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THESIS REPORT

***LEARNING FOREIGN LANGUAGE THROUGH VOCABULARY: THE MOST
ADEQUATE VOCABULARY LEARNING STRATEGIES OF 10 TH LEVEL
STUDENTS OF EDUCACION GENERAL BASICA AT ANGELO PATRY SCHOOL IN
QUININDÈ
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TESIS DE GRADO

***Aprendizaje de lengua extranjera a través del vocabulario: estrategias más adecuadas de
aprendizaje de vocabulario de los estudiantes del 10mo año de Educación General
Básica de la Escuela Ángel Patry en Quinindè en el año escolar 2015-2016***

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“I, Maria José Zamora Nazareno, declare that the investigation in the current thesis report research is absolutely original, authentic, and personal.

The content of this research is an exclusive legal and academic responsibility of the author and PUCESE.”

Maria José Zamora Nazareno

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DEDICATION

I dedicate my dissertation work to my family who has always loved me unconditionally and who has supported me all the way since the beginning of my studies giving to me good examples and words of encouragement and push to finish this career.

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ABSTRACT

The present study examined the most adequate vocabulary learning strategies of 10th level students at Angelo Patry School to learn new words. To achieve this purpose 20 students or participants were present in 10 English lessons during 5 weeks, and 20 hours class; where they learned different strategies to acquire vocabulary. In each class students learned vocabulary that they use in their daily life for example: Frequency adverbs, parts of a house, sequence words, members of the family, places in the city, prepositions of location, clothes and so on. Subsequently they answered a questionnaire of five questions, which was fundamental to determine which Vocabulary Learning Strategies they prefer for learning new words. The mean score indicated that the use of pictures and dictionaries are the vocabulary learning strategies preferred by this group of students. It means that these strategies are the most effective or adequate for them in the moment to acquire vocabulary to communicate with other people, because these strategies enable a fast connection with the meaning of the unknown words, besides they are available for them, and they are easy to get. Also, it must be emphasized that according to the results there are others vocabulary learning strategies that had a low score, but they also permit the understanding of words and their meaning to learn a second language.

RESUMEN

El presente estudio examinó las estrategias de aprendizaje de vocabulario más adecuadas de los estudiantes del 10mo año de la escuela Ángel Patry para aprender nuevas palabras. Para lograr este propósito 20 estudiantes o participantes estuvieron presentes en 10 lecciones de Inglés durante 5 semanas, y 20 horas clases, donde ellos aprendieron diferentes estrategias para adquirir vocabulario, En cada clase los estudiantes aprendieron vocabulario que ellos usan en sus vidas diarias por ejemplo: Adverbios de frecuencia, partes de una casa, palabras de secuencia, miembros de la familia, lugares en la ciudad, preposiciones de lugar, ropa entre otros. Posteriormente respondieron un cuestionario el cual era fundamental para determinar qué estrategias de aprendizaje de vocabulario ellos prefieren por este grupo de estudiantes para aprender nuevas palabras en inglés. El mayor porcentaje indica. que el uso de las imágenes y los diccionarios son las estrategias de aprendizaje de vocabulario preferidas por este grupo de estudiantes. Esto significa que estas estrategias son las más efectivas o adecuadas para ellos en el momento de adquirir vocabulario para comunicarse con otras personas, ya que estas estrategias permiten una rápida conexión con el significado de las palabras desconocidas, están al alcance de los estudiantes, y son fáciles de conseguir. Además, hay que destacar que de acuerdo a los resultados hay otras estrategias de aprendizaje de vocabulario que tuvieron un bajo porcentaje, pero que también permiten el entendimiento de palabras y su significado para aprender un segundo idioma.

1. INTRODUCTION

1.1. PROBLEM STATEMENT

Nowadays, English is a language that has become extremely essential and indispensable in people's life, because it enables to be in contact with foreigners and technology, and it opens many doors to study abroad. Unfortunately, this important language is not learned very well. Every day in many high schools, we can see that teachers who are in charge to teach English do it in a monotonous and boring way. This makes students feel unmotivated to learn English. This is the case of many students at Angelo Patry School in Quinde. They only focus on try to learn specific and basic topics, leaving aside an important area, which is learning vocabulary.

Vocabulary serves as an useful and fundamental tool for communicating and acquiring knowledge. "Acquiring an extensive vocabulary is one of the largest challenges in learning a second language" (Wikipedia, n. d). Therefore, if a person is learning a second language, it is essential to know a lot of words, which will go to help her or him to speak, reflect and express their different points of view. Thus vocabulary acquisition is vital for teenagers, because through learning new words students will improve the four skills meanly speaking, because, the more words they know, the more possibilities they will have to understand conversations, dialogues, or texts.

Besides, it is important to mention to improve vocabulary in students; teachers have to implement different and striking strategies which help pupils learn words faster. These strategies have to catch students' attention and predisposition, with the purpose to motivate them to continue acquiring words which will help them using English to communicate in everyday situations.

Consequently, in this research it is necessary to answer the following questions:

- Which are the most adequate learning strategies that students use to learn vocabulary?
- Why do learners prefer some vocabulary learning strategies than others?

1.2. OBEJECTIVES

1.2.1. GENERAL OBJECTIVE

To state students of level 10th at Angelo Patry school the most adequate learning strategies to learn vocabulary.

1.2.2. SPECIFIC OBJECTIVES

- To describe the principal strategies for teaching and learning vocabulary in the English lessons in the students at Angelo Patry school.
- To establish why learners prefer some vocabulary learning strategies than others.

1.3. THEORETICAL BACKGROUND

1.3.1 VOCABULARY

In learning English, vocabulary is a fundamental part for understanding of the language. Hornby (1989, as cited in Kasim, 2010) has different definitions for vocabulary; First, he states that vocabulary is all the words that a person knows or uses. Second, all the words in a particular language. Third, he states that vocabulary is the words that people use when they are talking. Similarly Zhang (2011), states that vocabulary is the basic factor necessary for mastering a language.

In reference to those statements, it is indispensable to say that vocabulary is one of the principal and fundamental areas of language learning, which facilitates the communicative process with other people every day.

Vocabulary plays a very important role in English language acquisition, especially for high school students, because in this period learners are very curious, and they want to know how to say many things that they do. Also, it is necessary to mention that vocabulary is a fundamental task in second language learners. Therefore, McLaughlin (1978, as cited in Songhao, n.d) says that people carry dictionaries, not grammars, when they travel in foreign countries. Therefore, vocabulary is a necessary issue that students use day by day and their communications, which should not miss in the classroom, because it permits to carry out a better communicative process with others.

1.3.2. IMPORTANCE

Vocabulary can be defined as an important tool for second language learners, because the incorporation of a wide range of words enables the fast acquisition of the language, the development of learning skills and the mastery of the second language. Through vocabulary students can understand, analyze and comprehend different kind of texts in an oral or

writing way, for example: articles, conversations, interviews and so on, allowing them in this way to produce language using their own words or expressions.

Moreover, in the learning of a second language the first thing that has to be taken into account is the acquisition of a series of different kinds of words, which will help students to feel confident in the moment to use the new language.

On the other hand, “Without vocabulary, skills of language learning including listening, speaking, reading and writing cannot be successfully achieved” (Zhi-Liang, 2010). From that quote it means that if learners do not incorporate words or vocabulary like an indispensable tool in their language learning process, they will not be able to receive or produce any type of information. Vocabulary provides the ability to assimilate what the others people say, and it gives learners the ability to transmit ideas and comprehend different kind of conversations, texts and so on.

For this reason, is important to mention to Wilkins (1972, as cited in Zhi-Liang, 2010) who states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It makes reference that vocabulary is the only one instrument that aid to the second language learners to communicate in a most effective way, because it helps students to feel confident in the moment to establish a dialogue or a conversation with another people.

In order to summarize, learn or teach vocabulary during a second language process is very important, because it enables learners do a lot of things, for example: to develop the four skills, express what they think, and convey any type of information.

1.3.3 TYPES OF VOCABULARY

Some researches like (Armbruster and Osborn, 2001) mentioned that there are four types of vocabulary, which they are:

1.3.3.1 LISTENING VOCABULARY

It refers all the words that learners need to know to understand or assimilate what they hear. Also, it helps students to develop their phonological awareness to build speaking writing and reading skill. Listening vocabulary is important, because it enables teenagers to do things that they like such as: listen to music, listen to the radio, watch television, and in this way to be update.

1.3.3.2 SPEAKING VOCABULARY

The words that facilitate students carry out a fluent conversation with others. Speaking vocabulary is fundamental, because it allows students convey any kind of information with other people for example in class, at home, in the neighborhood or any place in which they are.

1.3.3.3 READING VOCABULARY

The words that learners need to comprehend different kind of information while they are reading. Reading vocabulary is formed but all the words that students need in order to understand different types as follow: books, magazines and articles. Those help learners to express their points of view about what they have read.

1.3.3.4 WRITING VOCABULARY

It refers to the words that learners use to produce writing. Writing vocabulary allows students to create different kind among them: sentences, paragraphs, essays which enable students to notice how much they can produce.

Therefore, the type of vocabulary that learners use, it is the vocabulary that they incorporate every day through different situations or environments that they are exposing for example: schools, family conversations, jobs, etc. It is necessary to empathize about the kind of vocabulary that teachers should be teach to students, because there are many words that they use every day with their family, friends, neighbors and classmates.

Furthermore, it is important So it is necessary try to teach them words that will be common for them, because in this way learners will feel motivated to communicate what they think, first with people who are close to them, and then with others., if students learn vocabulary about topics that they use every day, they are going to be able to master the language and its skills in an adequately way. Mastery vocabulary gives students the ability to use different kinds of words in appropriately way.

1.4 STRATEGY

To acquire vocabulary of a second language is indispensable for learners and teachers to search and apply different strategies which help to facilitate this process. A “Strategy is a high level plan to achieve one or more goals under conditions of uncertainty” (Wikipedia, 2014). It means that a strategy is a useful tool used to get something based on some conditions, which will help to address a process to reach objectives.

1.4.1 LEARNING STRATEGIES

It is necessary to mention that there are learning strategies which allow students assimilate better new information. Some authors express their different points of view about learning strategies for example:

“Language learning strategies generally known as techniques or learning process that students use to support their language learning” (Riankamol, 2008). These kinds of strategies are very useful tools that students apply in order to make simpler the acquisition of new knowledge in a second language.

“Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal” (Chamot, 2004). It means that learning strategies are very useful instruments that help second language learners to reach learning purposes in a faster way.

1.4.2 VOCABULARY LEARNING STRATEGIES

According (Asgari, 2010) there are vocabularies learning strategies (VLSs), he defines these strategies like “Steps taken by the language learners to acquire new English words”. It means that vocabulary learning strategies are techniques that enable learners to acquire new words which are going to help them to receive and produce a language.

Learning strategies are plans or techniques that are selected in a meticulous way by students and teachers, because through them learners can enhance their performance in the use of a second language. The aim of learning strategies is to involve students in a procedure, in which they can feel motivated to acquire new knowledge selecting and organizing new information that will help them to reach a goal, because language learning strategies are important and indispensable tools, that learners use in the moment that they decide to incorporate a second language in their life.

Consequently, is important to mention that in any learning or teaching process is necessary to use strategies, which can be fun and simple to apply in class by teachers and learners if they are selected properly.

1.5 LEARNING STRATEGIES CLASSIFICATION

According to Schmitt (1997, cited in Asgari, 2010) there are two main groups of learning strategies.

1.5.1 DISCOVERY STRATEGIES

These are strategies that learners carry out to discover the meaning of words presented for first time. The following strategies belong to this group.

1.5.1.1 DETERMINATION STRATEGIES

They are individual or specific strategies that learners select themselves in order to discover the meaning of unknown words without ask any help from their teachers or partners.

1.5.1.1.1 DICCTIONARIES

Dictionaries are very useful tools for people who are learning a second language. Some authors cited in (Gumma, 2013) have different thoughts about what a dictionary means, for example: “A dictionary is a reference book that lists words in alphabetical order” (Crystal, 1987). It means that a dictionary is a book in which learners can find different kind of words in a chronological order, which make easier the handling of the dictionary for them.

Similarly (Hartmann, 1991) state that “A dictionary has become synonymous of a book containing lists of words with information about them”. For this author a dictionary is a book that contains a series of words, which possess definition or information for each one.

1.5.1.1.1.1 BILINGUAL AND MONOLINGUAL DICTIONARIES

According (Asgari, 2010) monolingual dictionaries are dictionaries that give detailed guidance on pronunciation, grammar, and usage with explanations written in a controlled, simplified vocabulary. It means that in this kind of dictionaries learners can find clear information about how to pronounce different words and how they have to use them in their daily conversations.

In the contrast, bilingual dictionaries are popular dictionaries that learners use to translate texts and know the meaning of different words. When students use these kinds of dictionaries they can identify some advantages and disadvantages to learn a second language. For example in many schools, students prefer to work with bilingual dictionaries, because these present to them the words in both English and Spanish. Students enjoy so much working with this type of dictionaries, because they solve their problems instantly, but this occur for the reason that they were not accustomed to use monolingual dictionaries by their previous teachers. However, the advantage of monolingual dictionaries is that they allow students to submerge themselves into the language that they are learning.

1.5.1.1.2 AFFIIXES AND ROOTS

According Nation (1990, as cited in Nakayama, 2008) one of the most popular strategies in vocabulary learning supported by many researchers is using affix knowledge, he states that affixes and roots can help learners in learning unfamiliar words.

Prefix is a word that is attached to the beginning of another word. They do not change the word-class of the base, but they just change the meaning. Graves and Hammond (1980, as cited in Mousavi, 2014) declare that they believe in three reasons for teaching prefixes: (1) There are relatively few prefixes, and many of them are used in a large number of words, it means that the majority of prefixes already have been used by learners in an unconsciously way for example the prefix “in” in words such as: incapacity, incredible, and so on.

(2) Most prefixes have constant meaning which is definable easily, it refers that the most frequent prefixes are used to express something negative for example with the prefix “un” learners can build the words unhappy, unpopular, unable and so on. (3) Prefixes have relatively constant spellings. It means that prefixes do not change their structure, and the most commonly used are: 'un-, re-, in-, and dis.

Suffix is a word which is attached to the end of another word. Scalise (1984, as cited in Mousavi, 2014) declares that: *ance, ion, dom and hood* are nouns making suffixes and mastering them is very important.

(Kim, 2013) states that using affixation strategies have benefits; one of them is that it helps learners naturally expand their knowledge of meaning or grammatical categories. Also, he states that studying vocabulary with affix systems or patterns would seem to be much more effective language learners than just memorizing words.

Teachers and learners of English should seriously consider using affixation-based instruction and learning of vocabulary, because the prefixes and suffixes allow learners to familiarize with a lot of group of words that will be very useful for them in the future.

1.5.1.1.3 USING PICTURES

The use of pictures always has been the most frequent and useful form to teach languages, especially the English language, because they are easy to get, and they are available to the teachers and students in books, magazines, internet, etc.

Besides, picture is a thing that makes learners assimilates something. According (Putry, 2012) a picture is a media that can be used in learning English. It means, that pictures are very useful tools that enable students carry out a better learning English process, because they permit students to remember easily vocabulary, they motivate students to develop

communication activities during the class, and they make that students learn directly the name of things or subjects.

For example, when the teacher shows pictures about parts of the body, students assimilated and learned fast the word without any kind of translation by the teacher, because they have a direct contact with the pictures which make that learning process will be successful. Besides, it is important to mention that teachers have to be careful in the moment to teach a topic through the use of pictures, because pictures must meet some characteristics for example: they look similar as the original form, and they should be very clear in order to avoid that students tend to confuse in the moment to acquire a new vocabulary.

Furthermore, the use of pictures to learn vocabulary of a second language is very useful, because it allows students internalize easier and faster the new word, and it is useful for students who learn through visual intelligence.

1.5.1.4 SOCIAL STRATEGIES

According (Asgari and Mustapha, 2012) they are strategies that learners use to learn new words through interaction with others. It means that human beings need to be in contact with other people to learn everything, because through the interaction with others, people can discover how to use and apply different things, mainly a second language.

To this group of strategies belong grouping, because when students work as a group they can help each other. Students that have a high level can help with the learning of new words to students that have a low level. It is very useful when students have to translate text from English to Spanish or vice versa.

1.5.2 CONSOLIDATION STRATEGIES

According to (Mohammad, 2013) consolidation strategies are applied to help the learner internalize the meaning when he/she encounters the word afterwards. It makes reference to the use of strategies that help student to understand the meaning of encountered words.

1.5.2.1 MEMORY STRATEGIES

They are strategies, whereby learners link their learning of new words to mental processing by associating their existing knowledge with the new words. These strategies allow learners to link or associate new words with words that they already know.

1.5.2.1.1. RELATED WORDS

It refers to connect some words through the use of synonymies or antonyms. Synonyms are words that have the same or very similar meaning. For example: beautiful-pretty, house-home, beautiful-nice. And antonyms are words that represent the opposite to another word. For example: black-white, happy-sad, open-close. Therefore the use of related word is very useful and important, because they permit students have a range of available words in their brain, in order to express many things in different ways.

1.5.2.2. COGNITIVE STRATEGIES

“These are the strategies that do not engage learners in mental processing but are more mechanical means”. (Asgari and Mustapha, 2012) . From that quotation, these strategies involve a repetition process to acquire vocabulary. So these kinds of strategies do not motivate students, because they are mechanical.

According to (Zhi-liang, 2010) this kind of strategies include repetition, directed physical response, note-taking, deduction, recombination, imagery, auditory representation, key

word, contextualization, elaboration, transfer and inference. So, these are strategies in which students use their intellectual potential to collect vocabulary.

The following strategies belong to this kind of strategies: Verbal repetition, written word lists, take notes in class, and keep a vocabulary notebook. (Schmit, 1997). It makes reference with these kinds of strategies students develop the ability to learn by them, for example they can learn on line by internet. So they learn to take the most important things from any source that they are learning.

1.5.2.3. METACOGNITIVE STRATEGIES

“These are the strategies related to processes involved in monitoring, decision-making, and evaluation of one’s progress”(Asgari and Mustapha, 2012). It means that they are strategies that help learners identify if they are progressing or not in the acquisition of new words.

“Metacognitive strategies are higher order executive skills and include advance organizers, directed attention, selective attention, self-management, advance preparation, self-monitoring, delayed production and self-evaluation” (Zhi Liang 2010). Hence these kinds of strategies help learners to evaluate what they are learning, and help them to measure the range of vocabulary with which they count to produce a fluent and a coherent communicative process with others.

1.6. OTHERS STRATEGIES TO LEARN VOCABULARY

Dinah Zike had designed a multi-dimensional graphic organizer called foldable, which contains some strategies to teach or learn a new language.

1.6.1. USING THE STANDING CUBE FOLDABLE

According to Zike with this strategy students have to make a cube, and in each side of the cube they have to show information about a word (definition, example sentences, picture, etc.). Thus, this is a useful strategy because through it learners can use their use their creativity and imagination to produce language.

1.6.2. USING THE MATCHBOOK FOLDABLE

This is an easy strategy that consists in write a vocabulary word on the front of a paper; then students have to write a sentence inside. This strategy help learners to improve their skills and allow them remember easily vocabulary, because the words that are going to be taught are presented with big letters, which makes that learners internalize and remember faster words.

1.6.3. USING THE ACCORDION BOOK FOLDABLE

This strategy is very useful, because students can learn and remember a lot of kind of words' categories. So learners and teachers can use the Accordion Book Foldable to create vocabulary concept books for topics such as:

- Shapes
- Colors
- Position words
- Number words
- Word categories (such as food words, weather words, etc.)

1.6.4. USING THE PICTURE FRAME FOLDABLE

It is an interesting strategy for learners, because it enables them to use the words that they already know to build, phrases, paragraphs and stories about a determined picture. So with this strategy students can improve writing skills, because they can use their imagination to create different kinds of texts.

1.7 MULTIPLE INTELLIGENCES IN LEARNING VOCABULARY

(Javanmard, 2012) cited that multiple intelligences (MI) is one of the most compelling approaches to education. In this investigation it is important to mention (MI), because learners use the majority of them in the moment to use each vocabulary learning strategies.

Also, it is necessary teachers know what are the intelligences that each student possess, because they permit teachers to apply vocabulary learning strategies in a better way. Therefore, for that reason in this work there are developed 8 multiple intelligences below.

1.7.1. VERBAL LINGUISTIC INTELLIGENCE

Gardner (2006, as cited in Javanmard, 2012) states that verbal intelligence is the capacity to use words effectively, whether orally or in writing. It is how students use their speaking skill to communicate with other people. Also, it makes reference to the ability that several learners possess to do the following things: creating poems and stories, rewriting, make reports, etc. Besides, is important to mention that people who have this intelligence like speaking, discussing and debating.

1.7.2. LOGICAL MATHEMATICAL

This intelligence is about the capacity that some students have to manage number effectively and reason well. Hence, with this ability learners can do faster the following things: putting information in categories, full crosswords puzzles, solving problems, work with patterns and so on.

1.7.3. SPATIAL OR VISUAL INTELLIGENCE

It is one of the most common intelligence, because many students learn new things through observation. “This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exists between these elements. It includes capacity to visualize, to graphically representing visual or spatial ideas (Javanmard, 2012)”. It means that this kind of learners can internalize many things through things that they have in their brain.

Moreover, it is important to say that students who use visual intelligence also learn through reading. It can be articles, texts, magazines, and even writing. In other hand, this kind of intelligence helps learners to increase their vocabulary by doing something as simple as reading, and in this way they can acquire or memorize words faster.

Therefore, this intelligence refers to images or pictures that students associate or connect with the meaning that they want to express.

1.7.4. BODILY-KINESTETIC INTELLIGENCE

It refers to the body's use in order to express ideas and feelings to another people. It includes touching, moving, acting, etc. Students who use this intelligence are very good doing dramas and role plays.

According to Armstrong (2000, cited in Svava, 2008) students who have these intelligences like hands-on learning and tangible experiences. It means that they learn better through the contact with things that they can manage physically.

1.7.5. MUSICAL INTELLIGENCE

It is the ability to use musical forms like: rhythms or melodies to acquire new knowledge. Through this intelligence students can do several things for example: write songs, remember words, and improve pronunciation and intonation.

1.7.6. INTERPERSONAL INTELLIGENCE

It is related to the capacity that many students have to interact with other people. This intelligence helps learners to learn from other students, because, it enables them interchange different points of view or thoughts about a determined topic.

Besides it makes that learners develop confidence inside the class to do things such as: working in cooperative groups, interviewing people, make reports, etc. Learners with high intrapersonal intelligence carry out better social learning strategies, because they enjoy the space in which they have to talk with others, so they adapt fast to different environments.

1.7.7. INTRAPERSONAL INTELLIGENCE

Students who use this intelligence learn different things through themselves, because they prefer working alone to reach individual goals. Through this intelligence students learn better doing independent assignments, for that reason, they do not like to work in groups, they internalize better new knowledge creating their own materials and reflecting along.

According to Armstrong (2000, cited in Svava, 2008) they know about their strengths and weakness as well as their motivations, desires, and intentions. It makes reference that this kind of intelligence help learners to discover and analyze what things learners can do well and what things do not. Therefore, this intelligence permits students to have a clear image of them.

1.7.8. NATURALIST INTELLIGENCE

This kind of intelligence is used by students who like to learn new things through contact with the environment. These kinds of learners are more comfortable if they are in a natural cycle, because it enables them to internalize better learning process.

1.8. JUSTIFICATION

It is essential for teenagers to learn vocabulary for many reasons: The first and one of the most important reason is that it helps to develop and improve students' reading and listening comprehension, because the more words students know or internalize, the better they understand the language in terms of sentences, phrases, clauses, dialogues, conversations, songs, movies, etc. Second, students are in constant contact with technology and they feel the necessity to know how to use apparatus like: mp3, telephones, computers and so on, and the majority of the manuals to use these apparatus are written in English. Finally, it helps students to communicate more effectively because if young people have a wide vocabulary they can express their own opinion or ideas about whatever topic. For all of these reasons it is vital for students to learn new words, because the acquisition of vocabulary helps them to facilitate their daily life and take interest in the English language.

Accordingly this investigation is worth being realized because the students of Angelo Patry School, only will be in the institution until the tenth level; afterward they will leave the school to study in another institution, in which they are going to feel the necessity to demonstrate their knowledge in English with their new English teachers or classmates.

They will have to accomplish activities related to the four skills: speaking, reading, listening and writing. To developing these skills they will have to perform: dialogues, role plays, conversations, also they will have to express their critical thinking, write letters, messages, perform exercises about translation and so on. It means that, if these students do not have a high level of vocabulary acquired, they will not be able to carry out the assignments in other institutions in a successful way. On the contrary, they will tend to feel frustrated by their teachers and their classmates, because they are no able to use English language effectively in class.

In fact, to avoid these problems it is important to carry out this research, because if these students learn different strategies to acquire vocabulary they are going to feel comfortable in every English class every day, besides if they have a wide knowledge of words, they will feel confident to express their different points of view or thoughts in their new schools.

2. METHODOLOGY

2.1. PARTICIPANTS

The participants in this study are Angelo Patry school students. They are 20 students, 6 males and 14 females, which are around 14-15 years old, and belong to the tenth level. They answered a questionnaire about the most adequate vocabulary strategies to learn vocabulary in English for them, after having learned some vocabulary learning strategies in different period of classes.

2.2 TYPES OF INVESTIGATION

The type of research used in this work was descriptive; because it permitted to analyze and evaluate information and characteristics about the existing problematic, allowing in this way extract conclusions in order to formulate a solution to the problem.

2.3 INSTRUMENTS AND DATA COLLECTION

In this study were created 10 lesson plans applied to tenth level students at Angelo Patry School with the purpose to teach them different strategies to learn vocabulary in English. Each lesson plan contained different topics that they use every day for example: Frequency adverbs, rooms, sequence words, places in the city, and so on. The lesson plans were designed with diverse activities and exercises in order students felt motivated to carry out each strategy in the best way. In this investigation was carried out 10 vocabulary learning strategies, they were developed in a period of time of 5 weeks, from June 1st to June 30th, in 20 hours classes.

The data for this study were collected through a questionnaire; it enabled to formulate some questions to a number of participants to recollect data, and facilitate the analysis of the problem to comply with the objectives of the investigation.

The questionnaire consisted in 5 questions, in the majority of them; learners had to answer yes/no. This questionnaire was in Spanish language, with the purpose to facilitate students to have a clear and accurate understanding of each question, allowing in this way learners answer correctly the questionnaire, in order they chose and analyze which are the most adequate vocabulary learning strategies that they use to learn or acquire vocabulary in English. The application of this questionnaire was at “Angelo Patry” school during the English lessons, because at this time all the chosen students were present. Accordingly it is important to mention that the objective of the questionnaire was explained at the beginning, in order to avoid misunderstanding in the participants.

The obtained information through of the application of the questionnaire was quantified to get the corresponding percentages for each question.

Finally, it is relevant to say that in this research work was used the documental and bibliographical investigation to collect information for example: books, articles, leaflets, and internet.

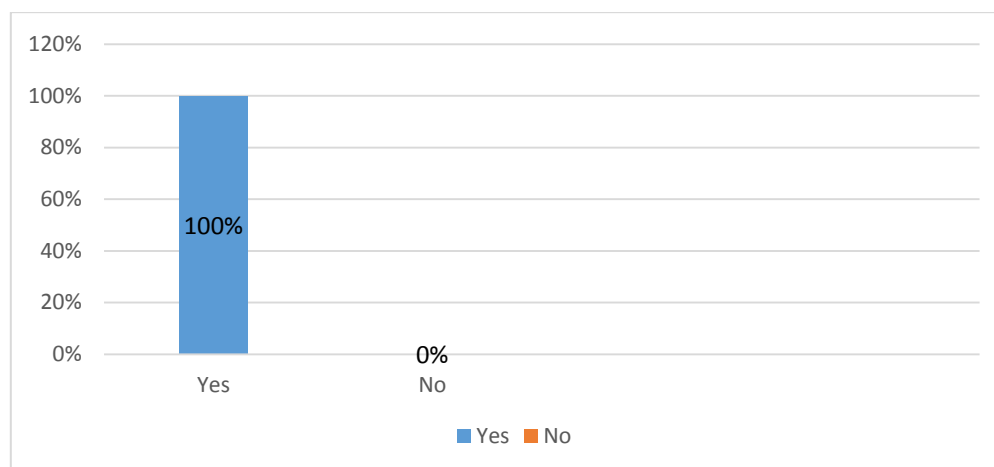
2.4 ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data, has resulted from the application of the questionnaire made to students of 10th level at Angelo Patry School in Quinde, which gave valuable information.

Question # 1

Do you like improving English communication through vocabulary acquisition?

GRAPHIC 1



SOURCE: Questionnaire to students

RESEARCHER: Maria José Zamora Nazareno

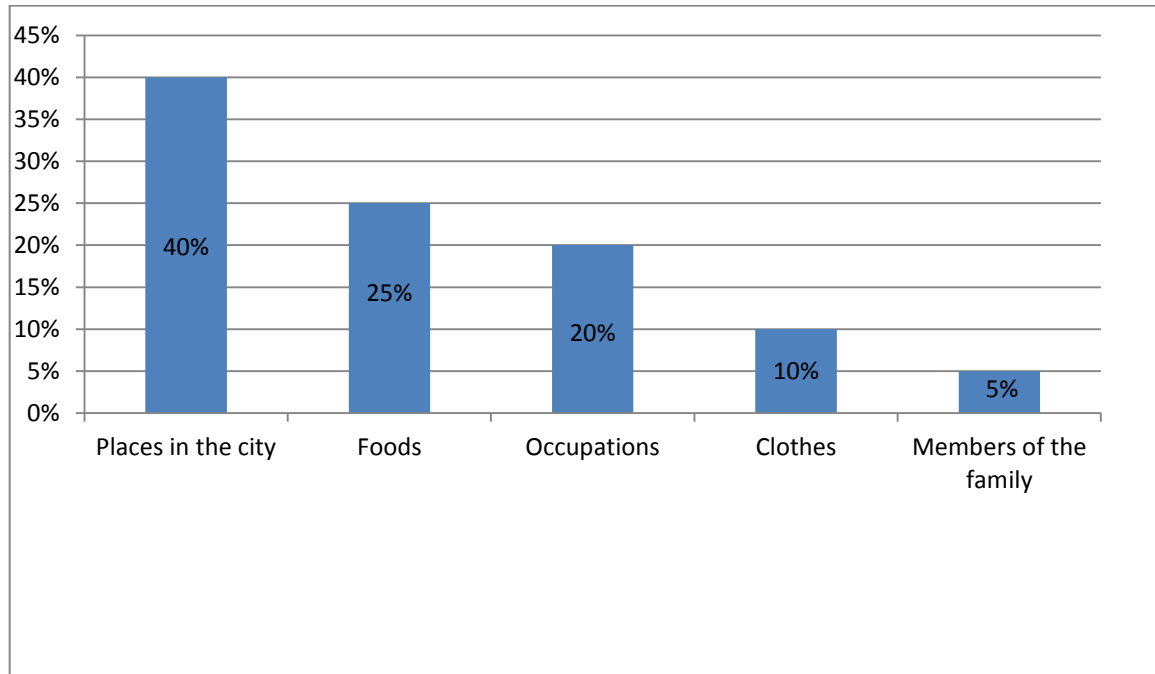
INTERPRETATION

According to the result all the students like to improve their English communication through vocabulary acquisition, because it enables them to understand and produce conversations in a successful way. It is important to mention here to Wilkins (1972, as cited in Zhi-Liang, 2010) who states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means, that all learners agreed with the question 1, because the vocabulary acquisition increases the level of confident in them, and less afraid in the moment that they have to express something.

Question # 2

Do you like learning English vocabulary about topics related to?

GRAPHIC 2



SOURCE: Questionnaire to students

RESEARCHER: Maria José Zamora Nazareno

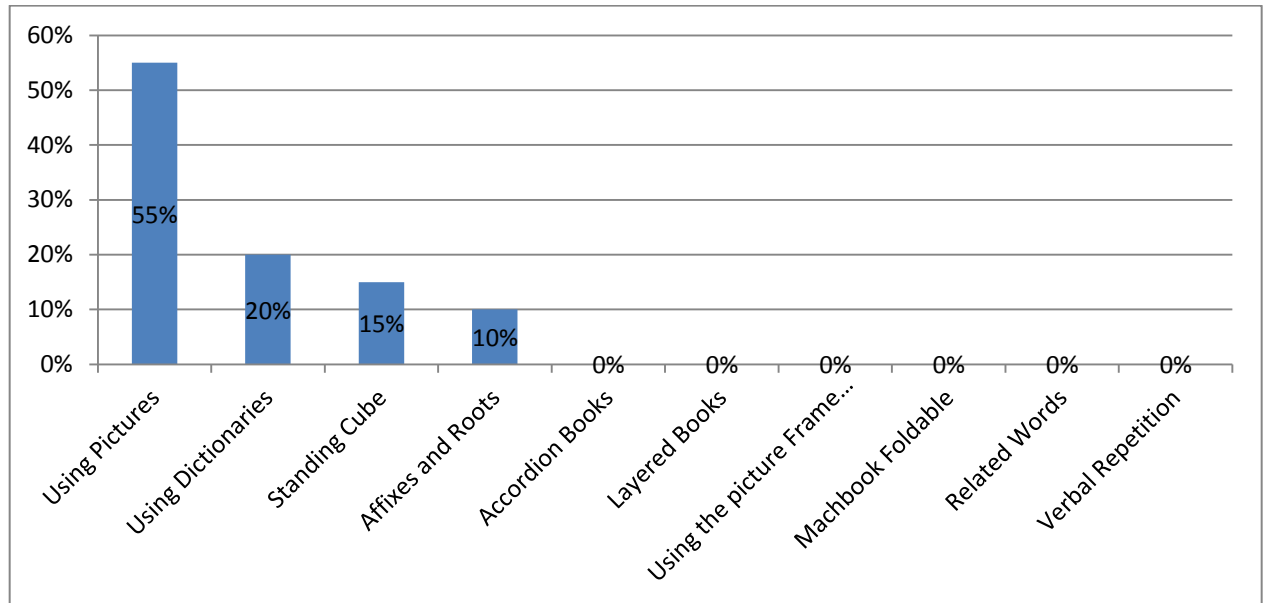
INTERPRETATION

The results in question 2 establishes that the 40% of the students prefer to learn vocabulary related to places or spaces in the city, because it is a topic that they use every day to talk about places that they always visit. The majority of them prefer this topic, because many times they need to talk about or make reports about their last holidays, weekends, etc. And if they do not know vocabulary about this topic they are not going to do a good task. Another relevant group of students equivalent to the 25% prefers to know vocabulary about food, because it is another real topic for them. There are various kinds of food which catch the adolescents' curiosity, and for them is indispensable to know how to describe those foods in the moment they have to talk about them with their mates or friends inside the class.

Question # 3

Which of the following activities developed in class do you prefer to learn vocabulary?

GRAPHIC 3



SOURCE: Questionnaire to students

RESEARCHER: Maria Jose Zamora Nazareno

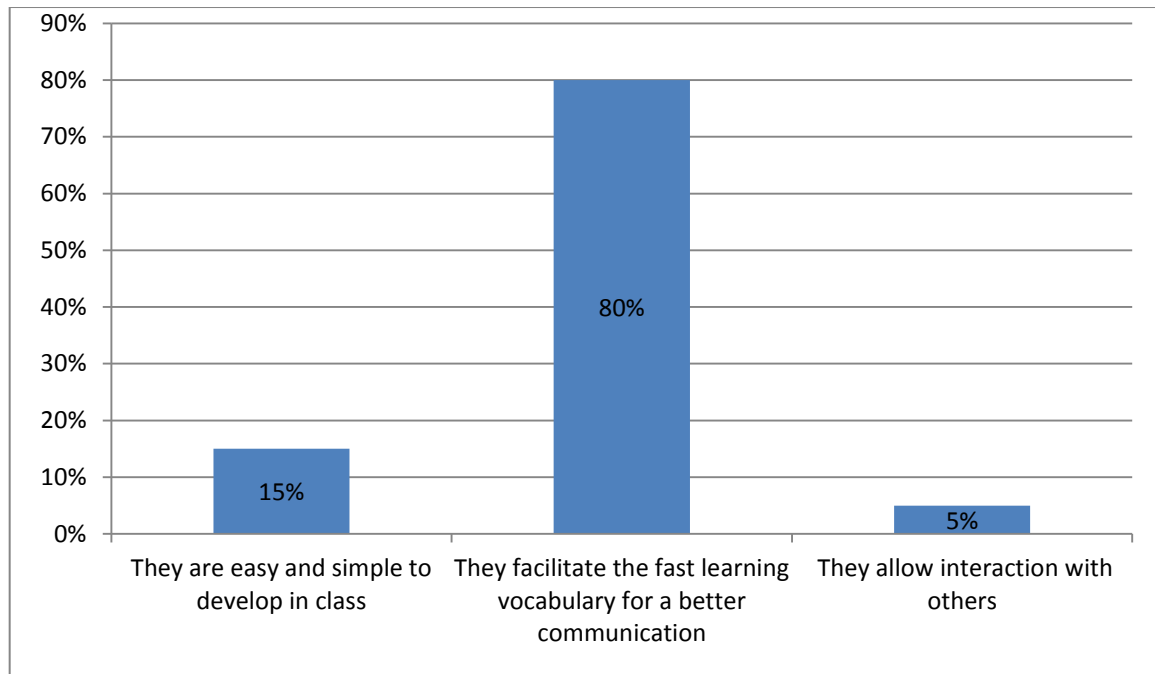
INTERPRETATION

The question number 3 reflects that a 55% of students prefer the vocabulary learning strategy: using pictures, because they permit them internalize faster new words. Pictures are educational and didactic resources that provide students opportunities to understand, analyze, explore, reflect and discuss about different topics. Besides, pictures are very good tool for teaching, because they enable to students remember many kind of words, most if they are visual learners. Moreover, we can see that an equivalent group of students, a 20% prefer the use of dictionaries to learn vocabulary. Dictionaries facilitate the meaning of unknown words in a faster way, also the majority of the students possess one of them at home and in class, it is important to analyze that a 15% prefers an unusual strategy which is standing cube. This strategy is enjoyable and permits students to interact with others. Finally, 10% prefer using affixes and root to learn vocabulary, because they are few and easy to add to some words.

Question # 4

Why did you choose the activities selected in the question number 3?

GRAPHIC 4



SOURCE: Questionnaire to students

RESEARCHER: Maria Jose Zamora

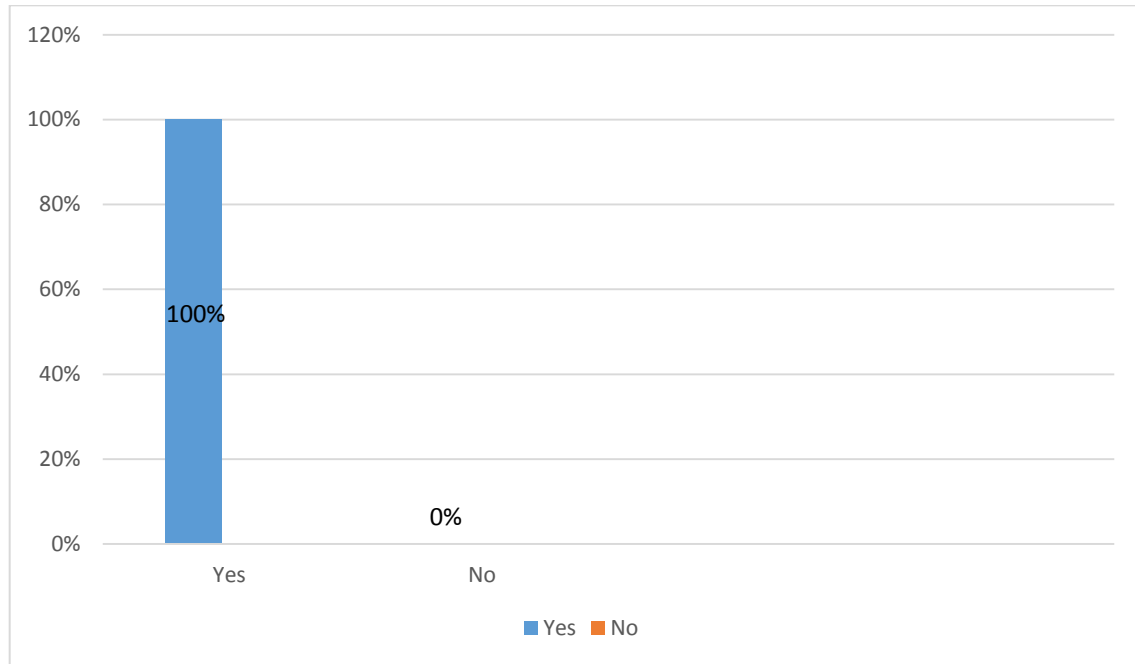
INTERPRETATION

Questions number 4 shows the 80% of students consider the use of pictures and the dictionaries facilitate the fast learning vocabulary for a better communication. It means that the implementation and development of vocabulary learning strategies in tenth level students at Angelo Patry School was successful, because the majority of them consider that these strategies have contributed in a significant way in their level of vocabulary to participate in different every day conversations.

Question # 5

Do you think with the activities developed in class have you increased your level of vocabulary?

GRAPHIC 5



SOURCE: Questionnaire to students

RESEARCHER: Maria Jose Zamora

INTERPRETATION

The 100% of students consider that their level of vocabulary has increased through the vocabulary learning strategies carried out in class. So, it means that these strategies are effective and very useful in the moment to learn a second language.

This data helps to affirm that learning vocabulary strategies are very beneficial in the moment to learn or teach a second language, and support the investigation, because if students have preferred them, it is because they are effective for learners in the moment to acquire new vocabulary. We can link this result with the result of question number 3, and we can determine that this is the reason why learners prefer some strategies than others.

3 RESULTS

The results showed that a 55% of students prefer using pictures as Vocabulary Learning Strategies. This group of students acquires better new words through the use of images or photographs, because they permit them remember faster different words. In other words, pictures are one of the most adequate tools for them to learn English as a foreign language. But, it must be emphasized that a 20% of the students prefer to use dictionaries for learning English vocabulary, which determine that this is another VLS adequate that enable them to continue developing or improving English. Two more strategies were chosen by students in this investigation, they were standing cube which have a 15% of acceptance by students, and another one was the use of affixes and roots which obtain a 10%. The other six Vocabulary Learning Strategies are very good for learning vocabulary, but they did not like too much to learners.

4 ETHICAL ISSUES

To collect data after applying the vocabulary learning strategies to Angelo Patry school students, the headmistress was notified of this activity, who gives the proper authorization to carry out this process.

5 DISCUSSION

The aim of this study was to establish which are the most adequate vocabulary learning strategies for students of 10th level at Angelo Patry School to learn vocabulary in English. The results determined that the most adequate strategies are: pictures and dictionaries. In other words, it means that they felt more motivated using these strategies than others, because they permit to learn words faster and carry out fluent English conversations. The objective was successfully achieved with high scores in two strategies, in which we can notice which are the most effective or adequate strategies that students should use to increase their level of vocabulary.

The specific objectives of the research were: First to describe the principal strategies for teaching and learning vocabulary in the English lessons in the students at Angelo Patry School, and the second one to establish why learners prefer some vocabulary learning strategies than others. All those objectives were reached in an integral way. It means that the objectives were fully completed. Furthermore, it must keep in mind that this group of students possesses a high degree of inclination to the English language, which helped to carry out this investigation better.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The students of 10th level of Angelo Patry School demonstrated to possess a great wish to learn vocabulary, they expressed that through vocabulary they can convey many things, and carry out a best communicative process with others.
- In this investigation were developed 10 vocabulary learning strategies applied through different lesson plans, and different topics. All of them were developed in a successful way, and the results permit to say that the objectives were achieved in their totality.
- Students enjoyed so much learning vocabulary about topics that they use every day. They learned many words that they use in their daily life in their school, neighborhood and so on.
- The use of pictures and dictionaries are the most adequate strategies for Tenth Level at Angelo Patry School students to learn vocabulary in English. Therefore, it is evident that through these strategies they can acquire and memorize faster new words and clear meanings to express in a correct way their ideas, opinions and thoughts.

5.2. RECOMMENDATIONS

- The English teachers should maximize the vocabulary teaching in class, in order to give students more opportunities to express what they think or feel, allowing in this way increase the confident in themselves.
- Teachers need to implement different vocabulary learning strategies, because in this way students will assimilate better any kind of information, they will enjoy new topics and the most important thing they will learn in a dynamic way.
- In the moment to teach vocabulary to learn a second language, teachers should take into account different aspects for example the age, and the things that catch their students' attention. In others words, teachers should get students' motivation through teaching interesting and current vocabulary.
- The use of pictures and dictionaries should be incorporated or improved in each English lesson in students of 10th level at Angelo Patry School, because this group of students have demonstrated that these are the most adequate strategies to learn vocabulary, because they enable to acquire faster new words, these strategies permit to them to be in conditions to express their ideas to teachers and classmates, and carry out an interactive and a productive class all the time.

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7 ANNEXES

7.1 LESSON PLAN 1

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Frequency Adverbs

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Monday, June 1st, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Pictures

Objective: Students will be able to: - Learn frequency adverbs. - Use frequency adverbs in order to talk about how often they do several things.			
Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.			
Materials: Pictures, computer, projector, speakers, flash memory, worksheets, markers, pencils.			
Timing	Teachers activity	Students activity	Success Indicators
10'	Instructions about a warm up. “Kim's game”	Carry out the warm up.	
20'	Pictures and questions about activities students already know. -How often do you arrive to the school? -How often do you sing in the shower? -How often do you go to the church?	Answer questions.	Uses frequency adverbs to talk about how often do different activities.
5'	Motivate students to watch the video about frequency adverbs.	Listen to the video.	Understands shorts conversations about frequency adverbs.
25'	Allow students to work in pairs and talk about how often they do different activities.	Work in pairs making questions and answer.	Applies frequency adverbs to talk about different activities.
20'	Explain students to use a worksheet about frequency adverbs.	Complete the worksheet.	Writes frequency adverbs correctly.

7.2 LESSON PLAN 2

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Rooms and parts of a house

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Tuesday, June 2nd, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Using Dictionaries

Objective: Students will be able to:

- Learn rooms and parts of a house.
- Pronounce parts of a house correctly.
- Use parts of a house in daily conversations.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Dictionaries, Computer, projector, speakers, flash memory, worksheets, markers, pencils

Timing	Teachers activity	Students activity	Success Indicators
10'	Warm up. “Inside-outside”	Carry out the warm up.	Uses dictionaries to translate different kinds of text in a correct way.
5'	Divide the class in 5 groups of 4 people.	Make groups of 4 people.	
10'	Instructions about how to use dictionaries to translate a text.	Pay attention to the instructions.	
25'	Text to translate. “Pedro’s house”	Translate the text by group.	
5'	Ask students compare their translations.	Compare their translations.	
10'	Create a vocabulary list using the vocabulary extracted from the text. -bedroom -bathroom- living room-garden, kitchen and so on.	Make a list of the new words found in the text.	
15'	Ask students write a sentence with each new word.	Make different sentences on the board	

7.3 LESSON PLAN 3

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Sequence Words

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Monday, June 8th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Standing Cube

Objective: Students will be able to:

- Learn sequence words.
- Pronounce sequence words correctly.
- Use sequence words in conversations about their daily routines.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, color papers, markers, pencils, glue, pictures, scissors etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Guess the picture”	Carry out the warm up.	
10 ‘	Present to students pictures about daily routine.	Answer questions about pictures.	
5’	Motivate students to watch a video about daily routine.	Watch the video.	
15’	Explanations about how to use sequence words -First- then- next-after that- finally	Pay attention to the teacher’s explanation.	
25’	Instructions about how to create a standing cube using sequence words.	Follow instructions.	Writes sequence words correctly.
15’	Give some instructions to present the work in front of the class.	Present their works to the class.	Uses sequence words in order to talk about daily routines.

7.4 LESSON PLAN 4

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Members of the family

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Tuesday, June 9th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Accordion Book

Objective: Students will be able to

- Learn members of the family
- Pronounce members of the family correctly.
- Use members of the family in different dialogues.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, color papers, markers, pencils, glue, pictures, ruler, scissors etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Boom”	Carry out the warm up.	
10 ‘	Pictures about members of the family.	Answer questions about pictures.	
5’	Motivate students to watch a video about family.	Watch the video.	Understands short conversations about family.
15’	Explanations about members of the family -mother-father-son-daughter-sister-cousin-niece-aunt-uncle-etc	Pay attention to the teacher’s explanation.	
25’	Instructions about how to create an accordion book using members of the family.	Follow instructions.	Writes family member correctly.
15’	Give some instructions to present the work in front of the class.	Present their work to the class.	Uses family members in daily conversations.

7.5 LESSON PLAN 5

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Places in the city

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Monday, June 15th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VOCABULARY STRATEGY: Matchbook

Objective: Students will be able to

- Learn the most common places in the city
- Pronounce places in the city correctly.
- Use places in the city to talk about their holidays.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, color papers, markers, pencils, glue, etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Hangman”	Carry out the warm up.	
10 ‘	Present to students pictures about places in the city	Answer questions about pictures.	
5’	Present to students a video about places in the city.	Watch the video.	Understands short conversations about places in the city.
15’	Explanations about places in the city -pool-church-cinema-school-drugstore-flower shop-library-bank -etc	Pay attention to the teacher’s explanation.	Writes places in the city correctly.
25’	Instructions about how to create a matchbook about using places in the city.	Follow instructions.	
15’	Give some instructions to present the work in front of the class.	Present their works to the class.	Uses places in the city in order to talk about holidays.

7.6 LESSON PLAN 6

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Preposition of location

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Tuesday, June 16th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Picture Frame Foldable

Objective: Students will be able to

- Learn the most common preposition of location
- Pronounce preposition of location correctly.
- Use preposition of location to talk about where are things or places.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, color papers, markers, pencils, glue, scissors, etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Hot potato”	Carry out the warm up.	Understands short conversations about preposition of location.
10 ‘	Show students pictures about preposition of location	Answer questions about pictures.	
5’	Motivate students to watch a video about preposition of location.	Watch the video.	
15’	Explanations about preposition of location: in-on-under-above-behind-between-in front of etc.	Pay attention to the teacher’s explanation.	Writes preposition of location correctly.
25’	Instructions about how to create a picture frame foldable about preposition of location.	Follow instructions.	Uses preposition of location in order to talk about where are the things.
15’	Give some instructions to present the work in front of the class.	Present their works to the class.	

7.7 LESSON PLAN 7

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Synonyms and Antonyms

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Monday, June 22nd, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Related Words

Objective: Students will be able to:

- Learn the most common synonyms and antonyms.
- Use different synonyms and antonyms to communicate with other people.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, papers, markers, pencils, glue, scissors, etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Simon says”	Carry out the warm up.	
10 ‘	Pictures about synonyms and antonyms.	Answer questions about pictures.	
5’	Video about synonyms and antonyms	Watch the video.	Understands short conversations about synonyms and antonyms.
15’	Explanations about synonyms and antonyms: beautiful-nice black- white big-large open-close house-home happy-sad etc.	Pay attention to the teacher’s explanation.	Writes synonyms and antonyms correctly.
10’	Instructions to paraphrase texts.	Follow instructions.	
30’	Paraphrase texts and present the work to the class.	Present their works to the class.	Uses synonyms and antonyms to paraphrase different kind of texts.

7.8 LESSON PLAN 8

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Common prefixes

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Tuesday, June 23rd, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Affixes and roots

Objective: Students will be able to:

- Learn the most common prefixes.
- Use different prefixes to form words.

Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.

Materials: Computer, projector, speakers, flash memory, papers, markers, pencils, glue, scissors, etc

Timing	Teachers activity	Students activity	Success Indicators
10’	Instructions about a warm up. “Simon says”	Carry out the warm up.	
10 ‘	Pictures about synonyms and antonyms.	Answer questions about pictures.	
5’	Video about synonyms and antonyms	Watch the video.	Understands short conversations about synonyms and antonyms.
15’	Explanations on the board about synonyms and antonyms: beautiful-nice black- white big-large open-close house-home happy-sad etc.	Pay attention to the teacher’s explanation.	Writes synonyms and antonyms correctly.
10’	Instructions to paraphrase texts.	Follow instructions.	
30’	Paraphrase texts and present the work to the class.	Present their works to the class.	Uses synonyms and antonyms to paraphrase different kind of texts.

7.9 LESSON PLAN 9

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Vocabulary about clothes

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Monday, June 29th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: Verbal Repetition

Objective: Students will be able to: - Learn the most common words about clothes. - Express what clothes they wear every day.			
Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.			
Materials: Computer, projector, speakers, flash memory, papers, markers, pencils, glue, scissors, etc			
Timing	Teachers activity	Students activity	Success Indicators
10'	Instructions about a warm up. “hot potato”	Carry out the warm up.	Listens words
15'	Present to students a list of words about clothes belt beret bikini blouse boots belt beret bikini blouse boots	Repeat list of the words.	
5'	Video about clothes	Watch the video.	
5'	Instructions to write a text about the vocabulary learned.	Pay attention to the teacher's explanation.	Understands short about conversations about clothes.
20'	Check students write.	Writing sentences about clothes vocabulary.	Writes sentences using the vocabulary correctly.
20'	Ask students present their task to the class	Present their works to the class.	

7.10 LESSON PLAN 10

INSTITUTION: “Angelo Patry” School

SUBJECT: English

GRADE: 10th

TOPIC: Review about last classes

LEVEL: Beginners

AGE: 14-15 Years Old

TEACHER: Maria Jose Zamora N.

DATE: Tuesday, June 30th, 2015

TIME: 80 minutes

NO. OF STUDENTS: 20

VLS: layered Book.

Objective: Students will be able to: - Remember the vocabularies learned. - Use the vocabularies learned to build sentences and paragraphs.			
Assessment: Performance assessment through questions. E.g. asking questions to students about the topic at the end of the class.			
Materials: Computer, projector, speakers, flash memory, color papers, markers, pencils, glue, pictures, etc			
Timing	Teachers activity	Students activity	Success Indicators
10'	Instructions about a warm up. “Hot sit ”	Carry out the warm up.	Uses the vocabulary learned to write sentences and understand conversations.
45'	Instructions about how to create a Layered Book. 1.-Stack two sheets of paper so that the back sheet is one inch higher than the front sheet. 2.- Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.	Follow instructions. 1.-Stack two sheets of paper so that the back sheet is one inch higher than the front sheet. 2.- Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.	
25'	3.- When all tabs are an equal distance apart, fold the papers and crease well. 4.-Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain. Give some instructions to present the work in front of the class.	3.- When all tabs are an equal distance apart, fold the papers and crease well. 4.-Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain. Present their works to the class.	

7.11 QUESTIONNAIRE

PUCESE

Investigadora: María José Zamora Nazareno

Nivel: 10 mo Año Básico

Tiempo: 10 minutos

Fecha: 1 de Junio del 2015

Objetivo: Identificar las estrategias de aprendizaje de vocabulario más adecuadas de los alumnos de la Escuela de Educación General Básica N 64 “Ángelo Patry” para adquirir vocabulario en inglés.

Sr. /Srta. Estudiante sírvase responder este cuestionario de la manera más cordial encerrando o marcando lo que Ud. crea conveniente.

Este cuestionario me ayudará a culminar mi tesis de Licenciatura en Lingüística Aplicada mención Inglés de la Pontificia Universidad Católica del Ecuador sede Esmeraldas razón por la cual quedo de Ud. muy agradecida.

1.- ¿Te gustaría mejorar la comunicación en inglés a través de la adquisición de vocabulario?

Si

No

2.-Le gusta aprender vocabulario en inglés sobre temas relacionados a:

a.- Animales

f.- Transportes

k.-Lugares de una ciudad

b.- Colores

g.- Redes sociales

l.- Lugares de una casa

c.- Partes del cuerpo

h.-Comida

m.-Miembros de la familia

d.- Ocupaciones

i.- Bebidas

n.- Números

e.- Deportes

j.-Ropa

o.- Instrumentos musicales

3.-¿Cuál de las siguientes actividades desarrolladas en clase prefiere para aprender vocabulario en Ingles?

a.- Using Pictures

f.- Using the Pictures Frame Foldable

b.- Using Dictionaries

g.- Matchbook

c.- Standing Cube

h.- Related Words

d.- Accordion Books

i.-Affixes and Roots

e.- Layered Book

j.- Verbal Repetition

4.- ¿Porque escogió las actividades seleccionas en la pregunta 3?

a.- Permiten la interacción con otras personas.

b.- Son fáciles y sencillas de desarrollar en clase.

d.- Permiten la rápida incorporación de vocabulario para una mejor comunicación.

5.- Crees que con las actividades desarrolladas en clase has aumentado tu nivel de vocabulario?

Si

No