Development of a Vocabulary Study Program

For Ecuadorian EFL Secondary Students: An Action Research Study

Ondina Moreira Sánchez

Escuela Superior Politécnica del Litoral

Master's Thesis Committee

Dennis P. Maloney, MAP _____Program Coordinator

Dara Gay Shaw, Ed.D. _____Thesis Advisor

Jorge Flores, Msc. _____Member

24th. March, 2010

Dedication

I would like to dedicate this research work with all my love to my dear children **Daniel, Anthony and Christie**, who have been my reason for struggling to improve. With this work I intend to leave a footprint as an eternal example, of sacrifice, dedication and delivery, so that they realize that all effort at the end of the road is rewarded and fills us with satisfaction as we reach our goals in spite of any obstacles along the way.

Also I dedicate and a special thanks to my dear **Ivan**, a very important person in my heart and life, To whom I love and admire so much for all his valuable help, enthusiasm and patience during the writing of this thesis. He is a man who has always motivated and supported me morally and affectively, so that I could continue moving forward in my professional career. I also dedicate this work to my parents and siblings to show them how great my love is for them and so each one can be very proud of me.

ONDINA

Acknowledgements

I would like to thank in a very special way to my advisor Professor Dara Shaw, who has been an incomparable person, a very charismatic woman, who has been a light in my road. She has known how to guide me along the way to success and improvement in my higher education. I would also like to thank her for sharing her knowledge and experiences as a teacher, because she has always encouraged me at every moment to finish this research project. Without her advice and help, I would not have been able to do it.

To Mr. Dennis Maloney to whom I give thanks not only for his wise teaching as professor, but also as a boss who offered me the opportunity to grow professionally. Mr. Maloney left a mark on my improvement as an English teacher.

To Loretta Moreira, I would like thank her as a great friend and partner with whom I shared hard and difficult moments in that stage of my life, but she was always supportive and urged me on in my career.

To my Lord, God, who has given me the strength to reach all my goals, because without his bless I could not keep working on it.

ONDINA

Abstract

English is a very important high school subject for Foreign Language Learners, for this reason they have high interest for cultivating and increasing their vocabulary acquisition level. English is one of the most difficult subjects in secondary school. For this reason students are interested for learning English. This action research study describes the process of developing and implementing a Vocabulary Study Program that incorporates learning activities, techniques and strategies for increasing vocabulary acquisition level based on the research of experts in the field.

The 8-week Vocabulary Study Program was given to a group of sixth level (graduating senior) high school students in a public boys´ public high school in Ecuador, who volunteered because they wanted to improve their English vocabulary level.

 In this work, some issues and concerns related to second language vocabulary teaching and learning were analyzed and interpreted. Data were gathered by means of class observations, field notes, teaching activities, and evaluation meetings. The results obtained in this study revealed that, after the implementation of this project, I was able to reflect upon my own teaching with regard to L2 vocabulary explicit instruction and recognize the importance of the inclusion of L2 vocabulary in my classes. Finally, some suggestions for further research in this area were given.

Table of Contents

Table of Appendixes

Table of Figures

Chapter 1

Introduction

Without grammar very little conveyed, without vocabulary nothing can be conveyed"
David Wilkins, Linguistic

Vocabulary plays an important role in learning a foreign language. It is one element that links the four skills of speaking, listening, reading and writing; and it is one the most critical areas of second language reading. Learners need to gain vocabulary knowledge, but they need vocabulary knowledge in order to read.

Researchers have theorized that L2 students need approximately 2.000 words to maintain conversations, 3.000 words families to read authentic texts, and as many 10.000 words to comprehend challenging academic texts. They additionally state that the role of the reading in vocabulary acquisition it is very important. (Richards, 1976; Schmitt, & Nation, 2000)

According to Grave (1999) in her book, *Vocabulary learning & instruction,* student reading vocabularies vary. She groups from lows of 2,000 words for third graders and 7,800 for twelfth graders. In contrast, data gathered from Nagy and Herman (1999, cited in Graves) conclude that third graders´ reading vocabularies average about 10.000 words, that twelfth graders´ reading vocabularies average about 40.000 words, and that school children therefore learn about 3.000 new words each year. Anderson (1999) suggests that students learn from 3.000 to 4.000 words families each year and can read something like 50.000 words by the time they graduate from high school. So, there is not much agreement from the experts on the

number of vocabulary words that learners should have the different stages of their schooling.

Students learn many more words each year than teachers can teach directly. Teaching the 3.000 to 4.000 words or so words that students learn each year during a typical 180-day school year would mean teaching something like 20 words a day. However, as I have noted, the fact that I cannot directly teach all of the words students need to learn does not mean that I should not teach some of them.

In order to communicate well in a foreign language, students should acquire an adequate numbers of words and should know how use them accurately. In my ten years as an English teacher in Ecuador, I have observed that even though students seem to realize the importance of vocabulary when learning English, secondary students in Ecuador learn vocabulary passively due to several factors. First, in the traditional teaching style, teachers lecture, and students take notes, copy examples and complete exercises on the board. Often, they do not even own the required textbook, so they do not usually study at home. They often seem bored while teachers give explanations for meaning, or definition, pronunciation and grammatical functions. Second, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Finally, students only think of vocabulary learning as knowing the primary meaning of the words through memorization.

If the curriculum, and the pedagogy were effective, public high school English teachers in Ecuador might be able to assume that students who have studied English as a foreign language for at least five years, should have acquired enough vocabulary to cope with the English text at the sixth level of public high school, however, I have learned through my experience, that sixth level students who are

studying English have low vocabulary knowledge. I have observed the gap in the real level of English among students of fourth, fifth and sixth year English courses, and their nationally mandated curriculum.

