Facultad Regional Multidisciplinaria de Estelí

FAREM-Estelí

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Research submitted in partial fulfillment of the requirements for Bachelor of Arts degree in teaching English as a second language.

Implementing effective vocabulary building activities for enhancing communication in English in 11th grade students at Reino de Suecia Institute during the first semester 2019

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Estelí, May 2018

ACKNOWLEGMENTS

We have endeavored to fulfill this research project. However, it would not have been possible without the indispensable support of many individuals, who helped us to undergo this process, we sincerely thanks all their kindness with us. First, we are really thanked with God, our creator for his priceless help.

Also, we are grateful with our parents who have been with us throughout this process. Thanks to all our fantastic teachers who have inspired, motivated and formed us as future professionals. Highlighting the needed support of our advisor. Jeydels Barahona. Thanks to our classmates, for making every single moment so valuable, thanks to every single person who have believed in us, in our capacity and effort.

You are still alive, so you have a thousand dreams to build. Don't break your wings before you fly. What you seek is seeking you.

Sara/ Rumi.

ABSTRACT

Vocabulary enrichment is a need acquiring a new language. However, this issue, is not seen as a need by some educators most of the time. This problem has entailed incapability in students. The present research paper aimed providing some updated activities for teaching vocabulary with the intention of enhancing communication in students of secondary school in Nicaragua. Five vocabulary building activities were implemented in 32 pupils of 11th grade from Reino de Suecia institute.

The observation and the application of interviews eased us the outcomes obtainment. These instruments allowed us to see and confirm the effectiveness of the chosen activities. We were able to identify the activities that were seen and proved as less effective enhancing communication. It was confirmed that some of the activities set out impacted students learning. Remembering presented words and helping them to practice communicative English.

Activities like the ones set out in this research can make a change in the vocabulary teaching-learning process in Nicaragua. They have contributed positively in learners as strategies to remember vocabulary more easily and they have been useful in practicing English in a communicative way. Besides, they help teachers to facilitate their teaching process and allow them to apply revamped activities, as a way of avoiding the inappropriate habit of only write words on the board and then eraser them.

Content

1. INTRODUCTION

Vocabulary teaching is usually seen as irrelevant in a language. Educators spend too much time teaching other skills and sub skills, and tend to forget how important knowing enough words in a language is. The lack of vocabulary is one of the main problems that students in secondary school face. In this research, some activities were implemented in order to teach vocabulary as a way to enhance communication in students of Reino de Suecia Institute.

The chosen activities have a communicative focus, and good outcomes were obtained through their application. Even, facing some limitations that were presented, like students' indiscipline. We could get pupils' participation in class. Besides, one of the main objectives in this research was to make pupils feel eager to learn new words, and at the same time, to provide educators with some activities they can use as a way of easing the vocabulary teaching and a way of facilitating students the vocabulary learning.

2. BACKGROUND

The problem that is being presented in this project has been tackled by some investigators before. Several studies have covered the importance of student's vocabulary enhancement. This paper is intended to provide teachers the strategies they can use in order to enrich the student's vocabulary, and through it, enhance learners' communication.

Ferreira (2007) in her research titled "How to teach vocabulary effectively" provides the values of knowing enough words and clarifies that vocabulary teaching is necessary for all English skills. The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency.

All languages have words. Languages emerge first as words. Thornbury (2002) emphasizes the greatness of a wealthy vocabulary, highlighting that words have to be taught as other skills and sub skills in English. If you spend most of the time studying grammar, your English proficiency will not improve very much. You will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Valeria Jane Siqueira Loureiro (2007) in her research "Por qué y para que enseñar vocabulario" claims that vocabulary enrichment is a fundamental pillar in oral and written communication. There's nothing worse than the desire to talk, but with missing words. Her investigation focused in taking teachers and students, to an advanced area where they can think over about the necessity of acquiring more words and so, undergo successfully the teaching-learning process.

3. PROBLEM STATEMENT

Some authors define words as tool in a language. For many students in Nicaragua these tools are missing. Sometimes teachers do not apply activities for teaching vocabulary. However, a factor that worsens this problem is our education system which somehow has crippled teachers of innovating, since they follow the system guidelines strictly, and that is not exactly providing good outcomes. Instead of, vocabulary in education has a mayor priority nowadays compared with previous years; the focus of the class is not directed to vocabulary enhancement. There is not a specific time during the class to teach or review vocabulary. They just write it on the board, but do not apply activities to grasp in students' mind.

This problem has caused incapability in students. It blocks them of having the capacity to express their ideas, and it makes them unable to create even simple conversations. Although, we cannot omit students' duty, the lack of interest about the subject by pupils is highly notable. They are not participating in their learning process. Situations like the ones displayed before, are the starting point of this research to be carried out. It is necessary to apply new and interesting activities to bring students into the task of acquiring vocabulary, and so they can be competent in English language.

4. RESEARCH QUESTIONS

- ➢ How effective are some of the implemented activities to enhance vocabulary learning in 11th grade students from Reino de Suecia institute?

- ➢ How do the chosen vocabulary learning activities impact the student's ability to communicate in the target language fluently?

