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GRADUATION SEMINAR

Topic:

The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

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To God, our family, friends and church members. We will always appreciate all what they have done for us.

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1. Abstract

This research looks at the work of teachers and the role of materials related to the teaching-learning process and education issues in terms of vocabulary development. It draws upon mostly educational sources including important studies and quotes of authors such as: Krashen, Schmitt, Wallace, Wilkins and others. This project involves discovering how vocabulary has a stronger importance and influences language learning-acquisition than it is taught sometimes. This research highlights the effect of the teaching materials used by English teachers to develop students' vocabulary. This has been done by examining different theories, approaches, strategies, activities and materials regarding vocabulary. Also, the purpose of this research is to provide primary school teachers with some suggestions on the appropriate use of teaching materials to teach vocabulary. Moreover, these suggestions would help teachers to select the correct didactics resources that support English learners to learn new words and build school success.

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1. Introduction

This thesis research has its main focus in the field of education, related of course, with the teaching of English language. Since the teaching process has an incredible amount of educational materials that support and strengthen the development of students' skills, we wanted to emphasize those materials that facilitate the learning of vocabulary. Specifically, the present research addresses the use of teaching materials, designed to develop the vocabulary of elementary students, and it is mentioned of course, many authors and theories. Although, many teachers make use of all possible tools to achieve their educational goals, many others leave out not only the media, but also obviate its importance. Through this thesis are exposed not only different teaching materials, but also strategies and activities linked to teaching vocabulary, which can help language teachers to build a clearer perspective on how to use the resources around them to achieve in students meaningful and creative learning.

When it comes to vocabulary, people think about an extensive set of individual words, which is not far from reality. However, it involves much more than that. Regarding vocabulary, we can also include idioms, expressions, chunks or lexical phrases. In addition, students are able to communicate successfully with others when they have enough words to express themselves. Otherwise, possessing an extensive vocabulary or learning a limited one, but in the most significant way, makes a difference in the cognitive process of a student.

As language skills are gaining more and more strength within the set of knowledge, vocabulary acquisition-learning is vital in the learning process as well. Understand, manage and acquire vocabulary, might be crucial, even above another sub skill or ability, and it could represent the key to the understanding of children and what allow them to understand what they hear and read in school. Therefore, vocabulary can build scholastic success. In order to support this thought many ideas and author's theories are exposed in this research, which pursues to analyze the effect of the materials mentioned before, in teaching vocabulary in the English language.

2. Problem:

The inadequate use of teaching materials used by English teachers affects students' development of vocabulary.

Research topic:

The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

3. Justification

The purpose of this research is to provide primary school teachers with some suggestions on the appropriate use of teaching materials to teach vocabulary. Moreover, these suggestions would help teachers to select the correct didactics resources that support English learners to learn new words. In addition, it is important to be aware about how young learners acquire vocabulary, for years the popular methodology for learning a second language was to focus on grammar and sentences first and then on vocabulary. It is essential that English teachers be aware about the language based on the concept of building a solid vocabulary before make use of grammar and sentences instructions. Also, it is important to know about which type of learning materials are appropriate to apply regarding teaching vocabulary and which are the best ones? There are different sorts of learning materials available for English teachers such as: dictionaries, pictures, postcards, video tape, internet and so on. This type of teaching materials facilitate when students are learning a new word. When Young learners are learning a new word they combine their understanding of how it is used in the language. Furthermore English teacher must to know the different approaches to teaching vocabulary. For example, the total physical response is an useful approach to teaching vocabulary; it involves write the words on little cards and then start to give commands using the word already studied. There is another traditional approach called the grammar translation method that focuses on learning the grammar rules and their application in translation text from one language to another. Teaching materials and the approaches play an important part in the field related with teaching vocabulary. It is important that English teachers choose the appropriate materials that must be designed carefully to introduce new words and that meets the best requirements to achieve the teacher's goals. The use of teaching materials and approaches has an impact in the learning environment, also facility the students' ability to concentrate. So, it is important that students feel comfortable with their learning environment to get new vocabulary knowledge and comprehension in words. For these reasons this research will be conducted in the effect that the misuse of teaching materials has in order to teach vocabulary.

4. Research questions

This research paper is guided by the following research questions:

1. What are some approaches used by the teacher to teach vocabulary?
2. What are the strategies used by the teacher in the classroom? What strategy is the most effective?
3. What are the effects of the inadequate use of teaching materials on vocabulary?
4. Is the teacher's materials use efficient in the teaching-learning process of vocabulary?
5. How vocabulary development is important during the learning second language process?

5. Objectives

5.1 General Objective:

To analyze the effect of the teaching materials used by English teachers to develop students' vocabulary.

5.2 Specific objectives:

- To describe the teaching materials used by English teachers to teach vocabulary.
- To identify the approaches applied to teach vocabulary.
- To suggest some methodological strategies and resources for enhancing vocabulary.

6. Theoretical framework

6.1 Teaching vocabulary

6.1.1 The Primacy of Vocabulary

Several linguists have argued that vocabulary is crucial to language learning, and some would even argue that vocabulary plays a more important role than grammar. Wilkins (1972) for example, states that “vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas”. He further adds that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Similarly, this statement reflects the experience with different languages; even without grammar, with some useful words and expressions, which can often manage to communicate, you can improve your language “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. Moreover, in our experience we consider you can say very little based on grammar, but you can say almost everything with words. In like manner, Lewis (1993) mentioned “lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

In everyday conversation we speak of vocabulary in the singular; we speak of a person’s vocabulary. This is actually an oversimplification. *The American Heritage Dictionary* defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore something to be taken into consideration both in second and foreign language teaching although not the only one that conveys meaning. There are others elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the sound of non-vocal, phoneme such as kinesic and proxemic features.

Students often instinctively recognize the importance of vocabulary to their language learning. Moreover, they hear and read in school; and succeed in make successful communication with other people. For this reason it is very important for them to quickly build up a large store of words. For example, Lewis (1993) mentioned “lexis is the core or heart of language”.

Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary and learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As a result, vocabulary learning is a vital part of education. As part of the language arts, it is considered a CORE subject in formal education. Vocabulary can be built chiefly by two methods: reading and formal vocabulary drill and practice. Obviously, reading is an exercise that has its own rewards, and many students are motivated to enjoy it as a pastime. However, formal vocabulary building is usually not viewed as a “fun” task and is typically left in neglect.

It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition, to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. *The Report of the National Reading Panel* (2000), for example, concluded, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge”.

Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true, McCarthy(1990) insisted “no matter how well the students learns grammar, no matter who successfully the sounds of l2 are mastered without words to express a wide range of meanings, communications in l2 just cannot happen in any meaningful way”.

Nevertheless, in spite of the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspect of learning a second language. This lack of attention is not only characteristic of older grammatically syllabuses but of more recent communicative approaches.

Our students need to be aware of the importance of these elements because there is a tendency to concentrate on grammar, paying little attention to vocabulary. Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction. However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention. Therefore, vocabulary together with grammar rules acquisition plays significant role in foreign language teaching.

6.1.2 Expressive, Receptive and Oral Vocabulary

It seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and *literate vocabulary* refers to the combination of our reading and writing vocabularies.

1. **Receptive Vocabulary** includes 10 plates, each showing six full-color photographs relating to a particular theme (animals, food, etc.). The examiner reads a series of five to eight words, one at a time. After each word, the examinee chooses one of the six photos that go with the stimulus word. When he or she misses two words in a row, the examiner introduces the next plate.

2. **Expressive Vocabulary** includes 25 words related to the themes used in the Receptive Vocabulary Subtest. The examiner simply asks the individual to define these words, one at a time. Because basals and ceilings are used, the test can be given quickly.

