National Autonomous University of Nicaragua

UNAN CURN – Matagalpa

Graduation Seminar to get the Bachelor degree in English

Theme:

"The development of the Basic skills in the English Teaching – Learning process in high school".

Sub Theme:

The English teaching – learning process of the vocabulary to support the development of the basic skills in the students of eleventh grade in Matagalpa.

Authors:

- *Jorge Antonio Salgado*

- *Alfredo Javier Tórrez Tórrez*

Tutor: *Lic. Marisela Coronado*

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Dedication

This investigation work is dedicated to:

Firstly, to God because nothing can be done without his grace.

Secondly, to my mother who through my life has been a motivation to reach my goals and whose humbleness has always been for me an example to succeed I my life.

Thirdly, to my own family because through them, I have been blessed by God.

Lastly, to my professors whose commitment has always been to do the best for their students, thus they can accomplish with their expectancies.

Jorge Antonio Salgado

Dedication

This investigation work is dedicated to:

God: God is the most important aspect in my life because he gave me strength, knowledge and wisdom to finish this work. Thank Lord.

To my Family: My Family is my inspiration; this is a reason to dedicate enough time and became myself in another Professional person.

To my Parents: My parents have been the motivation to reach my goals in the university by helping to our society.

To my Professor: Those professors that gave me good idea to improve the English as a Second Language, also they motivated me to teach this subject

Alfredo Javier Tórrez

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For their time and dedication, we are deeply grateful to those directors, English teachers and students who provided very important information to our Investigation work.

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Teacher's valuation

This scientific report that approaches the important topic of the teaching and learning of vocabulary in English subject. It is a wide study that refers the deficiencies that are presented at the moment of teaching English vocabulary specifically.

Therefore, this report besides identifying the difficulties, offers valuable and important methodological information about teaching techniques and strategies that will help English teachers to develop more dynamic, attractive and interactive vocabulary classes. This will allow that English students reach a meaningful learning of the studied vocabulary, leaving the traditional, mechanical and boring teaching techniques behind.

I congratulate the authors for this valuable work and for their interest in providing us of information that it will help to modernize and to diversify the English-Teaching Learning Process in secondary education.

Lic. Marisela Coronado Gonzalez
English Teache

Summary

It is important to make mention that without a sufficient vocabulary, a person who is learning another language cannot communicate effectively or express his/her ideas. Is for that reason, our investigation work was based on how to use the vocabulary to support the different English skills.

This investigation work gives us characteristics of spelling, pronunciation, intonation and origin of the words, to be used appropriately by the teacher and students.

On the other hand, we applied interviews to the teachers and to the students by using aspects such as: the way, the amount of days, or time, the resources, and the strategies and/or techniques the teachers use in the classroom for teaching and learning process of the vocabulary. However when we applied the interviews to the English Teachers and the survey to the students selected, we found that the teachers do not know what are the strategies and techniques to teach vocabulary and the frequency that they have planned to teach them. That is why; we suggest different strategies and techniques to teach and how to evaluate the vocabulary.

It's necessary to point at other aspects that we found through our investigation work in order to improve the English as a second language in the classroom.

Firstly, teachers should carefully select words to teach, with special focus on the most frequent and useful words as they carry the most meaning senses. Special attention should also be given to words, which are difficult to learn

Secondly, as we can all but guarantee that most words we teach will be lost to the Forgetting Curve, it is therefore essential that the new words are repeated soon after the initial learning, and repeated at spaced intervals many times and in many contexts thereafter to cement them in memory. As our textbooks do not seem to consciously recycle important vocabulary the required 5-16 times, teachers have to find ways to ensure there are enough English classes. One easy way to achieve both these goals, and one that takes little classroom time, is to require students to small paragraph out of class or ask them to listen to long simplified recordings. Another advantage of reading smalls paragraph is that as students will be exposed to massive amounts of vocabulary, they can discover new collocations, as well as improving their reading fluency in an enjoyable way.

Thirdly, students should not be faced with material that is too difficult because they will not be able to guess successfully and easily add new knowledge to what they already know. Material that is a little easy is beneficial for language learning because the students can improve their reading speed and fluency. This is because they already know all the words and will be able to build their word recognition speed.

Fourthly, by teaching students how to learn vocabulary effectively, and use their dictionaries well, will save them a lot of time and will ultimately make them independent of teachers, dictionaries and textbooks.

Lastly, vocabulary exercises should focus on deepening and internalizing knowledge of words, but not only focus at the surface 'form-meaning' level and should deal with collocations and multiple-word units, not only single words. The type of practice in these activities allow the students to notice new words, or new features of words they already know, as well as giving them chances to internalize them. For example, simple gap-fill and matching exercises manipulate only meaning and/or form, and thus call for relatively shallow mental processing. The focus should also be on deepening and internalizing the knowledge by doing activities at a deeper level.

"A good knowledge of English vocabulary is important for anyone who wants to use the language".

INTRODUCTION

This investigation work refers to the importance of the English vocabulary to express ideas as a learner. It is important to make mention that without a sufficient vocabulary, a person who is learning another language cannot communicate effectively or express his/her ideas. On the other hand, if a student has limited vocabulary, he/ she will be prevented for learning a foreign language.

This investigation work is represented with different aspects of the words that learner need to know and academic element that the teachers need to use when they teach vocabulary.

Also, we would like to point at that when students do not know how to expand their vocabulary, they gradually lose interest in learning the new language.

We have generally noted that most of the teachers do not use successful techniques to teach new words. It is very common to find teachers writing the new words on the board and ask the students to repeat and repeat, the words once and once again without knowing that teaching vocabulary is a very important task in teaching English.

We consider that one of the reasons why our students do not have a good command in English after they finish the secondary school, it is because we **(the teachers)**, do not use appropriate techniques in order to help the students to improve and/or expand their vocabulary which prevents students to read, listen, speak and write and / or utilize the foreign language when this is required.
This investigation work suggests the best techniques and strategies to teach and evaluate vocabulary by using attractive activities and dynamics.

In this investigation were applied different instruments such as: Survey, interview and observation in the process for teaching vocabulary.

We interviewed a total of ten English teachers and fifty students by using a survey.

The universe is the whole teachers that teach English in Matagalpa and the students who are attended by these teachers.

As we said before, we took a total of five schools as a sample, which are name as follow:

1.	Autonomous institute " Eliseo Picado
2.	Simón Bolivar secondary school.
3.	Rubén Darío secondary school.
4.	Aminta Rivera secondary school.
5.	San Francisco secondary school.

BACKGROUND

It is important to point at that most of the problems that interfere among the students when they want to use the target language; it is the lack of vocabulary. In our environment, most of the vocabulary classes are guided to the repetition of words without knowing the real importance that learning vocabulary has for communicating effectively when using the other skills. In addition, most of the teachers are not using appropriate techniques or strategies in order to help students to increase their vocabulary. In fact, there are teachers who do not know the different between technique and strategy, which means that, a great amount of English teachers, are not prepare neither methodologically nor scientifically for teaching English as a Second Language.

On the other hand, with this investigation, we want the teachers to be aware of the importance of the vocabulary when teaching English, and how greatly the students will improve the other skills and will be able to communicate their ideas easily. Beside this, we want the teachers to use the techniques and strategies appropriately in order to help students to use the vocabulary learned in different context.

JUSTIFICATION

Through the years, we have been observing that most of the English teachers use traditional methods when they teach vocabulary. First of all, the teachers usually write on the board the vocabulary or words they want to teach. Secondly they ask to the students to repeat and repeat.

Most of the teachers frequently use traditional techniques when they teach vocabulary. This is because those teachers do not have the basic tools in order to teach a better class and make the students to improve their vocabulary.

On the other hand, there are few graduate English teachers or professional teachers with a high command of English, which is a limitation for students to understand the vocabulary among the order skills.

In addition, because of the lack of graduate English teachers, Ministry of Education has to employ empiric English teachers who do not have the appropriate knowledge in the language, and as a result the level of Education is decreasing.

In many school students do not have the opportunity to take intensive vocabulary – building classes. In other words, students are not involved in more untraditional exercises such as filling in blanks or matching words and definitions, etc.

Most of the vocabulary learned by the students is not used in different ways and as a result the students tend to forget the vocabulary more easily because the English teachers do not use techniques and strategies appropriately.

We consider that it is necessary to implement better techniques and strategies in order to teach vocabulary in a more dynamic way which will contribute to the learning of the students. Beside, the students would have more opportunities to use the vocabulary to support the development of the four skills. We hope this investigation be of a great

use and benefit and be helpful for the English teachers and also for the Ministry of Education in order to get a better education in the classroom.

* GENERAL OBJECTIVE

To analyze the different strategies and techniques in the English teaching – learning process of the vocabulary as a support to develop the basic skill of the students in high school in Matagalpa.

* SPECIFIC OBJECTIVE

☆   To identify different techniques for teaching vocabulary as a support to develop the English basic skills of the students in high school in Matagalpa.

☆   To determine different strategies for teaching vocabulary as a support to develop the English basic skills of the students in high school in Matagalpa.

☆   To propose the best techniques and strategies used for teaching vocabulary as a support to develop the basic skills of the students in high school in Matagalpa.

☆   To suggest vocabulary testing techniques to evaluate the English teaching-learning process of the students in high school in Matagalpa.

Development

Is necessary to know the Origin of the English words?

Due to the complexity of the English vocabulary and knowing that the majority of words in modern English come for foreign, not old English roots.

In fact, only about one sixth of the known old English words have descendants surviving today. For that reason, it is necessary that not only teachers of English but also students of English become aware of the origins of the English words; such as those that are borrowed from: Spanish, Greek, German, French and so on. We cannot imagine a teacher that does not take time to study the origin of the words that she/he is teaching to other people.

In addition, we consider that the more familiar a teacher is about the derivation of words; the better will be the teaching of the English vocabulary. Besides this, we cannot start by talking about the different techniques or strategies used to teach vocabulary without emphasizing in the origin of the English words. So, through this information that follow, we want to give to the readers an over view about the contribution that some languages have done to the English languages.

1.1 Origins of English word"

"The vocabulary of Modern English is approximately half Germanic (Old English and Scandinavian) and half Italic or Romance (French and Latin) with copious and increasing importations from Greek in science and technology and with considerable borrowings from Dutch, Low German, Italian, Spanish, German, Arabic, and many other languages. Name of basic concepts and things come from Old English or Anglo- Saxon: heaven and earth, love and hate life and death, beginning and end, day and night month and year, heat and cold, way and path meadow and stream. Cardinal numerals came from Old English, as do all the ordinal numerals except "Second" (Old English other, which still retains its older meaning in "every other day").

"Second" came from Latin secundus "following" through French second, related to Latin sequi "to follow", as in English "sequence". From Old English come all the personal pronouns (except "they", "their", "them" which are from Scandinavian), the auxiliary verbs (except the marginal "used" which is from French), most simple propositions, and all conjunctions.

Numerous nouns would be identical whether they came from Old English or Scandinavian: father, mother, brother (but not sister); man wife; ground, land, tree, grass, summer, winter.

