



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

THESIS TITLE.

“THE ANALYSIS OF THE CORRECT USE OF BILINGUAL DICTIONARIES IN THE DEVELOPMENT OF VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF SÉPTIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “FE Y ALEGRÍA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY- JULY 2016”

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COMMITTEE 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 Inglés”. It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

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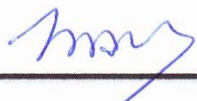
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CERTIFICO:

Que el presente trabajo de graduación titulado “THE ANALYSIS OF THE CORRECT USE OF BILINGUAL DICTIONARIES IN THE DEVELOPMENT OF VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF SÉPTIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “FE Y ALEGRÍA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY- JULY 2016” de autoría de la señorita **Gabriela Estefanía García Márquez**, 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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AUTHORSHIP

I, Gabriela Estefanía García Márquez, student of language career, declare that I am the only author of the research named “THE ANALYSIS OF THE CORRECT USE OF BILINGUAL DICTIONARIES IN THE DEVELOPMENT OF VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF SÉPTIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “FE Y ALEGRÍA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY- JULY 2016” , ideas and commentaries specified in this document are responsibility of the author.

Riobamba, 25 de Abril del 2017



García Márquez Gabriela Estefanía

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DEDICATORY

To my parents, Ramiro and Rosita who throughout my life have supported and motivated my academic training, my husband Patricio for his advice and unconditional support, my son Gabriel and my brother Cristofer, because they have been my inspiration in all the difficult situations and all the people who believed in me and did not doubt my abilities.

Gabriela

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RESUMEN

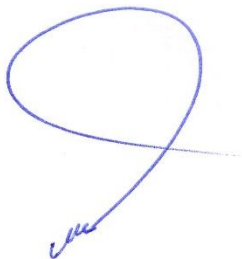
A través de un estudio previo se determinó como problema que los estudiantes del Séptimo Año de Educación General Básica “B” en la Unidad Educativa “Fe y Alegría” no saben cómo utilizar el Diccionario Bilingüe de una manera correcta. El presente estudio describe cómo los estudiantes utilizan un Diccionario Bilingüe para aprender vocabulario en la clase de Inglés. Se lo ejecutó en el Séptimo Año de Educación General Básica “B” en la Unidad Educativa “Fe y Alegría” durante el segundo quimestre del periodo lectivo 2016-2017. El propósito de este estudio fue explorar el uso de los diccionarios bilingües para aprender vocabulario en la clase de inglés. La población fue de 39 estudiantes. El presente trabajo es cualitativo porque es una preponderancia de lo particular y subjetivo con énfasis en los resultados de interpretación y de Nivel exploratorio. También basándose en el método inductivo, parte de las partes específicas al general del estudio. La teoría se basa de las partes importantes sobre el uso del Diccionario Bilingüe para desarrollar el aprendizaje de vocabulario en la clase de inglés para así analizar, antes de recopilar la información necesaria. Para la recolección de los datos se usó la Técnica de observación para identificar los principales errores que los estudiantes tienen al momento de utilizar un Diccionario Bilingüe. El diseño se basó en el método etnográfico, donde los investigadores están completamente inmersos en la vida, la cultura o la situación que están estudiando. Luego del análisis de los datos se obtuvo varios errores al momento de utilizar el Diccionario para aprender vocabulario. Se concluye que los estudiantes no saben cómo utilizar un Diccionario Bilingüe para aprender vocabulario de una manera correcta.

Palabras clave: Diccionario bilingüe, vocabulario.

Abstract

Through a previous study it was determined as a problem that seventh year students of basic education, room “B” at “Unidad Educativa Fe y Alegría” do not know how to use a bilingual dictionary in a correct way. The present study describes how learners use a bilingual dictionary to learn English vocabulary. It was executed in seventh year students of basic education, room “B” at “Unidad Educativa Fe y Alegría” during the second quimestre in the academic period 2016-2017. The purpose of this study was to explore the use of bilingual dictionaries to learn vocabulary in an English class. The population of study was 39 students. The present work is qualitative because it is a preponderance of the particular and subjective with emphasis on the results of interpretation and an exploratory level. Also it is based on the inductive method, because it starts from the specific parts to the general of the study. The theory is based on the important parts about using the Bilingual Dictionary to develop vocabulary learning in the English class in order to analyze before collecting the necessary information. For data collection, the observation technique was used to identify the main errors that students commit when using a Bilingual Dictionary. The design was based on the ethnographic method, where researchers are completely immersed in the life, culture or situation they are studying. After analyzing the data, several errors were found when using the dictionary to learn vocabulary. It is concluded that students do not know how to use a Bilingual Dictionary to learn vocabulary in a correct way.

Keywords: Bilingual dictionary, vocabulary.



Reviewed by: Barriga, Luis
Language Center Teacher

INTRODUCTION

Vocabulary learning has been a neglected subject in English language acquisition. Currently, in our environment can be found a number of resources to facilitate their learning. The use of the Bilingual Dictionary is an essential resource in the foreign language class. But while the vast majority of students have a Bilingual Dictionary, they do not know how to use it effectively. If students learned to use this tool, they would learn to use it correctly for vocabulary acquisition.

