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Tema:

"THE USE OF LITERATURE IN EFL CLASSROOMS IN ORDER TO INCREASE VOCABULARY WITH STUDENTS AT SEVENTH YEAR AT "CENTRO EDUCATIVO BILINGUE INTERNACIONAL C.E.B.I."

Disertación de Grados previo a la Obtención del título de Licenciado en Lingüística Aplicada con Mención Enseñanza de Lenguas

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Este trabajo va dedicado a las personas más importantes en mi vida. Primero a mi madre quien ha sido el pilar más importante en mi vida y de quien he recibido las mejores enseñanzas de respeto, amor y perseverancia. Dedico también a mis hermanas Alicia y Andrea quienes han sido mi compañía y por el apoyo incondicional que siempre me han brindado. Finalmente, a mi hermano Fabián por acompañarme espiritualmente todos los días de mi vida y a Ricardo por todo su amor y apoyo.

RESUMEN

La presente tesis tiene como objetivo ayudar a los alumnos a mejorar su vocabulario por medio del uso de la Literatura. Esta es una investigación experimental porque se ha seguido un proceso y se han hecho observaciones para analizar la información obtenida durante este estudio. Además se aplicó un método científico a través del uso de la Prueba **T** que ha validado los resultados con nivel de significancia del **97.5** %. Este resultado se ha obtenido gracias a la aplicación de técnicas de vocabulario como: órdenes, uso de objetos reales, uso de diccionarios, mostrando el significado de palabras, y observación al texto. Finalmente, la hipótesis nula (La literatura no mejoró el aumento de vocabulario en los estudiantes del Séptimo año B del Centro Educativo Bilingüe Internacional C.E.B.I" no se comprobó y la hipótesis planteada en el estudio se ratificó.

ABSTRACT

The aim of the present dissertation is to help students improve their lexis through the use of Literature. It is an experimental research since the researcher has followed a process and observations that have been made in order to analyze the data gathered during the study. Besides, a scientific method has been applied to this study through the use of **t-test**, which has validated the results with a significance of **97.5%**. This result has been obtained thanks to the application of vocabulary techniques such as: **Commands, Using real objects, Using dictionaries, Showing the meaning of words, and A look at the textbook lesson**. Finally, the Null Hypothesis has been rejected and the Research hypothesis has been sustained.

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CHAPTER I

LITERATURE REVIEW

1.1 History of Literature

"The **history of literature** is the historical development of writings in prose or poetry which attempts to provide entertainment, enlightenment, or instruction to the reader, hearer, and observer as well as the development of the literary techniques used in the communication of these pieces." (Wikipedia, History of Literature) It is certain that the history of literature is related to the development of written and oral literary works and techniques. One of these works is represented by Sumerian Epic of Gilgamesh an epic poem apparently written around 2700 BC; which contains heroism, friendship, and the core of eternal life. Each piece of work encloses culture of different periods of the history of human beings. For instance, Romanticism brought to light the emotions and fantasy whereas Realism in the 19th C stressed logical and rational thoughts. Besides, Naturalism and realism focused on the exploration of real facts and events while in the 20th C Symbolism and Philosophical insight gave emphasis to the growth of characters.

Literature has been changing just as human beings and cultures have been changed and affected by several

factors. It is worth considering that Poetry, Prose, Drama, and Oral literature have been relevant factors of this literary revolution.

Poetry is a form of Literature that is interested in the use of formal properties of written or oral words in poems or rhymes whereas meaning is not the focal point of poetry. Numerous instances can be mentioned but the most relevant from Wikipedia will be pointed out "Poetry perhaps pre-dates other forms of literature: early known examples include the Sumerian *Epic of Gilgamesh* (dated from around 2700 B.C.), parts of the Bible, the surviving works of Homer (the *Iliad* and the *Odyssey*), and the Indian epics *Ramayana* and *Mahabharata*." Moreover, Language and culture determine the characteristic of poetry; for instance, Persian poetry always rhymes but Greek poetry rarely does. Also it is worth adding that a representation of English poetry is reflected in Shakespeare's works which nowadays can be considered difficult to understand if they are compared to digital poetry since it is easier thanks to the use of digital media.

While poetry can be written or oral, **Prose** appears to be non-poetic written representation. On the one hand, it

just says something without using delightful words. On the hand, it has style, placement or insertion of graphics. Other aspects of prose are Essays, and Fiction. First, 'Essay' in English derives from the French 'essai' which means attempt or try to do something and if it's matched with the definition of essay taken from Cambridge Advanced Learner's Dictionary "a short piece of writing on a particular subject." Bearing in mind these facts, it can be said that Essays are written representations that attempt to discuss about a topic or subject. And it is best exemplified by Francis Bacon or by Charles Lamb works. Secondly, Fiction is represented by narrative style such as short stories, novels, and so forth. One has to ensure that each fiction works has its own characteristics; for instance, a Mini Saga is a short written piece of 50 words, whereas a Flash Fiction contains under a thousand of words. Also, a Short Story embraces between 1000 and 20.000 words but a Story consists of between 20.000 and 50.000 words, and more than 50.000 words is what is called a work of Fiction. Instances of stories can be seen in the Spaniard Cervantes "Don Quixote" or the well -known Book of One Thousand and One Nights.

It is of extreme importance to highlight **Drama** as a significant feature of the history of literature. Drama draws attention to dialogues between characters and the performance of the dialogues. It remains that *Romeo and Juliet* by Shakespeare is the best example of a classic romantic drama. It cannot be denied that Greek drama classic literature contributed to the development of Drama since the dramatic genre called Tragedy (associated with religion and civic festivals.) was created by the Greeks.

A combination of written and oral literary works were already mentioned in the previous paragraphs but Oral Literature merely refers to oral traditions which includes different types of epic, poetry and drama, folktales, ballads, legends, jokes, and other genres of folklore. Linguists, sociologists, and anthropologists have to do with this kind of literary work.

1.1.1 Definition of literature

The origin of the word "Literature" belongs to the Middle English, from Anglo-French, from Latin *litteratura*

writing, grammar, learning, from *litteratus* in the 14th century. According to Merriam- Webster literature is defined as the body of written works produced in a particular language, country, or age; the body of writings on a particular subject: printed matter. Even though, Merriam refers to Literature as writing, there is no denying that Literature can be in oral form as well as in written. For instance: songs, fables, and myths. In addition, Longman defines "Literature as Language" because Literature consists of certain rather specialized forms, selections and collections of language. But Longman also emphasized that "A work of Literature is, of course, something *more* than the Language from which it is constructed."

As the function of the Language is to make references to the experiences of the people who use it, so works of Literature must be regarded as highly complex, elaborated statements about the world of the writer and his readers. In other words, Longman makes more emphasis on Literature which, for him, "it is more complex and contains forms of language. That is why Literature can be defined as the most excellent oral or written representation of events and history of a nation, its people, and its culture."

1.1.1.1 Literature as subject and discipline

How teachers were taught literature in their mother or foreign language can determine the way that literature is going to be taught as a discipline and how rules and procedures let students acquire literature devises. At this point it is important to state that literature is hardly taught as a subject and discipline in foreign and second language classrooms. Foreign Language Teachers have a difficult task when designing the table of contents of a Subject such as Literature since the literary texts can result complicated for the students to understand. According to Widdowson, "What is needed is an explicit and pedagogically oriented definition of the nature of literary study as a subject, one which specifies aims in terms of educational objectives, and actual teaching procedures in term of this aims" (Stylistics and the teaching of Literature, 72) It is crystal clear that the literature educational objectives will vary according to different levels of education.

To summarize the issue, the study of Literature as subject and discipline requires sensitivity, intelligence, precision of response because it takes the

reader into an unknown world where students and teachers must find the best way to interpret literary texts.

1.1.1.2 Literature as text

As Literature is basically written, it represents data that is counted as linguistic description. It means that it is focused on how language works in a written text. Halliday mentions in his book *Descriptive Linguistics in Literary Studies* that "the description of linguistic elements that occur in a piece of writing, the account of how it exemplifies the system of the language, is part of the analysis of a piece of writing as a literary work." Therefore, it is important to take into consideration teachers and students' objectives which will determine the kind of analysis and text to be studied. Finally, literature as text refers to any sort of written representation of the language.

1.1.1.2 Literature as discourse

Bearing in mind the fact that any written representation of a language is considered as literature as text,

literature as discourse refers to oral and actual communication of a language. While in written texts it is important grammaticalness, in discourse it is not as relevant as in written texts. The actual use of language has different codes, dialects, and settings which can become a complexity if the teacher and students are not familiar with the culture and language of the literary work. To sum up, Literature as discourse has to do with the actual use of language which is also Literature but the problem that teachers and students can face is the fact that culture and language of the work must be very well known.

1.1.2 Relation between Literature and language

The relation between language and literature is undoubtedly clear, language is the oral or written representation while literature is the form of the language in order to analyze and transmit important events through the use of language. "Without language there is no literature, everything which has been recorded in literature has been laid out in language."

(Moody, 28)

The interesting thing to note here is how the USE of language has evolved over the centuries because of the focus on literature. Daniel Sanaha from The Modern Language Journal emphasizes in his article the importance of the relationship between language, literature and culture in the language classroom. The author states that "EFL teachers are facing a pedagogical environment in which two camps have developed; one is focused on the communicative competence, and the other on the importance of the exposure of culture, and especially literature."

Nowadays, EFL teachers should be aware of the significance of this relationship in order to help students understand the use of language and how to use it appropriately. Consequently, if teachers' role is to make students feel confident when using the target language, teachers must provide real pieces of reading, stories, in other words, what is called Literature. On the one hand, literature is a central factor to language learning as management vocabulary and tests; on the other hand, language is the main tool when using literature. To summarize the issue, language and literature work well together in the EFL classrooms because of the well-built connection among them.

1.1.3 The use of literature in the language classroom

Regarding to the use of literature in the language classroom it is relevant to answer three questions. Why is it significant to use literature in the language classroom? What literary texts are going to be used in the language classroom? And how are both teachers and students going to use them? It is necessary to highlight that if EFL teachers are able to answer these three questions; they will definitely be able to make use of Literature in the language classroom. These three issues will determine the way students and teachers are going to use Literature and will establish the role of Literature in the classroom.

According to Langer "Literature can open horizons of possibility, allowing students to question, interpret, connect, and explore seen like that, the use of Literature is significant since it develops not only language skills but critical thinking of the learner." Thinking about the use of Literature in greater depth, First, Literature can provide background information about the literary text. Second, teachers can develop reading strategies such as: "scanning (To look over

quickly and systematically), skimming (To read or glance through a book quickly or superficially), predicting (To foretell something; prophesy), and inferring (To hint; imply."(Free Dictionary). Besides, Literature can introduce cooperative learning when students share their ideas and beliefs in a group.

1.1.3.1 Literary competence and language classroom

Firstly it is worth considering the definition of competence. Wikipedia defines Competence "as the ability to perform a specific task, action or function successfully", added to the definition of Literary from Merriam Webster Online Dictionary "of, relating to, or having the characteristics of humane learning or literature." It implies that Literary Competence is the ability to read and understand literary texts. Bearing in mind the fact that Ecuadorian students do not have the habit of reading neither in the language classroom nor at home, it can become a big trouble for teachers when developing literary competence. EFL teachers have to face this problem and help students improve literary competence by motivating them and using different

techniques and activities that can capture students' attention and interests.

Also, study strategies intend to develop the reader's awareness of how he should approach the reading of a literary text can be seen as a useful integration into the syllabus. The strategies should become part of the contents when planning and designing a lesson since it is the first obstacle in the language classroom and students are not conscious about this problem. In other words, it is the teachers' responsibility to improve literary competence in their students.

1.1.3.2 Why use literature in the language classroom

There are many reasons in order to use Literature in the language classroom but the four most important will be emphasized: Valuable Authentic Material, Cultural Enrichment, Language Enrichment, and Personal Involvement.

First, Literature provides "Valuable Authentic Material" which can be based on real facts and imaginary situations but most of the literary works include history, real language used from English native speakers, cultural information, writing styles, and so forth.

Secondly, Literature consists of "Cultural Enrichment" if students could be exposed to a real environment where they can make use of the target language, the language would become part of their lives. Unfortunately, Ecuadorian students do not have the opportunity to travel abroad so that EFL teachers should use radio programmes, videos, newspapers, and literary works in order to make students familiarize with other cultures and traditions. It is worth adding the fact that Literature can develop a vivid imagined world about a real society where he/she will be part of this world.

Thirdly, Literature contributes to "Language Enrichment" since each piece of work contains a rich context in which every lexical item become memorable for the students and grammatical structures can be taught deductively or inductively. The extensive variety of language according

to every literary text apparently helps students improve their vocabulary and writing skills.

Finally, it cannot be denied the "Personal Involvement" it promotes in the reader. Once the reader is part of the text, he/she shares his/her own emotional responses which include his/her personal point of view, his/her feelings and thoughts.

1.1.3.3 The reader and the text

The keystone of this theme is what is called "Schemata" since it determines reader's comprehension when reading a literary text. According to William Lazar By "Schemata was meant the abstract cognitive structures with incorporate generalised knowledge about objects and events." It seems that these abstract cognitive structures are formed by the exposure to the environment, in other words, our culture, traditions, and language build up our schemata. Reading comprehension is a function of cultural background knowledge it means that if the readers have the schemata presupposed by the

writer, the comprehension of writer's ideas will be sharp and clear.

There is no room for doubt that the relationship between the reader and the text depends on the reader's and writer's schemata. For instance; a piece of reading about a wedding in Ecuador being read by a group of African students, could be difficult to understand because they do not have the same schemata as an Ecuadorian writer or reader. It is worth adding that this fact will help EFL teachers when selecting and evaluating literary texts.

1.1.4 Approaches to using literature with the language learner

At this point it is important to answer the How question mentioned in the use of Literature in the language classroom. Once teacher and learner have chosen a story, novel or play, it is worth thinking about how to work with it. The relevant approaches that will help both students and teachers when improving literary competence will be mentioned in this section and there are three important approaches, Literature for Personal Enrichment,

Language-Based Approach, and Content-Based Approach. The use of them will depend on the teachers' and students' interests and objectives.

1.1.4.1 Literature for personal enrichment

In this approach, students are encouraged to express their opinions, feelings, and make connections between the text and their own personal and cultural experiences. This approach helps students to be involved intellectually and emotionally in learning English which assures a meaningful learning. The selection of this material will depend on the students' interests and experiences. Materials that enhance a high level of personal involvement should be chosen when applying this approach. The following is an example of this approach suggested by Gilliam Lazar.

Task:

Think about someone who means a lot to you. Write down three wishes you have for them. Tell your partner about them.

Based on this example, it can be said that the use of this approach is necessary when reading a literary text since students will use their own experiences and express their feelings making them feel better in the classroom.

1.1.4.2 A Language-Based Approach to using literature

This approach uses literature as a mean that helps students to achieve their aims; which is, to improve their knowledge of and proficiency in English. It can be as easy as identifying the verbs or adjectives from a piece of reading, or as difficult as writing a summary of the reading. Besides, this approach consists of a variety of language activities that leads students to use techniques and procedures when reading a literary text.

1.1.4.3 Content-based Instruction Approach

This approach looks at the content of the literary piece. It intends for the student to analyze and interpret the literary piece. It uses the social, political and, historical background of the text: biography of the

author, genre, all and everything that can help the student understand the content of the piece and the circumstances that surrounded the period when it was written.

The following table describes each of the Approaches.

Table 1 Approaches to teaching vocabulary

APPROACH	MAIN CHARACTERISTICS
Personal Enrichment	Concerned more with student's: <ul style="list-style-type: none"> ▪ Maturity as individuals ▪ Progress as individuals through reading ▪ 'Literature for life' approach ▪ Promotes individual evaluation and judgment. ▪ Learner-centred approach.
Language-Based	Literature is taught for the promotion of: <ul style="list-style-type: none"> ▪ Vocabulary ▪ Structure ▪ Language manipulation ▪ Puts students in touch with the subtle and varied

	<p>creative uses of language.</p> <ul style="list-style-type: none"> ▪ Emphasizes language observation. ▪ Student-centred methodology.
<p>Content-Based</p>	<ul style="list-style-type: none"> ▪ Socio-cultural attitudes. ▪ Aspirations of individual societies. ▪ Mythic and universal values. ▪ Text is regarded as finished product. ▪ Associated with teacher-centred approach

Lazar. Gilliam. *Literature and Language Teaching*. Cambridge University Press. 2004

1.1.5 Selecting and evaluating texts

How to choose materials is one of the most important Teachers' tasks because of the diversity of students they have in each class. Teachers are used to select exercises, reading materials, songs, or games that have been successful with most of the students. In other words, teachers are already prepared to choose materials

such as literary texts according to their students' needs, English level and objectives. Not taking into account students' objectives will cause the students to feel frustrated and unmotivated since the text cannot capture students' interest. Also teachers can find difficult to design and provide activities if the text does not lead his/her to have a comfortable and entertain lesson. Another important fact to bear in mind is the age and educational background of the students since literary works can be analysed based on previous experiences which determines the way students can understand texts.

1.1.5.1 Selecting texts

When selecting literary texts, English teachers should think of some areas. First, the type of course they are teaching, the type of students they are doing the course with, the students' level of English, teachers and students' objectives, and students' likes and dislikes. Based on the fact that students have likes and dislikes, teachers should select carefully the type of text that will be used in the course. It is more positive to choose a book that is interesting for the students. This can motivate students to read faster and do the activities in

the class. On the other hand, it is relevant to set the objectives of the course since it will lead students and teachers to know where to go and what to do. Finally, it is teachers' responsibility to select the best text for the course and students because they know what students' needs are, their objectives, and the institution's objectives. Even though, sometimes bad choices can be wrongly done. Teachers have to make the most of the literary text and make students like it!

1.1.5.2 Evaluating texts

The facts to be taken into consideration are: Students' cultural Background, Students' Linguistic proficiency, The Students' library background, Availability of texts, length of text, fit with syllabus. All these factors can help teachers to evaluate the reliability and appropriateness of a text. In other words, it is a whole process to evaluate a text but if English teachers take into account these factors when selecting and evaluating a text, they will make a good choice in benefit of the students and teachers.

1.2 Teaching vocabulary

Regarding to teaching vocabulary, it is significant to define vocabulary in order to make a relation with teaching a foreign language. Some definitions have been taken from different dictionaries to get a clearer idea of vocabulary. Free Dictionary defines it as "All the words of a language and as the sum of words used by, understood by, or at the command of a particular person or group." While Merriam Webster Dictionary defines it "as a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined: LEXICON."

Finally, Your Dictionary.com uses the following words to define it. "A list of words and, often, phrases, abbreviations, inflectional forms, etc, usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary." Given that vocabulary is considered as all the words in a language organized in alphabetical order, it can be easily figured out how important and meaningful it is when learning a foreign language. In addition, Your Dictionary. Com states two types of vocabulary Active and Passive,

"Active vocabulary is all the words used by a particular person, socioeconomic group, profession, etc, in full." Vocabulary can be hardly used in full especially if we talk about a foreign language because it is barely used in our mother tongue. On the other hand, Passive vocabulary is "all the words recognized and understood, although not necessarily used, by a particular person in full." This can surely happen in our mother tongue and in a less degree when learning a foreign language. Active or passive vocabulary is what a student has to face during the learning process, so that; teachers should consider what is the active or passive vocabulary of the students.

Kari Miller in her article EFL Vocabulary Teaching Tips affirms that "Vocabulary is a key element in the second language class. While grammar is important for meaning, without vocabulary no message is conveyed." What Miller states is that students can learn structure but it does not have sense without vocabulary comprehension. Consequently, language teachers are the ones who have to encourage students acquire and retain new vocabulary in every single lesson, therefore teachers may take into account that students need some help to develop a sufficiently large vocabulary even though they have the

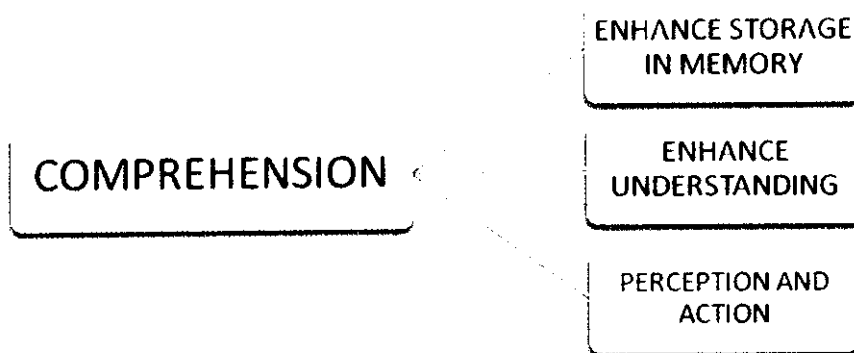
feeling that vocabulary is not a fundamental factor in the process.

1.2.1 Some current trends in vocabulary teaching

James Nattinger in his book "Vocabulary and Language Teaching" states that when teaching second or foreign language vocabulary, teachers need to draw a clear distinction between Comprehension and Production. Both require different methods and strategies in the classroom. While comprehension of vocabulary relies on strategies that permit students to understand and store them, production has to do with strategies that activate students' storage by retrieving these words from memory.

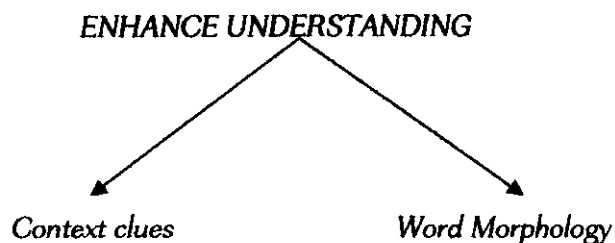
1.2.1.1 Comprehension

Comprehension relies on the ability students have to understand, memorize, and use a word in different contexts. Therefore, it can be classified in three main groups as the following graph shows.



French, Virginia. *Techniques in teaching Vocabulary*. Oxford.1983

1.2.1.1.1 Enhance Understanding



The first stage in comprehension is **Enhance understanding** which consists of helping students to understand what unfamiliar words mean. The Language teacher should make students realize that it is not relevant to know every single word in the passage at the beginning, because they will be able to find the meaning of some words by context. In addition, this stage must let students know that they will be able to use an unfamiliar word only

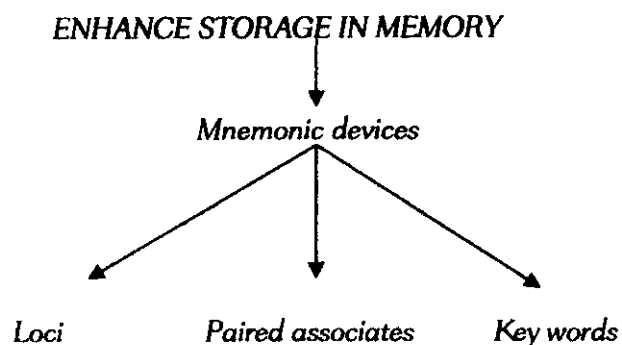
after experiencing it in different contexts. Lastly, teachers should convince students that they do not need to look up for every word in a dictionary; they should rely on the techniques provided below for discovering meaning.

Context clues refer to the most frequent way we discover a word, "guessing vocabulary" from context. In order to do this, we need to learn how to look for a number of clues. Initially, students can guess the meaning by looking at the topic or title since it has a social interaction and it leads the reader to know the kind of lexicon that is going to be used in the passage. Then, students can be guided by the other words in the text, in other words what is called anaphora, parallelism, and redundancy. Finally, grammatical structure is another feature that helps students to guess the meaning of a word according to its position in a sentence.

Word Morphology helps students to find the meaning of a word by memorizing affixes and stems of word form. For instance; the word "~~uncomfortable~~" has the prefix "un" which makes the opposite of the stem. If students who are

learning a foreign language are aware of these changes in words, they will analyze and recognize words easily.

1.2.1.1.2 Enhance Storage in memory



At the second comprehension stage, teacher tasks are to help students to remember words or help them to store in memory. The first main factor to take into account to store words is what James Nattinger states. "As regards memory and comprehension, the most effective distinction among vocabulary items may not be between content and function words, but may lie among the *different types of content words*" (Vocabulary and Language Teaching. 64). Later on, Nattinger affirms that the reason to focus more on content rather than on function words is because function words can be committed to memory rather quickly, since there are few of them and also because they occur

more frequently. On the other hand, most problems will occur with those content words that are not so easily pictured, such as: verbs, adjectives, and adverbs that have abstract concepts.

The second factor in remembering an item is that, form may be more essential than meaning; given that the form of a word leads us to its meaning. At last, it is certain that students will remember words that they have experienced and words that they have stored in their minds by seeing, touching, hearing, or tasting them. So EFL teachers must create an appropriate environment where their students can be exposed to real language use.

One of the techniques used to enhance storage in memory is **Loci** the visual images that are in people's minds and are simple to be recalled. Neisser defines it "as the world's oldest and best-known device." (Neisser, 1976) He also states that we operate by "cognitive maps" which are familiar sequences of visual images that can be remembered effortlessly.

Paired association is another technique used to store words as Direct Method attempts to associate a visual image with a new word. As in the example provided by Curran:

*In teaching the word **hard**, the teacher might hold up a rock so that 'hard' would be stored not as an isolated item but as one paired with the image of a rock, and therefore easier to recall.*

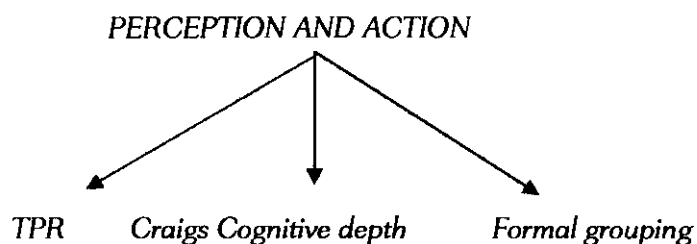
When teaching English as a foreign language it is not difficult to find an association for each word that is being taught. Teachers need to be creative and use any kind of realia (as in Curran's example) that can contribute to enhance storage in memory.