Many verbs would also be identical, specially, monos y llabic verbs – bring, come, get, hear, meet, see, set, sit, spin, stand, think. The same is true of the adjectives full and wise; the color name gray, green and white. Just a few English and Scandinavian doublets coexist in current speech". ***English Language British Encyclopedia, pag 877.***

1.2 Borrowing from Spanish in English vocabulary

From Spanish, English has acquired the words armada, cannibal, cigar, guerrilla, matador, mosquito, tornado and vanilla, some of these loanwords going back to the 16th century, when sea dogs encountered hidalgos on the high seas. Many names of animals and plants have entered English from indigenous languages through Spanish: "potato" through Spanish "patata" tomate from Nahualt tomat. Other words have entered from Latin America log way of texas New Mexico Arizona, and California. Such words as canyon, cigar, estancia, mustang, pueblo and rodeo. Some have gathered new connotations: bonanza, originally denoting "goodness" came through miner's Lang to mean spectacular windfall, prosperity"; mañana "tomorrow", acquired an undertone of mysterious unpredictability. ***English Language British Encyclopedia, pag 879.***

Borrowing from French into English vocabulary

The debt of the English Language to France is large. The terms president, representative, legislature congress, constitution, and parliament are all French. So, too, are, duke marquis, viscount, and baron; but king, queen, lord, lady, earl and knight are English. City, village, court, palace, minor mansion, residence, and domicile are French; but town, hall, house, room and home are English.

Comparison between English and French synonyms shows that the former are more intellectual and abstract the superiority of French cooking is duly recognized by the adoptions of such culinary term as boil, broil, fry, grill, roast, souse and toast "Breakfast" is English, but "dinner" and "super" are French. "Hunt" is English, but "chase", "quarry" "scent" and track are French**" *(English language British Encyclopedia pag. 879)***

1.4 Borrowing from Greek into English vocabulary

In the spheres of science and technology many terms come from classical Greek through French or directly from Greek. Pioneers in research and development now regard Greek, as a kind of inexhaustible quarry from which they can draw linguistic material at will. By prefixing the Greek adverb tele "far away, distant" to the existing compound photography, "light writing", "they create the precise term" telephotography to denote the   photographing of distant object by means of a special lens. By inserting the prefix micro small "small" into this same compound, they make the new term "photography", denoting the electronic photographing of bacteria and viruses. Many Greek compounds and derivatives have Latin equivalents with slight or considerable differentiations in meaning.

At first sight is might appear that some of these equivalents, such as "metamorphosis" and "transformation" are sufficiently synonymous to make one or the other redundant. In fact however, "metamorphosis" is more technical and therefore more restricted than "transformation" *English Language British Encyclopedia pag. 879*

1.5 Borrowing from German into English vocabulary.

The contribution of High German has been on a different level. In the 18th and 19th centuries it log in technicalities of geology and mineralogy and in abstractions relating to literature, philosophy and psychology. In the 20th century this contribution has sometime been indirect "unclear" and bedeutungsvoll, or sinnvol.
"Ring road" (a British term applied to roads encircling cities or parts of cities). Along with the rest of the Western word, English has accepted Italian at the language of music. The name of voices, parts, performers, instruments forms of composition and technical directions are all Italian. Many of the latter-allegro andante, cantabile, pizzicato and vibrato are also used metaphorically. *English Language British Encyclopedia pag. 879*

1.6 The English words into other languages

From Arabic through European, Spanish, through French from Spanish, through Latin or occasionally through Greek, English has obtained the terms alchemy, alcohol, alembic, algebra, alkali, almanac, arsenal, mosque, nadir, sugar and zero.

English has freely adopted and adapted words from many other languages, acquiring them sometimes by devious routes. Each word has its own history however, some words indicate the origins of English languages: coracle, brills, blarney, hooligan claymore, whisky, penguin, ski, finish and other*. (English Language British Encyclopedia pag. 879)*

1.7 What is vocabulary?

In the context of learning English as a foreign language, a learner is forced to be autonomous and independent and make conscious effort to learn vocabulary outside the classroom simply because the exposure to the target language is limited in class.

Vocabulary can be defined, **as the words we teach in the foreign language.** However, a new item of vocabulary maybe more than a single word: for example, post office and mother - in – law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

As we have said, Vocabulary has been used to support the different skills and improve the foreign language. We need vocabulary to support speaking skills for example: A speaker needs different words to give ideas and say something. The vocabulary in this case is associated to speaker's knowledge because the speaker must use appropriate word to be understood, in other words, the word must use based on the situation, condition and conversation.

Meanwhile, when we listen to a phrase, a word, a sentences or listen to an English song, we listen to different kind of words but our brain is analyzing the meaning of the words related to each situation, however, the meaning of the words vary, depend on stress or rules. In addition, many words are presented as slang, idioms or other structures.

On the other hand, we must combine reading and writing as a process to get better successful results in the classroom. For example, in a reading the English teacher can use reading comprehension and writing skill when the student answer questions, complete items, underline idea to get main idea based on the text. However, in the classroom when the teacher teaches vocabulary the words may engage in mere traditional individual exercises such as filling in blanks or matching words and definitions.

As a teacher we must incorporate attractive activities in the lesson plan to be used in the classroom without forgetting the purpose, kind of skill and knowing that vocabulary must always be in each English class and taking into account that as teachers, we must revise the meaning of the word before begin our classes in the classroom.

1.8 What needs to be taught?

As a teacher, we must know different aspects that we have to take into a consideration when we teach vocabulary for example:

Form: Pronunciation and Spelling.

The learner has to know what a word sound like: **(its pronunciation)** and what it looks like: **(its spelling)**. In teaching, we need to be sure that both these aspects are accurately presented and learned.

The form word is very important when we teach the meaning of the words because the students can know the word but they do not know which word is appropriate according to each situation. For example: desert **/ˈdezart/ (where the stress is in the first syllable)** or dessert **/dɪˈZ3lrt/ (where the stress is in the second syllable).**
In this cases we need to explain them both words are different in spelling and pronunciation and we must be careful when use it.

The following examples give more ideas about pronunciation and spelling.

Pronunciation: (Heteronyms)

a)   Address: "Ad-res" (location)

           My address is very confuse in the city

          "a – DRESS" (to write a location)

          My address is next to the bank on Main Street.

b)   Close: "CLOZE" (verb)

        Could you close the door? Please

         "CLOS" (Near)

        The church is close to the bank.

Spelling: (homophone)

     a**) Buy:** When did you buy a new car?

      By: She walked quietly by the room

    b) **Capital:** Our capital city is Managua

     Capital: Each sign was printed in capital letter

1.8.2 Grammar: the study of syntax and word inflection.

It is important to provide learners with this information at the same time as we teach the base form.

For example, when we teach a new verb, we might also give its past form, whether this is irregular **(think, thought)**. In this case we might explain them the word changed its spelling. Similarly, when teaching a noun, we might present its plural form, whether this is irregular **(mouse, mice)** or non count nouns **(advice, information).**

We may present verbs such as want and enjoy together with the verb form that follows them **(want to, enjoy – ing).**

Examples by using grammar when we teach Vocabulary.

1. I **wrote** a letter yesterday morning (Irregular verb)
2. She **spells** her last name (special rules with 3rd person)
3. I enjoy **teaching** English. (Verb + gerund)
4. There are **mice** in the kitchen (plural nouns)
5. Mary is **taller than** John (comparison)

1.8.3. Collocation:

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "Wrong" in a given context.

For example, we may note that you take or make the one, but usually come to the other.

Make: make information

Do: do the homework

Collocation is another aspect that the teacher might teach associating the meaning of the words and situation given; in this case the student can analyze the meaning based on examples.

Collocations are also often noted in dictionaries either by providing the whole collocation under one of the head – words, or by a note in parenthesis.

Collocation:

In this case, the word is used according to each situation.

a) He **kicked** the soccer ball.

He **throws** the baseball ball.

b) Someone knocked on my apartment door

c) She **touched** the arm to her friend

1.8.4 Aspect of meaning:

__Denotation:__

The dictionary definition of a word. To use a word directly, however, you must know if special circumstances affect its use or meaning.

Pretty, for example, means attractive in appearance, but use it in that sense only for a child or young girl or young woman. Do not use it for a man or older woman.

Denotation is another aspect in the meaning of the word that it can be identified using cards and Monobilingual English dictionary. This aspect is important because the student identify the correct meaning according to the concept; some words can denote the meaning for example.

__Connotation:__

Connotation means the emotional, social, or moral value that is associated with a word. For example, calling someone a pig is insulting because dirt or gluttony is associated with pig. Woman, lady, and female, for example, can all refer to the same person, but the associated meanings are different. Female and woman are biological facts, but lady has had social and class differences connected with it.

1.8.5. Word formation.

Vocabulary items, whether one word or multi word, can often be broken down into their component "bits". Vocabulary items are built by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word or two separate examples: bookcase, swimming pool)

Word formation can be applied when the teacher uses appropriate activities with the students by using simple words and its relationship with the root word, but in the real life, the teacher really apply exercises using reflection about the origin of the words and how to form another word **(compound word).**

This aspect is very important in our classes because the student can analyze different kind of words and its importance in order to form another one.

In the following examples are represented word formations by using two nouns, gerund or verbs.

Nouns:

    a) There are five bookcases in the office.

    b) A traffic light is important in the city.

    c) There are textbooks at the library.

Gerund:

    a) They are sleeping in the room.

    b) Carlos is swimming in the pool.

    C) I am reading a magazine.

Verbs:

    a) I talked with him about the job.

    b) She writes a letter in the office.

    c) I wrote a paragraph about Nicaragua's economic

II. Different techniques for teaching vocabulary

What does technique mean?

The systematic procedure by which a task is accomplished. The degree of skill shown in any performance.

After being this simple question answered, which are very important to reach our goal, we want to place a series of techniques that can be very useful for the teaching and learning process of the vocabulary in our students in the high school.

Over many years we have been observing the teaching process of the vocabulary in our city and we have become more and more aware that some of the most basic principles of vocabulary teaching and learning have been forgotten or ignored.

For example; there are two major stages in word learning. The first stage is matching the word's spelling and pronunciation (its form) with its meaning. When this is known, the student should then work on the deeper aspects of word knowledge. This may include the words it goes with, and does not go with; the restrictions on its use; whether it is formal or informal; whether it is spoken or written; its similarity to other words; its shades of meaning; whether it is frequent or not, and so on.

We tend to group words together and make associations and connections to help us remember.

It's a good idea to find out how your SS learn new words, and if they use particular techniques or systems for recording and learning new words. Here are some ideas that can be useful for your students to learn vocabulary in a better way.

Now, we want to propose a group of techniques which can be useful for teaching vocabulary in a more active manner also they are some ideas that can be useful for your students to learn vocabulary in a better way.