All words used in the subtests represent familiar, everyday objects or concepts, and all are appropriate for both children and adults.

6.1.3 Principles of learning and teaching vocabulary

Many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace, the principles are:

What is to be taught, which words, how many they need to learn?

Target vocabulary should respond students' real needs and interests.

Frequent exposure and repetition.

Meaningful presentation.

Clear and unambiguous denotation or reference should be assured.

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. Furthermore, knowing a word involves knowing its form and its meaning at the basic level. According to Harmer (1993): Meaning, relate the word to an appropriate object or context and usage the knowledge of its collocations, metaphors and idioms also style and register (the appropriate level of formality), it is important to be aware of any connotations and associations the word might have.

6.1.4 How Words are Remembered

Unlike the learning of grammar, which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. And during the process of teaching and learning vocabulary an important problem occurs: How does memory work? Researchers into the workings of memory distinguish between the following systems.

- short– term store

- working memory

- long– term memory

- Short - term store

Short-term store: is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in repeating a word that you have just heard the teacher modeling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate words into long - term memory they need to be subjected to different kinds of operations.

Working memory: Working memory means focusing on word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and/or can be downloaded from the long- term memory. Material remains in working memory for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round around again. It assures the short- term store to be - 12 - kept refreshed. The ability to hold a word in working memory is a good predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign languages is.

Long-term memory: can be seen as kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has an enormous capacity and its contents are durable over time. However, to ensure moving new materials into permanent long-term memory requires number of principles to be followed.

6.2. Practicing Vocabulary

There are particular tips and strategies which will help with a particular emphasis on presenting and practicing stages of teaching vocabulary.

6.2.1 Vocabulary Learning Strategies (VLS)

In the process of investigating and classifying LLS, some studies indirectly involve the strategies specifically applicable to vocabulary learning. Nevertheless, studies on VLS in the early stage tend to focus on a limited number of strategies, such as guessing from context research by Huckin (1993) supports that and certain mnemonics like the Keyword method. More thorough and in-depth studies by Schmitt (1997) which look at VLS as group are in need to contribute to a more comprehensive taxonomy of VLS.

A large-scale study on Chinese university learners' VLS was carried out by (Gu & Johnson, 1996). 850 sophomore non-English majors participated in the survey by filling out a questionnaire composed of three sections: Personal Data, Beliefs about Vocabulary Learning, and Vocabulary Learning Strategies. Researchers correlated responses to the questionnaire with results on a vocabulary size test and a general English proficiency measure. It was found that there were significant positive correlations between the two metacognitive strategies (Self-Initiation and Selective Attention) and the two test scores, whereas mnemonic devices (e.g. imagery, visual associations, and auditory associations), semantic encoding strategies, and word list learning probably correlated highly with vocabulary size, but not with general English proficiency. In a multiple regression analysis, the two metacognitive strategies also emerged as positive predictors of both general English proficiency and vocabulary size.

Nevertheless, the second best predictor of vocabulary size, namely Dictionary Looking-Up strategies, did not rank comparably high as a predictor of general English proficiency. Likewise, variables such as extracurricular time spent on English, intentional activation of new words learned and semantic encoding, seemed to play a role in predicting vocabulary size but not in overall English proficiency. The findings according to (Gu & Johnson 1996) "students would benefit more if they aimed at learning the language skills rather than just remembering English equivalents of all Chinese words" (p. 659) Another point to be noted

in the study is that Visual Repetition and Imagery Encoding were both strong negative predictors of vocabulary size and English proficiency, implying that learners probably should not depend too much on visual repetition or fanciful imagery techniques when committing words into memory.

In order to address this gap, Schmitt (1997) attempted to propose as exhaustive a list of VLS as possible and classify them based on one of the current descriptive systems. He primarily referred to Oxford's (1990). (huckin, 2005)

Classification scheme and adopted four strategy groups (Social, Memory, Cognitive, and Metacognitive) which seemed best able to illustrate the wide variety of VLS. Social strategies involve learners using interaction with other people to facilitate their learning. Memory strategies consist of those approaches helping relate new materials to existing knowledge system. According to Oxford (1990), skills which require "manipulation or transformation of the target language by the learner" (p.43) fall into the Cognitive strategies. Lastly, Metacognitive strategies Schmitt (1997) insist "involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study" (p.205). Since Oxford's system deals with LLS in general and thus seems not to be able to cover certain specific strategies used in vocabulary learning, Schmitt created a new category for those strategies learners employ when discovering a new word's meaning without consulting other people, namely Determination Strategies. In addition, a helpful distinction suggested by Cook & Mayer (1983) and Nation (1990) was incorporated into Schmitt's classification scheme. That is, in terms of the process involved in vocabulary learning, strategies may be divided into two groups: (a) those for the discovery of a new word's meaning and (b) those for consolidating a word once it has been encountered. Table 2.1 better illustrates the complete classification scheme proposed by Schmitt.

Table. Taxonomy of vocabulary learning strategies

Determination strategies

Vocabulary Learning Strategies (VLS)	Discovery strategies	Determination strategies
		Social strategies
		Social strategies
	Consolidation strategies	Memory strategies
		Cognitive strategies
		Metacognitive strategies

Discovery Strategies

Discovery strategies include several determination strategies and social strategies. A learner may discover a new word’s meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking someone else (e.g. their teacher or classmates). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning (Schmitt 1997).

Guessing through Context

Nation (2001) maintains that “incidental learning via guessing from context is the most important of all sources of vocabulary learning” (p.232). Over the past two decades, this strategy has been greatly promoted. Schmitt (1997) found that “fit in more comfortably with the communicative approach than other, more discrete, Discovery Strategies” Schmitt (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.

Guessing

Check the guess

There are several ways to check the guess:

First, check that the part of speech of the guess is the same as the part of speech of the unknown word. Moreover, break the unknown word into parts and see if the meaning of the parts relate to the guess. Substitute the guess for the unknown word is another way. It is important to know: Does it make sense in context? Finally, look in a dictionary.

Dictionary Use

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. As Scholfield (1982) mentioned Looking up a word in a dictionary is “far from performing a purely mechanical operation” (p.185)

Consolidation Strategies

Memorization Strategies

In general, memorization strategies refer to those involving making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It is held that “the kind of elaborative mental processing that the Depth of Processing Hypothesis (Craik & Lockhart 1972; Craik & Tulving 1975) suggests is necessary for long-term retention”.(Schmitt 1997, p.213). Thus, memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning. Schmitt includes twenty-seven memorization strategies in his

58-item VLS taxonomy. Examples of memorization strategies contain “study word with a pictorial representation of its meaning”, “associate the word with its coordinates”, “use semantic maps”, “group words together within a storyline”, “study the spelling of a word”, “use Keyword Method”, or “use physical action when learning a word”, etc.

Cognitive Strategies

In Schmitt’s VLS taxonomy, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. Although repetition as a learning strategy is not much praised by those supporting the Depth of Processing Hypothesis, it is popular among learners and may help them achieve high levels of proficiency (Schmitt 1997). In Schmitt’s study, for example, up to 76% of Japanese learners reported they used verbal and written repetition as consolidation strategies, making them the second and third most-used strategies separately. Other cognitive strategies involve using some kind of study aids, such as taking notes in class, taping L2 labels onto their respective physical objects, or making a tape recording of word lists and studying by listening. Vocabulary notebooks are also recommended by numerous scholars (e.g. Gairns and Redman 1986; Schmitt and 1995; Fowle 2002) to be implemented by learners to facilitate vocabulary acquisition.

