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Strategies for effective vocabulary instruction.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Grecia a los 5 días del mes de mayo del año 2018.

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UNIVERSIDAD LATINA DE COSTA RICA

LICENCIATURA EN LA ENSEÑANZA DEL INGLES

TOPIC:

STRATEGIES FOR EFFECTIVE VOCABULARY INSTRUCTION

STUDENT:

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GRECIA

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CHAPTER I

INTRODUCTION

1.1 Purpouse of the study

1.1.1Topic: Strategies for effective vocabulary instruction

Description:

This research pretends to provide some techniques and strategies that aid educators on teaching vocabulary in a more way. In point of fact, it includes some hints to improve the vocabulary teaching activities and techniques that could guide English instructors on some ideas when planning lessons. In adidtion, teachers can get to analize how the students feel during the learning process and the engagement they have on it, and if the lessons get their interest or not.

Nevertheless, vocabulary is not pretended to be taught as isolated words; there are several ways to help learners understand the meaning on contextualised language associated to realia, frequent expressions and phrases, understand texts, phrases in texts or paragraphs. As a matter of fact, vocabulary is truly the way to go and start learning a foreing language, teaching key vocabulary by having learners use the four skills; that really is something that would enrich and facilitate communication and make a successful learning experience.

1.2 Objectives

1.2.1 General Objective

1.2.1.1 To encourage the improvement of general knowledge of the foreign language by teaching vocabulary.

1.2.2 Specific Objectives

1.2.2.1 To strengthen the knowledge of English as a foreign language based on the incorporation of strategies to teach vocabulary in real life situations or contexts.

1.2.2.2 To apply effective strategies to achieve the acquisition of vocabulary in English as a foreign language.

1.3 Research question

This study is focused on a group of 11th graders of Colegio San Francisco de la Palmera, San Carlos, Alajuela, Costa Rica. Working directly with two English teachers and a group of 25 students. Thus, this research is to get some guidance and hints on how to teach vocabulary effectively. The main purpose of this research is getting to the point on:

How the use of some vocabulary strategies can strengthen the acquisition of English vocabulary to use it in real life situations when learning a foreign language in 11th graders of Colegio San Francisco de la Palmera, San Carlos, Alajuela, Costa Rica?

1.4 Definition od terms

1.4.1 Vocabulary

According to the Cambridge University Press (2017), are all the words known and used by a particular person and all the words that exist in a particular language or subject.

1.4.2 Morphology

A word of Greek origin, combines "morphe," meaning form, and "ology," meaning the study of. Morphology works in much the same manner, with students manipulating the parts of words to create new meanings or altered, but similar, meanings. (Stowe, 2017).

1.4.3 Phonology

According to the Cambridge University Press (2017), it is the study of sounds in a particular language or in languages generally.

1.4.4 Lexicon

According to the Cambridge University Press (2017), it is (a list of) all the words used in a particular language or subject, or a dictionary.

1.5 Significance of the study

There is the need for educators to learn more about strategies for effective vocabulary instruction; it is a challenge to make students and teachers change their minds on teaching and learning vocabulary in real life situations or contexts. Therefore, teaching vocabulary can be quite complex, as there could be several barriers that interfere with the process, such as time management to develop a class, skills and difficulties that learners can present in a variety of learning contexts, the lack of motivation and the lack of resources in a public school.

In several cases, students learn the vocabulary in a boring way for them as a complete memorization activity; but it is important to consider that the knowledge of a word not only implies a definition, but also implies how the word fits in a specific context. Therefore, instruction in vocabulary involves much more than looking up issolated words in a dictionary and being able to write sentences. Consequently, vocabulary is acquired through real life exposure, through practice and experiences to language, learning key words that would help communicate and convey the message successfully.

When learning English as a foreign language, it is very common students might get confused because of the many differences from the native to the foreign language; for instance: two different words that have the same meaning, or just a same word which has several meanings non related one to the other, pronunciation is so different to the way it is written and there are phonetic sounds in English language that do not even exist in Spanish or other languages.

After several visits and observations to Colegio San Francisco de la Palmera and interacting with two English teachers of the institution and a group of 11th graders, it is evident that sometimes teachers fail to stimulate and engage students when they address vocabulary concepts. The main intention of this research is giving hints on techniques for teaching vocabulary effectively, so students would enjoy and understand better the vocabulary. On the other hand, teachers would feel more comfortable and secure about the students' vocabulary achievement.

CHAPTER II

LITERATURE REVIEW

2.1.1 Lexical Approach

Michael Lewis (1993), who coined the term lexical approach, suggests that lexis is the basis of language. Lexis is misunderstood in language instruction because of the assumption that grammar is an essential for effective communication. In addition, formal grammar should not be totally ignored in the classroom, but it should definitely take less priority than vocabulary instruction. Lexical approach argues that language consists of meaningful chunks or pieces of language that, when combined produce coherent text. Lexis includes not only the single words but also the word combinations that we store in our mental lexicons.

Instruction focuses on relatively fixed expressions that occur frequently in spoken language, such as, "I'm sorry," "I didn't mean to make you jump," or "That will never happen to me," rather than on originally created sentences (Lewis, 1997). This would be the key for teaching realia, useful language for specific situations that apply in everyday life; this makes much more sense for students and would be less complicated when they try to convey a message. Even though Michael Lewis' approach has been studied for many years, this is still valid and applied during the proper words instruction. As a reference, the following are some activities used to develop learners' knowledge of lexical chains:

- Intensive and extensive listening and reading in the target language.
- First and second language comparisons and translation of chunks.
- Repetition and recycling of activities, such as summarizing a text orally one day and again a few days later to keep words and expressions that have been learned active.
- Guessing the meaning of vocabulary items from context.
- Noticing and recording language patterns and collocations.
- Working with dictionaries and other reference tools.

2.1.2 What to teach?

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are: form, meaning, and use. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling

(written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). For thinking about the meaning of a word teachers should consider the word form that can be used to express the meaning, the items that the concept refer to and what other words could people use instead of this one.

Teachers should teach the most useful words according to the theme, taking into account the frequency a word is used in the language, in what patterns people use this word and where, when, and how often. In addition, teaching vocabulary by contexts of use is a great way since students would learn about situations in which people use certain vocabulary. If students learn properly the use of the words they would be able to convey the message they want and understand others.

2.1.3 How is vocabulary learnt?

Learning vocabulary is like learning anything else; everybody learns in a different way and speed, there is always factors such as individuals' preferred way of learning, personality traits and learning strategies. In addition, human beings process input in different ways such as: visual, auditory, kinesthetic, or tactile. In relation to this, human brain controls the ways of learning. For instance, according to Saville, M. (n.d.) in the book Introducing Second Language Acquisition of Cambridge; the brain structures also influence on the vocabulary knowledge, studies shown in this book have demonstrated that the left hemisphere of the brain deals with phonology, morphology, syntax, function words and inflections, tone systems and much lexical knowledge.

2.1.4 What words to teach?

Teachers need to take some time in order to make the best decisions in word selection. Success on second language acquisition is linked with a proper curriculum design and careful vocabulary selection. According to Francie (2017) knowing what words to teach is the first step in providing effective vocabulary practice. Francie proposes the following types of words:

A Words: Academic Language and the Content Areas. Academic Language describes words used across disciplines like genre and glossary. Content Area words are specific to the discipline, words like organization in social studies and organism in science.

B Words: Basics or high frequency words, which are used at any time for communicating in English. These basics make up a large percentage of student reading and writing. Students must be able to read words like the, is, and, are, well, because.

C Words: The Connectors act as signal words. Students need to understand the signals for cause and effect, sequence and other important indicators of how text is organized. For instance: As a result, firstly, therefore, thus.

D Words: Difficult words with multiple meanings. There might be students who simply freeze when a question is asked such as "What are the factors that contributed to the Civil War?" However, they could have answered the question correctly if asked, "What were the causes of the Civil War?"

X Words: X is for the extras. These are the words that will not be encountered frequently but for understanding a specific text it is important to understand the meaning.

2.1.5 How to teach?

There are countless techniques for teaching vocabulary, these techniques might be adapted depending on the age of students, their interests, themes, the teachers' creativity, the resources, materials, the level students have and many other factors. Additionally, teachers might know what words to teach, but sometimes they could have a hard time finding out how to teach these words. On the appendices there are some links for teaching vocabulary (see Appendix I).

Smith (2016) in the publication of Effective Strategies for Teaching Vocabulary, suggests some techniques in order to teach vocabulary explicitly and implicitly:

2.1.5.1 Explicit vocabulary instruction

Pre-teaching vocabulary words: Teach unfamiliar words used in a text prior to the reading experience. Then these words should be defined and discussed.

Repeated exposure to words: The more they are exposed to a word, the stronger their understanding becomes, teacher should provide multiple opportunities on new words.

Keyword method: Prior to the reading experience. Create a cognitive link to the words meaning the reader can access during a reading experience, so this keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember when reading it in context.

Word maps: For each new vocabulary word the student creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off the word in three categories: classification, qualities and example.

Root analysis: Words either contain a core root or use prefixes or suffixes that hold meaning. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they begin to determine their meaning.

Restructuring reading materials: A portion of the difficult words can be replaced with easier synonyms to help the reader understand the overall text. Vocabulary footnotes can be added for challenging words, so reader can easily look up the word while reading.