The importance of vocabulary is daily demonstrated in schools and out. In the classroom, the achieving students possess the most adequate vocabularies because of the verbal nature of most classroom activities. Knowledge of words and the ability to use language are essential to success in these activities. After schooling has ended, adequacy of vocabulary is almost equally essential for achievement in vocations and in society. Nguyen, Khuat (2003)

Vocabulary is basic to communication, but lack of vocabulary often seems to be a source of difficulty for second language learners. In recent years, Communicative Language Teaching (CLT) has been applied in secondary educational institutions in Ecuador, and from my experience, it has shown its effectiveness in teaching and learning language. CLT is a pedagogical approach that helps students participate more actively in real life situations through the means of individual, pair and group work activities. CLT encourages students to practice the language they learn in meaningful ways. Now, through these CLT activities, students have begun to learn vocabulary in different ways, even though they may not realize that vocabulary learning is one of the teaching objectives

Statement of the problem.

Ecuadorian high school students do not seem to have cultivated enough vocabulary for reading comprehension. As a result, students are unable to understand or comprehend the readings or activities included in their required text book.

Purpose of the Study

In this research study, I want to explore and describe the process of designing and implementing a Vocabulary Study Program in order to help students to develop their vocabulary acquisition in learning English, The research will seek to answer the following research questions

Research Questions

Here are the research questions: 1) How do students perceive the process of English vocabulary acquisition? 2) How can I implement effective strategies for vocabulary learning? 3) What factors affect their learning in vocabulary acquisition? 4) What words from the Academic World List (Coxhead 2000) and Most Frequent Word List are used in sixth level of the official. CRADLE curriculum, adopted nationally by the Ecuadorian Ministry of Education in cooperation with the Ecuadorian-British Technical Bilateral for Reform of the English Curriculum. (Ministerio de Educación, 2000 ¶2).

Operational Definitions

AWL. Academic Word List contains words that occur in a wide variety of academic contexts and can be seen as essential support vocabulary for reading included in different types of text.

Collocation. Collocations can be defined in numerous ways, but for pedagogical purposes it is more practical to restrict the term to the following two or three words clusters which occur with a more than chance regularity throughout spoken and written English (Moon 1997),.

Word families. It is defined as a word that results from the addition of an affix to a root, the word is formed by the process of affixation, using a prefix or suffix and which has a different meaning from the root.

Word map.- It is used to support vocabulary and concept learning by giving students a strategy for defining and clarifying the meaning of unknown words. The word map is a strategy that uses a visual organizer to develop depth and dimension of word knowledge.

Chapter 2

Literature Review

The Process of Vocabulary Acquisition

L1 vocabulary is learned by natural input, with reading playing a great role, therefore, for EFL learners, the role of reading in L2 vocabulary acquisition is much more important because the process is slow and unpredictable. Paribakht and Wesche (1999) comment that including written vocabulary activities to facilitate the retention of vocabulary after a reading task is an important aspect of a vocabulary learning program

Grabe & Stoller (1995) assert that a minimum of 3.000 words is needed to be able to read independently in the second language (Cited in Burt, Peyton & Adams, 2003). They also write that learners must focus on vocabulary that is suitable to specific topics and fields of study. These specific topics make the Academic Word List (AWL) (Nation, 2000). Some experts in the field of L2 vocabulary learning, such as Nation (2000, 2001), Coxhead (1999), and Huntley (2005), have also designed their own lists of university, and academic vocabulary based on different textbooks used in educational institutions.

According to Pikulski & Templeton (2004), there are two types of vocabulary that infers "use", expressive vocabulary and receptive vocabulary. Expressive vocabulary is the lexicon that we use to express ourselves. The receptive vocabulary involves the listening and reading skills. When we refer to "terminology", vocabulary has two categories, meaning and oral vocabulary and literate vocabulary. Meaning and oral vocabulary combine the listening and reading vocabularies, while literate vocabulary is a mixture of reading and writing vocabularies

Types of Vocabulary Acquisition Strategies and Activities

In this section, I will report on different types of vocabulary acquisition strategies and teaching-learning activities that are based on research. I will present some of the research for the particular strategy, and then provide examples of learning for each one. The topics I will cover are general strategies, and games.

Techniques in vocabulary teaching

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. (Harmer 1993: 159) Beside this incidental acquisition there are "pre-planned lesson stages in which learners are taught pre-selected vocabulary items" (Thornbury 2004: 75). Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial "to activate existing knowledge to make the encounter with new words more meaningful."(McCarthy 1992: 108) Pre-teaching activities often arouse students' attention and desire to explore a particular topic or subject in greater detail. Both McCarthy (1992: 110) and Thornbury (2004: 76) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves.

This type of activity is called the *discovery technique.* (Harmer 1993: 160)

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for 'Direct Method' as Thornbury 2004) specifies them "using real objects (called realia) or pictures or mime." (Thornbury 2004: 78).

The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught.

which is a technique where the teacher gives commands and students perform the actions. In TPR, "the intention is to replicate the experience of learning one's mother tongue" (Thornbury 2004: 79).

As Harmer (1993: 161-162) suggests, sense relations, definition and direct translation of words might function as yet another helpful tool for clarifying the meaning.

All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together. Besides explaining the meaning in vocabulary presentation, it is also important to focus on forms, since the sound of words is one of the aspects influencing the organization of the mental lexicon. (Thornbury 2004: 84; McCarthy, 1992: 110).

This is arranged by various drilling activities. From experience, songs and chants are very suitable for drills, providing rhythm, catchy rhymes and an element of fun. As Thornbury (2004: 86-7) suggests, introducing the written form of the word should follow not long after the presentation of the pronunciation. After presentation, learners should be provided with plenty opportunities to practice the newly gained

language in accordance with the principles. This is done by various forms of practice activities.

Dictionary skills. Some vocabulary acquisition strategies include the process of learning appropriate dictionary skills. Scholfield (1997) says that an important strategy for L2 vocabulary acquisition is learning to use dictionaries effectively. Others experts such as (Hulstyn, Hollands & Creidanus, 1996) maintain that through appropriate dictionary use, learners can improve their reading comprehension, and develop autonomy. They additionally state that definitions are usually short and relatively easy to understand for learners. They suggest giving to students a list of words, having them look the words up in the dictionary, perhaps writing an example sentence for each word. Then students make a comparison checking if the word was correctly used in context. They also suggest that students need to underline new words and provide synonyms and antonyms. According to them this activity helps learners increase their vocabulary knowledge.

