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Action Research

Using Didactic Material Created by Students to Foster Effective Vocabulary Learning

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## **Abstract**

The aim of this investigation is to use didactic material created by students to foster an effective vocabulary learning on Seventh Grade at Valle del Sol Highschool, during the I semester, 2020. The participants are 19 students from a private high school, 16 girls and 3 boys from 12 to 13 years old, most of them from Guapiles. In many English classes the vocabulary lists are used as the only method to teach vocabulary to the students. However, it is not always the best option for learners, teacher must know their student's needs, preferences, and most important, ways of learning. One of the objectives of implementing didactic material in the classroom was to make craft activities to improve the vocabulary learning in the English classes. In this way, learners can understand the meaning of the new words while they are using the new vocabulary in different contexts. Through craft activities students have to read, write, and repeat the new words many times, making the students use the new words every step they take. During the diagnostic stage, the researcher noticed most of the students used word lists and repetition to memorize the vocabulary. However, the interview showed that learners will be willing to try different ways of learning vocabulary. That is the reason why, all the activities included in the proposal are focused on using the vocabulary in different context and make the students learn the new words unconsciously.

**Key words:** Implementation, Didactic material, Craft activities, Vocabulary learning.

## **Resumen Ejecutivo**

El objetivo de esta investigación es utilizar material didáctico creado por estudiantes para fomentar un aprendizaje efectivo de vocabulario en estudiantes de Séptimo grado del colegio de Valle del Sol, durante el I Semestre del año 2020. Los participantes son 19 estudiantes de una institución privada, 16 mujeres y 3 hombres de 12 a 13 años, la mayoría de ellos residen en Guapiles. En muchas clases de inglés las listas de vocabulario son utilizadas como el único método para enseñar vocabulario. Sin embargo, esta no es siempre la mejor opción para los estudiantes, los docentes deben conocer las necesidades, preferencias, y la forma de aprender de cada uno de sus alumnos. Uno de los objetivos de implementar material didáctico en el aula fue crear manualidades para mejorar el aprendizaje de vocabulario en las clases. Así, los estudiantes pueden entender el significado de las palabras nuevas mientras utilizan el vocabulario en diferentes contextos. Con estas actividades los estudiantes tienen que leer, escribir y repetir las palabras, esto hace que los estudiantes usen el vocabulario en cada etapa. Durante la etapa de diagnóstico, el investigador notó que muchos de los estudiantes usaban la lista de palabras y la repetición para memorizar el vocabulario. Sin embargo, la entrevista mostró que los estudiantes estaban dispuestos a probar diferentes formas para aprender el vocabulario. Esa es la razón por la cual todas las actividades incluidas en la propuesta de trabajo se enfocan en el uso de vocabulario en diferentes contextos y hacer que los estudiantes puedan aprender el vocabulario de forma inconsciente.

Palabras claves: Implementación, Material didáctico, Manualidades, Aprendizaje de vocabulario.

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## **Chapter 1**

### **Introduction**

Published materials are useful tools for busy teachers as they provide appropriately-leveled lessons and activities carefully crafted to provide optimum practice for students. However, sometimes it is necessary to create the material according to the student's level, number of lessons, and the most important, the goal or skill the teacher wants to achieve. This action research explores how the design and implementation of student-made materials, will foster effective vocabulary learning of students at Valle del Sol Highschool in Guápiles.

According to Garton and Graves (2014), "Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users" (p.11). Teaching materials play a central role in teaching and learning, they represent a fundamental part of language learning and teaching. Consequently, the teacher must take into account some important aspects when creating didactic material for their classes such as; learner's needs, available time, resources, and the goal for creating the particular material, among others.

Arts and crafts can be very useful for EFL teachers and students at the same time. However, there are teachers who argue that the use this strategy can be a waste of time, or, that creating didactic material will not help the students to develop their skills. On the other hand, making the students create their own didactic material can be very meaningful for them. Crafts activities can involve language and help to foster effective vocabulary learning. In the same way, teachers should bear in mind that and fostering group work is important to enhance motivation. (Case, 2012, p.1)

## **Rationale**

Nowadays, the institutions try to implement the use of technology in their classrooms. It is very useful to get information, to make classes more interesting, and it is used to get the students' attention. Teachers need this resource to make their lives easier, in this way, they do not have to create extra-material for their students, plan activities that require a lot of time, nor looking up for material to achieve their goals. However, creating didactic material is important because they can significantly increase student's achievement by supporting student's learning. The purpose of this action research is to motivate EFL students to use their creativity, learn in a different way and engage in the fascinating task of developing their own materials, applying their valuable knowledge to create arts and crafts. As a result, students can design material according to their needs and practice whenever they want, not only at school, but also at home. In this way the learners can understand the objective of that particular craft and how they can use it to practice or study. At the end, the most important is satisfy students' learning objectives and styles, preferences, and expectations. Finally, developing materials to enhance teachers' pedagogical practices involves reflection and practice. That is the reason why, this investigation aims to describe how students can improve their vocabulary and enhance an effective learning through the creation of their own didactic material.



## **Purpose**

The purpose of this action research is to foster and effective vocabulary learning through didactic material created by the students. The specific objectives are stated in this section, as well as the hypothesis and the research questions.

### **General Objective.**

- To provide students from Valle del Sol with crafts activities to make the learners create their own didactic material to foster effective vocabulary learning.

### **Specific objectives.**

- To diagnose students' vocabulary learning in the EFL classroom.
- To suggest craft activities in order to improve students' vocabulary learning.
- To assess the benefits of creating didactic material to learn vocabulary.

### **Research questions.**

- Why is it important the design of didactic materials in the classroom?
- How can the teachers add language to crafts activities?
- How can didactic material improve students' vocabulary learning?

## **Hypothesis.**

- Students from Valle del Sol will learn vocabulary by creating their own didactic material.

## **Chapter 2**

### **Literature Review**

Learning vocabulary is very important to foster an effective learning. Due to the main purpose of this Action Research is to determine the importance of making the students create their own material to enhance an effective vocabulary learning. It is important to bear in mind some issues, theories, debates, or related research to have knowledge about what other authors have studied regarding this topic.

#### **Design Didactic Material**

The objective of creating didactic material is to make the students learn. Thus, if teachers want to use, or design didactic material in class, must take into consideration that the material must be created for the students to learn and not for the teachers to teach. According to a study by Azarnoosh, Zeraatpishe, Faravani and Reza (as cited in Tomlinson, 2012) materials are “anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions”. Also, professors can use this resource to inform the learner, guide the pupil to practice the language, encourage the learner to use the language, and the most important, make the students use another source to be motivated to learn.

One of the main purposes of didactic material is to provide language input. So, the learners can receive vocabulary and use it in the practice that occurs in the classroom. Creating material goes beyond presenting arts and crafts to the students. The material presented for the teacher must involve production, evaluation, and, facilitate language acquisition and development (Azarnoosh et al.,2016). Also, it is important to plan before creating material for the students. It is not just looking up for some activities of arts and crafts, or looking for material to support their classes. Teachers must know the student's needs, the amount of time, target language, the available resources, and the objectives the students have to accomplish with that particular activity.

According to a study by Azarnoosh et al. (2016) teachers must be always on continuous learning, and have knowledge about the techniques they are using in their classes.

In the past materials development practitioners were either teachers with little awareness of applied linguistics or applied linguists with little awareness of teaching and learning. Nowadays there are many materials development experts who have considerable experience and expertise as teachers, as materials development practitioners and as materials development researchers and there have been a number of conferences recently in which materials development principles and procedures have been both discussed in theory and demonstrated in action. (p.2)

The use of materials in the classroom can be very significant for the students, but first, teachers have to be prepared and be aware to use the materials properly. Teachers are in charge of looking for the best way to teach their students using these materials according to the student's needs, likes and preferences.