5. JUSTIFICATION

In Nicaragua, English is taught in secondary school for five years, a term of time in which a language should be mastered by the learners. However, students finish school being unable to speak English. A big factor of this problem has been the lack of vocabulary. Almost all students end up knowing few and very common words in English and with a poor vocabulary. It is understood that is impossible to speak a language without knowing enough words. An undeveloped vocabulary is an obstacle for effective student's communication.

This present research project, aims at providing teachers with some activities that can be used in order to enhance student's vocabulary and so, they can be able to hold real-life like conversations. This research is important because it will identify some revamped activities which can make a difference in Nicaraguan classroom to improve both fluency and vocabulary learning in the classroom. This project has the main intention of bringing updated and fresh ideas, both for teachers as students in the teaching-learning process. Ensuring students' knowledge of vocabulary goes beyond the simplest and the most common words.

6. LITERATURE REVIEW

This chapter will introduce the definition of vocabulary in term of language learning according with some scholars. This section will cover the importance of vocabulary in a language. Vocabulary will be classified into two types, which will be discussed below.

6.1 What is vocabulary?

There are a bunch of definitions about what vocabulary means. The first idea that probably springs to mind is'' words'', but for anyone interested in exploring the subtlety and magic of lexis, the term ''word'' is too general to encapsulate the various forms vocabulary takes. Schmitt (2000, pag 1)

Vocabulary is usually understood as a set of familiar words within a person's language. But for Ferreira (2007) vocabulary requires not only words meanings knowledge, but it requires the usage of the words in the appropriated context in a natural way.

Vocabulary is essential in text comprehension as oral as in written, knowing vocabulary means dominate words like nouns, verbs, adjective, phrasal verbs and even expressions. Loureiro (2007)

Vocabulary is an important aspect of language and communication skills.

6.2 Productive or active vocabulary

Ramakrishna (2015) stated that productive or active vocabulary is learned intensively with respect to form, meaning and usage in such a way that the learner is able to use it in listening, speaking, reading and writing. It is also called as 'production' vocabulary. This kind of vocabulary is the one that some teachers find more likeable to teach. Due to it is supposed to be learned first by students and is the one they will feel more familiar with. However, there are some aspects which should be considered in order to be presented rightly. Here are two of them.

Take into account student's necessity. Not all the words carry equal utility. The teacher should first teach the words that are more useful for the learners. For example, the verb 'move' should be taught before the words 'transportation', 'travel', 'transfer', 'journey' etc. in the same way, the verb 'talk' should be taught before the words 'communicate', 'lecture', 'address', 'relate' and others.

Simplicity also can play a role in productive vocabulary. The simpler words with simple spelling and simple pronunciation should be taught first. For example, the word 'big' should be taught before the words 'huge', 'vast', 'gigantic', similarly, the word 'small' should be taught before the word 'trivial'. However it does not mean that a word which is not of simple spelling and pronunciation, but is colloquial in English should not be taught before, because of its difficultness.

6.3 Receptive or passive vocabulary.

Receptive or passive vocabulary is found through reading and listening. Loureiro (2007) explains that it is a kind of vocabulary which could be taught secondly. For that reason, it is not common to find it as productive vocabulary.

Receptive vocabulary is also called passive vocabulary. It means all the words recognized and understood but not necessarily used by a person. We seldom use these words in our own speech or writing, but in a passive sense we are able to recognize them, when we hear or see them. The amount of passive vocabulary of a person is very high, as compared to the active vocabulary and it exist in the unconscious mind of the speaker. Ramakrishna (2015).

For some authors receptive or passive vocabulary is the first students learn. Viewed from Ferreira (2007) perspective, if a word is known productively it means that the word is already known receptively, that is, comprehension precedes production. In the process of vocabulary acquisition, a word is recognized and understood firstly, and only later students are able to use it, in appropriated situations and natural way.

It is interesting to know that even though, active vocabulary should be learned first it does not. Also, receptive vocabulary is easier and faster to learn than productive one. Which is of discussion because receptive is wider than active. A student's receptive vocabulary is typically larger than productive vocabulary.

6.4 Vocabulary teaching for EFL students

6.4.1   The cognitive processes behind vocabulary learning

The cognitive processes that a language entails, mainly in vocabulary learning is full of student's endeavor. According to Moya (2014) cognitive learning knowledge is not an object that can be transferred by a teacher to a student. It is reconstructed by the student when he/she selects the information, creating hypotheses, investigating evidences and relating new experiences to the old and existing ones.

Thornbury (2002) discusses how the word knowledge is organized. The way words are stored in the mind resembles less a dictionary than a kind or network or web. The mind seems to store words neither randomly nor in the form of a list, but in a highly organized and interconnected fashion- in what is often called the mental lexicon.

Our mental lexicon is highly organized and efficient. One way in which researchers investigate how the mental lexicon is organized is by comparing the speed in which people are able to recall items. It is generally accepted that if certain types of prompts can be answered more quickly than others, then this will reflect the lexical system.

Mental lexicon is huge, full of words, and now we know how they are attached in our mind, but it is possible they can reduce by the time goes? How could students keep them in mind? Learners needs not only to learn a lot of words, but to remember them. In fact, learning is remembering.

The same author tackled some patterns which help to memorize words. Here are some of them:

Repetition:

Even though repetition is not a modern approach, learning vocabulary rehearsal is important and helps a lot.

Spacing:

It is better to distribute memory work across a period of time than to mass it together in a single block.