Unidad Educativa “Fe y Alegría” of Riobamba is located in the Center part of the city. It is a Fiscomisional school, that is, the Institution is financed by the Ministerio de Educación and the International Movement of “Fe y Alegría”. The total population is 517 students Initial to Noveno Año de Educación General Básica. Fifty five percent (55%) of the students come from the city, Forty percent (40%) of the students come from the rural area and Five percent (5%) of the students come from other city. The Institution consists in 17 Años de Educación General Básica. The attendance period is in the morning. The Institution has 22 Teachers. The English subject is Official in “Fe y Alegría” There are 2 English teachers.

Séptimo Año de Educación Básica has 38 students, 19 women and 19 men. They are around eleven – twelve years old. The students attend to the morning period. Eighteen students live in the city, and twenty live in the rural area. Six students live with the mother, and thirty two live with the mother and father. Seventeen students have smartphone, and twenty one do not have smartphone. Sixteen students’ have four members in their families, four students have five members in their families, eleven students have seven members in their families, three students have eight members in their families, and four students have between ten-thirteen members is

their families. Thirty students answered they live in own house, and eight students live in rented house. Twenty nine students say both father and mother provide the economic resources for living, six students say mother provides the economic resources, and three students say father provide the economic resources in their houses. Thirty seven students have a specific place to study, and one student does not have a place for working. Seven students have books in their houses, eight students have books and internet; twenty three students have books, internet and computer. These are the types of problems students commonly have:

Two students have problems in the relation with their classmates.

Five students have problems in subjects.

Thirty one students do not have problems.

Inadequate use of the bilingual dictionary is a problem for students, especially when they need to learn vocabulary, which is an essential area for learning a foreign language, in this case the English language. Students need to understand several texts in class, but they find unknown words and not knowing how to use the dictionary they are left with many doubts, or ask the teacher as if he / she is a dictionary, delaying the class.

The topic was chosen because it helps to improve the learning-teaching process however it is a forgotten and stigmatized issue, since the correct use of the Bilingual Dictionary is not known, assuming that its use is not appropriate for any of the educational levels.

In this research the use of the Bilingual Dictionary was studied for describing the principal errors when the students use this essential resource for increasing their vocabulary in the English class.

This study point the errors that students have when they use the Bilingual Dictionary for trying to avoid with some guidelines and in this way improve their vocabulary learning.

This study is important because the use of the bilingual vocabulary is stigmatized in our environment. Several teachers say that this tool is not good for learning a foreign language but exist various advantages in its use, especially in the acquisition of vocabulary which is an important area for obtaining a new language.

The purpose of this research is to analyze the use of the Bilingual Dictionary in the development of learning vocabulary of English language. The result of this research will help to improve the teaching-learning process of an English class.

The present study has been divided 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 the Bilingual Dictionary

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 REFERENTIAL FRAMEWORK

1.1. Research problem.

Students do not use the Bilingual Dictionary correctly.

1.2. Problem Definition

The Bilingual Dictionary is a very useful book that facilitates the interpretation of any word commonly used, in this case English. Bearing in mind that although this Dictionary has been greatly devalued in the area of teaching, as any study tool, if used correctly and efficiently will obtain magnificent results in students.

Macro level (the school)

Unidad Educativa “Fe y Alegría” of Riobamba is located in the Center part of the city. It is a Fiscomisional school, that is, the Institution is financed by the Ministerio de Educación and the International Movement of “Fe y Alegría”. The total population is 517 students Initial to Noveno Año de Educación General Básica. Fifty five percent (55%) of the students come from the city, Forty percent (40%) of the students come from the rural area and Five percent (5%) of the students come from other city. The Institution consists in 17 Años de Educación General Básica. The attendance period is in the morning. The Institution has 22 Teachers. The English subject is Official in “Fe y Alegría” There are 2 English teachers.

Meso Level (the course)

The present research aspires to analyze the use of the Bilingual dictionary for acquiring vocabulary in English Language. Then with the help of a survey the following information could be collected:

The Séptimo Año de Educación Básica has 38 students, 19 women and 19 men. They are around eleven – twelve years old. The students attend to the morning period. Eighteen students live in the city, and twenty live in the rural area. Six students live with the mother, and thirty two live with the mother and father. Seventeen students have smartphone, and twenty one do not have smartphone. Sixteen students' have four members in their families, four students have five members in their families, eleven students have seven members in their families, three students have eight members in their families, and four students have between ten-thirteen members in their families. Thirty students answered they live in own house, and eight students live in rented house. Twenty nine students say both father and mother provide the economic resources for living, six students say mother provides the economic resources, and three students say father provide the economic resources in their houses. Thirty seven students have a specific place to study, and one student does not have a place for working. Seven students have books in their houses, eight students have books and internet; twenty three students have books, internet and computer.