In addition, professors are in charge of evaluating the available material (in case the teachers use a coursebook). Adapt it according to the student's needs, or even their likes and

dislikes. Also, replace it when the material is not useful to accomplish the objectives of the class, and be able to make the material effective and meaningful for the learner's use. Due to this, coursebooks are designed for all learners of English, educators have to look for strategies to adapt the book for the students. For instance, the use of materials is necessary to cover or to complement what the book cannot accomplish by itself.

It is also important to evaluate the craft activity before applying it in the classroom. Educators must measure if the material will work or not for the students, if learners are going to achieve the goals, or if it will be significant in students' learning; as well as being able to identify if the students are learning what they have to learn, if they are understanding the purpose, or the objective of the material that they are using. On the other hand, this kind of activities are not only designed for the students to enjoy, but also for them to learn throughout the use of their previous knowledge and creativity (Tomlinson, 2011)

According to Dulay, Burt and Krashen (as cited in Tomlinson, 2011) "the less anxious the learner, the better acquisition learning proceeds". One of the teacher's tasks is making the students feel comfortable in classes creating their own didactic material. In that way, students can design their material according to what they like, or the way they want to practice, and how they want to learn. Also, it is important to highlight the fact that students are going to feel more relaxed using material that is going to help them learn, instead of evaluate them.

One of the advantages, not only for teachers, but also for the students, is that they can create the material according to the learner's context. In this way, the craft activities are going to be memorable and meaningful for them. Another advantage of creating didactic material, is that students can use this resource to have free practice at home. Then, teachers have to monitor the students to be sure if the activity was meaningful for them, they had fun, and they

understood the purpose of that particular task, learners will take advantage of that material, and they will use it as much as they can.

These crafts activities encourage students' personal participation, taking into consideration their interests, experiences, ways of learning and their needs at the same time. So, it is important to develop student's confidence and make them feel successful by creating the material using their own knowledge and skills and engage learners in tasks that are stimulating. Creating didactic material that involve being creative and analytical, encourage learners to use and to develop extra-linguistic skills.

In addition, professors have to bear in mind that not all the students learn in the same way. Some of the pupils learn at particular speed or in a different manner. That is the reason why teachers should consider this diversity when teaching; and at the same time, when creating the teaching materials. However, educators cannot take for granted the balance with the student's needs, expectations, and motivation, among others. It is important to make learners enjoy the material they are creating, to motivate and engage them in the process of learning.

Finally, the main purpose of using these kinds of activities and materials is to encourage students to learn and make their learning process more meaningful. It is important to share with them the goal or objective of a specific task before they start producing. When they finish, they will be able of understand if they accomplish the goal or not. Also, students should know that the craft activities are just a vehicle to learn and not a way of being judged or evaluated. The aim of these activities is to encourage them to use and reinforce their skills. In this way, they will be motivated to create a tool for their learning, share their knowledge and creativity to improve in this particular case, their vocabulary learning.

## **Choosing the craft activities**

Undoubtedly, one of the best strategies for the students to show they have learned, is through the use of arts and crafts. So, teachers can take advantage of handcraft activities to teach a relevant language point. However, educators must be careful when planning this kind of activities. They have to bear in mind that their primary concern is language learning. In education, some professionals say this strategy is used because learners like to waste time in other activities instead of studying, or because they have to show to their parents, they have learned something, or even just because they want to do something different at classes. Although, teaching teenagers with different needs, ways of learning, discipline problems, or parents that want to see what their kids learned. This strategy can be very useful for the teachers, and meaningful for pupils (Case, 2012).

According to Case (2012), there are certain aspects that professors must consider before choosing the craft activity that will use with their class. First of all, teachers have to look for materials that will help the students to improve their learning, so, they must think how much language they are going to be able to teach with that particular activity. As well as identifying first what they want to teach, in that way, they can find a craft that will help not only the educator, but also the students to foster the language goals. Second, choose arts and crafts activities based on how much language it involves, and how it can facilitate the student's learning, instead of how pretty or fun the activity is. Third, teachers have to be completely clear on what they want to teach, so, they can adapt the craft to add it more language and more effective learning.

## Language Oriented Crafts

According to Case (2012), creating didactic material goes beyond having fun with students. On the contrary, can be used to apply grammar, vocabulary, functional learning, and develop the four skills.

In accordance with this article crafts can include:

- Listening
- Speaking
- Reading
- Writing
- Grammar practice
- Vocabulary
- Functional language
- Request

There are different ways of introducing language to crafts. One of the objectives is introducing a set of new words according to the target language students are working with. In this case, the purpose of creating their didactic material is to learn that particular vocabulary. So, they have to create the material based on that list of words, and then practice, not only when the craft is done, but through the whole exercise. Also, teachers can include functional language the same day students present the activity. For example, they can introduce the name of the material students have to use, or even some request while giving the instructions for the exercise. Another way of adding language to these exercises is using texts. So, the teacher can ask to the learners to guess or change the end of a story by making a draw of it.



According to Case (2012), professors can introduce language to crafts in three different moments: Before, During or After the art or craft project. As a result, the students will have three different stages of learning. In the first stage, students are going to collect information to start working on the project. Then, learners will develop what they are asked to do, using the information from the previous activity. Finally, they are going to produce what they have learned during the exercise, as well as practice at home, or even, use the craft to study for the test.

### **Adding Language Before the Craftwork**

One of the main tasks of an English teacher, is to teach a foreign language. However, there are educators who do not use the language in the classroom because they assume the students are not going to understand. That is why they prefer to give the instructions in Spanish, so the students will understand and will work properly. On the contrary, students will learn a foreign language if they are exposed to it. For example, in order to give the instructions, the teacher can present the vocabulary they are going to use throughout the craft activity. Professors could also practice phrases they are likely to need to understand or say during the activity such as “Can I have..., please?”, or some expressions to ask or talk, not only with the teacher, but also with their classmates.

If the teacher is giving spoken instructions is to help students to understand what the professor explained. Not only for language learning purposes, but also to do what they are asked once the craftwork starts. Another way of adding language to crafts is miming the

actions, or giving them an example of the craftwork, so they can have an idea before start working. Finally, to be sure if the students understood the instructions, the teacher can give them the written instructions. So, they can read the instructions in case they forget something during the craft activity.

### **Adding Language During the Craftwork**

If the teacher gave to the students all the instructions before the craftwork, the professor can elicit the instructions for the following stage of the craft activity. Another way of implementing vocabulary learning is setting the activity on different stages. For example, in the first stage the students will work with verb to be, so they have to use pronouns. On the next stage they have to write sentences (affirmative and negative), and at the last stage, they have to create questions. While the students are working on the craft activity the teacher will introduce new vocabulary between stages, so the learners can understand clearly what they have to do, and how they have to use the vocabulary the professor is presenting (Case, 2012 (Tomlinson, Materials development for language learning and teaching, 2012)).

### **Adding Language After the Craftwork**

The best way of adding language after the craftwork is making the students present in front of the classroom. In this way, the students can use the vocabulary they learned before and during the craft activity. The pupils can also compare their material. For example, if the

students made a “Pictionary”, they can compare the pictures with their classmates, so, they can practice the vocabulary and use the language in the classroom. Another way of using didactic material to learn language, is asking the students make an oral presentation in order to be sure the students achieve the purpose or goal of the activity.