Metacognitive Strategies

The study by Gu and Johnson (1996) has found that metacognitive strategies are positive predictors of vocabulary size and general English proficiency, showing the significant role the metacognitive strategies play in language learning. Thus, a need is seen to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing, all of which are included in Schmitt’s taxonomy. In this way, learners will take more responsibility for their studies and overall learning effect may be improved. Another important strategy in this group involves the decision to skip or pass a new word when it is judged to be a low frequency one which may not be met again for a long time. The fact that even a native speaker only knows a portion of the huge amount of words in a language suggests that an efficient L2 learner is supposed to spend their time and efforts on those words most relevant and useful to them.

6.2.2 Activities

1-Vocabulary Cards

Here is an activity that helps students remember and reuse the words they are learning, recycling them to form new associations as your course goes along. This works better for many students than writing lists in a notebook because:

- They can post cards on their refrigerator, their bathroom mirror, etc.
- They can throw away cards once they have mastered a word.
- They can use the cards as flashcards for review (they see the word but can't see the definition until they turn the card over).

There are other useful activities in teaching vocabulary. For example:

Puzzles, introducing the words, presenting a student-friendly explanation, illustrating the words through examples, oral repetition and written repetition.

6.2.3 Approaches in Vocabulary teaching

In modern methodology two main tendencies set apart: methods in which the teacher has the most important role and chooses the items students will learn opposing the one where focus shifts away from the teacher to the students. This makes students more responsible for their own learning and allows meeting individual needs of each student. (Gairns & Redman, 1986).

Grammar-translation vs. Communicative Approach

In recent years, there has been a major shift in perspective within the language teaching profession concerning the nature of what is to be taught. In simple terms, there has been a change of emphasis from presenting language as a set of forms (grammatical, phonological, lexical) which have to be learned and practiced, to presenting language as a functional system which is used to fulfill a range of communicative purposes, which is described as

communicative competence. The aim of this thesis is to present both attitudes, which are still widely used in foreign language education area. Each method is introduced concerning its principles and the advantageous place for practical application is elicited. Perhaps the oldest method of teaching foreign languages is the Grammar-Translation method. . It was the predominant method of instruction until the end of the 19th century, when educators began to question its ability to teach all the skills necessary for language use. The Grammar-Translation method focused on using language for the purposes of understanding and translating classical text.

Grammar Translation Method

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. Thuleen (1996) found that it was originally used to teach 'dead' languages (and literatures) such as Latin and Greek. However, conscious learning of grammar is no longer the leading strategy in language educating area.

The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list.

The basic unit of a teaching process is a sentence. Students spend most of the lesson time completing grammar exercises, where the main emphasis is laid on accuracy and following given structure. The grammar is presented systematically, in students' native language and practiced through translation from one language to the other, e.g.

Do you have my book? = Máš moji knihu?

Nevím kde je tvoje kniha. = I don't know where your book is.

Do you have my book? = Máš moji knihu?

Nevím kde je tvoje kniha. = I don't know where your book is.

Communicative Approach

The communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also lays emphasis on students' responsibility for their own learning. It involves cooperation within group, self-activity, and dictionary work.

The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, (1987):

“Acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication.” (p. 10)

Total Physical Response

It was developed in the 70's by the psychologist James Asher. This method teaches languages through commands that require, as the name implies, a “total physical response.” Thus, the first day of class might consist of learning the correct responses to the commands “Stand up,” “Sit down,” “Turn around,” and “Jump.” Notice that students only have to act out the commands and not actually give them (though it may happen later). This is because the initial focus of TPR is on the comprehension of language, not production. TPR also appeals to the kinesthetic learning style, by linking language to actions.

The effectiveness of TPR in teaching vocabulary quickly, painlessly and for long term retention is virtually undisputed. However, Total Physical Response does have some serious limitations. It can become monotonous when employed exclusively. There is also only a certain set of vocabulary and grammar concepts that can be taught this way, namely commands and concrete objects (thus excluding discourse and abstract vocabulary).

6.3 Teaching materials

There are many examples than can illustrate how materials can help to construct a teaching-learning process and how they are effective.

6.3.1 Materials and resources

The selection of teaching and learning materials is an integral part of curriculum planning and delivery in preschools and schools. Children and students come into contact with a vast array of print, visual and multimedia materials in their daily lives. Their exposure to such materials is mediated by parents and other caregivers, by legislation and by social conventions. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes.

Materials adaptation

According to (Madsen & Bowen, 1978) Consider how teachers adapt materials systematically or intuitively every day, there is surprisingly little help for them in the literature. One of the major early books on materials development, did, however, focus on adaptation. It made their important point that good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style. In order to achieve this congruence propose ways of personalizing, individualizing, localizing and modernizing materials. Furthermore, other specialists like (Candlin & Breen, 1980), which provided help to teachers when adapting materials include who criticize published communicative materials and suggest ways of adapting them so as to offer more opportunities for communication.

According to (McIntyre & Hagger, 1992) Teaching materials should support collaborative peer-coaching learning/teaching learning to teach and developing classroom practice can be enhanced by peer-supported learning both in pre-service and in-service teacher education .in addition, Researchers such as (Korthagen, Loughran, & Russell, 2006) suggest that the use of peer collaboration and collaborative reflection has the potential to facilitate teacher development and “will help to bridge the gap between what is done in

teacher education and what those learning to teach actually need in their future practice” (p. 1034).

In peer coaching, teams of pre-service teachers regularly observe each other, exchange ideas, provide assistance and support, and try to understand their peers’ perspectives. The whole process help student teachers use skills learned during training in their future classes, to exchange feedback with peers and colleagues more actively, become more reflective teachers Brown, (2001) argued “develop the capacity to take on new perspectives and build new understanding about the profession.

Materials needed in teaching vocabulary

- Pictures
- Flash Facts
- Postcards
- Pictures
- Magazines
- Tape record
- Handouts
- Books
- Videos
- Realia
- Internet
- Dictionary

6.3.2 Assessing vocabulary through materials

At first glance, it may seem that assessing the vocabulary knowledge of second language learners is both necessary and reasonably straightforward. It is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and opportunities for learning. For learners, on the other hand, acquisition of vocabulary is typically a more conscious and demanding process. Even at an advanced level,

learners are aware of limitations in their knowledge of second language (or L2) words. They experience a lexical gap that is words they read which they simply do not understand, or concepts that they cannot express as adequately as they could in their first language (or L1). Many learners see second language acquisition as essentially a matter of learning vocabulary, so they devote a great deal of time to memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. Moreover, after a lengthy period of being preoccupied with the development of grammatical competence, language teachers and applied linguistic researchers now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively.

Before we start to consider how to test vocabulary, it is necessary first to explore the nature of what we want to assess. Our everyday concept of vocabulary is dominated by the dictionary. We tend to think of it as an inventory of individual words, with their associated meanings. This view is shared by many second language learners, who see the task of vocabulary learning as a matter of memorizing long lists of L2 words, and their immediate reaction when they encounter an unknown word is to reach for a bilingual dictionary. From this perspective, vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language. However, when we look more closely at vocabulary in the light of current developments in language teaching and applied linguistics, we find that we have to address a number of questions that have the effect of progressively broadening the scope of what we need to assess.

The first question is: What is a word? This is an issue that is of considerable interest to linguists on a theoretical level, but for testing purposes we have more practical reasons for asking it. For example, it becomes relevant if we want to make an estimate of the size of a learner's vocabulary.