Students have some scholar problems like:

Two students have problems in the relation with their classmates.

Five students have problems in subjects.

Thirty one students do not have problems.

The students consider:

Twenty one consider themselves good students.

Four say very good students.

Eight say good students.

Five consider bad students.

General average is: 8,5

In English Language students consider themselves,

Five say very good students.

Ten say good.

Fifteen consider Regular.

Eight say bad for English.

Students' main interests are:

Twenty seven students are interested in their Scholar activities and eleven are interested in their friends.

Students devote their free time:

Twenty three students chat in their free time, nine play sports and six watch television.

Twenty eight students devote three hours for watching television.

Thirty two students surf on Facebook during 3 hours.

Micro Level (the problem)

During the interaction with the English teacher for analyzing how is used the Bilingual dictionary for learning vocabulary in class, the teacher considers that students do not know how

use a common Spanish Dictionary in a correct way; much less how to use a bilingual English Spanish Dictionary. They were not taught for using this important tool from the low levels. For that reason, many times the students are left with many concerns when looking for a word in the dictionary.

The principal reason of this research is to analyze how students use the Bilingual Dictionary for vocabulary acquisition, to recognize the common mistakes that students have when using this important resource in the development of learning vocabulary.

1.3.Problem Formulation

How is used a Bilingual Dictionary in the development of learning vocabulary in the English class?

1.4. GuidingQuestions.

- In what cases does the student use a dictionary?
- What techniques does the teacher apply when using a Bilingual Dictionary in the process of vocabulary acquisition?
- How often do students use a dictionary in class?

1.5. Objectives

1.5.1. General Objective

To analyze the use of a Bilingual Dictionary in the development of learning vocabulary in the English class.

1.5.2. Specific Objective

1. To observe how students use a dictionary in class.
2. To recognize in which cases students use the dictionary.
3. To describe the techniques teachers use at the moment to employ a Bilingual Dictionary for enhancing the students' vocabulary.

1.6. Justification

The present research work was developed with the purpose of improving the teaching - learning process in the area of foreign language, since it was essential to know the use that the students gave to the Bilingual Dictionary. An instrument stigmatized for a long time. But it has not stopped being used in English classes. That is why the project is aimed at finding the errors that students have when using it.

This work is important because for its analysis an observation sheet was developed where students and the teacher could participate during a regular class. It is necessary to emphasize that the researcher was the designer of the tools to collect the information for that study. The researcher could observe how the students used the Bilingual Dictionary when learning vocabulary in class.

When collecting the information it was obtained that the students do not really know how to use a Bilingual Dictionary, and with that delaying the proper process of the English class. The participants were the students of the Séptimo Año de Educación General Básica “B”.

Universidad Nacional de Chimborazo was the fundamental pillar to prepare the researcher to analyze the use of Bilingual Dictionaries in the Unidad Educativa “Fe y Alegría”, Institution that collaborated in the best way to be able to complete this study. The researcher has the necessary capacity to face the problem, and there is academic feasibility.

Chapter II

THEORETICAL FRAMEWORK

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

The bibliographical research on the analysis of the correct use of Bilingual Dictionaries in the development of learning Vocabulary of English Language, on Latin American and global level, investigative evidence has not been found.

At Universidad Nacional de Chimborazo, there is not a research with similar or the same topic, so this work is original and unpublished.

2.2. Theoretical Foundation

Vocabulary as "the building block of language" (Schmitt, Schmitt, & Clapham, 2001, p.53), is considered by some to be "the single most important aspect of foreign language learning" (Knight, 1994). Learners also regard learning vocabulary as one of the most important and at the same time difficult aspects of learning a language (Laufer, 1986). Yet, for a long time, this aspect of language research was largely neglected (Harlech-Jones, 1983; Laufer, 1986; Read, 1988). According to Laufer (1986), the majority of researchers studied grammar and phonology as these were more amenable to making generalizations in contrast with vocabulary, which does not lend itself so easily to making abstractions and generalizations. However, there has recently been a renewed emphasis on the importance of lexical knowledge and vocabulary acquisition research (Herman, 2003; Jones, 1995; Laufer, 1986; Read, 1988; Zareva, 2005). Bachman (2000) speaks of the revival of vocabulary acquisition research and is hopeful that this will result in "new insights into the nature of vocabulary and a broadened view of its role in language use" (p. 9). In fact, there have been so many researchers turning their attention to vocabulary that according to

Zahar, Cobb and Spada (2001), this line of research is no longer the "neglected area" that Meara (1980) spoke of.

Dictionary

A dictionary is a reference book containing the words of a language usually alphabetically arranged, with information on their forms, pronunciations, functions, meanings, etymologies, spellings and idiomatic uses.

Dictionary-using

Being able to use a dictionary is obviously not an end in itself. We use a dictionary in order to understand what someone has said to us, or what we are reading, or we use it in order to be able to express what we want to say or write; that is, a dictionary is an aid to communication.

However, filling one's immediate communication gaps is not equivalent to permanent vocabulary acquisition. Our aim in teaching our students how to consult dictionaries to their advantage is to make it also a language learning tool, above all a vocabulary learning tool.