Vocabulary notebooks. Another strategy for improving vocabulary is to keep a word notebook to write the corresponding vocabulary definitions (See figure 3) and examples of word formation (Johnston and Templeton, 2004). In individual notebooks or sets of flashcards, learners write down interesting words with their assigned vocabulary words.

Norbert and Diane Schmitt (1995) promoted the vocabulary notebook as a vehicle for providing students with strategies to learn autonomously. Researchers and teachers have found that this tool may be one way to foster the incremental learning of new words and different aspects of word knowledge. Therefore, I designed a notebook to supplement classroom activities. I attached the Academic Word List and a list of the most useful websites for practicing and enhancing their vocabulary. I

gave them this handout in the first session. In each session, I introduced the twelve

new words taken from the Academic Word List, and students had to place the word

in the category box, according to their own vocabulary knowledge. For instance, if

the new word is [assume], participants had to insert the word in one of the boxes:

I have never seen the word before	I have seen the word by am not sure what it means	I understand the word when I see it or hear it in a sentence	I have tried to use the word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing

Then they had to categorize the part of the speech of the word, and fill in the word

family boxes of the same word.

WORD FORM CHART

NOUN	VERB	ADJECTIVE	ADVERB

Games. A third strategy for L2 vocabulary learning is the use of games.

Teachers can use games to help their students practice their skills of communication.

According to Ersoz (2000), games are highly appreciated by students because they are

entertaining and require active participation. Uberman (1998) also affirms the helpful

role of games in vocabulary teaching in her own teaching experience. She observed the

enthusiasm of the students through games and considers games a way to help students

enjoy the language they are learning. She also says that games are useful and effective

tools that should be applied in vocabulary classes. The use of vocabulary is a way of making lessons more interesting, enjoyable and effective. Lee (1995) lists several main advantages when games are used in the classroom including that they are "a welcome break from the usual routine of the language class…motivating and challenging… and language practice in the various skills." (p.) 35 Huang (1996)

comes to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence". (p). 1 Nguyen and Khuat (2003) have also pointed out characteristics of games that make vocabulary learning more effective. They recommend games for learning English through fun activities. Students love to play games, and they exert a lot of effort to win even when practicing something they find difficult. Reading games are also excellent and painless ways of helping learners remember new vocabulary. They stated that flash card games provide strong visual cues to related sounds or words. The word family card games are used to teach vocabulary based on the traditional "happy families" game. Flash cards make learning vocabulary an easy and enjoyable activity. The game is more recommended for beginners and intermediate levels. Both of these authors were cited in Gu´s (2003) .and Saxton (1999), who comment that students react more positively to homemade materials than to bought materials

- 'Many experts have argued that games are not just time-filling activities but have a great educational value. Lee (1979) holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central

not peripheral to the foreign language-teaching program. A similar opinion is expressed by Richard-Amato (1988), who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, (1988), "they, add diversion to the regular classroom

- Activities," break the ice, "[but also] they are used to introduce new ideas" . In the easy, relaxed atmosphere ,which is created by using games, students remember things faster and better (Wierus & Wierus 1994).

Silvers (1982) says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier (1982). Further support comes from Zdybiewska (1994), who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Language games should not be played merely as gap-fillers, but they should be an integral part of the lesson, these games should not form a large part of the course but should quickly proceed to meaningful activities and fluency practice.

. A study by Jones (2002) showed that low ability readers spend the majority of reading class time engaged in isolated skills instruction with very little time on pleasurable reading.

McNamara and Kitsch (1996) also conducted an experiment on the "effects of prior knowledge and text coherence" (p. 247). They concluded that prior knowledge was important in enhancing student understanding of the text. Doing more free reading for pleasure in reading class may increase the amount of vocabulary. Reading comprehension can be enhanced by developing readers' prior knowledge. (Pressley, 2000, p. 5)".

There is a connection between first and second language reading habits. "Accomplished readers in their first language tend to use many of the same strategies that successful native English-language readers do—skimming, guessing in context, reading for the gist of a text—when they are reading in a second language" (Druker, 2003, p. 1).

Laufer & Hill, (2000) require teachers to plan a wide variety of activities and exercises. The amount of emphasis that teachers and programs decide to place on any given activity will depend on the learners' level and the educational goals of the teacher and the program. In general, it makes most sense to emphasize the direct teaching of vocabulary for learners who still need to learn the first 3,000 most common words. As learners' vocabulary expands in size and depth, then extensive reading and independent strategies may be increasingly emphasized.

Word families. Word families have been used to calculate the size of vocabularies, for example, he numbers of word in English and the numbers of words that the learners know (Nation & Waring (1997). A word family is defined as " a base word with its inflections and derivates (stimulate + stimulated+ stimulates + stimulating + stimulation + stimulant and stimulative)" (Schmitt & McCarthy, 1997).The notion of the word families is also important to language practitioners, who have long recognized that word-family knowledge is a critical aspect of knowing a word (Nation, 1990; Schmitt & Meara, 1997).

Bauer and Nation (1993), suggest that "the important principle behind the idea of a word family is that once the base word or even a derived word is known, the recognition of other members of the family requires little or no extra effort" (p. 253). As stated above, vocabulary knowledge must necessarily be incremental and it would be impossible to learn all these components fully from only one exposure to a word. Bauer and Nation (1993) go on to explain that word family card games are used to teach vocabulary based on the traditional "happy families" game, the cards make learning vocabulary and easy and enjoyable activity, the game is more recommended for beginners and intermediate levels.

Collocations. Learners need to be aware of the fact that words, in Thombury´s (2000) phrase, "hunt in packs" refers to all words have their own, unique collocation fields, He maintains that, collocations have to be acquired both through "direct study and large amounts of quality input.". (p) 7. Learners find the concept of collocations difficult. As he says, teachers must raise learners' awareness of collocation as early as possible. Thombury (1997) says, "Students who meet words initially with their common collocates use them far more naturally, pronounce them better and have a greater amount of ready-made language at their disposal to aid fluency, allowing more time to focus on the message.(p.49-50).