Tests play a role in research on vocabulary within the field of second language acquisition (SLA). Now we move on to consider research in the field of language testing, where the focus is not so much on understanding the processes of vocabulary learning as on measuring

the level of vocabulary knowledge and ability that learners have reached. Language testing is concerned with the design of tests to assess learners for a variety of practical purposes that can be summarized under labels such as placement, diagnosis, achievement and proficiency. However, in practice this distinction between second language acquisition research and assessment is difficult to maintain consistently, because, on the one hand, language testing researchers have paid relatively little attention to vocabulary tests and, on the other hand, second language acquisition researchers working on vocabulary acquisition have often needed to develop tests as an integral part of their research design. Thus, some of the important work on how to measure vocabulary knowledge and ability has been produced by vocabulary acquisition researchers rather than language testers; the latter have tended either to take vocabulary tests for granted or, in the 1990s, to be interested in more integrative and communicative measures of language proficiency.

Other significant contributors to our understanding of vocabulary assessment are researchers on reading English as a first language. There is a long tradition of vocabulary work in reading research because of the strong, well-documented association between good vocabulary knowledge and the ability to read well.

How is vocabulary knowledge measured?

How are vocabulary tests to be made so that they can be both reliable and valid and gain greater face validity? There are two main issues that need to be considered in vocabulary test constructions. One is, which are words selected for measurement, examination, or counting? The second is, what method is to be used to check whether learners know or can use these words? Researchers are approaching something like a consensus in tackling the first question, and vocabulary tests and other assignments make use of the word frequency data and test the most frequent vocabulary.

There are fewer consensuses in answering the second question, partly because in order to test different aspects of word knowledge, different methods will be needed. A test of learner's receptive vocabulary knowledge, for example will require the test writer to select the words

that can be presented to the learner who may not need to productively use the foreign language at all. Attest of productive knowledge, however, will require a technique that can elicit vocabulary in the foreign language from the learner. Eliciting language that can tell the researcher something useful about a learner's vocabulary knowledge has proved remarkable difficult.

7. METHODOLOGICAL DESIGN

The present paper is a sort of qualitative and experimental research. It has been conducted in fifth grade at school “El faro” during the first semester of 2013. In addition, this research focuses on the effects of inadequate use of teaching materials on the development of vocabulary in learners. Moreover, we wanted to emphasize the materials that are used in the classroom by the teacher to develop vocabulary. This research also provides some recommendations which would help English teachers in the field of education regarding to teaching and the development of vocabulary.

This thesis will be directed at school “El faro” that it is located in Managua city. As a result, it is an experimental research because it is based on the results that were obtained from students through the following instruments, which consist on: the observation`s guide for the researchers was useful to gather information regarding to activities, approaches and teaching materials used by the teacher in terms of teaching vocabulary, the survey to students, and the interview to the teacher.

7.1 Population and sample

This research studies the effect of teaching materials on the development of vocabulary. We specifically want to determinate if students are learning new language as a result of the teacher`s materials development. Therefore, we want to suggest different strategies and activities for the teaching of vocabulary. This research will be conducted in 5th grade in the school “El Faro” located in Jean Paul Jenny runway 200 meters to the south, with an entire population of 11 students. There are 8 males and 3 females between ages from 9 to 10 years old. The population of this research is mostly male; as a result, we will take a random sample of 8 students, 5 boys and 3 girls. To collect data from English teachers and students we are going to apply instruments such as: interview for teachers, observation's guide, and survey for teachers and students as well. Due to this, we will obtain relevant information regarding teaching vocabulary. What we want to test is the role play of teaching materials in order to teach vocabulary. This research will be directed in a qualitative field.

7.2 Variable system

Objectives	Variables	Instruments
To analyze the effect of the teaching materials used by English teachers to develop students' vocabulary.	The effect of teaching materials used by English teachers to develop vocabulary.	Observation's guide
To describe the teaching materials used by English teachers to teach vocabulary.	The materials used in the English teaching process.	Interview , survey
To identify the approaches applied to teaching vocabulary.	Approaches to teach vocabulary	Observation's guide ,
To suggest some methodological strategies and resources for enhancing vocabulary.		

7.3 RESULTS

Processing the data collected

The procedure to process the data in goals to analyze the information collected is the use of the computer for processing data. The data obtained was taken from a variety of instruments applied in the classroom such as: researcher`s guide, students survey, and teacher`s interview. So, to make this analysis, the results will be showed through graphics that are based on the data that was classified from students and teacher in order to present descriptive statistic and clearer information.

Results

The current research was conducted in the bilingual school “El Faro” and it was supported by different instruments dated from November 4th to 7th applied to students in fifth grade and the teacher in charge. The population determined in the present research is eleven students, taking as a sample the amount of eight students. In order to conduct this research, different instruments were applied, such as an observation guide, interviews and survey. The results achieved are the following:

Instrument #1:

Observation guide

The activities carried out by the teacher in a class period are the following: She greets their students when she gets into the classroom and checks the attendance before starting the lesson. In the other hand, she does not explain the class´ objective to develop. The teacher does not activate the prior knowledge either. In addition, she uses didactic material to support her subject such as books, handouts, dictionary, magazines and she also sings along with students.

Moreover, the teacher applies different strategies to develop her class. For example, repeated exposures to words and key word method. Regarding vocabulary development, there are thought around one to five new words in a lesson. Besides, the teacher makes sure

about her own writing and spelling in front of students. However, students don't construct the meaning of some of those words. Nevertheless, the teacher tells students the meaning of words that are difficult for comprehension. Students are familiar with the strategies that the teacher applies. Finally, she does check understanding, but she doesn't make any conclusion about the class. She assigns homework.

Instrument #2:

Teacher's interview

Teacher's classes' goals in terms of vocabulary are related to how students learn new words to use them in different situations. According to the teacher it is important that students practice these new words and its pronunciation to develop their knowledge.

The teaching materials the teacher mentions to know regarding the teaching of vocabulary are: Flashcard, pictures, context reading, and proficiency texts. In addition, she uses: Tape recorder, plan class, books, magazines, and wall charts. Moreover, she introduces vocabulary by giving the meaning of the words through three main materials: pictures, flashcards and videos. Besides, teacher states she also applies games, songs and warm up activities. About knowing different methods in teaching vocabulary, the teacher expresses that she only knows the pre-knowledge of students. She doesn't explain more about methods.

Instrument #3:

Student's survey

The students provided the following information:

In a general way, students assure that their teacher speaks English language very often during the class period. Also, there are a total of eight students in the classroom, which four of them stated that teacher uses different strategies to introduce new words, such as: repetition and memorization. On the other hand, two of them mentioned "asking someone else" strategy. The last two students did not understand what strategy refers to nor were able

to provide any example. As a result, most students feel they are familiar with some strategies used by the teacher in a class development. In addition, they seemed to construct the meaning of some words presented. Finally, five children confirm a total of one to ten new words taught by the teacher in a class period. Moreover, two children indicate to learn more than ten new words in a lesson. One student said they learn from one to five new words.

Instrument #4:

Researcher observation's guide

According to the observation focus on approaches, it can be concluded that the teacher uses some materials to support her first steps in the class development. She performs an activity and guides students to participate into it. Regarding approaches, teacher does not refer to any names or references about them. However, students seem to recognize the type of activity conducted, they look like they have done this before. On the other hand, it can be concluded that there are two approaches in motion during the class: Grammar translation and Communicative Approach. In addition, students are interested in participate.