Use:

Putting words to use, preferably in some interesting way. Is the best way to ensuring they are added to a long-term memory.

Cognitive depth:

The more decision the learner makes about a word, and the more cognitively demanding these decisions became, the word is remembered better.

Imaging:

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word.

And last but not least, one of the principles immerge in cognitive learning vocabulary and remembering words.

Motivation:

Simply wanting to learn new words is not warrantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice.

Moya (2014) Also refers to the essential role of motivation in cognitive learning, however she gives a slightly mention of teacher's duty in this process, releasing some prominent aspect to be considered.

- Learner predisposition. The student have to be highly motivated in order to learn. The teacher has to try to motivate his students and adapt the materials to the learner's cognitive abilities and experiences in order to motivate him/her and help the student in his /her learning process.

- Student's active role. The student have to receive the new information, test it by himself and formulate the rules of that information. The teacher is important as he ensures the learning process. The teacher is a guide but the active role in the class is of the students since they have to relate the new knowledge to their previous experiences.

It is worthy to mention that there are some words which takes more student's effort to learn and so being remembered. Thornbury (2002) Argue what makes a word difficult. He says that the easiest of all are those that are more or less identical, both and meaning and form to the L1 equivalents. They are called cognates. But this highly have to be with words that have been borrowed by other languages. Three of the strongest reasons why a word can be difficult to learn are:

Pronunciation. Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those which contain sounds that are unfamiliar to some groups of learners.

Spelling. Sound – spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling. Words containers of silent letters are particularly problematic: foreign, listen, headache, bored, cupboard etc. the length of the word make it more difficult, loggers ones take more time to be learned.

Meaning. When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point. You can make breakfast and make an appointment, but you do the housework and do questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners.

6.4.2   Thoughts provided by new words.

This chapter has as a purpose to immerge readers into a psycholinguistics process, in which words power will be debated. How a wide vocabulary can change the way we think and the way we perceive our world. Ideas are blossom of our mind, turned into words.

Reed (2010) states how thoughts are changed by learning new words. Arguing that words create new worlds, delineate characters, evoke emotions and encourage response. Students feel empowered to use the words they have learnt, and the reason of this feeling is because they have struggled to understand them. Students' brain works to execute this process.

Schafer (2011) set forth that the human brain is incredibly efficient. When we think we use only verbs and nouns. Adjectives, adverbs, and other parts of speech are added during the transformation of thoughts into spoken or written language. The words we add reflect who we are and what we are thinking.

Meaning that thoughts are modified and expressed better in speeches and writings as our vocabulary grows. But for Miller (1999). It also depend of a person's age. There are, of course, different levels of word knowledge between complete innocence and complete competence. Menti (2009). Highlights that is important to develop a wider vocabulary since earlier ages. So children can be able to dive in a broad world knowledge of scientist, art and, in all language symbols that humans have produced throughout history.

During the process of a child vocabulary enhancement or even adults. Schafer (2011) called those words that are added in a person speech, the ones which go beyond of a verb and a noun. He labeled them as word clues. Word clues increase the probability of predicting the behavioral characteristics of people by analyzing the words they choose when they speak or write. They alone cannot determine a person's personality traits, but they do provide insights into a person's thoughts process.

Here are some examples of word clues:

- I quickly walked.

''I'' the pronoun, the subject and the word ''walked'' which is the verb, 'quickly'' is the word clue, it infused a sense of urgency, but it did not provide the reason for the urgency. So it can open thoughts about the possible motives.

- I won another award.

The word clue ''another'' conveys the notion that the speaker won one or more previous awards.

- I worked hard to achieve my goals.

The word clue ''hard'' suggests this person values goals that are difficult to achieve. Perhaps the goal this person achieved is more difficult than the objective he or she attempts.

- I patiently sat through the lecture.

The word clue ''patiently'' present several hypotheses. Perhaps this person was bored with the lecture. Perhaps he or she had to return an important telephone call and many others thoughts expectations.

- I did the right thing.

The word clue right suggests that this person struggled with a legal, moral, or ethical dilemma and overcame some level of internal or external opposition to make a fair and just decision.

Vocabulary enhancement allows us to sail in an open mind thoughts. While a person is acquiring more words. He or she mature, and become able to give more sense to what they are intending to convey. An enriched vocabulary is not only an advantage to be understood by others, but to understand people who already had a vast vocabulary. And their speeches are of higher levels.

Ramakrishna (2015). Also remarked that learning new words expand our understanding and improves our intellect. Every new words that is learnt entices our mind to stretch itself into new areas. Our thinking becomes more fluid and

supple and we understand the world better with a larger vocabulary. In the modern world the ability to use words effectively is often highly rewarded. A person with adequate knowledge of vocabulary can understand the exact meaning of what he hears and reads and so there is not misunderstanding on his part.

6.5 Traditional vs new approaches for vocabulary learning.

The teaching process in its complexity is based on a series of methods and techniques, meant to bring about improvement, evolution and recognition of language richness. All these methods make up a conglomerate whose elements oscillate between traditional and modern. Depending of the classroom needs and level of cognition, the methods are more or less valuable, but are sure to correspond to the society requirements during a certain historical era. Ionic (2014, Pag 404).

6.5.1   Some traditional activities used by teachers.

In order for teachers to ensure quality in their teaching process, it is important to update or revamp the activities they are using. Old activities that have been carried out by educators, nowadays seems not enough efficient. Students need something new and fresh. Due to students' knowledge in our time, is different than years ago.