2.1 Mind Maps: -
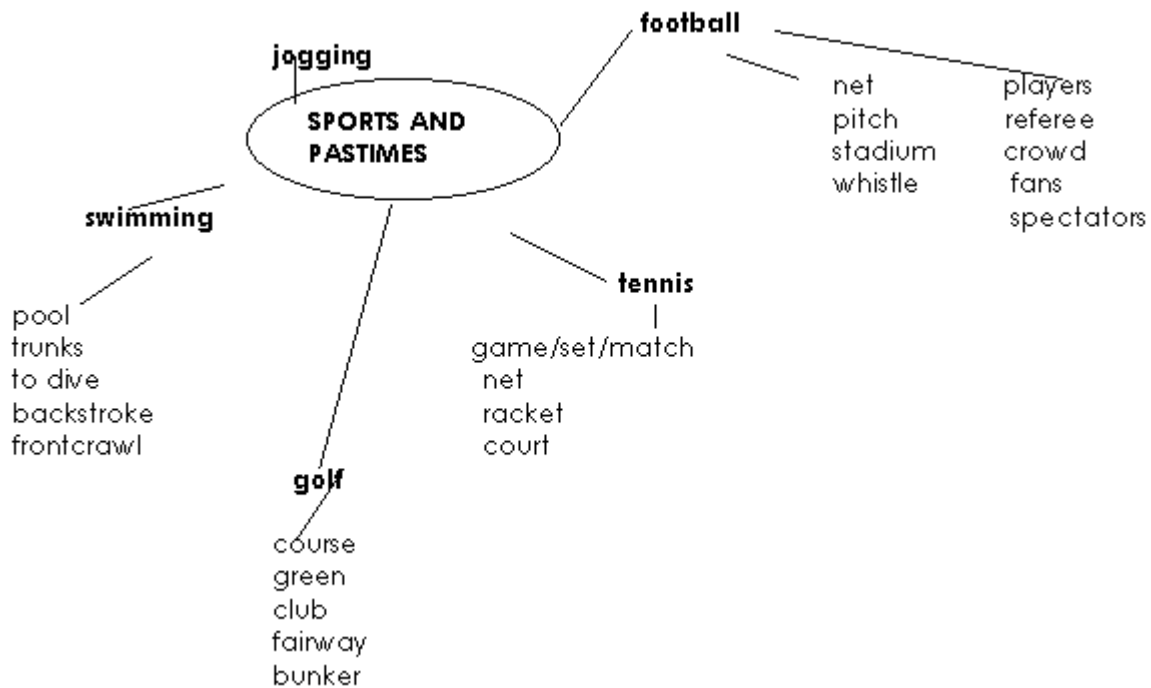
2.2 Grouping by Lists:

| Jobs	Travel	Food
A teacher	Boat	To do the shopping
A doctor	Car	To make a cake/sandwich/cup of tea
A taxi driver	Train	To grill
An engineer	Plane	A cook/chef
A salesperson	Bus	A gas/electric cooker

Note: -Encourage SS to mark word stress.

Ss could use one colour for verbs, another for nouns, another for adjectives etc.

2.3 Tables for Word building:

BASE	NOUN	ADJECTIVE	VERB	ADVERB
Danger	Danger	Dangerous	To endanger	Dangerously
Safe	Safety	Safe/to make s	To save	Safely

2.4 Insight Pictures:

Represent the characteristic of a word by the way you write it.

fat big
thin small
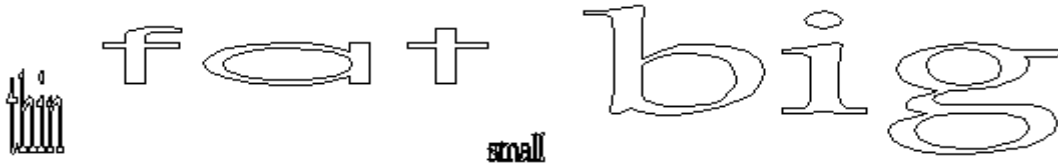
SS could draw a word in any way they imagine it. Personalizing vocabulary in this way should help SS to remember.

2.5 Memory Pictures and Word Association:

Does the sound of a word remind the SS of a word in their language?

The English word "dinner" reminds to the students the Spanish word "dinero"

The English word "table" reminds to the students the Spanish word "tabla"

The English word "library" reminds to the students the Spanish word "libreria"

The Spanish word 'mesa' (table) reminds me of a big mess. I imagine a mess on top of a table and this helps me to remember.

2. 6 Finding Related Words.

1. Psychologist   scientist   <u>company</u>   dentist

2. Stores   shops   markets   <u>checks</u>

3. Carpenter   <u>house</u>   mason   secretary

III. Strategies for teaching vocabulary to develop the four skills.

What does strategy mean?

Procedures used in learning, thinking, etc. which serves as way of reaching a goal.

After being this simple question answered, which is very important to reach our goal, we want to place a series of strategies that can be very useful for the teaching and learning process of the vocabulary in our students in the high school.

Learning new vocabulary requires "many" – memory devices that help students remember the words they have learned.

There are no universally useful strategies and they contribute to vocabulary learning in different ways. Students use a number of strategies, often simultaneously. The efficiency of vocabulary learning depends on how students combine individual strategies.
If students combine and employ individual strategies from different groups they will be more successful in developing the target language lexicon. Thus, the ideal combination would be that of strategies from all four groups.

The teacher should create activities and tasks (to be done both in and outside class) to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Students experiment and evaluate and then decide which to adopt or reject since strategies are not intended to be prescriptive.

First of all, ways of presenting new vocabulary should be varied. In order to improve the efficiency of vocabulary learning (memorizing and retrieving lexical items) students should be encouraged to make use of learning strategies that are at their disposal, and be taught, either implicitly or explicitly, new strategies for vocabulary learning.
Here are some effective exercises that can be used in order to motivate the students to learn new vocabulary and use it effectively when they write, speak, and so on.

3.1 Matching Opposites.

Strategy:

Divide students into small groups and distribute the opposite worksheets.

Ask students to either match the opposite or write the opposite. If you have more time, you can ask students to first match the opposite and then write out the opposite individually. Alternatively, you could give exercises as follow-up homework.

Exercise 1 – Match the opposites

Boy	brother	wife	hot
Speak	dirty	black	man
Sister	girl	cold	husband
Clean	listen	woman	white

Exercise 2 – Fill in the opposite

Far   _____
Sister   _____
Wife   _____
Black   _____

3.2. Memory games.

Strategy:

Divide students into small groups. Begin with one student saying a sentence. Then another student adds another word or phrase to the sentence. Anyone who cannot add to the list or makes mistakes must drop out of the game.

Exercise 1 – Adding words or phrases.

S: 1. I went shopping.
S: 2. I went shopping and bought a jacket.
S: 3. I went shopping and bought a jacket and a hat.

3.3 Word association.

Strategy:

Teacher can divide students small group or big. Students are required to name all the words they know associated with any lexical category. One student says a word from the category, then, the next student must immediately say another word from the category, and so on.

Exercise 1 – Categorization.

S: 1. Head
S: 2. Neck
S: 3. Arm
S: 4. Leg
S: 5. Forehead

3.4 Miming.

Strategy:

It can be done with the whole class. The teacher or one of the students choose a job and mimes a typical activity that it involves. The others try to guess the job by asking either about the activity or the job.

Exercise 1 – Guessing occupations.

S: 1. Do you work in an office?
S: 2. Do you wear a uniform?

3.5. Guessing the tool.

Strategy:

Divide students into pairs, facing each other, gives card with two words written on it. The two words written on the cards are a tool and a related occupation.

Exercise 1 – Guess the tool and name an occupation that uses the tool.

S: 1. It is used for painting walls and doors.
S: 2. It is a paintbrush. A decorator uses a paintbrush.

3.6. Brainstorming round an idea.

Strategy:

The teacher divides students into small groups. Then, the teacher gives them a word. They have to write all the words they can think that are connected with the given word.

Number 1 Write the words that are related.

Mother

Father

Son

Family members

Grandmother

baby

Daughter
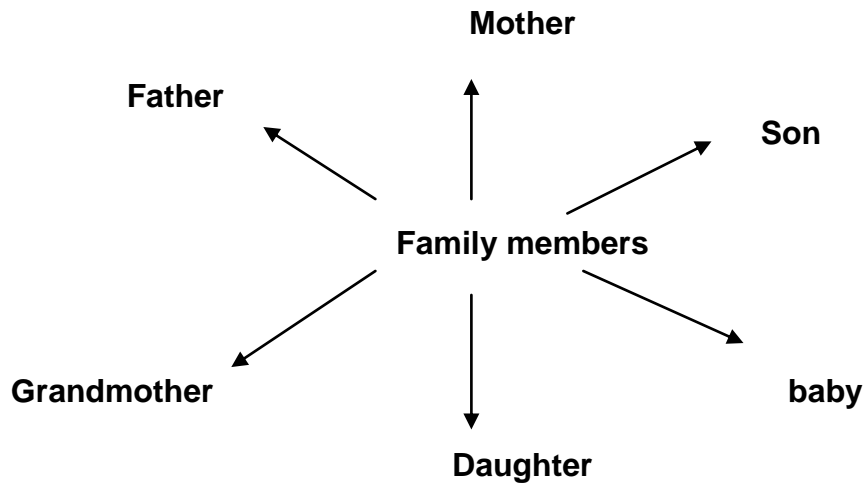
Number 2   writes the words that belong to the same category.

Building

Park

Hospital

Parts of the

City

Supermarket

malls
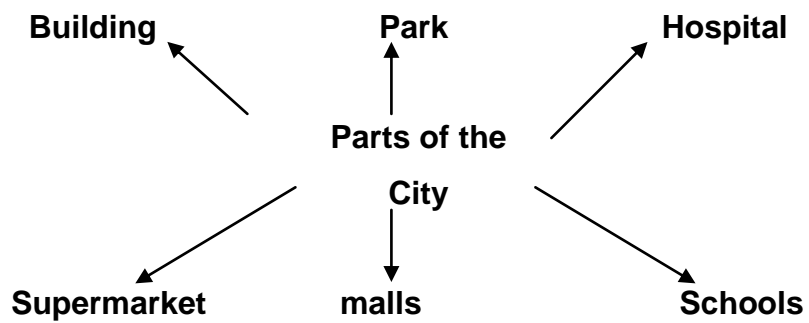
Schools

Number 3 – write words regarding to the school.

Janitors

Teacher

School

Director

Students
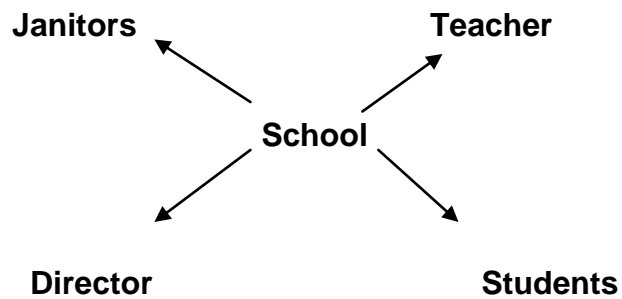
Other strategies involve planned, active and motivated learning and exposure to language outside the classroom

- ***Examples of strategies:***
    - o Word grouping
    - o Making notes of vocabulary while reading for pleasure/watching TV
    - o Word cards / Leafing through a dictionary
    - o Planning
    - o Recording and listening
    - o Regular revision

In this group cognitive strategies, which include direct manipulation of lexical items, are connected to meta-cognitive strategies that make the use of cognitive ones more effective. The aim is communicative use of vocabulary.

3.7 Formal practice

These strategies promote systematic learning and vocabulary practice. The aim is accurate reproduction and is often connected to the tasks of formal instruction.

- ***Examples of strategies:***
    - o Loud repetition
    - o Bilingual dictionary
    - o Testing oneself
    - o Noting new items in class.

3.8 Functional practice

These strategies are based on context as a vocabulary source. They also include exposure to language, but without making a conscious effort (incidental learning). They also have a social aspect, i.e. interaction.

- ***Examples of strategies:***
  - Remembering words while watching TV/reading
  - Using known words in different contexts
  - Looking for definitions
  - Listening to songs and trying to understand
  - Using words in conversations

3.9 Memorizing

this group includes a number of memory strategies based on inter-, intra-lingual and visual associations.

- ***Examples of strategies:***
  - Using pictures, illustrations
  - Associations with L1 (cognates or key word method)
  - Looking for similarities between words
  - Visualization

Here is a selection of practical activities that direct learners towards using strategies of vocabulary learning.

3.10 The useful alphabet (self-initiated independent learning)

Each student gets a letter and has to find 5, 10 or 15 words s/he thinks would be useful for them. They then report to the class, perhaps as a mingle activity, using word cards (on one side they write the letter, on the other the information on the word - spelling, pronunciation, definition). *Word bag* (formal practice) this is to get your students to write down new words they hear in class.

At the beginning of the term/course divide students into groups of about 5 and give each group a number (e.g. 1-6). At the beginning of each class give each group about 10 cards on which they write the number of their group and the new words they hear in class. At the end of each class they put their cards into the "word bag" and every 2 weeks you check whether they still know those words and which group has the most

cards. In the end there are two winners: the group that has the most cards, and the one that knows more words.

3.11 Especially for you (Functional practice)

The teacher prepares a list of words. Each student gets one word, which is prepared especially for him or her. The trick is that each student gets a word whose initial letter is the same as the initial of the student's first name, e.g. Linda gets listless. Each student must look it up in the dictionary during the class and after a few minutes report to the class. E.g. "My name is Linda and I'm listless. That means that I am ... (definition)..." For homework students can do the same using their surname.

3.12 Word tour (memorizing)

Instructions for your students: 'think of a town or city you know well. Imagine that you are organizing a sightseeing tour. Think of 5 places you would include on your tour and write down the order in which the tourists would visit them. Learn your tour off by heart so that you can picture it in your mind. Whenever you have 5 new English words to learn, imagine these words are the tourists on your tour and picture the words in the places on your tour like this.
Tour: park, church, hotel. Words to learn: tree, a shovel and broom. Imagine Alfred on his column in park wearing a sweatshirt, the gardener planting tree on the church grass and using a shovel, and broom…

III. Vocabulary practice Games" (strategies)

"Game is an important of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the languages learning process their purpose is to reinforce what has already been taught."*(Shaptoshvili Shalva, vocabulary practice game, Washington, forum Magazine 2002 pag.34.)*

The game is considered the best way to motivate the class in the classroom. When the teacher uses games to motivate the English class, he or she can apply recreational activities and teach the English vocabulary become in enjoyable class.

*According to **Shaptoshvili** Shalva, t*he games should use to reinforce topics studied, as a strategy to remember words and phrases by using the different skills. Beside this, the teacher can promotes exchanges knowledge based on different situation and makes the class more dynamics, in order to get better result.

In our investigation work, we found English teachers that don't know what kind of game can be used as strategies to teach vocabulary.

Due to this Problem we want to suggest some strategies that the teacher can implement in the classroom taking into account the kind of activity or the topic without forget **"The teacher's Motivation is the key to teach something new"**

2.1 Memory Game:
Begins with one students saying a sentence and the text in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example.

- Students 1: I went shopping
- Students 2: I went shopping and bought a jacket.
- Students 3: I went shopping and bought a jacket and a cap.

Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remain is the winner.

This game may be exploited while working with words related to any topic.

2.2 Word association:

Requires students to name all the words they know associated with any lexical category.

One students say a word from the category students say a word from the category one, then the next student must immediately say another word from the category:

- Student 1: chalk
- Student 2: book bag
- Student 3: tape recorder
- Student 4: ruler

Anyone who can't think of a word immediately has to drop out of the game.

3.3 Miming:

Can be used as a guessing game. This wordless activity leads the learners to talk quite naturally. Someone mimes an action and the others try to guess what it is. This kind of guessing game can provide further practice of wider variety of lexical and grammatical units, such as those related to occupations.

One student chooses a job and mimes a typical activity that it involves. The others try to guess the job, for example, do you work outside (in an office)? Do you work wear a uniform (use a tool)? The student miming provides only nonverbal clues to help the rest of the class guess what the job is.

3.4 Guess the tool.

Provides a good opportunity to develop student's skill in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other,

and gives a card with two words written on it to each student and asks them not to show each other their cards.

The two words written on the cards are a tool and related occupation, for example; Saw and carpenter, chalkboard and teacher. One at time, each student describes the tool without saying its name. The other students has to guess the tool and name an occupation that uses the tool, for example,

- Students 1: It is used for painting walls and doors.
- Students 2: It is a paintbrush. A decorator uses a paintbrush.

3.5 Human sound.

Can be used after students have learned the vocabulary of same of the sound that humans make, for example, Cheer, cough, cry scream, shout, sing, whisper, whistle, and mumble, and have grouped them according to the following categories: happiness, pain, sadness, disapproval, annoyance, fear and excitement, the teacher gives raw class situation in which people make noises and asks students to make the sound corresponding to each situation as well as say what it is,

- Teacher: you are in a choir
- Student: sing and say I am singing
- Teacher: you are in great pain
- Student: Scream and say I am screaming at the end of the game, the teacher may get students to suggest new sentences and context in which to use these verbs.

3.6 Suggestion chain:

In involves reviewing both leisure activities vocabulary and ways to make suggestions. For this game student first make and individual list, one student begins by suggesting something to do in the evening or next weekend, for example, let's go to the concert. The next students has to disagree and, using another way of making a suggestion, suggest a different activity,

For example:

- Students 1: Let's go to the concert
- Students 2: No, no the concert
- What about going to the cinema?

Students continue the game until they have used all of their leisure activities. Another way to end this game and have a winner is to eliminate any one who can't think of an anything to do, repeat a leisure activity that was suggested before, does not another way of making a suggestion, or uses the wrong verb form in the suggestion.

3.7 Notices and warning practices.

For this game the teacher needs to prepare two sets of cards. The cards in the first set (notices) contain phrases and sentences of different kinds that give information or warning. The cards in the second set (setting) contain the names of the places where people would see or hear each notice. The teacher divides the class into two teams, distributing the notice cards among the students of one team and the setting cards among the students of the other team. One member of the notices teams begins by reading aloud the notice on his or her card. The members of the other team quickly decide which setting from those on their cards is where the notice would be made for example:

- Students from team 1: Sorry, tickets are sold out.
  Student from team 2: Outside a cinema.
- Student from team 1: queue for currency exchange.

Student from team 2: inside a bank.

Afterwards, the teacher assigns students to think of some other possible notice and warning that they would find in one of these places:

A hospital, an airport, a library, a school, a hotel or a park.

3.8 Exaggerates:

It gives student the opportunity to practice strong adjectives, such as: enormous, delicious, horrible, marvelous, and furious, along with intensifying adverbs such as extremely, quite, rather, really. Before hand the teacher must prepare cards, each with a question, which may be tag (He is funny, isn't he)

The game begins with the cards face down on the table. the teacher calls on someone to pick a card and read out the question using an appropriate strong adjectives for example:

- Students 1: They serve nice dishes in that restaurant don't they? Bob!
- Student 2: (Bob): Nice? The food is absolutely delicious there.

The second student picks a different card, read out the question, and names another student to answer it, and the game continues. Any student who does not use a strong adjective and/or intensifying adverb while answering is eliminated.

3.9 Expand the sentences.

It should be played after students have learned about ordering a series of adjectives in English, because this game provides practice in placing adjectives in the correct order. The teacher stars by giving a short sentence. Students, in turn, have to expand the sentences with and adjective by putting it in the right place and then saying the sentence aloud. A player who cannot think of an appropriate adjective or puts it in an unacceptable position must drop out for example:

- Teacher: She bought a jacket.
- Student 1: She bought a black jacket
- Student 2: She bought a long-sleeved black jacket
- Student 3: She bought a long sleeved black wool jacket.

The game continues until the sentences would sound unusual in natural speech. The teacher can then start a new sentence with the student remaining in the game.

IV. Testing Vocabulary

Testing vocabulary is another important aspect that English teachers must know for teaching vocabulary as a process in secondary school.

Testing is a complicated process because we must know different aspects. for example :

- Teachers must know what the best way to evaluate their students is.

- Teachers must know the individuals´ characteristics of their students.

- Teacher must know what kind of topics will be better to evaluate in each period (term).

- Teachers must know the different kind of items for testing, and the types of vocabulary – testing techniques.

- Teachers must evaluate their students in a process continuous without waiting until the last moment when the written tests are made.

Why test vocabulary

The obvious answer is that, without testing there is no reliable means of knowing how effective a teaching sequence has been.

Testing provides a form of feedback, both for learners and teacher. Testing motivates learners to review vocabulary in preparation for a test.

What to test?

1. The word's form- both spoken and written the word's meaning (or meanings).
2. Any connotation the word is specific to a certain register or style.
3. The word's grammatical characteristics
4. The word's common collocations
5. The word's derivations
6. The word's relative frequency
7. Any vocabulary test, therefore, needs to take into account the multi-dimensional character of word knowledge.

Taking into account the aspects we have said, the lack of teacher's experience, the big amount of empiric English teachers, and the lack of didactic resources; it is precise to change the strategies and techniques for testing in order to improve the teaching – learning process.

On the other hand, it is necessary to express that most of the English teachers do not know the different kinds of vocabulary – testing techniques, and as result, he/she has to apply traditional testing techniques.

We consider that it is important to use different testing techniques to evaluate the teaching learning process in the classroom.

In any case, when testing vocabulary, the grammatical structures used should be easy to understand. If the grammatical structures are difficult to understand, the test is testing the ability to understand the grammatical structures and knowledge of vocabulary.

A test might miss an item due to a lack of understanding of the grammatical structure, not due to the lack of vocabulary knowledge.

When testing grammatical knowledge, difficult vocabulary should be avoided to avoid testing vocabulary rather than grammatical knowledge.

With the following kind of vocabulary testing techniques the English teacher can improve the way to prepare different test. For example:

4.1 Multiple-choice tasks.

This task gives the best distracters for vocabulary items, words that have a similar meaning to the correct word but which are inappropriate in context.

Examples:

1) _____ you speak English?

a) Do   b) Does   c) Are

2) _____ Ann studying English?

a) Are   b) Is   c) Does

Most of teachers use multiple choice items because this kind of testing techniques is easier to evaluate and cover different topics in a period determined, but for the students is complicated, because they must select an alternative correctly. However, alternative should be the same part of speech as the word in the stem. If one is a different part of speech that can easily be eliminated as a possible answer.

4.2 Synonym / Definition items.

A synonym is a word that has nearly the same meaning as another word. A synonym as a vocabulary testing techniques is an excellent item because the student can analyze the meaning of the words relational with other words.

Examples: Write the synonyms of the following words: "say"

1.   Say, talk, speak, mention, and tell.

4.2.3 Picture items.

This kind of testing technique is one of the most attractive items. That English teacher can apply in their test because the testers have to choose which of the four or five alternative matches the picture. Obviously it should be clear is being depicted in the picture.

 For example: The Teacher can draw a picture about "Something to wear" or kind of clothing, then the student will put the correct word based on the picture.

4.2.4 Sentences items.

Another testing techniques, it is to put in a sentences and having the testers choose the "alternative" that has the same meaning as a word in the sentences that is underlined, in italics, in bold type, etc

For example:

 1) Carlos **tell /said** them a secret about his friend.

 2) Mario **threw /kicked** a soccer ball yesterday morning.

4.2.4 Set items.

Another type of items is where testers are presented with a set of words. In the case of a recognition type of item, the testers decide which word in the set doesn't belong with the other.

What word doesn't belong?

        a) Pants, shirt, tie, ring

        b) Potato, lettuce, carrots, limes.

A variation could be:

Write down the subject that each group of words is related to.

Bedroom, living room, kitchen, dining room= HOUSE.

4.2.5 Matching items.

Another vocabulary testing techniques is when the testers choose from among of a list of words that are given (usually more words than blanks) the word that fits in each blank. In these items, it is preferable to have all the words in a set with the same part of speech.

For example: Match the following words.

1. Sales   _____ player

2. Airline   _____ driver

3. Deep-sea   _____ representative

4. Truck   _____ pilot

5. Football   _____ diver

4.2.5 Completion items.

Completion items are similar to those described above, but in this case they must supply the words for the blanks. The problems it is very difficult to write items for which there is one and only one answer: such as:

Fill in the blanks with the following words.

From   eat   name **is   speak**

My _____ _____ Mario. I am _____ Rome. I _____ Italian.

I _____ Italian food.

4.2.6 Word formation items

Another type of item tests not the testers´ knowledge of meaning of words but their knowledge of word forms. In this case, testers are given a sentences or paragraph, and they are instructed to fill in blanks with the correct forms of the words that they are given. For example,

Write the correct form of the word in capital letters in the blank.

"LIBRARY" "BOOKSTORE"

1)   Roberto bought a book in the _____.

2)   She reads a book at the _____.

CONCLUSION

✓ We cannot forget that change begins with each one of us, and one of the first things we need to modify is our routinize way of teaching vocabulary.

✓ It is important to point at that students learn best by making sense of their own vocabulary and internalizing it. The more they work with the words, and the more deeply they are processed (by working with the new words and in many different ways), it is more likely the words will be retained in memory.

✓ Because of the lack of graduated teachers in our city, many of them do not know the difference between strategies and techniques for teaching vocabulary. Besides this, those who use a kind of strategy and/or techniques for teaching or testing vocabulary, it is most of the time do it in the wrong way; as a result the students do not develop a good command in the use of the vocabulary learnt previously in the classroom.

✓ Beside this, some teachers although have access to a certain kind of audiovisual resources, it can happen two things; one of the things is that they do not know how to use them appropriately or two; they simply do not want to use it. In addition, most of the teachers do not recognize that it is too easy to forget that teaching do not cause learning, and to forget that because students have finish a unit does not mean they have mastered all the words in it.

✓ The techniques used by the teacher for testing vocabulary are not the appropriate ones. A very common testing techniques use for most of the teachers at the high school in Matagalpa is: Translate words into Spanish or vice verse.

✓ There is very low recycling of vocabulary in textbooks. Most words that are taught in the text (i.e. featured in a vocabulary exercise) are not later recycled in another exercise, or even repeated in the same book.

- ✓ Teachers assume the textbook *is* the syllabus and assume that the textbook has dealt with the recycling of the vocabulary adequately.

- ✓ Teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques. Dictionary skills especially are rarely taught and students are not encouraged to keep vocabulary notebooks.

- ✓ Most vocabulary teaching is from the text with an emphasis on identifying and teaching single words, rather than collocations or lexical phrases.

- ✓ Many teachers do not seem to take a systematic approach to vocabulary selection. Lessons are often prepared just before class, and there is no long-term planning.

- ✓ Teachers all too often teach too many words at one time. This can not only confuse students who get them all mixed up, but also overload the students' memory leading to 'vocabulary graveyards'.

- ✓ Students are exposed to the same materials and thus have limited exposure to words that the teacher does not focus on.

- ✓ For many teachers word teaching only means giving a meaning of words without working on definition and spelling or pronunciation.

RECOMMENDATIONS

- Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentenced with the word in. They can then teach each other in groups.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class.

- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words
- Have a section of your board for vocabulary items that come up as you are teaching. Use different colours for the word / the phonemics / the prepositions / the part of speech
- It is a good idea to teach/learn words with associated meanings together
- Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one
- Teach your students the grammatical names for the parts of speech and the phonemic script
- Always keep a good dictionary by your side in case a student asks about a word you don't know
- If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them
- Give extra examples sentences to the students if they are unsure and encourage them to write the word in an example sentence.

"A good knowledge of English vocabulary is important for anyone who wants to use the language".

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ANNEXES

The origins of the English words

Old English

Basic concepts and things

late – love
Life - death
Day - night

Spanish into English

Many names of animals and plants have entered English form indigenous languages.

potato - patata
tomato - tomatl
cigar - mosquito

French into English

President, congress, Constitution City, village, dinner culinary terms

boil, broil, fry, grill, roast, toast

Greek into English

Created terms

tele- (far away, distant) micro- (small) Telephotography Photomicrography

German into English

Terms related to

Geology
Literature
Philosophy
Psychology

How do we use the vocabulary into English Skills?

Writing:
Grammar
Spelling
Punctuation

Reading:
Reading
Comprehension
Understanding
Analyze

vocabulary

Listening:
Pronunciation
Intonation
Stress

Speaking:
Grammar
Knowledge of the word.
Characteristics of the words.

Lesson Plan -Vocabulary Lesson Plan - Opposites for Beginners

Aim: Improving vocabulary through the use of opposites

Activity: Matching opposites

Level: Beginner

Outline:

- Divide students into small groups and distribute the opposite's worksheet.
- Ask students to either match the opposites (exercise 1) or write the opposites (exercise 2). If you have more time, you can ask students to first match the opposites and then write out the opposites individually. Alternatively, you could give exercise as follow-up homework.
- Correct in class. Expand the exercise by asking students to provide synonyms.

Lesson Plan - ESL Vocabulary Lesson Plan - Opposites

Exercise 1 - Match the Opposites

boy	big, large
speak	brother
old	dark, heavy
right	dirty
far	eat

foot	empty
sister	end
wife	girl
black	head, hand
cool	hot
buy	husband
clean	left, wrong
small	listen
woman	long, tall
begin	man
drink	mother
full	near, close
fat	new, young
stand up	sell
father	sit down
short	soft, easy
hard	thin
cold	warm
light	white

Exercise 2 - Fill in the Opposites

far _____

foot _____

sister _____

wife _____

black _____

cool _____

buy _____

clean_____

Vocabulary Charts

Aim: Creation of vocabulary charts to be shared around the class

Activity: Awareness rising of effective vocabulary learning techniques followed by vocabulary tree creation in groups

Level: Any level

Outline:

- Begin lesson by asking students to explain how they go about learning new vocabulary.
- Explain the concept of "short term" and "long term" learning and the importance of contextual clues for effective "long term" memorization.
- Present the idea of creating vocabulary charts to help students learn specific content related vocabulary.
- Distribute a copy of the [example](#) vocabulary chart.
- Divide students into small groups asking them to create vocabulary charts based on a particular subject area.
  Example: house, sports, the office, etc.
- Students create vocabulary charts in small groups. Copy student created vocabulary charts and distribute the copies to the other groups. In this way, the class generates a large amount of new vocabulary in a relatively short amount of time.

- **Example Vocabulary Chart**

butcher's, baker's, grocer's,
supermarket, department store, etc.

Shops

Buildings

hospital, library, city hall, sky
scraper, police station, etc.

The City

People

Transport

banker, shop keeper, taxi
driver, librarian, pedestrians, etc

bus, subway, taxi, tram, etc.
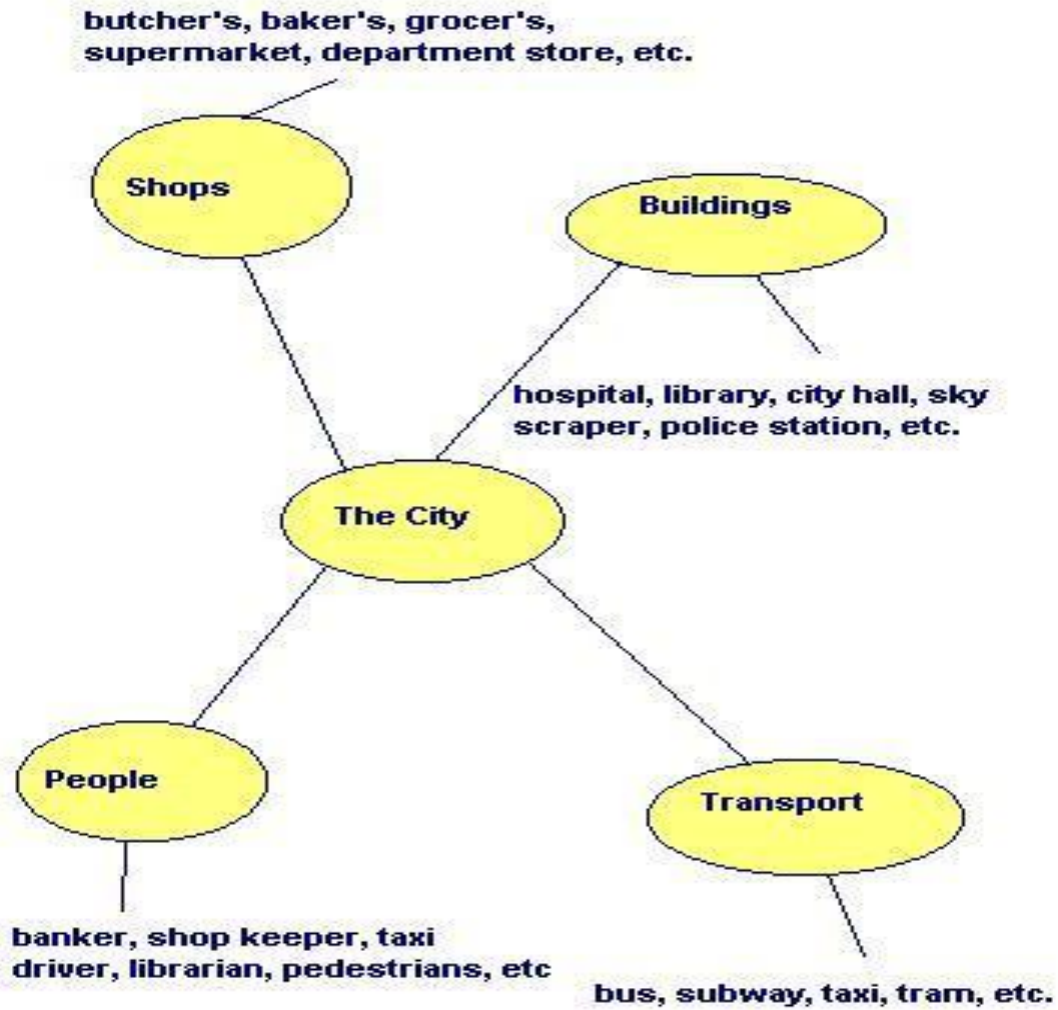
NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA (UNAN)

Survey:

General Data.

School's name:_____
Level   _____
English Teacher: _____

Dear student:
      With the survey, we want to get information about what the kind of activities the teacher uses for teaching vocabulary.

- **Put a circle around your own answer.**

1. How often do you have vocabulary classes?

a) Once a week   b) twice a week   c) rarely   d) never

2. The teacher uses textbook for teaching vocabulary.

a) Never   b) always   c) rarely   d) sometimes

3. The teacher makes you to repeat the vocabulary.

a) Always   b) never   c) sometimes   d) rarely

4. The teacher makes you to use the vocabulary with the other skills.

a) Sometimes   b) always   c) rarely   d) never

5. The teacher works on the spelling of the words.

a) Sometimes   b) always   c) never   d) rarely

6. The teacher works on the stress of the words.

a) Always   b) sometimes   c) never   d) rarely

7. The teacher evaluates the vocabulary in the English test.

a) Always   b) sometimes   c) never   d) rarely

8. How often would you like to take vocabulary classes?

a) Always   b) sometimes   c) never   d) rarely

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA (UNAN)

"Interview"

General data

Teacher's name: _____
High school: _____
Level: _____
Date: _____

Dear English teacher:

With the following interview, we want to get information about different techniques and strategies; you as an English teacher apply in the classroom in order to teach vocabulary.

- Answer the following questions.

1. How long have you been teaching English?

2. Do you have any English degree?

3. How long have you been teaching English at this school?

4. Do you use any English textbooks for teaching English? If so, what kinds textbook do you use?

5. Do you use any other resources such as tape recorder, overhead projector, card etc?

6. How many days a week do you teach vocabulary to your students?

7. What kind of activities do you use with your students for teaching vocabulary?

8. What other techniques do you use for teaching vocabulary?

9. How do you think your students can expand their vocabulary?

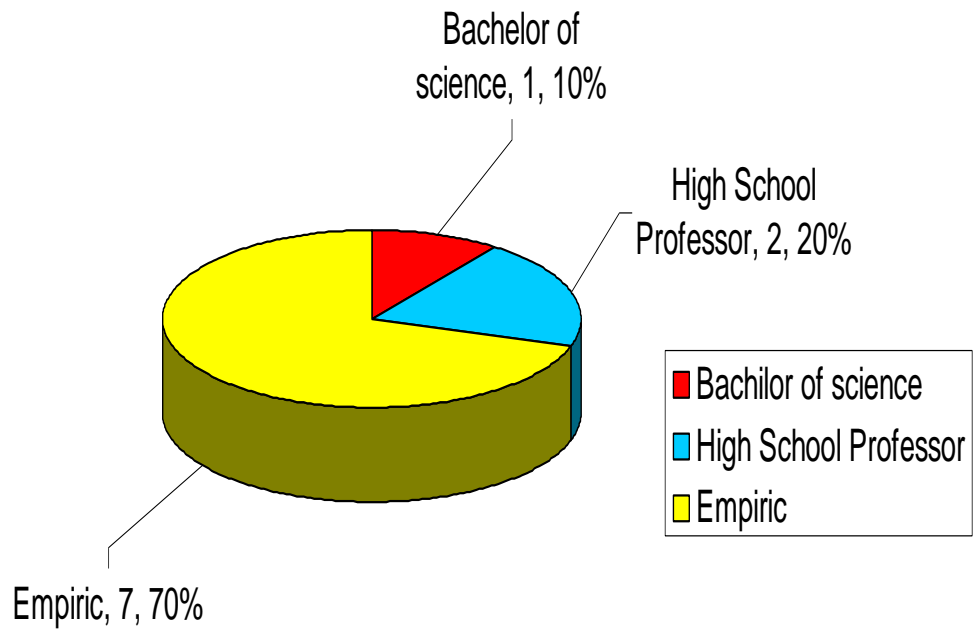10.   Do you make your students use the learned vocabulary constantly?

11.   Do you review the vocabulary learned after finish a unit?

12.   How do you evaluate your students the vocabulary learned?

Survey applied to the students based on teaching Vocabulary by the English Teachers

Nº	Aspects	Vocabulary with other Skills	Spelling and Stress	Frequency of vocabulary tested
1	Never	2		
	Sometimes	20		
	Always	15		
	Rarely	13		
2	Never		3	
	Sometimes		30	
	Always		10	
	Rarely		7	
3	Never			1
	Sometimes			8
	Always			35
	Rarely			6

Teaching Vocabulary by English based on Interview

Nº	Aspects	Professional Degrees	Teaching Experiences	Teaching vocabulary per week	Kind of textbook	Resources for teaching vocabulary	Strategies used by the teachers
1	Bachelor of Science	1					
	High school professor	2					
	Empiric	7					
2	One year		4				
	Two years		2				
	Three years		1				
	More three years		3				
3	Every day			1			
	Two days			1			
	Three days a week			2			
	Every week			6			
4	Pathways				10		
	Side by Side				1		
	Gateway				1		
	English Grammar				1		
5	Tape recorder					5	
	Overhead Projector					1	
	Cards/ Pictures					3	
	Video					1	
6	Using dictionary						10
	Translation						10
	Dialogs						2
	Sound Systems						5
	Reading						7

Professional degree

Bachelor of science, 1, 10%

High School Professor, 2, 20%

Empiric, 7, 70%

- Bachilor of science
- High School Professor
- Empiric

Teaching experiences by the teachers

more 3 years, 3,
30%

1 year , 4, 40%

3 years, 1, 10%

2 years, 2, 20%

■ 1 year ■ 2 years ■ 3 years ■ more 3 years

Kind of textbook for teaching vocabulary

English Grammar, 1, 8%

Gateway, 1, 8%

Side by Side, 1, 8%

Pathways, 10, 76%

- Pathways
- Side by Side
- Gateway
- English Grammar

Teaching experiences by the teachers

more 3 years, 3, 30%

1 year , 4, 40%

3 years, 1, 10%

2 years, 2, 20%
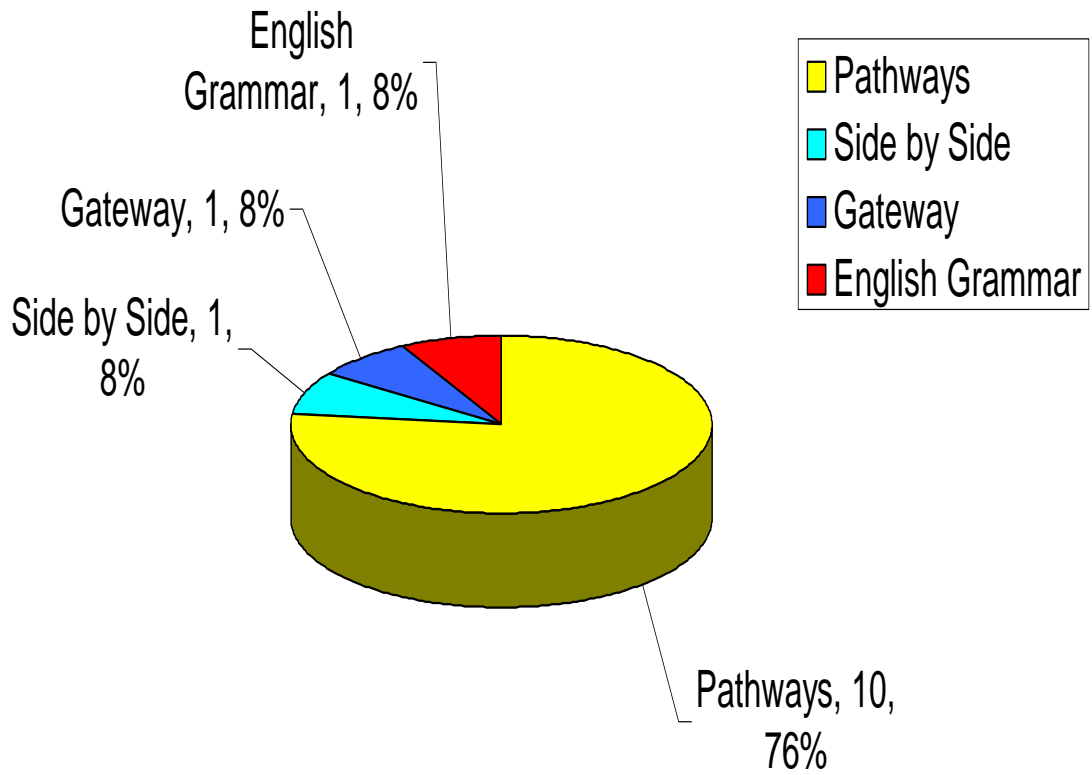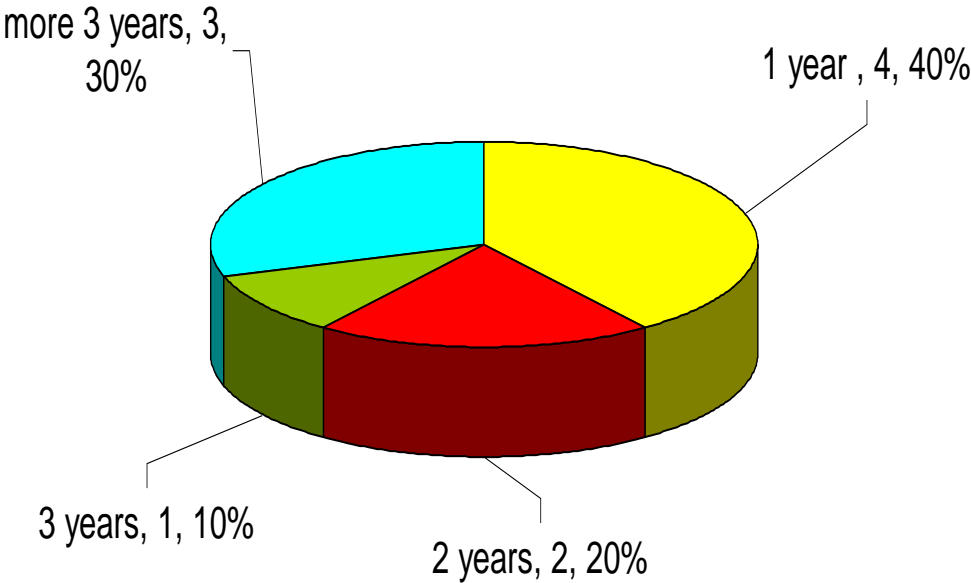
| ☐ 1 year | ■ 2 years | ☐ 3 years | ☐ more 3 years |

Resources for teaching vocabulary

video, 1, 10%

tape recorder, 5, 50%

cards/pictures, 3, 30%

Overhead Projector, 1, 10%

- tape recorder
- Overhead Projector
- cards/pictures
- video
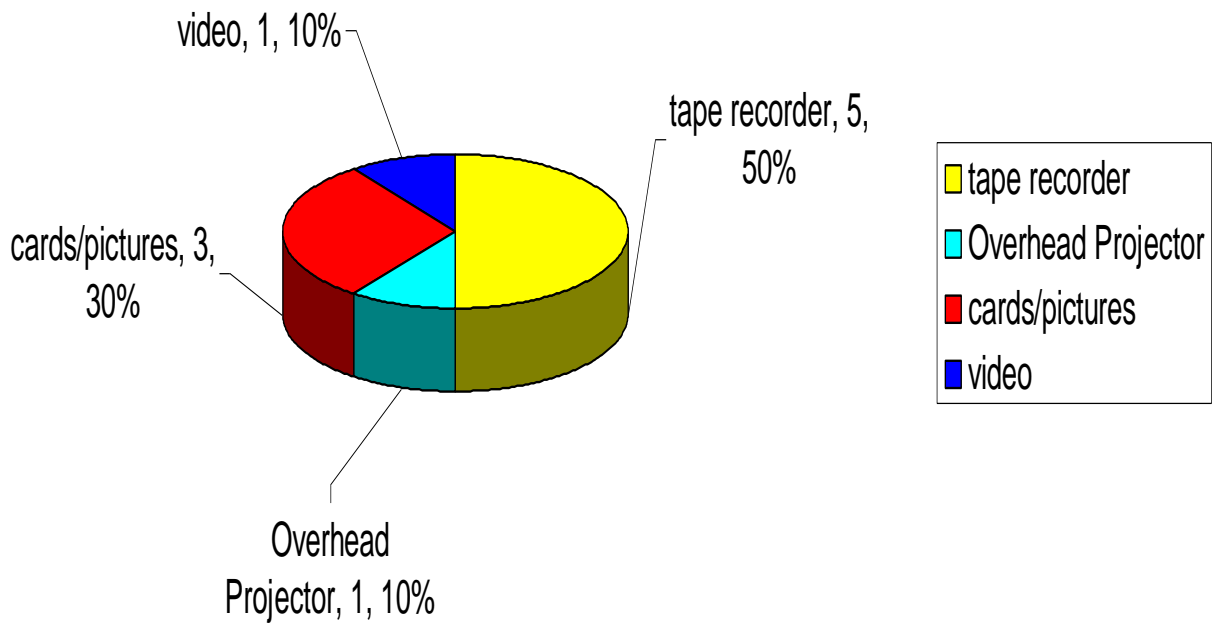
Teaching vocabulary per week

Every day, 1, 10%
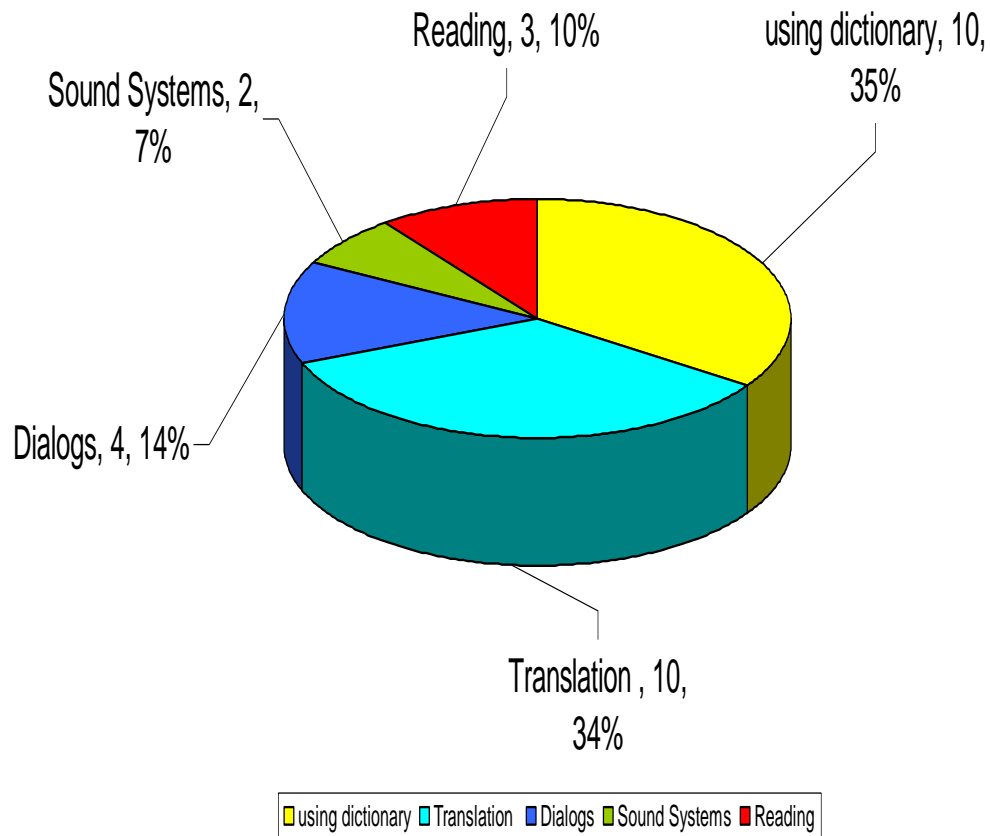
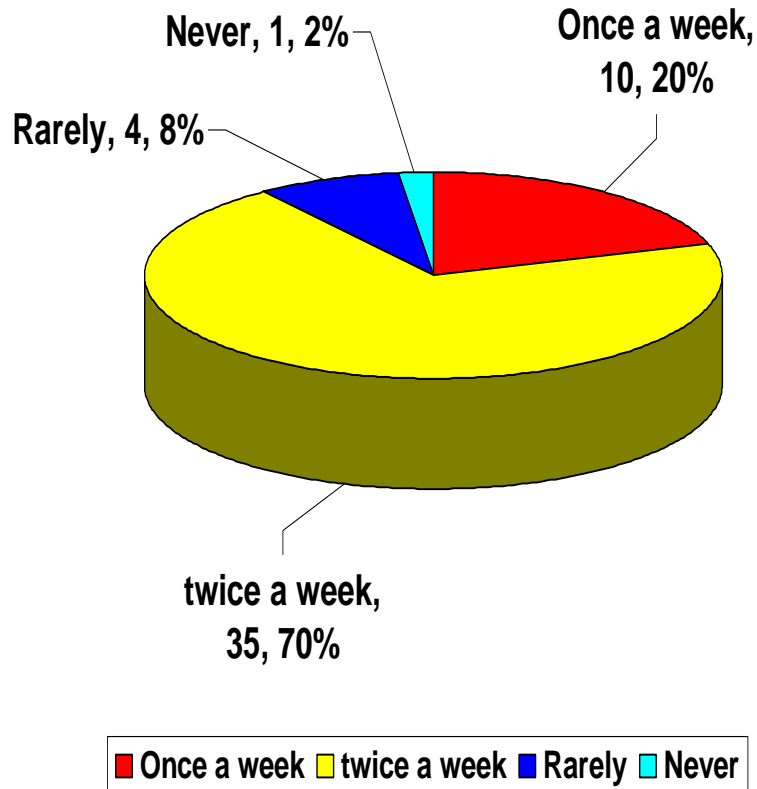Two days a week, 1, 10%

Three days a week, 2, 20%
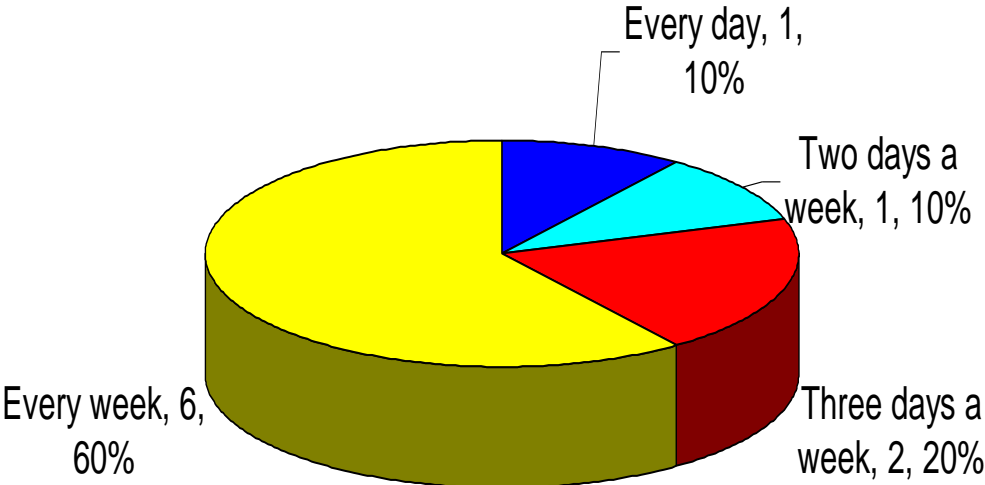
Every week, 6, 60%

■ Every day ■ Two days a week ■ Three days a week ■ Every week

Strategies used by the teachers for teaching vocabulary

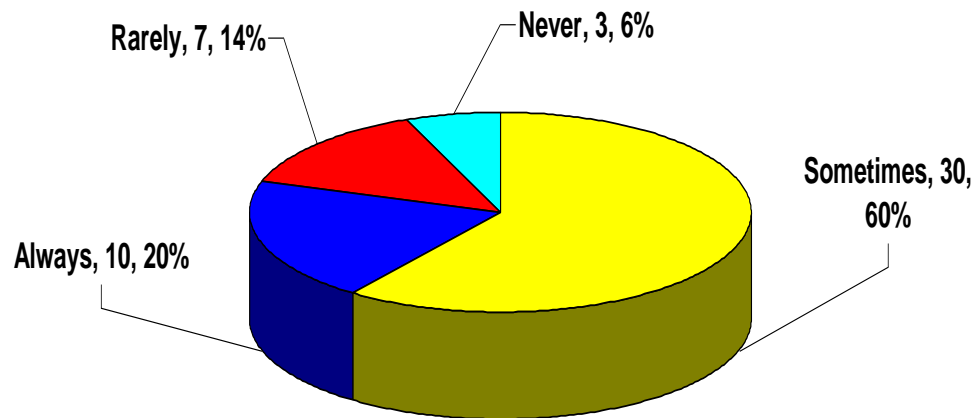Reading, 3, 10%

Sound Systems, 2, 7%

using dictionary, 10, 35%

Dialogs, 4, 14%

Translation , 10, 34%

□ using dictionary □ Translation □ Dialogs □ Sound Systems ■ Reading

Frequency of vocabulary classes recived by the students

Never, 1, 2%

Once a week,
10, 20%

Rarely, 4, 8%

twice a week,
35, 70%

| ■ Once a week | □ twice a week | ■ Rarely | ■ Never |

Vocabulary used by the teachers in the classroom with other skills

Never, 2, 4%

Sometimes, 20, 40%

Rarely, 13, 26%

Always, 15, 30%

■ Sometimes ☐ Always ■ Rarely ☐ Never
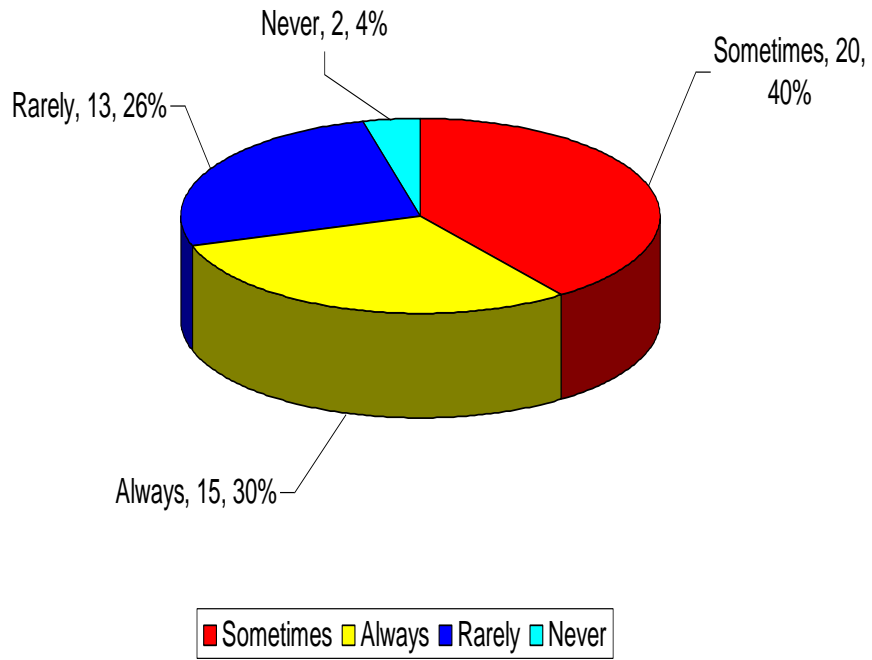
Spelling and Stress for teaching vocabulary used by the teacher

Rarely, 7, 14%

Never, 3, 6%

Sometimes, 30, 60%

Always, 10, 20%

☐ Sometimes ■ Always ■ Rarely ☐ Never

Is evaluated the vocabulary in the English tests?