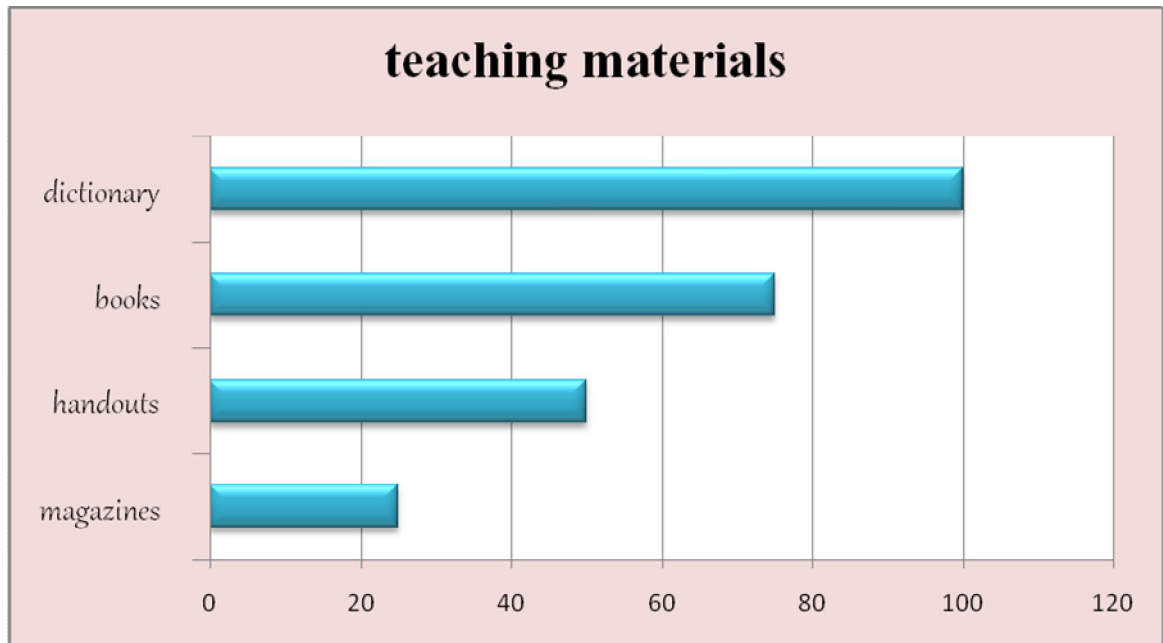
In order to represent the information gathered before, we present the following graphics. The instruments designed in order to gather this information were:

- **Observation guide**
- **Teacher's interview**
- **Student's survey**
- **Researcher observation's guide**

EQUIVALENTS:

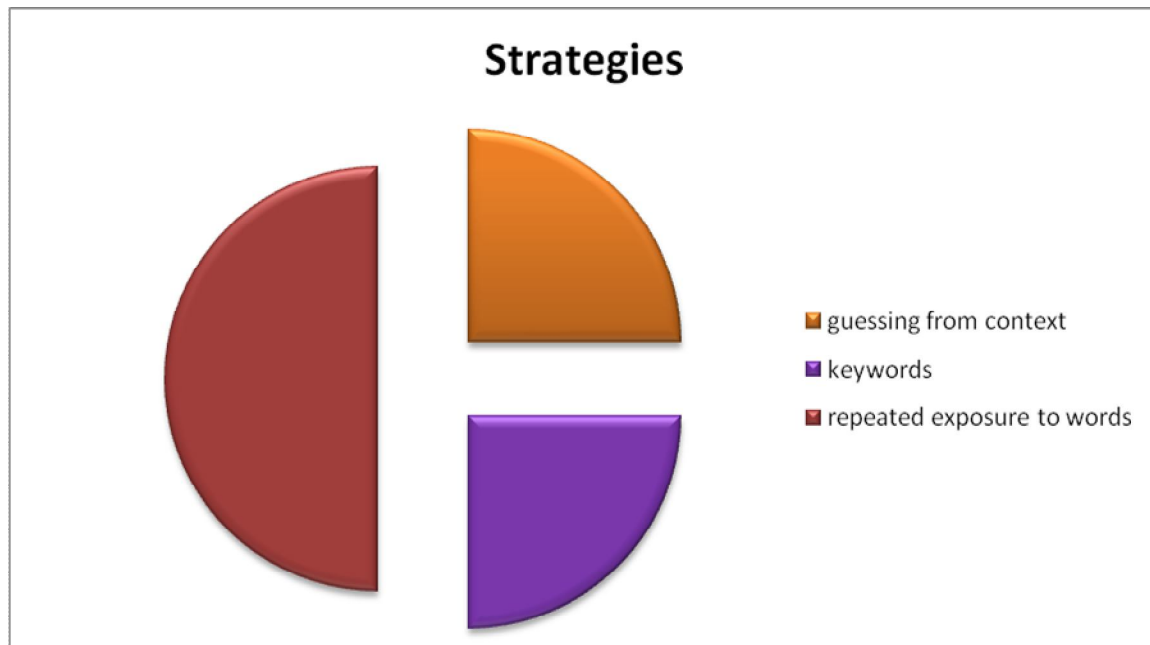
25% rarely
50% sometimes
75% very often
100% always

1. Observation guide



Graphic 1.

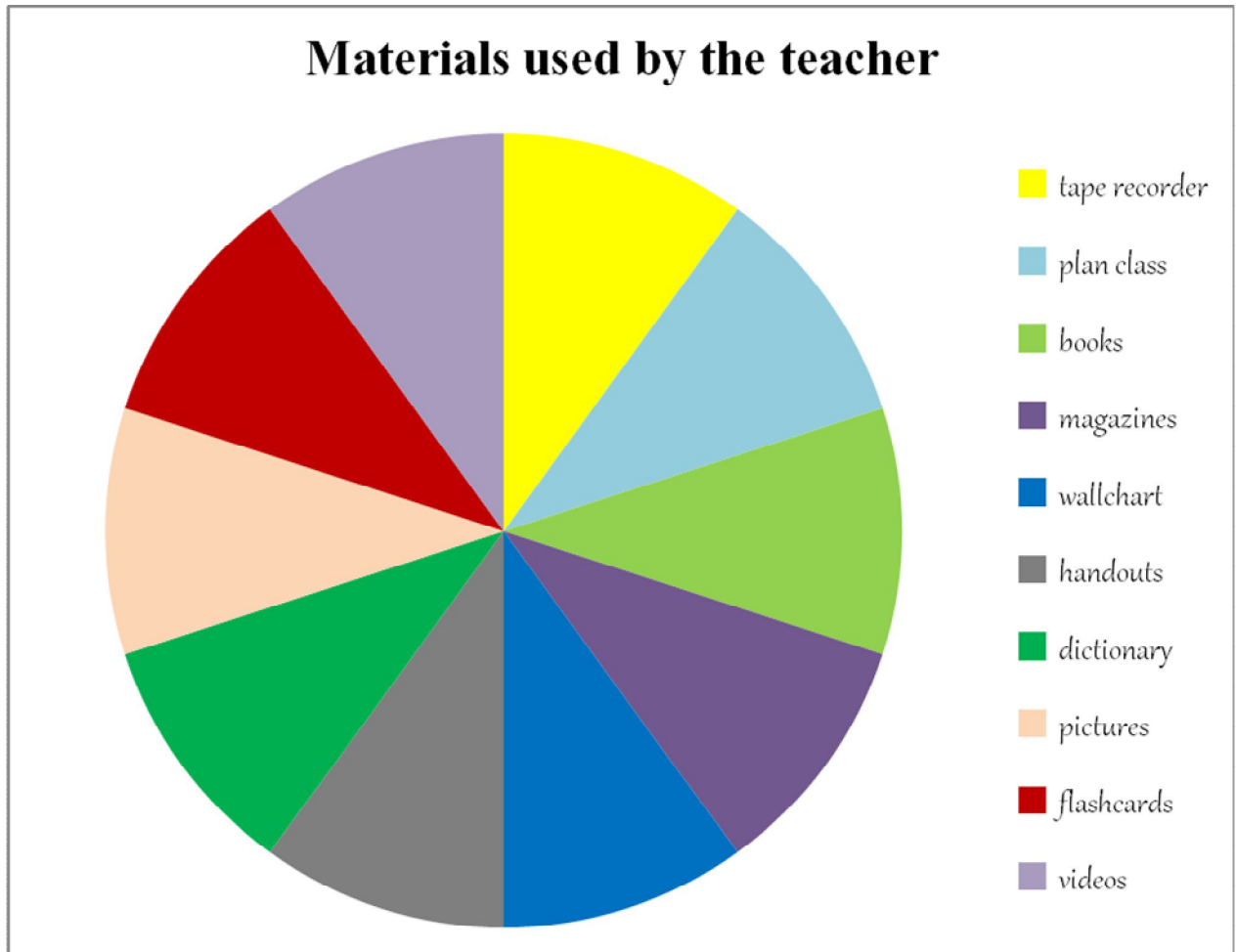
From a total of four observations equivalent to 100 percent, the teacher used magazines **rarely** of her lessons. She used handouts **sometimes**, books **very often** and dictionaries **always**. Some materials were used at the same time with others in one period of class.