At the intermediate level vocabulary teaching will have to concentrate on increasing the size of the lexicon, on its differentiation and on building up the meanings of words. At the advanced level, idiomaticity and collocations, in addition, will have to be given special emphasis. Of course, this is being done at present, and in the explicit teaching of synonyms, antonyms and whole word fields vocabulary differentiation has received greater attention in recent years. But the poor vocabulary command of most pupils and students is ample evidence that this is not enough.

Bilingual Dictionaries

Bilingual dictionaries are popular among learners at all levels (Atkins & Varantola 1998; Baxter 1980), and research supports their use for both reading comprehension and vocabulary learning. Lower proficiency learners show improved reading comprehension from using bilingual dictionaries (Knight 1994), and learners of all proficiency levels can use them to learn vocabulary (Hulstijn, Hollander, & Grenadius 1996; Knight 1994). While less proficient learners tend to use bilingual dictionaries to look up totally unfamiliar words, advanced learners are more likely to use them to confirm their understanding of partially known L2 lexical items (Atkins & Varantola 1997; Hulstijn 1993; Knight 1994). Despite these positive findings, some native speaking English teachers have reservations about the use of bilingual dictionaries. Some learners may use translation as a part of a low effort strategy designed to ‘just get by’ rather than deeply processing the language. Learners with poor language proficiency who rely on translation are less able to accurately transfer L1 information to L2 contexts (Prince 1996). However, the issue here is not that students should avoid translation; learning L1 equivalents is a necessary and efficient means for initial learning of new L2 vocabulary (see Nation 2001 pp. 207- 302 on studying decontextualized vocabulary by using word cards). One-to-one word translation is an effective first step in developing word knowledge; however, it must be followed by activities that expand word knowledge beyond the translation stage.

Use of bilingual dictionaries

According to Baxter (2009:44) the continuous and extended use of bilingual dictionaries slows down a student’s vocabulary development. However, Summer (1993:116) argues that

dictionaries can be valuable tools in vocabulary acquisition when properly used. Garner (2009) suggested the following ways of helping learners to remember previously learned words.

- Spend time on a word by dealing with two or three aspects of the word, such as its spelling, pronunciation, parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.
- Get learners to do graded reading and listening to stories at the appropriate level.
- Get learners to do speaking and writing activities based on written input that contain the words.
- Let learners do prepared activities that involve testing and teaching vocabulary such as; Same or different? Find the difference, word and picture matching.
- Set aside time each week for word by word revision of the vocabulary that occurred previously.
- List the words on the board.
- Break the words into parts and label the meanings of the parts and suggests collocations for the words.

Garner (2009) proposed vocabulary teaching methods that concentrate on input that focuses on the meaning of vocabulary items and pronunciation that explains how the language operates. He also proposes teaching strategies that allow students to learn vocabulary independently through intensive reading.

It is important for teachers in the English for Academic Purposes ESL classroom to focus on the complexity and quality of the semantization process in order to enhance the organizational structure of the learners' lexicon. Effective vocabulary teaching strategies enhance word

retention, broaden the depth and breadth of word knowledge and therefore expedite the vocabulary development of the English language learner. (The above references on various vocabulary teaching methods were all cited in Herrel (2004).

Important characteristics of Bilingual Dictionaries

Equivalents. The basic task of a bilingual dictionary is to provide L2 equivalents of LI items in the L1-L2 part and LI equivalents of L2 items in the L2-L1 part. The equivalents should be of an insertable kind, i.e. capable of being used in actual texts and, preferably, monolexic (Akhmanova 1975: 127). Moreover, the equivalents proposed should be carefully selected closest possible ones rather than cross-linguistic (near) synonyms "freely thrown about" (Lieberman 1984: 285). Definitions are allowed only with "equivalentless" lexis. It has however been suggested that even these should be formulated in such a way (i.e. abbreviated) as to be substitutable (Wawrzyńczyk 1985: 215), a suggestion which ignores the common ways of referring to foreign realia - which such untranslatable items typically represent - in actual texts. In view of the fact that one-to-one lexical correspondences across languages are rare, use should be made of meaning (sense) discriminations. In a bidirectional dictionary (see below) these should be given in the source language and for every discrete meaning in the target language (Traupman 1981-82 : 162).

Directionality. A two-language dictionary is monodirectional if it serves the needs of the native speakers of one of the two languages. It is bidirectional if it attends to the needs of the speakers of both languages. Thus, the L1-L2 part of a bidirectional dictionary would be a reading dictionary (for decoding texts in the F L) for the native speakers of L2 and a writing dictionary (for encoding texts in the F L) for the speakers of LI. The L2-L1 part, in turn, would be a reading dictionary for speakers of LI and a writing dictionary for speakers of L2 (cf. Steiner 1984: 173).