Here are some of the traditional approaches used by teachers.

- Memorizing.
- Looking for unknown words in the dictionary.
- Repetitions. (Saying the word several times, writing the same word in different sentences.
- Schemas.
- Writing shorts paragraphs.

6.5.2   Some new activities for learning vocabulary.

This chapter is pretended to come up with some updated and revamped activities which can be used by teachers in order to ease the process of vocabulary learning, because, is worthy to renew teaching activities.

A great number of new ideas and techniques will definitely contribute to the effectiveness of learning, and motivate students in their continuous attempt to acquire a foreign language at desirable standards. Ionic (2014, p 404).

6.5.3   Brainstorming activities.

In our modern era, challenging students, and let their imagination flows is transcendental. Brainstorming activities are perfect to develop student brain according to the British council. Brainstorming is the random generation of ideas based around a topic. Brainstorming can encourage learners to think more freely and creatively than if there were doing a more controlled planning exercise. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic. The following activities can be considered as good brainstorming.

One activity proposed by Thornbury (2002) is the words soup. This is an activity used by teachers since years ago. But he introduce it in a revamped way.

Application:

The teacher gives to the students a word soup, this word soup does not have the list of words supposed to be find on the page next to the soup. But it has some images that are basically the words they have to find. This activity can be applied when students have very little knowledge about a certain topic, but they still unknown lots of words related with it. Or they have forgotten. For example.

In the words soup appears the words hair/nail/tooth/paint- brush. Next to, are the images of them. But students only know the word brush. They have to think, in

order to relate which words match better with ''brush'' and so, obtain the right meaning of each one.

Another options for the same activity is to show nouns that are too related with verbs. Example. Students know the noun ''bed'', but they do not know or do not remember the verb ''sleep''. In this case, images will not appears on the page, but nouns. As is established in the used example.

Noun - medicine.   Verb to find – to cure.

Nouns – needle and thread   verb to find – to sew.

Moving forward, Loureiro (2007). Contribute with the activity called: the intruder word. This activity is known too. But she revamped it, in a more thinker way. Also with this activity students will practice their listening skill, due to the list of words are not given written. Furthermore students have the opportunity to discover new words meaning.

Application:

The teacher prepare ahead a list of ten or less words, then he or she start to read slowly the first list while students listen. Students cannot take notes, just listen to him/her. The lists are formed by words related to each other, but there is a word which is not of the same family, and one of multiples meanings that can be used to confuse students.

Examples:

Eagle, duck, swallow, parrot, zebra.

Unable to eat, fast, prohibit to eat, headache.

Hammer, brick, wood, nail, screwdriver, book.

Once students have solved the exercises they probably have got some mistaken answers. The first list was about birds. If students chose the words, ''swallow'', he got wrong. Zebra is an animal but is not a bird. About swallow, it has two meanings, but one is related to the family word.

The same situation in the second list. If students chose ''fast and headache''. The first option is wrong, due to the word ''fast'' has three meanings, but one of those match with the words family. Instead, headache is the furthest to combine.

Patterson (2017). Fulfil the activity named: Crazy story. This activity is useful for bringing attention to the parts of speech and inevitably produces humorous results.

Prepare a short text such as a letter or a story. Blank out several words, taking note of the parts of speech (e.g. noun, verb, adjective, and adverb) or category (e.g. names, places, numbers, foods, animals) of the missing words.

1) Without showing the text to the students, ask the students to write down random words that correspond to the parts of speech of the missing words. For example, if the first missing word from the text is ''delicious'', ask students to write an adjective for number 1. If the second missing word was ''ate'', ask students to write a past tense verb for number to and so on.

2) Give to the students the text and ask them to write in their in the corresponding blank.

3) This will produce a crazy story. Students can take turns reading their stories to their classmate and can vote on their favorites.

Dear 1) ----------------------.
I am writing you from the 2) --------------- hotel in 3) -----------.
The weather is 4) --------- and the temperature is 5) ---------------- degrees.
My hotel room looks out onto a garden filled with 6) -------- trees. The local food is really 7) ---------- people mostly eat 8) -------------.
My hotel room only cost 9) -------- kip a day. I am going to spend the week 10) ------------ and then come home. Wish you were here.
Sincerely. --------------.

1. A famous person.   2. Adjective.   3. City.   4. Adjective.   5. Number. 6. Type of food. 7. Adjective.   8. Type of food.   9. Number. 10. Verb ending in- ing.

Here are some practical no brainstorming activities which can be used by teachers in order to help them in their class development.

Looking for unknown words in the dictionary, is considered as a traditional approach. However avoiding, ignoring its use and reject its significant help in the process of acquiring a new language is not our intention. Xia (2010) introduces a different way of using the dictionary in activities for learning vocabulary. Mainly when words cannot be presented by body language or showing pictures, or when the main intention is to get the concrete meaning of the word. Appling only activities to get words meaning by context sometimes brings confusion to the students, trying to guess a various meanings of a certain words.

Application:

The teacher ask students to look for the word ''tool''. But their research will be calculated.

After the searching time's up. The teacher ask for the definition of the word. Then she/he use the word to create a dialogue between the teacher and pupils: this is a way in which students will remember words easier and a step to enhance communication.