Moon (1997), points out that collocations have many different aspects, but for teaching purposes he suggest focusing on two or three words clusters which occur regularly throughout spoken and written English. He states that the most easily distinguishable types are:

Verb + noun	make decision
Adjective + noun	white lies
Verb + adjective + noun	have good progress
Adverb + verb	strongly comment
Adverb + adjective	completely dishonest
Adverb + adjective + noun	totally false information
Adjective + preposition	happy about (p. 43)

On the other hand, Warren (2005) claims that: "… while native speakers construct generalized meaning of words by abstracting semantic commonalities from different contextual uses, the non-native speaker is likely to construct a generalized meaning of an L2 word by equating it with some core meaning in L1, a translation equivalent.

He additionally states that "L1 influence will sometimes make difficult for Learners when producing L2 sequences, or when judging whether a certain sequence is idiomatic." (p. 7).

Word flashcards

Word flashcards are perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flashcards, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together, e.g. in a matching or labeling activity. As Wright (1990: 59) pointed out, word flashcards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

Small picture flashcards

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning. Being flexible in their way of use, these cards offer teachers and their students a large amount of possibilities in applying them in a number of activities and games such as 'domino' or various forms of word matching activities. Moreover, they are fit for a range of sorting or ordering activities, e.g. creating a story. These cards can also be used for games based on asking each other questions and exchanging them while searching for a set. (On top of that, they might be helpful in individual practice of

vocabulary, e.g. looking at a picture and guessing the meaning written on the other side.

Both Hill (1990) and Wright (1990) considered activities with this type of visual material very useful and presented plenty of them in their books.

applied "in the form of some of kind of oral repetition". (Thornbury 2004: 93) Furthermore as Thornbury (2003: 93) claims, it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g. matching, comparing etc. This mechanical practice is then followed by more open and communicative activities "where learners are required to incorporate the newly studied words into some kind of speaking or writing activity." (Thornbury 2004: 100). This is often provided by various pair-work or group-work activities.

Word maps.

Word maps could be used to teach learners elements commonly found in definitions. These word maps can teach students learn new words meanings from context, according to Stahl and Nagy (2006). In Figure 1 you can see an example of a word map.

Figure 1: Word Map

Figure 1: Stahl and Nagy's (2003) Word Map

WHAT IS IT?

EXAMPLES

NO EXAMPLES

WHAT IS IT LIKE?
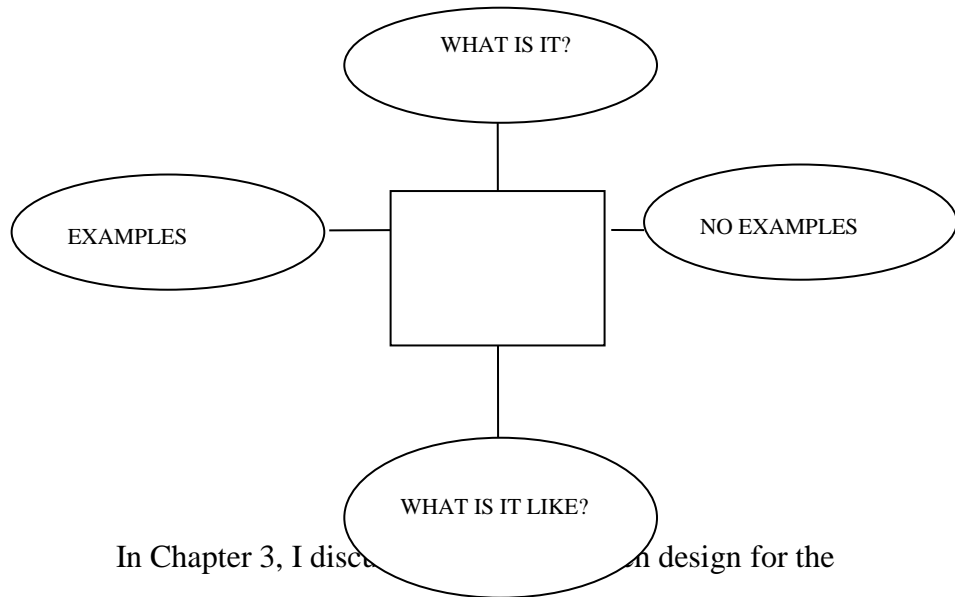
In Chapter 3, I disc⋯⋯⋯ design for the implementation of my vocabulary program with my secondary students, the methodology that I used and the steps that I took to do my study.

Chapter 3

Methodology and Research Design

I have chosen action research methodology (Johnson, 2004) for my research design because it allowed me to learn about the awareness and strengths of my students for acquiring vocabulary, and it gave me the opportunity to describe how students develop and apply strategies for increasing and cultivating their vocabulary knowledge, and for improving their speaking skills. Action research is a means of finding solutions for classroom problems. Teachers can change some activities in the classroom as needed according to the results of action research.

Action research can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction, according to McTaggart (1997). Additionally, Dinkelman (1997); wrote that action research is a systematic and orderly way for teachers to observe their practice or to explore a problem and a possible course of action. Foshy, (1998); defines action research as a type of inquiry that is pre-planned, organized, and can be shared with others. (cited in Johnson, 2003 (p.1)

According to Wallace (2000), "action research is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or monitoring changes to practice" (p.4).

Fullan (2000) connects action research with the potential to foster teacher leadership for changing the culture of teaching and learning in schools. Teacher-leaders learn to collaborate to give their classrooms, schools and colleagues " a deep understanding of the organization, vision and insight, a quest for new knowledge, a desire for improved performance, self-reflective activity, and a willingness to effect

change (Fullan, 2000)" (p. 12)This study discusses a framework for conducting action research and describes an action research study carried out in a secondary school EFL program.

According to Stringer (1996) ".an action research seeks to create knowledge, propose and implement change, and improve practice and performance (Kemmis and McTaggert (1988) and Fullan, (2000) cited in Donato R (2011).