However, owing to the different nature of the reference needs associated with the receptive and productive language skills it is more convenient for the users to have two sets of monodirectional dictionaries (four parts in all) than two bidirectional ones. The idea is not a new one and the argument is well known (cf. Steiner 1986 for an excellent recent exposition). What is really at issue in all discussions of this question (cf. e.g. Gold 1979: 157, Stavrou 1967: 113, 118) is the extent to which the reference needs associated with the productive skills are satisfied by published dictionaries. It turns out that, at best, only token attention is paid to them (e.g. Liberman 1984: 281). What we typically get in two-way bilingual dictionaries are, basically, a reading L1-L2 dictionary for speakers of L2 and a reading L2-L1 dictionary for speakers of L1 which, conveniently for the publishers, makes them saleable on two markets. It is still something of a curiosity that E. Wilson's English-Russian dictionary, which has "for English speakers" in the title (cf. Benson, in this volume), is on sale in the Soviet Union, where it was actually printed (Ryan 1985: 281).

Reversibility. Adequate lexicographic treatment of two languages requires that a bidirectional bilingual dictionary be made up of two complementary parts (Gold 1985: 311 ff., Frink 1985: 197). This is achieved by following the principle of reversibility: everything that appears on the right-hand side of the L1-L2 part should reappear —as far as the structure of the two lexicons allows - on the left-hand side of the L2-L1 part. Disregarding inconsistencies of the kind mapmaking = Kartographie but Kartographie = cartography (Liberman 1984: 285), whenever the principle is applied, the implication is that the dictionary is monodirectional, despite the editor's claim to the contrary (Gold 1982 *passim*). What we often get is a pair of dictionaries of which the L2-L1 part is noticeably larger and more complete than the L1-L2 part (Kao 1975: 88 , Lansing 1984: 84), a situation that is not all that unjustified in monodirectional dictionaries (pace

Frink 1985: 197) in view of the different nature of the receptive and productive needs (cf. Tomaszczyk 1981). The principle is said to be inapplicable in the case of equivalentless lexis (Gold 1982: 250 n. 2; see however Gold 1985 : 319 n. 2 and Tomaszczyk 1983: 48 ff.). It may also not be followed when the L2 equivalent of an LI item is much less frequent (Lieberman 1984: 285, Gold, op. cit.) Finally, entries are not reversed when one part of the dictionary (obviously monodirectional) is meant to be more prescriptive than the other (Gold, op. cit. both references). In such a dictionary e.g. the four-letter words etc. could be entered in the L2-L1 part but their equivalents could be euphemized, and they would not be entered in the L1 - L2 part (cf. Dennis 1985: 317).

Alphabetization. If a piece of information is qualified for inclusion in a dictionary, it should be entered in a place appropriate for it in the alphabetical order to enhance the retrievability of the information sought by the users (Gold 1982: 243). This means that the types of information traditionally presented in the form of lists and tables as appendices should be scattered all over the dictionary proper. This applies e.g. to numerals, proper names and their derivatives, and abbreviations (cf. also Gold 1973: 26 , Stavrou 1967: 113). The requirement precludes the listing of e.g. German compounds within the main entry articles for base words, so that e.g. Herdplatte does not appear before Herde or beinhalten before Beinschiene (Lederer 1985: 417, Hoffiday 1983: 93). The space-saving practice of listing compounds in the article for the base is particularly confusing for the beginning learner who may not know a compound from a noncompound. The principle also requires that related but formally different items be entered in the appropriate place in the alphabetical list and cross-referenced with the base. This applies e.g. to suppletives (go-went) and to alternations of the type goose-geese. Where tone is distinctive, as in Cantonese, both alphabetical and tonal order should be observed (Kao 1975: 77).

Retrievability. For most people, dictionary buffs aside, looking things up is something they prefer to avoid if they can get away with it, and having to consult a dictionary several times to locate a single piece of information is particularly frustrating. One case in point are multiword lexical units, including idioms and set phrases as well as collocations (cf. Gates, Moon and Nuccorini, in this volume). A reasonable solution is to enter such items under all major constituents. They can then be glossed under the first component and cross-referenced at the others (Gold 1985: 313, Boguslawski, forthcoming). Location of information can be considerably facilitated by clear organization of the dictionary and transparent entry layout. Very useful is the use of different, easy to read kinds of type, conspicuous spacing (including separation — within entries - between nominal, adjectival, etc. uses), and easily decipherable symbols and abbreviations, all listed and explained in the front matter or on front and back inside covers (cf. e.g. Nelson 8 5 : 320, Holliday 1983: 93 , Yang 1985: 408 , Lewicka 1981 : 113). In particular, it is suggested that — to avoid confusion - different kinds of gloss, i.e. ready translation equivalents, approximate (abbreviated) definitions, and full definitions and paraphrases be clearly distinguished (Gold 1979 : 156). In addition to ready location of the information sought, retrievability involves unambiguous interpretation of the information found. One pertinent problem here, which has yet to be solved, is distinguishing between the metalinguistic and nonmetalinguistic or (and their equivalents in other languages) as well as commas and slashes (Gold 1982: 23 4 f.). Much easier to implement is the proposal that explanations, definitions and illustrative examples - even if abbreviated — be written in "normal" language (no telegraphese, no ellipsis, etc.)(Gold 1986: 305).