2.1.5.2 Implicit vocabulary instruction

Incidental learning: Based on the way a word is used in a text learners are able to determine its meaning. While they may not know what a specific word means, many times they can determine its meaning based on what the rest of the sentence focuses on.

Context skills: Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of clues about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words.

2.1.6 Teaching word forms

According to Beare (2017) students need to know if it is a verb, a noun, an adjective or any other word form to be able to use it effectively. Teaching this makes students start inquiring about the meaning and use of the words and they will have different perspectives of the vocabulary. For that it is necessary to take into account the eight parts of speech in English: Verb, Noun, Pronoun, Adjective, Adverb, Prepositions, Conjunction, and Interjection.

Vocabulary is not all about words itself, of course the study of single words is very important as well; but the most important for non native speakers and who really want to learn English as a second language is language expousure and to focus on how, what, when and why to use the language, rather than just learning isolated words. Lewis (1993) wrote that lexis is the core or heart of language; as a result of this it is possible to state that the center of English language teaching should be vocabulary, since with the neccesary vocabulary knowledge learners can express themselves and understand other people.

Agreeing with Dudley-Evans and Johns (1998) what learners need is to learn how to use words in sentences, how to understand authentic texts, and how to communicate effectively in typical situations. This is why the analysis of needs, discourse genre, and linguistic corpora has become so important. As a matter of fact, vocabulary should be taught in sentences, phases, texts, in daily life examples and it is also important to consider that vocabulary should meet the learners needs.

Thornbury (2002), quoted David Wilkins, who said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The previous quotation was taken from the work of Zainurrahman, S. As a matter of fact, learning vocabulary seems to be even more important than learning grammar, and that is why teachers must find the best strategies in order to help learners with the vocabulary acquisition.

2.2 Summary

Vocabulary are all the words in a language, including single words with a specific meaning and phrases or chunks of several words which covey a particular meaning. For Lewis, lexis is the core or heart of language; as a result of this it is possible to state that the center of English language teaching should be vocabulary. The lexical approach focuses on developing learners' proficiency with lexis, or words and word combinations. Lewis suggests the following taxonomy of lexical items: words, polywords, collocations, or word partnerships, institutionalized utterances, sentence frames and heads and text frames.

As a matter of fact, vocabulary should be taught in context such as sentences, phases, texts, in daily life examples and it is also important to consider that vocabulary should meet the learners' needs, use frequently occurring affixes, identifying frequently occurring root words and their inflectional forms. Teachers should teach the most useful words according to the theme, taking into consideration the frequency these words are used in the language, in what patterns people use this word and where, when, and how often it can be used.

The strategies presented in this literature review pretend to be a useful guide for teachers in order to prioritize words in terms of importance and help teachers establish awareness in word instruction and recognize themselves and the way they teach. On the other hand, students often complain of not knowing the words in a text and not understanding much of it. For this reason, instructors should carefully select the words and take into account their collocations, since there are many words that need to be used together in order to convey a meaning. On the other hand, it is also very important if the teacher gets to know the learners and to be aware of their strengths and weaknesses in English vocabulary, so teachers could expand students' knowledge and reinforce weaker areas.

CHAPTER III

PROCEDURES

3.1 Rationalization for Research

For this investigation a mixed research is developed. Mixed methods research is more specific in that it includes the mixing of qualitative and quantitative data and methodologies. As a matter of fact, some mixed research questions are applied to two English teachers and a group of twenty five students, with the goal of acquiring enough information about what students expect when learning new words and what techniques teachers apply for vocabulary instruction.

3.2 Methodology – data collection tools

The teacher interview questionnaires work as a self-evaluation tool and they are part of a reflective process and data collection tools. The researcher and the teachers can use the information gathered to focus on how to best use students' strengths on teaching vocabulary and work on their weaknesses as well. The teachers will also have the opportunity to self-analyze the areas needing improvement in order for them to carry out effective instruction.

Data collected includes the teacher interview questions, survey conducted by students about their views on vocabulary instruction, rubrics for assessing teacher vocabulary instruction that work as well as teacher self-evaluation surveys, asking students what they feel or think about vocabulary instruction, researcher field notes, and pieces of class activities. In addition, findings indicate that English teachers in this institution utilize books mainly to guide their instruction, some copies of the topic studied in the book would be attached in the appendices (see Appendix J). These instruments help examine the vocabulary knowledge and instructional practices of the English teachers in order to better understand how prepared teachers are to implement strategies for effective vocabulary instruction.

During the first and fifth class observations the same rubric would be analyzed and at the end there would be a comparison of results. Besides, copies of class activities or assignments that students completed serve as pieces for further data collection. The first and second class observations would be focused on collecting written samples of language problems the students have with vocabulary and determine how the teachers use classroom activities for vocabulary instruction. In the third class observation, the main goal is analyzing with the teacher the areas that students need to strengthen their vocabulary, as well as the areas the teacher should focus more in order to get better results on vocabulary instruction.

Before the last two class observations a Guidance for teaching vocabulary using realia is provided to the teacher. In addition, the information updated on this research is weekly shared with the teacher in order to improve the vocabulary instruction. After applying the instruments and surveys, the researcher and the teacher analyze together on the progress of the learners. Moreover, in the fourth and fifth class observations the strategy is monitoring the improvements and gaps in the students' vocabulary through oral presentations as students' pair work in order to see how they are using the vocabulary being taught. On the fifth class observation there would be the application of students' interviews in order to analyze their progress on vocabulary.

3.3 Site and Participants

This study was conducted in Colegio San Francisco de la Palmera, in San Carlos, Alajuela, Costa Rica. All participants were engaged and collaborative in the process; there are 25 students in the only group of 11th graders of Colegio San Francisco de la Palmera, the students' average age is within 16 to 20 years old. The group has a total of 12 female students and 13 male students. Two teachers were recruited to participate in the present study; they do not have their own classroom, so they have to be switching from one class to the other. This school is located in Salón Comunal de San Francisco de la Palmera (community hall), the full constructed area is 500 square meters, where the classrooms are opened with no ceiling and the walls that make the divisions of the classrooms reach the half high of the classroom and are quite weak.

There are certain factors that make it very difficult for the class development such as the noise from the other classrooms, the humidity of the area that causes that at the middle of the day it becomes extremely warm, the lack of resources. Moreover, the High School does not provide any audiovisual equipment and technology for teaching, there is no internet connection or video bean available for teachers. The school does not have any library, additionally the school does not have any open areas for activities, there are a total of 7 classrooms equipped with the teacher's desk, student's desks and a white board and those are all resources available. Despite of this circumstances, a total of 181 students from the community attend to this High School and a total of 27 teachers work on it.

3.4 The Plan of the Study Data Analysis Procedures

WEEK	OBJECTIVES	GOAL	INSTRUMENTS
1	Encourage the improvement of general knowledge of the foreign language by teaching vocabulary.	Determining how the teacher uses classroom activities for vocabulary instruction.	APPENDIX A: Section 1 Teacher interview questions. APPENDIX B: Section 1 Survey conducted by students about their views on vocabulary instruction. APPENDIX G: Rubric for class observation.
2	Apply effective strategies to achieve the acquisition of vocabulary in English as a foreign language.	Collecting samples of language problems the students have with vocabulary.	APPENDIX C: Section 2 Rubric for assessing teacher vocabulary instruction. APPENDIX D: Asking students about their views on vocabulary instruction.

3	Apply effective strategies to achieve the acquisition of vocabulary in English as a foreign language.	Analyzing the areas that students need to strengthen their vocabulary, as well as the areas the teacher should focus more in order to get better results on vocabulary instruction.	APPENDIX E: Rubric for assessing teacher vocabulary instruction.
4	Strengthen the knowledge of English as a foreign language based on the incorporation of strategies to teach vocabulary in real life situations or contexts.	Monitoring the improvements and gaps in the students vocabulary through oral presentations as students' pair work in order to see how they are using the vocabulary being taught .	APPENDIX D: Rubric for class observations. APPENDIX F: Section 4 & 5 Guidance for teaching vocabulary using realia.
5	Apply effective strategies to achieve the acquisition of vocabulary in English as a foreign language.	Analyzing students' progress on vocabulary.	APPENDIX F: Section 4 & 5 Guidance for teaching vocabulary using realia. APPENDIX G: Rubric for class observation. APPENDIX H: Section 5 - Asking students what they feel or think about vocabulary instruction.

3.5 Summary

The purpose of this research is to guide English teachers with some techniques and strategies that aid them on teaching vocabulary in Colegio San Francisco de la Palmera, for that it is necessary to firstly understand the strategies used by the English teachers for vocabulary instruction. A mixed research takes place in order to collect the required data to be analyzed accompanied with the teacher. A total of 5 class observations are applied using several surveys and instruments, also the collection of copies of class activities work for further data assortment; researcher would take additional notes on progress and different situations encountered through the study.

The teachers can use the information gathered to focus on how to better use students' strengths on teaching vocabulary. They also have the opportunity to self-analyze the areas needing improvement in order for them to carry out effective instruction throughout the study. In the third class observation, there would be an analysis of the areas students need to strengthen on vocabulary, as well as the areas teachers should focus more in order to get better results on vocabulary instruction.

In the fourth and fifth class observations the strategy is monitoring the improvements and gaps in students' vocabulary, and asking students what they feel or think about vocabulary instruction. For this there is a pair work activity in order to see how they are using the vocabulary being taught. The goal on this last two weeks is to strengthen the knowledge of English as a foreign language based on the incorporation of vocabulary in real life situations or contexts. For reaching this, a follow up would be suggested to the teacher using this research as a guidance for teaching vocabulary which would be provided to the teacher in order to accomplish a progress in the vocabulary instruction.

CHAPTER IV

FINDINGS

4.1 Data & Analisis

4.1.1 Section 1:Teacher interview questions (see Appendix A)

This survey was applied to one English teacher of Colegio San Francisco de la Palmera, he agreed on filling up the given questionnaire. This male teacher has eleven years of experience, he is the teacher in charge of the group of 11th graders who were approachable on this study. The purpose of this interview is to determine how the teacher uses classroom activities for vocabulary instruction and analyze the instructional practices of the English teacher of 11th graders in San Francisco de la Palmera High School, in order to improve the strategies used for effective vocabulary instruction.

Question: How do you introduce the new vocabulary in your classroom?

Teacher explained that in order to introduce the new vocabulary in the classroom he likes to present images to students, then they have to associate the images with what they think it is a possible meaning, after that teacher and students check if their answers are correct or not (most of the time the images are taken from the work book). In addition, teacher takes the revision time as an opportunity to work on the pronunciation of words as well.

Question: What are your impressions of your students' strengths and weaknesses when teaching vocabulary?

This teacher commented on his impressions of the students' weaknesses when teaching vocabulary; he is very aware of the lack of interest, he mentions that students pretend to memorize instead of learning how to apply their knowledge for future, students pronounce everything the way it is written, there is a lack of context on the material being used. He says that unfortunately it is way easier for him to think about the weaknesses than the strengths of his students. On the other hand, he mentioned as a main strength that students easily understand when he is teaching.

Question: What are two strategies for teaching English words that you use in your class?

Some strategies for teaching English words that this teacher uses in his class are: association of images and words, and matching pieces of words.

Question: How do you choose the vocabulary words you teach?

This teacher chooses the vocabulary words he teaches from the MEP Syllabus given to the English teachers, he checks the contents and then he chooses the most appropriate words from the work book.

Question: What kind of resources do your students use to learn and understand new vocabulary words?

He mentioned that the resources his students use to learn and understand new vocabulary are internet form their personal cellphones if they have and the dictionary.

Question: How do you assess students on the vocabulary you have taught?

The ways he assesses students on the vocabulary taught are pair work, short videos on their cellphones and orally with the rest of the class.

4.1.2 Section 1: Survey conducted by students about their views on vocabulary instruction (see Appendix B)

The results of this survey are significant since it allowed students express what they feel or think about vocabulary instruction.

As shown in Graphic 1, in regards to the main aspects of English vocabulary that are currently of students' interest, 1 of the 25 students answered use a dictionary, 4 of them answered writing, 5 of the students answered reading books, and a majority of 15 students selected communication. As a consequence of these results, the main challenge for the teacher and the researcher is evident, this study should encourage the expansion of general knowledge of the foreign language by teaching vocabulary that help students communicate in the target language.

According to Graphic 2, and taking into account the frequency students remember the vocabulary they have learned in the English class, only 1 of the students answered rarely, the other 24 students admitted that they remember the vocabulary sometimes. That is a great start point, if the majority of students remember the vocabulary sometimes; this means that the teacher efforts for teaching vocabulary are totally worth.

In Graphic 3, when asked about the strategies for learning English words, 2 of the students indicated that they prefer to use visual aids, 2 of them enjoy using the dictionary, 6 of the students like to use games, and the other fifteen students like to repeat words. Taking into account these results all areas should be covered, but it is important to highlight that a majority of fifteen students prefer to repeat the words and they can learn like that easier.

4.1.3 Section 1: Class Observation (see Appendix G)

During the first class observation the instrument applied is adapted from Assessing academic vocabulary development (Antonacci & O'Callaghan, 2011), this same instrument is applied on the last class observation in order to make a comparison of results before and after the project was developed. A score would be provided in each of the observations in order to prove the impact of this research on the improvement of teaching vocabulary, the total score on this first observation is 17 points. The main objective of this evaluation is to analyze the vocabulary instruction and compare the results with the final outcomes of this research.

Word knowledge of content words: Score Proficient (3 Points) Teacher instruction provides complete definitions of content words and offers examples and non-examples; teacher makes some associations to related words. Examples: Vegetables- veggies, fast food- junk food, chef- cook.

Word learning strategies: **Score Exemplary (4 Points)** Teacher models use of context clues with a high degree of success along with references to determine unknown words. Exemplification: Teacher allowed students to use their personal phones in order to search for the words that they did not understand.

Use of academic vocabulary to comprehend text: Score Proficient (3 Points)
Teacher models use of content words to comprehend text and makes reference to several content words throughout the passage. Exemplification: When teacher was referring to the vocabulary (fast food- junk food), he talked about a last year trip he had to United States with other students of another institution, the story captured all students attention and he explained that when they were in United States they realized that the expression junk food is rarely used. He made a very interesting explanation on this saying that people use the term junk food to describe food that has a lot of fat, sugar and salt and that is Spanish is pretty much like "comida chatarra". He said that you cannot get to a restaurant asking for junk food, which it is not used like that at all.

Use of academic vocabulary in discussions: Score Beginning (0–1 Point) Teacher rarely uses content words in class discussions. Explanation: There was not any class discussions during this first observation.

Use of academic vocabulary in writing assignments: Score Developing (2 Points) Teacher uses some content words when modeling writing assignments. Explanation: On this class students did not have access to the work book because it is still the beginning of the school year, even though they do not have the book teacher writes on the board all the new vocabulary selected from page 14th on the book.

Word consciousness: **Score Exemplary (4 Points)** Teacher facilitates a high interest in important and unusual words; students are asked to look up their meaning. Explanation: Students are given a list of vocabulary words, students get in pairs in order to get and understand the meaning of each word, they used their cellphones and previous knowledge in order to get the meaning of the words.

4.1.4 Section 2: Rubric for assessing teacher vocabulary instruction (see Apendix C)

The participants on this interview are the two English teachers of Colegio San Francisco de la Palmera. The main goal of this interview is to help teachers do a self-analysis on their vocabulary instruction.

In Graphic 1, when asked about the frequency teachers instruct vocabulary using reading strategies one of the teachers answered 2 or 3 times weekly and the other once weekly.

According to Graphic 2, when asked about the frequency teachers instruct vocabulary using strategies of content areas outside of reading; one of the teachers answered 2 or 3 times weekly and the other once weekly.

According to graphic 3, both of the teachers indicated that they daily teach vocabulary lessons that focus on identifying words and phrases in stories or situations that suggest feelings or real life situations.

As shown in Graphic 4, both of the teachers daily focus on asking and answering questions to help determine or clarify the meaning of words and phrases.

In reference to graphic 5, when asked about the frequency they teach vocabulary lessons that focus on using words and phrases acquired through conversation one of the teachers answered 2 or 3 times weekly and the other once weekly.

4.1.5 Section 2: Asking students about their views on vocabulary instruction (see Appendix D)

Question #1: What haven't you understood from the vocabulary learnt in the last 2 weeks?

Three of the students answered that they have not understand anything form the vocabulary being taught in the last two weeks. On the other hand, a majority of 13 students mentioned that they understood all vocabulary. One of them explained that it has been difficult to understand everything they have studied so far, another student presented difficulty on pronouncing words, another one on reading, and 2 of them are having difficulties with the language expressions on the current topic. Other 2 students commented:

"I understand almost everything, but I know I could do better".

"Everyting is clear enough, but I need to review it and read a litle more in order to learn it".

Question #2: What topics do you need to do additional work on English vocabulary?

The majority of 15 students recognize that they need additional work on reading, other two would like to have additional practice on speaking. Besides 3 of them would prefer to work more on the verbs, 1 of them needs additional practice on the current topic "Meals" and just one student considers that it is required additional work on writing. Two of them prefer having additional work on repeating the words, one of them explained that he/ she needs additional work on everything.

4.1.6 Section 3: Rubric for assessing teacher vocabulary instruction (see Apendix E)

The participants on this interview are the two English teachers of Colegio San Francisco de la Palmera. The main goal of this interview is to analyze the areas that students need to strengthen their vocabulary, and the areas teachers should focus more on their classes.

In reference to graphic 1, when asked about if their students could use some synonyms and antonyms; one of the teachers answered never or almost never and the other answered usually.

According to graphic 2, both of the English teachers acknowledged that the students of Colegio San Francisco de la Palmera usually recognize the spoken form of the words.

In reference to graphic 3, both of the teachers recognized that their students can pronounce the words correctly usually.

As shown in graphic 4, one of the teachers admitted that students can only recognize the written form of the words and the other teacher answered never or almost never.

In regards to graphic 5, both of the teachers stated that their students can usually use the word parts in their speeches or sentences.

According to graphic 6, and taking into account if students can produce common associations for the words. One of the teachers mentioned that students almost always can produce associations for the words but the other teacher recognized that students usually can produce common associations.

In reference to graphic 7, one of the teachers stated that the students can usually recall the words when presented with a related idea and the other teacher admitted that students almost always recall words when presented with related ideas.

In reference to graphic 8, when asked if their students could recognize correct uses of words in context; one of the teachers answer almost always and the other answered usually.

As shown in Graphic 9, when asked if students can use words in the correct grammatical patterns one of the teachers answered usually and the other answered almost always.

4.1.7 Section 4: Guidance for teaching vocabulary using realia (see Appendix F)

The guidance for teaching vocabulary using realia was provided to the teacher and analyzed with him two weeks before applying it, in order to see the progress in the vocabulary instruction.

Technique	What do learners do?	What does the teacher do?	Materials
Roleplay	Learners in groups of two, think of a recipe they would have to mimic to prepare in class and explain step by step how to prepare it. They have to bring to the class some real ingredients that they can get according to their budget.	Teacher creates a scenario, in which learners have to perform accordingly.	Materials promote and encourage communication in a real like setting.

The teacher and the researcher selected together the role-play technique. After applying the chosen technique the researcher and the teacher discussed on the improvement of the learners. Learners were assigned a pair work of preparing a recipe, they were given 15 days to prepare themselves with the speech and materials (if students could not take real

ingredients to the class they were allowed to bring big pictures of the ingredients, since the idea was also to review the ingredients vocabulary as well. The fourth class was not enough to finish the presentations so part of the fifth class was used in order to complete the students' oral presentations.

Learners were asked to be very creative in the presentations, and they took that creativity very seriously, some of them dress up, other with very peculiar make up and others did not dress, but all of them did such an amazing job. All the students were very engaged in the activity and at the end of the class a cake that one of the mothers prepared was shared among the students, and of course a couple of students made the role-play of preparing it. They choose from easy to difficult recipes. Some decided to prepare a salad, others prepared mash potatoes, rice pudding, gallo pinto, sandwiches, pasta, banana split, lemonade, tacos, hamburgers and French fries.

This activity helped students gain self-confidence when they intake new vocabulary words, since they were able to express themselves and as these same vocabulary had been studied already the other students were able to understand as well. As a consequence, there was an evident improvement on their vocabulary of this particular topic "Meals", they could communicate better and understand others easier.

On the other hand, students enjoyed their English class so much, and even the teacher admitted that he was impressed with the students' engagement and the results of the activity. The researcher had the opportunity to interact with the students without interrupting the teacher, the role of the researcher during all class observations was as a teacher assistant but students seemed comfortable of having another English teacher working with them.

4.1.8 Section 5: Asking students what they feel or think about vocabulary instruction (see Appendix H)

The following are the results of the last survey applied to students after the role play activity was finished on the fifth class. Results on this survey were positive overall and reflect the effective results on this research:

According to graphic 1, and taking into account the students interviewed 19 of the 25 students confirmed that they can pronounce the words learnt in previous classes correctly. On the other hand, 6 of the students admitted that they cannot pronounce the words learned.

In reference to graphic 2, when asked if they could write the words learnt on previous classes correctly 80% of the interviewed students admitted they can write the words correctly, and the other 20% indicated that they cannot.

According to graphic 3, a majority of 84% of the students recognized that they know the meaning of the words learnt on previous classes. Four of the students indicated that they do not know the meaning of these words.

As shown in Graphic 4, when asked if they can use vocabulary items learnt on previous classes, 72% of the students confirmed they can use them and 28% have difficulty using this vocabulary.

In Graphic 5, a total of 13 students gave a negative answer when they were asked if they can use the vocabulary words that they have learnt in order to express their ideas. Besides, a positive response on this was provided by 12 of the students.

4.1.9 Section 5: Rubric for class observations (see Appendix G)

Word knowledge of content words: Score Proficient (3 Points) Teacher instruction provides complete definitions of content words and offers examples and non-examples; teacher makes some associations to related words. Exemplification: when new vocabulary was mentioned by the students during their oral presentations, the teacher wrote the words on the board to later in the class make a review on those words.

Word learning strategies: Score Exemplary (4 Points) Teacher models use of context clues with a high degree of success along with references to determine unknown words. For instance, teacher used the words written on the board with examples and modeled the use of this words in order to convey their meaning.

Use of academic vocabulary to comprehend text: Score Exemplary (4 Points) Teacher models use of content words to comprehend text and makes reference to extensive number of content words throughout the passage/story. As a reference, in the last part of the class a text was read about "The traditional Gallo Pinto".

Use of academic vocabulary in discussions: Score Exemplary (4 Points) Teacher uses an extensive number of content words during class discussions. As a matter of fact, students and teachers discussed about the differences and similarities of the text "The traditional Gallo Pinto" from the work book and the recipe a couple of students presented during the oral presentations.

Use of academic vocabulary in writing assignments: Score Developing (2 Points) Teacher uses some content words when modeling writing assignments. On this particular class, writing was not the main purpose, so very few of writing was practiced with students and the use of the work book limits to few writing assignments.

Word consciousness: Score Exemplary (4 Points) Teacher facilitates a high interest in important and unusual words; students are asked to look up their meaning. For instance, this was visible when they were reading the text "The traditional Gallo Pinto".

During the fifth class observation the instrument applied is adapted from Assessing academic vocabulary development (Antonacci & O'Callaghan, 2011), this same instrument was applied on the first class observation in order to make a comparison of results of before and after the project was developed. The score of the fifth class observation is 21 points, so with this results it is possible to prove the impact of this research on the improvement of teaching vocabulary, since the total score on this first observation was 17 points.

The results of the first and fifth class observations are shown in the following chart:

Criteria	First Class	Fifth Class
Word knowledge of content words	3 points	3 points
Word learning strategies	4 points	4 points
Use of academic vocabulary to comprehend text	3 points	4 points
Use of academic vocabulary in discussions	1 points	4 points
Use of academic vocabulary in writing assignments	2 points	2 points
Word consciousness	4 points	4 points
Total Points	**17 points**	**21 points**

4.2 Restatement of questions and discussion of results

A total of five class observations took place, each with instruments and interviews aplied to both teachers and students which made the data collection on this reaseach possible. A majority of 15 students selected communication as the main aspect of English vocabulary that is currently of their interest, that made the researcher and teacher take the resolution of applying the role play technique. On the other hand, 24 students admitted that they remember the vocabulary sometimes.

All the participants of this study were great to work with because of their willingness to be self-reflective and transparent on the information provided to the researcher. The final results of the research show the evolution and improvement through the study, for instance from the last survey applied to the students it is shown that 19 out of the 25 students confirmed that they can pronounce the words learnt in previous classes correctly. In addition, an 80% of the interviewed students admitted they can write the words correctly, a total of 84% students recognized that they know the meaning of the words learnt on previous classes. Moreover, when asked if they can use vocabulary items learnt on previous classes, 72% of the students confirmed they can use them.

When asked about the strategies for learning English words a majority of fifteen students admitted that they like to repeat words. When asked students about what topics they need to do additional work on English vocabulary a majority of 15 studets agreed that they need more reading comprehension, this result makes a lot of sence since their main concern of this school year is to pass the "Bachillerato Exams" applied to 11th graders in Costa Rica at the end of school year and this exam is pretty much about reading comprehension.

Following up with students' concern of needing more reading comprehension since they are very worried about the Bachillerato Exams. This teacher has a record that all 11th graders he has ever taught have passed the Bachillerato Exams, and he is going to do his best with this group in order to help them all pass this exam. He is going to do free classes to his students out of scheduled and offer a little more extra class work and reading comprehension material that could help students get ready for this important step of the current school year.

4.3 Summary

The information collected from this study is intended to assist English teachers gain a better understanding of the importance of implementing effective strategies for vocabulary instruction.The teacher recognized the need to bring up more realia to the English classes, that way students would learn more on how to apply their knowledge for future and help them use the vocabulary words that they have learnt in order to express their ideas, which is evidently the main weakness on this group of students. More oral presentations and written pieces of work are also part of the areas of improvement found in which the teacher totally agreed and he is willing to improve on these areas.

The teacher in charge of the group of 11th graders preteaches and introduces the vocabulary and he also likes to teach pronunciation. He uses some effective strategies to help students improve vocabulary learning and to improve their performance overall. On the other hand, the mayor areas of improvement found would be practicing some more writing activities, more reading comprehension assigments and more dinamic classes of vocabulary with the use of realia, this would capture students' interest and attention and when students acquire language this way they can express themselves better and understand easier.

CHAPTER V

DISCUSSION

5.1 Conclusion

The insterviews applied helped teachers' understanding what it means to teach vocabulary, as well as the students expectations upon vocabulary. The observations and surveys also helped to get some data on how frequent teachers report teaching vocabulary both within and outside of their reading content, what materials they are utilizing in their lessons, understand the overall content of their instruction, and whether or not it meets the students' needs and expectations.

Teachers indeed needs to focus more on vocabulary and less in grammar, in order to get an improvement on students' English level. This teacher has the challenge to start awaken students' curiosity on the language, even though there are very limited resources. Fortunately, the teacher demonstrated a lot of interest in the research and he even took the time to read it all and understand what the study was about. The engagement and positive attitude of this teacher and the group of students made this research possible.

5.2 Implications

5.2.1 Strengths and Limitations

Learning focuses mainly on the work book called Challenge 11th, this is a limitation since at the very fists classes very few of the students had the book. Most of the time the lessons are limited to finished certain practices or parts of the book despite the fact that students already understand that topic, instead of taking this time to emphasize on topics students might require aditional practice.

On the other hand, according to the teacher the 11th graders pretend to memorize instead of learning how to apply their knowledge for future, there is an apparent lack of interest of students, they tend to pronounce everything the way it is written, there is a lack of context on the material being used since this is a work book, students are more focussed on the Bachillerato Exams and they do not care much on learning English, besides they just want to obtain a passing score on this exam. Teacher says that unfortunately it is easier for him to think about the weaknesses than the strengths of his students, but he mentioned as a main strength that students easily understand when he is teaching.

One of the students does not know how to read neither in english nor in spanish, teacher explained that he is not quite aware about the situation with this student and that it is very hard for him to work with this student since the group is too big and helping twenty five students at the same time is quite challenging. Teacher pointed out that he has never received any special training for students with curricular accommodations and modifications like him, it is important to emphasize that he tries to do special assigments for this student but sometimes is not possible.

There is a strong problem with the students' use of drugs, one day during a class observation the police came into the class and checked every student's bags in order to see if they were bringing drugs to the school, then same group of 11th graders went on a school fieldtrip and the principal found out that they were using drugs on the bus on the way back of the fieltrip. This situation with the drugs, plus the environment and infrastructure and the lack of resources contributes in the students lack on interest and sometimes the students' failure.

5.2.2 Recommendations

The Ministerio de Educación Pública should help this school, firstly with a proper school building and them with technology and equipement for teachers to use during their classes. It is so difficult to teach like that; the noise during class is out of control most of the time, the walls are so weak and the space very limited, sometimes it becomes extremely hot and uncomfortable to both teachers and students. In fact, teachers really need additional resourses for doing the best in the teaching proccess.

The teacher should create self-awareness on the students, so they can understand that learning English is much more than passing the Bachillerato Exam. Learning English is very important for any proffesional carrier that is of their interest, it is important to usderstand and communicate themselves and for them to be more competitive in any work and study environment. English is important on their future and current life, on business environments, if they like to travel or study abroad, and for many other aspects of life. Studets need to be more motivated with the idea of learning this foreing language.

From the last students' survey (see Appendix H), a not possitive due to a total of 13 students gave a negative answer when they were asked if they can use the vocabulary words that they have learn in order to express their ideas. As a matter of fact, this would be the main recommendation to focuss on future research to guide students on how to use the vocabulary words that they have learnt in order to express their ideas.

5.3 Concluding statement

Vocabulary teaching should be focused on what each student needs additional work and how to help students improve their performance using effective strategies. Teachers need to encourage students to express their ideas using the words they have learned. In addion, this research study helped teachers of Colegio San Francisco de la Palmera become more comfortable using teaching vocabulary strategies. Therefore, teachers are now more confident in providing additional activities out of the work book and helping students on the use of the vocubulary applied on real like settings.

Even though teachers have the syllabus, books or a curriculum to follow; they could have a hard time finding out what to teach regarding vocabulary. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are: form, meaning, and use. Besides, just repeating and memorizing words in a traditional way is not the proper technique to teach vocabulary. It involves much more than that and it is the time to do a change in the educational system and make out of the English classes an interactive and interesting experience.

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APPENDICES

APPENDIX A: Section 1 Teacher interview questions

Instructions: Based on your professional experience, answer the following questions in order to gather some information to help this study get enough data to contribute to a research based on Strategies for effective vocabulary instruction. Please fill in the blanks with the requested information about teaching vocabulary and your students.

Teacher Years of Experience_____

1. How do you introduce the new vocabulary in your classroom?

_____

2. What are your impressions of your students' strengths and weaknesses when teaching vocabulary?

Strengths	Weaknesses

3. What are two strategies for teaching English words that you use in your class?

_____

4. How do you choose the vocabulary words you teach?

_____

5. What kind of resources do your students use to learn and understand new vocabulary words?

_____

6. How do you assess students on the vocabulary you have taught?

_____
_____

APPENDIX B: Section 1 Survey conducted by students about their views on vocabulary instruction.

Instructions: The information presented on this survey would be confidential. Based on your English lessons answer the following questionnaire. The information gathered would help this research get enough data in order to use some Strategies for effective vocabulary instruction. Please circle your answer to the following questions with the information about what you feel or think about vocabulary instruction.
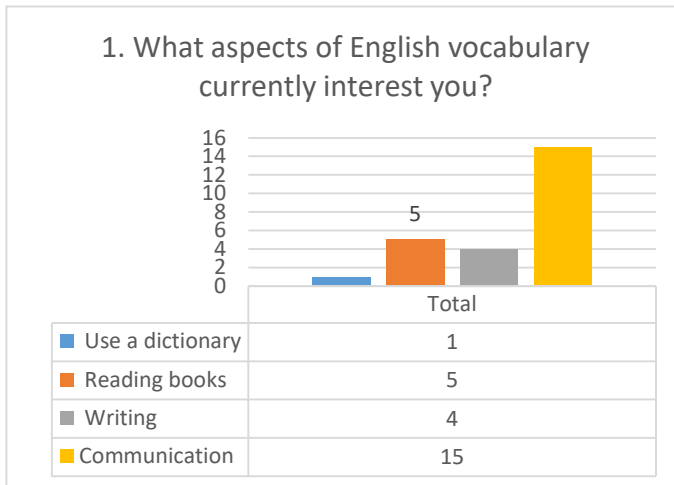
Age:_____Sex:_____

1. What aspects of English vocabulary currently interest you?
   a) Use a dictionary
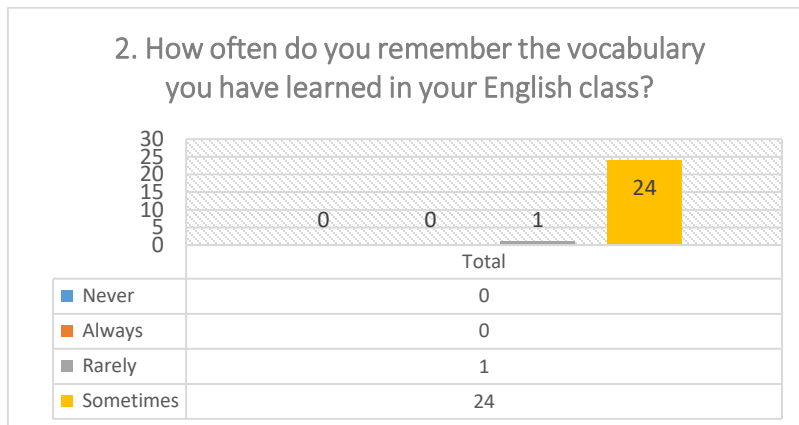   b) Reading books
   c) Writing
   d) Communication

2. How often do you remember the vocabulary you have learned in your English class?
   a) Never
   b) Always
   c) Rarely
   d) Sometimes

3. What strategies for learning English words do you like to use?
   a) Visual aids
   b) Games
   c) Using a dictionary
   d) Repeating words
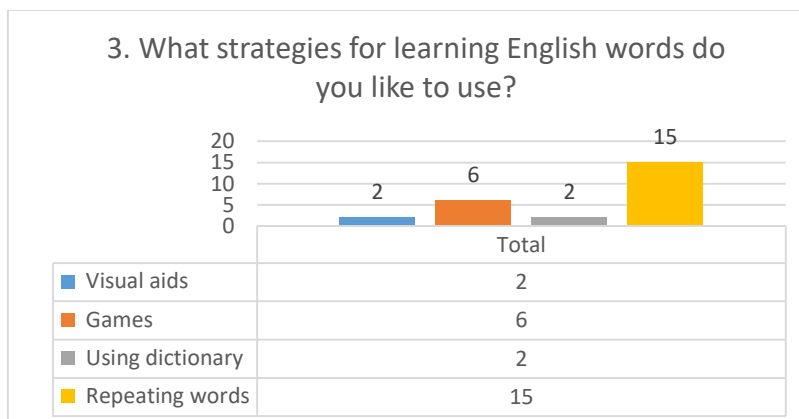
Graphic 1.

1. What aspects of English vocabulary currently interest you?

	Total
■ Use a dictionary	1
■ Reading books	5
▨ Writing	4
■ Communication	15

Graphic 2.

2. How often do you remember the vocabulary you have learned in your English class?

	Total
■ Never	0
■ Always	0
▨ Rarely	1
■ Sometimes	24

Graphic 3.

3. What strategies for learning English words do you like to use?

	Total
■ Visual aids	2
■ Games	6
▨ Using dictionary	2
■ Repeating words	15

APPENDIX C: Section 2 Rubric for assessing teacher vocabulary instruction

Teacher self-evaluation survey: The purpose of this survey is to study the vocabulary knowledge of students and instructional practices of English teachers in Colegio San Francisco de la Palmera.

Instructions: Based on your professional experience, answer the following questions. Please rank your answers to the following questions:

1. How frequently do you teach vocabulary using reading strategies?

    ___ Daily   ___Once Weekly

    ___2-3 Times Weekly   ___Rarely/Never

2. How frequently do you teach vocabulary strategies of content areas outside of reading?

    ___ Daily   ___Once Weekly

    ___2-3 Times Weekly   ___Rarely/Never

3. How frequently do you teach vocabulary lessons that focus on identifying words and phrases in stories or situations that suggest feelings or real life situations?

    ___ Daily   ___Once Weekly

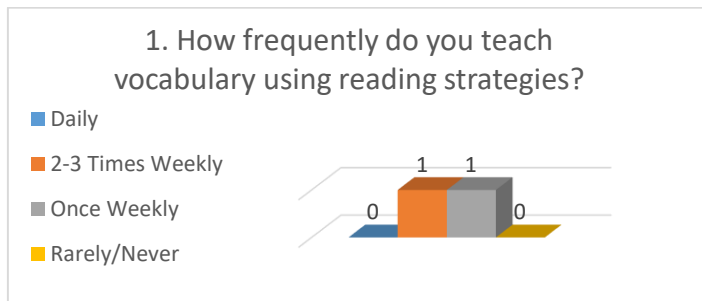   ___2-3 Times Weekly   ___Rarely/Never

4. How frequently do you teach vocabulary lessons that focus on asking and answering questions to help determine or clarify the meaning of words and phrases?

    ___ Daily   ___Once Weekly
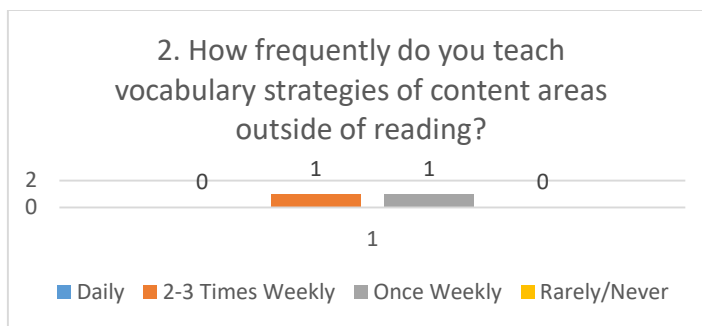
    ___2-3 Times Weekly   ___Rarely/Never

5. How frequently do you teach vocabulary lessons that focus on using words and phrases acquired through conversation?

    ___ Daily   ___Once Weekly
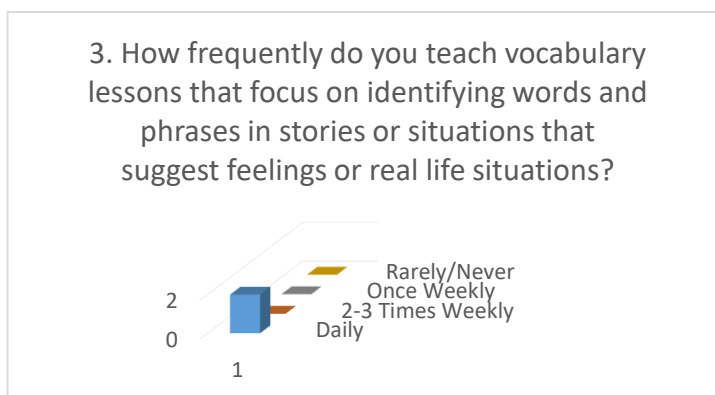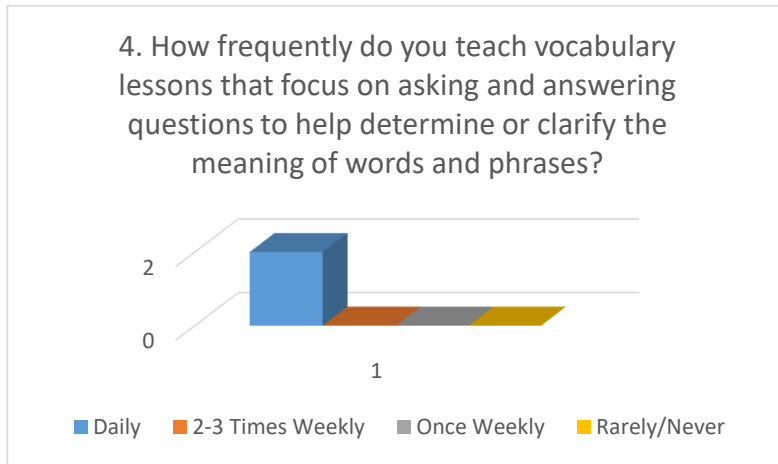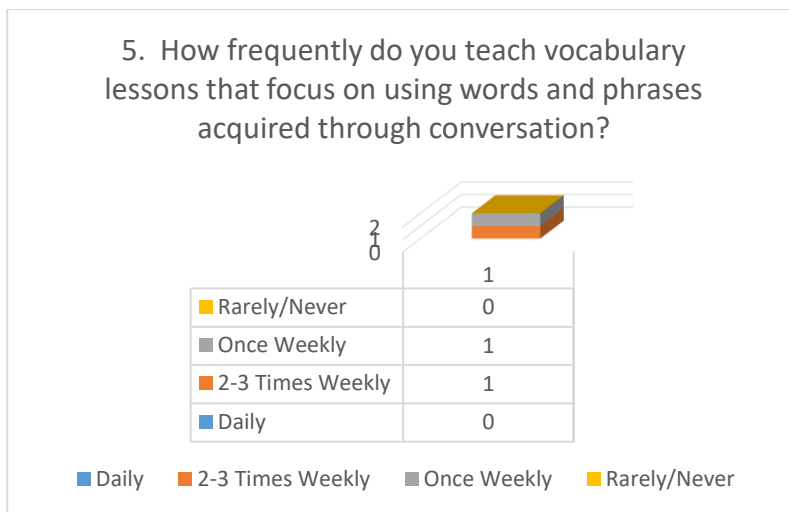
    ___2-3 Times Weekly   ___Rarely/Never

Graphic 1.

1. How frequently do you teach vocabulary using reading strategies?

- Daily
- 2-3 Times Weekly
- Once Weekly
- Rarely/Never

0   1   1   0

Graphic 2.

2. How frequently do you teach vocabulary strategies of content areas outside of reading?

2

0   0   1   1   0

1

- Daily
- 2-3 Times Weekly
- Once Weekly
- Rarely/Never

Graphic 3.

3. How frequently do you teach vocabulary lessons that focus on identifying words and phrases in stories or situations that suggest feelings or real life situations?

Rarely/Never
Once Weekly
2-3 Times Weekly
Daily

2

0

1

Graphic 4.

4. How frequently do you teach vocabulary lessons that focus on asking and answering questions to help determine or clarify the meaning of words and phrases?

- Daily
- 2-3 Times Weekly
- Once Weekly
- Rarely/Never

Graphic 5.

5. How frequently do you teach vocabulary lessons that focus on using words and phrases acquired through conversation?

	1
Rarely/Never	0
Once Weekly	1
2-3 Times Weekly	1
Daily	0

- Daily
- 2-3 Times Weekly
- Once Weekly
- Rarely/Never

APPENDIX D: Section 2 Asking students about their views on vocabulary instruction.

Instructions: The information asked would be confidential. Based on your English lessons please answer to the following questions with information about what you feel or think about vocabulary instruction.

1. What haven't you understood from the vocabulary learn in the last 2 weeks?

_____

_____

2. What topics do you need to do additional work on English vocabulary?

_____

_____

APPENDIX E: Section 3 Rubric for assessing teacher vocabulary instruction

Instructions: Based on your professional experience, answer the following questions in order to gather some information to help this study get enough data to contribute to a research based on Strategies for effective vocabulary instruction. Please rank your answers to the following questions according to your group of 11th graders:

1) They can use some synonyms and antonyms.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

2) They can only recognize the spoken form of the word.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

3) They can pronounce the words correctly.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

4) They can only recognize the written form of the word.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

5) They can use the word parts in their speeches or sentences.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always
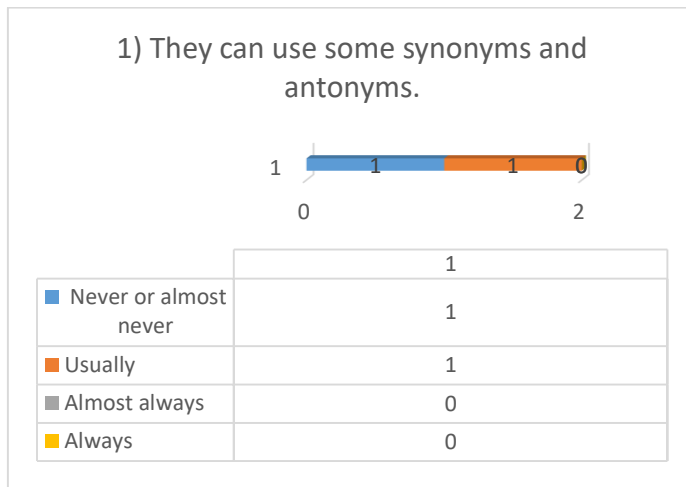
6) They can produce common associations for the words.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

7) They can recall the word when presented with a related idea.
   1 Never or almost never
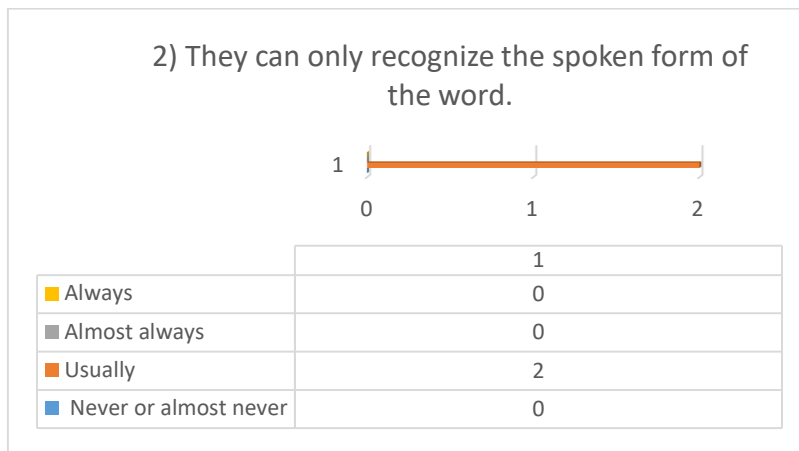   2 Usually
   3 Almost always
   4 Always

8) They can recognize correct uses of the word in context.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always

9) They can use words in the correct grammatical patterns.
   1 Never or almost never
   2 Usually
   3 Almost always
   4 Always
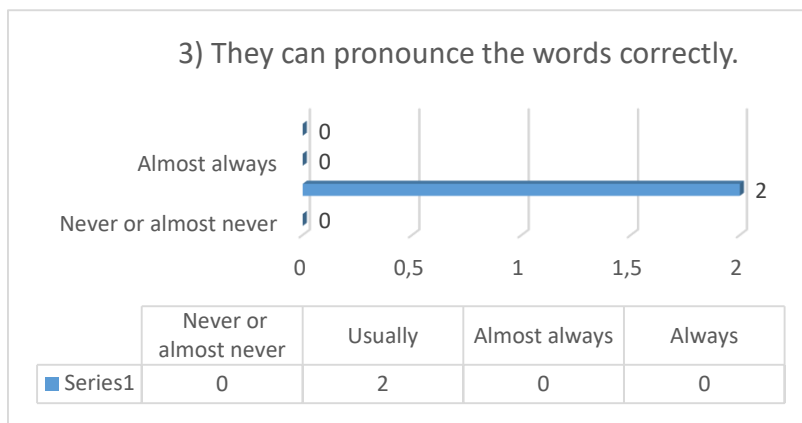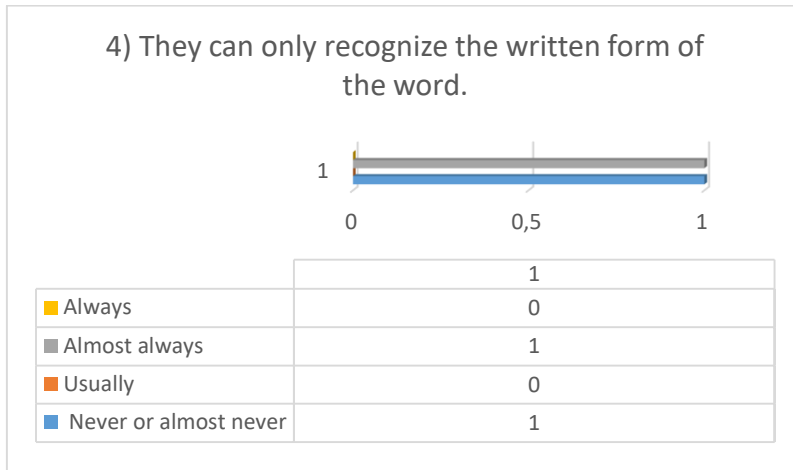
Graphic 1.

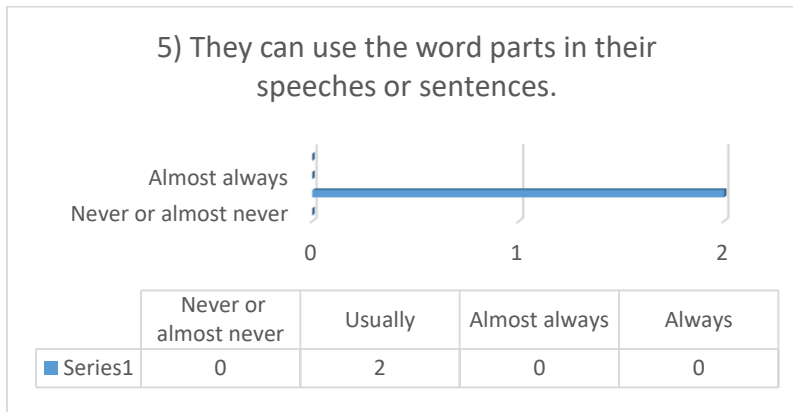1) They can use some synonyms and antonyms.

	1
■ Never or almost never	1
■ Usually	1
■ Almost always	0
■ Always	0

Graphic 2.

2) They can only recognize the spoken form of the word.

	1
■ Always	0
■ Almost always	0
■ Usually	2
■ Never or almost never	0

Graphic 3.

3) They can pronounce the words correctly.

	Never or almost never	Usually	Almost always	Always
■ Series1	0	2	0	0

Graphic 4.

4) They can only recognize the written form of the word.

	1
■ Always	0
■ Almost always	1
■ Usually	0
■ Never or almost never	1

Graphic 5.

5) They can use the word parts in their speeches or sentences.

	Never or almost never	Usually	Almost always	Always
■ Series1	0	2	0	0

Graphic 6.

6) They can produce common associations for the words.

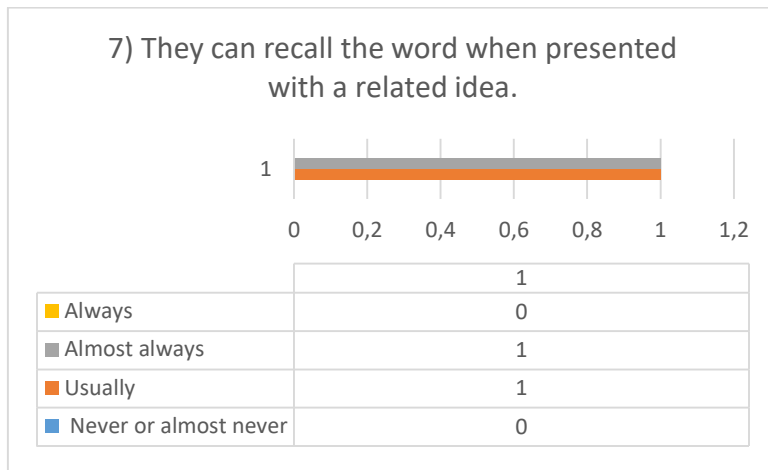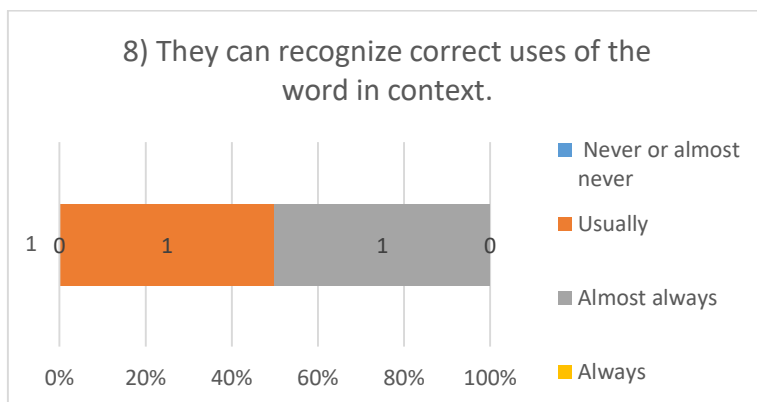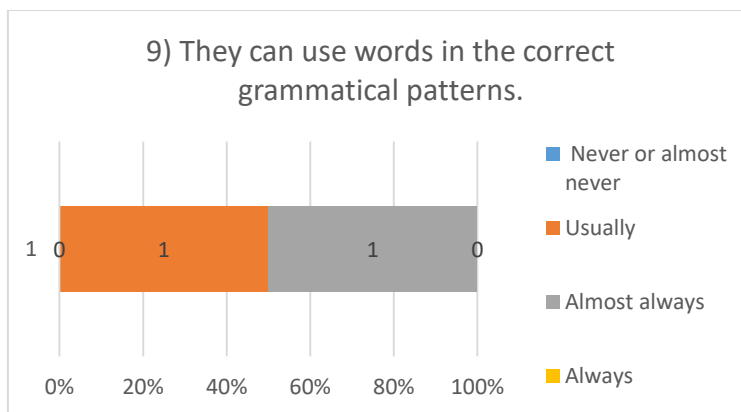|	1
■ Always	0
■ Almost always	1
■ Usually	1
■ Never or almost never	0

Graphic 7.

Graphic 8.

Graphic 9.

APPENDIX F: Section 4 & 5 Guidance for teaching vocabulary using realia.

This is a guidance for teaching vocabulary using realia which would be provided to the teacher and analyzed with him in order to see the progress in the vocabulary instruction. The teacher and the researcher select together one of these techniques. After applying the chosen technique the researcher and the teacher make an evaluation on improvement of the learners.

Technique	What do learners do?	What does the teacher do?	Materials
Roleplay	Learners perform a situation with the aid of materials.	Teacher creates a scenario, in which learners have to perform accordingly.	Materials promote and encourage communication in a real like setting.
Concentration	Learners are given a verb they have to say out loud and think of an object that matches with the verb. For example: Bake a Cake.	Teacher gives any verb studied to learners and waits for their answers.	Verbs, any studied on the meals vocabulary
Drilling	Sitting in a circle, learners pass on an object to their clasmate on their left. They say the name of the object, and then they pass the object to the next learner.	Teacher monitors how the students work on the activity.	Objects from vocabulary studied, such as fruit,vegetables, dishes.

