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**INTERACTIVE VOCABULARY LEARNING STRATEGIES FOR INTERMEDIATE EFL  
STUDENTS**

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Quito, septiembre 2021

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**1.1.1. CONTENT**

Introduction .....	1
Chapter I: Problem Statement.....	3
1.1.    Problem Statement .....	3
1.2.    Research Question .....	4
1.3.    Objectives .....	4
1.3.1.  General Objectives.....	4
1.3.2.  Specific Objectives.....	4
Chapter II: Theoretical Framework .....	6
2.1.    Teaching English Through an Interactive Approach .....	6
2.2.    Teaching English as a Foreign Language .....	7
2.3.    Common European Framework Reference .....	7
2.4.    English Vocabulary Learning.....	8
2.5.    Teaching English to Teenagers.....	9
2.6.    Learning Strategies.....	9
2.7.    Learning Vocabulary Strategies .....	11
2.8.    Methods used in Teaching English as a Second Language.....	12
2.9.    Communicative Language Teaching Method .....	12
2.10.   The Audio-Lingual Method .....	13
2.11.   Suggestopedia Method .....	13
2.12.   Learning styles.....	13
2.13.   Use of Monolingual and Bilingual English Dictionaries their Influence in Vocabulary Learning .....	16
2.14.   The Use of the Internet to Facilitate Learning.....	17
Chapter III: Research Methodology .....	18
3.1.    Procedure .....	20

3.1.1.	Comics Pixton .....	22
3.1.2.	Flipped classroom .....	22
3.1.3.	Wordart .....	22
3.1.4.	Educaplay .....	23
3.1.5.	Flipgrid .....	23
3.1.6.	Vocabulary Dictation .....	23
3.2.	Instruments .....	24
Chapter IV: Results .....		25
4.1.	Discussion .....	28
Limitations.....		31
Conclusions .....		32
References .....		33
Annexes.....		35

## TABLE CONTENT

Table 1.....	26
Table 2.....	28

**FIGURE CONTENT.**

Figure 1.....25

Figure 2.....26

Figure 3.....27

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**ABSTRACT**

This research presents the proposal Interactive Vocabulary Learning Strategies for Intermediate EFL students. This proposal has the participation of four students who attend the third year of International Baccalaureate from a public school at North of Quito. The objective of this proposal is to get students to learn English vocabulary through the implementation of interactive vocabulary strategies. The research used in this proposal is quasi-experimental. First, students took a pretest to identify the students' vocabulary knowledge level. The mean got in this test is 17.5. After that, six interactive vocabulary strategies were applied. Students worked with Comic Pixton, Educaplay, Flipped classroom, Wordart, Flipgrid, and Vocabulary Dictation. Students received three sessions per week, which facilitated the application of all interactive vocabulary strategies. Finally, students took a post-test with the aim of proving if the strategies worked and if the students learn new vocabulary with these interactive strategies. The mean corresponds to this test is 22.5. According to the post-test results, students learned English vocabulary through interactive vocabulary strategies. Students increased a 25.7% in their vocabulary English level. The objective was accomplished in this research. This proposal motivates teachers and students to continue working in an interactive way and acquire new learnings with the implementation of new strategies.

**Keywords:** Interactive Strategies. Implementation. Vocabulary, Methodology, Pretest. Post-test.

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PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

**ESTRATEGIAS INTERACTIVAS DE APRENDIZAJE DE VOCABULARIO PARA  
ESTUDIANTES INERMEIOS DE INGLES COMO LENGUA EXRANJERA**

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**RESUMEN**

La propuesta de Estrategias Interactivas de Aprendizaje de Vocabulario para estudiantes intermedios de inglés como Lengua Extranjera contó con la participación de cuatro estudiantes quienes asistieron al tercer año del Programa de Bachillerato Internacional de un colegio público en el norte de la ciudad de Quito. Esta propuesta tiene como objetivo lograr que los estudiantes aprendan vocabulario en inglés a través de la implementación de estrategias interactivas para vocabulario. La investigación usada es de tipo cuasiexperimental, se aplicó un pretest a los estudiantes para identificar el nivel de conocimiento con respecto al vocabulario, la media aritmética de este test corresponde a un rango de 17,5. Después de observar los resultados se procedió a aplicar seis estrategias interactivas para vocabulario. Los estudiantes trabajaron con Comic Pixton, Educaplay, Flipped classroom, Wordart, Flipgrid, y Vocabulary Dictation. Los estudiantes asistieron a tres sesiones por semana, esto facilitó la aplicación de las estrategias interactivas. Finalmente, se tomó un post-test para probar si las estrategias funcionaron y si los estudiantes aprendieron nuevo vocabulario. La media aritmética en el post-test es de un rango de 22. De acuerdo a los resultados obtenidos en el post-test se pudo observar que los estudiantes aprendieron vocabulario en inglés a través de estrategias interactivas y de esta forma se logra cumplir con el objetivo planteado. Los estudiantes incrementaron en un 25.7% su nivel de conocimiento con respecto a vocabulario en inglés. Esta propuesta motiva a profesores y estudiantes a trabajar de manera interactiva en la adquisición de aprendizajes con la implementación de nuevas estrategias.

**Palabras clave:** Estrategias interactivas, implementación, vocabulario, metodología, pre-test, posttest.

## **Interactive Learning Vocabulary Strategies for Intermediate EFL Students**

### **Introduction**

English learning is significant to all kinds of business, international communication, and education. It is related to the economic and growing competitiveness in global issues. As we know, English is the most used language around the world, with more than 360 million native speakers and 880 million people who speak it as a second or foreign language. English is considered a global language because many people can understand and use it in their daily lives.

In Ecuador, English teaching is mandatory as a policy from the Ministry of Education. This language allows people to improve their work opportunities, as well as explore personal and professional development areas through study spaces in Anglo-speaking countries.

Moreover, knowing this language is an advantage because we can access information that is shared in this language through different digital media. Learning English is more than important, it is essential.

Teachers have been teaching English language through the Grammar Translation Method for many years. Grammar rules, vocabulary memorization, and translation of written texts were considered essential to learn a second language (Herrera & Murry, 2011). Another method used to teach English is the Direct Method. Students repeat, memorize and follow patterns (Herrera & Murry, 2011). Students do not learn English language in a communicative way. The Ministry of Education motivates teachers to apply the communicative language approach however, students just speak a few words in the English language. Teacher and students' interaction do not exist, and the learning is not effective. There are operative and logistic limitations in public institutions, which affect the implementation of an individual education or work with small groups of students per classroom. Classes have focused on repetition drills, memorizing dialogues occasionally prepared by the teachers or by textbooks and it has limited the fulfillment of the communicative approach.

Interactive vocabulary learning encourages students to learn a varied vocabulary, especially those who are attending an International Baccalaureate Program in a public school since teenagers learn more in interactive way. They need to learn vocabulary related to “identities, experiences, human ingenuity, social organization and sharing the planet” (International Baccalaureate Organization, 2013) and show their knowledge taking internal and external assessments during the study program and of course through their daily life. The methods used in this research are Communicative, Audiolingual and Suggestopedia Methods and with different learning strategies and learning styles, taking into account students’ necessities. The applications and tools to be used in this study are Flipgrid, Educaplay, Flipped classroom, Comic Pixton, Wordart, and Vocabulary Dictation. The interactive learning strategies to be applied will be helpful to develop the four skills (listening, reading, writing, and speaking) of the language and. Moreover, students will take two tests: pretest and posttest. These tests will show if the students had learned new vocabulary through these interactive learning strategies. Furthermore, pedagogical evaluations will be taken at the end of each unit with the aim to prove if the students are learning or if it is necessary to change to another learning strategy. In this way, students will be able to achieve the B1 English level according to the CEFR at the end of the program (COUNCIL OF EUROPE, 2001).

## Chapter I: Problem Statement

### 1.2. Problem Statement

English language in Ecuador was not considered inside the national curriculum as an important subject to be taught in public primary schools eleven years ago (Ministerio de Educación del Ecuador, 2014). English is important because, in this globalized world, children must learn basic English vocabulary from primary school. Eight years ago, students entered eighth year of basic education with scarce English vocabulary knowledge, as a consequence, students could not effectively communicate in this language. It has become a real challenge for English teachers to get students to learn English as a foreign language.

Students who attend at baccalaureate level are aware they do not have enough knowledge concerning vocabulary and they have not developed the necessary English skills to get the B1 English level. Since 2016 English teaching has once again become mandatory in every public school and teachers and students have felt the necessity to enhance their English language knowledge to get a high level of proficiency (Ministerio de Educación del Ecuador, 2014).