Redundancy. To be an effective tool, a dictionary must be both informative and concise which, obviously, it cannot be, not at the same time (cf. Mithun 1978: 81). While insisting that a

measure of redundancy is most desirable (e.g. Alexander 1975: 134), the reviewers suggest various ways in which space can be saved so that the dictionary does not become too large to handle. Desirable redundancy includes ample, though carefully selected illustrative material (Lieberman 1984: 286); cross-referencing of related items; in the case of rare items, provision of explanations in addition to ready equivalents so that the user does not have to consult an encyclopedia when the native language equivalent is as unfamiliar as the foreign language word (Gold 1986: 306); in the case of inflected languages, provision of exhaustive grammatical information indexed with appropriate tables in appendices (Zgusta 1986: 314); inclusion of compounds and other multiword units even when their meaning may be obvious (because the user may not be sure of their exact form) (Haugen 1967: 562); repetition of meanings under different related entries rather than the incessant use of 'see' (Remillard 1985: 413). Space can be saved by excluding derivatives generated by regular processes which involve no spelling, meaning, or usage irregularities (Sehnert 1971 : 174), and by eliminating all kinds of deadwood such as easily recognizable cognates (Pillwein 1966: 105) or examples that do not exemplify anything (Stavrou 1967: 120).

Coverage. The usefulness of small and medium size dictionaries being taken for granted, it is the very large tomes that command respect (cf. Gabroväek 1986: 299, Nehls 1977: 165). But the enthusiasm for large dictionaries is by no means unqualified. In particular, quite a few of the reviewers object to the inclusion of excessive numbers of technical and scientific terms (e.g. Traupman 1980—81: 163, Sehnert 1971: 174, Lewicka 1981: 113). A possible solution is to include only those of the specialized items which can be presumed to be in reasonably widespread use, or at least known to a large segment of the educated lay public (Traupman 1980-81: 163). The compilers of no modern dictionary involving languages such as English, German,

or Spanish think they can afford to ignore their major national varieties. The increasing attention given to them in recently published dictionaries — duly highlighted in the promotional material — is welcomed by all reviewers. But if the treatment of AE vis-à-vis BE (when English is the target language) is found to be far from satisfactory (e.g. Traupman 1980—81: 163 f.), the situation appears to be quite dramatic in the case of Latin American varieties of Spanish (Gold 1982: 241). It is evident that adequate treatment of varieties in dictionaries, in whatever form, requires extensive (socio-)linguistic research (Gold 1979: 155). Almost all of the reviewers favour the inclusion of obscenities etc. because such items are as much part of language as anything else (e.g. Sehnert 1971 : 173). If entered, they should be carefully labelled and provision of parenthetical explanations is found especially useful (Remillard 1985: 413, Vines 1985 : 92). The one reviewer who opposes the inclusion of offensive vocabulary (Akhmanova 1975: 131) argues that not only are such items not part of the standard language but, in order to learn to use them appropriately, one has to internalize an amount of sociocultural knowledge that no dictionary of the traditional kind can ever convey.

Currency. The usefulness of items of historical and literary interest being generally recognized, it is the inclusion of the most recent additions to the lexical stocks that is often used as a test of the dictionary's excellence. Even though the reviewers do not make the latest items sound nearly as important as do the blurb writers and actually advise lexicographers not to overemphasize the latest neologisms at the expense of the established vocabulary (e.g. Benediktsson 1969: 85), it is considered the lexicographer's obligation to keep abreast of lexical developments in both languages and to record them, an absolute must with dictionaries involving languages such as Turkish, where the rate of lexical change is particularly fast owing to mass-scale replacement for foreign material with native element (Dubiriski 1978 : 282). The results of on-going language

watching and analysis should be made available to the public every decade, if not at shorter intervals, in the form of a thoroughly revised edition (Jankovsky 1977: 37 9 and 1974: 604). For the updating to be done properly, the lexicographer must not rely exclusively on secondary sources but should resort to field work and native informants (e.g. Köhler 1979: 156).

Reliability. What makes reliability critically important is that, with the exception of language professionals — who know better but still expect it — the average dictionary user simply takes it for granted (cf. Koekkoek 1981 : 533). The reliability of a dictionary can be greatly increased if its makers adopt a set of clearly defined principles and adhere to them consistently throughout the work. It is also recommended that both the general principles and the more particular practical solutions be explicitly stated in the front matter. Finally, native speakers of both languages, at least some of whom are bilingual in both, should collaborate on the projects from start to finish (e.g. Gold 1973: 30).

2.3. Definitions of Basic Terms

Dictionary.- A book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage.

Bilingual. - Text written or conducted in two languages.

Vocabulary. - The body of words used in a particular language.

Learners. - A person who is learning a subject or skill.

Tool.- A thing used to help perform a job.

Language.- The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

Strategy.- A plan of action designed to achieve a long-term or overall aim.