The extension of paired association is **Key word** technique which seems to be ridiculous because it goes against theories of language acquisition which is Translation. Students learn a word in the target language by associating it with its translation in the native language, Atkinson example applies this technique.

"In learning that the Spanish word **perro** means 'dog', one might notice that the first syllable of the new word sounds like 'pear' and then would visualize a large pear-shaped dog wadding down the street." (Atkinson, 33)

This technique also leads students to develop creativity since if it is something that they created by their own, they will never forget it.

1.2.1.1.3 Perception and action

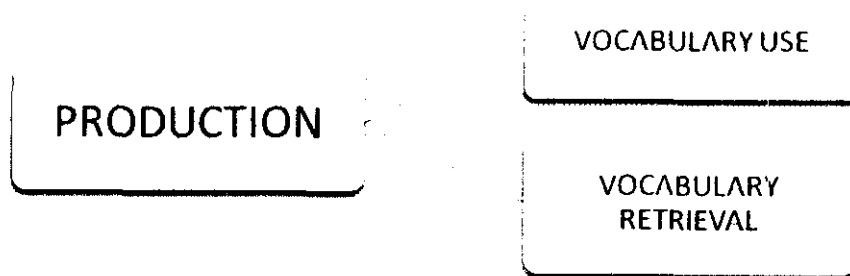


According to Tulving and Thomson, "Perception and action are basic processes that affect language acquisition." They stated that because the relationship between language and the environment is important in language acquisition. This relationship provides associations that

require a particular mental context when learning a new word.

The first technique that makes use of this interaction is **TPR**. Asher affirms that "the association of the vocabulary with the physical actions have a dramatic effect on memory because students must perform themselves the task by doing appropriate actions." It makes the students feel more confident when speaking a foreign language and the learning process is more significant.

1.2.1.2 Production



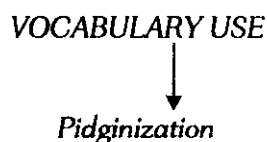
French. Virginia. *Techniques in teaching Vocabulary*. Oxford.1983

Production is the result of comprehension. If students have had a positive comprehension, they will be able to produce the lexis they have learnt. Besides, Production

consists of two main levels; Vocabulary Use and Vocabulary Retrieval. Both contribute to the increasing of vocabulary.

1.2.1.2.1 Vocabulary use

Bearing in mind the fact that vocabulary use is important when speaking a foreign language, students should make use of learnt vocabulary as soon as they understand and learn new words. Therefore teachers should encourage and motivate students to use the newly stored language as effortlessly and quickly as possible. Teachers should not be worried about perfect structure or appropriate use of every single word. Finally, vocabulary use has one way to promote fluency when using the new words; it is called "Pidginization."

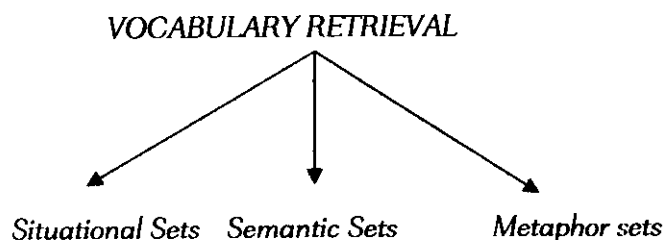


According to James Nattinger pidginization has to do with devices such as derivation, compounding, blending,

imitation, and back-formation. In other words, students should become masters on filling "lexical gaps" in the language, Nattinger refers to lexical as gaps as affixes (derivation) which is the most common method for creating new words, for it allows students to expand vocabulary without memorizing new words and also provoking fluency when learning a new language. The example provided by James makes clear the idea of one way of forming new words (pidginization). "Students who know their affixes and do not know the word 'inability', for example, could easily create the word 'unableness', and go on their way." (Nattinger, 71).

Another way of forming the words is by compounding. Let's consider the following examples provided by Nattinger: *Salesmen, pocketbook, whitewash, bird cage, etc.* Clark and Berman find evidence in their comparative study of Hebrew and English that the rules for compounding may be different from one language to another. They explain that compounds like *milkman* are rare in Hebrew but in English they are numerous.

1.2.1.2.2 Vocabulary Retrieval



Ronald Carter states that the storage of information does not guarantee its retrieval. That is why teachers must find different techniques and ways to increase an effective retrieval. "Techniques that enhance production will have to be centred on the meanings of words rather than on their forms, because most of our production has to do with searching for an appropriate *meaning* to fit the particular occasion." (Carter. 72)

The first technique is called ***Situational Sets***, they are group of words that are associated because of the subject of the text, its purpose or its construction; they are words related to a particular situation. "Conversation about a department store, for example, would most likely contain vocabulary such as *price, floor, sales, charge, and clothes.*" (McCarthy 1974. 73) therefore, teachers can

encourage vocabulary lessons by titles like In the classroom. At the Post Office any title that contains a setting.

The second technique is **Semantic Sets** which objective is to put words together through obvious associations. "Words can be classified as synonyms (sofa, couch), antonyms (wide, narrow), coordinates (oak, elm), superordinates (skunk, animal), and subordinates (fruit, pear)" (Richards, 1976)

The third technique is **Metaphor Sets** which Lakoff and Johnson (1980) see as the conceptual system that structures how people perceive and what they remember is largely metaphorical. The following example can support their statements about making associations metaphorically.

Your claims are *indefensible*.

He *attacked every weak point* in my argument

His criticisms were *right on the target*.

I've never won an argument with him.

You disagree? Okay. *shoot!*

If you use that *strategy*, he'll *wipe you out*.

He *shot down* all my arguments.

Lakoff and Johnson state that because of the metaphorical connection among words (*attacked, shoot, shot down, etc*), the reader has a tendency to think of arguments related to warlike situations. As in the previous example English teachers can help students to use this technique in order to recognize these associations in the text.

1.2.2 Techniques in teaching vocabulary

For many years, teachers have given little attention to techniques that could help students to increase their lexis because they are more interested in grammar and pronunciation. But experienced teachers know that vocabulary is as relevant as grammar or pronunciation. According to Virginia French Allen, "there are some reasons why teaching vocabulary was neglected in the past."

The first is that teachers thought that students should learn the meaning of certain words during the lesson but French Allen states In addition "to knowing English words and their meanings, one must know also how words work together in English sentences."

The second reason was that probably there was not an appropriate methodology in order to teach new words so it was better not to teach them. Perhaps many years ago, was the time where grammar seemed to be more important than any other language feature consequently teachers assumed that vocabulary was already being taught in language classrooms.

Another reason is that specialists in methodology feared that students can make mistakes when constructing a sentence since too many words can be learnt at the same time as teaching grammar.

Finally, French Allen declares the following "Students who do not learn grammar along with vocabulary would not be able to use the language for communication." And to support the author's idea she provides the following example:

According to an English/Spanish dictionary, for example, the words **garden** and **jardín** seem to have the same meaning. Each means a place where flowers are grown. But

there are meanings of **garden** that do not correspond to the meanings of **jardín**. A garden is a place that may grow as vegetables as flowers; whereas vegetables are grown in a **huerta** in Spanish, not in a **jardín**. (Oxford Dictionary) That is why French Allen considers more important to teach how words work in a sentence rather than teaching their meanings.

1.2.2.1 Commands in vocabulary lessons

TPR (total physical response), the method developed by Asher in 1970s, is focused on language learning through commands, Dr. Asher in a lecture at Cambridge University, England states:

"Babies don't learn by memorizing lists; why should children or adults?" (Carter, 29)

First it is significant to mention that when kids are learning the mother tongue, most of the time they are told what to do and how to do it, in other words, they follow commands then they pronounce the word. Students

are used to follow commands since they were babies so the ability is already acquired. Therefore teachers must take advantage of it and apply it in the second language learning process.

Asher also refers to a language-body conversation that is exemplified with the following words: "The secret is a unique conversation between the parent and infant." For example, the first conversation is a parent saying, look at daddy, Look at daddy, the infant's face turns in the direction of the voice and daddy exclaims. She's looking at me! She's looking at me! Dr. Asher calls this a "language-body conversation because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth" (Asher, 2000). If what Asher states is analyzed, it can be concluded that the language learning process might take a considerable period time until the student feels comfortable when pronouncing a new word but it does not mean that the pupil does not know the new words.

Another important fact that Asher mentions is how to apply commands during the lesson. It depends on teachers'

creativity but there are some examples that are already created by Asher.

First, the teacher presents a new vocabulary word with an action that students repeat for example "if the teacher wants to teach the verb CRY, he/she would pretend to cry while saying the word and so on." (Nikki, 2008) Second, the students will repeat the same action while the teacher pronounces it.

To make this basic TPR more interesting, Teacher Joe Nikki uses some rather funny commands. For example, after telling students to put their left hand in the air, he asks them to put both hands in the air, and then follows up by asking students to put both FEET in the air. The whole sequence is below:

- put your left hand in the air
- put it down
- put your ~~right~~ hand in the air
- put it down
- put both hands in the air
- put them down

- put your left foot in the air

- put it down

- put your right foot in the air

- put it down

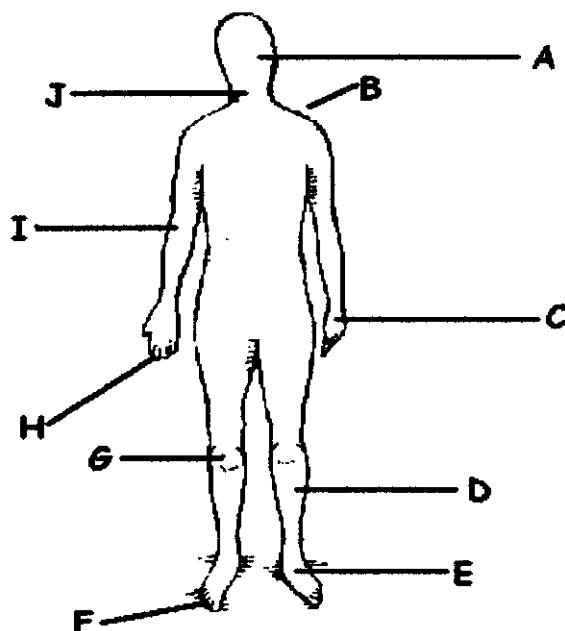
- put both feet in the air! (Teachers TPR, 2008)

This is more or less how commands can help since students will find language more meaningful if they are asked to perform an action and little by little they pronounce new words in the target language.

1.2.2.2 Using real objects for vocabulary teaching

This technique leads the students to memorize and remember words faster. Also, this technique helps students to learn vocabulary in a meaningful way since EFL teachers have to make use of real objects as the most important tool during the lesson. But according to Virginia French there are some exceptions when using real objects such as 1) clothing that members of the class are wearing, and 2) words like **man, woman, boy** and, **girl**. In many situations, it seems awkward to point to individual

members of the class while saying. "He's a boy; she's a girl. Pictures of people or stick figures (drawn by the teacher or a student) are more suitable." (French, 25) In other words, teachers should be aware of the topics and objects that cannot be present as real objects. Virginia French also provides an instance that belongs to the development of this technique. It is better to teach the parts of the body by using pictures and adding arrows and numbering or write letters in each of them as the following picture shows.



Then the teacher makes a large copy of the drawing on the board, and students are given a minute to look at and copy it and also to wonder what the English words for the

parts of the body are. Next, the teacher writes each part of the body on the arrows, and the students write the same. After that, some commands like the following can help students to develop the need of using the English words.

Raise your right hand.

Put your left hand on your head

Touch your neck

Put your hands on your knees

Put both hands on your shoulder

Put your right hand on your left knee

Bend your knees and touch the floor

Touch the floor near your left foot

Put both hands on your legs

Sit down and put your hands on your knees. (French, 26)

Finally, some students can be asked to play the teacher's role, saying the commands. Even though the aim of this technique is to use real objects, it also has a second stage where commands are the target to help students feel the necessity of an English word.

1.2.2.3 Drawing attention to meanings before drilling words

This technique consists of the presentation of new vocabulary by using pictures or by drawing them and then drilling them. Teachers present a group of words as Virginia French mentions **boy, clock, door, floor, girl, person, picture, room, wall, and window**. There are at least two groups of related words. One group contains words for people: **boy, girl, person**.

The next step is to ask students if they know the words, if not, teachers can draw pictures of them. Sometimes teachers can find students who know the meaning of those words so it can be convenient to ask those students to draw the pictures so that others can learn better and faster from their classmates.

As soon as the picture is done, the teacher can write **his/her name (a boy or a girl** as in the previous example). Also the teacher can use other pictures to help students realize that not all similar objects or people are named the same.

Only a very short time should be given for this presentation and then teachers ought to work on using those words for real communication. Virginia French presents an example about the second stage which is drilling. Taking into account the fact that the words being taught were boy and girl, Virginia French asks one student not to show the drawing and says:

"Mario has several persons in his picture. How many? How many boys are there? How many girls are there? Let's guess in English." (French, 32)

What teachers ought to do is to make student answer if the guessing is correct or not. Then, the pupil presents the picture with all the persons on it. Later on, the teacher should write a dialog using names of girls and boys. As Virginia proposes the following dialog:

THE FIRST SPEAKER: I'm thinking of a girl in this room.
You have three guesses.

THE SECOND SPEAKER: Are you thinking of _____?

THE THIRD SPEAKER: Are you thinking of _____?

THE FOURTH SPEAKER: Are you thinking of _____?

THE FIRST SPEAKER: I'm thinking of _____.

The teacher can use this technique creatively and adapting it to the content being taught, such as I'm thinking of a boy in the story Three little pigs so teachers can use the same vocabulary technique to teach or reinforce some new contents.

1.2.2.4 Showing the meaning of words

Virginia French mentions in her book techniques in teaching vocabulary that teachers usually use three basic ways to show the meaning of a word. The first is by using pictures or prompts that lead students to understand the meaning of the word.

The second way is by providing explanations in the students' own language. And the third way is defining the word in simple English, using vocabulary that the students already know. These three ways are typically used in the foreign language lessons, but the target is not only getting to know how to define a word but what to be focused on first, the word or the meaning. Virginia concludes the following during a child's early years,

what happens first is this: "the child has an *experience* with some object (perhaps a new toy truck). While his attention is on the truck, the child *then* hears the name of the object which has attracted his interest. (Perhaps some adult says, What a nice **truck!** Or Put away that **truck** and come to dinner.) First the child attention is drawn to the truck, then the child gets the word that names it." (French, 13)

In other words, it can be probably more convenient to teach the meaning of a word and then the word can be easily learnt through experience.

1.2.2.5 Creating a sense of need for a word

Vocabulary has been present to students as an additional part of language which sometimes is optional to learn but Alan Maley states that "the teacher's role is to present vocabulary in a way that students feel that they need the word." It basically depends on how teachers present it and what are the objectives of the lesson. The need of a word should not be created with the objective of pleasing the teacher or having good grades on the exams, the need

should produce learning itself. Therefore, the reasons for learning a new word are relevant in the learning process so that teachers must use techniques for creating a sense of need for a word. The techniques such as A look at the textbook lesson that can be used to develop the need of word are being described above.

1.2.2.6 A look at a textbook lesson

This useful technique helps students to make list of words that are organized in alphabetical order. Textbooks usually have specific vocabulary where students must feel frustrated if no order is given. Virginia French presents a list of words given in the vocabulary of a textbook.

VOCABULARY

Boy	door	girl	picture	wall
Clock	floor	person	room	window

(French, 10)

Virginia French and Ruth Grains state that every vocabulary list has corresponding word in students' language; it means that teachers do not need to teach all the vocabulary present in a lesson. Besides, EFL teachers should take into account that students have previous knowledge so that teachers have to focus on non-common words. Another fact is that the textbook will provide some pictures related to vocabulary that help students learn new words. Teachers can also make use of sentences provided in the textbooks such as Ruth Grains provides in her book Vocabulary

This is a **picture** of a **room**, The **room** has a **door** and two **windows**, There is **clock** on the **wall**, There are two **pictures** in this **room**, The **boy** is near the **clock**, The **girl** is sitting near the **door**. (Grains, 11)

In the previous quotation, Ruth Grains affirms that this how a page of a typical textbook looks like. The author also suggests first to put the words in alphabetical order and then the teacher makes students take these words out of the list and to group words that belong to real life or that can be used in real situations.

To sum up, this technique suggested by Virginia French and Ruth Grains can help students to recognize and organize words in order to use them in real life.

1.2.3 Activities according to techniques and the group

Dr. Roumiana Peytcheva from the Faculty of Education, in Sofia University defines strategy with these words: "Strategies and activities go hand by hand since both are useful in the language learning process. They must be applied according to the course and the students' objectives." Based on this statement, it is said that the teaching strategy does not only cover the teacher's activities but it is a plan for someone else's learning, which includes information presentation, students' assignments and activities, teaching, and learning materials which will be used separately or together as proofs for the students' progress as well as the way they will be identified and measured.

It is clear that for Dr. Roumiana a strategy is a map of teaching that includes activities, assignments, and materials. Based on this principle, activities can be

defined as a branch of a strategy. It is probably the steps of a plan and how you gather ideas in order to help students to develop skills in the target language.

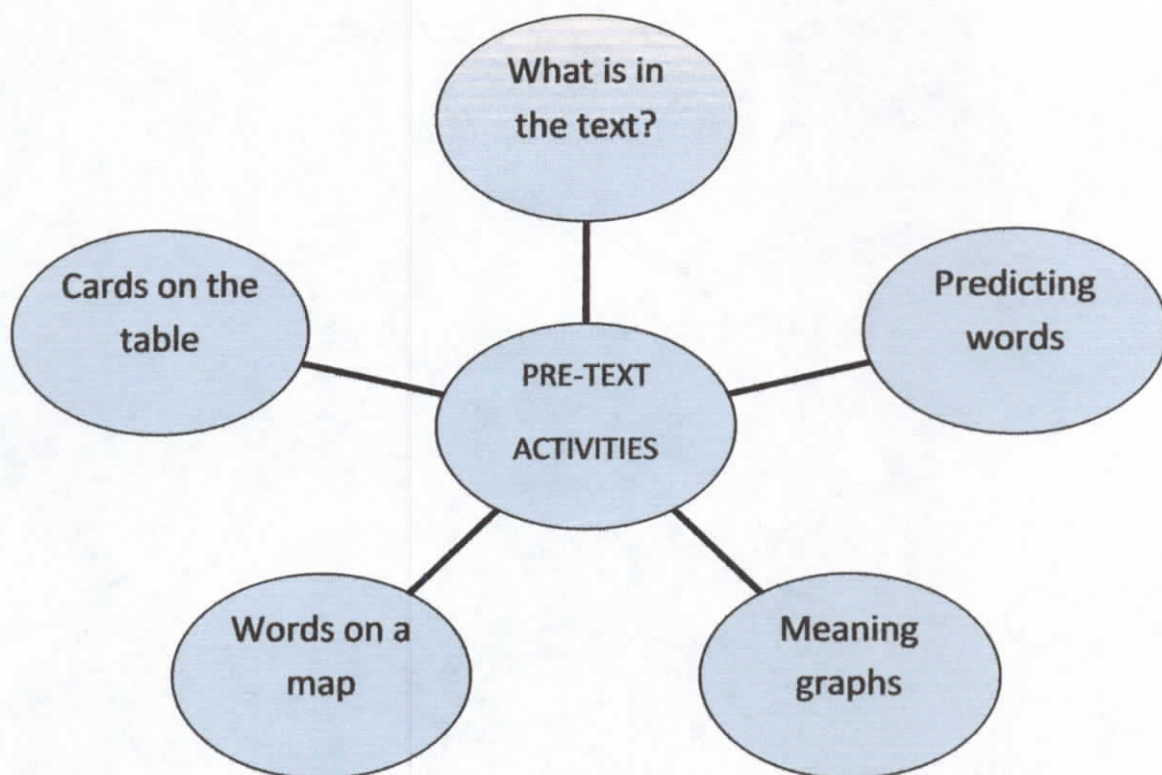
On the other hand, answers.com dictionary defines teaching activity as "An educational process or procedure intended to stimulate learning through actual experience." (wikianswers.com) Considering the fact that an activity is an educational process or procedure, it is relevant to say that every single activity should be prepared in order to motivate students to learn the target language as if it were their own.

Activities such as Pre-text, Working with Texts, Pictures and Mimes, and Words Sets might facilitate the vocabulary learning process in an enjoyable way.

1.2.3.1 Pre-text activities

Pre-text activities are those that can be applied before reading the text. Students can work with the cover page

or just predicting what the text is about and the type of vocabulary being used through the text.



Maley. Alan. Vocabulary. Oxford 1986

Pre-text activities can be divided into five main activities that may lead students to guess and use vocabulary based on predictions.

Alan Maley in his book *Vocabulary* provides the procedure and examples of each of these activities that can work well with elementary to advanced students. (See table 1)

1.2.3.2 Working with texts

What is important at this level is that language teachers should work with the text itself. All activities may be worked by using the text and the most important aim is to make the most of the text. (See table 2)

1.2.3.3 Pictures and Mimes

Pictures and mimes activities are based on the use of text but in a different way which makes students learn by miming and drawing pictures. Some of the activities that can be applied are described below in table 3.

1.2.3.4 Word sets

Word sets activities are applied at any level. English teacher should apply them as teaching tools in order to teach vocabulary words that are connected to each other. Some of these activities are described below in table 4

1.2.3.5 Dictionary exercises and word games

Dictionary exercises and word games have to do with the use of dictionary in order to teach vocabulary words during the lesson. It is recommended to tell the Students that they will need an appropriate dictionary for each activity, definitions, synonyms, opposites and grouping definitions can be learnt through these activities. (See table 5)

1.2.3.6 Revision exercises

Language teachers always need to reinforce vocabulary words which sometimes are hard to learn but these activities will become a significant tool in order to lead students remember those words if not, to learn them Some of the activities are shown in table 6.

To conclude this chapter was divided into two main descriptions. The first part describes what literature is, different approaches to using literature, and the importance of selecting and evaluating literary texts.

The second part is related to teaching vocabulary which has been distributed into techniques and specific activities that facilitate the process of learning and improving vocabulary in a foreign language.

On the other hand it is important to state that the use of different resources about literature and vocabulary has enriched this investigation since the conclusion is that literature is language so that language is learnt through literature.

CHAPTER II

RESEARCH METHODOLOGY

2.1 Research Methodology

In order to develop the research methodology it is crucial to define what a Scientific Method is. According to Wikipedia, Scientific method refers to "bodies of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. To be termed scientific, a method of inquiry must be based on gathering observable, empirical and measurable evidence subject to specific principles of reasoning,[1] A scientific method consists of the collection of data through observation and experimentation, and the formulation and testing of hypotheses,[2]" (Wikipedia,1) Based on these facts the researcher decided to apply the scientific method to this research since investigation according to the reality is needed and it is based on logical facts such us; ask questions, formulate a hypothesis, make observations, instruments and techniques for data collection, information collection, and data analysis.

Besides, it is a qualitative process because it is recommended to use a type of measurement that can help the teacher to record the students' progress; and

quantitative research because marks have been used in the pre-test and post-test. The study is also qualitative and quantitative because the hypothesis has been studied through data collection and observations in order to draw conclusions about the research.

Finally, James P. Key states that an Experimental Research is - "An attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur."(James Key, 1). Based on James' statement, this is an experimental research since it has two variables which may influence in the results of this experiment.

First, an independent variable **The use of literature** has become the tool in order to apply teaching vocabulary techniques. In addition, the dependent variable **Enhance vocabulary** is the purpose of this research.

Keys also declares that the steps involved in conducting an experimental study are three:

1. Identify and define the problem.

2. Formulate hypotheses and deduce their consequences.
3. Construct an experimental design that represents all the elements, conditions, and relations of the consequences (Key, 1)

Therefore, the steps have been followed, the problem has been identified. Students at CEBI need to improve their vocabulary. Then the hypothesis was formulated "The use of Literature can improve vocabulary." Finally, the instruments have been designed; a pre-test and post-test has been given to both; control and experimental groups.

It is also an experimental study since the selected sample of subjects has been chosen; control and experimental factors have been identified; and Instruments have been selected, elaborated and validated to measure outcomes. Finally, it has been a Conducted pilot study. There are facts like: Determined place, time, and duration of the experiment that confirm that this is an experimental study.

2.2 Universe and sample

The group that serves to the researcher as the object of study in this case is considered as universe, the groups chosen for this research are the two seventh grades at **"Centro Educativo Bilingue Internacional C.E.B.I."** Seventh A is the Control Group and with 13 students. And Seventh B is the Experimental Group with 15 students.

These two groups belong to a truly Bilingual School and most of the kids have been studying at CEBI from Pre-kinder years. It means that they have been exposed to the language since they were 4-5 years old. It is a great advantage since they have notions about the language. That is the reason why the researcher chose the groups because they are able to read a literary text with a hardly no difficulty and also because this can help students to use more passive vocabulary and at the same time they can learn new vocabulary. Both Control and Experimental Groups started a process where The Control Group has not applied the vocabulary techniques but they have made a reasonable progress and this thanks to the bilingual system of the School.

2.3 Subject of study and place

The subject of study is the improvement of **vocabulary** through Literature and the research has been carried out at CEBI. CEBI works with Harcourt Collection, these books are used for ESL students and CEBI is the only School in Ambato that uses these textbooks. A student from CEBI is characterized for the exceptional use of English language and it is because of the subjects that are taught at CEBI. For instance, a seventh grade student takes Grammar, Spelling, Science, Social Studies, Math and Reading classes. Bold Moves is a reading book that includes 30 stories which are read one per week. In addition, the reading projects are relatively positive because they consist of reading a literary text per term. It means that students have to read three books per year apart from the 30 stories that are part of the table of contents. Thanks to this bilingual system and the high level of English at CEBI the application of this research has been successful.

2.4 Data Collection

According to Wikipedia, Data collection is a term used to describe a process of preparing and collecting data - for example as "part of a process improvement or similar project. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic [1]." (Wikipedia, 1)

In this study data collection has been done through the use of a Pre-test and Post test which include a set of questions and two pictures in order to evaluate the increasing of vocabulary and to keep information that will serve as the data for comparing and analyzing the process of study.