## **Vocabulary**

According to the Cambridge Advanced Learner’s Dictionary the word “vocabulary” has to definitions:

- all the words known and used by a particular person.
- all the words that exist in a particular language or subject.

The definition of vocabulary known by a particular person can be divided in two groups. The first one is the receptive/passive vocabulary defined as the set of words that are understood at reading or listening but not used in the spoken or written expressions. The second one is the productive/active vocabulary is the set of words that are not only understood, but also meaningfully when creating sentences.

## Chapter 3

### Design and Method

#### Research Method

The principles of the Action Research are going to be used in order to develop and accomplish the goals of this investigation. According to Sagor (2020), the Action Research is “a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions.”

The present method is interactive, so, it can help to collect information to explore topics of teaching, curriculum development, and students’ behavior in the classroom. One of the main goals of this strategy is to improve a specific skill, behavior, and ways of learning. That is the reason why, the Action Research is useful to learn how to teach vocabulary.

Teachers can use this kind of method to work individually, or with colleagues who have the same goal, or objective. In accordance with this article, the Action Research can include certain aspects such as selecting a focus, clarifying theories, identifying research questions, collecting and analyzing data, reporting results, and taking informed action. Each of the stages are important for the investigation, some of them are to get information, not only of the group of students, but also of the theories that educators are going to work with. On the other stages professors have to produce, it means, teachers have to apply the theories to the students.

Finally, professors have to project their results, if the students were able to improve with the investigation, or give solutions or how can other investigators achieve the goals (Sagor, 2020).

### **Type of Approach**

Educational research is classified in two categories: Quantitative and Qualitative research. Each of them has its differences. The first approach is Quantitative, it is used to gather numeric data as a result of surveys or tests, so the results and answers of these questions are going to be reflected in numbers. In contrast, Qualitative research is focused on the perspective of the participants. Its objective is understanding the human behavior of the people involved, how they think and feel. The results of the investigation are going to be reflected on a narrative report. There is also a new methodology in which the investigator is allowed to use the Quantitative and Qualitative approaches in the same investigation, this approach is called mixed methods approach. Its objective is providing more information of the research using both, to explain in a better way what the other approach can explain by itself. (Ary, Cheser Jacobs, & Sorensen, 2016)

In this document the Qualitative method is going to be used to expose the results of the investigation. The objective of using this approach is to justify the reaction, attitude and the perspective of the students. Consequently, the data can be gathered and analyzed. Then, that information can be used to interpret how the students react and obtain more answers.

## **The context**

This section contains information about the Institution and the group chosen by the researcher. Valle del Sol is located in Calle El Tablón, Guápiles, it is a private institution. It has a Preschool, an Elementary School, and a Highschool.

**Setting.** Valle del Sol Highschool is a private institution located in Guapiles, the group chosen for this investigation is Seventh Hope. The mission of this institution is to educate the students in a suitable and safe environment, teaching them principles and values to make them better people. The vision of this institution is to be the best and encourage the students to be capable of facing the challenges and keep moving forward with excellence and virtue at every step. (Valle del Sol, 2020)

**Participants.** The students of Seventh Hope were chosen to develop this Action Research. The participants of this investigation were nineteen students including sixteen girls and three boys, which are between twelve and thirteen years old. The students receive more than five English lessons per day. Valle del Sol High School is a bilingual institution, that is the reason why English is one of the most important subjects in its curriculum. Some of the students of this group were on a public school, consequently; the change has been difficult for them. There are not curricular adaptations in this group. However, they have extra support on tutorial classes given by their teachers

## Proposal

### Session 1

In this session, the professor is going to introduce the topic *In the morning*. It includes the following vocabulary: wake up, crack of dawn, go off, not sleep a wink, sleep like a log, take a shower, get ready, get (someone) going, start the day off (right), sleep in.

**Mediation strategy:** Warm up

**Activity #1:** Hot seat.

**Purpose of the activity:** To encourage the students to brainstorm words related to the topic.

**Duration:** 15 minutes.

#### **Instruments for the activity**

- Board
- Marker
- Chair

#### **Description of the activity**

The students have to seat in a chair trying to guess which is the word on the board. The steps to develop this activity are the following:

- Step 1: The teacher splits the classroom into 2 teams.
- Step 2: One member of each group has to sit in the chair (Hot Seat), facing the classroom with the board behind the student.
- Step 3: The teacher writes a word in the board. The rest of the group have to help the student to guess the word by describing it (not say, spell or draw the word). Each group have a limited amount of time.

- Step 4: Continue with the game until each member of the group has participated.

## **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Vocabulary cards

**Purpose of the activity:** To identify the vocabulary “In the morning”

**Duration:** 45 minutes

### **Instruments for the activity**

- Scissors
- Glue
- Color pencils / markers
- Old magazines
- Color paper
- List of vocabulary (In the morning)

### **Description of the activity**

The teacher uses a Power Point Presentation to introduce the vocabulary to the students. Then, the professor gives to each of them a list of the vocabulary. The students are going to create the vocabulary cards following these steps:

- Step 1: Use the old magazines to illustrate each of the words or expressions included in the list.
- Step 2: Stick each of the pictures in one color paper. Then, write the word or expression on the other side of the paper.
- Step 3: In pairs, students are going to practice the vocabulary. One of the learners is going to show to their classmate a picture, and he/she is going to try to guess the word.



### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Show and tell

**Purpose of the activity:** To create sentences using the vocabulary.

**Duration:** 45 minutes.

#### **Instruments for the activity**

- Vocabulary cards.

#### **Description of the activity**

The students are going to use the vocabulary cards they made on the previous activity. The students review the vocabulary, create sentences and present it orally in front of the class.

- Step 1: The students have to write a sentence using the words and expressions of their vocabulary cards.
- Step 2: Practice the sentences to prepare a show and tell.
- Step 3: Present their show and tell using the cards and sentences they wrote.

### **Activity #4**

**Mediation Strategy:** Wrap up.

**Name of the activity:** Board Race.

**Purpose of the activity:** To review the vocabulary taught during the lesson.

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- Markers.
- Board.

### **Description of the activity**

This is a game used for revising vocabulary. In this lesson the teacher chooses the activity to review the vocabulary used during the lesson. It tests what the students already learned about the topic. The activity can be developed following these steps:

- Step 1: The teacher splits the class into two teams and give them a marker. (One color to each of the groups).
- Step 2: The teacher draws a line down the middle of the board and write the topic *In the morning* at the top.
- Step 3: The 2 groups make a line in front of the board. Each member of the group has to write word of the vocabulary learned during the class. Students must write as many words as they can.
- Step 4: Each team wins one point for each correct word. Words unreadable or misspelled are not countable.

### **Session 2**

In this session, the professor is going to introduce the topic *In the evening*. The vocabulary the students are going to learn is: go out, stay out, stay up, be tired out, fall asleep, turn in, hit the sack, bed down, after hours.

**Mediation strategy:** Warm up.

#### **Activity #1**

**Name of the activity:** Boggle

**Purpose of the activity:** To identify new vocabulary.

**Duration:** 15 minutes

**Instruments for the activity**

- Piece of paper.
- Pencil.
- Board.

**Description of the activity**

The teacher makes a grid on the board to write letters. The professor splits the group into three teams. Then, the students have certain amount of time to connect the letters and create new words (Vocabulary: In the evening). The group that make more words is going to be the winner.

**Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Beep

**Purpose of the activity:** To use the vocabulary in sentences.

**Duration:** 45 minutes.

**Instruments for the activity**

- Pieces of color paper.
- Pencil / color pencils.
- Markers.
- Board.