Asgari (2010) provides dialogues to enhance communication, but dialogues where new vocabulary takes place. Applying new English words in their daily speaking. This activity involves the whole class. Conversation between students and teacher. Dialogues are good to get fluency and students practice their productive and receptive vocabulary. This is called as a social strategy, where new vocabulary is put it into practice.

6.6 The role of vocabulary for effective communication.

6.6.1 Expanding vocabulary knowledge by learning new words and being able to dive in different contexts.

New words allow us to dive in different contexts in a language. If we want students to be able to communicate in diverse language fields, teachers should teach them varied vocabulary. Thereby, they will feel encouraged to move further of simplicity.

Ramakrishna (2015) argues about the value of spreading vocabulary far beyond of the common, calling to this process as empowerment. An expanded store of knowledge requires a store of words, expanded vocabulary is an expanded power. Enhanced vocabulary means, more effective conversations, more efficiency in the use of soft skill and more real power in the domain of communication skill.

Is well stated by Blachowicz and Fisher (2005) words both express, and allow speakers to extend, their understanding of the world around them and to access to completely new world.

Xhaferi (2008) maintain that in order to develop students' communicative competence language. Teacher should encourage them to learn as many words as possible. Also in her research mention that, no matter if students will not be often exposed to a particular field of a determined language. But is always important to have hints about specific context.

Young-kyung Min,PhD (2013) contribute that in order to become successful in English language a solid foundation of vocabulary knowledge is essential at every stage of the learner second's language development; one cannot have effective communication without sufficient words.

If teachers want their students to be divers in a language. Pupils should recognize assorted words. It is not necessary to wait until be able to get into an ESP course, to manage conversations in different fields. Of course, the best way to became master in a particular field is by studying an ESP course, but pupils can learn useful words of diverse context.

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6.6.2 Communicative fluent competences to be successful in a foreign language by acquiring vocabulary.

The more words students know, the more fluent they communicate. As it has been discussing through this research. Vocabulary enhancement is worthwhile in acquiring any language.

Lewis (1997) holds the idea that vocabulary acquisition is the main task of a second language and the skills as listening, speaking, reading, writing and translating all cannot go without vocabulary.

Vocabulary plays an essential role in a language. Knowing words increase your fluency as reading as oral. First is vocabulary then fluency. To express ideas and thoughts, primary a student should know how he/she has to say it in the second language. As Ramakrishna (2015) established it would be impossible to learn a language without learning the vocabulary of that language.

The students' communicative competencies are higher nowadays. According with Xia (2010) grammar was viewed as the task in second language teaching. Mastery of grammatical structure was the main goal in second language acquisition, but in our times the priories are given to others language's aspects.

Gomez (2008) emphasizes the importance of enriching students' vocabulary. To make them competence in language communication. Arguing that the clue of developing a better fluency in a language, is by maximizing the opportunities of the active and significant vocabulary use, through communicative activities.

Students success fluency is influenced a lot by the amount of words they know Ramakrishna (2015) established that our efficiency in using any language depends on the number of words we know in that language. The more words we know, the more competent we are. But if we know only few words, we are likely to manage with the ones we know, and that may lead to using inappropriate words or using more words to convey the same idea.

7. RESEARCH DESIGN

In this section, we provide a logical order for the research process, how it was executed, the place where the research was carried out, the population and sample, and other important aspects. Lastly, we will discuss how the collected data was analyzed.

7.2 Research design and methods.

This research has a qualitative approach. Results were obtained through observations. Jackson, Drummond and Camara (2007) state that qualitative research is first concerned with understanding human beings' experiences in a humanistic, interpretive approach. The function is to investigate answers to questions about the evolution of an experience or phenomenon via observation.

7.4. Population and study sample.

The population is represented by 195 students of 11th grade attending Reino de Suecia institute in the evening shift. As a sample, we have taken the whole students of 11th grade C, which consists of 32 students. However, only 10 of them were requested to answer our interview. It should be noted that these students were the ones who participated the most, and were with us in every class. Also, it is important to mention that the students' English teacher participated willingly in an interview too.

7. Data collection.

Data collection refers to the different ways of obtaining information. In the present research, the observation will be used as technique for data collection. According with San Juan (2011) the observation is a fundamental element in all investigation processes. It is a source of information for an investigator. A big part of scientific knowledge stock has been accomplished by the observation.

The interview is another data collection technique, it could be direct or indirect, and it has an intention and an objective in the investigation. In this research, the interview will be directed to some students and a teacher, who were taken as sample to undergo this process.

8. RESULTS AND ANALYSIS

This chapter describes the results from the application of different vocabulary building activities and the corresponding analysis based on the answers obtained through the interviews and the different facts observed. These results come from the lesson plans presented in each class, and the results obtained by the chosen activities.

Vocabulary building activities implemented.

The following activities were included in the applied lesson plans. All of them were chosen with the objective of easing vocabulary teaching, and with the purpose of enhancing communication in learners. It should be highlighted that some of the implemented activities are known as traditional, but all of them were set out in a revamped way.

Activities applied:
1. The word soup.
2. The dialogue.
3. The intruder word.
4. The crazy story.
5. What can you relate with?