2.4.1 Instrument elaboration

The Pre-test includes 4 specific items the first contains **Vocabulary Selection**, the second evaluates **Comprehension**,

the third item analyses **Variety of Vocabulary**, and the fourth has to do with **Fluency**. The story **Owen's Big Show** from the book *Climbing Higher* was taken in order to elaborate both pre-test and post-test. Besides, a number of activities were elaborated in order to help students accomplish their goals. Finally, every single activity and item was elaborated according to the vocabulary teaching techniques already applied during the lessons.

2.4.2 Application of instruments

The pre-test was applied in September 2008 in one hour lesson and that instrument was starting point of the research. Then, different activities were put into practice taking into consideration the students likes and dislikes. These activities were developed by using two literary texts "**Jane Eyre and Romeo and Juliet.**" The activities were applied from the end of September 2008 to the end of April 2009. Most of activities were performed during the school timetable and a few activities were sent as assignments. Before applying the pre-test and the activities, a post-test was elaborated and it was as similar as the pre-test in order to see and analyze the results. The post-test was handed out in May 2009.

On the whole, this second chapter described the research methodology used in this study. Moreover, it gives explanation of the subject of study, the instruments elaboration, and the application of instruments such as pre-test, post-test, and literary texts used in the research. These instruments will be analyzed carefully in the following chapter in order to provide the appropriate use of each instrument. On the other hand, this will help the researcher to identify the process and the results of this study.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 General overview for Analysis and Interpretation

To get to the point of analysis and interpretation of the data it is important to mention some difficulties that emerged in the process. First, one of the inconveniences was the preceding selection of the literary texts before meeting the new students for this school year. For instance, Jane Eyre became a little bit boring at the beginning for that reason more creative activities were elaborated. Second, the style of Romeo and Juliet text was slightly complicated even for the elaboration of activities. Finally, negative attitudes toward reading could be one of the difficulties teachers have to face when using literary texts. These problems can be overcome with the use of some creativity and techniques.

3.1 Pre-tests: Analysis and interpretation

Table 3.1 Pre-test results: Control Group

SEVENTH A Control Group		Fluency	Comprehension	Variety of Vocabulary	Vocabulary selection	Total
1	BRICHETO RESHUAN ANGELO	3	2	3	2	10
2	BUCHELI GARCIA RENATA SALOME	3	2	3	4	12
3	ESPINOSA LOPEZ DAVID SEBASTIAN	4	2	3	2	11
4	GRANIZO LOPEZ DIEGO ALEJANDRO	3	2	3	4	11
5	JARAMILLO BUENANO DANIELA	3	2	2	2	9
6	LANAS ASTUDILLO ESTEBAN XAVIER	4	3	3	4	14
7	LARREA DURAN VALERIA CAROLINA	3	4	3	2	12
8	ORELLANA CAGUANA CARLA ELENA	3	2	2	2	9
9	ORTEGA SANCHEZ JAIME SEBASTIAN	3	2	2	2	9
10	PAREDES GUERRA DAVID ANDRE	3	4	4	2	13
11	PAZMINO GARRIDO DAYANA NICOLE	3	1	2	2	8
12	PEREZ ENRIQUE CHRISTOPHER JOSUE	3	2	2	2	9
13	RODRIGUEZ VALLEJO DIEGO ANDRES	3	1	2	2	8
AVERAGE		3.15	2.33	2.63	2.46	11.84

Mean: 11.84

Table 3.2 Pre-test results: Experimental Group

SEVENTH B Experimental Group		Fluency	Comprehension	Variety of Vocabulary	Vocabulary selection	Total
1	ACOSTA LISANO RICARDO	3	1	2	3	9
2	AGUAYO PAZ MARIA PAULA	2	3	1	2	10
3	ALEXANDER ORTEGA ANDREA	2	1	1	2	6
4	BOWEN SALAZAR JUAN CARLOS	3	2	3	2	10
5	BUENAÑO TAMAYO MARIA JOSE	3	2	2	2	9
6	ESPIN MARTIN MONICA RAQUEL	4	4	4	3	15
7	FREIRE GALARZA KARLA CATHERINE	5	5	2	2	14
8	LASO DELGADO JUAN FRANCISCO	4	5	4	5	18
9	LLERENA RAMOS CHRISTIAN JAVIER	5	3	2	2	12
10	LOPEZ GAMBOA DARIO SEBASTIAN	3	1	1	4	9
11	MERINO BERNAL MARIA SOL	3	1	4	3	11
12	NARANJO PAREDES VALENTINA	3	2	2	3	10
13	SANCHEZ TORRES LUIS ARTURO	3	4	4	5	16
14	SILVA LOPEZ CHRISTIAN ALEJANDRO	3	2	2	2	9
15	MONSERRATH VASQUEZ	3	1	2	4	10
AVERAGE		3.27	2.47	2.4	2.93	11.2

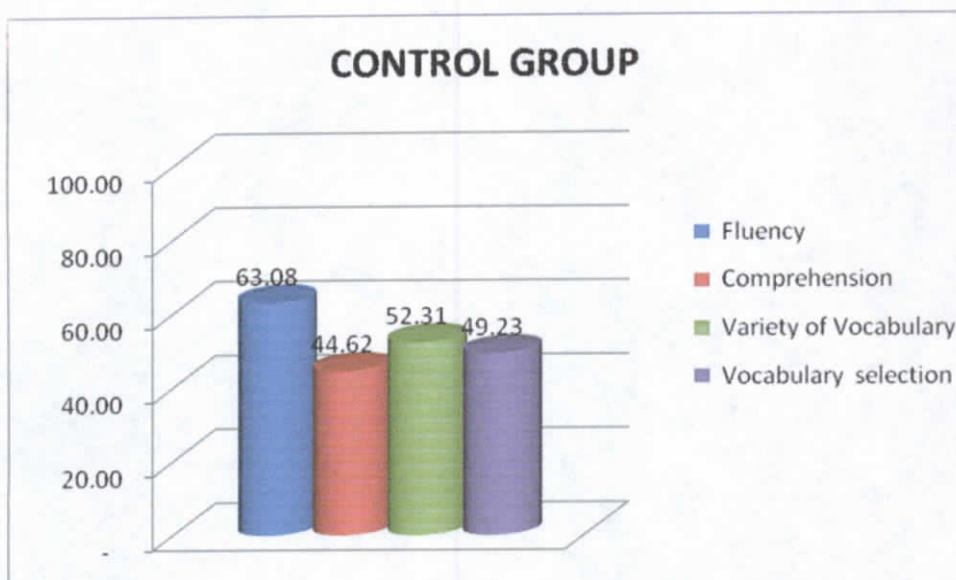
Mean: 11.20

Analysis and Interpretation

Based on the data collection, the *Control group* obtained the mean of **11.84** and the *Experimental group* got **11.20**. This means that the control group obtained a little bit higher results but there is not a significant difference among them. Besides, this difference leads us to the conclusion that both control and experimental groups are at the same range of vocabulary proficiency which contributes to the idea and purpose of this study. This minor difference is obviously understood since both groups had the same English teacher last school year so they were taught vocabulary in the same way. Finally, these results will be considered when comparing results in a graphic way.

3.1.1 Graphic representation of Pre-tests results

Figure 3.1 Percentages of Pre-test result of Control Group.

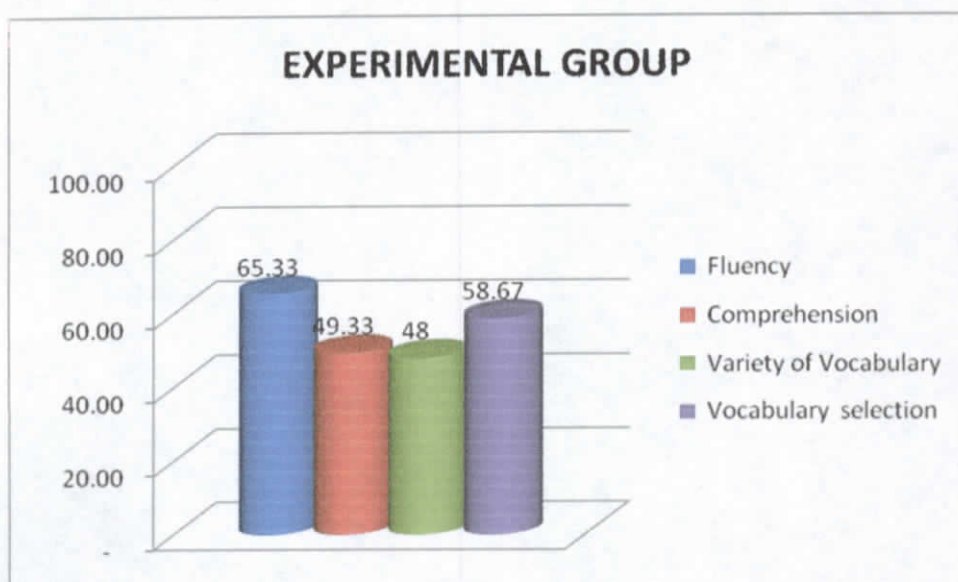


Analysis and Interpretation

The figure clearly shows that Fluency with **63.08%** has the highest score which means that the students can use more vocabulary when speaking. Then, Variety of vocabulary with **52.31%** is another strength although the score is not as high as Fluency. Moreover, Vocabulary Selection with **49.23%** is less than 50% which tells that this is a weakness on this level. Finally, Comprehension obtained the lowest score with **44.62%**.

To sum up, the control group has Fluency as its strength and has no troubles when using vocabulary in an oral way but they find difficult to use vocabulary when selecting similar vocabulary.

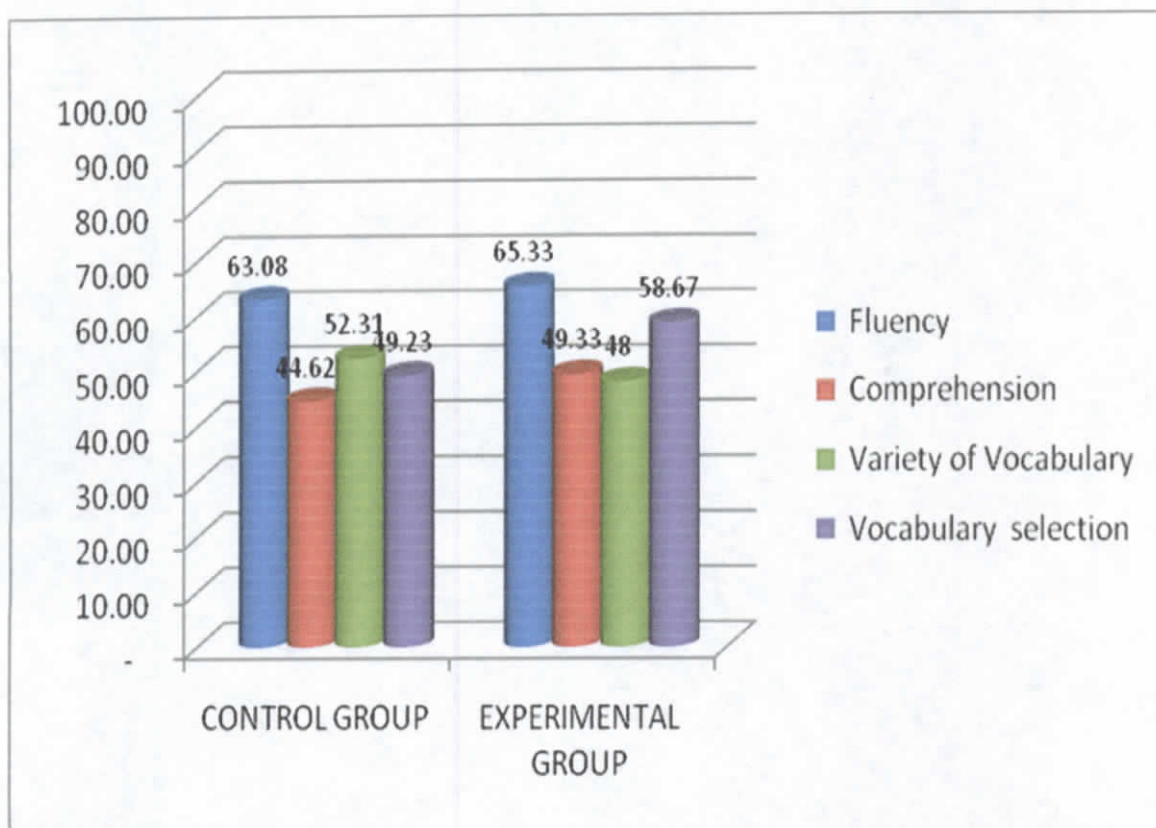
Figure 3.2 Percentages of Pre-test result of Experimental Group.



The results of the Experimental group are similar to the Control group. Fluency is the strongest ability with **65.33%**. then Vocabulary selection with **58.67%**. The lowest scores are present in Variety of Vocabulary (**48%**) and comprehension of vocabulary (**49.33%**). The experimental group presents problems when paraphrasing and using different words that have the same meaning. To conclude, The Experimental group can also use vocabulary when speaking but they face some problems when choosing different words such as synonyms.

3.1.2 Comparing pre-tests results: Graphic representation

Figure 3.3 Control and Experimental Group results in contrast



It is clear that the results of both control and experimental groups are roughly the same. The percentage of Fluency is the highest in both groups but the experimental group has 0.25% more than the control group. Moreover, Vocabulary selection in the experimental group is 9.44% higher than the control group. Then, if we analyze Variety of Vocabulary it is noticeable that control group has better results. It has 4.31% more than the experimental group. At last, the results of

Comprehension are not the same since it varies on a 3.38% in favour of the Experimental Group.

As an overall conclusion, both groups have the ability to use the vocabulary in a fluently way when speaking but they have some difficulties with the Variety of Vocabulary and Comprehension.

3.2 Post-tests: Analysis and interpretation

Table 3.2.1 Post-test results applied to the Control Group

SEVENTH A Control Group		Fluency	Comprehension	Variety of Vocabulary	Vocabulary selection	Total
1	BRICHETO RESHUAN ANGELO	4	5	4	3	15
2	BUCHELI GARCIA RENATA SALOME	3	3	3	5	9
3	ESPINOSA LOPEZ DAVID SEBASTIAN	3	4	3	3	13
4	GRANIZO LOPEZ DIEGO ALEJANDRO	3	5	3	5	16
5	JARAMILLO BUENANO DANIELA	3	4	2	3	12
6	LANAS ASTUDILLO ESTEBAN XAVIER	4	4	3	5	16
7	LARREA DURAN VALERIA CAROLINA	4	3	3	5	15
8	ORELLANA CAGUANA CARLA ELENA	3	4	4	4	15
9	ORTEGA SANCHEZ JAIME SEBASTIAN	3	3	4	3	13
10	PAREDES GUERRA DAVID ANDRE	4	4	4	5	17
11	PAZMINO GARRIDO DAYANA NICOLE	3	3	2	4	12
12	PEREZ ENRIQUE CHRISTOPHER JOSUE	4	3	3	2	11
13	RODRIGUEZ VALLEJO DIEGO ANDRES	4	4	1	1	8
AVERAGE		3.46	3.77	3.00	3.69	13.92

Mean 13.92

Table 3.4 Post-test results applied to the Experimental Group

SEVENTH B Experimental Group		Fluency	Comprehension	Variety of Vocabulary	Vocabulary selection	Total
1	ACOSTA LISANO RICARDO	3	5	3	5	16
2	AGUAYO PAZ MARIA PAULA	4	4	5	5	19
3	ALEXANDER ORTEGA ANDREA	4	4	3	5	17
4	BOWEN SALAZAR JUAN CARLOS	3	5	3	5	16
5	BUENAÑO TAMAYO MARIA JOSE	4	4	4	5	18
6	ESPIN MARTIN MONICA RAQUEL	4	5	3	5	17
7	FREIRE GALARZA KARLA CATHERINE	4	4	4	5	18
8	LASO DELGADO JUAN FRANCISCO	5	2	4	5	19
9	LLERENA RAMOS CHRISTIAN JAVIER	2	2	3	2	9
10	LOPEZ GAMBOA DARIO SEBASTIAN	3	5	3	5	16
11	MERINO BERNAL MARIA SOL	5	4	3	1	14
12	NARANJO PAREDES VALENTINA	4	3	3	4	14
13	SANCHEZ TORRES LUIS ARTURO	4	5	3	5	17
14	SILVA LOPEZ CHRISTIAN ALEJANDRO	4	4	3	5	17
15	MONSERRATH VASQUEZ	5	4	3	5	18
AVERAGE		3.87	4.00	3.33	4.47	15.67

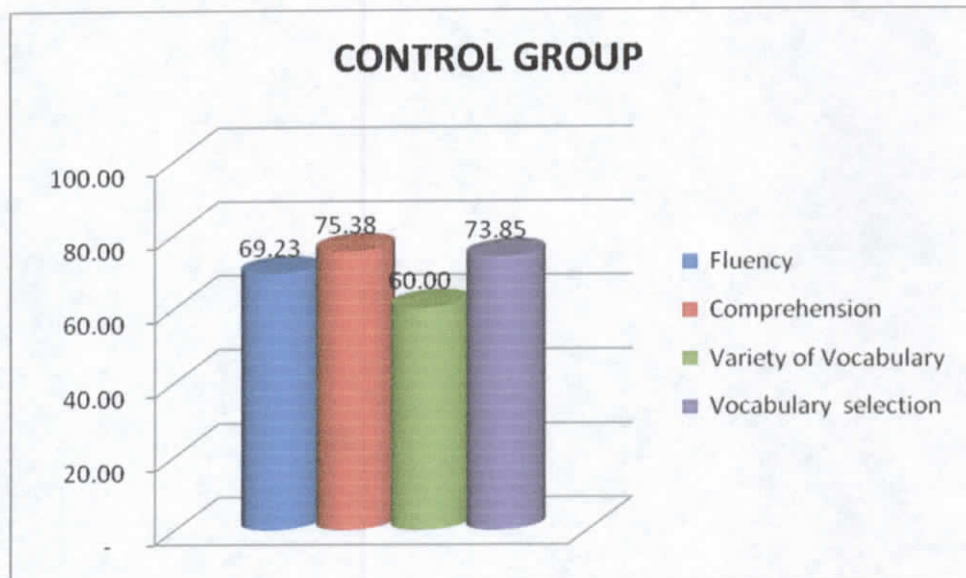
Mean : 15.67

Analysis and Interpretation

The mean for post-test of the control group is 13.92 while the experimental group mean is 15.67. There is a difference of 1.75 among them. It is also noticeable that the means of both groups are higher related to those of the pretest; the *control group* has increased **2.08** marks before applying the vocabulary techniques and the *experimental group* has increased **4.47** marks during the process and this is the final result. The results of means clearly indicate that the scores come from two different populations. It is necessary to mention that the increasing of the control group is thanks to the exposure to the language and the use of materials and textbooks that CEBI has according to the level and objectives. It is important for this study the fact that the growing of the mean of the experimental group is notably higher than the growing of the mean of the control group. As a final point, it is relevant to apply the **t-test** for the validation of the results.

3.2.1 Post-tests: results in graphic representation

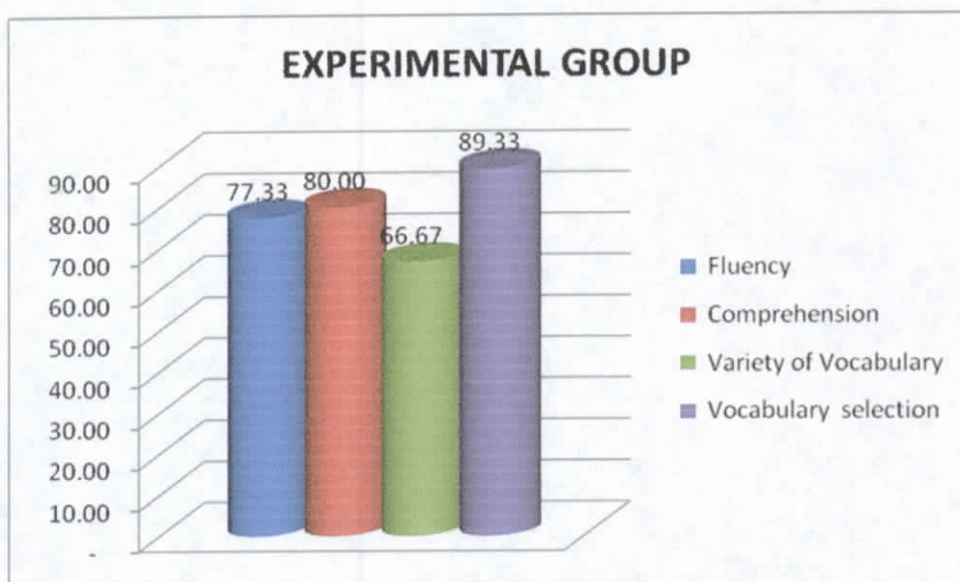
Figure 3.4 Percentages of Pre-test result of Control Group



Compared to the pre-test of the control group, there was some increase on Comprehension and Vocabulary Selection. The results are different to the pre-tests in all parameters except in Fluency that has a difference of 6.15 marks and with a percentage of **69.23%**. Besides, the high percentage of performance is obtained in Comprehension with **75.38%** and Vocabulary Selection with **73.85%** but Variety of vocabulary has still the lowest percentage with **60%**. The results provided indicates that in general the students kept the ability to use vocabulary in an oral way but they still increase in Comprehension and Vocabulary Selection. This improvement

is a result of the actual curricula applied at CEBI since it is a truly Bilingual School.

Figure 3.5 Percentages of Pre-test result of Experimental Group



Analysis and Interpretation

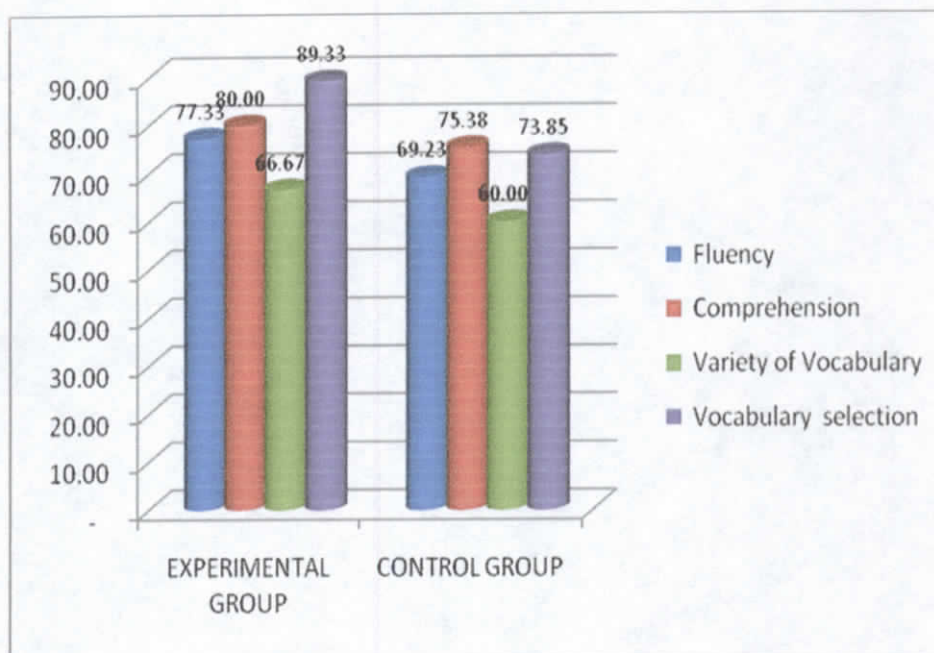
The score of the four areas have increased significantly comparing to the pre-test. In Fluency from 65.33% to 77.33%, in Comprehension from 49.33% to 80%, in Variety of Vocabulary from 48% to 66.67% and from 58.67% to 89.33% in Vocabulary selection.

Finally, these results lead to the conclusion that the vocabulary teaching techniques applied to the experimental group were effective and helped students to

activate passive vocabulary at the same time as learn new vocabulary.

3.2.2 Comparing post-tests results: graphic representation

Figure 3.6 Control and Experimental Group results in contrast



Analysis and Interpretation

The figure shows the changes of each group in the post-tests which is significant in the sense that even though the control group has increased in the scores, the experimental group has an important and positive change in every single area. The major difference found is in Vocabulary Selection with a 15.48 % more in the experimental group. We also have to keep in mind that Vocabulary selection had a lower score in the pre-tests. Comprehension is reasonably unlike with a 4.62% of difference; Fluency has still a difference of 3.48% among

groups. Finally, Variety of Vocabulary has still lower scores in the illustration comparing to the other areas. There is a difference of 6.67% in Variety of Vocabulary which reaffirms that the experimental group could get these results by using and applying a number of teaching vocabulary techniques through literary texts.

3.4 Validation of Results

It is relevant to compare the means of the Control and Experimental Groups by using the t-test in order to get statistical results that can help us to clarify the process and final results of this study.