APPENDIX G: Section 1 & 5 Rubric for class observations.

During the 1st and 5th class observations the same rubric would be analyzed in order to monitor the progress from the first observation to the last.

Criteria	Beginning (0–1 Point)	Developing (2 Points)	Proficient (3 Points)	Exemplary (4 Points)
Word knowledge of content words	Teacher instruction demonstrates limited or no inclusion of content words and does not allow students to provide simple definitions.	Teacher instruction provides simple definitions of content words; does not provide examples or non-examples of the word	Teacher instruction provides complete definitions of content words and offers examples and non-examples; teacher makes some associations to related words	Teacher provides extensive definitions of content words with numerous examples and nonexamples; offers many associations to other related words; provides opportunities to compare and contrast content words through specific features of the words
Word learning strategies	Teacher does not model use of context clues to determine unknown words	Teacher provides limited instruction on use of context clues to determine unknown words	Teacher models use of context clues with success to determine unknown words	Teacher models use of context clues with a high degree of success along with references to determine unknown words
Use of academic vocabulary to comprehend text	Teacher does not model use of content words to help comprehend text.	Teacher provides limited instruction on use of content words to help comprehend text and makes reference of a few content words throughout the passage.	Teacher models use of content words to comprehend text and makes reference to several content words throughout the passage.	Teacher models use of content words to comprehend text and makes reference to extensive number of content words throughout the passage/story.
Use of academic vocabulary in discussions	Teacher rarely uses content words in class discussions	Teacher uses some content words during class discussions	Teacher uses a large number of content words during class discussions	Teacher uses an extensive number of content words during class discussions
Use of academic vocabulary in writing assignments	Teacher rarely uses content words when modeling writing assignments	Teacher uses some content words when modeling writing assignments	Teacher uses a large number of content words when modeling writing assignments	Teacher uses an extensive number of content words when modeling a writing assignments
Word consciousness	Teacher does not facilitate an interest in important or unusual words	Teacher facilitates some interest in important and unusual words	Teacher facilitates an interest in important and unusual words by having students record them	Teacher facilitates a high interest in important and unusual words; students are asked to look up their meaning

Adapted from Assessing academic vocabulary development (Antonacci & O'Callaghan, 2011)

APPENDIX H: Section 5 - Asking students what they feel or think about vocabulary instruction.

Instructions: Based on your English lessons this week, some information would be requested in order to help this research to get enough data to contribute to a research based on Strategies for effective vocabulary instruction. Please fill in the blanks with the requested information about what you feel or think about vocabulary instruction.

1. I can pronounce the words learn on previous class correctly.
    ( ) Yes   ( ) No

2. I can write the words learn on previous class correctly.
    ( ) Yes   ( ) No

3. I know the meaning of the words learn on previous class.
    ( ) Yes   ( ) No

4. I can use vocabulary items I have learned on previous class.
    ( ) Yes   ( ) No

5. I can use the vocabulary words that I learned to express my ideas.
   ( ) Yes   ( ) No

Graphic 1.

1. I can pronounce the words learn on previous class correctly.
6; 24%
19; 76%
■ Yes ■ No

Graphic 2.

2. I can write the words learn
on previous class correctly.

■ Yes ■ No

5; 20%

20; 80%

Graphic 3.

3. I know the meaning of the words
learn on previous class.

21; 84%   4; 16%   4; 16%

■ Yes ■ No

Graphic 4.

4. I can use vocabulary items I have
learned on previous class.

72%   28%   28%

■ Yes ■ No

Graphic 5.

5. I can use the vocabulary words that I learned to express my ideas.

13; 52% 12; 48%

■ Yes ■ No
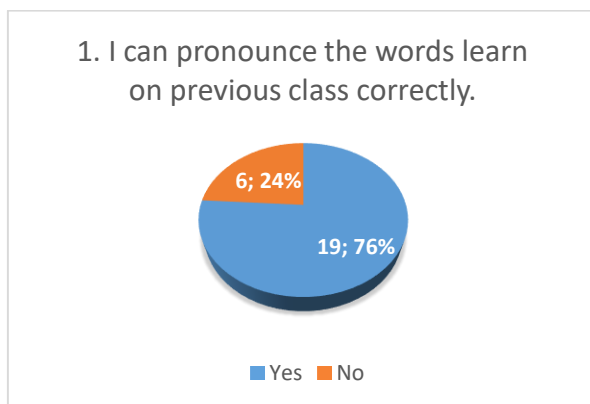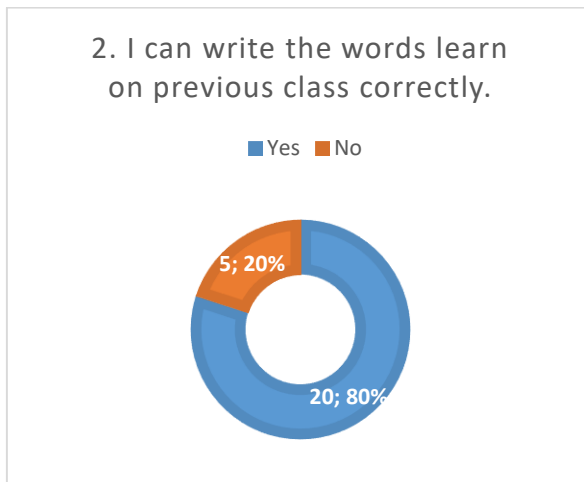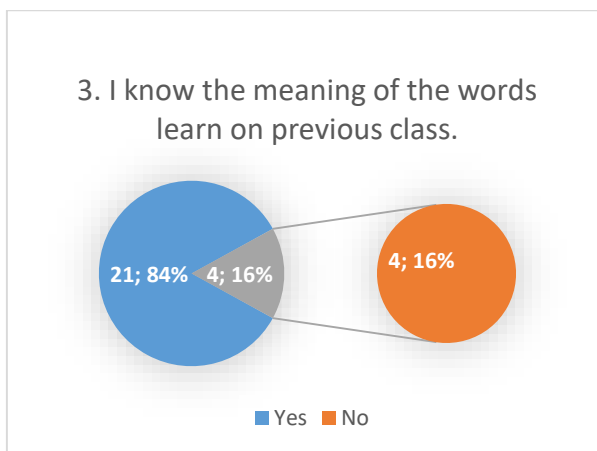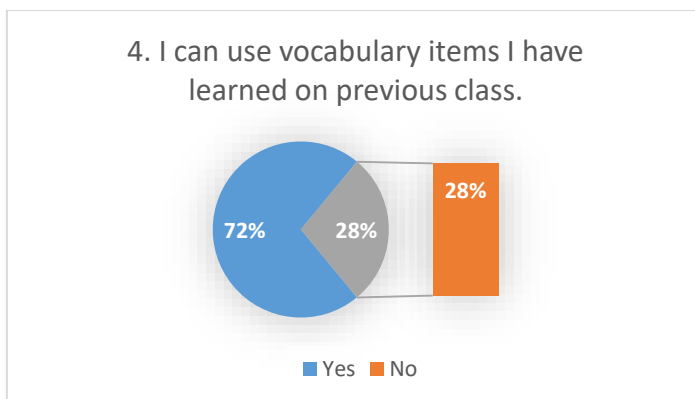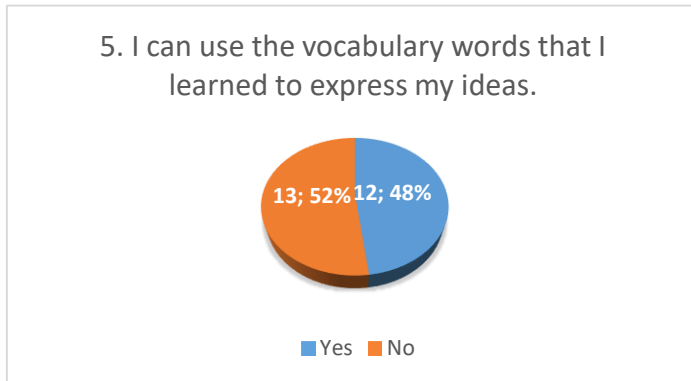
APPENDIX I: Links for teaching vocabulary

Teaching vocabulary should be teaching through fun games, researches, activities in class and the use of technology where teacher produces a big impact in students mind and rise up student´s motivation. Some of the following links help with several ways to learn English in order to make the vocabulary learning process easier:

- Reading, grammar: *www.englishmixsite.com*
- Proverbs: *www.phrases.org.uk/meanings/proverbs.html*
- Online dictionary, which features definitions, etymology, visual presentation, pronunciation, antonyms, synonyms, idioms: *http://www.wordnik.com*
- Short video clips and extra listening practice for homework; various accents of spoken English: *http://www.elllo.org*
- Multimedia-based environment; opt for Language lectures and watch short video lessons on grammar, vocabulary, pronunciation, slang: *http://www.learnerstv.com*
- A bank of enjoyable videos/texts that can be turned into listening tasks or simply enjoyed in class: *www.reuters.com/news/oddlyEnough*
- Downloadable application for preparing revision activities, especially with lexical focus: *http://www.teachers-pet.org*