### **Description of the activity**

The students write each of the expressions on a piece of paper, on the other side of the paper the students have to illustrate the word (drawings, cut outs). Once the students have the vocabulary card done the teacher can start with activity:

- Step 1: The students put the cards on their tables. They have to look at the picture, not the word.
- Step 2: The teacher read out sentences with the expressions “beeped out”. So, the teacher does not mention the word but say “beep” instead. For example: Last night I “beep” while I was reading a book. The correct word is “fall asleep”.
- Step 3: The student with the correct word has to stand up and write the sentence on the board. They then have to repeat the complete sentence.

### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Board sentences.

**Purpose of the activity:** To create sentences using the vocabulary words.

**Duration:** 45 minutes.

### **Instruments for the activity**

- Vocabulary cards (made in the previous activity)
- Board
- Markers

### **Description of the activity**

- Step 1: The teacher splits the group into 4 teams.

- Step 2: Students use the vocabulary cards from the previous activity to create as many sentences as possible. Once they are ready, they have to write the sentences on the board.
- Step 3: The whole class discusses whether the sentences of a group are correct or not.
- Step 4: A complete correct sentence is 3 points, 1 point is going to be deducted for spelling and grammar mistakes, and 2 point for incorrect use of the expression or word. The group with the most points wins.

#### **Activity #4**

**Mediation Strategy:** Wrap up.

**Name of the activity:** Pass the ball.

**Purpose of the activity:** To review the vocabulary learned in classes.

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- Small ball

#### **Description of the activity**

The students sit in a circle, the teacher says a word of the vocabulary and the next students has to complete the expression. For example, the teacher says go; So, the next student has to say out. The first person to say the wrong or not say anything at all is eliminated. The game goes on until there are one player left.

### Session 3

In this session the professor will introduce the topic *Around the house*. The vocabulary the students are going to learn is: keep house, clean up, put back, fix the meal, do the dishes, take out, odds and ends, garage sale, clean out, fix up.

**Mediation strategy:** Warm up.

#### Activity #1

**Name of the activity:** Warm up: Picture Prompt

**Purpose of the activity:** To recognize the parts of the house and furniture.

**Duration:** 15 minutes.

#### Instruments for the activity

- Board
- Projector
- Computer
- Power Point Presentation (pictures)

#### Description of the activity

The teacher projects a picture on the screen. Students are going to work individually. First, learners have to say the name of the picture (parts of the house / furniture). Then, students can create sentences using the pictures on the screen. Also, the professor can ask extra questions to the learners to get more information, they can make up a story based on what they see, or give an explanation for what is happening.

## **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Concentration

**Purpose of the activity:** To identify the vocabulary words.

**Duration:** 45 Minutes.

### **Instruments for the activity**

- Color paper
- Markers
- Pencil / Color pencils
- Old magazines or newspaper
- List of words (vocabulary)

### **Description of the activity**

The students have to create their own cards to play memory game. Teachers have to take into account the following steps:

- Step 1: The teacher slips the group into 3 groups.
- Step 2: The students use the color paper to create the cards. Then, they have to write the words of the vocabulary and illustrate each of them (2 cards for each word)
- Step 3: Students put the cards on the table and take turns to find the pair of cards. They can play the game as many times as they want.

## **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Mixed up sentences

**Purpose of the activity:** To write sentences using the vocabulary.

**Duration:** 45 minutes.

**Instruments for the activity**

- Board
- Markers
- Sheet of paper
- Pencil
- Cards (previous activity)
- List of sentences

**Description of the activity**

The teacher writes sentences on the board all mixed up. Students have to work in pairs to unscramble the sentences and complete them using the words of the vocabulary cards. The activity has different levels. Level 1 has simple present statements (affirmative), level 2 has negative statements, and level 3 has questions. The professor will check the sentences orally with the group.

**Activity #4**

**Mediation Strategy:** Wrap up

**Name of the activity:** Odd one out

**Purpose of the activity:** To recognize the vocabulary learned in class.

**Duration of the activity:** 15 minutes.

**Instruments for the activity**

- Board
- Markers



- Vocabulary cards (previous activities)

### **Description of the activity**

The teacher writes groups of three words on the board. The group is divided into 3 groups. Each group has to read the words and look for the missing words according to the vocabulary cards. For example, the group of words is the following:

Do the laundry – cook – sweep the floor - \_\_\_\_\_

The word that complete this group is “do the dishes”. So, the students have to look for this word and stick it on the board. The group that complete more groups of words is the winner.

The other groups are in charge of checking the words and correct them if necessary.

### **Session 4**

In this session, the professor is going to introduce the topic *Resting and relaxing* the vocabulary the students are going to learn is: take a nap, take a break, take it easy, have free time, pass the time, daydream, loosen up.

**Mediation strategy:** Warm up.

#### **Activity #1**

**Name of the activity:** Warm up: Rubber chicken.

**Purpose of the activity:** To identify the new vocabulary.

**Duration:** 15 minutes.

#### **Instruments for the activity**

- Rubber chicken / ball.
- List of words (resting and relaxing vocabulary)

### **Description of the activity**

The teacher tells to the students which set of words they have to use (Resting and Relaxing). When the students are in a circle, they randomly throw the chicken to one another. The students who catches it has 5 seconds to produce a word that fits into the vocabulary set. If they fail, they must stand in the center of the circle and try to intercept the chicken in order to return to the outer circle. If the student intercepts the chicken, he or she must produce a word in order to return to the circle.

### **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Word wheel.

**Purpose of the activity:** To identify and memorize the vocabulary.

**Duration:** 45 minutes.

### **Instruments for the activity**

- Sheet of paper.
- Colored markers.
- Scissors.
- Glue.
- Magazines.

### **Description of the activity**

It is a puzzle in which students have to make words from nine letters arranged in the shape of a wheel, they always have to use the center letter. Students are going to work in groups to create the word wheel. Students start writing the vocabulary words on the wheel (take a nap, have free time). Then, learners move to another group and add activities or places according

to the words (bed, play video games). Besides, students have to use the magazines to illustrate their words. Once they have done the word wheel, each member of the group has to create a sentence using the words.

### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Guess the word.

**Purpose of the activity:** To create sentences using the vocabulary.

**Duration:** 45 minutes.

**Instruments for the activity.**

- Words wheel.

#### **Description of the activity**

The students make groups of 4 people. Each group uses the Word Wheel of the previous activity. One member of the group goes in front of the class and guess the word that the rest of the group chose. Once he or she guess the word, has to create a sentence using that specific word. Each student has 1 minute to guess the word and say the sentence. All members of the group have to participate. The group who finishes first is the winner.

### **Activity #4**

**Mediation Strategy:** Wrap up.

**Name of the activity:** Chain Spelling

**Purpose of the activity:** To recognize the vocabulary.

**Duration of the activity:** 15 minutes.

**Instruments for the activity**

- Board
- Markers
- List of words (Resting and relaxing vocabulary)

**Description of the activity**

This activity is used to practice the vocabulary the instructor teaches during the lesson. All the students have to stand up and the teachers says a word, the student first student says the first letter, the next student the next letter, and so on until the word is done. Then, the teacher says a new word. If someone makes a mistake has to sit down and the teacher starts with the next student and a new word. The game can continue until 1 or 2 students are standing.

**Session 5**

In this session, the professor is going to introduce the topic *An active lifestyle*. The vocabulary the students are going to learn is: early bird, night owl, night on the town, live in the fast lane, live it up, have a ball, party animal, throw a party, get out.