Students need to learn the English language in a different way. Grammar Translation does not allow students to develop their language abilities in the classrooms. Students need to acquire and improve English vocabulary through interactive strategies. They should interact between them or with foreign people through games, dialogues or interactive activities. Students feel the necessity to widen their learnings however, the methodology and strategies applied occasionally is not the approach. These strategies should be adequate for their level; IB learners must learn a lot of vocabulary during the IB program studies. Public schools' teachers work with their material, look for the best strategies with the aim that students get the English level that the IB organization suggests. Despite working with limited conditions, teachers and students have gotten good results. In some cases, they have achieved and passed the world media in the external assessments regarding the AB Initio subject.

The level of studies is high, and for this reason, it is necessary teachers implement

new strategies in their classes which integrate students into the learning process. Learning vocabulary through interactive activities to increase vocabulary and they feel engaged with the new knowledge every day. Students need to develop the four English skills and with the application interactive learning strategies they could reach the goals proposed by IB Program. The themes studied during the IB program are wide and students have to learn vocabulary related to society, entertainment, leisure, environment, global issues among others. They must demonstrate their vocabulary knowledge in different evaluations at the end of the program. Additionally, with the implementation of interactive vocabulary learning strategies over eighteen months, that is, the first and second year of the diploma, students will be able to accomplish all the desired outcomes.

In fact, there are a lot of learning strategies, but working with the most appropriate ones is important. It all depends on the goals and how they will be developed in each class. IB teachers and students feel the necessity to change English teaching and learning to enhance vocabulary learning. The implementation of interactive learning strategies could be a good tool to help students reach the B1 level and achieve their goals for the IB program.

### **1.3. Research Question**

Can students learn English vocabulary more effectively through the implementation of interactive learning vocabulary strategies?

### **1.4. Objectives**

#### **1.4.1. General Objectives**

To get students to learn English vocabulary through the implementation of interactive vocabulary strategies.

#### **1.4.2. Specific Objectives**

- Identify strategies currently used by students.

- Select the suitable interactive learning strategies to be used in English classes.
- Apply the interactive vocabulary strategies to improve students' use of vocabulary.
- Evaluate the students' English level after implementing interactive vocabulary strategies in English classes.

## Chapter II: Theoretical Framework

### 2.1. Teaching English Through an Interactive Approach

Brown, (2001) affirms teacher and students' interaction is fundamental at the moment of learning a new language. It facilitates the comprehension of teaching methodologies and how to apply different pedagogical techniques to make the acquisition of a foreign language more effective. Students are willing to acquire new vocabulary through different methodologies. English teachers should be familiarized with all methodologies and be aware that all students are worlds apart. They respond to different stimulus over all in education environment. Students learn in different ways and teachers should apply different methodologies and strategies to get students to understand and learn a new language.

Brown, ( 2000) mentions significant aspects about how people learn a second or foreign language and how the human being learns through different styles and learning strategies. The author gives examples of how teachers should teach a foreign language. The teaching is eclectic where students learn English language through different methods and techniques which facilitate the learning process. Students apply the new vocabulary in real situations activities and according to students' necessities.

Its important point out Transfer, Interference and Overgeneralization are significant in this study. According to Brown, (2000) students transfer the meaning of the words from their native language into the target language when learning a second language. However, this transfer could be positive or negative. Positive transfer helps to the learning since students apply their prior vocabulary knowledge into the second language. It will be taken as benefit to the target language learning process. Negative transfer appears when the performance of the prior vocabulary knowledge confuses the meaning of the second language learning. Furthermore, L1 can interfere in the L2 vocabulary learning. It is also supposed that the function of L1 in the L2 depends on words similarities and differences in both languages. Students confuse or associate words meaning in native language and the target language. Overgeneralization is relevant in this study since students generalize grammar rules. It could

be considered as negative transfer in L2 learning. Students are adapting to the changes for this reason they tend to learn in different styles and in this way, they understand and interact according to their comprehension.

## 2.2. Teaching English as a Foreign Language

Currently, English has become the first spoken language around the world, people try to learn this language every day because it is very significant in business, school, entertainment, health, and so forth. English language is an essential subject of instruction in public and private educational institutions. Teaching is well-defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Kimble Gregory A., 1963). Teaching is an art because teachers or instructors guide the student to achieve specific goals, teachers become like parents or friends in many situations in or outside the classroom. It is very important to keep a good relationship with the learners to facilitate the teaching-learning process. Teaching English as a Foreign Language requires that teachers stay well-informed about linguistic patterns and social progress between EFL learners.

Furthermore, teachers should be able to apply pedagogical strategies in the majority of classrooms which are adequate for both EFL and innate-English speaking learners (Genesee & Courcy, 1997). Teachers must work according to globalization, which means, teachers should identify, analyze, and generate new strategies to achieve the goals that **ESL** suggests. Another aspect is to recognize the students' backgrounds before starting a course. This will help teachers distinguish students' gaps and with the information, allow one to apply specific learning strategies based on prior students' knowledge and to promote learning a **second language**. English in schools has a specific purpose, that is, to get all students to communicate through this language and improve the English skills that the Ministry of Education proposes in the curriculum.

## 2.3. Common European Framework Reference

The Common European Framework is the international standard that describes

linguistic competence. CEFR is related to the teaching, learning, and evaluation of languages. It is used around the world to define the students' English skills to measure reading, listening, speaking, and writing comprehension. The CEFR has six scales from A1, basic level through the C2 level, for people who have an advanced level of English proficiency (COUNCIL OF EUROPE, 2001). Students, and people in general, who wish to achieve a specific English level must work arduously to get a high proficiency level. Developing their English skills will facilitate communication with native speakers or people who use English as a second language.

#### **2.4. English Vocabulary Learning**

Different study programs focus their attention on English vocabulary learning. They are divided according to the topics and students' English level. Learning vocabulary has different purposes, such as business, school goals, commerce and trade, entertainment, and so forth. It depends on the students' ability to learn new words explicitly and implicitly. As (Saifudin & Yunus, 2019) mentions "Vocabulary is vital in improving students' language skills which are reading, writing, speaking and listening. English competency level is governed by the breadth and depth of students' vocabulary knowledge". If students learn vocabulary through the English skills, they could communicate effectively in their daily life. According to (Nation, 2001):

When designing a language course and planning our own course of study, it is useful to be able to set learning goals that will allow us to use the language in the ways we want to. When we plan the vocabulary goals of a long-term course of study, we can look at three kinds of information to help decide how much vocabulary needs to be learned - the number of words in the language, the number of words known by native speakers, and the number of words needed to use the language. (Nation, 2001)

Vocabulary can be described as " the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009) They are presented in oral and written form.

Vocabulary knowledge is learned and applied in two forms: receptive, refers to something we

can comprehend and distinguish, and productive, is when we speak and write (Read, 2007). Teachers have the opportunity to know students and identify their skills, they learn distinctly, and it is crucial to apply strategies so that they acquire new vocabulary knowledge. Vocabulary is an essential part of Second Language learning since we have to recognize what words must be used in a specific context and develop any kind of discourse.

### **2.5. Teaching English to Teenagers**

Teenagers prefer to explore and discover new things by themselves in this stage, and school is a special place to do it. These students are considered difficult learners, since they present different behavior, relative to this stage. They do not like to receive orders, they sometimes join other students who have unacceptable behavior, and they have a high affective filter (Ur, 1996). Teachers must work hard to gain students' confidence and demonstrate they can work together as a team. Teenagers experience a lot of emotions and usually seem to be unmotivated in the classrooms. (Lesiak, 2015) English activities and another subjects in school are not considered significant to some teenager's stage. Both students and teachers are looking for interactive activities to learn English in order to get students' attention and integrate all of them in the teaching learning process.

### **2.6. Learning Strategies**

When we talk about strategies, we can point out two types of strategies: "learning strategies and communication strategies" (Brown, 2000). Learning strategies are separated in three groups: "meta-cognitive, cognitive, and socio-affective strategies".

**Meta-cognitive** strategy refers how students learn to learn. They use their prior knowledge to link with the new learnings. (Cubukcu, 2008) students become critical thinkers and choose carefully thinking strategies: developing, monitoring, and assessing thinking processes. The main teaching goal of the meta-cognitive strategy is to offer students explicit instruction for a precise learning approach (Lesiak, 2015). The use of this strategy in English teaching is fundamental since it provides learners with meaningful vocabulary, where the signs in the word represent a phase in a problem-solving process and link the

learners' prior knowledge with the new learnings (Lesiak, 2015).