Technique.- A skilful or efficient way of doing or achieving something..

Chapter III

METHODOLOGICAL FRAMEWORK

3.1. Type of Research

This is a qualitative research because it refers about the human behavior and his or her interaction with the environment in real situations. Especially, in the educational field, where the students' performance is analyzed with their environment, but in a profound way since each individual is a different world. It is also referred to in the description of the actions, since there are factors that can not be interpreted numerically.

3.2. Level of Research

This research is exploratory because it provides greater emphasis and understanding of the problem. It is suitable for the examination of unknown topics, interesting or little studied. This research is also characterized by being flexible and lacking a formal structure.

3.3. Research Design

This study will focus in qualitative method because it is centered in the behavior of the students.

This research was ethnographic because it is based on the literature review, taking into account that the experience was obtained through participation, where the researcher was totally immersed in the activities of the problem.

This research was done with the students at Séptimo Año de Educación General Básica "B" at Unidad Educativa "Fe y Alegría", in the city of Riobamba, Chimborazo province during an English class.

3.4. Population and sample

The population was the 38 students at Séptimo Año de Educación General Básica "B" at Unidad Educativa "Fe y Alegría", in the City of Riobamba, Chimborazo province. This population was chosen because the students presented a series of problems when reading written texts with a

basic vocabulary and when using the bilingual dictionary, they could not find the words of a fast and effective way.

3.5. Procedure

This research consists of four phases:

Preparatory Phase: At this stage I considered the selection of my research topic. I took into account some of the shortcomings of the Seventh Year of Basic General Education "B" at Educational Unit "Fe y Alegría", they had very little knowledge of vocabulary, which is very important to learn English. They had Bilingual dictionaries but did not use them or used them in an incorrect way. Once I identified the problem, I read the literature about the research problem. This helped me to be very clear about what information I needed.

For the definition of the problem, I had to define it in levels: macro level, meso level, micro level. For the macro level I had to investigate several aspects of the main scenery, Unidad Educativa "Fe y Alegría". For the meso level, I proceeded to investigate the Séptimo Año de Educación General Básica "B" and at the micro level I defined the problem which is the use of bilingual Dictionaries for developing vocabulary learning in the English class. At the macro level of the research, I conducted an interview with an authority of the institution. The ethnographic method was used for collecting information by observing the teacher and students in one of their daily activities to learn vocabulary.

"Fe y Alegría" is a Popular Education Movement and Social Promotion, which promotes the formation of new men and women, aware of their potential and the reality that surrounds them. Therefore, this is concerned with the preparation of its students, including in the area of Foreign Language, specifically English.

The researcher had access for the realization of the present project for her practice training and for the support of authorities, the English teacher and the students, which contributed to the realization of the project.

The contact with the participants was direct, face to face. The authorities granted the authorization. Then I went to ask the teacher's help, which was accepted with pleasure. In addressing the students, I proceeded to explain the procedure for recording the information.

My participation as a researcher was non-participatory, I applied open observation. For the observation of the Institution I applied an interview. Following this, I observed in detail the course and students of the Séptimo Semestre de Educación General Básica “B”.

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 mistakes that students have when use a Bilingual dictionary for the development of the vocabulary learning in the English class.

The information needed was about general school data, such as school funding, student capacity, number of teachers, etc. And another very important point was also the information of the students of the institution, specifically the Séptimo Año de Educación General Básica “B”. (See attachente N ° 1) This study is about the use of the Bilingual Dictionary for the development of the vocabulary learning in the English class.

The data that respond to this concern are the guidelines for correctly using a bilingual dictionary

Data were obtained from the observation of the English teacher and students.

Observation was indispensable for data collection. Tally sheet was the instrument. A survey was also used to collect general information. These were closed answers.

The researcher was present during an English class. The information was obtained from the observation of a usual class of vocabulary. The researcher used a tally sheet to collect information.

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.

Chapter IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Analysis and interpretation of results

Tabla 1. Analysis and interpretation of results

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	CONTRAST WITH THEORY
To observe how students use a dictionary in class.	Alphabetical order	<p>The students knew by logic that the dictionaries are ordered in an alphabetical way, since they have used dictionaries in their language of origin in this case the Spanish language. But they did not know in the English language the letter "ch" does not exist that in Spanish if there is. Then they had many doubts when using the alphabetical order.</p>	<p>If a piece of information is qualified for inclusion in a dictionary, it should be entered in a place appropriate for it in the alphabetical order to enhance the retrievability of the information sought by the users (Gold 1982: 243). This means that the types of information traditionally presented in the form of lists and tables as appendices should be scattered all over the dictionary proper. This applies e.g. to numerals, proper names and their derivatives, and abbreviations (cf. also Gold 1973: 26 , Stavrou 1967: 113).</p>
	The kind of words	<p>The equivalents of each of the words must exactly match both the source language and the target language; this will allow meeting the needs of the students.</p>	<p>The basic task of a bilingual dictionary is to provide L2 equivalents of LI items in the L1-L2 part and LI equivalents of L2 items in the L2-L1 part. The equivalents should be of an insertable kind, i.e. capable of being used in actual texts and, preferably, monolexemic (Akhmanova 1975: 127).</p>

			<p>Moreover, the equivalents proposed should be carefully selected closest possible ones rather than cross-linguistic (near) synonyms "freely thrown about" (Lieberman 1984: 285).</p>
<p>To recognize in which cases students use the dictionary.</p>	<p>When students find a new unknown word</p>	<p>Students find several unknown words in each English text. But the students do not search this words in the right moment, they wait to find more words for searching them . But they forget the words or they get bored and just have many gaps in vocabulary acquisition.</p>	<p>Garner (2009) suggested the following ways of helping learners to remember previously learned words.Spend time on a word by dealing with two or three aspects of the word, such as its spelling, pronunciation, parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.</p>
<p>To describe the techniques teachers use at the moment to employ a Bilingual Dictionary for enhancing the students' vocabulary.</p>	<p>Teacher provides guidance for using the dictionary.</p>	<p>The use of different resources when teaching English is essential; the teacher uses the text and not very often other didactic resources like cards or pictures. The interaction of the students is null when they learn vocabulary.And students do not receive motivation for using the Bilingual Dictionary during the English class.</p>	<p>Garner (2009) suggested to the teachers motivate to: Get learners to do graded reading and listening to stories at the appropriate level. Get learners to do speaking and writing activities based on written input that contain the words. Let learners do prepared activities that involve testing and teaching vocabulary such as; Same or different? Find the difference, word and picture matching.</p>

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- One of the main problems of students when using a Bilingual Dictionary is that students do not know how to search for words in a correct and orderly way, for example in an alphabetical order, since they have never before received a guide to understand the different texts presented in class.
- Students do not search the word in the right moment. They prefer to avoid the unknown word when it is finding. They prefer to accumulate several words but it is counterproductive because the words can be forgotten.
- A major problem for students is that they have not received adequate guidance from the teacher to be able to use the dictionary in a correct way within the English class, they simply use it for trying to understand and other students simply do not carry it because they do not think it necessary to this important tool.

5.2 Recommendations

- Teacher should teach to the students to use the Bilingual Dictionary in a correct way for obtain magnificent results. Searching the words in an alphabetical way.
- Students should search the words in the instant that they find the unknown words. In this way, they would not have dudes in the written texts.
- The English teacher should motivate to the students providing a good guide for using a Bilingual Dictionary. This will help the proper process of the class when students use this important tool.

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ATTACHMENTS

ENCUESTA A NIVEL MESO UNIVERSIDAD NACIONAL DE CHIMBORAZO Hoja de encuesta

Objetivo del instrumento: Registrar información del nivel meso para proyecto de investigación.

Señor estudiante, por favor, llene la encuesta que se expone a continuación con el objeto de contar con información para proponer un proyecto de investigación. No necesita escribir su identificación, ya que es anónima para disponer de datos más reales. La sinceridad en las respuestas es muy importante. Gracias por su colaboración.

Nombre de la Institución: _____

Curso: _____ Paralelo: _____

Marque con una **X**.

- Usted asiste a la jornada estudiantil:

matutina ____ vespertina ____

- Su origen es:

de la ciudad ____ Rural ____

- Su género es:

Masculino ____ Femenino ____

- Ud. vive con:

Padre y madre ____ Padre ____ Madre ____ Familiar ____ Otro ____

- Tiene celular Sí ____ No ____

- Número de miembros de la familia: _____

- Vive en casa:

Propia ____ Arrendada ____

- Ocupación del padre _____

- Ocupación de la madre _____

- Los recursos económicos para la casa provienen del trabajo de:

Padre ____ Madre ____ Ambos ____

- En la casa tiene:

Libros ____ Internet ____ Computadora ____

- En la casa tiene un lugar específico para estudiar

Sí _____ No _____

- Los tipos de problemas que tengo en el curso son: (marque los que crea que le afecten):

Relaciones con los compañeros ____

Relación con el profesor ____

Relaciones familiares ____

Bajo rendimiento en las asignaturas ____

- Me considero un alumno:

Excelente ____ Muy bueno ____ Bueno ____ Regular ____ Malo ____

- Su promedio general en las materias es: (de 1 a 10) _____

- Para Inglés me considero:

Excelente ____ Muy bueno ____ Bueno ____ Regular ____ Malo ____

- Le gusta aprender inglés Sí ____ No ____

- Cuáles son sus intereses:

Salir con sus amigos y amigas ____

Sus estudios ____

Deportes ____

Leer ____

Ver televisión ____

En qué ocupa el tiempo libre:

Estudiar ____

Hacer deporte ____

Chatear ____

Dormir ____

Ver televisión ____

Descansar ____

- Cuánto tiempo dedica por día para ver televisión:

_____ horas

- Navegar en Facebook:

_____ horas

Gracias por sus respuestas que serán de mucha ayuda para el proceso investigativo.