> that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice (see also, Fullan, 2000). Action research is often conducted to discover a plan for innovation or intervention and is collaborative.

In my action research I took five essential steps to do my study. First, I identified the problem, which means that I determined what I wanted to study. Second, I decided to explore the following research questions, which are based on my experience with my students of the sixth level, who are taking their last English course in high school. In this research study, I explore and describe student perceptions of the process of vocabulary acquisition in learning English, The research study sought to answer the following questions:

1) How do students perceive the process of English vocabulary acquisition?

2) How can I implement effective strategies for vocabulary learning?

3) What words from the ¨*Academic World List* and *Most Frequent Word List* are used in sixth level of the official textbook?.

Research Study Design –Data Collection

Cohen and Scott (1996), suggest some major issues that should be taken into account while choosing the best data collection methods. According to them in order to determine the most appropriate data collection method, a researcher should bear in mind issues such as:

[T]he purpose of the study, the number of learners and researchers, the resources available, the strategies to be studied, the types of the language tasks for which the strategies are used, and the context in which the language learning takes place. (p. 104)

In this study, I used observational class and notes, questionnaires, a group interviews, , and student documents, and a pre-test and a post-test because qualitative research requires triangulation of the data from multiple sources in order to triangulate my data. Triangulate data has a big importance in an action research because is considered as a procedural challenges in the process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation. (Denzin & Lincoln, 2000 p. 454)

The Participants

I asked my Ecuadorian sixth level high school students to volunteer to participate in my research. Those that volunteered were asked to sign consent forms (See appendix O). If the students were under eighteen years-old, the parents were asked to sign the forms. Eight students from three of my English classes of the sixth and final year of secondary school participated. However, all the students (n=105) in my classes worked on some of the activities and exercise of the Vocabulary Study Program.

The Research Setting

The CRADLE Project

The CRADLE curriculum was adopted nationally by the Ecuadorian Ministry of Education in cooperation with the Ecuadorian-British Technical Bilateral for Reform of the English Curriculum (Ministerio de Educación, 2000). The CRADLE website explains:

> The CRADLE Project is a project focused on improving the Learning of English in secondary schools in Ecuador through teacher training textbook production and examination writing. The government of Ecuador wished to make the teaching and learning of English more effective, and asked the British Council to help it implement a major new project. Curriculum Reform and Development for the Learning of English (Cradle paragraph. 2)"

The classes where the Vocabulary Study Program was administered, were held for three one-hour periods every week for eight weeks for a total of 24 hours of contact time with the student volunteers.

The Vocabulary Study Program

.   The first step in the development of the Vocabulary Acquisition Program was to analyze the nationally mandated English text, *Our World Through English* for the way that vocabulary instruction is presented in the text and the supplementary teacher's guide.

I set about reading the research and designing the Vocabulary Study Program based on that research. The Vocabulary Study Program is made up of a series of learning activities, which include: 1) The Vocabulary Notebook; 2) Word Family Exercises; 3) Collocations; 4) Games; and 5) Reading

I began by developing a vocabulary notebook assignment using the complete text, along with its readings, exercises, and references for designing the Vocabulary Study Program

In this section, I describe the vocabulary study program that I designed for my students, which I call The *AWL Vocabulary Study Program Level 6.* which is based on the research in second language vocabulary acquisition and methods. I will also describe the process I used to take the students through the program.

In the first week of the my program, I gave the participants a list with words selected from their official textbook that my students were expected to know and use during the activity in class

I listed words from the Cradle Project text, *Our World Through English Academic Word List –Level 6* that were also included on the Academic World List (Coxhead, 2000). (See appendix K). The AWL contains words that occur in a wide variety of academic contexts and can be seen as essential support vocabulary for reading included in their textbook. The words on the AWL list could help the students with their required English courses in the university.

The combined list of the words that appear both in their official textbook and on the AWL, (See Appendix M) was given to the students, who were asked to indicate which words were totally unknown, which words are partially known, and which one are well known.

They were given a graphic organizer called the Vocabulary Recognition Chart from the official textbook, *Our World Through English 6.*

Figure 2 Vocabulary Recognition Chart

Figure 2: Vocabulary Recognition Chart			
WORD	I´ve never seen this word before	I´ve seen this word	I know this word and I can use it in a sentence
Abortion Crashed Cheerful Disappointed Habitat Network Program Scale Support Vessels			

developed originally for ESL secondary students for self-study of Academic words. They checked words on the list, determined which words they knew and which they did not know. (Curtis) 1987. The readings are included in Appendix B. The students worked with this vocabulary recognition exercise five times with different words and readings.

In this checklist, students were asked to indicate which words are totally known, which are partially known and which ones are unknown. The words were selected from their CRADLE textbook. These words were also on the Academic Word List. This checklist gave me a better idea of how to design a vocabulary notebook making sure to use the unknown words as study targets.

The second week of my program was based on training the students to use a Vocabulary Notebook, James McCrostie (2007) suggests that learners should keep vocabulary notebooks to help promote vocabulary acquisition as well as learner autonomy. There have been few studies of the vocabulary notebooks kept by students studying English as a foreign language. McCrostie study examined the vocabulary notebooks to determine:

1) The sources from which students choose words; 2) the types and frequency of words selected; and 3) the reasoning behind word selection. He found that students draw the words for their notebooks overwhelmingly from textbooks, favor certain parts of speech, have difficulty identifying high frequency words, and view all words they do not know as equally important. These findings provide teachers and researchers with new information about vocabulary notebooks and show how standard notebook strategies do not always meet students' vocabulary learning needs.

After my students had read a passage included in their required textbook they chose a new unknown word from the reading and identified the parts of speech and wrote definitions. Next they wrote a synonym and antonym, and later they looked for the meaning of the new word in their Vocabulary-notebook that I had elaborated for them (see Figure 3). Finally they made sentences using the new word.