**Cognitive strategies** are more related to the learning acquired specifically with the handling of whole material used to facilitate learning. The strategic goal is to get meaningful learning and all students will learn all contents successfully (Brown, 2000). One characteristic of this strategy is memorization. Students use their imagination to remember specific situations, organizing ideas, work on inferences from context, repetition helps them to guess the meaning from context, compiling meaning. Learners use visual and auditory learning styles and relate remarkable situations to recognize new words. It facilitates and enhances learning. There are some strategies to construct cognitive strategies in the classroom, they can be: highlighting important words, working with mind maps, using visual material, listening activities to encourage students in the lesson, trying material association, games, using cues in reading understanding, scanning, self-assessing, and monitoring student's development in English vocabulary learning especially.

**Socio-affective strategies** (Brown, 2000). Social mediating and the interaction with others are the bases of this strategy, learners learn and interact with others' social and affective environment at the same time. Students prefer to work through clarification, repetition and confirmation to figure out the new knowledge. (Lesiak, 2015) Students experiment natural changes regarding feelings. Affective strategies help students to manage their emotions and they learn through these strategies at the same time. They learn to ask without hesitation to make errors. Furthermore, they enjoy working cooperatively with the aim to achieve the same goal when finishing the course. Students control social and affective features of learning with these strategies. Students' affective filter affects the learning process, some of them are lack of motivation, absence of self-confidence and anxiety. If students get a down affective filter through these strategies, they could develop all skills and it simplifies new learning.

**Communication Strategies** are used to reduce problems throughout communication in order to transmit their expected connotation (Lesiak, 2015). When students communicate their ideas or thoughts, the teacher can consider the effectiveness of the input and embolden them to continue working on their skills. There are some communication strategies according to Lesiak:

Strategies may include **paraphrasing**, which refers to learners using different words or phrases to express their intended meaning. Also, **substitution** when learners may avoid a problematic word by using a different one. **Coining new words** relates to learners creating new words or phrases for words that they do not know. Moreover, **asking for clarification** or **avoidance**, which takes multiple forms. Learners of a foreign language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the foreign language. Learners sometimes try to talk about a topic but abandon the effort during the utterance after discovering that they lack the resources to complete their message. (Lesiak, 2015, p.10)

## 2.7. Learning Vocabulary Strategies

Vocabulary is indispensable in developing students' four language skills. Having a huge supply of vocabulary particularly technical and academic vocabulary is fundamental for students who are learning a second language. Learning vocabulary strategies help and prepare learners to bear in the scholarly studies (Saifudin & Yunus, 2019). Nevertheless, learning vocabulary involves working with effective vocabulary learning strategies to get students to achieve their goals regarding vocabulary learning. Learners' achievement is associated with accurate application of vocabulary strategies which are useful in supporting the learners' advancement in their training. When the right learning strategies are focused on the students' attention, the vocabulary learning will take place with ease. Vocabulary knowledge permits learners to apply the language that they are learning although, occasionally, students are not conscious regarding their English skills. This is resolved based on their vocabulary facts and their comprehension (Nation, 2001). Furthermore, the

emphasis on vocabulary learning will not be ignored during their progress. The communications are effective since learners are answering well through the interaction with the second language, if students learn a lot of vocabulary the communication will be successful.

### **2.8. Methods used in Teaching English as a Second Language**

There are many methods used by teachers in the classroom, all of them have the same goal, to teach English as a Foreign Language. Methods are effective if students feel motivate to learn English language. The interaction between methods and students is a cue to get an interactive teaching. Teenagers, are considered as a hard group of learners. They need to be taught in an organized way. In this special age level, it is suggested to use methods of teaching which emphasize all four learning skills (listening, speaking, reading and writing) always considering the importance on the communicative competence. Communicative Language Teaching Method, Audiolingual Method, and Suggestopedia will be mentioned in this study and they seem to be convenient methods of teaching English to teenagers.

### **2.9. Communicative Language Teaching Method**

This method is useful since students are considered communicators and they are encouraged to communicate their ideas or thoughts through dialogues, messages, role plays, and all kinds of activities in which students can practice the language in a real context. Students are stimulated to produce the language. All techniques used in this method “engage learners in the functional use of language for meaningful purposes” (Brown, 2001). This method allows students to work with effective communication. The teacher’s role is that of a facilitator or guide while students are engaged in communication. Students feel free to express their opinions and thoughts in any kind of environment and one opportunity they have to develop communication is through working in groups. Communicative Language Teaching aims is to get students to use the language to communicate and develop their English skills despite the errors they can have when communicating their ideas or thoughts.

### **2.10. The Audio-Lingual Method**

This method has been related to the Direct Method. The Audiolingual Method works directly with the students and motivates them to speak through dialoguing, the vocabulary is introduced according to readings (Brown, 2001, p. 22) The use of audiovisual material helps students' comprehension. It is a good method if you teach large groups. Listening and speaking skills are developed with this method and embolden the students to use the target language. Moreover, teachers are not concentrated in teaching grammar rules since it is presented inductively through the teaching-learning process.

### **2.11. Suggestopedia Method**

It is a teaching method based on the awareness of how the human brain strives more efficiently according to situations (Lozanov, 1979). Teachers use special decorations, furniture, adjustment of the classroom, use of music, all these can be carried out if teachers have their own English classroom and school facilities. There is a teacher authoritative behavior, however, a teacher is considered as part of the classroom, it means, he or she acts as students' partner. The learning takes place through visual images, sounds, movements and this promotes relaxation in the learners. Retelling, conversation, songs, games, dramas, presentation of vocabulary, readings, and role-playing are some techniques applied in this method. Students' cognitive skills stimulate language development. This method is effective because it works differently since it integrates teachers and students into the learning process through different learning activities. Students feel self-confidence over this method since their affective filter will be low. Learning is interactive and students have the advantage of generating own learning environment.

### **2.12. Learning styles**

Students have different styles and learning strategies to learn or acquire a language depends on the facilities and how they address their skills. Lesiak mentions:

**Learning styles** might be defined as cognitive, affective, and physiological attributes

that guide and show the learners how to perceive, interact with, and respond to the learning environment. What is more learning styles are all characteristic, features which differ one learner from the other and describe how the students behave in the classroom. There are numerous types of learning styles and even though a long list of them must have been created, we choose only those essential to name and describe. (Lesiak, 2015, p. 8).

As Lesiak, 2015 remarks, there are two kinds of learning styles in the first typology (cognitive): "Field Independent Style and Field Dependent Style". Brown, (2000) mentions: "A field independent style enables you to distinguish parts from a whole, to concentrate on something (like reading a book in a noisy train station), to analyze separate variables". Field independent style refers to the aptitude or ability to distinguish a specific or significant section in a "field" of distracting sections, it means, distinct by an inclination to separate facts from the surrounding context. That area may be emotional, or it may be more complex and refer to a set of thoughts, ideas, or feelings from which your task is to distinguish specific subsections. Writing and reading are a good example of field independent since students can develop these skills. In Field Dependent style, in contrast, you can see the parts of the whole, the general conformation of an issue or idea. Brown, (2000) "style has positive effects: you perceive the whole picture, the larger view, the general configuration of a problem or idea or event. It is clear, then, that both FI and FD are necessary for most of the cognitive" Field Independent learners learn more productively step by step, it means, they analyze facts and expand their ideas. In contrast, Field Dependent learners choose to learn in special context and deal with things as a whole instead of separate part.

Another style of learning, having to do with brain functioning and laterality is the "left- and right-brain functioning" (Lesiak, 2015). It is assumed to be likewise essential in foreign language learning. Students who dominate the left-brain prefer to be taught using a "deductive style of teaching" (Brown, 2000). Learners are considered analytic book lovers,

they have self-confidence in their thoughts and criteria, solve problems, and do not complicate themselves at the moment of responding to verbal and writing form directions. They also like to experiment with new things. On the other hand, students with right-brain dominance prefer to work with the inductive style of teaching, they feel more comfortable and have more effective learning using it. They are considered intuitive and daydreamers. Learners respond to pictures, reply to illustrated instructions, they do not prefer to work in an experimental form (Brown, 2000). Learners are able to work with colors, they are creative, and like to analyze their creativity through the art.