**Mediation strategy:** Warm up

**Activity #1**

**Name of the activity:** Give me a word.

**Purpose of the activity:** To list words according to the topic (An active lifestyle).

**Duration:** 15 minutes.

**Instruments for the activity**

- Board.

- Markers.

### **Description of the activity**

The teacher writes the title *An active lifestyle* vertically down the board. In groups, students try to write a word regarding the target. Teams obtain an extra point if they come up with a complete sentence. For example: party – My birthday party is next Saturday.

### **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Letter scrabble.

**Purpose of the activity:** To recognize new vocabulary words.

**Duration:** 45 minutes.

### **Instruments for the activity**

- Cardboard.
- Colored markers.
- Scissors.
- Ruler.
- Cube template.

### **Description of the activity**

The group is divided into 4 teams. Each team needs a cardboard and 3 printable cubes for student. They have to look at the vocabulary words and write the letters on the cubes according to those words (4 different letters on each cube). Then, draw the squares in the

cardboard to place the cubes. Once they have finished, they can start with the game following these steps:

- Step 1: The first player combines two or more of his or her letters to form a word and places it on the board to read either across or down with one letter on the center square. Diagonal words are not allowed.
- Step 2: The next student has to do the same. He or she can also use the words that are on the board to create new words.
- Step 3: The student who create more words is the winner.
- Step 4: The game ends when all letters have been drawn and one player uses his or her last letter; or when all possible plays have been made.

### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Sentence builder.

**Purpose of the activity:** To use the vocabulary in different context.

**Duration:** 45 minutes.

#### **Instruments for the activity**

- Scrabble (previous activity).
- Board.
- Markers.

#### **Description of the activity**

The teacher splits the group into 2 teams. Each group will use a cardboard (scrabble) and can use as much dices as they want (cubes with the letters). The cardboards are placed next to the board. Groups make a line and go to the board one by one. Each student has to use the

Scrabble game to create a word as fast they can; once they made it, he or she has to mime to make the next student guess the word. If he or she guess the word, has to create a sentence and write it on the board. Then, create a new one using the scrabble game and mime the word. The next students write the sentences, create the new word and so on.

#### **Activity #4**

**Mediation Strategy:** Wrap up.

**Name of the activity:** Taboo words

**Purpose of the activity:** To practice vocabulary words.

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- The students create their flashcard by writing the vocabulary words on the papers.

#### **Description of the activity**

This activity helps the students to review the vocabulary learned in classes. The class is separated in two teams. They have to sit on opposite sides of the room, facing each other. Each group chose a person to sit facing the team. The teacher stands behind the group facing the person on the chair holding a flashcard (made by the students). Learners have 1 minute to guess the word. His team cannot say the word, they can mime or say key words.

#### **Session 6**

In this session, the professor is going to introduce the topic *Transportation*. The vocabulary the students are going to learn is: get around, get out of, get in(to), ride a shotgun, take a spin, on someone's tail, make good time, fill up, gas-guzzler, take off.

**Mediation strategy:** Warm up.

### **Activity #1**

**Name of the activity:** Warm up: Simon says.

**Purpose of the activity:** To recognize new vocabulary words.

**Duration:** 15 minutes.

#### **Instruments for the activity**

- Vocabulary words list (transportation).

#### **Description of the activity**

The students make a circle. The teacher uses the vocabulary words to say the commands. For example: Simon says to fill up your pencil case. The student that do not follow the instructions has to sit down. The game ends when one or two students left.

### **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Bingo

**Purpose of the activity:** To recognize the words of the vocabulary (transportation).

**Duration:** 45 minutes.

#### **Instruments for the activity**

- Cardboard.
- Colored markers.
- Magazines.
- Scissors.
- Glue.



### **Description of the activity**

The students work individually. Learners make bingo sheets with a 4x4 grid and add the vocabulary words to each square. Then, they have to illustrate each word. There are different ways to play this game:

- **Picture Bingo:** Use pictures on the Bingo card and call out the words that relate.
- **Synonym Bingo:** Get those brains working by giving students a word that means the same thing as a word on their card.
- **Antonym Bingo:** This is just as it sounds. Call out the antonyms of words on their cards and see how many students get it.

### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Role play

**Purpose of the activity:** To use the vocabulary words in a different context.

**Duration:** 45 minutes.

**Instruments for the activity**

- Vocabulary (bingo).

### **Description of the activity**

Students use the vocabulary from the previous activity (Bingo) to make a role play. The teacher splits the group into 3 groups. First, students write the script using the vocabulary (transportation). They have to include all the words. Then, students have to try to memorize the scrip and make the role play in front of the class.

#### **Activity #4**

**Mediation Strategy:** Wrap up.

**Name of the activity:** Hang man

**Purpose of the activity:** To review vocabulary words (Transportation)

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- Board.
- Markers.

#### **Description of the activity**

The teacher thinks of a word and writes the number of letters on the board using dashes to show how many letters there are. Then, ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Teacher continues until the pupils guess the word correctly (students win) or the teacher complete the diagram (students lose).

#### **Session 7**

In this session, the professor is going to introduce the topic *Eating and dining*. The vocabulary the students are going to learn is: eat out, take out, junk food, eat up, leftovers doggy bag, pot luck, pig out, wolf down, have a sweet tooth.

**Mediation strategy:** Warm up.

#### **Activity #1**

**Name of the activity:** Warm up: Play a song, pass the ball.

**Purpose of the activity:** To introduce new vocabulary words .

**Duration:** 15 minutes.

**Instruments for the activity**

- Music.
- Ball.

**Description of the activity**

The students sit down on a circle. The teacher picks a song and pass the ball to the students. They have to pass it to another student and so on. Then, the teacher stops the music. The student holding the ball must say a word regarding the topic “Eating and dining”. The teacher continues with the activity until all the students participate.

**Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Vocab Twister.

**Purpose of the activity:** To recognize the vocabulary words.

**Duration:** 45 minutes.

**Instruments for the activity**

- Plastic Shower curtain.
- Color papers (blue, yellow, green, red).
- Scissors.
- Glue.
- Adhesive Velcro.

- Markers.

### **Description of the activity**

The teacher splits the group into 2 groups. The students use the colored paper to make circles. Students have to write the vocabulary words on the colored paper using markers. Then, use the adhesive Velcro to stick the circles on the curtain. Each group chooses a member to participate. The teacher reads a definition and players has to put a hand or a foot (left or right) according to the teacher's instruction. For example: "Food that has low nutritional value, typically produced in the form of packaged snacks needing little or no preparation." Put your left hand on the correct word.

### **Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Sentence twister

**Purpose of the activity:** To create sentences using the new vocabulary.

**Duration:** 45 minutes.

**Instruments for the activity**

- Vocab Twister (previous activity).

### **Description of the activity**

The teacher splits the group into 2 teams. Each team uses their Vocab Twister. On the blank spaces they have to write subjects, nouns or adjectives to create sentences. Once they have finished the game can start. The game can be played in 2 different ways:

- Sentence Twister 1: The teacher reads a sentence and the students has to put their hands and foot on the circles.

- Sentence Twister 2: A member of the group put their hands and foot to create a sentence and their group has to say the sentence as fast as they can.

#### **Activity #4**

**Mediation strategy:** Wrap up.

**Name of the activity:** Pictionary

**Purpose of the activity:** To practice the vocabulary words.

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- Board.
- Markers.
- Vocabulary words. (written on pieces of paper).

#### **Description of the activity**

The teacher splits the group into two teams. Each team writes the vocabulary words on pieces of paper and put them in a bag. The teacher draws a line down the middle of the board. A team member from each team takes a marker and chooses a word from the bag. They have to draw the word as a picture and their group has to guess the word. The first team to shout the correct answer gets a point. The student who has completed drawing should choose someone else to draw for their team. Repeat the game until all the words are gone.