EXPERIMENTAL GROUP			CONTROL GROUP		
	<i>Scores</i>	<i>Deviation from mean</i>		<i>Scores</i>	<i>Deviation from mean</i>
	16	0.33		16	2.08
	18	2.33		14	0.08
	16	0.33		13	-0.92
	16	0.33		16	2.08
	17	1.33		12	-1.92
	17	1.33		16	2.08
	17	1.33		15	1.08
	16	0.33		15	1.08
	9	-6.67		13	-0.92
	16	0.33		17	3.08
	13	-2.67		12	-1.92
	14	-1.67		12	-1.92
	17	1.33		10	-3.92
	16	0.33			
	17	1.33			
Mean	15.67	2.23	Mean	13.92	2.10

The **t-test** is calculated by the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

\bar{X} = mean

σ = Standard Deviation

N = number of students

$$t = \frac{15.67 - 13.92}{\sqrt{\frac{2.23^2}{15} + \frac{2.10^2}{13}}}$$

$$t = \frac{1.75}{\sqrt{\frac{4.97}{15} + \frac{4.41}{13}}} = \frac{1.75}{\sqrt{0.33 + 0.34}} = \frac{1.75}{0.82} = 2.13$$

The t-formula is a tool that contributed to the measurement of results. The t formula is based on the media of both control and experimental group and this is represented by the symbol \bar{X} . The standard deviation of both groups are also considered in the formula and it is represented by σ . Finally, the number of students N is taken into account to get the t-result which is **2.13**

Having this result, it is necessary to place it in the t-distribution table to get the significance level of the hypothesis. First, in order to get the degree of freedom it is necessary to know the number of students of the experimental group minus 1 that is, $15-1=14$. Plus; the number of students of the control group minus 1 that is, $13-1=12$. So, **$14+12=26$** (the degree of freedom)

The t-distribution table explains the way results are measured and the level of significance **0.025 or 97.5%** (different interpretation of the same table)

	0.450	0.400	0.350	0.30	0.250	0.200	0.100	0.050	0.020	0.010	0.005	Significance level
1	0.15838	0.32492	0.50953	0.72654	1.00000	1.37638	3.07768	6.31375	12.7062	15.8945	31.8205	63.6567
2	0.14213	0.28868	0.44475	0.61721	0.81650	1.06066	1.88562	2.91999	4.30265	4.84873	6.96456	9.92484
3	0.13660	0.27667	0.42420	0.58439	0.76489	0.97847	1.63774	2.35336	3.18245	3.48191	4.54070	5.84091
4	0.13383	0.27072	0.41416	0.56865	0.74070	0.94096	1.53321	2.13185	2.77645	2.99853	3.74695	4.60409
5	0.13218	0.26718	0.40823	0.55943	0.72669	0.91954	1.47588	2.01505	2.57058	2.75651	3.36493	4.03214
6	0.13108	0.26483	0.40431	0.55338	0.71756	0.90570	1.43976	1.94318	2.44691	2.61224	3.14267	3.70743
7	0.13029	0.26317	0.40154	0.54911	0.71114	0.89603	1.41492	1.89458	2.36462	2.51675	2.99795	3.49948
8	0.12971	0.26192	0.39947	0.54593	0.70639	0.88889	1.39682	1.85955	2.30600	2.44898	2.89646	3.35539
9	0.12925	0.26096	0.39787	0.54348	0.70272	0.88340	1.38303	1.83311	2.26216	2.39844	2.82144	3.24984
10	0.12889	0.26018	0.39659	0.54153	0.69981	0.87906	1.37218	1.81246	2.22814	2.35931	2.76377	3.16927
11	0.12859	0.25956	0.39555	0.53994	0.69745	0.87553	1.36343	1.79588	2.20099	2.32814	2.73889	3.14554
12	0.12835	0.25903	0.39469	0.53862	0.69548	0.87261	1.35622	1.78229	2.17881	2.30272	2.71400	3.12304
13	0.12814	0.25859	0.39396	0.53750	0.69383	0.87015	1.35017	1.77093	2.16037	2.28160	2.69378	3.10238
14	0.12796	0.25821	0.39333	0.53655	0.69242	0.86805	1.34503	1.76131	2.14479	2.26378	2.67578	3.08281
15	0.12789	0.25799	0.39279	0.53573	0.69120	0.86624	1.34061	1.75305	2.13146	2.24854	2.65954	3.06334
16	0.12780	0.25780	0.39232	0.53501	0.69013	0.86467	1.33676	1.74588	2.11991	2.23536	2.64585	3.04485
17	0.12773	0.25760	0.39190	0.53438	0.68920	0.86328	1.33338	1.73961	2.10982	2.22385	2.63266	3.02736
18	0.12767	0.25752	0.39153	0.53382	0.68836	0.86205	1.33039	1.73406	2.10092	2.21370	2.62000	3.01080
19	0.12762	0.25747	0.39120	0.53331	0.68762	0.86095	1.32773	1.72913	2.09302	2.20470	2.60822	2.99514
20	0.12757	0.25743	0.39091	0.53286	0.68695	0.85996	1.32534	1.72472	2.08596	2.19666	2.52798	2.84534
21	0.12752	0.25739	0.39064	0.53246	0.68635	0.85907	1.32319	1.72074	2.07961	2.18943	2.51765	2.83136
22	0.12747	0.25735	0.39039	0.53208	0.68581	0.85827	1.32124	1.71714	2.07387	2.18289	2.50832	2.81876
23	0.12742	0.25731	0.39017	0.53175	0.68531	0.85753	1.31946	1.71387	2.06866	2.17696	2.49987	2.80734
24	0.12737	0.25727	0.38997	0.53144	0.68485	0.85686	1.31784	1.71088	2.06390	2.17154	2.49216	2.79694
25	0.12732	0.25723	0.38978	0.53115	0.68443	0.85624	1.31635	1.70814	2.05954	2.16659	2.48511	2.78744
26	0.12727	0.25719	0.38961	0.53089	0.68404	0.85567	1.31497	1.70562	2.05553	2.16203	2.47863	2.77871
27	0.12722	0.25715	0.38945	0.53065	0.68368	0.85514	1.31370	1.70329	2.05183	2.15782	2.47266	2.77068
28	0.12717	0.25711	0.38930	0.53042	0.68335	0.85465	1.31253	1.70113	2.04841	2.15393	2.46714	2.76326
29	0.12712	0.25707	0.38916	0.53021	0.68304	0.85419	1.31143	1.69913	2.04523	2.15033	2.46202	2.75639
30	0.12707	0.25703	0.38903	0.53002	0.68276	0.85377	1.31042	1.69726	2.04227	2.14697	2.45728	2.75000
31	0.12702	0.25699	0.38888	0.52985	0.68251	0.85336	1.30948	1.69551	2.03941	2.14381	2.45272	2.74411
32	0.12697	0.25695	0.38880	0.52967	0.68223	0.85300	1.30857	1.69389	2.03693	2.14065	2.44826	2.73862
33	0.12692	0.25691	0.38871	0.52951	0.68197	0.85266	1.30771	1.69238	2.03464	2.13749	2.44390	2.73343
34	0.12687	0.25687	0.38861	0.52935	0.68177	0.85232	1.30685	1.69092	2.03224	2.13433	2.43954	2.72844
35	0.12682	0.25683	0.38851	0.52920	0.68157	0.85198	1.30601	1.68950	2.02984	2.13117	2.43518	2.72365
36	0.12677	0.25679	0.38841	0.52908	0.68137	0.85172	1.30511	1.68830	2.02745	2.12801	2.43082	2.71906
37	0.12672	0.25675	0.38831	0.52896	0.68118	0.85146	1.30423	1.68715	2.02506	2.12485	2.42646	2.71467
38	0.12667	0.25671	0.38821	0.52885	0.68100	0.85118	1.30338	1.68605	2.02267	2.12169	2.42210	2.71038
39	0.12662	0.25667	0.38811	0.52874	0.68082	0.85091	1.30254	1.68500	2.02028	2.11853	2.41774	2.70619
40	0.12657	0.25663	0.38801	0.52863	0.68064	0.85063	1.30171	1.68400	2.01789	2.11537	2.41318	2.70200
41	0.12652	0.25659	0.38791	0.52852	0.68046	0.85036	1.30089	1.68305	2.01550	2.11221	2.40862	2.69781
42	0.12647	0.25655	0.38781	0.52841	0.68028	0.85008	1.30008	1.68215	2.01311	2.10905	2.40406	2.69362
43	0.12642	0.25651	0.38771	0.52830	0.68010	0.84981	1.29928	1.68125	2.01072	2.10589	2.40000	2.68943
44	0.12637	0.25647	0.38761	0.52819	0.67992	0.84953	1.29848	1.68035	2.00833	2.10273	2.39594	2.68524
45	0.12632	0.25643	0.38751	0.52808	0.67974	0.84926	1.29768	1.67945	2.00594	2.10000	2.39188	2.68105
46	0.12627	0.25639	0.38741	0.52797	0.67956	0.84898	1.29688	1.67855	2.00355	2.09726	2.38782	2.67686
47	0.12622	0.25635	0.38731	0.52786	0.67938	0.84871	1.29608	1.67765	2.00116	2.09449	2.38376	2.67267
48	0.12617	0.25631	0.38721	0.52775	0.67920	0.84843	1.29528	1.67675	1.99877	2.09172	2.37970	2.66848
49	0.12612	0.25627	0.38711	0.52764	0.67902	0.84816	1.29448	1.67585	1.99638	2.08895	2.37564	2.66429
50	0.12607	0.25623	0.38701	0.52753	0.67884	0.84788	1.29368	1.67495	1.99399	2.08618	2.37158	2.66010
51	0.12602	0.25619	0.38691	0.52742	0.67866	0.84761	1.29288	1.67405	1.99160	2.08341	2.36752	2.65591
52	0.12597	0.25615	0.38681	0.52731	0.67848	0.84733	1.29208	1.67315	1.98921	2.08064	2.36346	2.65172
53	0.12592	0.25611	0.38671	0.52720	0.67830	0.84706	1.29128	1.67225	1.98682	2.07787	2.35940	2.64753
54	0.12587	0.25607	0.38661	0.52709	0.67812	0.84678	1.29048	1.67135	1.98443	2.07510	2.35534	2.64334
55	0.12582	0.25603	0.38651	0.52698	0.67794	0.84651	1.28968	1.67045	1.98204	2.07233	2.35128	2.63915
56	0.12577	0.25599	0.38641	0.52687	0.67776	0.84623	1.28888	1.66955	1.97965	2.06956	2.34722	2.63496
57	0.12572	0.25595	0.38631	0.52676	0.67758	0.84596	1.28808	1.66865	1.97726	2.06679	2.34316	2.63077
58	0.12567	0.25591	0.38621	0.52665	0.67740	0.84568	1.28728	1.66775	1.97487	2.06402	2.33910	2.62658
59	0.12562	0.25587	0.38611	0.52654	0.67722	0.84541	1.28648	1.66685	1.97248	2.06125	2.33504	2.62239
60	0.12557	0.25583	0.38601	0.52643	0.67704	0.84513	1.28568	1.66595	1.97009	2.05848	2.33098	2.61820
61	0.12552	0.25579	0.38591	0.52632	0.67686	0.84486	1.28488	1.66505	1.96770	2.05571	2.32692	2.61401
62	0.12547	0.25575	0.38581	0.52621	0.67668	0.84458	1.28408	1.66415	1.96531	2.05294	2.32286	2.60982
63	0.12542	0.25571	0.38571	0.52610	0.67650	0.84431	1.28328	1.66325	1.96292	2.05017	2.31880	2.60563
64	0.12537	0.25567	0.38561	0.52599	0.67632	0.84403	1.28248	1.66235	1.96053	2.04740	2.31474	2.60144
65	0.12532	0.25563	0.38551	0.52588	0.67614	0.84376	1.28168	1.66145	1.95814	2.04463	2.31068	2.59725
66	0.12527	0.25559	0.38541	0.52577	0.67596	0.84348	1.28088	1.66055	1.95575	2.04186	2.30662	2.59306
67	0.12522	0.25555	0.38531	0.52566	0.67578	0.84321	1.28008	1.65965	1.95336	2.03909	2.30256	2.58887
68	0.12517	0.25551	0.38521	0.52555	0.67560	0.84293	1.27928	1.65875	1.95097	2.03632	2.29850	2.58468
69	0.12512	0.25547	0.38511	0.52544	0.67542	0.84266	1.27848	1.65785	1.94858	2.03355	2.29444	2.58049
70	0.12507	0.25543	0.38501	0.52533	0.67524	0.84238	1.27768	1.65695	1.94619	2.03078	2.29038	2.57630
71	0.12502	0.25539	0.38491	0.52522	0.67506	0.84211	1.27688	1.65605	1.94380	2.02801	2.28632	2.57211
72	0.12497	0.25535	0.38481	0.52511	0.67488	0.84183	1.27608	1.65515	1.94141	2.02524	2.28226	2.56792
73	0.12492	0.25531	0.38471	0.52500	0.67470	0.84156	1.27528	1.65425	1.93902	2.02247	2.27820	2.56373
74	0.12487	0.25527	0.38461	0.52489	0.67452	0.84128	1.27448	1.65335	1.93663	2.01970	2.27414	2.55954
75	0.12482	0.25523	0.38451	0.52478	0.67434	0.84101	1.27368	1.65245	1.93424	2.01693	2.27008	2.55535
76	0.12477	0.25519	0.38441	0.52467	0.67416	0.84073	1.27288	1.65155	1.93185	2.01416	2.26602	2.55116
77	0.12472	0.25515	0.38431	0.52456	0.67398	0.84046	1.27208	1.65065	1.92946	2.01139	2.26196	2.54697
78	0.12467	0.25511	0.38421	0.52445	0.67380	0.84018	1.27128	1.64975	1.92707	2.00862	2.25790	2.54278
79</												

Percentage points for upper probability of Student's t-distribution at significance level of **0.025** or 97.5%

Specific Hypothesis

The hypothesis formulated for this research work is sustained: THE USE OF LITERATURE IMPROVE THE VOCABULARY OF STUDENTS OF SEVENTH YEAR B AT CENTRO EDUCATIVO BILINGUE INTERNACIONAL C.E.B.I The hypothesis has been proved with the 0.025 level of significance based on the t-distribution table. On the other hand, it could be possible to get the Null hypothesis which is that "the use of literature does not improve the vocabulary of students of seventh year B at CEBI" but it is rejected.

Besides, different types of techniques and activities have been the main tool that helped in the development of this research and the results through statistical formulas and t-distribution table make this research reliable. It is also necessary to highlight that the hypothesis formulated at the beginning of this study let the researcher investigates not only the subject but the way to prove the hypothesis in a scientific way.

To conclude, the aim of this study was not to prove if the literature improves vocabulary but to make a study that can help students at CEBI and teachers who work with literary texts in a foreign language.

This chapter can be concluded by saying that the use of instruments such as pre-test, post-test, and t-test have contributed to the development and measurement of this study. Moreover, the steps of the process have been accomplished because this chapter includes the analysis and interpretation of data and the validation of the results. The 0.025 level of significance according to the t-distribution table shows that the hypothesis of this study is true and the students of seventh B at CEBI have improved their vocabulary by using literature or literary texts.

CHAPTER IV

SAMPLES OF PROPOSED MATERIALS

4.1 General overview of Proposed Samples

This chapter has the aim of providing some samples of the activities according to the techniques mentioned in the first chapter. The techniques have been applied according to the needs, likes, and level of students. The activities have some variations since the literary texts used Jane Eyre and Romeo and Juliet have different vocabulary from the vocabulary provided in the original activities. This chapter also specifies the techniques used in this study. The activities will be classified by techniques which have been worked during the process of this research.

The applied techniques in this study are:

1. Commands in Vocabulary lesson
2. Using Real Objects for Vocabulary Teaching
3. Drawing attention to meanings before drilling words.
4. Showing the meaning of words.
5. Creating a sense of need for a word.
6. A look at a textbook lesson.
7. Pre-text

8. Working with texts.
9. Pictures and mimes.
10. Word sets.
11. Dictionary exercises and word games
12. Revision Exercises.

It is relevant to state that not all of these techniques can be printed out in a sheet of paper. Some of the techniques like mimes, commands, and using real objects have been developed during the lessons.

The list of techniques mentioned before have been explained in the first chapter. Besides, this chapter tries to present the techniques and activities classified according to their names. The samples show the way a teacher can apply the techniques according to the students' level and needs.

Finally, this chapter can help teachers to adapt the activities to any literary text used in the class. And it is just a guide that leads teachers to make their reading lessons more creative and enjoyable. Moreover, these

techniques can be applied to any piece of reading; it only depends on the teachers' creativity, Let's start with techniques applied to the literary text "Jane Eyre,"

Jane Eyre

Written by Charlotte Brontë

Technique: A look at the textbook lesson

Activity: Dictionary Exercises and Word Games

Name:

Level:.....

Find the vocabulary from chapter 2 that represents The Red Room

1 Red room

6 Injustice

2 Unconscious

7 Orphan

3 Attack

8 Pain

4 Silent

9 Cold

5 Grave

10 Cries

R	U	N	C	O	N	S	C	I	O	U	S
E	W	Z	O	A	T	T	A	C	K	K	I
D	P	X	L	S	P	S	E	A	A	W	L
R	S	L	D	A	E	W	L	P	Y	Z	E
O	R	Q	I	W	S	E	V	A	R	G	N
O	I	N	J	U	S	T	I	C	E	F	T
M	R	R	E	T	I	Q	P	O	O	X	C
A	I	N	O	R	P	H	A	N	T	W	U
P	C	R	I	E	S	F	E	Z	S	T	A

Name:

Level:.....

Grids

In chapter III of Jane Eyre. we found out that Dr. Lloyd asked Mrs. Reed to send Jane to school. Jane thought that going to school was better than staying at Mrs Reed's house. Write some words that best describe possible schools for Jane. Write them in the appropriate boxes. Use your Dictionary, if necessary

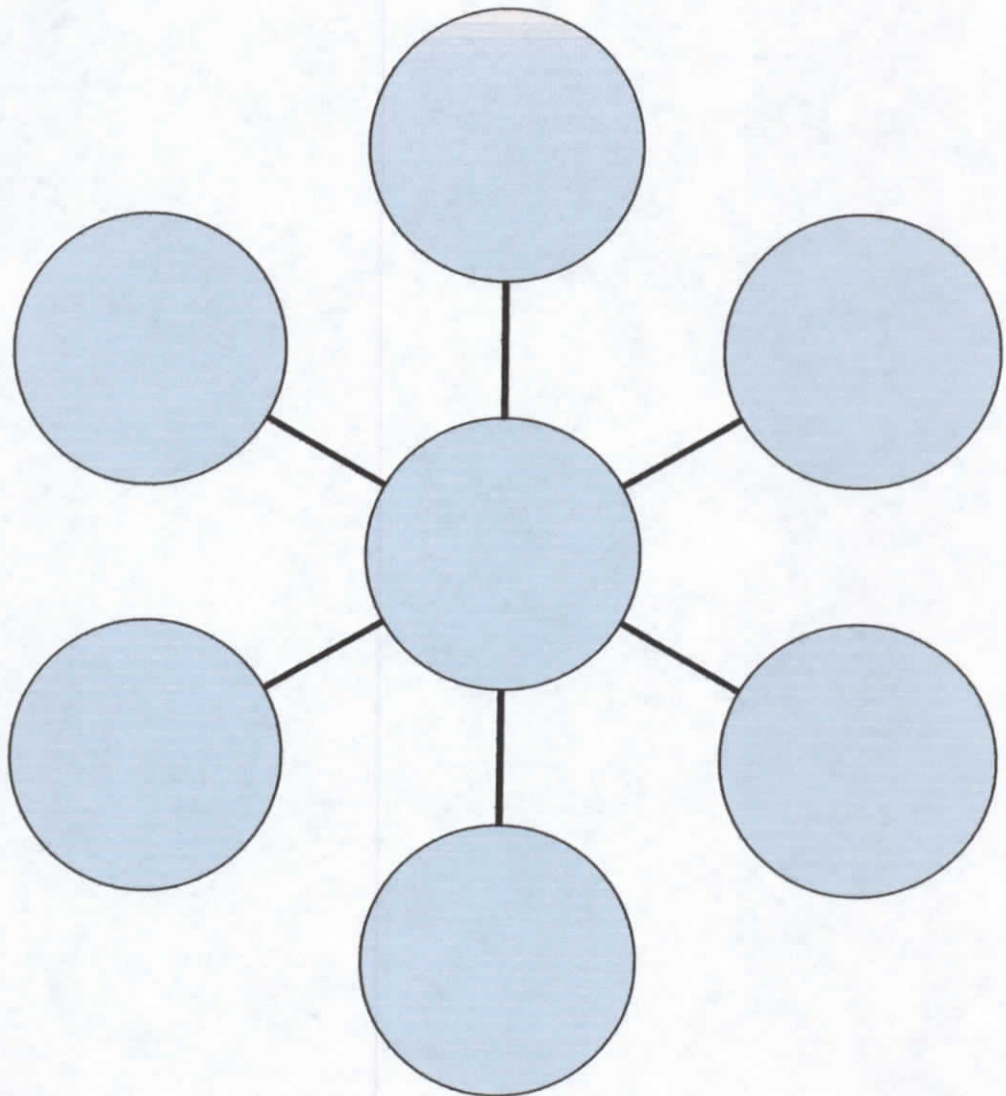
POSSIBLE SCHOOL NAME	NUMBER OF STUDENTS	SUBJECTS	TEACHERS' CHARACTERISTICS	LUNCH	TIMETABLE
1. Yorkshire School	1000	Math Poetry	Friendly Kind	Beans	From 7 a.m to 2 p.m
2.					
3.					
4					
5					

Name:

Level:.....

Notion Pictures

From Chapter IV choose only one concept, *heaven*, *hell*, *Christian principles*, *lie*, or *truth*. Then write it down in the circle of the centre. In the remaining circles, make drawings representing the chosen concept. Finally, label your drawings by making use of a dictionary, if necessary.



Name: _____

Level: _____

Read chapter 12 and design a crossword. Use the words that impressed you.

ACROSS

DOWN

Technique: Creating a sense of need for a word

Activity: Working with texts

Name:.....

Level:.....

Incomplete sentences

Read chapter 3. Then complete the following sentences.

Jane would like Dr Lloyd to stay with her because she felt..... and
..... while he was there.

The next day Jane felt and Silent kept running
down my face

Bessie offered Jane a cake but she could not eat it. She brought me
my book but she could not read it.

When doctor asked Jane what she was crying. Jane answered. 'I am crying
because I feel

Dr. Lloyd questioned Jane about the red room incident. He asked her what other
things made her

Jane was listening Dr Lloyds and Mrs Reed conversation. She learned something
of her family history. Her father had been a clergyman.

Bessie was moved by the Jane' story and said: '..... Jane. We must pity her.
Miss Abbot'

Miss Abbot replied to Bessie comment. 'If Miss Jane were a child
like Miss Georgiana with her hair and eyes. one might feel
..... for her.

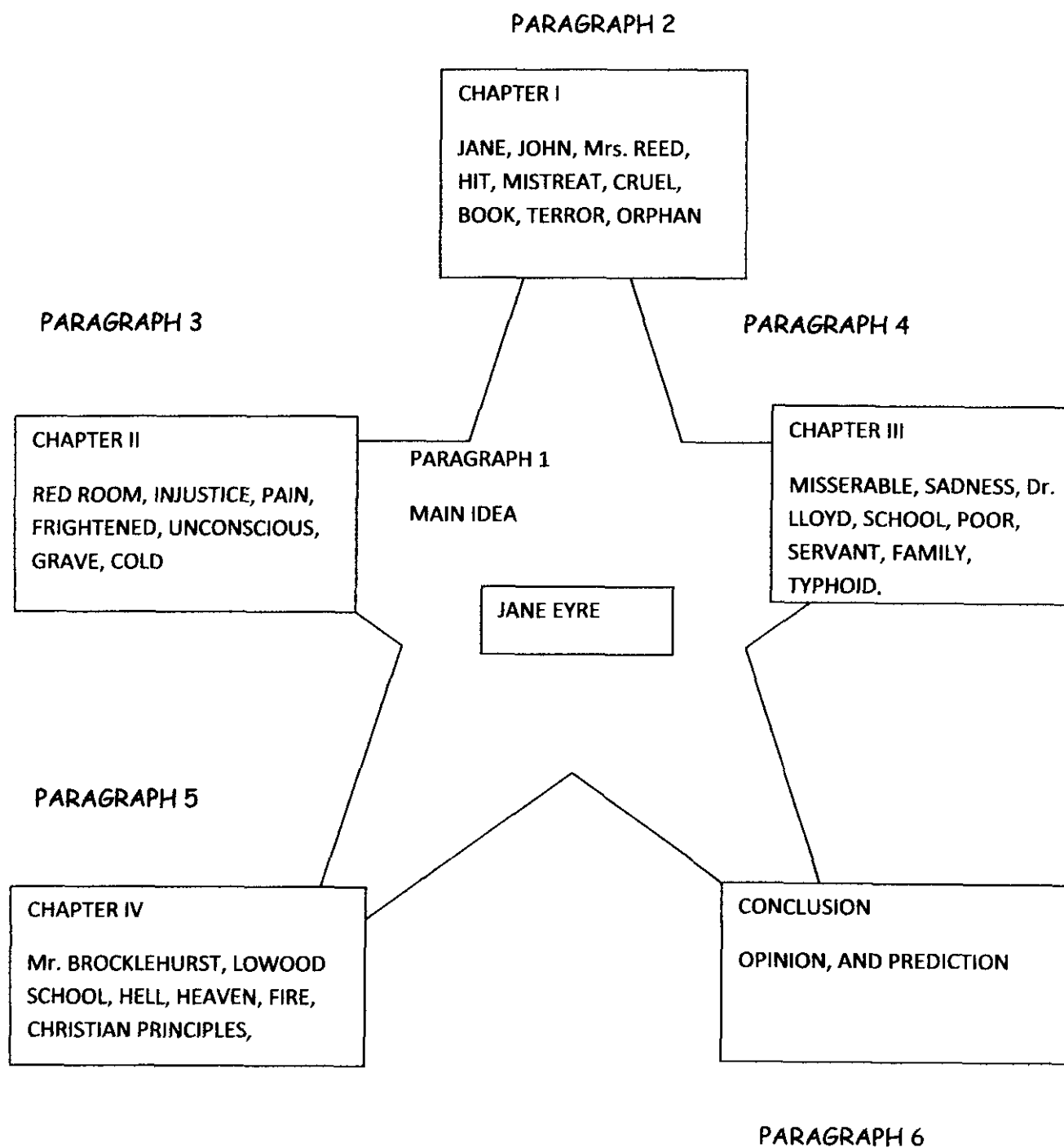
Write the words below

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name:

Level:

In the extra sheet, write a summary about chapters I. II. III. and IV that contains main idea, four detailed paragraphs and a conclusion. Use the words from the star to write your paragraph. Each corner has vocabulary related to each chapter that can be useful when writing the summary.



Write a summary about the story.

MAIN IDEA (1)

.....
.....

(2)

.....
.....
.....

(3)

.....
.....
.....