The last learning style has to do with perceptions and sensory preferences. It could be considered as a method of reaction to specific impulses and how the knowledge is acquired. There are three categories: “visual learner, auditory learner, and kinesthetic learner” (Lesiak, 2015). Visual learners must learn from their transcriptions, they work in total order and like to see important information on the board. Auditory learners love to hear their voice, they learn through retelling the material out loud and prefer to acquire the knowledge by listening to the teacher, instead of writing information on the board. Kinesthetic learners choose to learn with body movement; they walk while repeating the content. They enjoy working with experiments, role plays, they use gestures during the speech (Lesiak, 2015). Learners adapt and respond to different impulses, they link to suitable categories or intelligence and discover that they have special abilities to learn new things. These learning styles could be considered innate in each learner and students can develop them throughout their lives. Teachers must pay special attention to these categories since every student learns in a different form and style. Teachers must help students to develop their skills to increase their knowledge and encourage them to continue learning every moment.

Learning styles and strategies are the main issues that help to determine according to Oxford, (2001) “how- and how well” students learn a foreign language. Moreover, (Nurul Amilin et al., 2011) mention:

In the process of learning a language particularly a second language, there are many

variables that determine the success of a language learner which include language learning styles. In a class made up of various learning styles, it is necessary for language teachers to identify and work on the diversity of learner differences. (Nurul Amilin et al., 2011, P. 179).

Both teachers and students have an individual and own way to teach and learn a second language. It depends on physiologic, cultural, environmental, emotional factors. Teachers must recognize the individual differences of learners to personalize their education through different interactive activities to facilitate the learning. In other hand, learners should learn to learn identifying which are the best learning styles and strategies to learn a second language and, in this way, achieve all goals regarding a second language learning.

### **2.13. Use of Monolingual and Bilingual English Dictionaries their Influence in Vocabulary Learning**

Dictionaries are an important tool when someone is learning a new language. There are formats where one can find the information, either imprint or electronic. Dictionaries are the most widely used resources for foreign and second language learning and can assist learners with both common and uncommon words. The majority of dictionaries are prepared for non-native speakers, even if monolingual or bilingual, paper or electronic, are very accessible to use in the first instance, especially if the user is untrained. The dictionary use can give students some advantages if they have a basic knowledge level regarding the language (Boulton & Cock, 2017). L2 learners need to use a dictionary since they must identify the meaning of the words that they hear or read and want to respond to something about a specific topic. Training and encouraging learners to use dictionaries as a habit is a big challenge that teachers must face in the classrooms. Furthermore, teachers must make the learners apply the new words in a real context, considering the strategies implemented and how these strategies work in vocabulary learning. Furthermore, it is significant teachers work with interactive activities at the moment to use English dictionaries, it could facilitate the learning process and students feel encouraged to use dictionaries.

#### **2.14. The Use of the Internet to Facilitate Learning**

The use of the Internet has changed our lifestyles, it is an important tool that facilitates our work, studies, entertainment, leisure, etc. In schools, it has become a necessity to send, download, upload files or information, as well as the social networks to share information, videos, pictures. The challenge is to identify how to employ this tool with students in the classroom (Tucker & Courts, 2010). Teachers and students work simultaneously through social media and the different educative platforms. The traditional education has been modified because of the use of the Internet. Currently, the curriculum has been adapted in its planning and digital content has been incorporated to reach more students through the different interactive platforms and in this way, facilitate students' learning.

### **Chapter III: Research Methodology**

This research is quasi-experimental because it seeks to put into practice suitable vocabulary learning strategies. The sample consisted of one class four students, they are control group and experimental group. They worked in a volunteer way. The sample in this study was taken according to the students' school year of, and English level. They attend at IB Program where the curriculum differs from the national education program for that reason it was pertinent work with them since they needed to be prepared to take international assessments. Besides, students practiced the language through this study. Students attend the third year of International Baccalaureate from a public school in the North of Quito. These students are teenagers from 16 to 18 years old, three of them are boys and one is a girl. They have attended virtual classes in one hundred percent of the school year. This research took the following steps: first, the students took a diagnostic test or pretest, it allowed the research to identify the students' vocabulary knowledge. Additionally, with the result obtained from the pretest could identify that all students got an A2 English level according to the CEFR. This technique helped the researcher to collect data. Descriptive statistics was used to analyze the outcomes found in the diagnostic test. Afterward, interactive learning vocabulary strategies were implemented to get all students to learn enough English vocabulary to get the B1 level according to the CEFR. In the end, a post-test was applied to know if the students had learned new vocabulary and how they had used it in the right context.

1. The pretest defines A2 students' English level and what strategies can be useful to solve the problem. Students took a pretest, they completed sentences. The pretest was based on the topics and vocabulary studied from first year of diploma. The was designed as multiple-choice, students had the opportunity to decide what the best answer was. This test was uploaded through Google Forms and students took the test using a link that the teacher sent. With the application of this test, students utilized their prior knowledge learned in the last school year.
2. According to the collected data, suitable vocabulary learning strategies were applied to the students from International Baccalaureate who are attending the third year of

baccalaureate. These strategies were selected according to the students' learning styles. Students' errors were not sure about their knowledge, they confused words in context and meaning of them. It probably was due to work in virtual form since they were accustomed to work in classes, they had to work with short time per period of class, and the changes affected them the accuracy of the pretest results.

3. Using strategic planning, based on students' schedules. The Interactive Vocabulary Learning Strategies can improve word learning (Courtright, Magguie; Weselok, 2000) Learning vocabulary is more than repeating words. Through interactive vocabulary students do not only repeat and memorize words but they can assimilate, apply, and practice them in context or real situation. (MacLean, 2000) Interactive Vocabulary Strategies help students to recognize the key word from the text through a variety of activities in which the students' participations is required. Interactive vocabulary learning strategies chosen were put into practice. The interactive strategies allowed the transformation of the previous state of the group of study to the proposed one. The methods, resources, activities, strategies, and procedures were organized according to the objectives expected.
4. Progressive Evaluations were applied **during** the experiment, at the end of each unit of content to analyze the interactive strategy' results.
5. At the end of this experiment students took a **post-test** to evaluate the students' learning. It was useful to detect if the vocabulary learning strategies worked effectively and if the students learned vocabulary using those strategies.

Due to the current situation all are living in because of the COVID-19 pandemic, schools are closed; for this reason, the research was adapted to this condition. It was addressed through different platforms. It had affected the research, since teaching virtually was complicated, According to (Ministerio de Educación del Ecuador, 2016) "Face-to-face interaction is an important part of communication in any language". Teaching of English should be a direct interaction among teachers and students. The platforms used to guide classes

were: Google meet, Microsoft Teams, and Zoom among others.

The methods and techniques applied in this research are of three types: statistical, methodological theory, and empirical. With the application of statistical methods, we were looking forward to analyzing, and synthesizing, all the information collected through the pretest, progress test and post-test during this research with the aim to measure which interactive strategy was more efficient statistically. Methodological Theory was useful in this research. According to the results gotten Communicative. Audio-Lingual, and Suggestopedia Methods were applied in this study. Students worked in the different learning styles and strategies with the aim of getting English vocabulary. Furthermore, the pretest result showed the students' errors, they confuse meaning and the use of the word in context. With this information students worked with metacognitive and cognitive Empirical Methods, Scientific observation allowed the researcher to get first-hand information related to English vocabulary learning. The observation was carried on through the different educational platforms used in this study. Furthermore, progress tests were useful to establish if the students were applying the new vocabulary and if the strategies did not work according to the post-test results and other strategies had to be applied to help students learn the new vocabulary positively.

### **3.1. Procedure**

This research had the participation of four students previously mentioned.

Additionally, students received three sessions per week, which facilitated the application of this experiment. It was an advantage since the rest of the students from the high school receive just one session per week.

The research is quasi-experimental; for this reason, students took a pretest before working with interactive vocabulary learning strategies. After this, students took a post-test to prove if the strategies applied worked and if the students learned English vocabulary.

Traditional methods and strategies are used to teach English language without paying attention to students' needs and how they want to learn a second language. Teachers should encourage students to learn every moment and with the implementation of interactive

strategies, the learning will be effective. Students have been learning through traditional methods. They have responded to drills, repetitions, copying vocabulary, and memorization. However, these strategies have not proven effective input. Teachers have been working with printed worksheets to teach English vocabulary and students have completed them with the correct answers; however, students have not had the opportunity to put into practice their vocabulary knowledge in real situations.

In this study some interactive vocabulary learning strategies were applied for intermediate EFL students. Socio-affective learning strategies played an important role in this study since students felt confused with virtual classes, metacognitive, cognitive and communicative strategies were useful to encourage students to continue working with the new teaching modality. The four students apply the different learning styles, some of them are visual learners and auditory learners. Students receive accurate input and they through the different learning strategies and styles produce their own output, it means, productive skills. In the same way, the three teaching methods mentioned in the theoretical framework were adapted since IB students should develop abilities to learn with different teaching methods. Additionally, the education is considered eclectic for that reason students learn through different methods and take advantage of each of them to get new knowledge. These methods helped students to become critical thinkers. Some relevant aspects were taken into account from each method, for instances, from Communicative Method students expressed their ideas, feelings, and thoughts, they communicated in oral and written form. Audio-lingual method helped to students to be more confident at the moment to speak using visual material, the vocabulary was implicit in the readings. At least, Suggestopedia was useful in spite of students had not attended at classrooms, they took advantage of their own spaces on their home. Students worked more efficiently if the learning activities were fun and interesting. They liked to create videos, presentations, and interactively practice their vocabulary. Students had shown their abilities when presenting their works. Cognitive, metacognitive, and socio-affective strategies are effective if they are used according to students' necessities and how they want to learn English vocabulary (Lesiak, 2015). The

internet has facilitated learning, there are unlimited resources and students discover each of them while they are learning at the same time, because of the pandemic this tool has been our best ally in education; teachers have incorporated interesting platforms to facilitate students learning. Students should learn to work with these platforms and tools. On-line dictionaries and applications have allowed students to acquire and develop new skills regarding vocabulary learning.

### **3.1.1. Comics Pixton**

This tool helped students to be creative, they activated their imagination and played with the different characters, objects, places to create their own stories. Students rebuilt personal anecdotes to recreate them into comics. They presented their work to the class and shared their experiences. Comic Pixton cannot be used only to represent personal experiences but to create stories, series, or tales depending on the students' creativity and to put the vocabulary learned in previous classes into practice.

### **3.1.2. Flipped classroom**

This strategy was helpful, these students searched for a specific subject that the teacher suggested investigating. After, they looked for the information and classified it, after that, students presented their findings to their partners through slides. The participants listened to and read the information then, they made comparisons among the gotten material. Finally, they discussed and answered some questions related to the topic. When the class finished students had to transcribe a summary linked to the presentation and their comprehension. They used the new vocabulary learned during the presentation. The objective of this strategy was to get students to activate their prior knowledge, figured out the topic and develop skills to speak in front of their partners.

### **3.1.3. Wordart**

Students demonstrated their knowledge through this activity by creating word clouds using vocabulary learned in class and wrote sentences using those words they did not know.

This strategy strengthened students' knowledge regarding vocabulary, they interpreted the meaning of the words and they were able to write sentences using the new vocabulary. All students uploaded their work at the Edmodo platform at the end of these activities; where all tasks are registered and graded; students and parents can visualize the students' progress in some cases.

#### **3.1.4. Educaplay**

Students worked in the Educaplay educational tool about vocabulary related to environmental care. At the beginning of the class, students gave feedback and then opened the Educaplay tool, they read and joined words with the correct meaning vocabulary learned in the previous class. This tool is very useful since teachers create challenges and students can repeat the same activity until they get a high score. In the next step, students put the vocabulary learned into practice. In this tool, they created their account and generated some activities with the new vocabulary. After that, they shared the links with their partners and completed the different interactive activities. They felt involved in the learning and they were part of the process since they wrote an assignment to somebody else.

#### **3.1.5. Flipgrid**

With this interactive strategy, students could express their opinions about any topic. In this opportunity, they watched a Ted talk video, after the teacher sent the link and they could enter the application. Students recorded a short video giving their point of view regarding the Ted talk. Students uploaded the video and they had to reply to one partner's video. This activity aims to get all students to give their opinions and, at the same time, respectfully comment on the others. Students worked with the vocabulary learned and they expressed their ideas openly.

#### **3.1.6. Vocabulary Dictation**

This strategy helped students to activate their prior knowledge regarding prepositions of place and identify how to describe pictures. It was very useful as students learned to describe pictures using specific vocabulary and gave directions related to the pictures.

Students listened to the description and drew what he or she was seeing in the picture. All students drew what they understood and then showed it to the person who was describing the picture and that person decided if the drawing was accurate to his or her description. Students put their abilities into practice not just for drawing by listening to specific instructions. They enjoyed working with vocabulary dictation since they realized it is very important to understand the message to draw and it is very different to express the ideas through words rather than to explain the ideas through pictures and demonstrate what students understand.

### **3.2. Instruments**

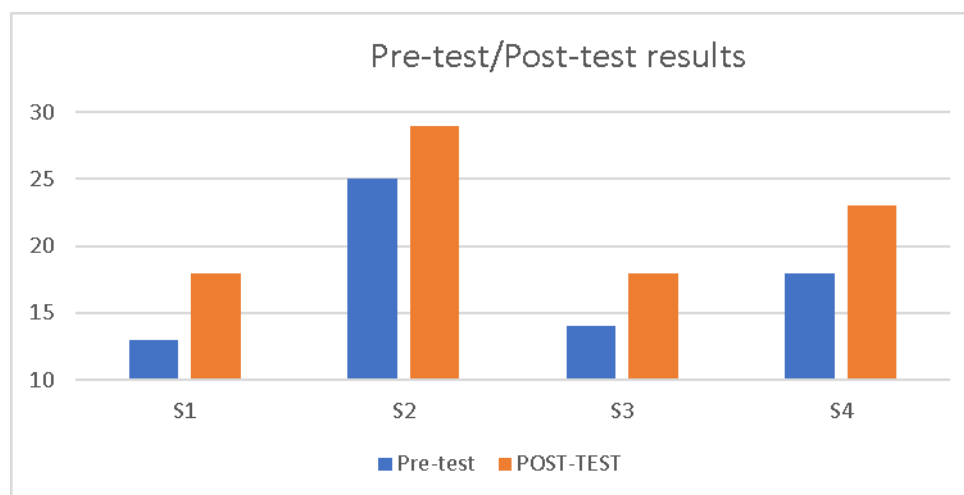
The instruments used in this experiment were: pretest, on-line lessons (progress test), readings, and post-test. These were applied during eight training sessions, four weeks, they were divided into periods of forty minutes per session, in total 120 minutes per week. All instruments were selected according to the student's proficiency level (COUNCIL OF EUROPE, 2001). The pretest was based on vocabulary learned in the second year of baccalaureate. The on-line lessons and readings were related to the study topics from the IB Program (International Baccalaureate Organization, 2013). The four students participated actively and completed all questions. These interactive strategies were applied according to learning strategies suggested by (Brown, 2000) and (Saifudin & Yunus, 2019). The speaking skill was developed in this study through the Flipgrid application, they were evaluated through a speaking rubric.

## Chapter IV: Results

One important aspect of learning EFL is students activated their prior vocabulary knowledge. The pretest analysis gave us the advantage to identify the A2 students level. The vocabulary considered in this test was about family, food, home, city, entertainment, clothes, transportation, weather. This vocabulary was studied in the second year of the baccalaureate. Students answered twenty-two multiple-choice questions which facilitated the statistical analysis. With the results, suitable English vocabulary learning strategies were applied in this study. Pretest results showed students needed to learn vocabulary in interactive way. Moreover, the scores gotten pointed toward the application of the suitable interactive vocabulary strategies, learning strategies and styles were students demonstrated their abilities regarding the use of applications or online tools during virtual classes. After applying the vocabulary learning strategies students took a post-test to evaluate their vocabulary learning and verify if the students' vocabulary increased through the interactive vocabulary strategies.

**Figure 1**

*Comparison of scores pre-test and post-test vocabulary learning*

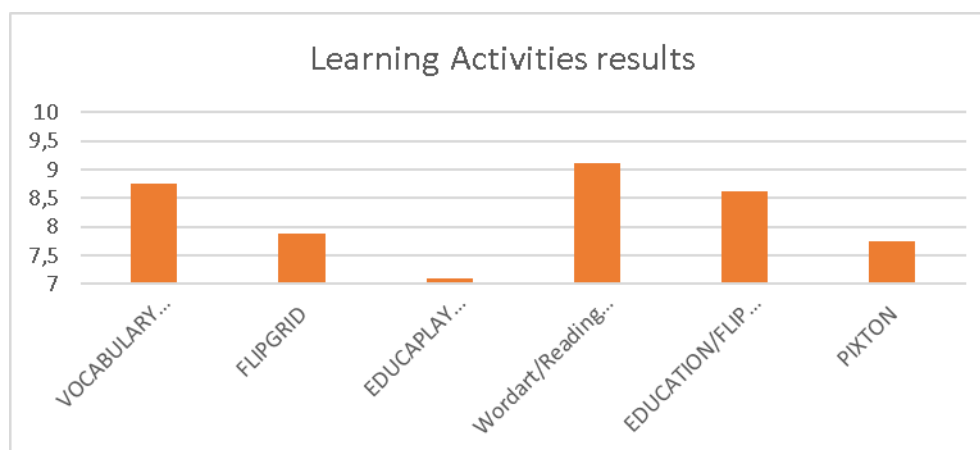


*Note.* This figure shows us students present a slight change in their learnings. The participants improved their English skills through new methodology and strategies.

**Table 1***Analysis Pre-test and Post-test results*

<i>Pre-test Analysis</i>		<i>Post-test Analysis</i>	
Mean	17,5	Media	22
Error	2,723355773	Error	2,614064524
Median	16	Median	20,5
Standard Deviation	5,446711546	Standard Deviation	5,228129047
Range	12	Range	11
Minimum	13	Minimum	18
Maximum	25	Maximum	29

According to the results (Table 1), students learned vocabulary in 27,90%, which takes as a reference the means of each test. The mean post-test increased on a difference of pre-test; students worked and learned through the different learning strategies. There is a measure of error among the two tests of 0,109291246, which demonstrates the strategies worked efficiently. The pre-test media is 17,5, while the post-test media is 22 after implementing interactive vocabulary strategies. The standard deviation is 5,23 which points out the variability of the data in our sample. In sum, all students are in the learning range and if the students continue working with more interactive strategies, they could improve their scores, and indeed, the class media will increase.

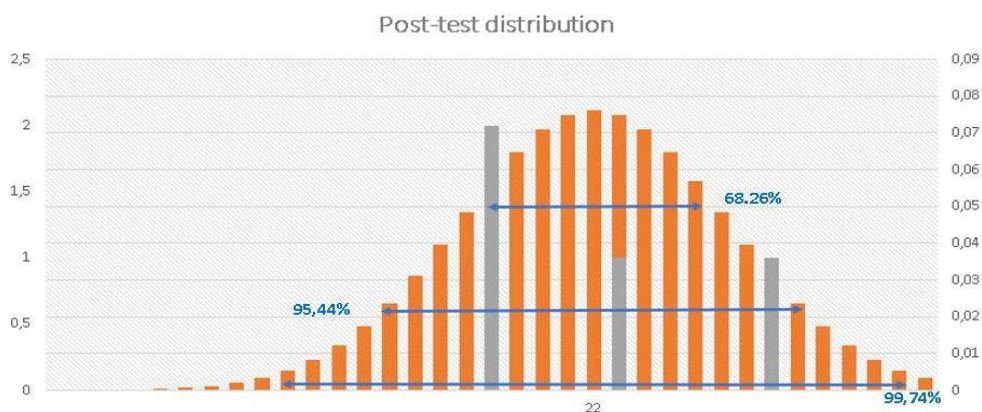
**Figure 2***Interactive Strategies Results*

In figure 2, three interactive strategies have a high mean, Vocabulary Dictation

represents 17,78%, Flipped classroom represents the the17,52%, and Wordart/Reading activities represent the18,53%, it means, students worked effectively with these strategies. The other three strategies have a low mean, Educaplay represents 14,43%, Pixton and Flipgrid have the 15,75%, and 15,99% respectively, which means, the interactive strategies were not worked efficiently in this experiment. This information is significant since teachers realize the implementation of interactive learning in English class is fundamental. Moreover, the home-schooling modality has enormously increased because of the pandemic. Nowadays, on-line activities are considered our best resources to teach no just vocabulary but all school subjects. The strategies used in this research have facilitated the students' learning process.

**Figure 3**

*Normal distribution*



The graphic shows us three students are inside the first quartiles, considering the mean, it represents 68,26% of the normal distribution. Meanwhile, one student is in the second quartile on the right side, it represents 95,44% of the normal distribution. It denotes all students are in positive quartiles, considering the mean and the standard deviation which is 5,23, the minimum of 18, and the maximum of 29.

**Table 2***T-test analysis*

Paired sample T- test

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	17,5	22
Variance	29,66666667	27,33333333
Observations	4	4
Coefficient of Pearson correlation	0,99498606	
Hypothetical different measure	0	
Degree Freedom	3	
Statistic t	-15,58845727	
P(T<=t) one tail	0,000286837	
Critic Value t (one tail)	2,353363435	
P(T<=t) two tails	0,000573673	
Critical Value of f (two tails)	3,182446305	

In this table the T-test shows us a range of 0,000573673, it represents that the level of significance is acceptable, it means, it is under the 0,05 of reference, it can be interpreted that the interactive strategies have been working in correct way.

#### **4.1. Discussion**

First, the interactive strategies were applied according to the schedule; the results show the interactive strategies developed the student' English skills. For that reason, it is significant that teachers and students continue working with new interactive strategies to strengthen speaking and reading skills. Students need to practice speaking since it is a productive skill (Read, 2007). It is fundamental for students to learn to talk in front of other people and, conduct conversations, and demonstrate their knowledge about different topics while recording the oral assessment. Reading comprehension, on-line activities, and lessons allowed us to know the progress of students' learning in this study. The pretest results were different after implementing the interactive strategies when students confirmed the learning of new vocabulary through the diverse activities developed in class. The post-test was taken at the end of this study and the results showed us the effectiveness of all interactive strategies applied in this research. Students' scores in reading were low, specifically in Educaplay activities, as it is showed on Table 3. They failed in completing the answers on

the time allowed. It means, they did not have enough time to complete the activities since the period class finished and they had to continue with their schedules. Students must work with time which complicated the students' responses. Reading comprehension is an external assessment in the IB program (International Baccalaureate Organization, 2013), they need to be able to complete many open-ended questions and work with a timer. Students practice with this kind of assessment during the program.

This study tried to cover the learning strategies suggested by Brown, (2000) remarks "cognitive and metacognitive and socio-affective strategies are very important when we are teaching overall if the students are learning a second language". These three learning strategies are so linked each other for that reason, the results in this study are considered effective.

Second, students' scores could have improved more if they had more time to apply further interactive strategies; the students' schedule was divided between applying the strategies and attending school meetings. The eight sessions were not enough to get higher results. They attended virtual meetings and some students had problems with internet connection. Moreover, they had to work hard with other complex subjects in the program, for instance, Mathematics, Physics, Theory of Knowledge, and Literature. Additionally, they had to write monographs, essays, and record audios. Students worked with six interactive strategies for four weeks. It was because they needed to accomplish this study since they must attend to assessment simulators during the first two weeks of February according to IB program timetable.

All students responded positively to the teaching methods mentioned by Brown, (2001) the three methods were applied in this study. Students got to communicate, understand implicit vocabulary from readings, and use their own space to learn vocabulary. There was interaction between teacher and students. Additionally, (Lozanov, 1979) refers the use of visual material, music, games, contests, videos to get students learn actively with the interactive vocabulary strategies students learn vocabulary in real context. Students need to achieve the B1 English level at the end of the program and with the analysis of the results

and with the application of more interactive activities, students will reach the B1 level.

The research question in this study was answered positively since students enhanced their vocabulary through the interactive vocabulary learning strategies. As a result, they became more critical thinkers able to take lessons or talk with teachers regarding any topic. The objectives were carried out satisfactorily, they were identified, selected, applied, and evaluated the interactive vocabulary strategies according to the schedule. The size of the group facilitated the study. The students were enthusiastic when working with the interactive vocabulary learning strategies. Moreover, they showed their abilities with the different on-line activities; all of this is reflected in the results tables. As a relevant point, the students' affective filter was low since the application of interactive learning vocabulary strategies students felt motivated to learn without fear to make errors. The different applications and tools gave them the opportunity to repeat the activity until to get a good score. In this way, students felt part of the learning process.

### **Limitations**

The limitations found during the research are different since our new reality does not allow us to work in face-to-face with our students at school. Some students do not have access to internet service or perhaps their connection does not work quickly. Furthermore, during the pandemic, some students had moved from their homes and it complicated the process since the new homes may not had had internet available. Moreover, teachers have to be aware that students learn through different learning styles, some of them are visual, others auditory, and kinesthetic. Teachers must make a comprehensive search regarding the most suitable strategies to apply with our students. The first point is to identify students learning styles, it will help us to know their abilities to learn. Teachers should be aware students do not learn just with one teaching method, we have to change the method when looking students are not getting the learning objectives. Also, one special point should not be forgotten: the students' affective filter. Due to the pandemic, some students have suffered losses, some family members passed away, or their parents do not have work or maybe they are sick. Besides, because of the current situation, the Ministry of Education has created new guidelines about the students' schedules. The class periods were reduced by half since students could not stay in front of a computer for long hours. As a result, the students did not receive full time classes and teachers had to work with limited time during the English sessions. These aspects limited our research, however, with the students' positive attitude and the correct organization all objectives were achieved in this research.

## Conclusions

The results presented previously show us the use of interactive vocabulary strategies is a different way of teaching. Despite circumstances students can continue learning, they are willing to work with new approaches. Interactive strategies catch students' attention and they are focused on learning new vocabulary through innovative procedures. The interactive strategies were selected according to the student's English level, which facilitated the work with the whole class. An advantage of working in on-line interactive activities is all students interacted in a synchronic way, in this case, our participants had the tools to access the virtual classes, which could be considered a strength in this study. Students demonstrated their learning about new vocabulary. A recommendation could be students need to work with more interactive strategies to get good results in the internal and external assessments. Finally, the six interactive vocabulary learning strategies were a good resource to get students to learn new vocabulary and they put their knowledge into practice through the activities presented on them. Students were evaluated during the experiment to identify if the strategies were effective or not in this research process.

Students must continue working with interactive vocabulary strategies it is a suggestion to our colleagues especially those who are working with IB students, they are attending a different study program and it is significant students learn with interactive plans since they need to acquire a lot of vocabulary in a real context. Students need to be encouraged with interactive activities to avoid monotony in English language learning and education in general.

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### Annexes

Diagnosis Test

Write your name: \_\_\_\_\_

Read carefully and choose the best answer according to the sentences

1. Where do you get vegetables, groceries, dairy products?

restaurant

cafeteria

cinema

supermarket

2. The taxi couldn't come because there was too much \_\_\_\_\_.

snow

wind

cloud

3. What kind of text you can write if you want to recommend any movie?

Recipe

Letter

Email

Review

4. Serious weather \_\_\_\_\_ are making driving difficult.

reports

forecasts

conditions

5. He bought \_\_\_\_\_ both a cup of tea.

they

them

their

6. \_\_\_\_\_ I sit here, please?

should

might

may

can

7. Choose the utensils used in the kitchen

Flowers  
Blender  
Spoon  
Chair  
Teapot  
Pen  
Notebook  
Toaster  
Napkin  
Oven glove  
Mixer  
Coach  
Blanket  
Picture  
Measuring cup

Knife  
Teaspoon  
Wallet  
Colander  
Chopsticks  
Fireplace  
Fork

8. I have to go to the dentist's. I've got a\_\_\_\_\_.

toothache  
headache  
stomach ache

9. The.....preserves the things fresher for more time.

Stove  
Microwave  
Blender  
Refrigerator/fridge

10. I need to buy a new hockey\_\_\_\_\_for school.

bat  
stick  
racket

11. You should open a bank\_\_\_\_\_if you want to save money.

account  
charge  
loan

12. Paul wants to act when he leaves university. He's going to work in the\_\_\_\_\_.

theater  
museum  
cinema

13. In what part of the human body the feed is stored?

Lug  
Liver  
Stomach  
Kidney

14. My father's brother is my ....

Grandfather  
Son  
Godson  
Uncle

15. You need to buy a\_\_\_\_\_for the tram

bill

ticket

receipt

16. What utensil do you use to fry a piece of chicken or meat?

glass

frying pan

bowl

pot

17. If someone want to drink any beverage because he/she is ...

Happy

Sad

Thirsty

Hungry

18. I love that new detective series on TV. I can't wait for the next\_\_\_\_\_!

episode

edition

extract

19. Could you\_\_\_\_\_this shirt for me, please?

smooth

flatten

iron

20. Your\_\_\_\_\_is at the top of your arm.

Shoulder

elbow

hand

21. If you want to care the environment what means of transportation will you use in your city?

bus

taxi

motorcycle

bicycle

on foot

22. If you want to prepare a cake what ingredients do you need?

Rice

Eggs

Water

Milk

Flour

Butter

Salt

Sugar

Vanilla

Baking powder

Oat

chocolate

**Post-test**

Write your name: \_\_\_\_\_

Read carefully and choose the best answer according to the sentences

1. If you want to care about the environment what means of transportation will you use in your city? Choose more than one.

- Bus
- Taxi
- Bicycle
- Subway
- On foot
- Motorcycle

2. If someone drinks a lot of liquid or any beverage because he/she is ...

- Hungry
- Sad

Thirsty

Angry

3. Paul wants to act when he leaves university. He's going to work in the \_\_\_\_.

- Museum
- Theater
- Cinema
- Home

4. The taxi couldn't come because there was too much Snow

- Water
- Cloud
- Fog

5. You should open a bank \_\_\_\_\_ if you want to save money.

- Account
- Charge
- Loan
- Fee

6. He bought \_\_\_\_\_ both a cup of tea.

- them
- they
- their

7. Could you \_\_\_\_\_ this shirt for me, please?

- Iron
- Flatten
- Smooth

8. \_\_\_\_\_ I sit here, please?

- Should
- Can
- May
- Might

9. Serious weather \_\_\_\_\_ are making driving difficult.

- Reports
- Forecasts
- Conditions

10. Choose the utensils used in the kitchen. Choose more than one utensil

- Notebook
- Blender
- Pencil

Pot  
 Scissors  
 Knife  
 Blanket  
 Teapot  
 Spoon  
 Mop  
 Chair  
 Measure cup  
 Fork  
 Light  
 Colander  
 Wallet

Teaspoon

Frypan

11. A substance that has been linked to causing one or more types of cancer

Recycle

Carcinogen

Acid rain

Pesticide

12. A thick dirty cloud at ground level caused by pollutants reacting to sunlight

Toxic

Smog

Wildlife

Clear-cut

13. Lasting forever, or never-ending

Eternal

Greenpeace

Strike

14. They say that the volcano is still \_\_\_\_\_ so it could erupt at any time.

Active

Extinct

Endangered

15. The \_\_\_\_\_ goes through our town centre

River

Lake

Sea

16. The protection and preservation of natural environments and resources

Conservation

Damp

Extinct

Habit

17. An \_\_\_\_\_ designs buildings such as apartments and offices.

Account

Engineer

Architect

18. A very difficult or dangerous time...

Crisis

Burden

Depressed

19. A \_\_\_\_\_ is a painting of a person.

Composition

Sculpture

Portrait

20. Can you tell me \_\_\_\_\_ the nearest post office is, please?  
Where  
When  
What  
Why

## Pedagogical Test

**Educaplay test:**

Form couples correctly. For this click on one of the elements of the first column and then on one of the elements of the second column. They must complete all the couples to complete the exercise.

## ENVIRONMENT VOCABULARY

## I. COLUMN ONE

- renewable (adj.)
- clear-cut (verb)
- hazardous waste (noun)
- carbon footprint (noun)
- greenhouse gas
- eco-community
- carbon-dioxide or carbon(noun)
- acid rain (noun)
- fossil fuel (noun)
- domestic waste (also household waste) noun
- endangered species (noun)
- recycle (verb)

## I. COLUMN TWO

- a gas that's released by plants and by burning fossil fuels.
- rain that contains harmful chemicals that collect in the atmosphere when fossil fuels are burned
- a community with environmentally-friendly buildings, clean technology and renewable energy like solar and wind
- animals or plants in danger of becoming extinct or disappearing in the near future.
- dangerous substances that need careful disposal (eg. toxic or nuclear waste)
- a fuel like oil or coal formed from very old plant and animal fossils
- a gas in the atmosphere that stops heat from escaping into space
- to destroy a forest by cutting down all the trees
- forms of energy that can be replaced naturally, such as hydro

Environment Vocabulary Quiz. (EnglishCLUB, 2021)

You can do this 20-question quiz online or print it on paper. It tests your understanding of our Environment Vocabulary page.