Graphic 2.

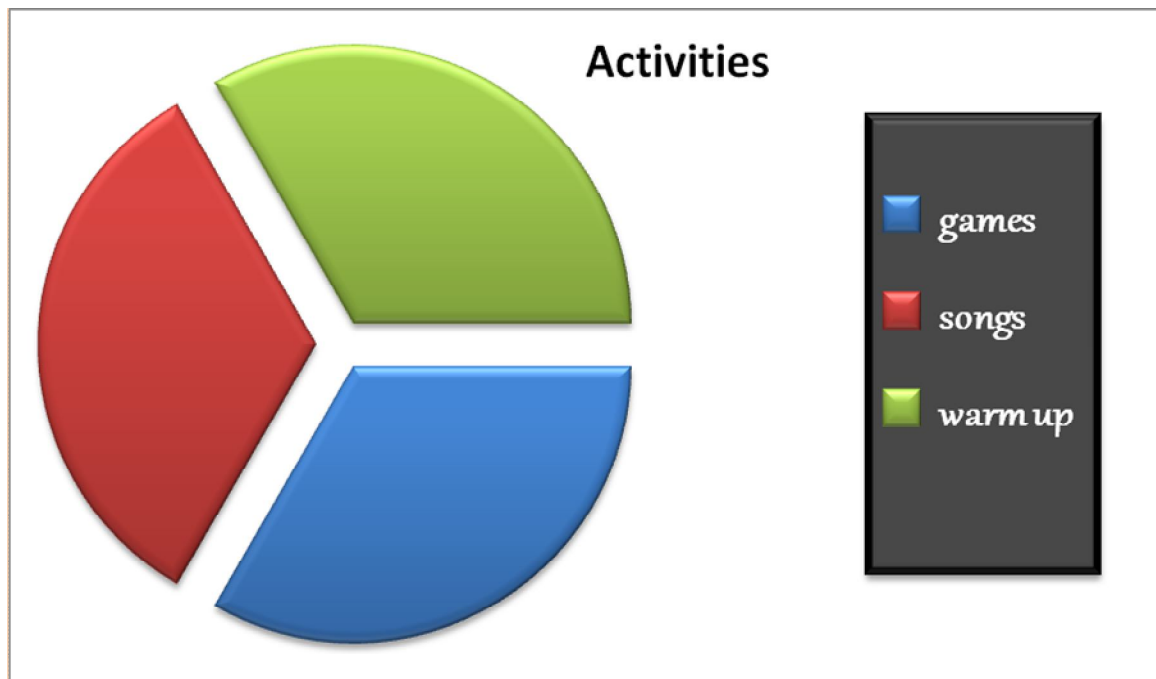
There were three main strategies applied by the teacher. There was **rarely** use of “guessing from context”, **rarely** use of keyword and **sometimes** repeated exposure to words.

2. Teacher's interview



Graphic1.

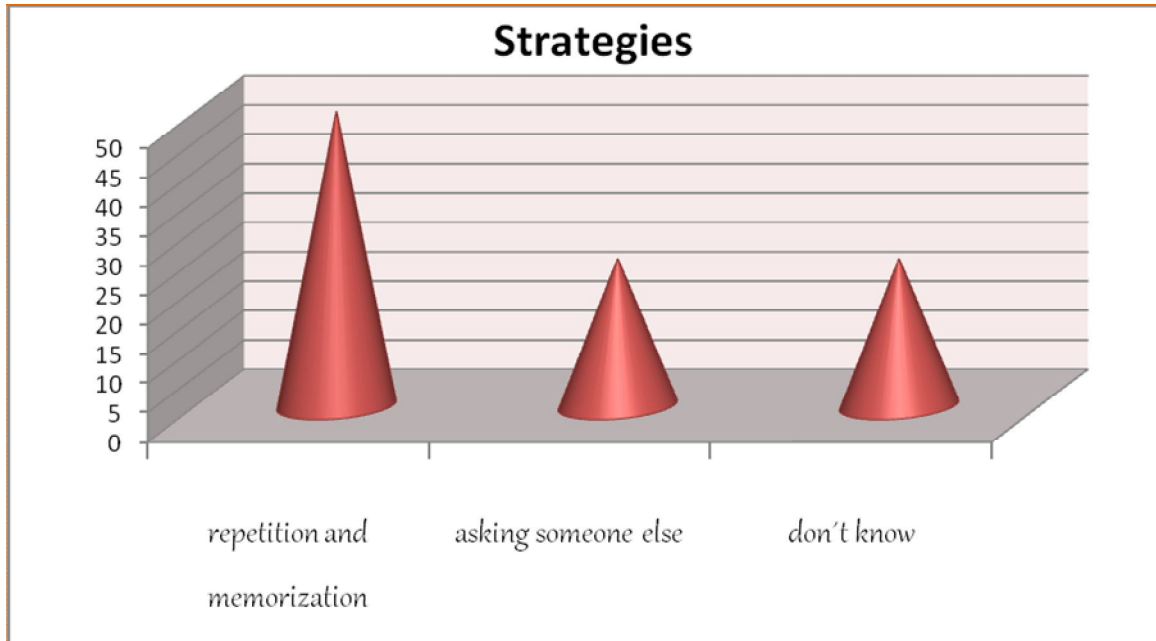
Teacher mentions she uses these teaching materials mentioned above to develop vocabulary in the classroom.



Graphic 2.