Never, 1, 2%

Rarely, 6, 12%

Sometimes, 8, 16%

Always, 35, 70%
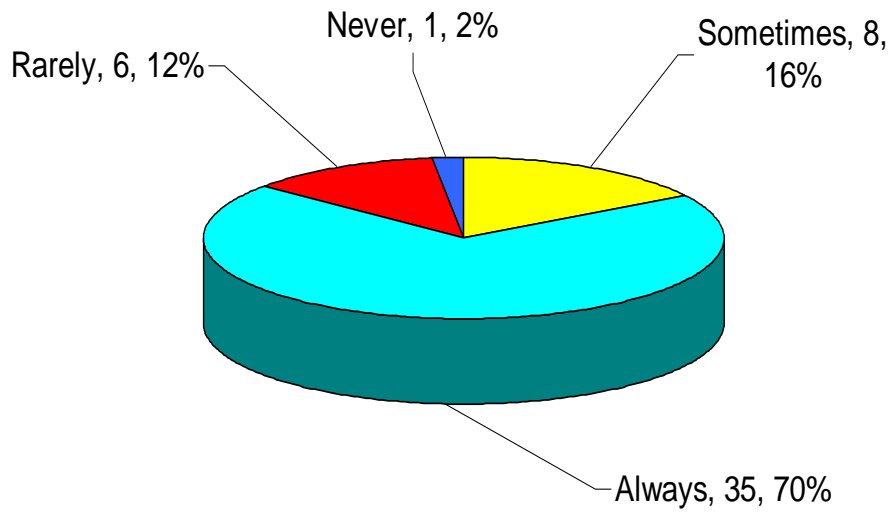
☐ Sometimes ☐ Always ■ Rarely ■ Never

GLOSSARY
OF TERMS USED IN TEACHING METHODOLOGY

ACQUISITION

Language acquisition is considered to be implicit, subconscious learning that develops from natural communication; it follows a fairly stable order of acquisition of structures.

AUTHENTIC TEXT/MATERIALS

Texts or other materials originally intended for use by native-speakers but subsequently used to teach the language to non-native speakers.

BACKCHAINING

A type of pronunciation practice where initially the last part of the word or phrase is repeated and progressively extended towards the whole word or phrase, eg to teach the pronunciation of the word "pronunciation", first drill "ion", then "ation", then "ciation", then nunciation", and finally "pronunciation".

BRAINSTORMING

A group activity intended to generate a lot of ideas. Participants are encouraged at the beginning to think of ideas/reasons on a topic no matter how unlikely or far-fetched. Every suggestion is recorded and decisions about practicality are made later.

CHORAL REPETITION

An exercise where the whole class repeats the word/phrase/sentence being learned after the teacher.

CONCEPT CHECKING

How the teacher makes sure that the students have grasped the meaning of the item being presented/explained. This can be achieved by asking a variety of questions to which the answers will demonstrate complete comprehension of the item.

CUE

A word/phrase/picture/gesture etc used to simulate a response from the learners.

CUE CARD

Cards, which contain a word/phrase/picture, which will stimulate a response during games, especially role-play.

CLASS WORK

The whole class works together on a learning activity

CLOZE EXERCISE

A completion exercise where the N the word has been removed from the text and the learner is required to find a suitable word for the space.

COHERENCE

The logical relation o sentences to form a text. A student may, for example, produce some writing where
The grammar is correct but the writing lacks coherence.

DISCOURSE

A stretch of language used for communicative purposes.

DISCOURSE CHAIN

A visual representation of a dialogue

DRILL

A type of highly controlled oral practice in which the learners respond to a given cue. The response varies according to the type of drill.

EAP

English for Academic Purposes

ELICIT

A form of teaching where the teacher asks questions and the learners are encouraged to respond until the correct answer is obtained. This may require the teacher to rephrase, break down, mime or reword the question until the learners recognize the significance of the question.

ESL

English as a Second Language. English, which is learned for general purposes.

ESP

English for Specific Purpose, eg English for Medicine.

FUNCTION

The communicative purposes of piece of language, eg "greetings" or "introducing people" are functions of language.

FEEDBACK

A class activity where various individuals or groups report back to the whole class on what they have been discussing or researching. It may also refer to a session where the teacher reports back to the students with an evaluation of their work.

GAP FILL

An exercise where learners are required to put suitable words into spaces in a text where words have been deleted.

GAME

An enjoyable activity involving an objective that is achieved by following rules and decisions about who has been successful and who has not. Games are used as a form of communications practice and are used to reinforce a structure during guided and free practice. Games can also be used to teach problem solving skills and teamwork.

GRAMMAR

The rules that govern the form of a language.

GROUP WORK

Work that s performed by small groups of learners within a class. The aims of group work are to give each learner greater opportunity to participate actively, to encourage cooperative learning rather than competitive learning and to encourage the learners to work independently of the teacher.

INFORMATION GAP

A situation where one student knows information that another does not. The aim is for each student to gather all the information necessary to complete the exercise.

INTEGRATED SKILLS

Any combination of the four used to perform interrelated activities.

INTENSIVE READING/LISTENING

Reading or listening to a text in order to understand it in detail.

INTONATION

The music of speech, which is used to show modes such as sarcasm or surprise.

JIGSAW LEARNING

A form of teaching or learning where groups of learners receive different information on a topic and later they pool their knowledge to build up the whole situation or story. This can be done with listening and reading activities.

LECTURE

This is a style of teaching where a carefully planned lecture is presented to the learners for an extended period of time. It is essentially a one-way interaction and class participation is not welcomed except for a question period at the end.

L1

The language spoken in the home

L2

The language, which is learned after the child/person, has learned their mother tongue. Also referred to as the second language.

LEARNER CENTRED/STUDENT CENTRED

An approach to learning where the needs and interests of the learners are considered so as to involve them in the learning process as much as possible.

LEXIS

Vocabulary

LOCK – STEP

A way of teaching where the teacher has control and the all the class is concentrating, eg in choral repetition. This is the traditional way of teaching. The order of the items is strictly determined by what has been previously taught, eg present continuous can only be taught after the present of "to be".

MARKER/MODEL SENTENCE

The first example of a new structure that the learner will then use as a model to make further sentences.

METALANGUAGE

The language used to talk about a language, eg verb, simple present etc.

MOTHER TONGUE

The language spoken in the home.

NEEDS ANALISYS

The systematic analysis of the linguistic needs of a group of learners. This can be used for designing a course or grouping learners with similar needs together.

OPEN LEARNING

A system whereby learners have access to learning materials (usually specially designed materials) at times which are convenient to themselves, in order to complete a programmer of study.

PAIR WORK

Work performed by pairs of students in order to give each student maximum opportunity to participate in the activity.

PHONEMES

The sounds made in a language, eg a Spanish speaker often has difficulty with the /v/ in English and may say "bery" instead of "very"

PHONETICS

The symbols which are used to indicate the sounds of a language, eg /k/. There are 45 different sounds in the English language.

PRACTICE

This refers to the part of the lesson where the students have the opportunity to use the to use the newly presented language in a controlled framework so as to allow them to memorize its forms and assimilate its meaning more fully. This stage is also referred to as the controlled practice or the guided practice.

PRESENTATION

This refers to the part of the lesson where the teacher presents the new language to be learned in the lesson. This stage of the lesson will set the scene for the rest of the lesson.

PRE-TEACH

To teach items required for an exercise before the students encounter them in the exercise.

PRODUCTION

This is the stage in a lesson where the learners are encouraged to practice the language and consolidate their learning independently of the teacher.

PRODUCTIVE SKILLS

The skills which require the production of the language, ie speaking and writing.

PROJECT

A kind of task-based activity, which usually involves an extended amount of independent work, either by individuals or by groups of learners.

QUESTIONS

MULTIPLE CHOICE QUESTIONS

Questions where the learner has to demonstrate comprehension by choosing the correct answer form a series, usually four, of similar structured answer.

TRUE/FALSE QUESTIONS

A question where the learner has to indicate whether the answer, or statement, provided is true or false.

Wh QUESTIONS

Questions which begin with who, what, when, which, where, why, whose and how.

QUIZ

A type of game where teams of students compete for the highest correct score, eg the teacher may provide a word and the first member of a team to provide a grammatically correct sentence using the word gains a point for his/her team.

REALIA

Real objects, which are used in the classroom as teaching aids. They may be used to provide a more realistic setting or to clarify a concept.

RECEPTIVE SKILLS

These are the language skills, which are passively received, eg listening and reading.

REGISTER

The variation in the choice of vocabulary, structure, accent etc which is used to express an idea, eg degrees of formality, or intensity, or the social position or relationship of the two speakers, etc.

ROLE CARDS

Cards, which are used in role-plays to define the characters and/or the opinions, they are to express.

ROLE PLAY

An activity where learners adopt certain roles or parts, eg a shopkeeper and customer.

SCANNING

To read something very quickly in order to locate a specific piece of information as rapidly as possible.

SCRAMBLED SENTENCES/PICTURE/PRAGRAPHS

An exercise where all the sentences etc are deliberately put in the wrong order the learner has to demonstrate comprehension of the task by putting them the correct order.

SECOND LANGUAGE

The language, which is learned after the child/person, has learned their mother tongue. Also referred to as L2.

SKIMMING

To read a text quickly in order to gain the general ideal of the text.

SKILLS

The four skills which are required to produce a language; speaking (S), listening (L), reading ®, and writing (W).

STRESS

Used to refer to the part of the word that is emphasized during speech, eg photographer. Stress can be used to differentiate between different parts of speech, eg PERmit is a noun and permit is a verb. In English stressed syllables are pronounced more slowly and clearly while unstressed syllables are reduced. Stress gives acoustic clues to the structure and meaning.

STRUCTURE

A grammar form of the language, eg thinking of going (thinking + of + gerund)

STT

Student Taking Time. This defers to amount of time the students spend practicing the language in a class.

TARGET LANGUAGE

The language the learners are attempting to learn.

TASK- BASED

Any kind of learning which involves the performance of a specified task or piece of work.

TEACHER – CENTRED

An approach to teaching where the teacher controls and dominates the learning and the teaching.

TEST

A task where the students are required to complete some work in order to demonstrate what they know and don't know.

TIME LINE

A visual representation of time. It consists of a horizontal line where left is earlier and right is later in time

A time line allows the teacher to demonstrate verb tenses as occurrences in time.

TTT

Teacher Taking Time. This refers to the time in a lesson that the teacher spends talking.

WARMER

A short (5 minute maximum) activity played at the beginning of the class to "break the ice" and make the students relax.

WORD LINKING

This is where the words run into each other, eg he's singing, how are you? Word linking is necessary to facilitate fluency in the language.

WORKSHOP

A kind task based group activity, which involves the completion of a certain specified task. It is expected that all participants will contribute something to the completion of the task.