These five activities were chosen to make pupils practice the given vocabulary orally, and as a way of remembering easier. In some of them, students had to get the meaning by context, relating words in order to obtain the proper answers. While, in other activities the word meaning was provided to the pupils. Also, these activities allowed learners to use not only the presented vocabulary, but the vocabulary they already knew. All of the used activities were implemented in different days, but following the same unit and giving continuity to a single topic. ''Professions'', using the future tense.

Observation results.

Through the observation, we could evidence the students' reactions to the activities that were applied, and find out which activities made students participate the most, which one allowed them to use English in a more communicate way, and the one which evidenced that learners have remembered more words. Also, the activities with the lowest participation and the lowest outcomes obtained.

We found out that the activity that made them practice English in a more talkative way, was the activity named ''what can you relate with?''. This activity was the word soup introduced in a talkative way. The activity consisted on giving some piece of papers to the students. Learners, have them moving around and asking questions from pieces of paper to several classmates in the class. To illustrate this, here are two examples:

a) *What profession can you relate with houses? / I relate it with builders.*
b) *What profession can you relate with photos? / I relate it with models and photographers.*

In this activity students were evidenced asking and answering the given questions to different classmates. It proved that they learnt and consequently, remembered most of the words set out by us.

On the other hand, the activity which got the lowest student participation and consequently, practice less English in a communicate way. Was "crazy story". In this one, students were not likely to pass in front of the class to share their story. Some of them felt unable, even having the complete exercise. This activity can be a good option for beginners, because it allows them to write before talking, so they can make sure what are they intending to express. However, satisfying results were not obtained through its application.

Interview results.

As it was mentioned before, the interview was applied to the teacher and ten students. Those students were the ones who participated the most and spent more time with us in our classes. With the interview, we confirmed that the activity which they liked the most was ''what can you relate with?'' Students expressed that this activity allowed them to practice English in an integrated and of course, conversational setting. However, the written version of it (the word soup) was interesting but difficult because, at the beginning they did not know the vocabulary. And it was an activity where students had to think carefully in order to get the right answer. Also the dialogue was another activity they enjoyed practicing.

Retaking some theory we discussed before, the effectiveness of a strategy is measured depending of the classroom needs and level of cognition, the methods are more or less valuable, but are sure to correspond to the society requirements during a certain historical era (2014, Pag 404). The dialogue seems to be a traditional activity. However, it still works very well with learners, enhancing communication, mainly if it allows them to express what they want. Usually, when a dialogue is given to the students, they memorize a script, and then say it. But if in the dialogue student are allowed to erase parts and to add ideas they want to say, they look it good, and better reactions are got from the activity.

The answers of the students and the teacher obtained through the interviews have confirmed that applying activities like the ones they were part of, especially the ones which were found as more effectives, learners can be able to use English better in a communicative way for future years. Also, that applying activities, in which the meaning is getting by context are difficult, but allow them to think and relate words in order to get the meaning.

The chosen activities were evidenced impacting the students' communication. Once, they were implemented, we noted pupils conveying some sentences using the given vocabulary. The strategies integrated learners working in pairs, individual and with the whole class. Students have found learning as a recreating and funny

way. It remains important to enrich students' vocabulary and to enhance communication.

Limitations

One of the biggest problems we faced executing our classes, was students' indiscipline. Our first class had a period of ninety minutes, so we prepared three activities for that day. However, students allowed us to apply only two of them. Other limitations were students' shyness and the lack of interest. Some of them rejected to pass in front of the class and were not participating in the activities. Also the uneven English knowledge of learners made the fulfillment of the activities go difficult, some students did not have even an initial English base, instead, there were pupils with a high English level.

9. CONCLUSIONS

In the present research, it was argued that vocabulary teaching is significant at the moment of learning a new language, and for that reason, teachers do not have to forget it. Learning new words make students expand their knowledge and submerge in different fields. In order to teach vocabulary properly, educators need to apply activities that might increase the interest and motivation of the students. It should be taken into account that there are no perfect activities that will ensure a successful learning process. Teachers have to adequate their activities according to the students' needs, and students have to participate in their learning process.

Some activities presented in this investigation process, got good responses from the students. In the application of the vocabulary building activities ''what can you relate with? The dialogue, and the intruder word. Learners had the opportunity to practice English orally through their implementation. Besides, we could evidence that those activities were the ones which worked the best with the students. On the other hand, we confirmed that the vocabulary building activities. ''the crazy story and the word soup'' were the ones which seemed as less effective. Also, it was proved that some traditional activities like the dialogue still work very well in students, they just need to be adapted making them more communicative according to the objective that is pretended to reach.