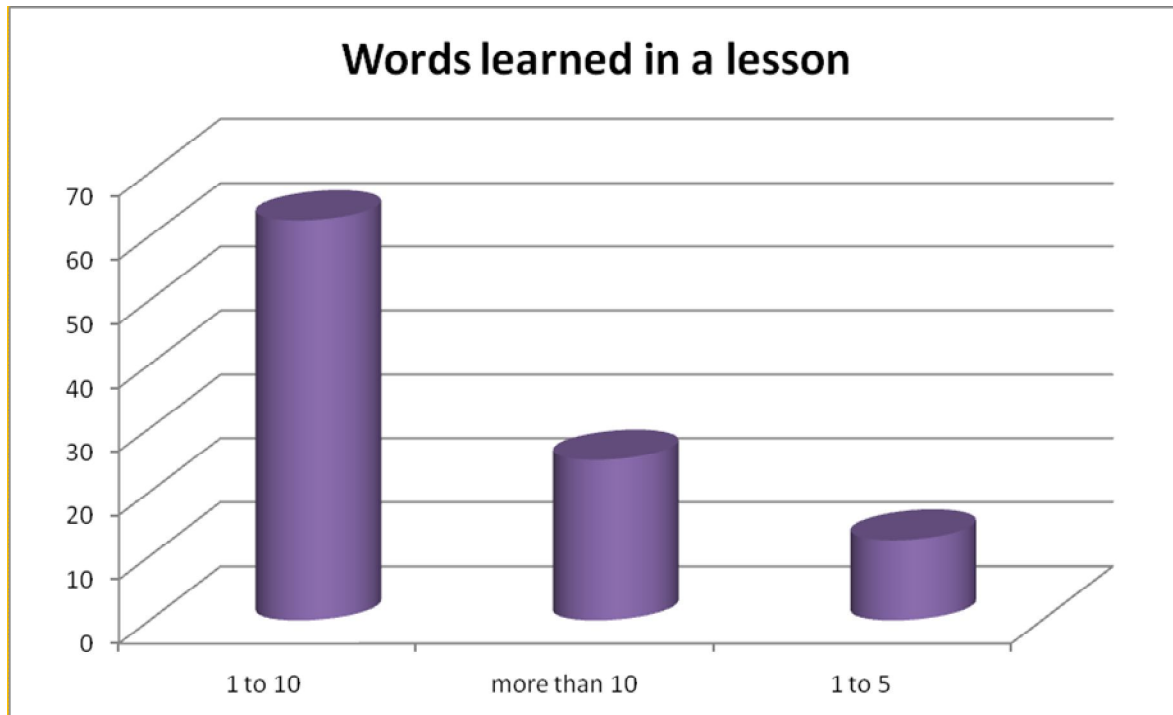
Teacher claims she performs three main activities to introduce vocabulary in her classes.

**3. Student
survey**



Graphic 1.

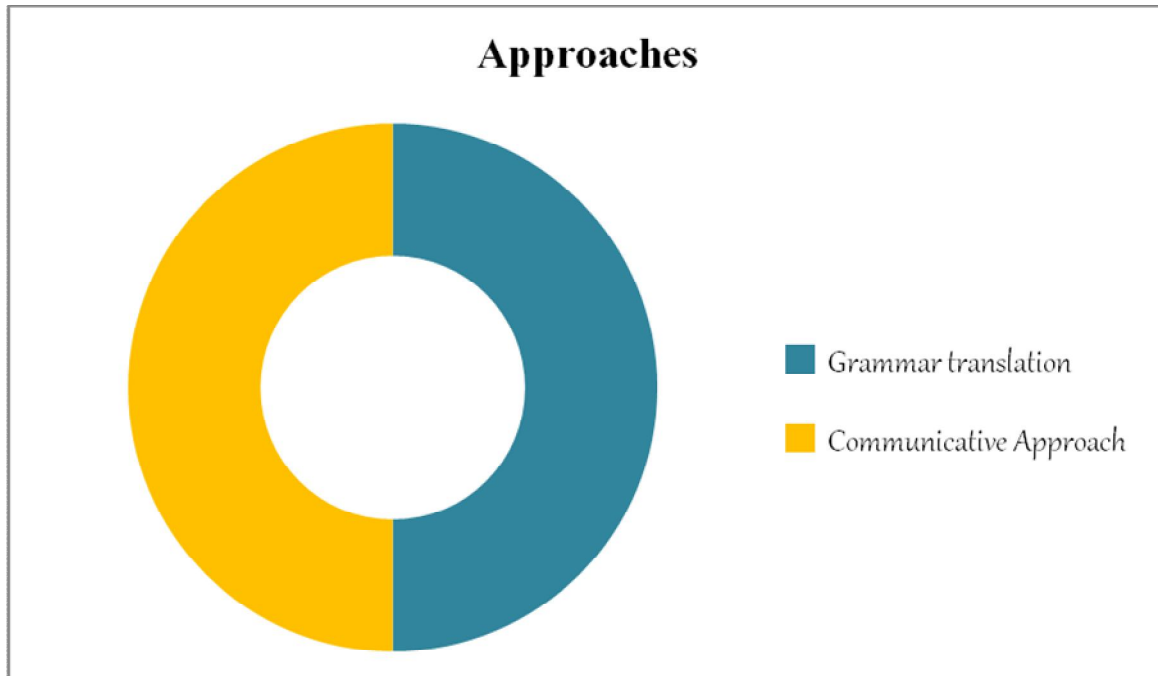
From a sample of eight students in the classroom (100%), four of them assure to be familiar with repetition and memorization strategy (50%). In addition, two of them are familiar with asking someone else strategy (25%). Finally, two students mention not to be familiar with any strategy at all (25%).



Graphic 2.

From a sample of eight students equivalent to 100%, five of them assure teacher teaches from 1 to ten new words in a lesson (62.5%). Furthermore, two students indicate more than ten new words (25%). However, one student mentioned that there are only from one to five words taught by the teacher (12.5%).

4. Researcher observation's guide



Graphic 1.

Two approaches can be distinguished from classes' observation in the classroom.

7.4 Discussion

Our findings confirm that many materials are conducted by the teacher, in order to succeed at enhancing vocabulary in students. It was also evident that vocabulary represents an invaluable role in terms of the teaching learning process, that's why it is so important to focus on it by applying different approaches, strategies, activities and materials, as we could observe during this research development. Furthermore, it can be concluded that teacher's support in vocabulary development through teaching materials could lead students to school success.

Before this research, we barely knew how vocabulary helps language stick together in a whole structure. For example, an author mentioned in this paper named Wilkings, states some ideas referring to vocabulary's importance over grammar, he evens talks about it like a heart of language, which we had the opportunity to understand in a more personal way.

At the beginning of this paper, we stated some research questions and expected to get negative results related to an inadequate use of teaching materials by teachers. The reason we thought we might get negative results is due to previous teacher experiences and observations that indicate a low level of preparation regarding materials and strategies. Nevertheless, we obtained some positive data after applying the instruments too. For instance, during the observation stage we could appreciate how vocabulary leads to other skills in order to construct better language knowledge.

This dissertation pointed out to many educative aspects. We deeply reviewed strategies and activities in order to build up an effective teaching learning process so we can state that the teacher we studied about has learned about methodological issues regarding vocabulary acquisition. This point can be understood by analyzing instruments such as the observation guide and the survey to students. In the other hand, we observed students do not recognize approaches at all; meanwhile, the teacher refers to them just a little bit. However, our findings suggest that the teacher knows many materials in order to support her classes. Besides, in terms of vocabulary, she even uses some materials designed by herself, such as

wall chart, draws and pictures. During the interview she claims her need to create and to have support for her teaching role.

These instruments revealed that the teacher uses teaching materials in an appropriate way to develop vocabulary. Even though there was not a conclusive evidence of the level of vocabulary that students manage, these materials and dynamic of work are definitely creating a friendly environment that allows students to participate and get involved in their own learning process.

8. Conclusion

This research paper has its main focus on the importance of teaching materials on the vocabulary development in learners from elementary school. Also, it looks on the impact to use the teaching materials in an appropriate way to enhancing vocabulary in students. Furthermore, this project estimates the need to design didactic materials such as tools that facilitate English teachers to be in contact with student in the teaching learning process and as a result, to obtain good learning outcomes. It does seem hard to overstate the importance of vocabulary not only for reading achievement but also for general social and economic success. This thesis research picks up important pieces that contain essential information that would help English teachers on the development of vocabulary through activities, approaches, and strategies named in this research. This thesis determined that vocabulary is essential and significant in language learning and that it plays an important role within the communicative process. In addition, it is defined that English teachers should incorporate, and explore new teaching materials to develop and improve vocabulary in students. Furthermore, this thesis proved the importance of vocabulary to express ideas, words, expressions and thoughts such as a meaningful instrument to communicate and improve the language. This research states the result of the effects of the inadequate use of teaching materials regarding to teach vocabulary; as a result we gather useful information that show the teacher is applying the didactic materials and she is using two of the approach refers in this research which are the grammar translation method and the communicative approach in the correct way into her classes. Most of the teaching materials used by the teacher are: videos, magazines, tape recorder, books, handouts, flashcards, pictures, dictionary, and wall charts which had facilitated the learning of vocabulary and which had helped learners to build up a large store of words. In other words, in this research we found out that teacher knows about strategies, activities, and approaches for introducing vocabulary. Through this thesis we concluded that teaching materials are used in the period of class by the teacher with a significant frequency of one to ten new words per class. Our conclusion reflects the teacher identifies, uses, and recognizes the importance of the teaching materials on the vocabulary

development. So, the effects of the use of teaching materials have a good outcome in students from at “El faro” school.