The third week of the program I taught them the Word Family Strategy, First they received a set of cards with new words from their text that had prefixes and suffixes, however the prefixes and suffixes were almost always the same (i.e.'un', 're' 'dis' 'in'), so I supplemented with more AWL

words that had other prefixes and suffixes. (i. e. 'able', 'ly' 'ment' 'ul' (See Appendix G-H) After that, they made an analysis of the word. Next they had to recognize the root of the new word. Finally they played a game in pairs matching the words with its corresponding suffix or affix (some prefixes or suffixes can be attached to more than one root), and the first group which formed the word correctly won.

The fourth week we concentrated on the Collocation Strategy. This activity was given with lists of adjectives and nouns with directions to put the appropriate collocate and at the end they checked the answers against a key given on a separate sheet. The participants received a set of adjective and noun cards. Later they worked with a partner placing the new word on the empty grid, they put the cards on a table and matched the words in correct order, first the adjective and then the noun. Finally, at the end of the process we played a game. When they finished the activity they put the words on the board and the student who matched the most words, won. The students really enjoyed this game. I think that with respect to when collocations should be introduced, I agreed with some researchers, who recommend that collocations not be included at all. Beginners as my students are should focus on consolidating vocabulary, instead on developing a large basic vocabulary and learning the typical contexts in which the words occur.

The fifth week was based on effective reading, Students learned to enrich their vocabulary by using a vocabulary word map that I designed for them. (see Figure 1). I encouraged them to keep a file for all the activities made in the program. First, they read a short reading passage from the book on the topic of terrorism (authors, page The text of the reading is included in (Appendix F). They had to read the text silently for about 5 minutes. One of the instructions was that they had to

underline all the words that were new to them in the text, I was monitoring them during the instruction, After they finished reading they had to look for the meaning of the new word and develop the entries for their vocabulary notebooks) Then they did a CLOZE vocabulary exercise. (Wesche, 1999; Anderson 1999, Paribakht, Zimmerman, 1997) show that L2 vocabulary retention is higher for students who complete written vocabulary activities after a reading task than for students who complete another reading assignment (with the same target vocabulary) after the reading task.

The question that then follows is, what is the most effective type of written exercise? According to these experts cloze exercise is the best. However, Radice (1978) suggests that when the cloze exercise is used for teaching, a marking system can be used. "The CLOZE was designed, not to measure learners, but to measure the readability of texts (Taylor, 1953 cited in Nation, p. 85)". A cloze test can be made by leaving out the words that teacher wants to. This type of CLOZE is called the Selective Cloze. The students checked each other's work. Then they put the answers up on the board to check them as a group.

The sixth week was focused on learning to use the English dictionary effectively. Some experts such as (Hulstyn, Hollands & Creidanus, 1996) maintain that through appropriate dictionary use, learners can improve their reading comprehension, and develop autonomy. They additionally state that definitions are usually short and relatively easy to understand for learners.

I gave my students a list of words, to look in the dictionary, and then, asked them to write an example sentence for each word. Then they compared their sentences with other examples that I gave them to check if the word was correctly used in context. I also suggested that students needed to underline new words and

provide synonyms and antonyms. (Gairns & Redman 1986) said that this activity

helped learners increase their vocabulary knowledge.

The seventh week I divided the students in small groups of 2 or 4 per session

depending on the activity, each session lasted approximately 30 minutes and they

were given a different set of flashcards with the new words and the meaning of them.

The words were adopted from the reading included in their OWTE textbook. I asked

my students chose a flashcard and matched with the correct meaning of the words.

After that they had to match all the words, they compared the answers with their

partners and Finally, they put on the board the flashcards with their respective

meaning in order to check if their answers were correct or not. During this week they

had the chance to do other activity, They brought back the same flashcards the next

session to test a new activity, First, they put all the words on the desk, then, one by

one chose a flashcard with the new word, After that, they made a sentence using the

word from the flashcard and they read the sentence. The idea was to let my students

retain the new vocabulary in their long-term memory.

Tom and Nicholson (1997) assert that learners do learn words using

flashcards. They can practice words from each other word banks during individual

reading activity time.

The eighth week was the final activity; I administered the Post-test where my

students put in practice all the vocabulary acquired in different sessions of my

vocabulary development program.

Baumaun and Kame'enui (2004) advocated that direct instruction of

vocabulary is important to vocabulary development. Also, learning vocabulary will

help students communicate more effectively (Allen,1999). In my English class, the

reading series provides vocabulary words list that are connected to the story. At the

end of each reading activity students are assessed on the new words. When students understand the new vocabulary, they are more successful at comprehending the reading (Marzano, 2001). How should I teach vocabulary? Based on the following quote from Allen (1999), "Definitions alone do not provide enough support for readers to be able to transfer these definitions to reading contexts. (p. 35). Johnson and Johnson (2000) reported implementing an effective vocabulary development program, which requires a variety of different activities so that students will learn. I researched several activities that would correlate with my purpose. I wanted to teach vocabulary by using strategies that would increase their vocabulary knowledge. I not only wanted students to learn the words for the tests, but I wanted them to remember the words beyond the vocabulary instruction program. My focus was on students remembering more words after using the research-based activities involving three methods: 1) The vocabulary notebook, 2) Using the dictionary and 3) games. The way I taught vocabulary changed as I taught the new kind of activities. Now, with my new point of view, I introduced vocabulary through readings and had my students copy definitions in their vocabulary notebooks. Vocabulary cards were also used. All words and definitions were on separate cards. Students would play a matching game to study the words. Partner and individual review time was given. Students read the words and definitions to each other.

In this section, I show the sequence of the activities I used in the VSP beginning with the

Academic Word List Diagnostic Test

This test was administered before the implementation of the VSP in order to determine how many words the students knew from the Academic Word List. The

test was taken from the 5th level CRADLE Project text. I only included the questions that had words from the AWL.

After the results from the test were compiled, students completed Exercises which is found in Table 1

Table 1

Exercise 1

Exercise	Title	Instructions	Sample Questions	Purpose
1	Honest or Dishonest?	1) Students will match parts of speech and definitions to all the words in the exercises. 2) Students will discuss in groups this series of situations to determine if they are honest or dishonest	1) A politician gives a job to his family member who does not have the necessary qualifications 2 A student helps his friend study for his exam.	Use vocabulary in context
2	Word Family Exercise	Students will add suffixes and prefixes		

Word structure analysis encourages the learner to study prefixes, roots, and suffixes and use this knowledge to learn new vocabulary. Nation (1990) states that in order for learners to make use of word analysis, three skills are needed: (1) Recognizing the parts of a word, This is best accomplished by asking learners to break words into their parts. (2) Learning the meaning of prefixes and roots. Simple memorization of the meanings of key prefixes and roots is recommended. (3) Using prefixes and roots. Learner need to be able to combine prefixes and roots to create words and recognize how the combined meanings create the meaning of a word.. Stahl and Nagy (2006) assert that for students develop large vocabularies, they have to delve deeply into the world of words, part of this can be accomplished through wide reading, but although wide reading is essential. It is essential that teachers make the most effective use possible of practicing vocabulary as well.

Nation (2001) refers that students would also need to know the specific words related to their subjects around 5 % words in academic text. (p. 12)

Based on the expert advice, I developed exercises on prefixes and suffixes, knowing the meaning of prefixes, suffixes, and roots can be a strategy for guessing the meaning of unfamiliar vocabulary. Below is a list of key words that use combinations of prefixes and suffixes.

Table 2

Prefix and Suffix Exercise

Base word	Noun	Verb	Adjective	Adverb
Honest	Dishonesty Honesty		honest	Honestly
Profit			profitable	Profitably
Accept			unacceptable	Acceptably
Responsibl	Irresponsibility			Responsibly
Truth				Truthfully Untruthfully
Beauty			beautiful	Beautifully

I followed the first prefix and suffix exercise with another. I asked the students to fill out the chart in Table 2 with words from the word list, and then to use the same word bank to fill out the empty chart with as many words as they could.

Base word	Noun	Verb	Adjective

Exercise 3 is based on Nation (2001) and Cohen (1987) who outlined similar methods of assisting second language learners in acquiring new vocabulary. One of the four techniques that they discuss included the analysis of a new word. (p.12)

Table 3

Exercise 3- Collocation Exercise

Instructions: Step 1) You have received a set of adjective cards and a set of noun

cards. Work with a partner to place them on the empty grid. Form new phrases

Adjectives	Nouns	New Phrase
Good	Qualities	Good qualities
Bad	Impression	Bad qualities
Dishonest	Clothes	
False	Statement	
Honest	Lies	
New	Politician	
Old	Information	
True	Clothes	
Wrong	statement	
	Person	

Step 2. In pairs or groups of 4 they will put the cards on a table and will match

them according to the adjectives, nouns, and collocations. They will put on the board

the cards in the correct order .The winner will be who put the most pairs at the end.

They will share them with the group.

Table 4

Exercise 4: Word Bank

Unfamiliar	Unrespectable
Disagreement	Respectable
Acceptable	Carefully
Untruthfulness	Family responsible
Beautifully	Reproduction
acceptance	Ineffective
profit	Truthful
accept	Untruthful
acceptably	Truthfully
respect	Untruthfully
honestly	Beautiful
dishonest	

Find the prefixes and suffixes

Instructions: Each pair of students will have two sets of cards, one set with base words and another with prefixes or suffixes. In pairs you will work to form new words from the two sets of cards. In turn, each player will match cards in their hands to form English words (e. g. accept + able). When you finish forming the words, then go to the board and write your results. The first team to finish wins.

At the end of the game, the teacher asked the learners to classify suffixes into different groups for the formation of various word classes.

Table 5

Exercise 5: Vocabulary Definition and CLOZE Exercise

Read the passage in your book.

Instructions:

1. Students will look up the words in the English- Spanish dictionary.

2. They will write the definitions in Spanish in their notebooks.

3. They will fill in the blanks choosing the correct word from the word bank

4. Compare their results orally and then on the board.with a classmate.

considered	quality	conventions	integrity	whereas	institutionalized
majority	justified				

Honesty is the _____ or condition of being honest. An honest person shows _____ and truthfulness that he is incorruptible, respectable and genuine. Honesty is very often a relative concept and depends on _____ in different societies. For instance, bribery is considered very bad in some countries _____ in others it is almost Stealing is considered a greater or lesser crime depending on where you live, and some people say that the dishonesty of some politicians in one country would have brought about their downfall in any other country.

   Is there a scale of dishonesty? People are not sure about it. However there is a scale of corruption among countries. Unfortunately Ecuador is considered to be among the ten most countries in the world. Lies are false statements used on purpose to be accepted as truth. They usually give the wrong impression because they present

false information with the purpose of deceiving. There are different kinds of lies

depending on their purpose. The _____ of people tell white lies. It is said

that a person tells about seven white lies a day. Some white lies are considered to be

_____, or even praiseworthy, if they are in the interests of the person,

people to whom they are told. For example, to avoid to offending someone, you

might invent a reason for not accepting an invitation to a party that you do not want

to go to, or you might admire a friend's new clothes when in fact you think they are

frightful. Everybody's responsibility is to reduce corruption and try to be honest.

 The vocabulary notebook is a helpful instrument where the students could write the

new words with their respective meaning, synonym, part of the speech, and a

sentence where they put in practice the new vocabulary. It is a media to facilitate the

look for of the new word.

Table 6

Exercise 6 Reading **in Class –Flashcard Exercise**

Students have to read the text silently and after that have to look for the words from the

set of flashcards given

Students have to match the words with their meanings according to the given example.

1 pyramid   (**c)**   a. supernatural power causing horrible things to

happen

2 kings   b. bodies wrapped in cloth

3 mummies   c. enormous triangular shaped building, built with

stones

4 curse   d. male leaders of a country

5 hieroglyphs   e. graves for burying the dead

6 tombs   f. symbols

One reason I thought about teaching vocabulary in this activity was to facilitate

the comprehension of the text that students were assigned to read. If they did not know

the meaning of many of the words that they encountered in the text.