10.RECOMMENDATIONS

As recommendations we urge teachers to take time and to apply activities for teaching vocabulary in every class. To no dot only write the words on the board and then eraser them. Educators should apply activities for the students to learn and remember the vocabulary. We recommend to all teachers to aware learners of the greatness of a wealthy vocabulary. Also, is important to take into account, at the moment of evaluating, do it through oral assignments, and not only through written ones. Besides we urge teachers to give continuity to the proposed and presented activities.
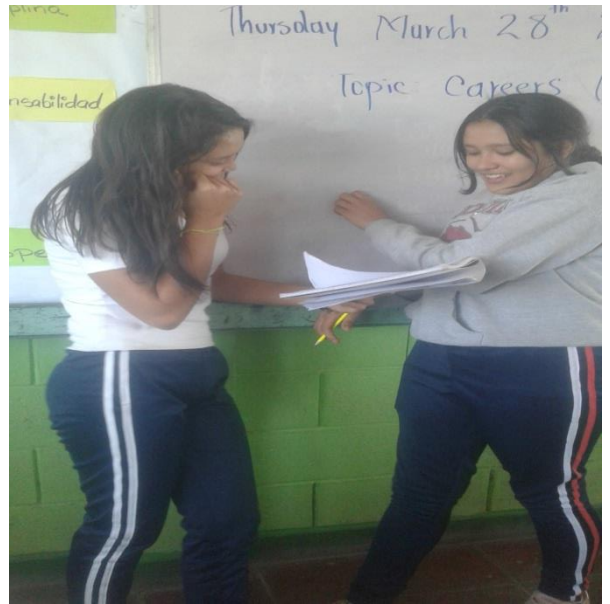
For the students, to integrate more in their learning process. To be responsible of their learning. To take the duty of learning the vocabulary given to them. Also, we encourage pupils to participate and get involve in all activities applied by their teachers. If they take their classes seriously, they will obtain a better learning and will advance faster in English language.

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FACULTAD REGIONAL MULTIDISCIPLINARIA DE ESTELI

FAREM-Estelí

Interview addressed to the teacher.

Appreciated teacher, the following interview has as objective to gather information requested for the development and outcomes of this present research. Your participation answering the questions below is valuable.

Teacher name: ---

1- Do you take time to teach or review vocabulary in every meeting? How much do you take?

2- How do you usually evaluate the vocabulary that has been learnt? Through writing or oral activities?

3- Do you think that applying activities like the ones you observed, students could end up being able to communicate in English in future years?

4- Which of the activities that you observed made the students participate the most?

5- Which of the activities did you find the best to enhance communication?

6- What kind of activities did you find more complicated for students, the ones in which the meaning was guessed by context or the ones which the use of the dictionary is allowed?

7- Have you found any disadvantages in the activities presented by us?

8- Is there any recommendation you would like to share about the strategies?

FACULTAD REGIONAL MULDISCIPLINARIA DE ESTELI
FAREM-Estelí

Interview addressed to the students.

Dear collaborator students, the following interview has as objective to gather information requested for the development and outcomes of this present research. Your participation answering the questions below is valuable.

Student's name: --

1- Do you have a specific strategy to remember the vocabulary that you have learnt? How is it? (e.g. repetition etc)

2- How do you think the vocabulary helps to your English communication?

3- Do you think that using activities like the ones you were part of, students could end up being able to communicate in English in future years?

4- Which of the activities we applied did you like most? Why?

5- Which of activities did you find more difficult? Why?

6- In which of the activities did you get the more right answers?

7- Which was the activity that allowed you to practice more English in a talkative way?

Observations.

In order for us to execute a satisfactory methodological process. We will observe some issues which are the interest for us, they will help us to somehow measure the effectiveness of the proposed activities and correspondingly to obtain our outcomes in this research.

Teacher vocabulary evaluation	Through writing	Through oral activities
Students' reaction to the activities.	Interested/ motivated	No interested/ no motivated
Number of students engaged in the activities.	All students.	half of students
Understanding of the activities' directions	Clear	Unclear
What activities did students find more difficult?	Activities which the meaning is by context (not allowing dictionaries)	Activities with dictionaries allowed
How well are students getting meaning by context	Very good	Not good at all.

Are the activities contributing to use more communication?		
Are students learning the vocabulary that we are presenting to them, and orienting as homework?	Yes, they are	No, they are not.

Notes.

Lesson plan.

<div align="center">Date: 28/03/19</div>

Unit: life plans.

Topic: careers (future going to)

Subject: English.

Time: 2 hours.

School: Reino de Suecia institute.

LEVEL: 11TH afternoon shift.

Names: Yaritza Briones, Dalila Gurierrez, Antonio Talavera.

Indicator: students will be able to recognise vocabulary related with professional careers using future going to.

Objectives: learning how to express orally what your future career is and explain why.

Initial activity: (trying to guess).

The teachers are going to show to the students, some pictures, in those pictures will be the previous vocabulary to learn. Students have to try to guess the meaning of each word in Spanish.

Development: first teachers will explain quickly the grammar structure of the future going to. Then the teachers are going to present the different vocabulary relate with careers. After, they are going to say some examples using sentences in future going to. Teachers will say the sentences without writing them on the board, students will repeat them a couple of times, then the educators will write the sentences on the board, so students will be able to see how are they written.

e.g.

I am going to be a writer, because I love expressing my feelings in words.

She is going to be a multilingual, because she would like to speak different languages and travel around the world.

First Activity: the word soup. In this activity students have a list of nouns next to the word soup. They have to relate the nouns with the right profession, then they have to circle the correct word, if besides to the word, there is a number, they have to look for more words related with the same noun.

1- Medicine (4).	5- Animals.	9- Money.
2- Education.	6- Needle and thread.	10- Food (2).
3- Handcuff.	7- Cars.	11- Hair.
4- Advices.	8- Airplane.	