9. Recommendations

- ✓ We recommend to English teachers the use of methodological strategies to develop a rich vocabulary in students to reading comprehension, intelligence, and general ability.
- ✓ We propose the use of appropriate teaching materials such as: dictionary, videos, magazines, tape recorder, and so on, that support and strengthen the development of students' skills.
- ✓ We suggest to English teachers to apply the communicative approach to encourage English learners to learn more words and use them in real life.
- ✓ We recommend teachers to carry out activities like illustrating the words through examples, games, puzzles and songs; that help English students in the acquisition process in a way that they feel confidence when they are learning and using new words.
- ✓ We suggest that English teacher should pay more attention on how words must be taught and its importance over grammar rules.
- ✓ We propose to incorporate strategies such as read aloud, guess through context, repetition, and the use of dictionary to develop vocabulary in students.
- ✓ We recommend teachers to explore different and new types of learning materials that help them to enhancing vocabulary in students.

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11. ANNEXES



Universidad Nacional Autónoma de Nicaragua
Facultad de Educación e Idiomas
English Language Department

Topic: The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

Instrument 1 Researcher observation's guide 01

General Information

Name of the school: _____

Teacher's name: _____

Subject: _____

Date: _____

Time: _____

Objective of the observation: To analyze the effect of the teaching materials used by English teachers to develop students' vocabulary.

Directions: Mark with (x) the information required:

Stage 1

1-The teacher greets upon entering the classroom:

Yes No

2-The teacher checks the attendance before starting the class:

Yes No

3-The teacher presents the objective of the class:

Yes No

Stage 2

4- The teacher activates prior knowledge:

Yes No

5-The teacher uses didactic materials:

Yes No

6-which teaching materials doe he/she use?

Postcards	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Pictures	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Magazines	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Tape record	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Handouts	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Books	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Videos	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Realia	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Internet	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Dictionary	yes	<input type="checkbox"/>	No	<input type="checkbox"/>

7-which activities does she/he use to introduce vocabulary?

Introduce the words	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Present a student- friendly explanation	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Illustrate the words through examples	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Oral repetition	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Written repetition	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Sing along to students	yes	<input type="checkbox"/>	No	<input type="checkbox"/>

8- Which of the following strategies does the teacher use?

Pre- teaching vocabulary words	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Repeated exposure to words	yes	<input type="checkbox"/>	no	<input type="checkbox"/>

Keyword method	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Word maps	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Root analysis	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Restructuring Reading Materials	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Memorization	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Guessing from context	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Asking someone else	yes	<input type="checkbox"/>	no	<input type="checkbox"/>

9-How many words do she/he introduce in a lesson?

1-5 1-10 10-more

10- Do students construct the meaning of some word?

Yes No

11-Does the teacher tell to students the meaning of others words that are needed for comprehension?

Yes No

12- Students are familiar with the strategy that the teacher applies

Yes No

13- Select words that students are likely to encounter in the future and are generally useful?

Yes No

14- Does the teacher write the words legibly on the board, demonstrating appropriate spelling?

Yes No

Stage 3

15- The teacher checks students' understanding:

Yes No

16-The teacher gives conclusion before class' ending:

Yes No

17- The teacher assigns homework:

Yes No

Observations:



Universidad Nacional Autónoma de Nicaragua
Facultad de Educación e Idiomas
English Language Department

Topic: The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

Instrument: 2 Teacher´s interview

02

Objectives of the interview: To describe the teaching materials used by English teachers to teach vocabulary

Direction: Please answer the questions below with honesty and explain if required:

1. Explain about your classes' goals in terms of vocabulary.
2. Which type of teaching materials do you know regarding teaching vocabulary?
3. Which sorts of teaching materials do you use regarding the teaching of vocabulary?
4. Which effective strategies do you use to teach vocabulary?
5. How many materials do you use to introduce vocabulary in one lesson?
6. Which activities do you use to introduce vocabulary?
7. Which approaches do you now in order to teach vocabulary?
8. Describe one of the most successful didactic materials you have used in class related to vocabulary. Explain why it worked so well.



Universidad Nacional Autónoma de Nicaragua
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Topic: The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

Instrument 3: Student’s survey 03

Objectives of the survey: To describe the teaching materials used by English teachers to teach vocabulary

Direction: The present survey you will be asked about personal information, teaching vocabulary in the classroom, and mark with x in the section which is asked.

Mark with (x) the option best fits you:

I-Personal information:

Sex: Female Male
Age: 10-12 13 or more

II .Teaching vocabulary:

1-Does your teacher speak English in class?

All the time
Very often
Randomly
Never

2-What strategies does the professor use to introduce vocabulary?

- Repetition
- Illustrate the words with examples
- Memorization
- Guessing from context
- Asking someone else
- Present student-friendly explanation
- Pre- teaching vocabulary words
- Repeated exposure to words
- Keyword method
- Word maps
- Root analysis
- Restructuring Reading Materials

3- Are you familiar with the strategy that the teachers apply?

Yes No

4- Do you construct the meaning of some word by your own?

Yes No

5--How many words do your English teacher introduce in a lesson?

1-5 1-10 10-more

6-How often does the professor use these strategies while teaching vocabulary?

- | | | | | | | |
|--------------------------------------|------|--------------------------|-------|--------------------------|-------------|--------------------------|
| Repetition | once | <input type="checkbox"/> | twice | <input type="checkbox"/> | three times | <input type="checkbox"/> |
| Illustrate the words with example | once | <input type="checkbox"/> | twice | <input type="checkbox"/> | three times | <input type="checkbox"/> |
| Introduce the unknown words | once | <input type="checkbox"/> | twice | <input type="checkbox"/> | three times | <input type="checkbox"/> |
| Present student friendly explanation | once | <input type="checkbox"/> | twice | <input type="checkbox"/> | three times | <input type="checkbox"/> |

7- Does the teacher help you to construct the meaning of each word?

Yes No

8- Does your teacher give conclusion before class' ending?

Yes No

9- Does your English teacher assign homework?

Yes No



Universidad Nacional Autónoma de Nicaragua
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English Language Department

Topic: The effect of teaching materials on the development of vocabulary in students from 5th grade at “El Faro” during the first semester of 2013.

Instrument 1

Researcher observation's guide

04

General Information

Name of the school: _____

Teacher's name: _____

Subject: _____

Date: _____

Time: _____

Objective of the observation: To identify the approaches applied to teaching vocabulary

Directions: Mark with (x) the information required:

1. While introducing a vocabulary lesson, which of the following is the first thing teacher does?

She applies a strategy

She gets support by some material

She develops an activity

She makes reference to an approach

2. Does the teacher refer to an approach's name during her class?

Yes

No

3. Which of the following approaches does the teacher apply in her class?

Grammar-translation

Communicative approach

Total Physical Response

4. Does the teacher ask for students' participation in the approach's development?

Yes

No

5. Do students recognize approaches while their development?

Yes

No

Observations:
