico, en el área de mecánica automotriz, en los estudiantes de Primero de Bachillerato "A" en la unidad educativa "Carlos Cisneros" durante el año lectivo 2018-2019. Mediante una observación se evidenció que los estudiantes desconocían muchos términos referentes a su formación técnica, debido a la inadecuada aplicación de estrategias para enseñar dicho vocabulario por parte del docente responsable. El objetivo de esta investigación fue analizar las estrategias utilizadas en la enseñanza de vocabulario técnico. La población observada fue de 38 estudiantes. Este estudio fue cualitativo porque la información obtenida se basó en una observación no participativa que sirvió para el correspondiente análisis de datos, el instrumento de recolección fue una hoja de cotejo realizada por el investigador. Luego del análisis de datos se obtuvo que el docente se enfocaba más en la enseñanza de vocabulario básico siendo el técnico utilizado en menor medida, también se concluyó que el docente utilizaba al menos cuatro estrategias para la enseñanza de vocabulario, pero la más factible para la enseñanza de vocabulario técnico es STAR Model of Direct Instruction.

Palabras Clave:

Estrategia, Vocabulario Técnico, Enseñanza, inglés.

ABSTRACT

The inappropriate application of strategies to teach technical vocabulary (mechanical automotive) in the students of Primero de Bachillerato "A" at Unidad Educativa "Carlos Cisneros" during the academic term 2018-2019 was established as a problem. It was evident during the observation that the students did not know many English words referring to their technical formation due to the inappropriate application of the strategies to teach this kind of vocabulary. The purpose of this research is to analyze the strategies to teach technical vocabulary. The observed population was 38 students. This study was qualitative because the information collected by a non-participative observation that was used served for the subsequent interpretation of results, the instrument was an observation guide created by the researcher. It was determined after the interpretation of data that the teacher focuses on the basic English, the technical English left behind, it was also concluded that the teacher had at least 4 strategies to teach vocabulary, from which the was STAR Model of Direct Instruction was feasible to teach technical vocabulary.

Key words

Strategy, Technical Vocabulary, English Teaching.

MsC Monica Cadena.
DIRECTORA DE LA CARRERA

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IDIOMAS NACIONALE
EXTRANJEROS
DIRECCIÓN

INTRODUCTION

Vocabulary teaching and learning is a challenge for teachers and students. For long time vocabulary had been left behind to the English classes. Vocabulary development is crucial for the English language learner.

Vocabulary knowledge is "an important source of variation in reading comprehension because it affects higher level language processes such as grammatical processing, construction of schemata and text models" Zimmerman (2007).

This research takes place in Primero de Bachillerato "A" of the Unidad Educativa "Carlos Cisneros" during the academic year 2018-2019. It pretends to investigate about the application of the strategies used for teaching technical vocabulary.

This research is descriptive because use information taken from observation of the researcher and the object of investigation.

This research is exploratory, this is one of the most useful (and appropriate) research design for projects that are addressing a subject about there are high levels of uncertainty and ignorance. Such research is usually characterized by a high degree of flexibility and lacks of formal structure.

The main purpose of this research is to analyze the strategies used at the moment to teach technical vocabulary. The result of this research will enhance the methodology for teaching technical 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 1
REFRERENTIAL FRAMEWORK

1.1 PROBLEM RESEARCH

Problem: The inappropriate application of strategies for teaching technical vocabulary

1.2. PROBLEM DEFINITION

English vocabulary is a fundamental part, when learning English as a second language. Ministerio Ecuatoriano de Educacion (2010) says, "Students of E.G.B. Superior are becoming more mature and more expressive, and being able to communicate in the international language", and focus education institutions just maintains a basic teaching English. Leaving aside other institutions whose teaching is not limited to this, being technical English one of them.

The strategies used to teach were fundamental, but in a Technical institute where the students need to know the meaning of technical words about their technical formation, the strategies to use are completely different and in some cases, the technical English is left behind and is just focused on the basic English. In my experience on my pre-professional practices, the strategy used to teach vocabulary was just for the Basic English and the technical vocabulary was not used.

The Unidad Educativa ¨Carlos Cisneros¨ an important institution which is located in Chimborazo province, city of Riobamba, where different kinds of knowledge and sciences as basic sciences are acquired, Automotive Mechanics, Industrial Mechanics, Electricity, Electronic and Automotive Electro Mechanic's, being the technical English an essential subject for the students in this High School.

The First year of Bachelorship ¨A¨ of Unidad Educativa ¨Carlos Cisneros¨ is formed by 38 students where they acquire the meaning of the words of this language but most of the classes are focused on grammar lessons and the Technical English is not considered, based on my pre-professional practices in this institution it has been denoted that the strategies used to increase the vocabulary of the students specially the technical vocabulary are used more for the teaching of basic vocabulary and the technical vocabulary is taken into account but only in a small part not as it is needed in technical formation. In result the students have difficulties with this kind of vocabulary that is essential and necessary on the academic formation of these

students. This research will observe and obtain more information about the strategies used to teach technical vocabulary and its application to these students

1.3 PROBLEM FORMULATION.

1.3.1 GUIDING QUESTIONS.

	QUESTIONS		OBJETIVES	
	GENERAL	GUIDING	GENERAL	SPECÍFIC
The inappropriate application of strategies for teaching technical vocabulary	What type of strategies does the teacher use in class to teach technical vocabulary?	How effective are these strategies?	To explore the strategies that the teacher uses for teaching technical vocabulary	To identify the types of strategies used by the teacher to teach technical vocabulary in the Teaching-Learning process of English
		Which strategy fits to this course and group of students in their technical formation?		To analyze the vocabulary teaching strategíes.

DONE BY SEBASTIAN SANTOS

1.4. OBJECTIVES:

1.4.1. GENERAL OBJECTIVE

To explore the strategies used for teaching technical vocabulary in the English teaching-learning process with students at Primer Año de Bachillerato "A" of Unidad Educativa "Carlos Cisneros"

1.4.2 SPECÍFIC OBJECTIVES

- To identify the types of strategies used to teach technical vocabulary in the Teaching-Learning process of English
- To describe the best strategy for teaching vocabulary in technical English (Mechanical Automotive).
- To analyze the vocabulary teaching strategies.

1.5 JUSTIFICATION

Vocabulary is more associated with the translation of a word and the definition; vocabulary is how to use the words and relation that has with the context. Technical vocabulary is an essential subject for certain groups of students and the curriculum that their high schools applied to increase the comprehension of these students need for their technical formation.

This research was developed to know the methodology of teaching English as it was necessary to know the strategies used by the teacher to teach technical English. This project was done for the accessibility to one of these institutions where technical English is needed and I did my pre professional training practices.

This research is important for different reasons being one of them due to some points of the new curriculum focus English as an important subject and some institutions have English in their academic purposes, being technical English, one of them. Thus teaching vocabulary should not be designed not only for the basic English but also for technical English

It's interesting because it allows to know the different strategies that the teachers use to teach not only the basic vocabulary even the technical vocabulary that these students need.

The following research has different 2 beneficiaries being Students of Primero de Bachilllerato"A", at Unidad Educativa "Carlos Cisneros", in the city of Riobamba, Chimborazo province, during the academic year 2018-2019 the direct beneficiaries because it will help the teacher to realize which strategy to teach technical vocabulary fits in their classroom and the Undirected Beneficiaries, the institution's authorities and the researcher.

CHAPTER II
2 THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATIONS REGARDING TO THE INVESTIGATION PROBLEM.

According to the investigation at Facultad de Ciencias de la Educacion Humanas y Tecnologias de la Universidad Nacional de Chimborazo THERE ARE NOT previous investigations about THE ANALYLIS OF STRATEGIES FOR TEACHING VOCABULARY FOR ACADEMIC PURPOSES (MECHANICAL AUTOMOTIVE) IN THE TEACHING-LEARNING PROCESS OF ENGLISH, but there is one research, which have similar variables:

THE ANALYLIS 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
Author: **Kerly Yesenia Cabezas Llerena.**

2.2 THEORETICAL FOUNDATION

2.2.1 WHAT IS VOCABULARY?
According to Gardener (2009) as cited in Adger (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, and categories of words and phrases Taylor (1990).

In the teaching environment at Unidad Educativa Carlos Cisneros teachers usually teach vocabulary before a new lesson or just when some students do not know some kinds of words new words appear frequently and most of the teachers request to guess the meaning through context but they are just focused in the basic English. In a technical high school this is not enough with the increment of new technical lines of works the way of teaching technical English must be change as Supatra, Kavintra &, Kittiporn mention "With the growth of English for Specific Purposes (ESP) in the professional and technical areas of study,

vocabulary learning strategies are considered to be one of the most important factors for student success in learning technical English, and when it comes to technical English, another important factor could be students´ background knowledge in the area" Supatra, Kavintra &, Kittiporn (2012).

2.2.2 What is Technical vocabulary?

Technical vocabulary are words phrases and expressions that are mostly used in certain works or professions like electrician, mechanics, and engineers and so on. This kind of vocabulary must be focused in words that common people who are not related to these professions do not use frequently or may be the use of these words is limited to a simply conversation. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use Stahl and Fairbanks (1986) as cited in Zwiers (2008). Strategies, which teachers use in technical vocabulary learning process for the students in their chosen disciplines in this case Automotive Mechanics, may thus influence their acquisition.

2.2.3 What does it mean to know a word?

Knowing a word involves more than knowing a word's definition (Johnson & Pearson, 1984; Nagy & Scott, 2000). Knowing a word implies knowing a lot of things about the same word such as the translation to the target language, pronunciation, collocations, derivations, spelling semantic and more. Dale (1989) as cited in Taylor (1990) provides a description of the extent of word knowledge in terms of five stages:

- The student has no knowledge about the word
- The student has a general sense of the word
- The student has a narrow, context-bound knowledge about the word
- The student has a basic knowledge of the word and is able to use it in many appropriate situations
- The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

Bravo and Cervetti (2008) posited a similar continuum for content area vocabulary, these points on a continuum can range from having no control of a word to passive control and finally active control. In no control of the word the students have never seen the word, in passive control the students have already seen the word at least one time and know a synonym

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or how to translate to their mother tongue and in the active control the students are able to recognize the meaning, connotation, spelling and how to use the term correctly.

For example, some students may have never heard the term *wheel* meanwhile others may have a general idea of the word and be able to mention its synonym or at least a translation of the word. Some students may be able to recognize that wheel is a circular frame of hard material that may be solid, partly solid, or spoked and that is capable of turning on an axle, and these students would be able to use the term correctly in oral and written form.

For teaching our students how to use the language in a proper way, we need to understand that a word has more than one meaning and those meaning are a different word knowledge dimension that our students need to generalize the vocabulary learned and say I know this word. Cronbach (1942) encapsulated many of these dimensions, including the following:

- **Generalization**: The ability to define a word
- **Application**: Selecting an appropriate use of the word
- **Breadth**: Knowledge of multiple meanings of the word
- **Precision**: The ability to apply a term correctly to all situations
- **Availability**: The ability to use the word productively.

Cronbach's (1942) final dimension leads us into the last faced of word knowledge, the receptive/productive duality. Receptive vocabulary is referred to terms that the students are able to understand on reading and listening tasks. Productive vocabulary refers to words that students are able to use in speaking and writing tasks. Vocabulary knowledge is growly gradually in each stage of word knowledge, students will be familiar with the words that are using and the word knowledge increases more and more words on their vocabulary, making this an unstoppable way to learn vocabulary.

2.2.4 Techniques to learn vocabulary

It is notable when teachers teach us vocabulary is imparted basically by translation, when we are in a new lesson the vocabulary is imparted at the beginning of the lesson depending the content and just at the end of the class we have a glossary of the new words, but we do not use or internalize this vocabulary because we are just translating words and these words in most cases are not related for the purposes of the class.

This is an erroneous method that confuse the learners. If the teacher is not concerned about the selection of the vocabulary for the purposes of the class, the students are limited to the teaching learning process of vocabulary. The teacher should be innovative on strategies to allow the correct learning of the vocabulary items in the different classroom situations.

- **Listening Carefully**

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." Robert Lado 121(1964) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

- **Word Play**

Use games, riddles, plays, songs, puzzles to teach vocabulary is highly motivating to students Blachowicz & Fisher (2004). Most of the students are not alike with the traditional way that the teachers use the dictionary and when it is used, students sometimes forgot the word, using games, songs and puzzles the students unconsciously learn and enjoy learning vocabulary even the complex words that may appear in technical texts.

- **Self-assessment**

Self –assessment is a common way of learning vocabulary for students who do not like the traditional prompts and this is useful for motivate our students to learn words that they are alike not limited the words learned of the planning lesson class.

When testing students' command of vocabulary, use a self-assessment that is non-judgmental, using prompts such as:

I have never seen or heard the word before.

I have seen or heard the word, but I do not know what the word means.

I vaguely know the meaning.

I can associate the word with a concept or context.

I know the word well.

I can explain and use it in general or in writing.

I can explain and use it with a full and precise meaning Gemert (2017).

- **STAR Model of Direct Instruction**

Select the words to teach. Choose words that are essential to text comprehension that students are likely to encounter again or you as teacher know that will help in future texts.

- Teach the words before, during, and after reading, explain the words before readings, discuss them in context, review meanings after reading

- Active Analysis and Application, assign pairs of students a word and have them find it in text, mark it with a sticky note, and analyze it's meaning, present the definition to the class, and use it in a personal context

- Revisit the words in a future context, questioning after reading, use in writing, personal vocabulary notebooks Blachowicz (2005).

2.3 DEFINITION OF BASIC TERMS

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

Grammar of vocabulary: the grammar of individual words

Meaning: the thing one intends to convey especially by language

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN.

3.2 TYPE OF RESEARCH.

It is a qualitative research because one of the characteristics is that use information taken from observation of the researcher and the object of investigation

Qualitative research is widely used by political science, social work, and education researchers

This type of research "refers to the meanings, concepts definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures.

3.3. LEVEL OF RESEARCH

This research was an exploratory study because:

This is the one of the most useful and appropriate research designs for those kind of projects that involve a subject whose has high levels of uncertainty and ignorance about the subject, and when the problem is not understood.

This research is usually characterized to be very flexibly and does not has a formal structure.

3.4 METHOD OF RESEARCH

This research was ethnography because literature was first carried out.

Ethnography is a qualitative research study looking at the social interaction of users in a given environment. This research provided an in-depth insight into the user's views and actions along with the sights and sounds they find during their day.

This study took two weeks for collecting the information, during the 2 last weeks of december2018.

3.5. POPULATION AND SAMPLE

3.5.1 Population

The population was integrated by 38 students of Primer Año de Bachillerato at Unidad Educativa "Carlos Cisneros".

It was necessary to show a sample given the amount of the number of the study audience

3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

3.6.1. INSTRUMENT

A checklist was used as tools for gathering the information.

3.6.2. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

DATA REDUCTION:

Content unit separation based on spatial, temporal and topic criteria.

Element identification and classification for categorizing and coding.

Physical grouping in a matrix.

DISPOSITION AND GROUPING:

Matrices or double entry charts with short information according to the objective.

Get and verification of conclusions.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS.

4.1. ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY APPLIED TO THE TEACHER.

Specific objectives	Collected information	Analysis	Theory contrast
To identify the types of strategies used to teach technical vocabulary in the Teaching-Learning process of English	**Listening Carefully**	Teacher repeated the word first alone and later as part of a sentence when the explanations were not understood. Listening carefully was part effective methods to teach vocabulary because not all of the students had a high level of listening for this reason the teacher tried to use just at the beginning when the vocabulary was though. The educational process was more effective since the students were able to practice and correct each other as part of the lesson. This was the first one used in the	Robert Lado: 121(1964) says "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

		English class.	
	Word Play	The Teacher rarely used games or songs to teach vocabulary she used puzzles and flash cards to teach vocabulary but this caused that the classroom gets disturb and waste the English lesson time. Teacher had papers with a certain kind of song which was missing some words and these words were on the paper of their partner to the students could share and sing their song and interchanged words of the papers. The educational process would be more effective since the English lesson were longer if the songs were shorter.	Blachowicz & Fisher (2004) says that the use games, riddles, plays, songs, puzzles to teach vocabulary is highly motivating to students Most of the students are not alike with the traditional way that the teachers use the dictionary and if they use they forget the word, using games, songs and puzzles the students unconsciously learn and enjoy learning vocabulary even the complex words that may appear in technical texts.
		Students search by themselves the meaning of some words that would	Gemert (2017) says, when testing students' command of vocabulary,

	Self-assessment	be used in the following English class even in the mechanical classes to understand certain process on their technical classes. Students searched in books related to the topic and associated with the context or used a dictionary and later, they used this to build a concrete meaning.	use a self-assessment that is non-judgmental, using prompts such as: I have never seen or heard the word before I've seen or heard the word, but I don't know what the word means I vaguely know the meaning I can associate the word with a concept or context I know the word well I can explain and use it in general or in writing I can explain and use it with a full and precise meaning.
	STAR Model of Direct Instruction	Teacher preselected the words that was used and encountered again different texts. These words would be used on the following tasks. The teacher explained the words at the beginning of a task or a reading,	Blachowicz, (2005) says Select the words to teach, choose words that are essential to text comprehension that students are likely to encounter again or you as teacher know that will help in future texts

		them they discuss this and put them in context to review the corresponding meaning. The educational process will be more effective if the teacher used this more frequently and not just for readings.	Teach the words before, during, and after reading, explain the words before readings, discuss them in context, review meanings after reading Revisit the words in a future context, questioning after reading, use in writing, personal vocabulary notebooks.
To describe the best strategy for teaching vocabulary in technical English (Mechanical Automotive).	**STAR Model of Direct Instruction**	This was one of the most effective strategies to teach technical vocabulary if it was used not just for readings as the teacher used as an advantage the words was questioning after readings and task to increase the previous knowledge	Blachowicz, (2005) says, Select the words to teach choose words that are essential to text comprehension that students are likely to encounter again or you as teacher know that will help in future texts Teach the words before, during, and after reading, explain the words before readings, discuss them in context, review meanings

			after reading
			Revisit the words in a future context, questioning after reading, use in writing, personal vocabulary notebooks.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- ➢ The teacher uses four strategies to teach technical English which are: STAR Model of Direct Instruction, Listening carefully, Word play, and Self-Assessment.

- ➢ The best strategy to teach technical English is STAR Model of Direct Instruction because it selects words essential for comprehension of texts and have an active analysis and application of the words.

- ➢ The teaching strategies used by the teacher such as: listening carefully help students fist with a insolated word and later in a sentence, word play help students that are not alike with traditional ways of teaching, self-assessment use non-judgmental prompts to help students, and STAR Model Direction selects words that are essential for comprehension of texts and have an active analysis and application of the words.

5.2 RECOMMENDATIONS

- ➢ Teachers must avoid translation as strategy to help students improve their vocabulary.

- ➢ Technical English must be focused in the lesson time in order to the academic formation of the students.

- ➢ Teacher must use STAR Model direction as her main strategy to teach technical vocabulary.

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7. ATTACHMENTS

7.1. OBSERVATION SHEET

UNIVERSIDAD NACIONAL DE CHIMBORAZO
LANGUAGE CAREER
Observation sheet

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

School: U E Carlos Cisneros.   **Course:** Primer Año de Bachillerato "A"

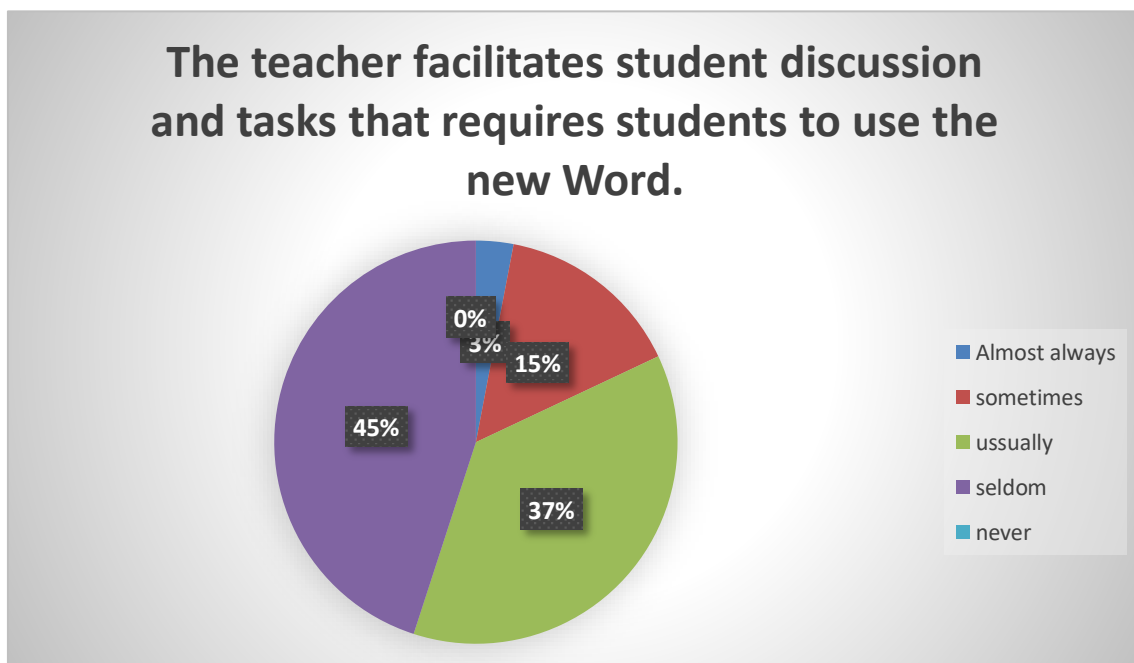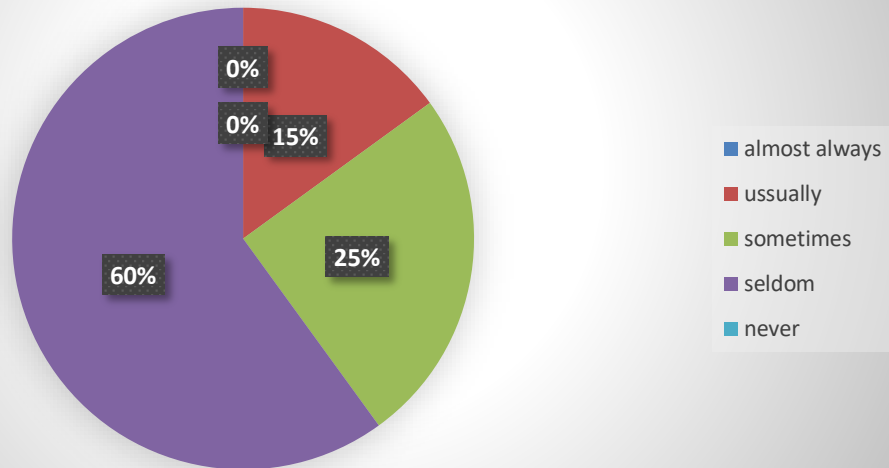| Indicator	Frequency				
	Almost always	usually	sometimes	seldom	never
The Teacher teaches new words in the context of a meaningful subject-matter lesson					
The teacher facilitates student discussion and tasks that requires students to use the new Word.					
The teacher teaches technical words that students will encounter frequently.					
The teacher helps students connect new vocabulary to something with which they are already familiar					
The teacher motivates students to search vocabulary according to their technical formation.					
The teacher dedicates a specific time on the lesson to teach technical vocabulary.					
The teacher offers students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.					
STRATEGIES	Almost always	usually	sometimes	seldom	never
Listening Carefully					
Word Play					
Self-assessment					
STAR Model of Direct Instruction					
Guessing through context					
Dictionary use					
Using word map					

Done by: Sebastián Santos

7.2 TABULACIÓN DE PREGUNTAS DE LA HOJA DE OBSERVACIÓN

Indicator 1
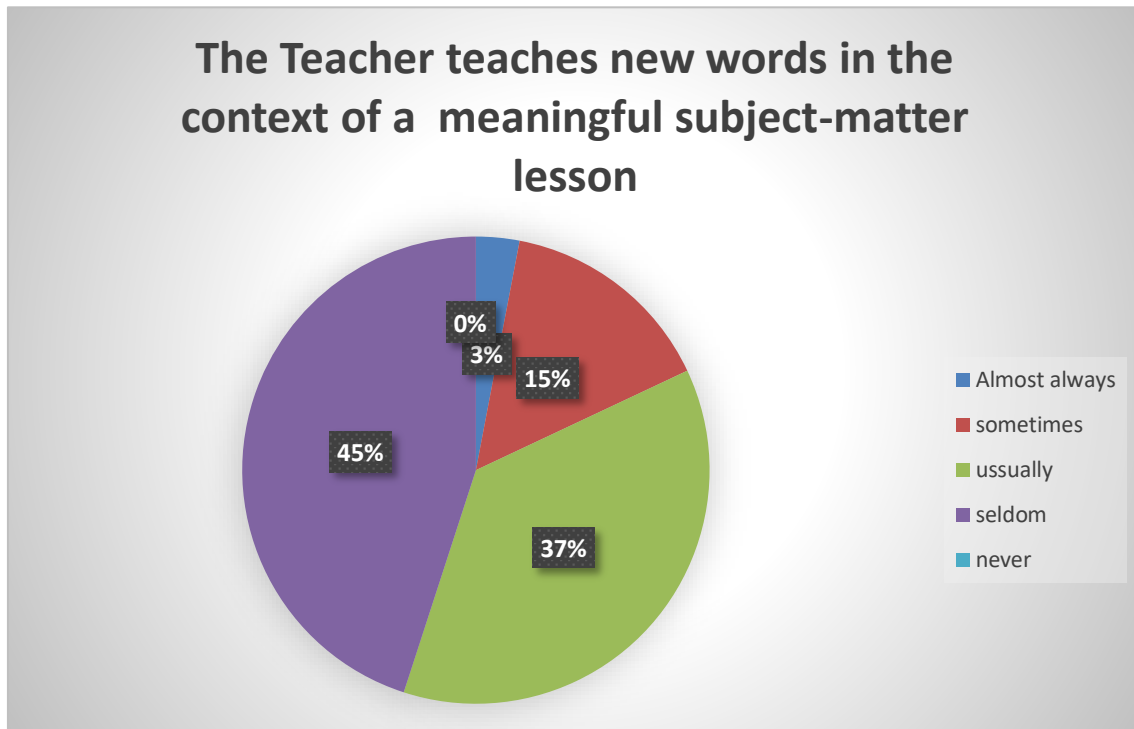
Indicator 2

Indicator 3

The teacher teaches technical words that students will encounter frequently.

0%
12%
17%
21%
50%

- almost always
- ussually
- sometimes
- seldom
- never
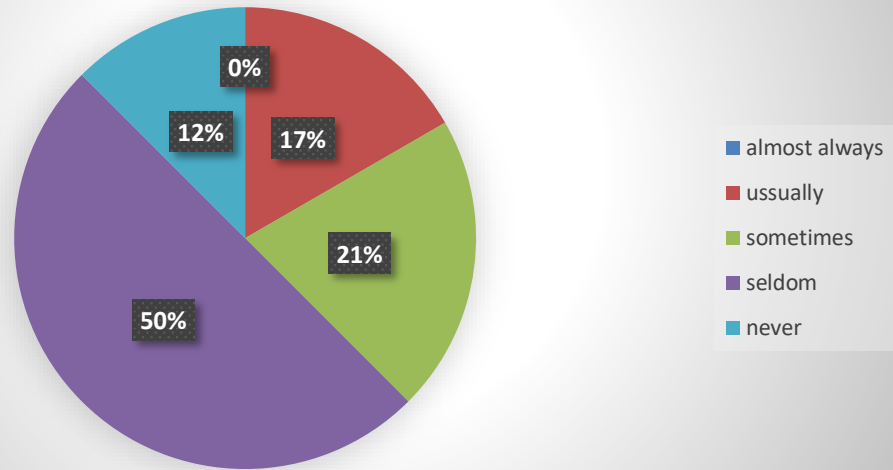
Indicator 4

The teacher helps students connect new vocabulary
to something with which they are already familiar

0%
0%
30%
45%
25%

- almost always
- ussually
- sometimes
- seldom
- never
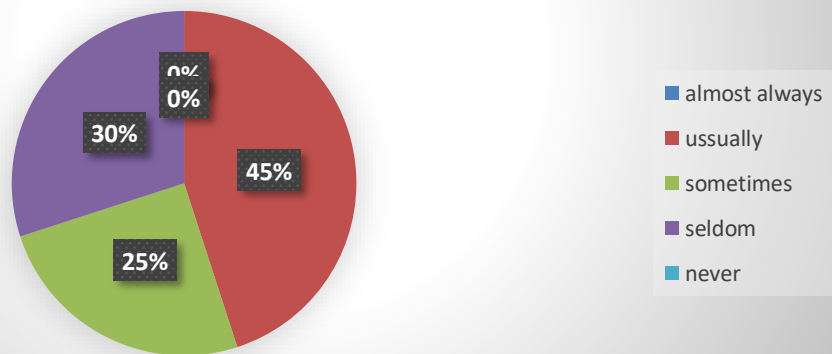
Indicator 5

The teacher motivate students to search vocabulary according to their technical formation.

- almost always
- ussually
- sometimes
- seldom
- never
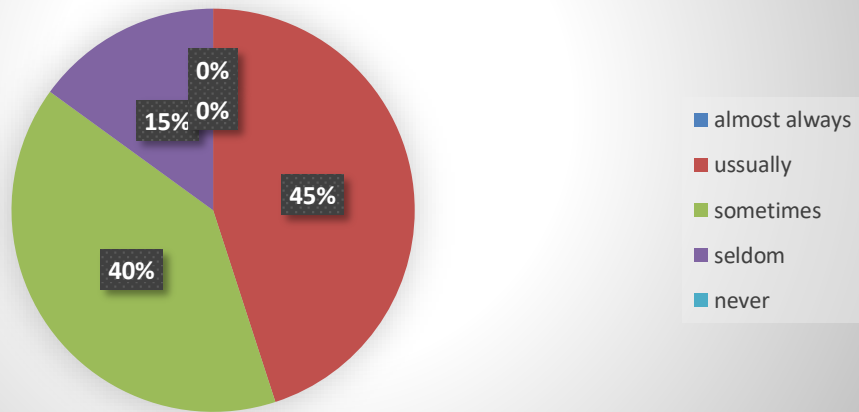
Indicator 6

Teachers dedicate a specific time on the lesson to teach technical vocabulary..

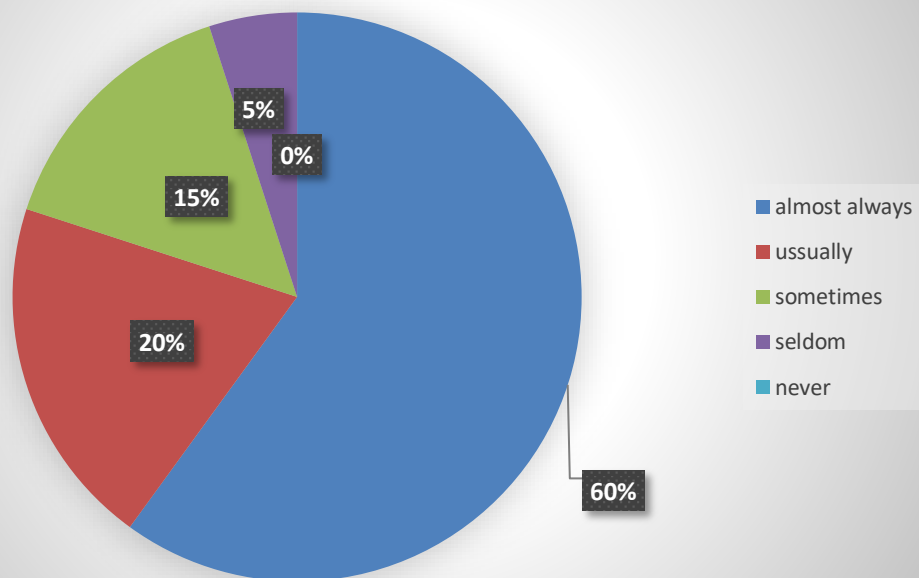- almost always
- ussually
- sometimes
- seldom
- never

Indicator 7

The teacher offers students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.
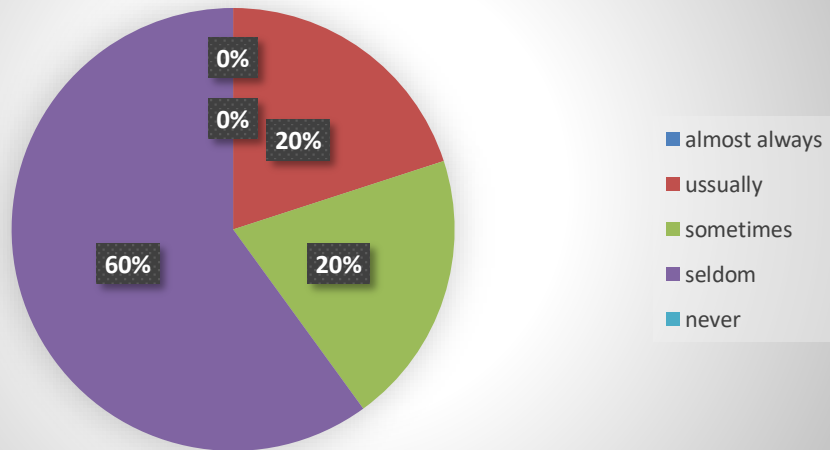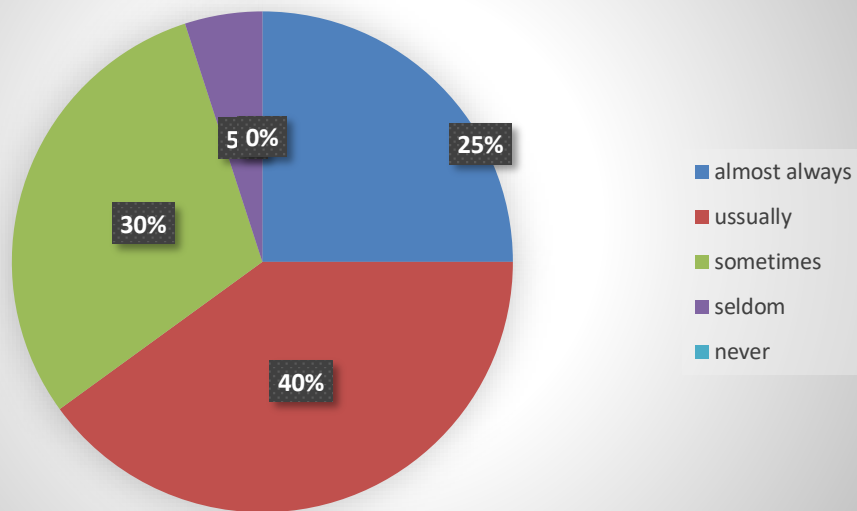
almost always, ussually 25%, sometimes 35%, seldom 40%, never 0%, 0%
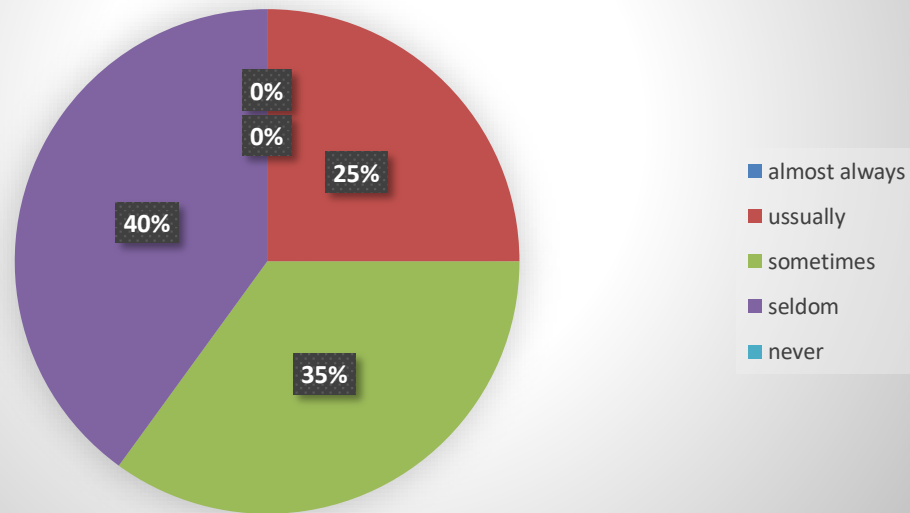
Strategies

Listening carefully

almost always 60%, ussually 20%, sometimes 15%, seldom 5%, never 0%

STAR model direction instruction.