N	P	O	l	i	C	e	C	h	e	f		t	c
U	P	H	a	r	m	a	C	l	s	t	d	e	a
R	S	E	w	e	R		Y	w		x	o	a	s
S		Z		m	E	c	H	a	n	i	c	c	h
E	D	E	n	t	I	s	P	l	l	o	t	h	i
	W	A	i	t	R	e	S	s	g		o	e	e
H	A	I	r	d	R	e	S	s	e	r	r	r	r
V	E	T	e	r	I	n	A	R	i	a	n		
P	S	Y	c	h	O	l	O	g	i	s	t	t	x

Second and final activity: dialogue. Students will be divided in couples, they will have a dialogue and some minutes to rehearse it before they pass in front of the class and say the dialogue orally. Learners have to change some parts of the dialogue adding personal information, example: instead of the career that Anna and Luis are going to choose in the dialogue. Students have to write their own careers and explain why.

Dialogue: Anna and Luis.

A-   Hello Luis, now that we are going to finish our secondary school. What would you like to study? What are going to be?

L- Hello Anna, well, I have three options, probably a TV host or a lawyer or an engineer, but surely I am going to be a TV host.

A- A TV host! Why?

L- Because I would like to be on television interviewing famous people, having fun with them. Also I am going to be known, and definitely I am going to enjoy it.

A- I think I am going to be a designer, because I love drawing pieces of clothes, I picture myself designing dresses for models around the world, also designing suits for men. Definitely I am going to enjoy it too.

L- Great sorry, could we continue talking tomorrow. My parents are already here for me. See you tomorrow!

A- Sure, see you.

Lesson plan.

Date: 01/04/19

Unit: life plans.

Topic: careers (future going to and will)

Subject: English.

Time: 45 minutes.

School: Reino de Suecia institute.

LEVEL: 11TH afternoon shift.

Names: Yaritza Briones, Dalila Gurierrez, Antonio Talavera.

Indicator: students will be able to recognise vocabulary related with professional careers using future going and will.

Objectives: learning how to express orally what are you going to be, some expectations about where will you be in your future.

Initial activity: students will finish the last activity presented. The dialogue, they have to pass in front of the class and tell us. What are they going to be and why?

Development: first teachers will explain quickly the grammar structure of the future using the auxiliary 'will'. Then the teachers are going to present the different vocabulary relate with careers. After, they are going to say some examples using sentences in future with auxiliary ''will'. Teachers will say the sentences without writing them on the board, students have to repeat them a couple of times, then the educators will write the sentences on the board, so students will be able to see how are they written.

e.g.

I will be in japan working as a computer programmer.

She will works as an economist, it has been her dream.

First activity: the intruder word.

Students have to recognise the wrong word in the list. The wrong word will be a career that without its ending 'er' is a verb and not a noun.

1- Carpenter, plumber, sing, dancer, model.
2- Interpreter, surgeon, business man, build, driver.
3- Fireman, paint, athlete, manager, musician.
4- Judge, astronaut, sell, driver, computer programmer.

Second and final activity: the crazy story. Students will have a piece of reading, which they have to fill the blank according with the instructions of the activity. Once they have filled it, they have to rehearse it a couple of times then share it (orally) with the classroom.

Hello, --------------------.

I am writing you from. ------------------. I have been in this ---------------- place since two weeks. I write you because I took a decision, I am going to be a ----------------. Don't ask me why. After a month I will be in -------------- with Samantha. Do you remember her? She is going to be a --------------. That is -------------------. But as you know is her decision. Did you hear that your enemy Alicia is going to get marry with john? He will move to Germany again. That surprise me! Well, I think this will be my last letter. I am going to be ------------- with my coordinator here. I will end up --------------- and I will not be able to write you. With that said. Bye I really miss you, take care.

1- The name of a famous person.   2- The name of a country.   3- A good adjective.   4- A profession.   5- The name of a city.   6- A profession. 7- A bad adjective.   8- A verb with ing.   9- A bad feeling.

Lesson plan.

<div align="center">**Date:** 04/04/19</div>

Unit: life plans.

Topic: careers (future going to and will)

Subject: English.

Time: 2 hours.

School: Reino de Suecia institute.

LEVEL: 11TH afternoon shift.

Names: Yaritza Briones, Dalila Gurierrez, Antonio Talavera.

Indicator: students will be able to recognise vocabulary related with professional careers using future going and will.

Objectives: learning how to express orally what are you going to be, some expectations about where will you be in your future.

Initial activity: students will finish the last activity presented. The crazy story, first they have fill the blank according with the instructions below then they have to tell their story to the class, from their places.

Development: first teachers will explain quickly the grammar structure of the future using the auxiliary 'will'. Then the teachers are going to present the different vocabulary relate with careers. After, they are going to say some examples using sentences in future with auxiliary ''will'. Teachers will say the sentences without writing them on the board, students have to repeat them a couple of times, then the educators will write the sentences on the board, so students will be able to see how are they written.

e.g.

I will be in japan working as a computer programmer.

She will works as an economist, it has been her dream.

Second and final activity: what can you relate with? Students will have some sentences in which they will ask to other students, in the sentences there is a noun that they have to relate with a career.

What profession can you relate with a houses?

What profession can you relate with animals?

What profession can you relate with paint?

What profession can you relate with medicine?

What profession can you relate with fire?

What profession can you relate with books?

What profession can you relate with clothes?

What profession can you relate with food?

What profession can you relate with cars?

What profession can you relate with pipes?

What profession can you relate with movies?

What profession can you relate with photos?