(4)

.....
.....
.....

(5)

.....
.....
.....

CONCLUSION (6)

.....
.....

Name _____

level: _____

Read chapter 14 and develop the Jungle poems by using words that best describe each of the following characters

J _____

A _____

N _____

E _____

M _____

R _____

R _____

O _____

C _____

H _____

E _____

S _____

T _____

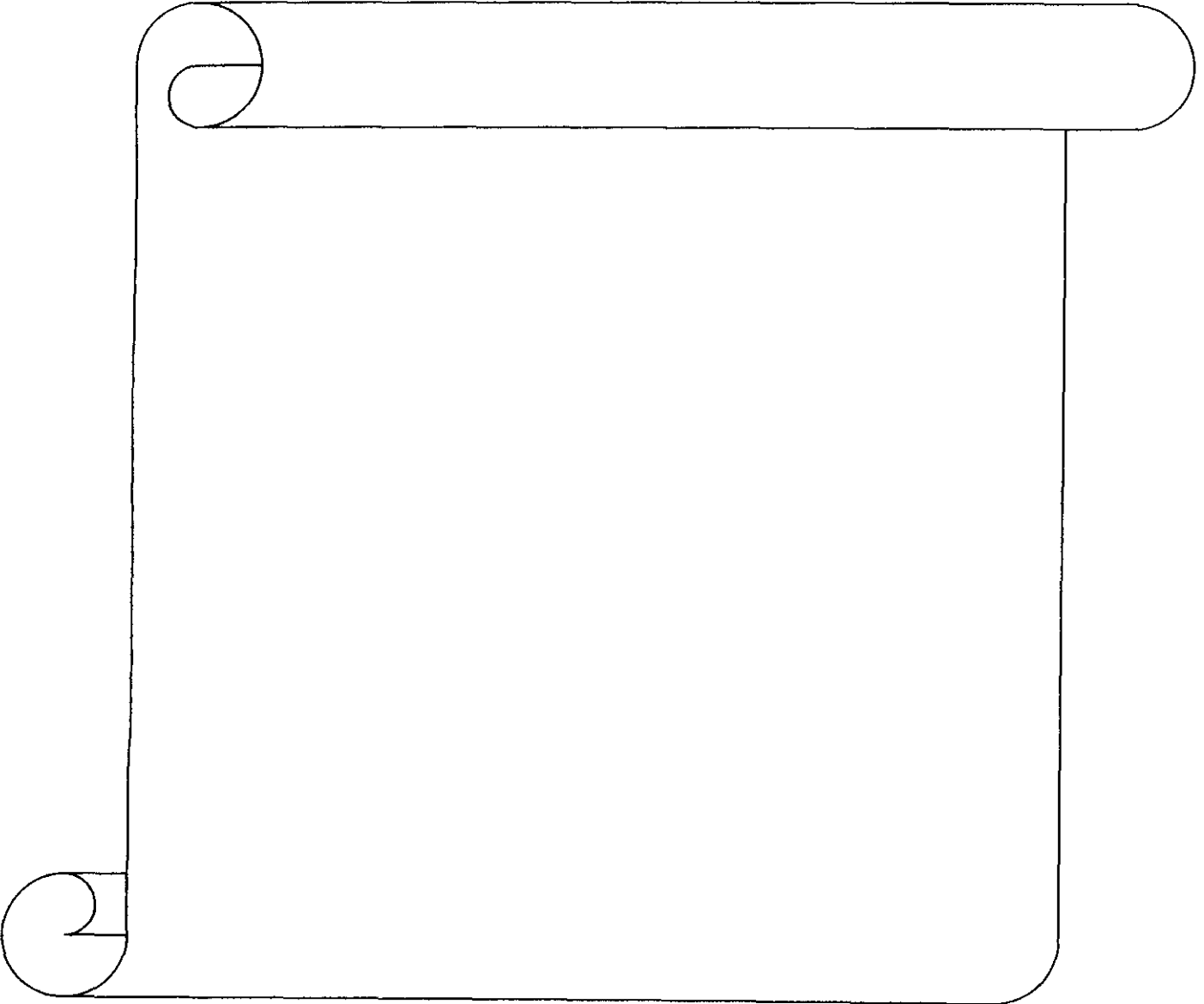
E _____

R _____

Name: _____

Level: _____

Jane left Thornfield and she found refuge in a warm place. Read chapter 27 and design a missing poster. Let's imagine that Mr. Rochester is looking for Jane and he wants to design a missing poster to label it everywhere. Help Mr Rochester to design the poster and write some characteristics about Jane on it. Do not forget to paste a picture.



Technique: A look at a textbook lesson

Activity: Working with texts

NAME: _____

LEVEL _____

Read chapters 10-11. Read the phrases that some characters said. Write the characters' names in the lines provided.

You can use the following names: Jane. Bessie. Mr. Eyre. Mrs. Fairfax. Sophie

1. I stayed at Lowood for eight more year- six as a pupil and two as a teacher _____
2. I wanted liberty _____
3. A period of my life was closing tonight. a new one opening tomorrow _____
4. I am now married and have a little boy and a girl that I've called Jane _____
5. Miss Eliza is much taller than you _____
6. Oh. you are quite a lady. Miss Jane _____
7. I cannot stay because I am going on a journey to a foreign country. an island Madeira _____
8. John is such a slow driver _____
9. No - I have no family. I am so pleased you are here. The winter is so long on my own with only the servants with company _____
10. I sometimes wished that I was more beautiful _____
11. Mais oui. certainement. _____
12. Ah! You speak my language as well as MR. Rochester does. _____
13. I lived with my mammd. but she has gone to the holy virgin _____
14. I heard an unexpected sound - a laugh. A strange humourless laugh _____
15. Grace Pool is one of the servants _____

Name: _____

level: _____

Read chapter 13 Thornfield comes to life and complete the phrases with your opinions about the chapter.

I think that Mr. Rochester

.....

I believe that Jane

.....

I guess that Mrs Fairfax

.....

I think that Adele

.....

I think that this chapter

.....

I believe that Thornfield

.....

Name: _____ level: _____

Read chapter 15 and 16 Mr Rochester reveals Adele's past; a dramatic event brings Jane and Mr. Rochester closer. And Jane remembers that she is only a governess

In groups of three write a 60 words summary about the chapter.

GROUP #

Now, pass your summary to next group. And take another group's summary. Read the summary and write a new 30 words paragraph.

GROUP #

Pass the new summary again and now read the next summary and write a 10 words summary.

GROUP #

Name _____ Level: _____

Read Chapters 17, 18, and 19. Develop the snowball summary. Complete the following chart with the information required.

Chapter	Events	Themes	characters' reactions
17	@ Mr Rochester might stay away for a year or more. @ — @ —	Fashionable society comes unexpectedly to Thornfield	Jane feels sad.
18	@ — @ — @ —		
19	@ — @ — @ —		

Technique: Showing the meaning of words

Activity: Working with texts

Name: _____

level: _____

Name four people from the story that impressed you the most and tell why.

PERSON 1

WHY?

PERSON 2

WHY?

PERSON 3

WHY?

PERSON 4

WHY?

Name:.....

Level:.....

Customizing a text

Read chapter IV and select a dozen of words emphasizing what chapter IV is about. Then, write them down and find their synonyms.

WORDS FROM THE TEXT**SYNONYMS**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Technique: Using real objects

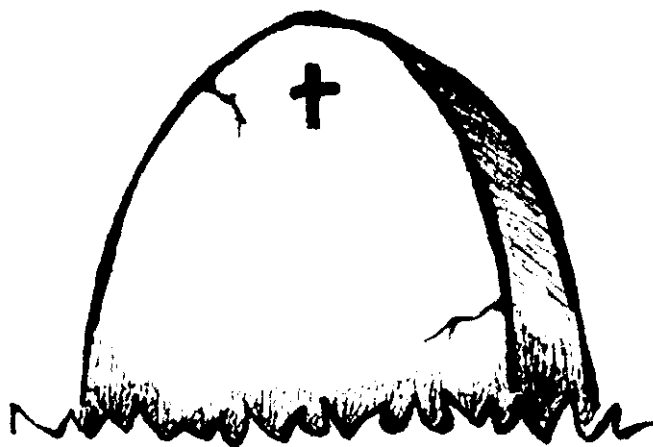
Activity: Pictures and mimes

Name: _____

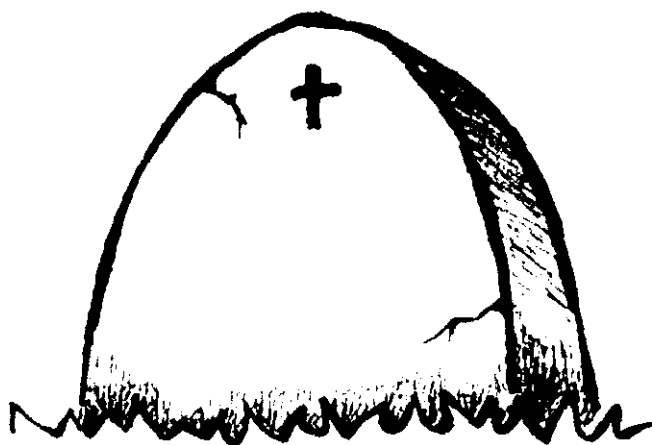
Level: _____

Jane had bad news about John and Mrs Reed. Albert told her that John died and Mrs Reed dies at the end of the chapter. Using the outline of a tombstone, write a short epitaph for John and Mrs Reed.

Here Lies John



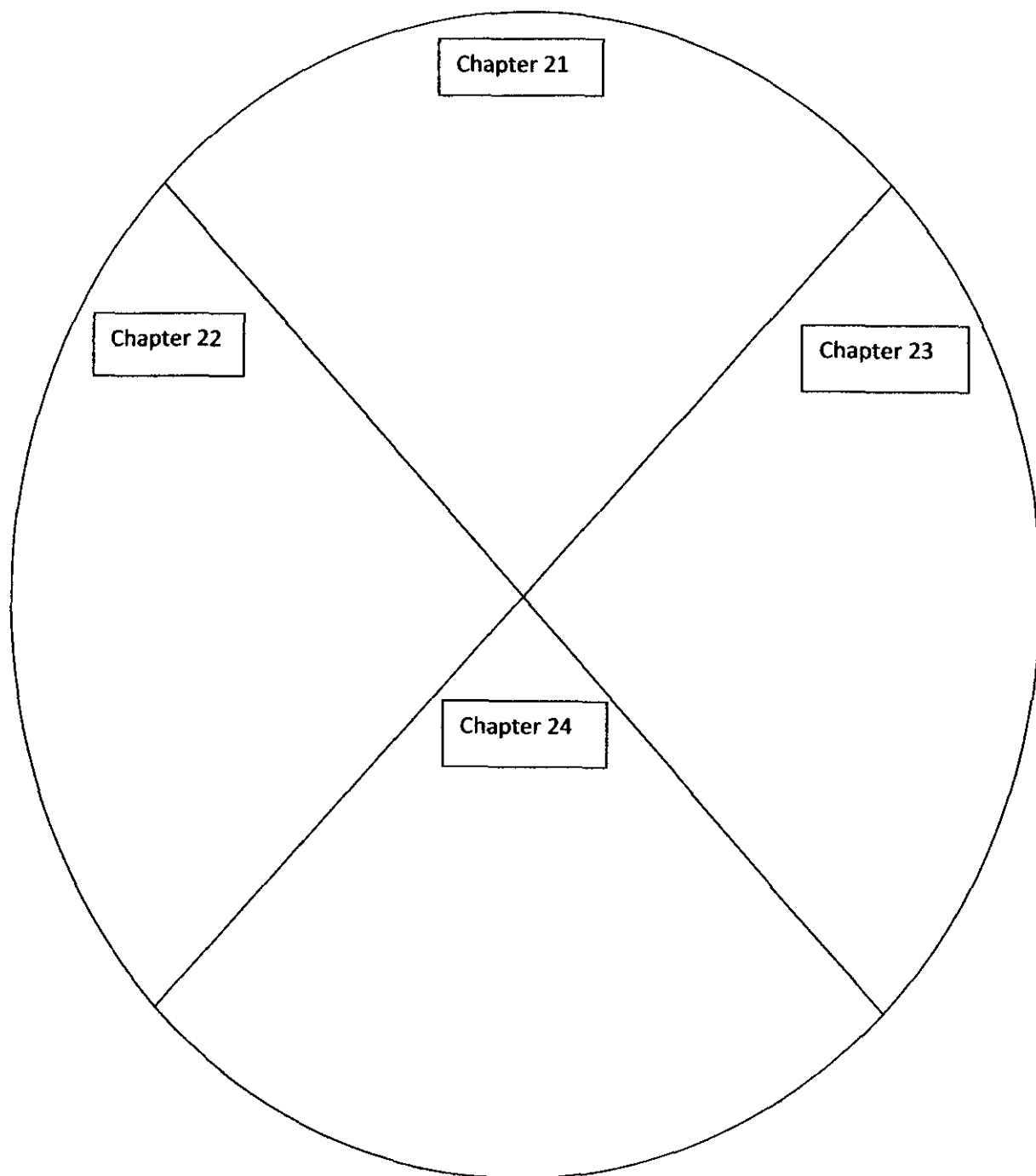
Here lies Mrs Reed



Name: _____

level: _____

Read chapters 21, 22, 23, and 24. Make a visual snowball summary about each chapter. Then label the pictures with some phrases that let your teacher know what happens in the chapters.



Name: _____

Level: _____

Read chapter 25 and 26. Suppose you are Jane and as you know the truth about Thornfield's dark secret, you are going to publish the news on a local newspaper.

Write the article about the news and paste pictures about it.

Technique: A look at the textbook lesson

**Activity: Pre-text activities and working with
texts**

Name: _____

Level: _____

ROMEO AND JULIET ACT III

1) Pre-reading questions

a) Now that Romeo and Juliet are married, what will their families' reaction will be?

b) Will any of Juliet's relatives be particularly angry?

Name: _____

Level: _____

- 2) After you've read ACT III
- a) Reorganize the letters to spell words from the text and match them to the definitions on the text and match them to the definitions on the right. All the words can be found in ACT III.

b) Nluge	Great trouble
c) Ugroe	Quick, flexible
d) Ewo	Thrust, stab with a sword
e) Llgaant	Groups of trees
f) Eiagl	Dark and depressing
g) Focfin	Difficult situation
h) Aidsml	Brave, courageous
i) Aperdicment	Chide, reprove, tell off
j) Hichlhood	Box in which a dead body is buried
k) Osclid	Die of hunger
l) Vaster	Infancy

- 3) Now fit each of the words into one of the sentences below. You may have to change the form or the tense of the word
- a) The island has a warm climate and is famous for its lemon
_____.
- b) She jumped over the fence with surprising _____
considering her age.
- c) The _____ was lowered slowly into the grave.
- d) What _____ weather. It's so dark it could be night.
- e) He _____ at me with his dagger.
- f) We were all deeply saddened by his tale of _____.
- g) He's very _____ gentleman and has distinguished himself many
times in the battle.
- h) He's always depressed, but I think he had an unhappy.

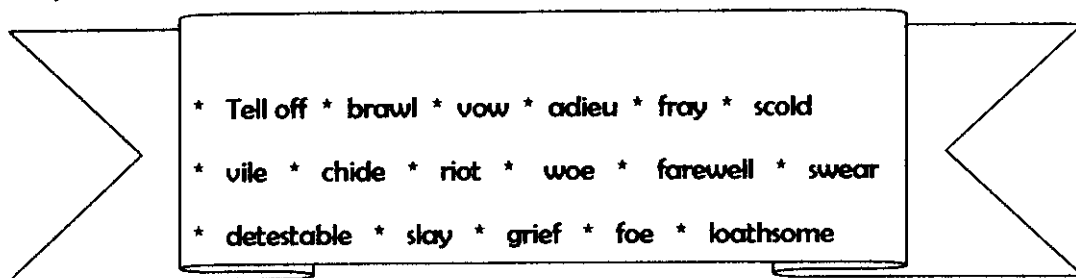
Technique: Showing the meaning of words

Activity: Dictionary exercises and word games

Name: _____ Date: _____

ROMEO AND JULIET ACT IV

1) Write the words in the box next to the words with a similar meaning.



Fight	_____	_____
Kill	_____	_____
Promise	_____	_____
Goodbye	_____	_____
Sorrow	_____	_____
Reprove	_____	_____
Enemy	_____	_____
Hateful	_____	_____

In which of the following sentences can you take one word out and use these words instead?

1) In spite of

2) even though

- She drank the liquid because she trusted the friar.
- She drank the liquid although she was afraid.
- She drank the liquid despite her fears.
- She agreed to the plan because there was no alternative.

Name: _____

Date: _____

ROMEO AND JULIET ACT V

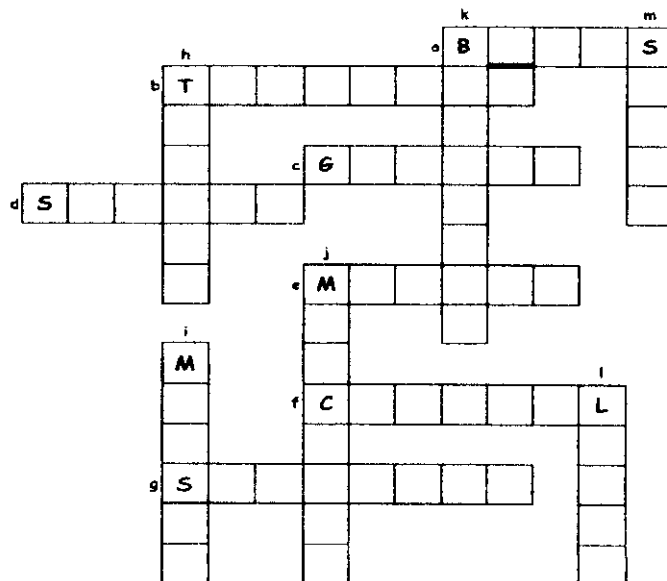
Complete the crossword below with the words from the text.

ACROSS

- a) Extreme joy
- b) Ragged. joy
- c) Stuffed (with food)
- d) Cover for a dagger
- e) Covered in blue fungus.
going bad
- f) Health-giving drink
- g) Scatter small drops of
liquid

DOWN

- h) Put a stop to. make
difficult
- i) Small piece of food
- j) Evil. harm
- k) Very poor
- l) Arms and legs
- m) Bone of the head. cranium



Name: _____

Date: _____

ROMEO AND JULIET ACT V

Creating a new ending

After watching the movie Romeo and Juliet performed by Claire Danes and Leonardo DiCaprio, in groups of three, compare with the ending from your book then create a new one using the pattern of a dialogue.

JULIET.....

ROMEO.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

THE END

Name:

Date:

ROMEO AND JULIET ACT V

Read Act V and find the words that impress you the most and complete the chart.

A as in <u>apothecary</u>
B as in <u>banished</u>
C as in _____
D as in _____
E as in _____
F as in _____
G as in _____
H as in _____
I as in _____
J as in _____
K as in _____
L as in _____
M as in _____
N as in _____
O as in _____
P as in _____
Q as in _____
R as in _____
S as in _____
T as in _____
U as in _____
V as in _____
W as in _____
X as in _____
Y as in _____
Z as in _____

Pre-test sample

CENTRO EDUCATIVO BILINGUE INTERNACIONAL

C.E.B.I

VOCABULARY PRE-TEST

NAME: _____

LEVEL: 7TH _____

DATE: _____

Read the story **OWEN'S BIG SHOW** and develop the test.

VOCABULARY SELECTION

1. Circle the answer that best defines the bold word.

Slow down, Owen, and stay calm, said Sara. Don't Fret!

- a) to be anxious or worried
- b) to be afraid or fearful
- c) to be intelligent or smart

Owen arrives pushing a **wheelbarrow** full of props.

- a) It is an object where you can carry some things
- b) It is an object that you can eat
- c) It is an object that can move by itself

The three pals made such a **ruckus**

- a) food or sandwiches
- b) confusion or disorder
- c) creation or invention

COMPREHENSION

2. Choose the best word from the box that completes the sentence or phrase.

Came up	hollow	bubbles	rose up	bump
juggles				

I like to have _____ in my bath since they are funny.

The boy in jeans _____ with three flaming torches.

I _____ my head with a huge stick because it was dark when I was crossing the street.

My sister _____ in the middle of the act because it was fantastic!

I have to _____ with a better plan otherwise my teacher will get upset.

My friend has _____ balloons which are not working well for the decoration.

VARIETY OF VOCABULARY

3. Use your own words to paraphrase the sentences or phrases.

a) Owen had a problem – a big one.

b) I can't let you and Jack down after we've worked so hard on our act!

c) The three pals made such a ruckus

Write the synonyms for the following words:

a) Bench _____

b) Act _____

c) Come up _____

d) Kids _____

e) Proclaim _____

FLUENCY

3 Based on the pictures underneath answer the following questions.

Listen to the question and point out the object in picture 1.

a) Where is the bird?

b) Where is the bench? _____

c) Where is the boy? _____

d) Where is the wheelbarrow? _____

Tell what you see in picture 1

- e) What can you see in the wheelbarrow? _____
- f) What else can you see in the picture? _____

Listen to the question and point out the object in picture 2.

- a) Where is the fence? _____
- b) Where is the tree? _____
- c) Where is the girl? _____
- d) Where is the path? _____

Production: tell what you see in picture 2.

- a) What is the man having in his hands?

- b) What is the girl having in her hands?

- c) What is happening in the picture?

Post-test sample

CENTRO EDUCATIVO BILINGUE INTERNACIONAL

C.E.B.I

VOCABULARY POST-TEST

NAME: _____

LEVEL: 7TH _____

DATE: _____

Read the story **OWEN'S BIG SHOW** and develop the test.

VOCABULARY SELECTION

2. Circle the answer that best defines the bold word.

Slow down, Owen, and stay calm, said Sara. Don't Fret!

- d) to be anxious or worried
- e) to be afraid or fearful
- f) to be intelligent or smart

Owen arrives pushing a **wheelbarrow** full of props.

- d) It is an object where you can carry some things
- e) It is an object that you can eat
- f) It is an object that can move by itself

The three pals made such a **ruckus**

- d) food or sandwiches
- e) confusion or disorder
- f) creation or invention

COMPREHENSION

2. Choose the best word from the box that completes the sentence or phrase.

Came up	hollow	bubbles	rose up	bump
juggles				

I like to have _____ in my bath since they are funny.

The boy in jeans _____ with three flaming torches.

I _____ my head with a huge stick because it was dark when I was crossing the street.

My sister _____ in the middle of the act because it was fantastic!

I have to _____ with a better plan otherwise my teacher will get upset.

My friend has _____ balloons which are not working well for the decoration.

VARIETY OF VOCABULARY

3. Use your own words to paraphrase the sentences or phrases.

d) Owen had a problem – a big one.

e) I can't let you and Jack down after we've worked so hard on our act!

f) The three pals made such a ruckus

Write the synonyms for the following words:

f) Bench _____

g) Act _____

h) Come up _____

i) Kids _____

j) Proclaim _____

FLUENCY

4 Based on the pictures underneath answer the following questions.

Listen to the question and point out the object in picture 1.

g) Where is the bird? _____

h) Where is the bench? _____

i) Where is the boy? _____

j) Where is the wheelbarrow? _____

Tell what you see in picture 1

k) What can you see in the wheelbarrow? _____

l) What else can you see in the picture? _____

Listen to the question and point out the object in picture 2.

- e) Where is the fence? _____
- f) Where is the tree? _____
- g) Where is the girl? _____
- h) Where is the path? _____

Production: tell what you see in picture 2.

- d) What is the man having in his hands?

- e) What is the girl having in her hands?

- f) What is happening in the picture?

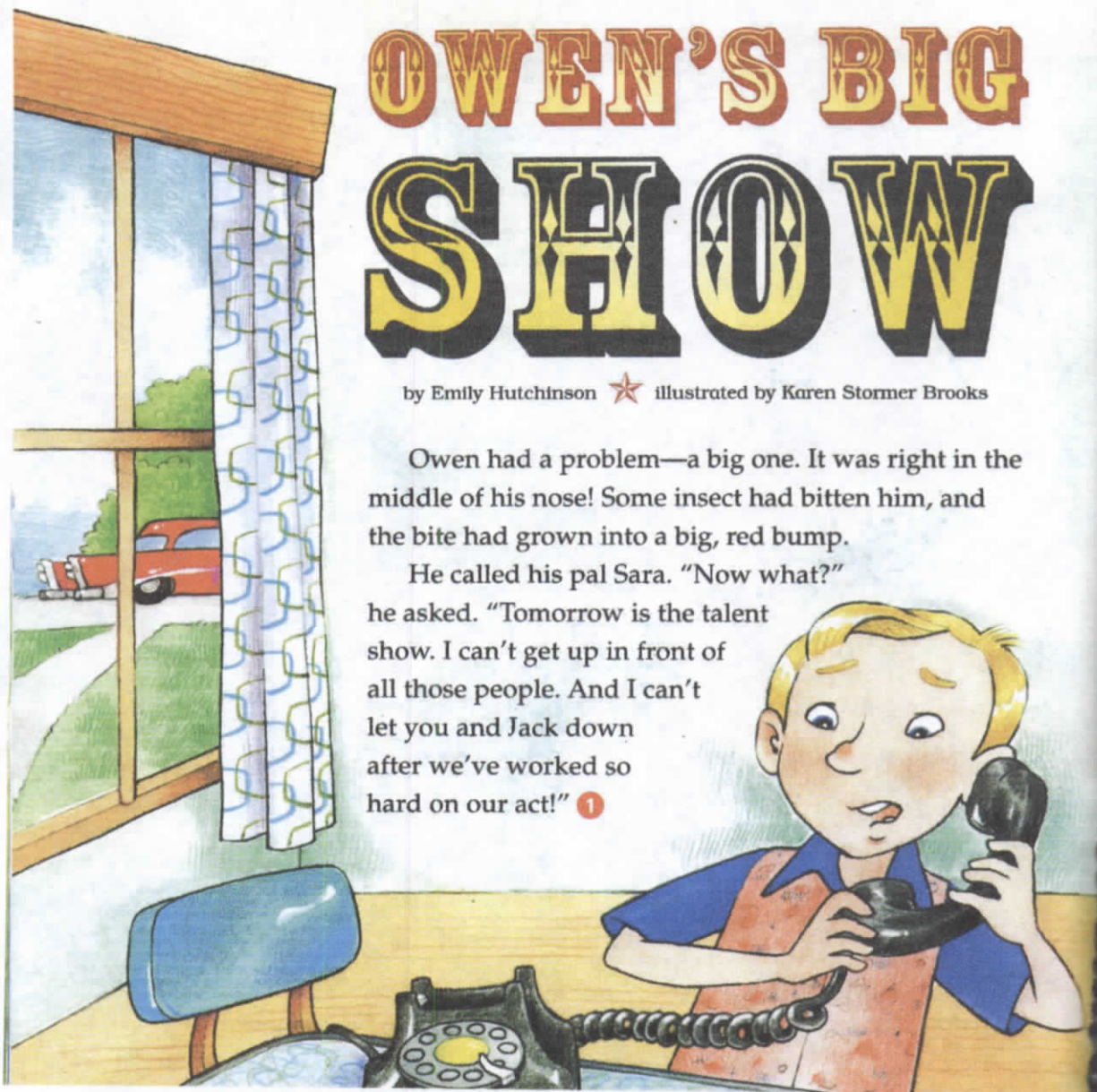
The Owen's big show

OWEN'S BIG SHOW

by Emily Hutchinson ★ illustrated by Karen Stormer Brooks

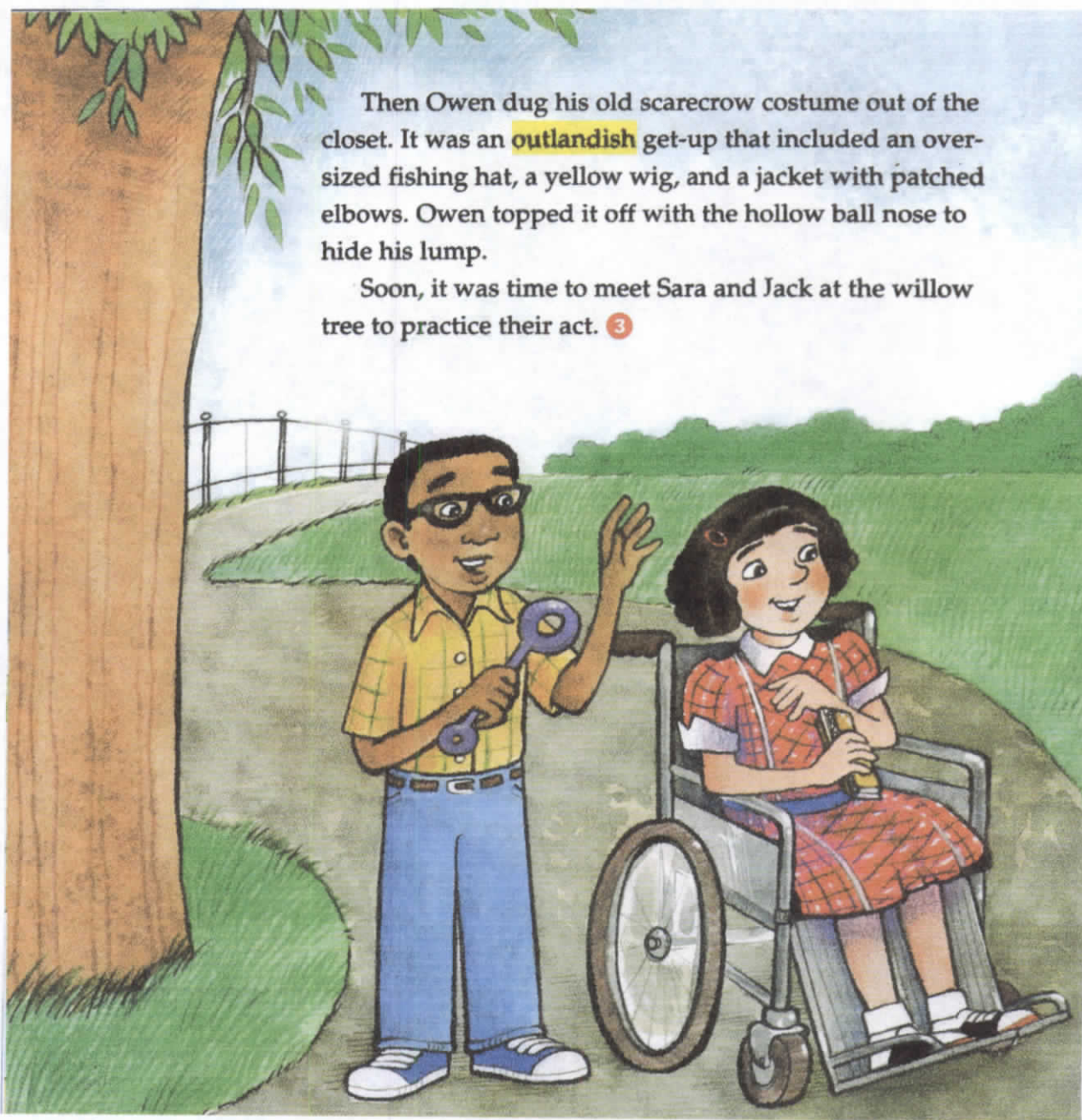
Owen had a problem—a big one. It was right in the middle of his nose! Some insect had bitten him, and the bite had grown into a big, red bump.

He called his pal Sara. "Now what?" he asked. "Tomorrow is the talent show. I can't get up in front of all those people. And I can't let you and Jack down after we've worked so hard on our act!" ❶



Then Owen dug his old scarecrow costume out of the closet. It was an **outlandish** get-up that included an oversized fishing hat, a yellow wig, and a jacket with patched elbows. Owen topped it off with the hollow ball nose to hide his lump.

Soon, it was time to meet Sara and Jack at the willow tree to practice their act. ③



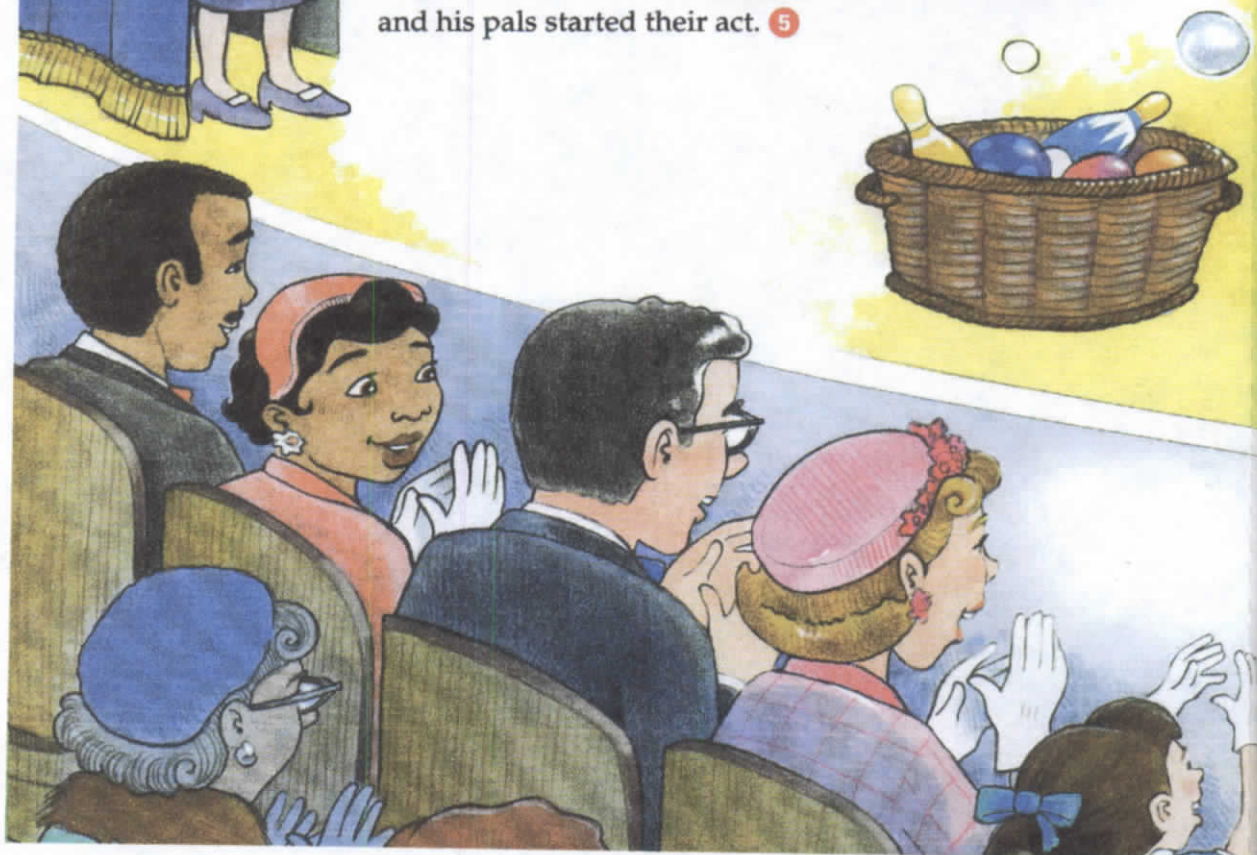


The next day, at show time, Owen could see his mom and his Uncle Pete in their seats. Uncle Pete was the one who had shown Owen how to juggle. He hoped his uncle liked the show.

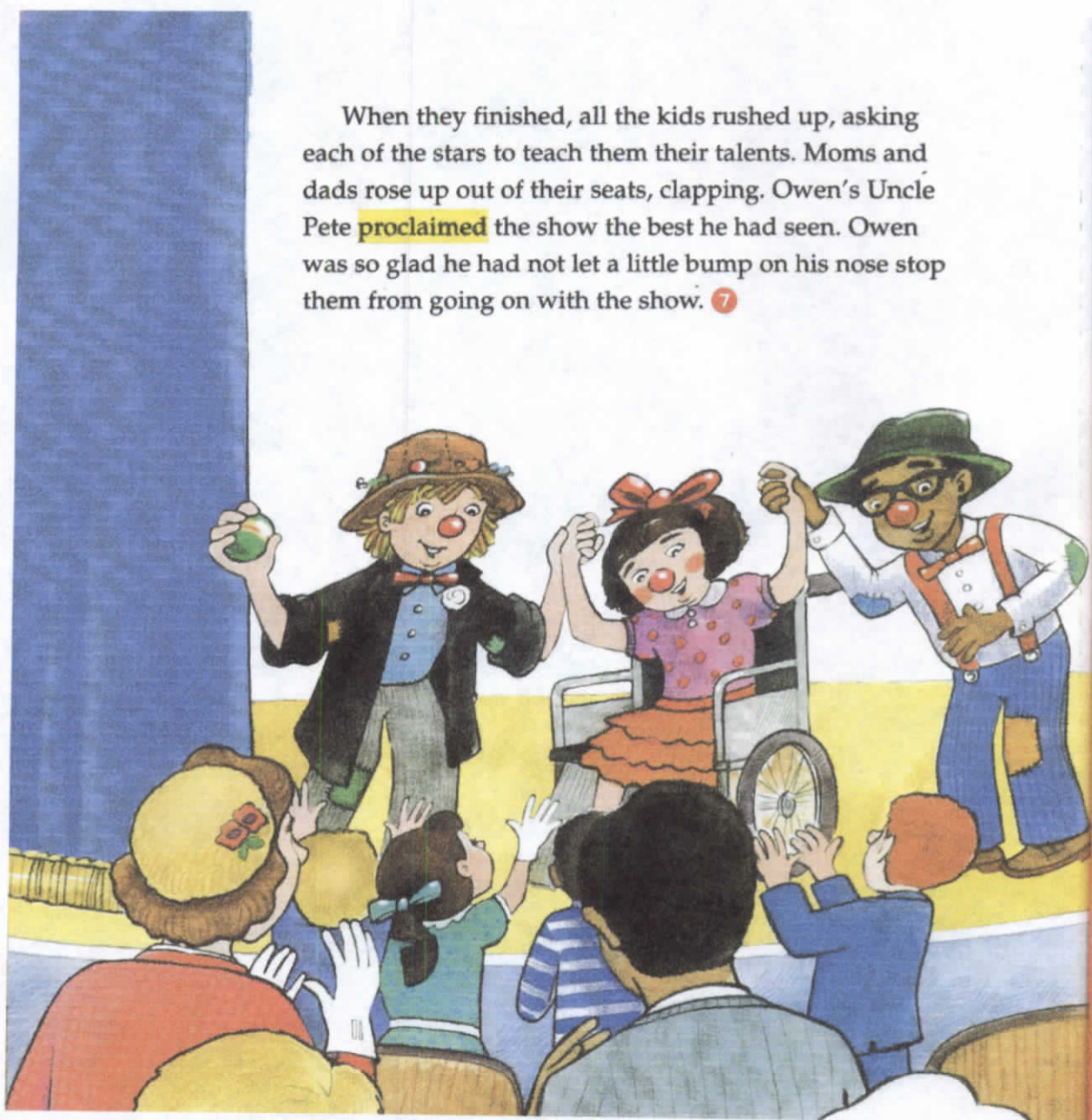
Just then, Mrs. Reed nudged Owen, who was feeling a little tense.

"Time to go on!" the teacher prodded.

"You'll do fine," Jack assured him. This was it. Owen and his pals started their act. 5



When they finished, all the kids rushed up, asking each of the stars to teach them their talents. Moms and dads rose up out of their seats, clapping. Owen's Uncle Pete **proclaimed** the show the best he had seen. Owen was so glad he had not let a little bump on his nose stop them from going on with the show. 7



"Slow down, Owen, and stay calm," said Sara.
"Don't fret! What if you paint the lump red and
make it part of the act?"

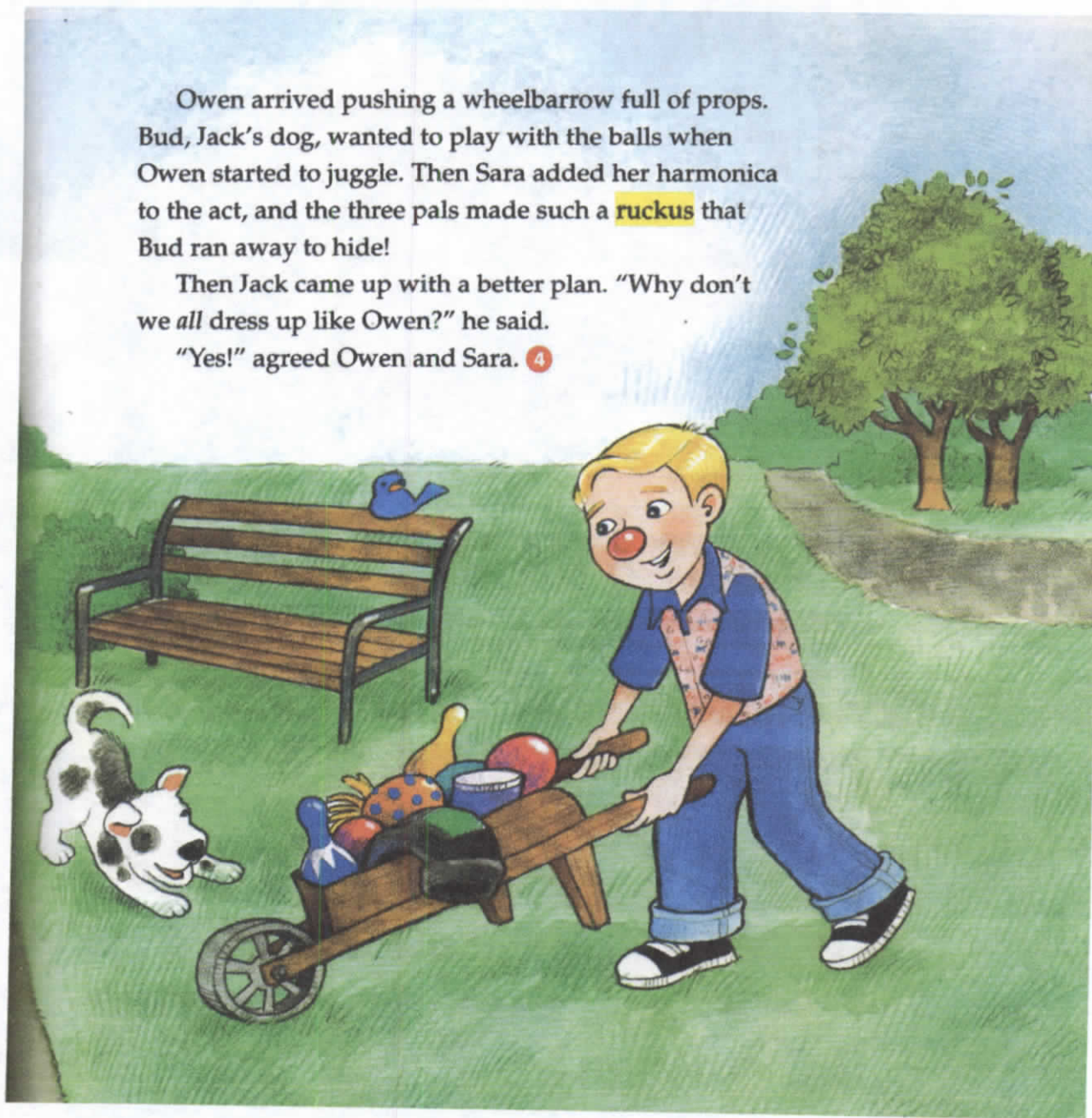
Sara's tip gave Owen the beginnings of a plan.
He asked his mom to help him hollow
out an old red ball and add a
strip of elastic to it. 2



Owen arrived pushing a wheelbarrow full of props. Bud, Jack's dog, wanted to play with the balls when Owen started to juggle. Then Sara added her harmonica to the act, and the three pals made such a **ruckus** that Bud ran away to hide!

Then Jack came up with a better plan. "Why don't we *all* dress up like Owen?" he said.

"Yes!" agreed Owen and Sara. 4





Owen began with balls that looked like bowling balls but were hollow. He juggled small beanbags, and then he juggled balls that glowed. The last thing he did was mix it all up, juggling small things and big things at the same time.

While Sara played her harmonica, Jack was blowing big bubbles to add to the fun. It was a swell act, and the three pals kept it all flowing. 6



Scoring Rubric

Vocabulary-English Rating Sheet

Use a circle to select the best option.

FLUENCY:	
Vocabulary use is fluent and effortless as that of native speaker	5
Vocabulary seems to be slightly affected by language problems	4
Vocabulary is rather strongly affected by language problems	3
Usually hesitant: often forced to literary translation into mother tongue	2
The use of vocabulary is virtually impossible	1
COMPREHENSION:	
Appears to understand the vocabulary without difficulty	5
Understands nearly the vocabulary; although occasional context is necessary	4
Understands most of the vocabulary in context	3
Has great difficulty understanding vocabulary	2
Cannot understand even simple vocabulary	1
VARIETY OF VOCABULARY:	
Variety of vocabulary is virtually that of a native speaker	5
Sometimes uses inappropriate vocabulary but still adequate	4
Frequently uses the wrong words	3
Limited vocabulary and misuse of words	2
Vocabulary limitation so extreme	1
VOCABULARY SELECTION:	
Has no mistakes when selecting a word without context	5
Has few mistakes when selecting a word without context	4
Selects words with difficulty	3
Selects words with context	2
Selects words wrongly	1

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After determining and analysing the results of this study, it is relevant to conclude saying that the dissertation entitles "THE USE OF LITERATURE IN EFL CLASSROOMS IN ORDER TO INCREASE VOCABULARY WITH STUDENTS AT SEVENTH YEAR AT CENTRO EDUCATIVO BILINGUE INTERNACIONAL C.E.B.I." was significant with a 0.025 of significance and reliability, that result rejects the Null Hypothesis and sustained the Research hypothesis. Based on these facts this study can be concluded by pointing out the following features:

1. First, the pre-test contributes to the identification of problems referring to vocabulary proficiency at CEBI School. The lower scores were present on Comprehension and Variety of Vocabulary, which lead us to conclude that students need more techniques and activities that can help them develop and increase those areas. Moreover, pre-test results were almost similar in the scores related o fluency and vocabulary selection. The results on these two areas let us know that seventh level students can use more vocabulary when speaking

rather than when writing or selecting words from contexts. The fluency item was appropriate for them since they liked and performed better. It can be said that this step of the process helps us notice the level of English of the students and what to do according to the results.

2. Second, the techniques applied fit them perfectly except at the beginning of the book *Jane Eyre* until they realize the point of the story. Techniques such as: **Commands in vocabulary lessons, Showing the meaning of words, A look at the textbook lessons, Reviews, and Creating a sense of need for a word** were applied efficiently during the school year 2008-2009 at CEBI. It can be asserted that students love every single activity applied in order to develop the technique. At the beginning, students thought that reading a text in English means writing summaries about every chapter but little by little they realized that reading is not boring and that the teacher can make the process of reading or learning new vocabulary easier. Students had the feeling that the books were shorter than what they really are. Just to clarify the idea, **Jane Eyre** book written by Charlotte Bronte consists of 144 and **Romeo and Juliet** written by Shakespeare (simplified stories) 80 pages.

Some activities have been developed in each chapter, that way; students worked with enthusiasm and responsibility. It is certain that the activity they liked the most was the creation of a dictionary with the story Romeo and Juliet since the story contains inactive vocabulary like Alas (expression of sadness). They decorated the notebook and felt proud of having their own dictionary created by their own. Finally, the most positive fact of this study is that students had a new experience about reading and they know that one of the benefits of reading is that they can improve their vocabulary. Applying techniques lasted 5 months and the post-test was applied

3. Third, the post-test was elaborated and applied in order to analyze the final results and clarify our doubts about the hypothesis. Fortunately, the results were positive and determine the way that the vocabulary techniques work on them. Students from the experimental group got higher scores on Comprehension and Variety of vocabulary and they keep Fluency and Variety of Vocabulary scores.

4. Finally, it is significant to say that the contribution of this study is that students have changed

their point of view about reading an English text. Now they feel confident and relaxed when reading books, articles, and other piece of literature. To conclude, the most important fact of this work is that students have changed their attitude towards reading since they know that they can expand their vocabulary without too much effort.

Recommendations

The experience of developing this research has been remarkable since it is known that this study has helped my students to change the perception of reading. Now they feel that they can read more than before and that vocabulary plays an important role in reading. This study makes me feel more confident when using a literary text or textbook because vocabulary techniques work at any level of English. Based on this experience the research would recommend the following:

1. Teachers at CEBI should use vocabulary techniques and activities in order to help students change the perception about reading and learning new vocabulary. It would be also positive to train teachers about reading and vocabulary technique as well as in selecting and evaluating texts.

2. It is also recommended to select appropriate texts that meet students' expectations since it can contribute to the process of the course. English Teachers should take into consideration: students' age, level, background, likes, dislikes, objectives, and needs. That

way, students will feel confident and they will think that the text has been designed just for them. If teachers and institutions do this, they will immediately notice the changes on children. Teachers should bear in mind that every single decision we make for our students, can affect the kids either positively or negatively. So why do not take the responsibility in our hands and make students feel confident and happy when reading a literary text?

3. Another suggestion is that Teachers should help students to become part of the process when selecting and preparing activities with the literary text. Make students create something by themselves can be enjoyable and meaningful for them. So let students be part of the process and change their thoughts about reading and learning English Vocabulary!

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ANNEXES


**Examples of Activities according to techniques
and the group**

Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 PRE-TEXT ACTIVITIES (TABLE 1)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES
What is in the text?	Elementary to Advanced	20-30 min.	Choose a text and from it select 5-8 items of vocabulary for presentation as a words rose.	<ul style="list-style-type: none"> • Put up the word on the board • Tell the Ss that they are going to read a text in which these words appear • Ask them in groups of 4 to speculate on the content of the text • Give out copies of the text for comparisons and discussion 	Challenge. cattle. digits. determine. wisdom. category
Predicting words	Intermediate to Advanced	20-25 min.	Choose a text with a fairly narrow and predictable set of vocabulary. E.g. Advertisements. news items. recipes. etc	<ul style="list-style-type: none"> • Tell the Ss that later in the lesson they will read a text. • Give them a very rough idea of what the piece will be about • Ask Ss in pairs to predict some of the vocabulary they 	A Polish colleague. Malgorzata Sz waj. Glasgow home

				<p>might encounter in the text. Tell them to produce at least 8-10 items. Allow dictionaries.</p> <ul style="list-style-type: none"> • Ask Ss to form larger groups and explain their lists to one another • Give out the text 											
Meaning graph	Elementary or Advanced	20-30 min.	Choose words from the text that could easily occur in more than one context	<ul style="list-style-type: none"> • Draw two axes of a graph on the board and give each axis a context or field label. • Ask Ss to copy the graph and then working individually to place the words in the list or their numbers on the graph • Pair the Ss off and get them to compare their word graph • Give out copies of the passage and ask them to judge how the words are used there. 	<table> <tr> <td>1. Good bye</td> <td>2. Horses</td> </tr> <tr> <td>3. Luck</td> <td>4. Jaguar</td> </tr> <tr> <td>5. Office</td> <td>6. Money</td> </tr> <tr> <td>7. Train</td> <td>8. Morning</td> </tr> <tr> <td>9. Town</td> <td>10. London</td> </tr> </table> 	1. Good bye	2. Horses	3. Luck	4. Jaguar	5. Office	6. Money	7. Train	8. Morning	9. Town	10. London
1. Good bye	2. Horses														
3. Luck	4. Jaguar														
5. Office	6. Money														
7. Train	8. Morning														
9. Town	10. London														

<p>Cards on the table</p>	<p>Intermediate to Advanced</p>	<p>20-30 Min.</p>	<p>For the first class prepare a set of 24 cards. each bearing a different word.</p>	<ul style="list-style-type: none"> • Arrange the classroom so that the group of Ss can stand around a table or tables • Lay out a set of cards face-up random order on the table • Ask Ss to arrange the cards in groups of three and four according to the meaning. Stress that all the cards must be used. • Invite the group to justify their card arrangement. If there is more than one group get them to circulate and see what other groups have done. 	<table border="1" data-bbox="1502 228 2020 642"> <tr> <td>Man</td> <td>animal</td> <td>enemy</td> <td>Boy</td> </tr> <tr> <td>Son</td> <td>soul</td> <td>family</td> <td>Baby</td> </tr> <tr> <td>Stomach</td> <td>group</td> <td>Girl</td> <td>Friend</td> </tr> <tr> <td>Pet</td> <td>head</td> <td>woman</td> <td>Head</td> </tr> <tr> <td>father</td> <td>heart</td> <td>daughter</td> <td>Mother</td> </tr> <tr> <td>blood</td> <td>child</td> <td>mind</td> <td>god</td> </tr> </table>	Man	animal	enemy	Boy	Son	soul	family	Baby	Stomach	group	Girl	Friend	Pet	head	woman	Head	father	heart	daughter	Mother	blood	child	mind	god
Man	animal	enemy	Boy																										
Son	soul	family	Baby																										
Stomach	group	Girl	Friend																										
Pet	head	woman	Head																										
father	heart	daughter	Mother																										
blood	child	mind	god																										
<p>Words on a map</p>	<p>Intermediate to Advanced</p>	<p>20-30 min.</p>	<p>Choose a passage and pick out 10-12 words and phrases from it to focus on.</p>	<ul style="list-style-type: none"> • Show the image to the class and give them a list of words. Ask them to decide which words apply in some way to the image. 	<p>Variations. component. to generate, experiment, in one's voice, to run into, mobility, daring to change, justifications, standard rules.</p>																								

		<p>Choose an image (a map, picture of a person, a symbol)</p>	<ul style="list-style-type: none">• Alternatively, give out copies of the image and ask them to write the words on it.• Ask them to compare notes with their neighbours• Give out copies of the text.	
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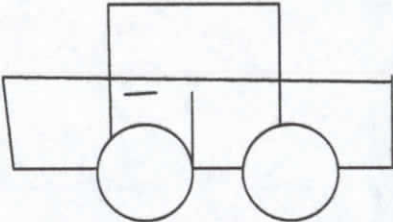
Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 WORKING WITH TEXT (TABLE 2)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES
Customizing a text	Intermedi ate to advanced	20-30 min.	From the reading passage you propose to use next with your class, select a dozen of words to focus on. Prepare a sheet of 30-40 different words.	<ul style="list-style-type: none"> • Give the students the reading passage to look through. • Slowly say the words you have chosen, while the Ss underline them in the passage • Give out the sheet of alternative words. • Ask Ss to select substitutes from the sheet for the words underlined • In pairs Ss look at and discuss each other's choices. 	<p>Words for dictation: prominent, facilities, command, public, target, burden, stretched, attack, runway, shelters, operated, unilateral, supervised, tasks, missile.</p> <p>Alternative words: exciting, election, confused, espionage, extended, run, alarming, threat, designed, one-sided, payment, tarmac, bomb, services, advice, expensive, tax, money, private, dictate, labour, collection, party, control, relation, demand, army, subvert, side, manager, regime, dominate, communist, oppose, forces, population, thought, surprise, hideouts, superb,</p>

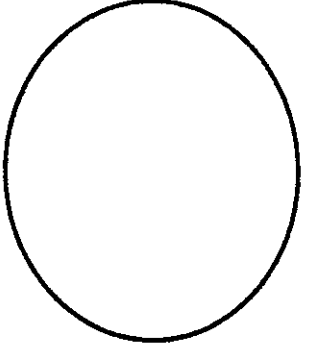
Where else do they fit?	Intermediate to Advanced	30-45 min.	Choose a passage and list 8-12 words from it that can be contextualized in other fields. Then prepare three word sets of other words to indicate particular fields in which the words from the text can be recontextualized	<ul style="list-style-type: none"> • Tell the Ss to read the passage and check the words they do not know. • Give them the words you have selected from the passage • Give out or put up on the board the three word sets you have constructed and ask the Ss to fit as many of the text words as they can into the sets. • Ask Ss. in groups of 3-5, to compare their matchings. 	<p>8-12 words: suit, ball, hitch, rough, space, gear, reckon, automatically.</p> <p>Three word sets: (suit) fit, belong, blend, (ball) party, reception, dance, (space) typewriter, comma, misprint, (hitch) snag, delay, problem, (rough) smooth, sticky, slippery, (reckon) believe, fact, opinion.</p>
Correct the teacher	Elementary to Advanced	25-35 min.	Write out an anecdote in short sentences. Pick 10-15 words from it that you want Ss to focus on and write paraphrases of them. Substitute your paraphrases for the words in the text. and then write out the original words on cards to be given out of the class.	<ul style="list-style-type: none"> • Read the story once through so that the Ss get the outline of it. • Give out the cards to the Ss. give them a chance to check them. • Tell the class that you are going to read the story again, but that this time they should stop you as soon as they hear a paraphrase of a word. • Read through the story again. 	<p>Paraphrases in text Original words on cards</p> <p>Stomach paunch Lorry truck Bendy Twisting Notice Sign Stopped Pulled up Got out Climbed down Thoughtfully Pensively Policeman Problem Trouble Re-inflated</p> <p style="text-align: right;">Cop</p>

			You will need one card for each student.		Pumped up again Attentively Carefully Weightily Ponderously
A memory game	Intermediate to Advanced	15-25 min.	Choose a shortish text. and select from it 8-10 words; include in your list 3-4 words that appear several times, and a couple that are repeated many times, E.g. Articles, pronouns, etc Count the number of times that each item on the list appears on the text. Add to the list 2-3 words that are connected or are of similar meaning to words in the text, but which do not appear in it.	<ul style="list-style-type: none"> • Give out the text, and ask the Ss to read it through once. Give them a fairly ungenerous time limit for this. • Remove or ask them to turn over, the texts, • Give out or put up on the board, the list of words you have prepared, without the frequency count. • Ask Ss to remember or guess the number of times each word appeared in the passage. Tell them that there are a few of words on the list that were not in the passage at all. Ask them not to refer back to the text. • Put up the frequency count for each word, and ask them to read through the text again. 	Word List: Village (2) Very (3) Small (0) Long (3) Man (0) House (0) Most (1) Kitchen (2) Few (1) People (0)

Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 PICTURES AND MIMES (TABLE3)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES
Competitive dictation	Beginner to Intermediate	15 min.	Have ready, for your own use only, a list of the main parts of a car.	<ul style="list-style-type: none"> • Draw the minimal outline of a car on two large sheets of a card. Stick these to the walls at either end of the room • Divide the class in two groups, and ask each group to gather round one of the outline cars. Give each group a marker pen. • Shout out the first item on the list you have prepared, each team has to write the word on the appropriate part of the car, and draw the item in if it is missing. • Ask the two teams to compare labelling, spelling. etc 	Bonnet, handbrake, headlight, steering wheel, roof-rack, windscreen, wiper, etc 
Notion Pictures	Beginner to Middle-	20-30 min.	Choose a concept like joining, water things, or	<ul style="list-style-type: none"> • Exemplify the chosen concept by drawing: For joining this might be, 	With the word joining Ss have produce the following drawings:

	Intermedi ate		protection. Take a large dictionary with you to class, especially if English is not your mother tongue	<p>say, a hinge and a priest marrying two people.</p> <ul style="list-style-type: none"> •Ask Ss to draw as many things and people that join as they can. •Once the Ss have got a good number of drawings down on paper, and not before, ask them to label their drawings. They can make use of each other's knowledge, of dictionaries, and of you as an informant •Ask the Ss to stand up and work in pairs, showing their drawings and teaching their words to other people. When they have finished with one partner, they should move on to another, rather than cluster in larger and larger groups. 	Crowd, river, diving line, audience, apex, swimming pool, engagement ring, bread and butter, electric plug cocktail border, handcuffs, bridge, comma, shelf.
Build words into a picture	Beginner to Advanced	15 min.	Choose twelve words from the next unit you are going to teach. They should be new words	<ul style="list-style-type: none"> •Ask Ss to draw a picture incorporating some of the new words from the next unit •Tell them the first word, either explaining 	Eyes, nose, hair, ears, teeth, neck, etc

				<p>its meaning in English, paraphrasing, miming, or translating it.</p> <ul style="list-style-type: none"> •They make a drawing representing it. •Give them the second word, explain or translate it. •Incorporate eth second idea on the drawing , and so on •Say the words again slowly and ask Ss write each over its representation 	
Mime your past	Elementary to Upper-Intermediate	10 min. first class3 0-45 min second	Think of an incident from your past that you could briefly mime in class.	<ul style="list-style-type: none"> •Do the mime, and then ask for a volunteer to prepare to do the mime based on some past experience. <p>IN THE NEXT CLASS</p> <ul style="list-style-type: none"> •Invite the volunteer to do his or her mime in front of the group •The Ss does the mime again, stopping after each action. •Ask the other Ss to say what s/he did. •Write the vocabulary 	<p>Incident to be mimed:</p> <p>A: Manuel was drinking with a friend - he had to pick his drunken friend up off the floor - he put the man on his back - he carried him up the stairs to a bedroom - he put him to bed and pulled the covers over him - Manuel went to bed himself - he went to sleep - he woke up -</p>

				<p>generated by the mime randomly all over the board.</p> <ul style="list-style-type: none"> • Pair Ss and get A to tell the incident to B. • Now B replays the scene described by A seeing it in colour 	<p>he looked at his watch - he got up - he had a bad hangover - he also had a crick in his back that made him stoop forward - this condition lasted thirty days.</p> <p>B: Re-telling in colour: Manuel, who was wearing a white suit and black hat, was drinking with his friend, a brown-skinned man with a red shirt</p>
Fishy adjectives	Intermediate to Advanced	30-40 min	Prepare two worksheets which include instructions according to the picture.	<ul style="list-style-type: none"> • Ask Ss to follow the given instructions • Present the worksheet #1, make Ss work on that. • Instruction: If you were one of the fish in the shoal, which one would you be? Put a tick by it. • Instruction: What three things might you say to the rest of the fish in the shoal about the fish in the bottom left-hand 	

corner?

- Pick up 10-15 adjectives from the list or from your head, to describe the fish that is out of the shoal.
- Work in pairs with different people to find out how and why they chose their adjectives.
- Present worksheet #2.
- Give all the fish nicknames and write them down.
- Instruction: which fish would you most like to be?
- Which fish would you most hate to be?
- Jot down 10 adjectives to describe the fish you like the most, and ten to describe the one you like least.
- Compare your answers with your neighbours.

worksheet # 1



Reflective, selective, paranoid, ostracized, redundant, self-centred, experienced, hostile, creative, diffident, easily-influenced, out-of-place, gullible, marginal, anti-social, different, troubled, ill-at-easy, discriminating, victimized, edgy, deviant, intolerant, etc

worksheet#2



The Fish I like the most
The fish I like least

Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 WORD SETS (TABLE 4)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES
Intelligent test	Beginner to Intermediate	10 min.	Select a group of words which include an odd.	<ul style="list-style-type: none"> •Put up the word on the board. •Ask Ss to write down the odd one out and give their reason(s). •Now ask the group to make as many sets as possible, using two or more items from the list. 	Pliers - hammer - nail - saw
Differences	Intermediate to Advanced	15-25 min.	Prepare a list of 10-12 words which refer to very similar, but nevertheless distinct, objects, Put each word on a separate card.	<ul style="list-style-type: none"> •Give each student a word card. Each Ss now writes on a separate sheet of paper two or three sentences describing the on the card, but not its use. •As they are writing, take their cards and stick up to complete set(s) round the walls. •Take in the Ss's sheets and shuffle them. •Ask them to match the descriptions they now 	Pen - telescope - bullet - scroll Cigarette - telegraph pole - bicycle pump - log - car aerial - Pencil - rolling pin - lipstick

				<p>have with the words round the walls.</p> <ul style="list-style-type: none"> •Put the descriptions up next to the words. 	
Jumping round the circle	Beginner to Intermediate	10 min.	Choose any set of words you want the students to work on. Put each word from the chosen set on a separate card. Each student will need a card.	<ul style="list-style-type: none"> •Give each student a word card. •Split your class into groups of 10-14 ask them to check in the group that they understand they word they have been given •Make an open space in the room so that each group can stand in an inward-facing circle. •Ask each student to draw a circle where s/he is standing in chalk. except for one person who goes and stands in the centre of the circle •Ask each student to call out the word on his/her card. preceded by an adjective of his or her choice. Do this several times. •The person in the centre of the circle now calls out three or four of the adjective-noun 	<p>Food: cheese salad chicken</p> <p>Sleep: pillow bed yawn</p> <p>A: call out salad - green salad</p>

combinations, previously proposed by the group members, as fast as s/he can.

- The whose words are called out must change chalk circles and the person in the middle must also try to get into a chalk circle.
- One person is always left without a circle.

Chains

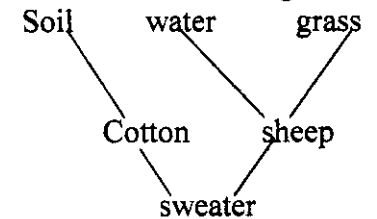
Elementary to Advanced

20 min.

Prepare a card for each student. On each card write the name of one man-made object

- Divide the class in two small circles (4-5) Give each student a word card.
- Ask Ss to look at the word and write the name of something that went into the making of the object.
- Each student should then pass the card to his/her left-hand neighbour, who should write a word before or after the two words.

Sweater, book, sewing machine, etc



Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 DICTIONARY EXERCISES AND WORD GAMES (TABLE 5)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES
Anagrams	Elementary to Advanced	20-30 min.	<p>Make a set of 100 cards each bearing one letter of the alphabet.</p> <p>The cards must be divided as below:</p> <p>E 10- T 9- A 8- O 8- I 7 N 7- S 6- R 6- H 5- L 4 D 4- U 3- C 3- P 2- F 2- M 2- W 2- Y 2- B 2- G 2 VKQXJZ 1. Separate the vowels AEIOU (38 cards) and consonants (62 cards) into two files and shuffle each.</p>	<ul style="list-style-type: none"> • Choose two teams, each of four members, and have them sit at the front of the class • Choose a chairman, a secretary, a caller, and one or more judges • Give the caller two piles of shuffled Vowel and Consonant Cards. The first player in team A is invited to choose 9 letters then specify if it is vowel or consonant and the caller draws the card from the appropriate pile, calling out to the secretary. And then the secretary writes the letter on the board • When all 9 letters are on the board, the team A 	

				<p>player, and his or her opposite number in team B, have 30 seconds to write the longest word they can, using only those letters. Each letter may be used once only in the word.</p> <ul style="list-style-type: none"> • Players are awarded points according to the length of their words, if correct: 3 points for a three-letter word, 4 for a four-letter word, and so on. • The arbiter(s) should have dictionaries. • The game continues until all the team members have drawn letters. 	
Translation game	Elementary to Advanced	15-20 min.	Ensure that each member of the group possesses a good Bilingual dictionary	<ul style="list-style-type: none"> • Ask the students to work individually • Write up an English word on the board : choose one which will produce a rich set of translations. • Ask Ss to look up in the dictionary the word on the board and to read through the translations given. Then ask them to 	<p>Working with a German-English dictionary.</p> <p>BAG - sack - SACK - lauffpass-</p> <p>DISMISSAL- entlassung -</p> <p>RELEASE - befreiung -</p> <p>DELIVERANCE - rettung -</p> <p>SALVAGE - bergung -</p> <p>SHELTERING - zuflucht -</p> <p>REFUGE.</p>

				<p>choose one mother-tongue word then translate the English word and to look that up in the mother-tongue-English section of the dictionary.</p> <ul style="list-style-type: none"> •Ask Ss to continue in this way until they have looked up, say, a dozen of words. •At each stage they should write down the word and look up. 	
Definitions	Elementary to Advanced	15 - 25 min.	<p>Explain Ss that one way to understand the uses of dictionary definitions is to get them write their own.</p>	<ul style="list-style-type: none"> •Ask the Ss. in groups of (3-4), to invent interesting-sounding words. Tell them not to worry about meaning at this stage. •Ask the Ss to work alone to produce definitions of the word invented •In the original groups of 3-4, the students compare definitions. 	
Crazy text	Beginner to Advanced	15 min.	<p>Choose a short text (3-4 lines only)</p>	<ul style="list-style-type: none"> •Tell the class that are going to make certain alterations to the words in a text that you will give them: the alterations will be to nouns, verbs, or 	<p>Original text: A Russian who made a winter hat from the fur of a neighbour's sheepdog was sentenced to three years' gaol by a court in the Tyla</p>

adjectives only.

- Give out the texts to each student or pair of students
- Tell them to look up in turn each noun in their dictionary and to choose one word from the translation/definition.
- They should then look this word up and choose any noun on the same page and replace the original text word by this new word, making any minor adjustments, needed to grammar
- Finally, Ss can be asked to compare their versions of the text.

area, south of Moscow, according to the Soviet newspaper 'Trud'
 Replacing nouns only in the way described above
 Winter : season = seat
 Hat : covering = cover
 Fur : hair = half
 Neighbour : person = personage
 Sheepdog : shepherd = sheet
 Gaol : prison = privation
 Court : justice = juvenile
 Area : region = register
 Newspaper : publication = pudding
 Gives:
 A Russian who made a seat cover from the half of s personage's sheet was sentenced to three years' privation by a juvenile in the Tyla register, south of Moscow, according to the Soviet pudding 'Trut'.

Alan Maley. Vocabulary. John Morgan. Mario Rinvoluceri. Oxford. 1986 REVISION EXERCISES (TABLE 6)

ACTIVITY	LEVEL	TIME	PREPARATION	IN CLASS	EXAMPLES				
Guess who	Intermediate to Advanced	15 - 30 min.	Make a list of 30-40 words that the Ss have found hard in a topic area and write them on a page in disorder. Make one copy of each of these three lists for each member of the class	<ul style="list-style-type: none"> • Give out the disordered word sheets. • Ask the Ss to check the meanings of any words they can't remember. • Give out the person A Person B idea groupings. Ask the Ss to work in threes and decide what sort of people A and B might be, and to describe their attitudes. • Once you feel that most groups have reached some sort of conclusion, ask one person from each group to go to the next group to report. 	BABY-SITTER PREGNANCY LABOUR CHORTLE AFFECTION DAUGHTER PROTECTION BIB CONFINEMENT NAPPY JEALOUSY BOTTLE-FEED GAME BREAST-FEED COT PROTECTION NOISE CRY PLASTIC PANTS BARREN FANTASY CHORTLE FUNNY TENDERNESS RELAXATION PATERNITY LEAVE Person A: <u>good things</u> , <u>neutral things</u> , <u>impossible things</u> , <u>bad things</u> , Person B: <u>words I know nothing about</u> , <u>'now' words</u> , <u>'future' words</u> , <u>'past' words</u>				
Matching words	Elementary to Advanced	15-30 min.	Select no more than 30 words that need reviewing. Put each one on a separate card. For each word find a	<ul style="list-style-type: none"> • Give each student one or two of the word cards and one or two of the matching cards and ask them to stand up and mill around the room 	<table border="1"> <thead> <tr> <th data-bbox="1539 1168 1798 1210">Word cards</th> <th data-bbox="1798 1168 2036 1210">Matching cards</th> </tr> </thead> <tbody> <tr> <td data-bbox="1539 1210 1798 1365">Tact Guts Elegance</td> <td data-bbox="1798 1210 2036 1365">Diplomacy Cowardice The quality of being refined</td> </tr> </tbody> </table>	Word cards	Matching cards	Tact Guts Elegance	Diplomacy Cowardice The quality of being refined
Word cards	Matching cards								
Tact Guts Elegance	Diplomacy Cowardice The quality of being refined								

			<p>synonym, opposite, dictionary definition and put one of these on a card, so you end up with thirty cards that match the thirty word cards.</p>	<p>trying to find cards to match their own.</p> <ul style="list-style-type: none"> • Ask Ss to call out one of his or her words: the person with the matching card then calls out with the matching word or definition. • This goes on until all the cards have been matched. 	
Forced choice	Elementary to Advanced	15-25 min.	<p>Choose half a dozen pairs of words from a vocabulary area to be revised, so that there is an opposition within each pair.</p>	<ul style="list-style-type: none"> • Get all the students standing in the middle of the room. Tell them you are going to offer them a choice. • They are going to have to choose which thing they think they are most like. • Now ask the people to talk to their neighbour in pairs and explain why they chose as they did. • Ask Ss from one end of the room to go over and talk to the people who made the opposite choice. • Repeat the steps with a new pair of words 	<p>If you want to review water words:</p> <p>Spring: well Estuary: Waterfall: Drowning: Floating: Starfish: Whale: Lake: River: Sprinkler: Goggles:</p>

Adapted and Applied Activities

Name:

Level:

Find the vocabulary from chapter 2 that represents "The Red Room"

1 Red room

6 Injustice

2 Unconscious

7 Orphan

3 Attack

8 Pain

4 Silent

9 Cold

5 Grave

10 Cries

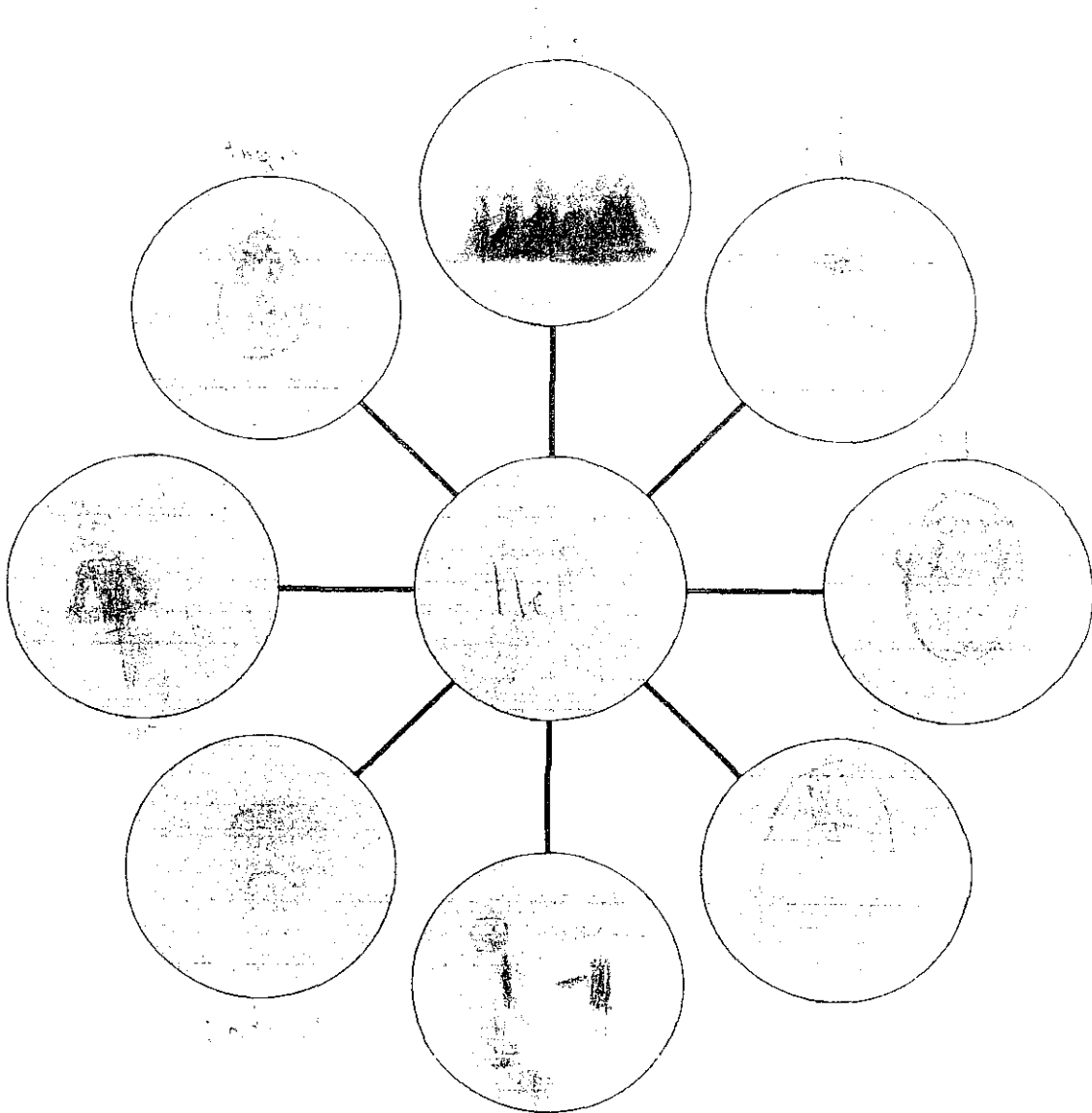
R	U	N	C	O	N	S	C	I	O	U	S
E	W	Z	O	A	T	T	A	C	K	K	I
D	P	X	L	S	P	S	E	A	A	W	L
R	S	L	D	A	E	W	L	P	Y	Z	E
O	R	Q	I	W	S	E	V	A	R	G	N
O	I	N	J	U	S	T	I	C	E	F	T
M	R	R	E	T	I	Q	P	O	O	X	C
A	I	N	O	R	P	H	A	N	T	W	U
P	C	R	I	E	S	F	E	Z	S	T	A

Name:

Level:

Notion Pictures

From Chapter IV, choose a concept *heaven, hell, Christian principles, lie, or truth*. Exemplify the chosen concept by drawing. Then label your drawings. make use of your dictionary, if necessary. Finally present your drawings to the class and teach your words to other people.

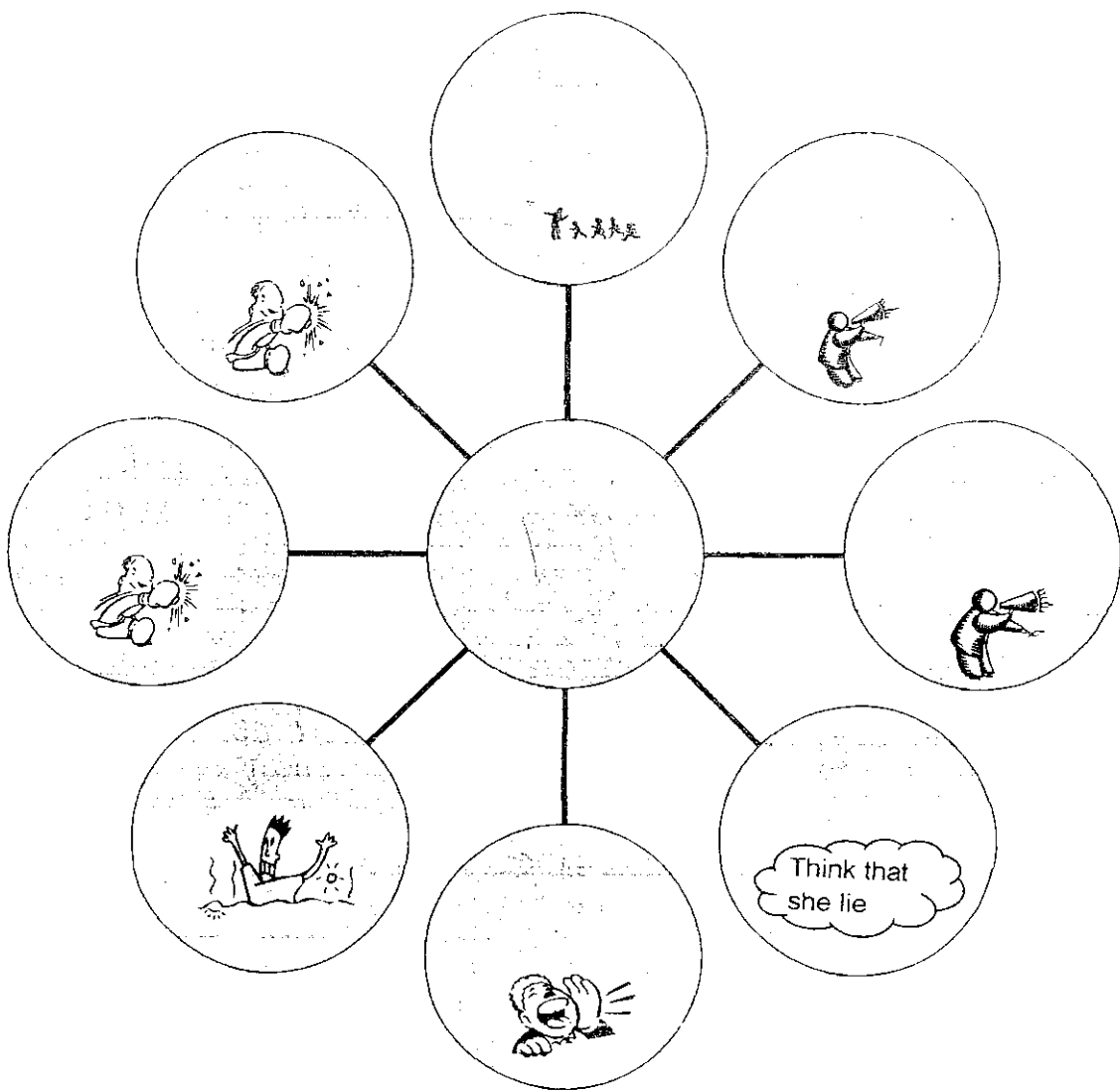


Name:

Level:

Notion Pictures

From Chapter IV, choose a concept *heaven, hell, Christian principles, lie, or truth*. Exemplify the chosen concept by drawing. Then label your drawings, make use of your dictionary, if necessary. Finally present your drawings to the class and teach your words to other people.



Name: Amal K. P.

Level:

Customizing a text

From chapter IV select a dozen or so words to focus on. The words should emphasise what chapter IV is about. Write these down and find their synonyms.

WORDS FROM THE TEXT

1. novelty

2. good

3. girl

4. about

5. life

6. around

7. world

8. vacations

9. beach

10. day

SYNONYMS

only

and

woman

around

life

around

world

holidays

beach

day

Name:

Level:

Grids

In chapter III of Jane Eyre, we found out that Dr. Lloyd asked Mrs Reed to send Jane to school. Jane thought that going to school was better than staying at Mrs Reed's house. Use your Dictionary, if necessary. Then write some words that best describe possible schools for Jane. Write them into the appropriate boxes. You do not need to read chapter IV.

POSSIBLE SCHOOL NAME	NUMBER OF STUDENTS	SUBJECTS	TEACHERS' CHARACTERISTICS	LUNCH	TIMETABLE
1. Yorkshire School	1000	Math Poetry	Friendly Kind	Beans	From 7 a.m to 2 p.m
2.					
3.					
4.					
5.					

Name:

Level:

Customizing a text

From chapter IV select a dozen or so words to focus on. The words should emphasise what chapter IV is about. Write these down and find their synonyms.

WORDS FROM THE TEXT

1. small
2. small
3. small
4. small
5. small
6. small
7. small
8. small
9. small
10. small

SYNONYMS

1. small
2. small
3. small
4. small
5. small
6. small
7. small
8. small
9. small
10. small

NAME: _____

LEVEL: _____

Read chapters 10-11. Read the phrases that some characters said. Write the characters's names in the lines provided.

You can use the following names: Jane, Bessie, Mr. Eyre, Mrs. Fairfax, Sophie

1. "I stayed at Lowood for eight more year- six as a pupil and two as a teacher" Jane
2. "I wanted liberty" Jane
3. "A period of my life was closing tonight, a new one opening tomorrow" Jane
4. "I am now married and have a little boy and a girl that I've called Jane" Mrs. Fairfax
5. "Miss Eliza is much taller than you" Mrs. Fairfax
6. "Oh, you are quite a lady, Miss Jane" Jane
7. "I cannot stay because I am going on a journey to a foreign country, an island Madeira" Miss Eyre
8. "John is such a slow driver" Bessie
9. "No - I have no family. I am so pleased you are here. The winter is so long on my own with only the servants with company" Jane
- 10 "I sometimes wished that I was more beautiful" Jane
- 11 "Mais oui, certainement," Sophie
- 12 "Ah! You speak my language as well as MR. Rochester does." Sophie
- 13 "I lived with my mamma, but she has gone to the holy virgin" Mrs. Fairfax
- 14 "I heard an unexpected sound - a laugh. A strange humourless laugh" Jane
- 15 "Grace Pool is one of the servants" Mrs. Fairfax

2. Jessie

...ing you because you sent me another letter, but Jane Eyre is a good girl
... of a boy. The one who is a girl in the end was ~~and~~ said to the school
... that Jane Eyre was a learning and a trouble girl, she is the girl who
... made her suffer, Jane only wants a fair life but because of that she is
... things.

John Jay Brown

1778

Helen Burns is bullied but suffers in silence.

- a) Miss Scatcherd cried out. "Burns, you dirty, hateful girl!" T F
- b) Jane said to Helen: "You must wish to learn how to read!" T F
- c) Helen was sent to Lowood to play T F
- d) Helen admits to suffer patiently T F
- e) Jane accepts Mr Brocklehurst's behaviour T F
- f) Jane told Helen that she misses Mrs Reed's house T F
- g) Mr Brocklehurst congratulated Miss Temple because she serves bread and cheese twice in the past two weeks T F
- h) Jane suddenly dropped her slate but nobody noticed T F
- i) Jane was stood on a very high desk. And Mr. Brocklehurst said: "This is in the service of God" T F
- j) Mr. Brocklehurst said: "This girl is a-liar" T F

Name: Sebastian Pardo

Level: Elementary A

WRITING A NEW ENDING

Suppose you are Charlotte Bronte, can you write a new ending for the story?

When Jane can we marry a person interested in the marriage. This person said that the husband not have to marry because he have another person in his life. Jane are very sad this is the reason that she went to live with her uncle, but her uncle died. And he divide with all his family. Jane live happy with his cousins.

Name Alvaro Sanchez

level: 7th

Read chapter 14 and develop the "Jungle poems" by using words that best describe each of the following characters

Jane is a quiet person

Always Jane was gentle with people

Never Jane ^{was} bully people

Everytime she try to solve mysteries

Mister Rochester was intelligent

Rochester is a generous person.

Rochester like to speak with Jane

Occasionally he have teas with Jane.

Can't see with one eye.

He ^{want} married with his love Jane

Everytime he was luxury

Sometimes he was friendship with Jane.

Thornfield was of him

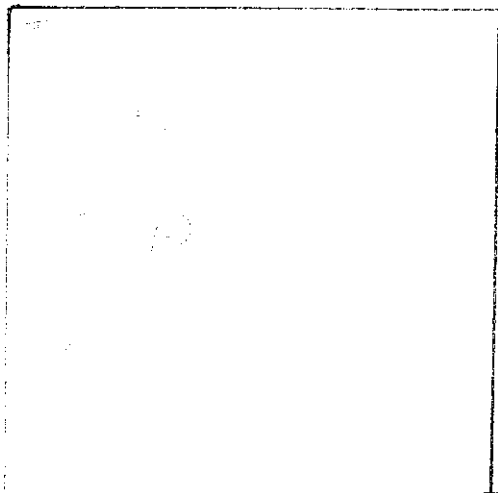
Everyday Rochester was in the elegant drawing room

Remember that his a culture and good person.

Name: Maria Jose Rodriguez

Level: 4

Jane left Thornfield and she found refuge in a warm place. Read chapter 27 and design a missing poster. Let's imagine that Mr. Rochester is looking for Jane and he wants to design a missing poster to label it everywhere. Help Mr Rochester to design the poster and write some characteristics about Jane on it. Do not forget to paste a picture.

	<p>The name of the woman is Jane Eyre She is a young woman with red hair and green eyes. She is a very kind and friendly person.</p>
<p>2583375, 1203375, 1203375</p> <p>JANE</p> <p>1840</p> <p>1840</p> <p>1840</p>	

Name: Priscilla Shiu

level: 3, B, F

Read chapter 13 "Thornfield comes to life" and complete the phrases with your opinions about the chapter.

I think that Mr. Rochester ~~is~~ ^{is} ~~at~~ ^{at} home and He would
to have a tea with Jane to know ~~if~~ ^{how} Jane is

I believe that Jane ~~was~~ ^{was} nervous when she went to the tea

I guess that Mrs Fairfax ~~is~~ ^{is} ~~not~~ ^{not} friendly with Jane when she
arrive to Thornfield and every time

I think that Adele is a kid who ~~spend~~ ^{spend} her time like
a pupil with Jane.

I think that this chapter ~~that~~ ^{is} a good chapter because
Jane ~~finally~~ ^{finally} come out Thornfield

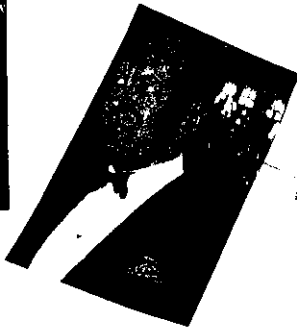
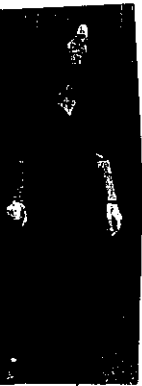
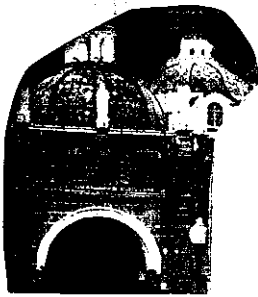
I believe that Thornfield is a ~~very~~ ^{big} ~~big~~ place and luxuri
~~ouse~~ ^{ous} house

Name: _____

Level: _____

Read chapter 25 and 26. Suppose you are Jane and as you know the truth about Thornfield's dark secret, you are going to publish the news on a local newspaper.

Write the article about the news and paste pictures about it.



Mr. Rochester

Mr. Rochester
is a
black

Name Michelle Ngweny

level: 11

Read chapter 14 and develop the "Jungle poems" by using words that best describe each of the following characters

JOY

AND SADNESS

NEVER GIVE UP THE

ELEGANT GIRL

M R

ROCHESTER AND MISS

REED

Oh, take

Careful because

HAD to do it

EVEN ARE

SAD AND

THE

EXPERIENCE IS

R I G H T

Name: Funeral Home

level: 2 1/2

Name four people from the story that impressed you the most and tell why.

PERSON 1

Jane

WHY?

Is a responsible person and good example

PERSON 2

John

WHY?

John is a but person and he

PERSON 3

Diana

WHY?

Has a big family

PERSON 4

John

WHY?

Not have children

Name _____

Level: _____

Read Chapters 17, 18, and 19. Develop the snowball summary. Complete the following chart with the information required.

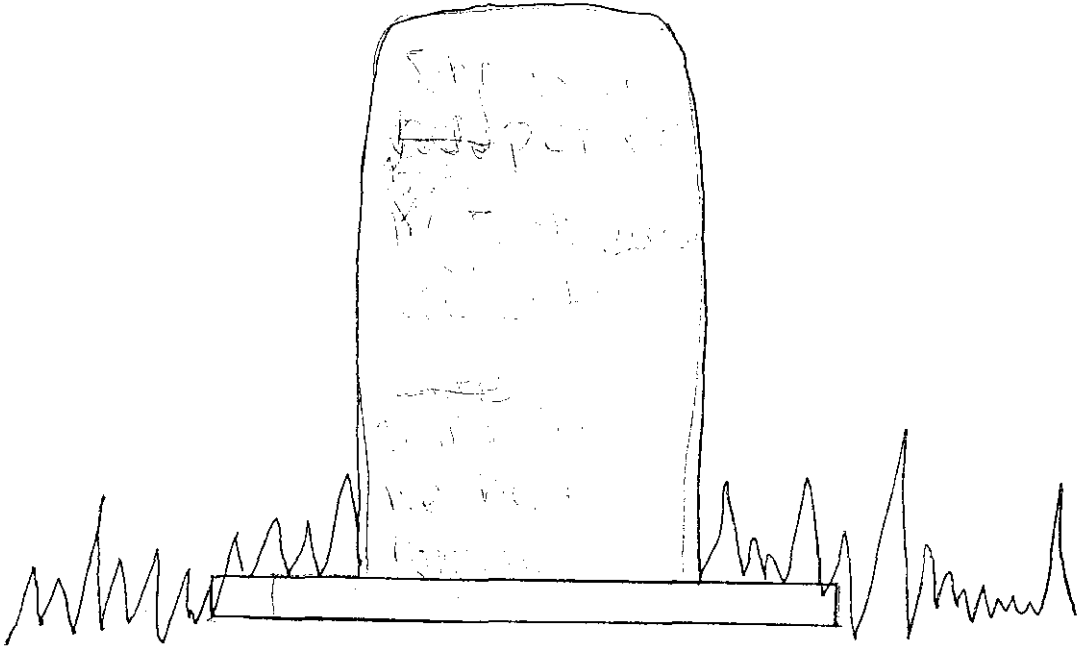
Chapter	Events	Themes	characters' reactions
17	<ul style="list-style-type: none"> ⊙ Mr Rochester might stay away for a year or more. ⊙ - Jane feels guilty of the dinner ⊙ - Mr Rochester is angry 	Fashionable society comes unexpectedly to Thornfield	<p>Jane feels sad.</p> <p>Jane feels guilty</p> <p>Jane feels angry</p>
18	<ul style="list-style-type: none"> ⊙ - Mr Rochester is angry ⊙ - Mr Manson arrives Thornfield ⊙ - Manson is there and what he is doing 	An unexpected visitor arrives at Thornfield.	<p>Jane feels a kin</p> <p>Mr Manson feels happy</p> <p>They feel thoughtful</p>
19	<ul style="list-style-type: none"> ⊙ - Mr Manson is angry ⊙ - Jane talks Mr Manson ⊙ - The room and Mr Rochester are angry 	Strange events interrupt the night	<p>Mr Manson feels bad</p> <p>Jane feels sad</p> <p>Jane feels preoccupied</p>

Name: _____

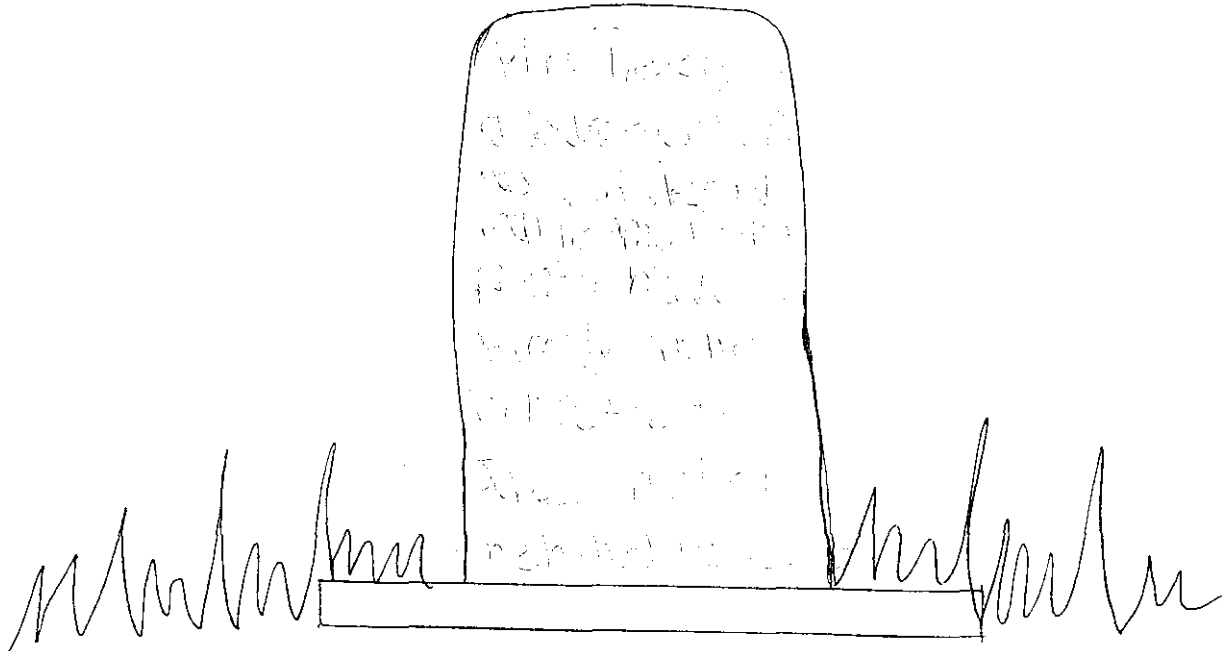
Level: _____

Jane had bad news about John and Mrs Reed, Albert told her that John died and Mrs Reed dies at the end of the chapter. Using the outline of a tombstone, write a short epitaph for John and Mrs Reed.

Here Lies John



Here lies Mrs Reed



Name: Ashley - Johnson

level: 5

Read chapters 21, 22, 23, and 24. Make a visual snowball summary about each chapter. Then label the pictures with some phrases that let your teacher know what happens in the chapters.

Chapter 21

When Jane came back to Thornfield, Mr Rochester was sitting on the porch he asked Jane where she was and she said that she was with her dead uncle.

Chapter 22

In this chapter Mr Rochester reveals his true feelings. One day Mr Rochester reveals that he love to Jane, Mr Rochester propose the to marry and Jane accept.

Chapter 23

Jane wanted to see her uncle to see when he dies in case Jane will be a widow to Jane

Chapter 24

One day Jane planned to stay the overnight at a farm thirty miles away where she was sleeping and there she listen steps and some sounds, Jane wake up and see a monster the monster stepped at her beside, Her fiery eyes started at she



Name: Andrea Alexander

Date: April 6th, 2009

ROMEO AND JULIET ACT V

Read Act V and find the words that impress you the most and complete the chart.

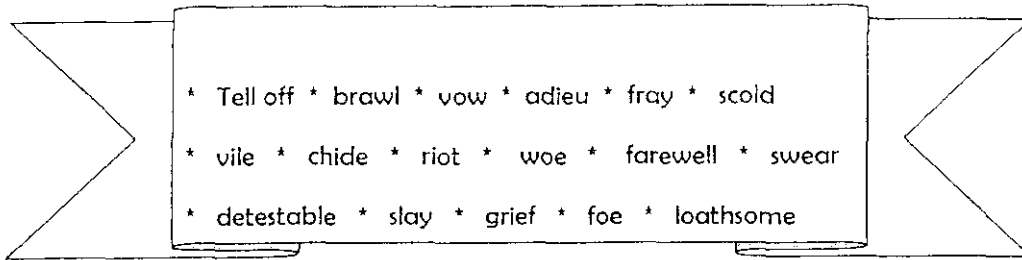
A	as in <u>apotheracy</u>
B	as in <u>banished</u>
C	as in <u>cordial</u>
D	as in <u>death</u>
E	as in <u>Exit</u>
F	as in <u>flowers</u>
G	as in <u>gorged</u>
H	as in <u>honey</u>
I	as in <u>intended</u>
J	as in <u>Juliet</u>
K	as in <u>Kinsman</u>
L	as in <u>letter</u>
M	as in <u>mortal</u>
N	as in <u>night</u>
O	as in <u>obey</u>
P	as in <u>poisson</u>
Q	as in _____
R	as in <u>Romeo</u>
S	as in <u>skulls</u>
T	as in <u>tolls</u>
U	as in <u>unnatural</u>
V	as in <u>Verona</u>
W	as in <u>worse</u>
X	as in _____
Y	as in <u>youth</u>
Z	as in _____

Name: Sebastian Padilla

Date: 28-03-07

ROMEO AND JULIET ACT IV

1) Write the words in the box next to the words with a similar meaning.



Fight	<u>brawl</u>	<u>fray</u>
Kill	<u>vile</u>	<u>slay</u>
Promise	<u>vow</u>	<u>swear</u>
Goodbye	<u>adieu</u>	<u>farewell</u>
Sorrow	<u>grief</u>	<u>woe</u>
Reprove	<u>scold</u>	<u>chide tell off</u>
Enemy	<u>foe</u>	<u>riot</u>
Hateful	<u>detestable</u>	<u>loathsome</u>

In which of the following sentences can you take one word out and use these words instead?

1) In spite of

2) even though

- a) She drank the liquid because she trusted the friar.
- b) She drank the liquid although she was afraid.
- c) She drank the liquid despite her fears.
- d) She agreed to the plan because there was no alternative.

She drank the liquid even though she was afraid.
She drank the liquid in spite of her fears.

P

Name: Anna Maria

Level: 10

ROMEO AND JULIET ACT III

1) Pre-reading questions

a) Now that Romeo and Juliet are married, what will their families' reaction will be?

They will be angry because they are enemies. They will not like the new families together.

b) Will any of Juliet's relatives be particularly angry?

Capulet be particularly angry

2) After you've read ACT III

a) Reorganize the letters to spell words from the text and match them to the definitions on the text and match them to the definitions on the right. All the words can be found in ACT III.

b) Nluge <u>truce</u>	Great trouble
c) Ugroe <u>agile</u>	Quick, flexible
d) Ewo <u>truce</u>	Thrust, stab with a sword
e) Llgant <u>gallant</u>	Groups of trees
f) Eiagl <u>agile</u>	Dark and depressing
g) Focfin <u>truce</u>	Difficult situation
h) Aidsml <u>dismal</u>	Brave, courageous
i) Aperdicment <u>retirement</u>	Chide, reprove, tell off
j) Hichhood <u>childhood</u>	Box in which a dead body is buried
k) Oscl d <u>scold</u>	Die of hunger
l) Vaster <u>stork</u>	Infancy

3) Now fit each of the words into one of the sentences below. You may have to change the form or the tense of the word

a) The island has a warm climate and is famous for its lemon truce.

b) She jumped over the fence with surprising agile, considering her age.

c) The truce was lowered slowly into the grave.

d) What dismal weather. It's so dark it could be night.

e) He truce at me with his dagger.

f) We were all deeply saddened by his tale of his childhood.

g) He's very gallant gentleman and has distinguished himself many times in the battle.

h) He's always depressed, but I think he had an unhappy.

Answer Against
March 21st, 2013
#17

war man of fashion ✓

exclamation of sadness ✓

great courageous ✓

the day of judgment, the apocalypse ✓

box in which body is buried ✓

virgin ✓

infancy ✓

intelligent ✓

being a traitor, not to be trusted ✓

thoughtful and worried ✓

agreed to do ✓

tomb ✓

cover for a dead body in the grave ✓

unable to breathe ✓

wake up, come back to life ✓

treated with contempt ✓

give a long cry of pain or distress ✓

hateful, awful ✓

sleepy ✓

cut off of all participation ✓

20

P

From the Point 2

February

From the Point 2

From the Point 2

Why does John Lawrence say when others talk him of the name?

Because John doesn't have a lot of confidence with Formu.

Why do they both seem to change their mind?

John: Because, it is only your name that is my enemy. Formu, take off the name, and take all of John!

Why does John Lawrence say when others talk him of love for sweet?

Formu: She knows you didn't know the meaning of the word love. But one with me, young lawyer, come with me. In one respect I be your assistant. For this alliance may so happy prove, that it turns your families' hatred to love.

Why are we a messenger between Formu and John?

The Nurse

Why does the nurse say to John? Formu: She speaks. Oh, speak again, bright angel, for you are as glorious tonight, bring over my head, as a winged messenger from heaven is to the wretched eyes of mortals who gaze at him.

Maria Sol Merino

4) Read Romeo's soliloquy at the beginning of Scene II (pp. 23-24) and answer the questions.

a) How many words can you find (nouns, verbs or adjectives) that refer to some kind of light?

2/3

b) What does the use of this vocabulary help us to understand about Romeo's love for Juliet?

Because, I look the meaning of the word that I don't know and I understand the paragraph.

c) Why does Romeo say that the moon is envious?

Because she is envious. Her virginity is but sick and green, and only fools wear it.

d) Why does Romeo say he wants to be a glove?

Because see how she leans her cheek upon her hand!

Oh, that I were a glove upon that hand, that I might touch that cheek!