Reading Comprehension and Vocabulary Acquisition in the EFL Classroom

Compiled by María Guadalupe García
Assistant Editor: Ajitha. R. Manjeshwar

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Vocabulary Learning Strategies In The Process Of Acquiring Vocabulary

Zaily del Toro

Abstract

A beginner's group of bilingual children from a public school were tested. The group consisted of 36 students both boys and girls and their average age was twelve years. The main objective of this study was to observe the most common strategies used by the children to learn new vocabularies in English.

Participants involved in this research applied different instruments to obtain information, such as; survey, interviews, and class observation, which provided with enough data to be analyzed. Results indicated that most of the students used strategies to learn vocabulary even though they were not aware about this process. It could be observed that most of the time they used repetition method (oral or written) at the moment of learning a word. An important finding obtained from this research was that most of the students presented difficulties in the process of learning a word. Also a vast majority of them do not know how to use a dictionary.

A very important tool in the process of acquiring vocabulary is making students aware of the use of different strategies to learn vocabulary, which are useful to get a varied and rich vocabulary in order to have successful results in the foreign language learning process.

Key Words

Basic vocabulary, learning, context, strategy, memorization

Resumen

Este estudio se realizó con un grupo de niños principiantes bilingües de una escuela pública. En el grupo había 36 estudiantes; niños y niñas, cuyo promedio de edad era de 12 años. El principal objetivo de este estudio era observar las estrategias más comunes utilizadas por los estudiantes para aprender una palabra nueva en inglés. Los participantes involucrados en esta investigación aplicaron diferentes instrumentos para obtener la información, tales como; encuestas, entrevistas y observaciones de clases. Las cuales arrojaron suficiente información para ser analizada. Los resultados indicaron que la mayoría de los estudiantes usaron estrategias para aprender vocabulario, aunque no sean conscientes acerca de este proceso. Se pudo observar que ellos la mayoría del tiempo usaban repeticiones (orales o escritas) al momento de aprender una palabra. Un hallazgo muy importante obtenido en esta investigación fue descubrir que la mayoría de los estudiantes presentaron dificultades en el proceso de aprendizaje de una palabra, de hecho, una gran cantidad representativa de ellos no saben utilizar el diccionario. Una herramienta muy importante en el proceso de adquisición de vocabulario, es darle a conocer a los estudiantes, diferentes estrategias para aprender vocabulario, las cuales son útiles para obtener un vocabulario rico y variado para tener éxitos en los resultados del proceso del aprendizaje de la lengua extranjera.

Palabras clave

Vocabulario básico, aprendizaje, vocabulario, contexto, estrategia, memorización.

1. Introduction

Through the years, English has become a fundamental tool for people around the world. It is a language spoken in many countries and also the language of business, science, technology, economy and communication. As a logical consequence, learning English is necessary to be in contact with people around the world.

For this reason the Colombian Government has decided to implement new ways of facilitating English learning as a foreign language in all schools, and as a compulsory subject from grade one up to high school. This is also mentioned in the general law of Education. (Law 115/1994).

Taking this into account, the main purpose of this research is to observe strategies or ways to learn vocabulary used by students. Doing a short study with students of 5th grade from the Institución Educativa Mercedes Abrego, a school located in the south of Monteria. This research has taken into account some theoretical consideration derived from different aspects related to literature, methodology and strategies to learn vocabulary. Moreover, the researcher took into account important authors such as Schmitt, McCarthy and Gairns who provide deep knowledge about vocabulary learning and give a wide variety of strategies to be used in standard classes.

Considering students low English level and the difficulties that they usually present to learn and remember the vocabulary taught inside the classroom, the researcher decided to carry out a research project in order to help learners to solve their situation and improve their weaknesses. The researcher chose students of fifth grade - group one. The reason for choosing this group was that these students belonged to beginners group and this was a great opportunity to propose them ways to learn vocabulary in order to be successful learners from the very beginning.

In designing this research, one of its objectives is to improve students' basic vocabulary learning through the implementation of different strategies to learn and remember new words. These are many wonderful tools to enrich the vocabulary in an easy and effective way.

The content of this project has been organized in eight steps as follows:

In the first step, the description of the problem will be presented, which mentions the students' real situation; their weaknesses and difficulties in the process of learning English.

The second step, presents the research question, which emphasizes on the most important concern of the project.

The third step shows the objectives that pretend to give answer to the research question.

In the fourth step, the **theoretical framework** will be presented**.** This contains theory about vocabulary learning and principles about some vocabulary learning strategies, such as repetition, dictionary use, visual aids, etc.

The fifth step exposes the methodology taken into account in this project, and contains information about the development of this research. It also describes what techniques and instruments were applied, the data collection procedures, analysis of the data and categories. This step specifies detailed information about the whole research.

The sixth step explains the results obtained through the application of the instruments and the interpretation of this information. The results were presented in a descriptive way and divided into categories.

The seventh step presents the discussion and the implication of the results and suggests possible answer towards the research question.

Finally, the conclusion which determines what the research has found and gives some comments and advises for next investigations.

1.1 Description of the Problem

To the south of Monteria near the mountains is a public school, which has all grades; from primary to high school. For this research the researcher selected 5th grade that has 36 students, both boys and girls with an average age of twelve years. All of them come from low income

families with economic and family problems. Students in this group are very affective and have a good relation with the teacher. They are very enthusiastic, dynamic and enjoy working in groups.

They are just starting English and have 3 hours of English classes per week. They do not have the necessary resources and the appropriate guidance to study English at home as a result their English level is low.

Even though, they are motivated and interested to learn English it has been noticed that students from this group have presented some difficulties to learn vocabulary. They usually forget the vocabulary taught and the instructions given inside the classroom, such as, pronunciation, way of writing and the application in real context. Most of the time students have problems to remember common words meaning.

It happens frequently, when the teacher introduces a new topic and it is evident in every day oral activities and written evaluations. It could be because most of the students do not know the effective strategies to learn vocabulary and sometimes they do not follow an appropriate method to practice vocabulary.

Hence, it is important to reinforce the vocabulary already taught in class and emphasis on the vocabulary application inside the classroom and students' real lives.

These problems also affect the speed to develop the curriculum.

1.1.1 Research Question

What vocabulary learning strategies do students from 5th grade in a public school use to learn English?

1.1.1.1 Objectives

1.1.1.2 General Objective

To describe vocabulary learning strategies used by students from 5th grade in a public school to learn English.

1.1.1.3 Specific Objectives

› To identify different vocabulary learning strategies used by students.
› To develop several activities to observe what vocabularies learning strategies students apply.
› To carry out the analysis of different vocabulary learning strategies in order to identify students preferences.

2. Theoretical Framework

2.1 Vocabulary Learning

First, it seems that many learners use strategies for learning vocabulary, especially when compared to more integrated tasks. (Chamot cited by Schmitt and McCarthy, 1997) found that School ESL learners reported more strategies used for vocabulary learning than for any other language learning activity including listening comprehension, oral presentations, and social communication. In this case practicing several strategies is very important in order to obtain a wider knowledge of the L2, to develop other activities such as conversations, dialogues, role playing, etc.

(Horwitz cited by Schmitt and McCarthy, 1997) found that a substantial number of ESL students completing the questionnaire ranging between 25 percent either agreed or strongly agreed that the most important part of learning a foreign language is learning vocabulary. In this research, it was found that students affirmed the same idea: they think it is very important to learn vocabulary rather other competences.

(Ahmed cited in Schmitt and McCarthy, 1997) described different types of learners and found that most took notes on vocabulary, or wrote notes in margin of their books. This means that there are many learners interested in knowing how to remember words that can be important for them.

2.2 Vocabulary Learning Strategies

As Ahmed mentioned before there are different kinds of learners according to their learning style and different vocabulary learning strategies. In the same way, Medane (cited by McCarthy, 1990 p. 124) studied a wide range of strategies, including what students did to memorize words, how they use dictionaries, how they use the teacher as informant, how they practice using new words and how they took notes. His subjects used both bilingual and monolingual dictionary. In line with this students use different strategies to memorize new words, taking into account their preferences and the ability to handle each one. It means that they probably will use the ones that are meaningful and easy for them.

Studies such as Schmitt and McCarthy (1997) have shown that language learning strategies are not inherently 'good', but depend on the context in which they are used, their combination with other strategies, frequency of use, and the learners' proficiency level. In this sense the ability to recognize different strategies of learning vocabulary is very useful in order to take into account advantages or disadvantages and the efficacy of each one, to be applied according to the context, the level and the purpose of students.

2.3 Examples of Vocabulary Learning Strategies

2.3.1 Visual Techniques

2.3.1.1 Visuals Aids

These include flashcards, pictures, photographs, drawings, graphics, posters, wall charts and realia. Gairns and Redman (1986, p. 73) express, "they are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture". This strategy can help teachers to illustrate the vocabulary that is going to be taught. This strategy facilitates the learning process; the learner can see the object that he/she is learning. It is a useful tool especially in beginner's classes.

2.3.1.2 Mime and gestures

According to Gairns and Redman, this strategy is useful to illustrate the situation. It means that teacher can act, dramatize and do gestures to reinforce the knowledge; it can motivate and involve students in the class, because it invites them to participate using senses. This strategy provides with real support about a concept.

2.3.2 Verbal Techniques

2.3.2.1 Repetition (oral or written)

Gairns and Redman Suggest (1983, p. 74) "this is most helpful when items become more abstract". It includes repetition; writing or saying a word several times helps students consolidate the concept on their minds. It is also suitable for self-correction. Moreover, it helps students to keep long-term-memory.

2.3.3 Translation

It is a common strategy used by teachers, maybe to be sure that students understand the correct word meaning without spending a lot of time, but using this strategy can bring some problems as Gairn and Redman (1986, p.75) explain, " A more real danger with translation is that students continue to use the mother tongue as a framework ….". Then, students continue learning a language through the mother tongue equivalent.

2.3.4 Students–centered learning

2.3.4.1 Asking others

Another way to discover a new meaning of a word is asking the teacher or a classmate for information. According to Gairns and Redman, this is good strategy, not only because of the teachers' knowledge of the language, but also because of his central attention in students' needs. In this sense this strategy is an excellent tool taking into account affective learning which is related to student's expectations, needs and wants.

2.3.4.2 Using a dictionary

The dictionary is a wonderful tool to acquire vocabulary and unknown words. Considering Gairns and Redman who have expressed that dictionary training should be an important part of any syllabus because learners' dictionary is a useful tool. In this line, dictionaries are perfect: students only have to choose the correct or appropriate meaning of the word according to the context.

2.3.5 Note-taking

Writing the new vocabulary is an important part of language learning for many students. McCarthy (1990 p. 127). Mentions that "the very act of writing a word down often helps to fix it in the memory even if only with regard to its spelling". According to this, it is easy for students to remember words that they have written before. It is important to mention that notebooks are the most common tool to write students new words. Learners always use notebooks to study at home.

2.3.6 Guessing and inferring meaning

It is one of the most common strategies used to learn vocabulary. McCarthy (1990 p. 125) states that "inferring involve creating a schema for the unknown word(s) based on world knowledge and previous experience, both of the world and texts. In line with this students need to guess the meaning or use their previous knowledge and make relation according to the meaning. (Brutten cited in McCarthy 1990, p. 126) suggests "teachers are very good at predicting the words learners will have difficulties with". One possible reason in this case for this problem could be the lack of vocabulary. It is difficult for students predict the meaning of a word if they do not have enough knowledge about the rest.

3. Methodology

The methodology selected for this study was Ethnography. (Watson-Gegeo cited in Ramanathan & Atkinson, 1999, p.570) defines it as "the study of people behavior in naturally occurring, ongoing settings, with a focus on the cultural interpretation of behavior". In this sense

this methodology for this study is considered useful to describe student's behavior in front of the vocabulary learning strategy, which could help me to identify possible ways or strategies that students usually use to learn words and through this I could understand or interpret how the vocabulary learning process is developed by students.

According to this, (Watson cited in Rmanahan & Atkinson, 1999) also affirms that "the first principle is that ethnographic research, while it inevitably studies the lived experience of individuals and their personal reflections on it, focuses on the behavior of groups". This point is in line with the objective of this research because it could help to investigate and observe how a group of students performance to learn vocabulary.

Besides, this methodology is easy to handle and suitable when applying the instruments to collect the information.(Prior cited in Rmanahan & Atkinson,1999), affirms that " the flexibility of ethnographic work, and the possibility of using it in serious 'multi-methods' approaches to collect more kinds of data; classroom observation, professor and students interviews, questionnaires, written documents, (including students texts and curricular materials), writings process logs, and audiotaped classroom sessions".

Moreover, this methodology could be the best according to the time that is very short to make a complex research.

It is important to mention that this methodology is appropriate for this study because it describes students' academic behavior. Based on this, it is important to take into account details about student - teacher interaction when learning inside the classroom, which is in agreement with this research due to students' academic behavior and interaction were fundamental aspects observed during the class observation.

In this research different instruments were used, such as survey, interviews and class observation. All instruments were applied to students from 5th grade Institucion Educativa Mercedes Abrego. These instruments were designed in Spanish to ensure that students understood all issues easily, because the researcher wanted to ask participants and obtain true and real answers from them. Nevertheless, before applying the instruments a pilot test was done in order to test the questionnaire.

The survey applied has a main objective to obtain information about what strategies students usually use to learn vocabulary taught in class. It was applied because the researcher wanted to know what exactly students do in order to learn vocabulary, in terms of methodology. Thirty five students filled in the questionnaire. It contains 11 questions, using multiple choice and open ended questions.(See Appendix A).

It was necessary to apply students interview in order to recognize what strategies are used by students individually and because the researcher wanted to know their opinion and attitude towards learning vocabulary. It contains 13 opened questions. (See appendix C).

The class observations were done in order to observe concrete aspects and details about students' behavior in front of new set of words taking into account mainly two aspects: interaction and students' academic participation. In this activity a format was used to fill notes about students' performance. (See appendix B).

The information used in this research came from the application of one survey, five individual interviews and three class observations in total. Once the information was gathered, the researcher continued analyzing the information, which was developed in the following steps:

First, information was analyzed based on students' answers. (See appendix L), then the class observation was analyzed and the most important aspects were included in a chart and finally the interview comments were grouped in a table (See appendix G). The considerations took into account in this process was analyzed and interpreted according to the theory mentioned on the theoretical framework.

Then the results were presented in a descriptive way and divided into categories as follows:

› Ask the teacher
› Dictionary Use
› Note-taking
› Visual aids
› Repetition

Due to the quality of the information, which was relevant and pertinent it was considered to include two emergent categories that surged during the analysis of the data, which are:

› Attitude towards English subject
› Group work.

4. Results

The information obtained by analyzing student's answers in the survey, the interviews, and the class observation applied by the researcher in 5th grade from Institución Educativa Mercedes Abrego is presented in the followings categories:

4.1 Prior Categories

4.1.1 Ask the teacher

Taking into account students answers and researcher considerations, it could be said that one of the strategies that students used more is asking the teacher; they feel confident when teacher gives the meaning of a word. In the class observation, it was noticed that they frequently asked for teacher's help instead of asking a classmate. (See appendix D. A4).

In the survey, it can be also observed, taking into account students answers; a high percentage of students prefer the teacher to give the meaning and its translation when teaching a new word (See appendix LL. Question 4).

4.1.2 Dictionary use

Regarding with results found through instruments, it can be affirmed that the vast majority of the students use this strategy to get the meaning of words. (See Appendix LL. Question 3 and Appendix N. Q 8). They expressed that dictionary is excellent because using it they had the opportunity to find the words that they do not know. They also mentioned that the use of the dictionary is very important because it provides with both meaning in English and Spanish (See Appendix K. T18).

During the class observation the bilingual dictionary use was very frequent. While working in groups, most of the students looked for unknown words in the dictionary then they compared with other students' findings. (See Appendix D A4, Appendix E A5 and Appendix F A4).

Through the classes observation it could be noticed that students have difficulties using the dictionary; some of them do not know how to look for words, others do not know what word is appropriate according to the context and some others waste too much time looking for one word. It means that teachers should try to do more activities using dictionary in class and give clear explanations about how to use the dictionary in order to improve these weaknesses.

4.1.3 Note– taking

Through the class observation it could be noticed that all of them write in their notebooks. Participants of this research have mentioned that it is easy for them remembering words that they have written before in their notebook (See Appendix H.T6). They always use notebooks to study the new words at home (See Appendices G,H,I,K. T22). The researcher also observed that some students write unknown words in strategic places in their notebooks while the teacher is explaining the class.

It is important to highlight that in these classes' students only have the opportunity to use the guide book, notebook and the dictionary. In fact, there are some students that only use their notebooks because their parents or people with whom they live do not have enough economic resources to buy a book or a dictionary. In this sense the notebook plays a crucial role. In some cases is the unique tool that students use to study English at home. For that reason sometimes students do not achieve successful results in the English subject. Nevertheless, some of them look motivated and interested and keep well organized notebooks.

4.1.4 Visual Aids

Considering students answers another strategy used by them is visual aids, or through the use of visual material such as poster, graphics, pictures, etc. In this case observing and making drawings. During

class observation, it was noticed that students enjoyed the class when teacher used posters to show the vocabulary; they looked exited and motivated to participate in the class and doing the drawings in their notebooks. (See appendix E. A3).

According to the survey result, some students use drawings to memorize words while the others use repetition activities. (See appendix LL Q2).

Some students have expressed that they would like the teacher to continue teaching the class using drawings. (See appendices G-H T24).

It is important to mention that this methodology is appropriate and useful taking into account the age of this group because this strategy is effective and important to teach vocabulary especially in beginners' classes.

4.1.5 Repetitions

Regarding with the findings obtained from the instruments this strategy is the most commonly used by students. Most of the students affirmed that they frequently made verbal and written repetition in order to learn a word. (See Appendix I T6-12 and Appendix G T6).

Some of them also expressed that for learning words they followed teacher instructions; first they pay attention, then they repeat with the teacher (See appendix G T12).

Analyzing the survey results, repetition is also the strategy that students use more when learning a word (See Appendix L Q1-2). It could be observed that most of the time they repeat the words orally and some others repeat the written form.

It means that they use different kinds of repetition for getting the knowledge (oral or written).

4.2 Emergent Categories

4.2.1 Attitude towards English subject

With regard to the attitude towards English subject which is very positive. Majority of students expressed that they liked English a lot because they think that English can help them to go ahead in the knowledge. Moreover, it is important and necessary for going abroad and for their future. They also said that English is very interesting; it means that they are aware of the necessity to learn a foreign language for being able to face new ways of life. (See Appendices G, H, I, J. T2)

In the classes' observation, researcher could state the active students' participation in class. They were participating and looked interested doing the activities assigned. (See appendix D, E, F. A1)

4.2.2 Group work

Through the class observation, it could be noticed that students enjoyed working in small groups. Evidence of this is that students were serious-ly concentrated in the activities and shared ideas among themselves. (See appendix D. A7, appendix E. A5 and appendix F.A3). They were expectant about classmate's answers: listening what the others said to solve the activities in a good way together.

It can be observed in the survey results that most of the students prefer working in groups and some others like working in pairs. (See appendix P. Q11). It means that a representative part of the class like working with someone else.

In the interviews some students expressed that they like working in groups because they can learn from their classmates, but few of them said that they do not like working in groups because they always had to work too much, others talked and they did not anything to help. (See appendix H.T14.)

5. Discussion

Throughout the history teachers have tried to find the effective ways to acquire vocabulary and facilitate this activity to students. It is a hard work because many aspects can affect in this process, for instance, students' learning style, students' attitude and the resources available for students.

Applying vocabulary learning strategies inside the classrooms could not only be a useful tool to learn vocabulary, but also for improving students' English level taking into account students interests, expectations, needs and their real life.

The results obtained in this research are in agreement with the theory expressed previously in the theoretical background; Students apply different ways of learning vocabulary daily in common activities related to their necessities and real situations. It is supported by their own declarations and it is evidenced by their behavior. During the application of different instruments, it was noticed that:

In this particular case students frequently use some strategies, such as ask teacher, use dictionary, take notes, repetition and visual aids. They enjoy when teacher uses graphics or pictures and they feel comfortable and confident when teacher writes the words translation on the board. Moreover, they are happy working in small groups or in pairs.

The most common strategies used by the students are repetition and use of dictionary. Most of the students use these strategies when studying vocabulary at home. Students expressed that they always use oral or written activity to learn new words they also have affirmed that dictionary facilitates the process of finding words that they did not know. It is important to mention that most of the students' family has economic problems and there are some students that do not have dictionaries and they do not have the appropriate guidance at home to study English.

Perhaps, all of them keep a notebook that is a good instrument used to write down the new words to study. So, it is evident that they also use the strategy of taking notes. Some of them said that they remember words easily when they already have written it before.

The strategy that students hardly ever use is inferring meaning. Maybe, because they do not have enough vocabulary to guess the others around and because most of the time they are afraid of making mistakes when giving meaning to words that they do not know.

6. Conclusions

It can be conclude that the application of different vocabulary learning strategies is a functional tool for acquiring basic vocabulary in a foreign language because it facilitates students learning process.

After applying different activities to find out students development, it could be observed and analyzed that all students use different strategies to learn vocabulary according to their preferences and real situation. Each one handles the methodology that is easy and effective for them. But they are unconscious about that; it means that they are not aware that they are following a specific methodology.

It is important to mention that even the students, who have lots of limitations, have a good attitude towards the English subject. They always participated actively in class and looked encouraged and motivated developing activities, sharing comments and ideas among them while they are working.

While applying this research, it was also noticed that some students have difficulties using the dictionary or spent too much time looking for words and maybe for this reasons students have poor vocabulary.

Regarding the research hypothesis stated in this research, it could be said that the strategies to learn vocabulary frequently used by most of students from 5th grade, evident in this study are repetition, ask the teacher, dictionary use, note taking, and visual aids. This relevant information will be used in order to help students to improve their weaknesses and become a successful English learner.

The author of this research wants to suggest to future researchers to increase learners' motivation to use different learning vocabulary strategies, including this in the syllabus it means to make students aware

about the importance and the utility of applying several methodology to acquire vocabulary.

Another important fact that should be taken into account is the implementation of materials to teach vocabulary inside the classroom such as dictionaries, books, television internet, especially in official schools.

To conclude, vocabulary learning strategies offers a wide variety of way to teach/learn vocabulary and it is a wonderful instrument to develop inside the class because it can help teachers to guide and encourage students to discover and remember new words.

Appendix

Appendix A

Instruments

Survey

Objetivo: obtener información de los estudiantes del grado 5° de la Institución Educativa Mercedes Abrego a cerca de las estrategias que utilizan para aprender vocabulario, analizarlas y sacar ventajas sobre esto.

› Marca con una X la respuesta que mejor describe lo que generalmente haces.
› Si marcas otras debes escribir cuál.

1. Cuándo aprendes una nueva palabra en inglés tu…

   La repites oralmente ____ La escribes varias veces ____ Buscas palabras parecidas ____
   Otras:____ Cuál:_____
   Ninguna____.

2. Para memorizar palabras tú…

   Las dices varias veces ____ Haces planas ____ Haces el dibujo____
   Otras: ____ Cuál:_____
   Ninguna____.

3. Cuando quieres saber que significa una palabra, tú…

   Buscas en el diccionario ____ Le preguntas a la profesora ____
   Le preguntas a un compañero ____
   Otras: ____ Cuál:_____
   Ninguna____.

4. ¿Cómo te gusta que la profesora te enseñe nuevas palabras?

Escribiendo lo que significa ___ Haciendo el dibujo___ Utilizándola en oraciones ___ Otras: ___ Cuál:_____
 Ninguna ___.

5. ¿Con qué frecuencia ves películas en inglés?

Siempre ___ Algunas veces ___ Nunca___.

6. ¿En qué otro lugar diferente al salón de clases te gusta ver Inglés?

En televisión ___ En avisos ___ En revistas ___
Otras:___ Cuál:_____ __
Ninguna ___.

7. Cuando aprendes una palabra nueva en inglés, tú..

La relacionas con otra en Español ___ La relacionas con otra parecida en inglés ___ La explicas con tus propias palabras

Otras: ___ Cuál:_____
Ninguna___.

8. Para saber el significado de una palabra tú…

Usas el diccionario ___ La relacionas con otra conocida ___
Adivinas su significado ___
Otras: ___ Cuál:_____
Ninguna ___.

9. ¿Con qué frecuencia utilizas el vocabulario aprendido en clases?

Siempre ___ Algunas veces ___ Nunca ___

10. ¿Con quiénes utilizas el vocabulario aprendido?

    Con tu profesora ___ Con tus compañeros ___
    Con amigos ___ Con familiares ___
    Otras: ___ Cuál:_____
    Ninguna ___.

11. ¿Cómo te gusta trabajar en clases?

    Solo___ En pareja___ En pequeños grupos___
    Otra___ Cuál_____
    Ninguna___.

Appendix B:

Class Observation

Format for field–notes

Student's academic participation	Student's interaction

Appendix C:

Student's interview

Interviewee: _____

Interviewer: _____

Date: _____

Place: _____

Questions

1. ¿Te gusta aprender palabras nuevas en inglés? ¿Por qué?
2. ¿Repasas el vocabulario aprendido en clase?
3. Cuando tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?
4. ¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria? ¿Por qué?
5. ¿En qué lugar de tu casa estudias vocabulario? ¿Por qué?
6. ¿Cómo haces para aprenderte las palabras que te enseña la profesora en clase?
7. ¿Cómo te gusta trabajar en clase? Solo, en pareja o en pequeños grupos. ¿Por qué?
8. Cuando no sabes el significado de una palabra, ¿qué haces para averiguarlo?
9. ¿Qué te parece el uso del diccionario?
10. ¿Usas el diccionario con frecuencia? ¿Por qué?
11. ¿Qué materiales utilizas para aprender vocabulario?
12. ¿Cómo te gustaría que la profesora te enseñara vocabulario?
13. ¿Qué recursos te gustaría utilizar para aprender vocabulario?

Appendix D:

Class observation # 1

A	Observation description	Category
1	They participate actively in the class when teacher asked them for the topic that she taught previously. They were	Attitude towards English subject
2	encourage to answer, many of them arose their hands to	
3	participate in the class.	
	Some of them committed mistakes at pronouncing words	
4	but in general they remember the vocabulary taught.	Ask the teacher
5	They worked in small groups; most of them time they talked in Spanish and asked to the teacher for the meaning words in Spanish.	
6	When they were working most of them used the bilingual dictionary and some others use booklets with pictures and words in English.	Dictionary use
	Besides, they used their notebooks and the guide book.	Material used in class
7	While this happened students shared their opinions, comments, asked questions to classmates or to the teacher.	Note-taking
8	When they finished to work in groups they come back to their first position,	Group work
	Teacher made question about the activity in general. For example: How do you feel the exercise? What was difficult for you? Etc. They expressed that everything was great because they have the opportunity to share ideas with classmates and to learn more from them.	Dictionary use
	One of them explained that for he the most difficult thing was chose the correct meaning. He said "there are too many, and I do not know what is the correct".	Group work
	Then she asked some students to go to board and write the meaning of some words.	
	The first one was wrong, and then passed another who corrects the mistake, later somebody else continued until finish the exercise.	
	Finally teacher gave them the feedback for the activity.	
	They never use English to interact with classmates or to ask the teacher.	

A: aspect

Appendix E:

Class observation # 2

A	Observation description	Category
1	Teacher started the class doing some mimics and students have to guess what teacher is trying to do they were encourage to participate and repeating after the teacher pronunciation.	
2	They look exited while teacher was doing mimics. When teacher asked what she was doing, most of them gave their answers (in Spanish).	Attitude towards English subject
3	Then teacher used some pictures to illustrate the vocabulary and wrote the vocabulary on the board. Students immediately opened their notebooks and copy	
4	the vocabulary. Most of them made the drawings on their notebooks. They were happy doing this activity. Then the teacher mentioned the vocabulary aloud and	Visual aids
5	students had to repeat after teacher pronunciation. Next time teacher asked them to pronounce the words alone, it's means without teacher guidance. Students worked in small groups of four people; they used	
6	the dictionary to look for the meaning of some expressions, asked the teacher to help them. After that they worked in pairs, they were exited.	Dictionary use Ask the teacher Group work
7	In the activity they had to cut pictures and paste them according to the time. They talked among them and made comments about the organization and the sequence of the pictures, they use their dictionary to look for the expressions that they did not know.	Dictionary use
	Some others used the guide book to look for information according to the activity and most of them, wrote on their notebooks their findings. It was noticed that many students have problems using the dictionary in fact there were some students that did not how to use it.	Note-taking

A: aspect

Appendix F:

Class observation # 3

A	Observation description	Category
1	First of all, it could be noticed that students were expectants about how the class was to be developed; they	
2	show interest in the topics, maybe because of some posters that teacher brought.	
3	Students were concentrated on the class and they also followed the instruction in a good way .Besides they asked for help to the teacher to solve the activities. It could be observe that students felt comfortable at working in groups, because they had the opportunity to share ideas among their classmates, doing the activities together, this activity seemed to attractive for them; for example, the activities	Attitude towards English subject
4	in which they have to draw, to cut figures, to stick were fantastic for them while they are practicing the vocabulary taught.	Ask the teacher Group work
	Because of their faces, it could be noticed that they enjoy making these activities; but during this process, it could be observe that they were worried about how to find the	Visual aids
5	correct meaning of the word. At building a sentence using the new vocabulary, they started to translate word by word, writing first in Spanish, and looking for unknown words in the dictionary; later they built the sentence literally. After that, they were asked to say the sentence orally, but they proceeded to ask to the teacher to correct the sentence to avoid mistakes.	Attitude towards English subject
		Dictionary use
	Furthermore, they felt highly motivated by the use of colorful pictures in the different activities carried out. It drew student's attention and helped them to get involve in the explanation of the activities.	Visual aids
	Teacher's explanations were clear to students who seemed to understand the instructions to develop the task. Evidence of this is that most of them provided correct answers.	

A: aspect

Appendix G:

Interview # 1

T	S/T	Preguntas/respuestas	Category
1	T	¿Te gustaría aprender palabras nuevas en inglés? ¿Por qué?	
2	S1	Sí me gustaría porque avanzo más en mis conocimientos y porque me gusta el inglés	Attitude towards English subject
3	T	¿Repasas el vocabulario aprendido en clase?	
4	S1	Sí, lo estudio el mismo día.	
5	T	Cuándo tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?	
6	S1	Leo y leo hasta que me lo grabo y después la escribo.	Repetition
7	T	¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria?	
8	S1	Sí claro, las veo en mi vida diaria como por ejemplo hoy vimos los adjetivos, entonces, así yo veo en la calle niños fat, small, short, tall.	
9	T	En qué lugar de tu casa estudias vocabulario?	
10	S1	En la sala, apago el televisor y me concentro más.	
11	T	¿Cómo haces para aprenderte las palabras que la profesora te enseña?	
12	S1	Presto atención y la repito con ella	Repetition
13	T	¿Cómo te gusta trabajar en clases; sola, en pareja o en pequeños grupos?	
14	S1	En grupos, porque así aprendemos más; si yo no sé alguna pregunta la otra persona la puede contestar.	Group work
15	T	Cuándo no sabes el significado de una de una palabra, ¿cómo haces para averiguarlo?	
16	S1	La busco en el diccionario o en cuaderno	Dictionary use
17	T	¿Qué te parece el uso del diccionario?	
18	S1	Bueno, porque ahí uno encuentra palabras que uno no entiende el significado	
19	T	¿Usas el diccionario con frecuencia?¿Por qué?	
20	S1	Sí lo uso con frecuencia, porque no sé el significado de muchas palabras.	Dictionary use

T	S/T	Preguntas/respuestas	Category
21	**T**	¿Qué materiales utilizas para aprender vocabulario?	
22	**S1**	El cuaderno	Note-taking
23	**T**	¿Cómo te gustaría que la profesora te enseñara vocabulario?	
24	**S1**	Repitiéndola, con dibujos y escribiendo la traducción	R/VS/N-T
25	**T**	¿Qué recursos te gustaría utilizar para aprender vocabulario?	
26	**S1**	El libro, el diccionario y cartillas en inglés	Dicyionary use

Attitude towards English subject: 1 Visual aids: 1
Repetition: 3 Dictionary use: 3
Group work:1 Note-Taking :2 **T: turn**

Appendix H:

Interview # 2

T	S/T	Preguntas/respuestas	Category
1	T	¿Te gustaría aprender palabras nuevas en inglés? ¿Por qué?	
2	S2	Sí, por que lo necesito para cuando esté grande y puedo trabajar	Attitude towards Engilsh subject
3	T	¿Repasas el vocabulario aprendido en clase?	
4	S2	Sí, por que aprendo mucho , para ser una buena profesional	Attitude towards English subject
5	T	Cuando tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?	
6	S2	La escribo varias veces. Porque es más fácil recordarlas cuando las escribo.	Repetion Note-taking
7	T	¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria?	
8	S2	Sí, porque esas palabras en inglés las veo en mi casa en objetos reales	
9	T	En qué lugar de tu casa estudias vocabulario?	
10	S2	En la sala	
11	T	¿Cómo haces para aprenderte las palabras que la profesora te enseña?	
12	S2	Las leo y despúes las escribo	Repetition
13	T	¿Cómo te gusta trabajar en clases; sola, en pareja o en pequeños grupos?	
14	S2	Sola, porque cuando estamos en grupos me es difícil pensar pensar. .	
15	T	Cuando no sabes el significado de una de una palabra, ¿cómo haces para averiguarlo?	
16	S2	Busco el diccionario	Dictionary use
17	T	¿Qué te parece el uso del diccionario?	
18	S2	Bien porque me enseña palabras que no entiendo	
19	T	¿Usas el diccionario con frecuencia?¿Por qué?	
20	S2	Sí mucho porque me enseña muchos significados	
21	T	¿Qué materiales utilizas para aprender vocabulario?	

T	S/T	Preguntas/respuestas	Category
22	**S2**	Los libros, los diccionarios, los cuadernos, las libretas	Du /N-t
23	**T**	¿Cómo te gustaría que la profesora te enseñara vocabulario?	
24	**S2**	Con gestos y textos	
25	**T**	¿Qué recursos te gustaría utilizar para aprender vocabulario?	
26	**S2**	Libros y el diccionario	Dictionary use

Expectations: 2
Repetition: 2
Dictionary use: 3
Note-takings: 2 **T: turn**
Attitude towards English subject: 2

Appendix I:

Interview # 3

T	S/T	Preguntas/respuestas	Category
1	T	¿Te gustaría aprender palabras nuevas en inglés? ¿Por qué?	
2	S3	Sí, porque así aprendo más y puedo aprender más vocabulario	Attitude towards English subject
3	T	¿Repasas el vocabulario aprendido en clase?	
4	S3	Sí, para que cuando me pregunten saber y no pasar la pena	
5	T	Cuando tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?	
6	S3	La escribo en un papel varias veces y después me la voy preguntando	Repetition
7	T	¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria?	
8	S3	Sí por que la seño nos enseña cosas como la ropa, la comida y esas cosas uno siempre las ve.	
9	T	En qué lugar de tu casa estudias vocabulario?	
10	S3	En la sala	
11	T	¿Cómo haces para aprenderte las palabras que la profesora te enseña?	
12	S3	Las repito varias veces, luego me las pregunto a mí misma.	Repetition
13	T	¿Cómo te gusta trabajar en clases; sola, en pareja o en pequeños grupos?	
14	S3	En pequeños grupos, porque así podemos aprender de lo que dicen los compañeros	Group work
15	T	Cuando no sabes el significado de una palabra, ¿cómo haces para averiguarlo?	
16	S3	Le pregunto a un compañero o la busco en el diccionario	Dictionary use
17	T	¿Qué te parece el uso del diccionario?	
18	S3	Me parece perfecto, porque una palabra que nosotros no sabemos, es decir es desconocida la podemos buscar allí.	
19	T	¿Usas el diccionario con frecuencia?¿Por qué?	
20	S3	Sí, porque la seño nos pone a buscar palabras y si todavía no las sabemos nos toca buscar en el diccionario.	Dictionary use

T	S/T	Preguntas/respuestas	Category
21	**T**	¿Qué materiales utilizas para aprender vocabulario?	
22	**S3**	El libro, el diccionario y las palabras que copiamos en el cuaderno.	Dictionary use/ Note-taking
23	**T**	¿Cómo te gustaría que la profesora te enseñara vocabulario?	
24	**S3**	Con el libro, explicándonos el significado y haciendo dibujo	Visual aids
25	**T**	¿Qué recursos te gustaría utilizar para aprender vocabulario?	
26	**S3**	El dictionary	Dictionary use

Repetition: 2 Dictionary use: 4
Group work: 1 Note- taking: 1 **T: turn**
Visual aids: 1 Attitude towards English subject: 1

Appendix J:

Interview # 4

T	S/T	Preguntas/respuestas	Category
1	T	¿Te gustaría aprender palabras nuevas en inglés? ¿Por qué?	
2	S4	Sí, por que se más sobre todo lo que estoy aprendiendo ahora y porque si algún día uno va a otros países ya se más o menos inglés y no paso la pena.	Attitude towards English subject
3	T	¿Repasas el vocabulario aprendido en clase?	
4	S4	Sí, porque aprendo más y puedo conocer más de otras culturas.	
5	T	Cuando tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?	
6	S4	Estudio mucho y practico, es decir leo las palabras, luego las repito, las deletreo y en una hoja aparte las escribo y después mi mamá me las califica.	Repetition
7	T	¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria?	
8	S4	Si se relaciona, porque son cosas que yo conozco.	
9	T	En qué lugar de tu casa estudias vocabulario?	
10	S4	En el cuarto o en el computador.	
11	T	¿Cómo haces para aprenderte las palabras que la profesora te enseña?	
12	S4	Deletreándolas y despúes la repito varias veces.	Repetition
13	T	¿Cómo te gusta trabajar en clases; sola, en pareja o en pequeños grupos?	
14	S4	Sola, porque hay otros compañeros que no saben y entonces se van a copiar de uno.	
15	T	Cuando no sabes el significado de una de una palabra, ¿cómo haces para averiguarlo?	
16	S4	La busco en el diccionario o le pregunto a la profesora	Dictionary use/Ask teacher
17	T	¿Qué te parece el uso del diccionario?	
18	S4	Excelente, porque uno allí, busca las palabras que uno no entiende.	
19	T	¿Usas el diccionario con frecuencia?¿Por qué?	

T	S/T	Preguntas/respuestas	Category
20	S4	Sí, cuando necesito saber el significado de una palabra que no conozco.	Dictionary use
21	T	¿Qué materiales utilizas para aprender vocabulario?	
22	S4	El diccionario de inglés y mi libro.	
23	T	¿Cómo te gustaría que la profesora te enseñara vocabulario?	
24	S4	Escribiendo la traducción y usando mímicas	Note-taking
25	T	¿Qué recursos te gustaría utilizar para aprender vocabulario?	
26	S4	Bueno los que actualmente uso el libro y el dictionario.	Dictionary use

Repetition: 2 Dictionary use: 3 Note- taking: 1 Ask the teacher: 1 Attitude towards English subject: 1 **T: turn**

Appendix K:

Interview # 5

| T	S/T	Preguntas/respuestas	Category
1	T	¿Te gustaría aprender palabras nuevas en inglés? ¿Por qué?	
2	S5	Sí, por que me permite ampliar mi conocimiento.	
3	T	¿Repasas el vocabulario aprendido en clase?	
4	S5	Sí, para que cuando la profesora me pregunte yo pueda contestarle.	
5	T	Cuando tienes evaluaciones, ¿cómo haces para aprenderte el vocabulario?	
6	S5	Bueno, yo primero repaso todo, luego cojo una hoja y un lápiz y empiezo a escribir varias veces las palabras que me quiero aprender, después me hago una evaluación.	Repetition
7	T	¿Consideras que el vocabulario aprendido en clase se relaciona con tu vida diaria?	
8	S5	Sí, porque las cosas que aprendo en inglés las veo a mi alrededor.	
9	T	En qué lugar de tu casa estudias vocabulario?	
10	S5	En el patio, aunque hace un poquito de ruido hace mucha brisa; sino estudio en el cuarto.	
11	T	¿Cómo haces para aprenderte las palabras que la profesora te enseña?	
12	S5	Analizándolas y comprendiéndolas. Leo del cuaderno y la repito oralmente.	Repetition
13	T	¿Cómo te gusta trabajar en clases; sola, en pareja o en pequeños grupos?	
14	S5	Sola, porque algunas personas se ponen a molestar y no trabajan nada.	
15	T	Cuando no sabes el significado de una de una palabra, ¿cómo haces para averiguarlo?	
16	S5	Busco el diccionario	Dictionary use
17	T	¿Qué te parece el uso del diccionario?	
18	S5	Bueno porque le dice en inglés lo que significa en español y si la quiero en inglés otra vez, también está.	Dictionaryuse
19	T	¿Usas el diccionario con frecuencia?¿Por qué?	
20	S5	Sí, porque la profesora siempre nos deja actividades donde tenemos que utilizar el diccionario	Dictionary use

T	S/T	Preguntas/respuestas	Category
21	T	¿Qué materiales utilizas para aprender vocabulario?	
22	S5	El cuaderno, la explicación de la seño, el diccionario	N-t/Du
23	T	¿Cómo te gustaría que la profesora te enseñara vocabulario?	
24	S5	Diciéndole la traducción, normalmente	
25	T	¿Qué recursos te gustaría utilizar para aprender vocabulario?	
26	S5	El libro, el cuaderno, revistas, diccionario.	N-t/Du

Repetition: 3 Dictionary use: 5 Note-taking: 2**T: turn**

Appendix L:

Survey

1. Cuando aprendes una nueva palabra tú…
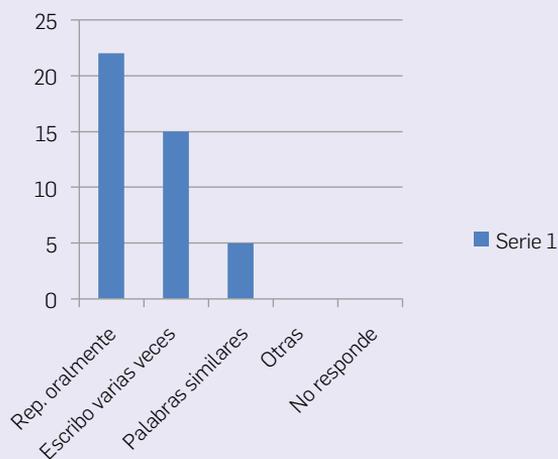
Most of the students use oral or written repetition to learn words.

2. Para memorizar palabras tú…
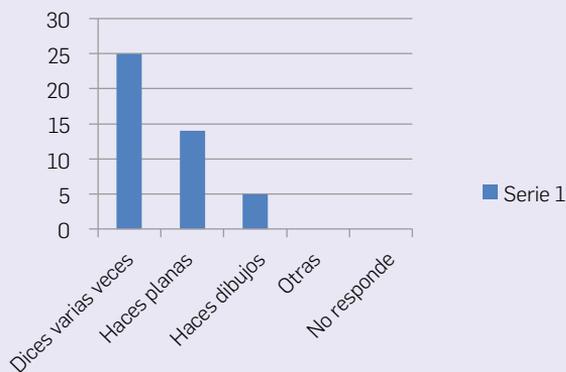
Most of them use oral repetition to memorize words.

Appendix LL:

3. Cuando quieres saber que significa una palabra tú…
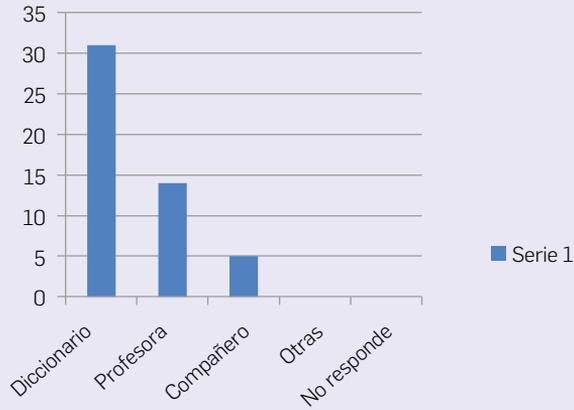
Most of them use the dictionary to Know words meaning.

4. ¿Cómo te gusta que la profesora te enseñe nuevas palabras?
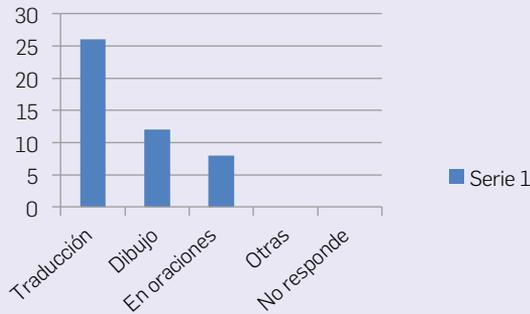
A great quantity of students feels comfortable and confident when teacher give words translation.

Appendix M:

5. ¿Con qué frecuencia ves películas en inglés?
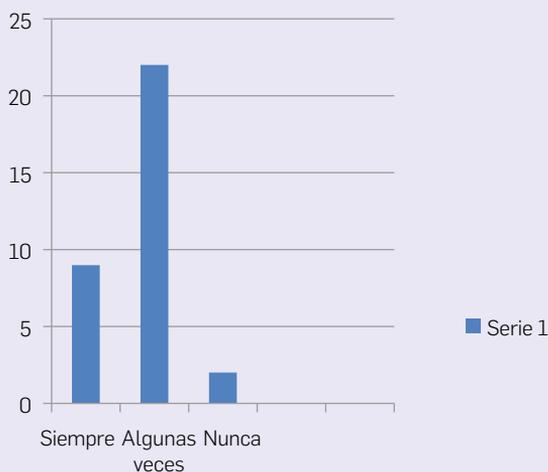
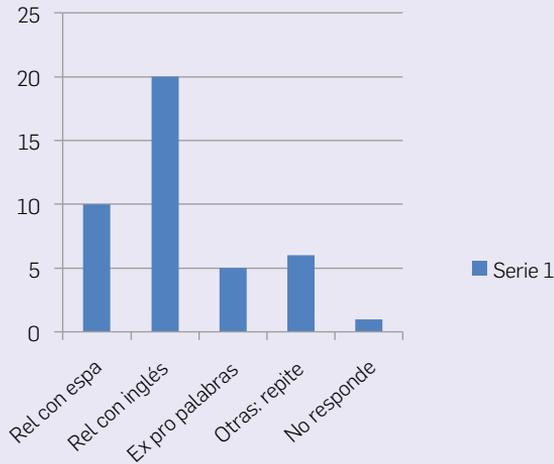**The vast majority of the students sometimes watch English film**.

6. ¿En qué otro lugar diferente al salón de clases te gusta ver inglés?
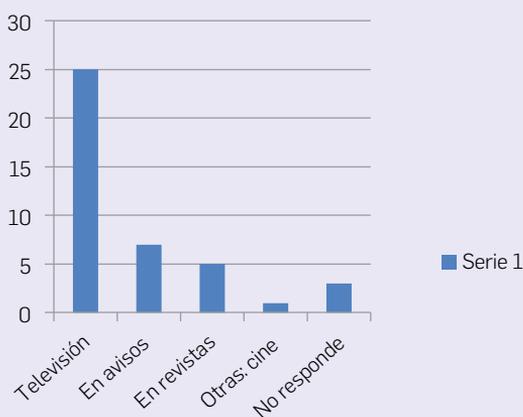
The most common situation that students use to observe English apart from the classroom is watching television.
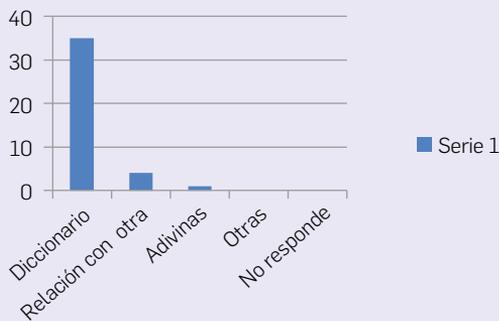
Appendix N:

7. Cuándo aprendes una palabra nueva en inglés, tú…

When learning a Word most of them make relation with another in English. Even though repetition option does not appear, some students wrote it as the strategy that they usually use.
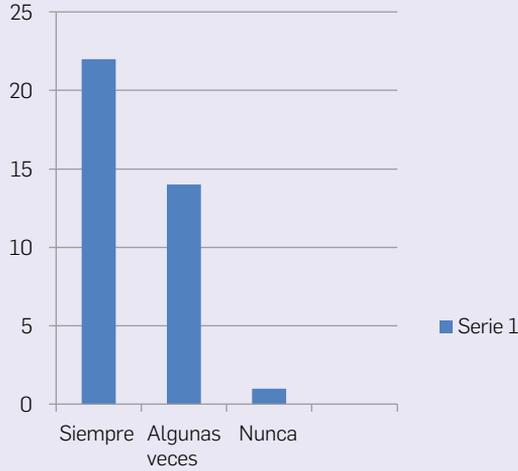
8. Para saber el significado de una palabra, tú…

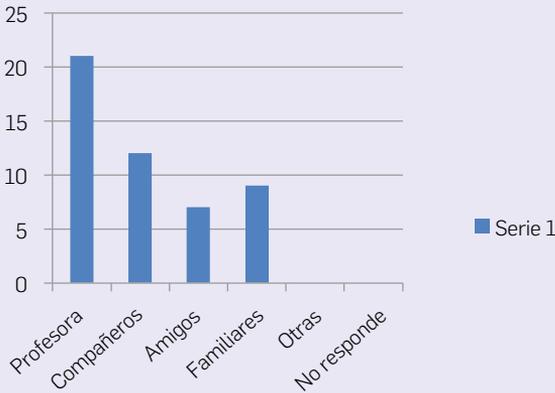**The vast majority use the dictionary find the meaning words.**

Appendix O:

9. ¿Con qué frecuencia utilizas el vocabulario aprendido en clase?

Most of the students always use the vocabulary learnt in classes.

10. ¿Con quiénes utilizas el vocabulario aprendido?

A big amount of students use the vocabulary learnt in class with the teacher.

Appendix P:

11. ¿Cómo te gusta trabajar en clases?