1. Many factories \_\_\_\_\_ harmful pollutants into the atmosphere.  
minimize  
donate  
emit
2. You can \_\_\_\_\_ plastic bags again and again until they get holes in them.  
reuse  
resume  
reduce
3. Americans \_\_\_\_\_ many products that are sold with excess packaging.  
consume  
protect  
pollute
4. Burning fossil fuels can cause \_\_\_\_\_ to fall from the clouds.  
smog  
carbon footprints  
acid rain
5. You can \_\_\_\_\_ organic household waste by having a compost bin in the garden.  
protect  
recycle  
fertilize
6. Instead of throwing away old clothes, \_\_\_\_\_ them to organizations that help poor people.  
consume  
donate  
emit
7. The company is \_\_\_\_\_ an ancient forest in order to sell the wood.  
clear-cutting  
reducing  
recycling
8. Which is an example of climate change?  
reforestation  
global warming  
air pollution
9. Environmentalists understand the importance of \_\_\_\_\_ forests and wetlands.  
minimizing  
banning  
preserving
10. We will \_\_\_\_\_ if the government supports fossil fuel companies instead of tackling global warming.  
prevent  
protest  
protect
11. Energy-efficient vehicles and appliances use  
no energy  
more energy  
less energy

12. Regulations only stop factories from \_\_\_\_\_ the environment if they're enforced.  
protecting  
consuming  
polluting
13. We should \_\_\_\_\_ pollutants that seriously damage our health or the environment.  
emit  
use up  
ban
14. Which can cause serious health or environmental problems?  
hazardous waste  
domestic waste  
recycled waste
15. If you're working for a reforestation project you're probably \_\_\_\_\_ trees.  
planting  
clearcutting  
poisoning
16. The protection and preservation of natural resources and the environment is called  
contamination  
conservation  
protectionism
17. To stop global warming we have to use \_\_\_\_\_ energy like solar and wind.  
self-sufficient  
fossil-fuel  
renewable
18. Gases that stop heat from escaping into space are called \_\_\_\_\_ gases.  
green  
greenhouse  
zero-emission
19. The place in which a plant, animal, bird or fish normally lives is its  
habitat  
food chain  
eco-community
20. We're going to live in an environmentally-friendly  
ecosystem  
ecovillage  
habitat

## Reading Comprehension

### Greta Thunberg Quiz (Errey, 2021)

You can do this quiz online or print it on paper. It tests comprehension of our page on climate activist Greta Thunberg, one of a series of EnglishClub readings on environmental and health issues.

1. Why did Greta stop eating?

- she was overweight
- she was depressed
- she was protesting

2. How old was Greta when she realized climate change was a serious problem?

- 8
- 12
- 15

3. Nearly everyone Greta knew said climate change was bad, but they made it worse by

- saying all the right things
- flying all over the world
- riding bicycles everywhere

4. On the first day of her climate strike, Greta sat in front of

- her school
- the United Nations
- the Swedish Parliament

5. Who took the photo she posted on her Twitter account soon after starting her strike?

- Greta
- her father
- a passer-by

6. Where was the United Nations COP24 Climate Change Conference held?

- in Poland
- in Switzerland
- in Sweden

7. Greta was invited to the conference in order to

- wait nervously
- speak about climate change
- make a film about global warming

8. Fair treatment and help for people badly affected by global warming is an example of

- climate science
- climate justice
- climate change

9. Which word means all the places in which life can exist?

biosphere  
atmosphere  
environment

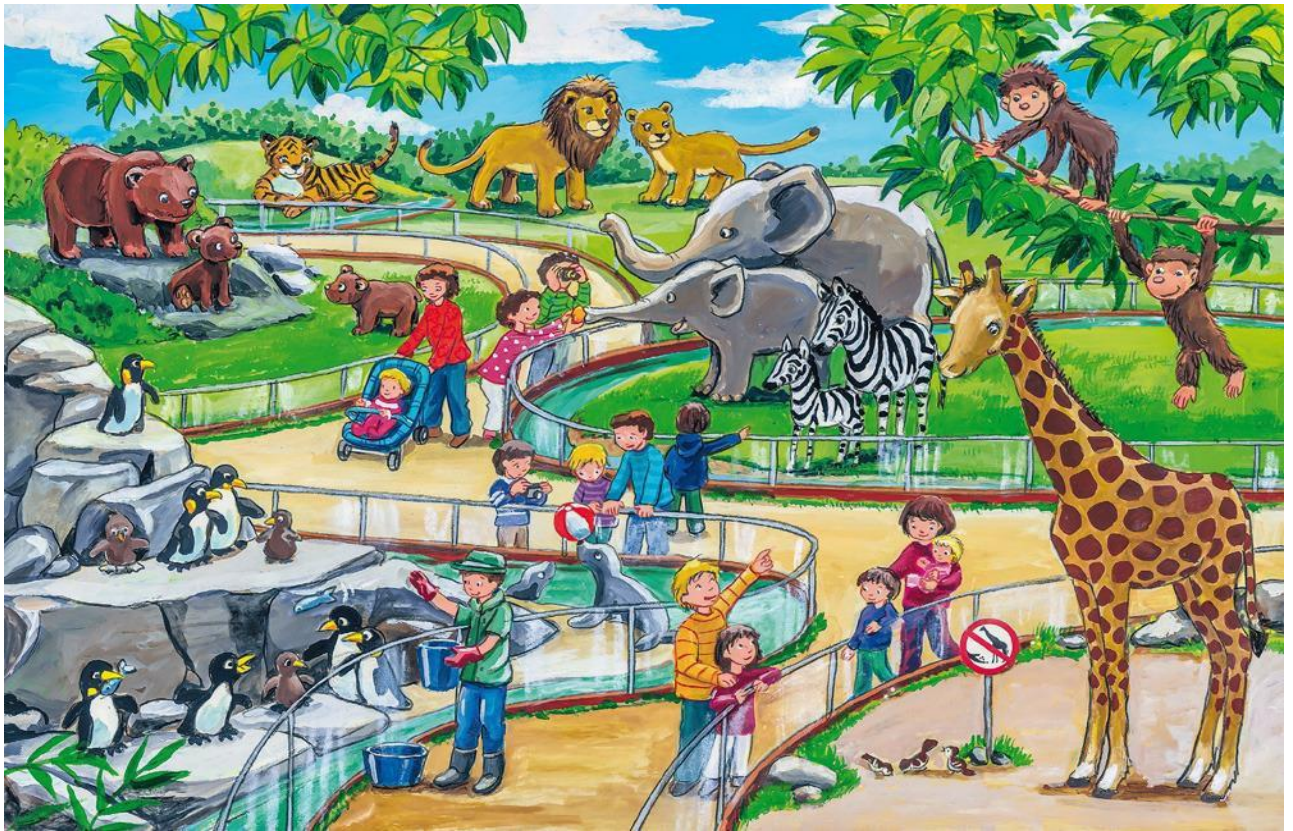
10. Greta said our civilization and biosphere are being sacrificed so that \_\_\_\_\_ can make more money.

very young people  
very poor people  
very rich people

**Writing task****CENTRAL TÉCNICO HIGH SCHOOL****Ecuadorian and Finnish Education**

Between Ecuador and Finland, we find many differences in relation to education. For example, while in Ecuador all the students wear a uniform by school, in Finland the students don't wear uniform. The Finnish students speak four languages, nevertheless in Ecuador, the majority of students only speak Spanish. On the other hand, Finnish only receive 4 hours of classes for day, but in Ecuador the students receive 6 hours of classes and the International Baccalaureate receive 8 hours. Finally, in Finland, almost all schools are public, and a few schools are private, whereas in Ecuador the number between public and private schools is balanced, but there are more public schools than private schools.

Picture Descriptions Vocabulary Dictations





### SPEAKING RUBRIC FOR FLIPGRID PRESENTATION

Students will create a video maximum one minute and a half. They will give their opinions regarding their partners point of view. Students must use visual material to their presentation.

<b>DIMENSIONS:</b>	<b>Excellent</b>	<b>Competent</b>	<b>Needs Work</b>
<b>FLUENCY</b>	Consistently speak with confident and enthusiasm about the topic. 5	Student speak with a little confidence and enthusiasm about the topic. 4	Student doubt when speaks about the topic and does not demonstrate enthusiasm. 2
<b>PRONUNCIATION</b>	The pronunciation is very clear without mistakes. 5	The pronunciation is clear and there are few mistakes. 4	Students mispronounce frequently during the presentation. 2
<b>VOCABULARY</b>	Uses a variety of vocabulary and expressions about natural places. 5	Uses a variety of vocabulary and expressions but makes some errors in word choices about natural places. 4	Use basic/limited vocabulary and expressions about natural places. 2
<b>ACCURACY OF MATERIAL</b>	The presentation includes many appropriate and easy understood visual aids. 5	The presentation includes few appropriate and easy understood visual aids. 4	The presentation does not include appropriate and easy understood visual aids. 2
<b>TOTAL: /20</b>			