## **Session 8**

In this session, the professor is going to introduce the topic *Family*. The vocabulary the students are going to learn is: come from, grow up, bring up, flesh and blood, take after, settle down, hand down, give birth (to).

**Mediation strategy:** Warm up.

### **Activity #1**

**Name of the activity:** My family

**Purpose of the activity:** To introduce new vocabulary.

**Duration:** 15 minutes.

#### **Instruments for the activity**

- Family pictures.
- Glue.
- Sheets of paper.

#### **Description of the activity**

Students have to use their family pictures to create a collage. Then, they have to present their collages to the rest of their classmates and talk about their family; where are they from, their names, likes, dislikes, among others.

### **Activity #2**

**Mediation strategy:** Practice

**Name of the activity:** Word jumble race.

**Purpose of the activity:** To identify the vocabulary words.

**Duration:** 45 minutes.

**Instruments for the activity**

- Plastic cups.
- Colored markers.

**Description of the activity**

The students write out a number of vocabulary words, using different colors for each of them. Then, the students write sentences with those words (a word on a different cup). The teacher splits the class into teams of 2, 3, or 4. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered.

**Activity #3**

**Mediation strategy:** Production

**Name of the activity:** Gallery Walk.

**Purpose of the activity:** To understand the meaning of new words.

**Duration:** 45 minutes.

**Instruments for the activity**

- Colored papers.
- Colored markers.

**Description of the activity**

Students work in pairs. The teacher gives to the students a word from the vocabulary. Learners have to write the word on the paper and write a definition, synonyms, antonyms or create sentences to demonstrate their understanding of the word. Then, the teacher sticks the papers on the wall (like a gallery). So, the students participate in a gallery walk to view their peers work.

#### **Activity #4**

**Mediation Strategy:** Wrap up

**Name of the activity:** Gallery walk.

**Purpose of the activity:** To understand the meaning of the words.

**Duration of the activity:** 15 minutes.

#### **Instruments for the activity**

- Posters from the Gallery Walk (previous activity).

#### **Description of the activity**

Students have to participate into the Gallery walk one more time. But now they have to write another definition, synonym, antonym, sentence, or even a drawing on each poster as they are passing by. All the students have to participate.



## Chapter 4

### **Data Collection Procedures and Tools of Initial Research**

The investigator visited the classroom to observe the group and identify how they learned new vocabulary at classes. The instrument chosen by the researcher was the interview. So, it will be easier for the students to talk and for the teacher to ask for extra information if needed. The interview was applied during lessons. The teacher chose the students randomly and interviewed them individually. Once all the students answered the interview, the researcher gathered the information to plan the next sessions.

#### **Procedures of initial research**

The researcher observed the class to know the student's behavior and needs. Also, to identify the way they learned vocabulary in the class. At the middle of the lesson, the teacher started interviewing the students randomly, one by one. The teacher decided to interview the students in order to ask them how they learn vocabulary. If they like to learn using lists of words, pictures, Pictionary or if they have another method for learning vocabulary. This instrument was chosen because the researcher could ask for extra information based on their answers. So, the students felt more relaxed just talking about the way they studied, and not felt evaluated by a test. The learners felt comfortable talking with the researcher, so it was easier to collect the information needed to continue with the investigation.

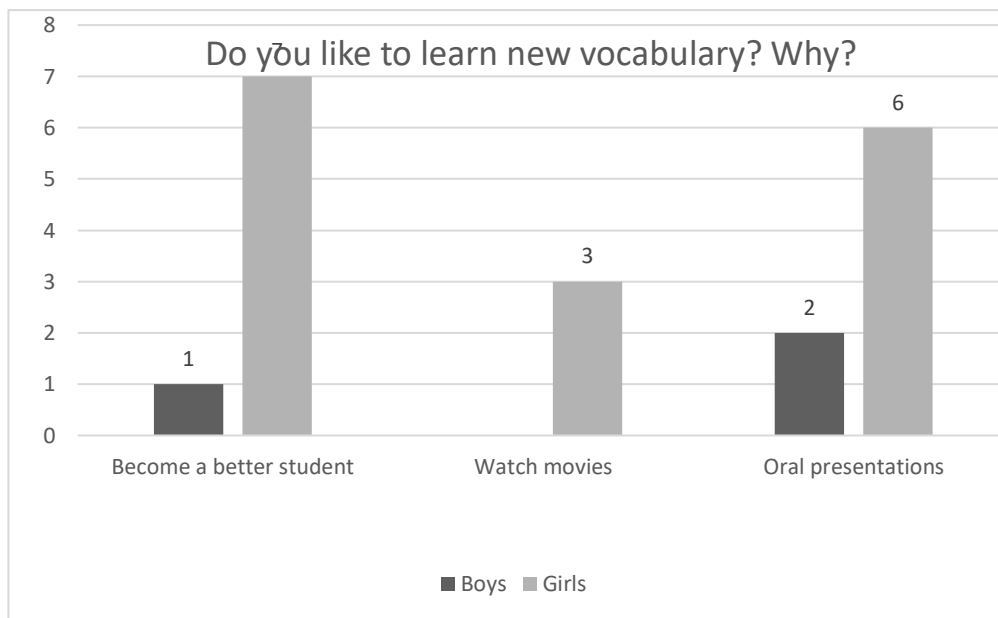
## **Instruments**

The instrument used for the researcher was an interview. See Appendix 1. According to the Cambridge Advanced Learner's Dictionary the word "interview" is a meeting in which someone asks questions to see if a person is suitable for a job or a course. This method allowed the teacher to get more information of each of the students. The professor interviewed the students randomly, each of them had to answer five questions regarding with the way or method they use to learn new vocabulary. Based on their answers, the teacher asked for more information using questions such as: How often they create extra material to study, if they like craft activities and if so, what things they like to do. All the students participated; they also answer all the questions. The questions used in the interview were the following: Do you like to learn new vocabulary? Why? Do you prefer vocabulary lists or flashcards? Why? Have you ever made craft activities? Did you like it? What is the best way of learning vocabulary? Does it work for you?

## **Diagnostic Data Analysis**

This section describes the four questions of the interview made by the researcher to the group of seventh grade at Valle del Sol Highschool. The students answered the questions orally and individually with the teacher. These answers are used to know the student's preferences, or the methods they use to study at home. This information is going to be presented in the following graphs according to the student's answers.

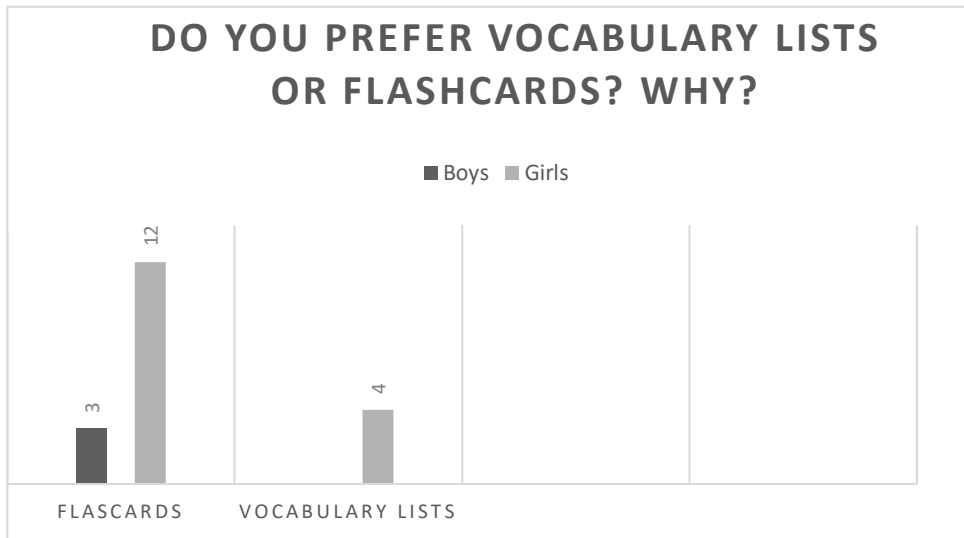
Question #1, do you like to learn new vocabulary? Why? In this question, all the students answered positively. They all know the importance of learning new vocabulary. In this question eight of the students said they like to learn vocabulary to get good scores at Oral Presentations. Three of the students said they like to learn new words to watch Netflix. And the last eight students said it was easier to understand what the teacher says and become a better student.



**Source: Self design**

***Figure #1 Do you like to learn new vocabulary? Why?***

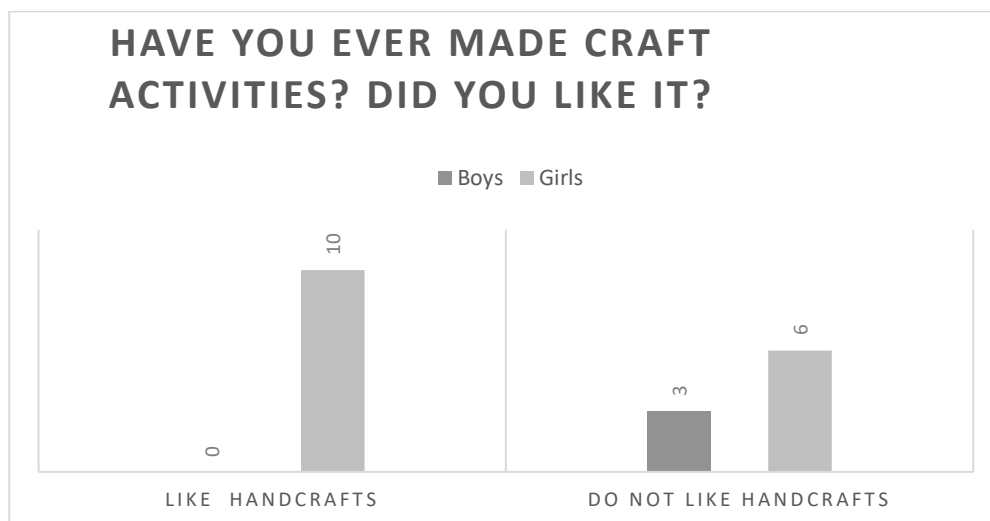
Question #2, do you prefer vocabulary lists or flashcards? Why? In this question, students argued that it is more interesting to watch flashcards, watch videos, or listening to and audio or a song. However, four students answered it was easier for them to see the vocabulary list, so they can re-write the words or write their meanings. Fifteen students said they could identify the new words by watching a picture. So, they could watch the picture and be able of remember the word easily.



Source: Self design

*Figure #2 Do you like to learn new vocabulary? Why?*

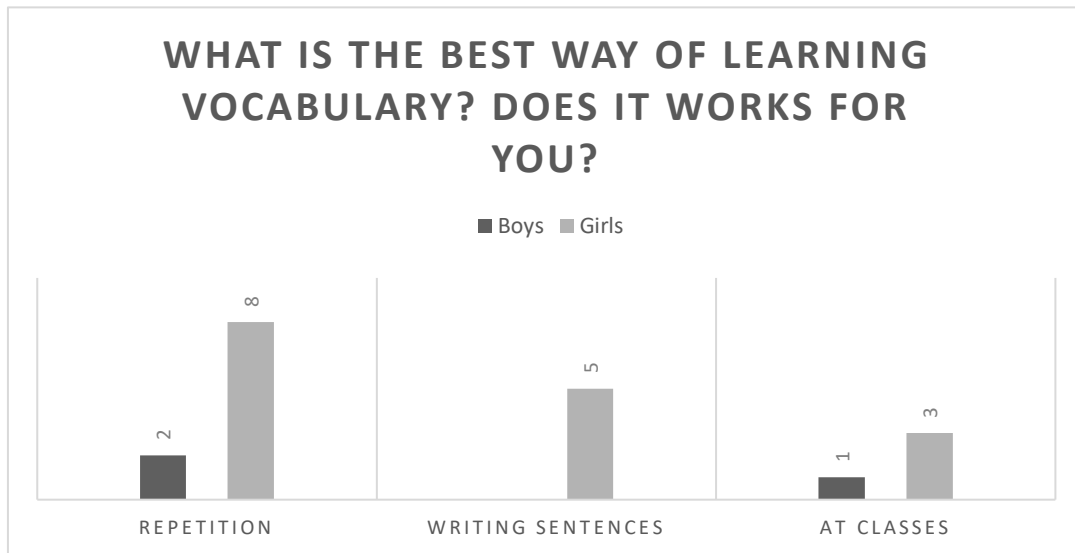
Question #3, have you ever made craft activities? Did you like it? In this part, some of the students answered they do not do handcrafts since they were at preschool. The rest of the pupils said sometimes they used to create material to study or for a homework. When the teacher asked if they liked to do craft activities nine students answered they do not like it. The other ten students would like to do something creative without technology.



Source: Self design

*Figure #3 Have you ever made craft activities? Did you like it?*

Question #4, what is the best way of learning vocabulary? Does it work for you? In this question, ten of the students answered they learn vocabulary through repetition of words. Five of the students said they learn vocabulary writing sentences, so they use the words in new context to memorize its meaning. The rest of the students said they just remember the words when the teacher presents the vocabulary at classes.



**Source: Self design**

*Figure #4 What is the best way of learning vocabulary? Does it work for you?*

## **Chapter 5**

### **Reflections**

This action research project initially started as a challenge when attempting to forget about technology and create didactic material to develop a class and make the students learn vocabulary from crafts created by themselves. The investigator wanted to make classes more meaningful for the students focusing on the main objective of this investigation, foster an effective vocabulary learning by making the students create their own didactic material.

During the first sessions, the investigator identified the way they usually learned vocabulary at classes. They used to identify the new words on their books every time they started a unit, make some practice, and at the end of the class the teacher made an activity to evaluate their progress. However, some students were not able to remember the vocabulary. Do to the fact that the purpose of this action research is to make the students create didactic material, the researcher interviewed the students to know the way they learned vocabulary. As a result, the investigator realizes the way the professor used to teach them was not attractive for the learners.

Finally, the researcher decided to not only make the students create their own didactic material using the new vocabulary, but also to make meaningful activities for them. On these activities, the students could not only learn and practice vocabulary, but work in group, have fun, and use the vocabulary in different contexts. Even though, the teacher was not able to apply the activities with the group, it could be possible to achieve the goal of this action

research. If the teachers take some time to know their student's needs or even their likes and dislikes, professors could make their lessons more pleasant for learners.

### **Plan for further action**

It is important for the teachers to take into consideration the vocabulary they are going to teach, and how are their students use those new words. These activities allow the professors to explore the student's abilities and, at the same time encourage them to do their best. While doing crafts students will have more opportunities to repeat, read, write and use the vocabulary in a variety of tasks. It could be reading, writing, listening or speaking, but focus on the main goal which not to memorize the vocabulary, but being able of understand the meaning of each word and use each of them in different contexts as much as they can.

Teachers might bear in mind what and how they want to evaluate their students before planning the classes. This could make the classes more meaningful not only for teachers, but also for students. Teachers can focus on the use of the new words, how are they going to evaluate. Professor must be clear if the students have to create sentences, understand the meaning, write paragraphs, or make oral presentations. With this information, teachers can plan their classes to achieve the objectives.

## **Chapter 6**

### **Conclusions**

Designing didactic material could help the students to focus on a specific set of words, they will read, write, and repeat the new words many times during the creations of the craft. This can also help the teacher to focus on a specific objective and be sure if the students achieve or not the purpose of the objective. This material is very useful not only for the students, but also for the teacher who can develop different activities with the same craft.

Teachers must be aware of the importance of using English language in the classroom. The professor can add it before the craftwork by giving all the instruction in English. During the craftwork, the teacher can introduce the vocabulary between stages, so the learners can understand how to use the vocabulary the teacher is presenting. Finally, the instructor can add vocabulary after the craftwork by making students produce using the words, they used to make the craft. Teachers can use activities such as oral presentations, role plays, write sentences or paragraphs, or making games on which the students are asked to talk and use the vocabulary.

Creating didactic material can be very helpful to the students who are going to be exposed to a specific set of words during a long period of time. When students use a list of words to memorize new vocabulary, they just spent a couple of minutes to read without really understanding the meaning of each of them. While the process of making crafts students have to use the new words many times. They have to read, write, and repeat the vocabulary more than once before finishing the activities. The objective of these activities is that at the end of each session the students feel familiar with the vocabulary and be able of using those words in different context.



**Strengths**

The teacher includes the vocabulary of each unit to help the students learn the new words and practice for the tests. The instrument to get the information from the students was taking into consideration for the design of the activities. The investigator also used the answers of the students to create the activities. So, the activities could be more attractive for learners. The first interventions were very helpful to know the students' needs, way of learn, likes and dislikes.

**Limitations**

One of the biggest limitations was the Pandemic (COVID-19). Due to this, the classes were suspended all over the country. So, the instructor was not able to develop the activities with the group. However, the professor had the opportunity to be with the group in the observation classes, and the instructor could identify some limitations in the group. There was a small minority of the students who did not like to work in groups, or some others did not like to make crafts. Therefore, these students may not participate actively in the activities.

## **Chapter 7**

### **Recommendations**

The goal of this investigation is to improve the vocabulary on the students that create their own didactic material. For this reason, teachers should implement all the vocabulary words during the activity, and the most important, focus on what they want the students do with those words.

#### **Recommendations to the institution**

It is very important that institutions empower, support, and provide the teacher with material to carry out their lessons. Sometimes, teachers are not able to innovate because they do not have the resources to create material, or give it to the students to create their own.

#### **Recommendations to the teachers**

Teachers must take the time to know their students to create the lesson plans for them to enjoy and learn. If the students understand the meaning and get familiar with the vocabulary rather than just read and memorize a couple of words, will be easier for them to produce.

Vocabulary words should be addressed before the implementation of any activity to make sure that the group succeed when achieving the objective. Teachers should make sure that learners understood the meaning or even recognize the vocabulary before moving to the

next activity. As a result, the students could be able of using the new words to write paragraphs or sentences, make an oral presentation or show and tell effectively.

### **Recommendations to the students**

Students should take the time at home to create didactic material that could help them to learn vocabulary effectively. Not only memorize a list of words, but use the vocabulary to create sentences or even, understand their meaning. They must be engaged with their learning, and know scores are not the most important, but to learn something new every single class in a different way.

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## Appendixes

### Appendix A. Observation class

**Using Didactic Material Created by Students to Foster Effective Vocabulary  
Learning at Seventh Hope of Valle del Sol Highschool during the First Trimester,  
2020.**

Teacher: Melissa Quesada Sandi

Group: Seventh Hope

Valle del Sol Highschool

	YES	NO
The teacher uses vocabulary lists to introduce the new words.	✓	
The teacher uses repetition to practice pronunciation	✓	
The students use the vocabulary to create complete sentences.	✓	
The students comprehend the meaning of the new words.		✓
The vocabulary included in the lists are used during the lesson.	✓	
Students are able to identify the vocabulary at classes.		✓

Observations: Some students do not memorize the voc. and are not able to use the new words in different context (create sentences/ identify the words during the class).

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## Appendix B. Interview

Using Didactic Material Created by Students to Foster Effective Vocabulary Learning at Seventh Hope of Valle del Sol Highschool during the First Trimester 2020.

Teacher: Melissa Quesada Sandi

Group: Seventh Hope

Mentor Teacher: Diego Martinez Rojas

Student's name: Jorge Rojas Valverde

1. Do you like to learn new vocabulary? Why?

Yes.

To be good in English.

2. Do you prefer vocabulary lists or flashcards? Why?

Flash cards

~~I~~ like pictures

3. Have you ever made craft activities? Did you like it?

Yes.

Doesn't like it.

4. What is the best way of learning vocabulary? Does it work for you?

Using the words to create sentences



Using Didactic Material Created by Students to Foster Effective Vocabulary Learning at Seventh Hope of Valle del Sol Highschool during the First Trimester, 2020.

Teacher: Melissa Quesada Sandi

Group: Seventh Hope

Mentor Teacher: Diego Martínez Rojas

Student's name: Trazy Campos Fallas

1. Do you like to learn new vocabulary? Why?

Yes.

To understand movies without subtitles.

2. Do you prefer vocabulary lists or flashcards? Why?

Flashcards

It's nice.

3. Have you ever made craft activities? Did you like it?

Yes.

It's very nice.

4. What is the best way of learning vocabulary? Does it work for you?

Repeat the vocabulary with the teacher.

Using Didactic Material Created by Students to Foster Effective Vocabulary Learning at Seventh Hope of Valle del Sol Highschool during the First Trimester, 2020.

Teacher: Melissa Quesada Sandi  
Group: Seventh Hope  
Mentor Teacher: Diego Martínez Rojas

Student's name: April Murillo Arce

1. Do you like to learn new vocabulary? Why?

Yes.  
Oral presentations (to get good scores)

2. Do you prefer vocabulary lists or flashcards? Why?

Flash cards  
To watch the illustrations.

3. Have you ever made craft activities? Did you like it?

Yes.  
I love to do crafts. at home.

4. What is the best way of learning vocabulary? Does it work for you?

Pay attention when the teacher present  
the vocabulary at the beginning of the class



## Appendix C. Interview results

### Using Didactic Material Created by Students to Foster Effective Vocabulary Learning at Seventh Hope of Valle del Sol Highschool during the First Trimester, 2020.

Teacher: Melissa Quesada Sandi

Group: Seventh Hope

Valle del Sol Highschool

#### Interview results

Question	Answers	Number of students	Observations
1. Do you like to learn new vocabulary? Why?	- Good scores - To watch TV - To become a better students	- 8 - 3 - 8	All the students said they know that is very important to learn new vocabulary.
2. Do you prefer vocabulary lists or flashcards? Why?	- Vocabulary lists. -Flashcards	- 4 - 15	Students said it was more interesting watch videos, flashcards, or listening a song than just repeat a list of words.
3. Have you ever made craft activities? Did you like it?	- Yes - Do not like craft activities. -Would like to make craft activities	- 19 - 9 - 10	Most of the students said they haven't made handcrafts since preschool.
4. What is the best way of learning vocabulary? Does it work for you?	-Repetition of words -Writing sentences -Paying attention to the teacher at classes.	- 10 - 5 - 4	