Ancient Egypt

Egypt was a land of great prosperity and incredible achievements what comes

to mind immediately are the great pyramids, dedicated to the gods and filled with

treasure and gold. Some were said to put a curse on anyone who disturbed them. Inside

were the mummified bodies of kings and queens resting in their tombs all beautifully

decorated with Egyptian hieroglyphs. All of this took place between 2000 and 5000

years ago in Egypt along the banks of the River Nile. (Quoted from the Sixth Level

Cradle Project Book. Page 46 Unit 6 Lesson 1)

Table 7

Exercise 7 Dictionary Notebook Skill

   This activity is one of the first reading of their English text, The students will read

silently, after that they finish, they place the new words into their personal

dictionary-notebook, I usually use no more than ten new words that are focus words

to understanding the text. The dictionary is a graphic organizer that has a column for.

1. word

2. definition

3. sentences from reading

4. synonym

5. part of the speech

      There are some of the activities I use to help my students develop strategies to

learn and comprehend vocabulary. Many of them are able to read but most of the

time they have no comprehension of the words of the reading.

      The role of the vocabulary plays in the reading process continues to be an

area of research in second language learning. Levine and Reeves (1990), assert that

"lack of adequate vocabulary….as one of the obstacles to text comprehension".

TERRORISM

Terrorism is an activity that uses violence or threatens to kill people to achieve some political aim. Terrorists try to create terror either to gain publicity from the world media for their cause or to pressurize governments into agreeing with their demands.

Terrorists use different methods for destruction, such as bombing, shooting, taking hostages and hijacking vehicles, ships, or airplanes. Many victims of terrorism are innocent civilians.

After World War II, some terrorist groups appeared around the world. The PLO Palestine Liberation Organization), which operates in Israel, the ETA which operates in Spain, the IRA Irish Republican Army) which operates in Ireland, the FARC Colombian Revolutionary Forces) that works in Colombia, and the latest known, the Taliban, which operates in Arabic countries and western countries.

On September 11th, 2002 there was a horrifying attack on the United States led by the Taliban and its leader Osama Bin Laden. On that day, at 845 a.m. two airplanes crashed deliberately into the Twin Towers in New York where the World Trade Center was based. The 110 story towers collapsed into surrounding Manhattan streets as well as a third building near them. Thousands of people died and many were badly injured. On the same day, another plane crash attack took place in the Pentagon, in Washington D.C. The planes belonged to American Airlines, About 195 passengers and 24 crew were killed. It was the first terrorist attack in the history of the United States. At least two people jumped from the Twin Tower windows after the attack. Lots of people were injured and there were many casualties. The country

was devastated. More than 10.000 people volunteered to help rescue the victims.

Quoted from the Sixth Level Cradle Project Book. P. 18 Unit 2 Lesson 3

Data Collection

I collected information from different data sources, such as, observer notes, student questionnaires, tests, student documents , surveys and interviews given to my participating students.

The Observer Notes

I took notes about the behavior that my students had during all the activities they did.   I kept an observer notebook throughout the research.

Student Questionnaires

Making use of questionnaires in a research study is one of the most commonly used techniques to collect data since they "can be objectively scored and analyzed" (Oxford, 1990, p. 199). According to Cohen and Scott, there are many kinds of questionnaires, "yes or no" questions, questions of inductions of frequency, and open-ended questions that require detailed answers. Taking into account the comments of this other research, as a preliminary step for my action research project I designed three student questionnaires. The first student questionnaire *a few questions from Teaching and Learning a Second Language* (Oxford 1990*), the* second was adapted from *Language Learning Styles* (Sanaoui ***1992),*** and I wrote the third student questionnaire myself in Spanish. The first two questionnaires were adapted and developed in consultation with my thesis advisor. The third questionnaire was approved as a data source, even though I wrote it myself. All of the questionnaires are in Appendixes--

I administered the Spanish questionnaire to all my students (n= 105) who were in their last year of study in an Ecuadorian public high school. (See Appendix

D). I distributed the first student questionnaire, which focused on vocabulary

acquisition strategies to my group of 8 student participants. It was also given to my

secondary students before the program began. The questionnaire was designed for

obtaining concrete data such as the number of vocabulary words they had retained

from their previous school year, and how much time they normally put in to practice

English vocabulary.

Fifth Level End of the Year Test

At the beginning, of the project, I gave the students a pre-test which was

adapted from the vocabulary part of the final test given at the end of the Fifth English

Course from their OWTE textbook material, because I wanted to determine their

English vocabulary knowledge level. I especially wanted to know how much

vocabulary they had acquired during their previous school year according to the

curriculum design for fifth course in public high schools.

Sixth level test pre-test

As part of the pre-test, I had the students memorize a word list from an

academic reading in their textbook. I did not give them directions on how to use any

particular technique because I wanted to know if they had some knowledge about

how to learn vocabulary. They had to put in a check list if they remembered the

word, or partially knew or completely knew. I used this check list to develop the list

of words that I would target for their vocabulary notebook assignment.

AWL-Cradle Sixth Level Vocabulary Test

At the end of the implementation of the AWL Vocabulary Study Program-Level 6, I

tested them again to measure their improvement. I designed this a teacher-.made

vocabulary test to see if they had learned new AWL words that we had studied in the

vocabulary program.. The test was developed with most of the strategies that were

applied during the program including the new vocabulary from Academic Word list adopted from their textbook. The interview protocols can be found in (See Appendix I) Student Vocabulary Notebooks and Program Documents

In this part my students compiled a portfolio of all written exercises they had done in the program, They filled in a folder and Vocabulary notebooks, the first page was done by myself in order to my students know how they have to make the others. The vocabulary notebook consists of words from the AWL with the meaning of, part of the speech, synonyms, sentences or pictures if they want to.

Interview

I also interviewed a select group of students, who volunteered to be interviewed about the process of their use of the Vocabulary Study Program-Level 6 three different times. Another data source was the student documents that were generated by the Vocabulary Study Program-Level 6. These documents included the results of their. for the Chapter 4 will present the findings from the data analysis. A year after the program I was able to interview 5 of the 8 participants, so that I could see if the vocabulary program had had a long term effect.

Figure 3: Example of a page from a student vocabulary notebook
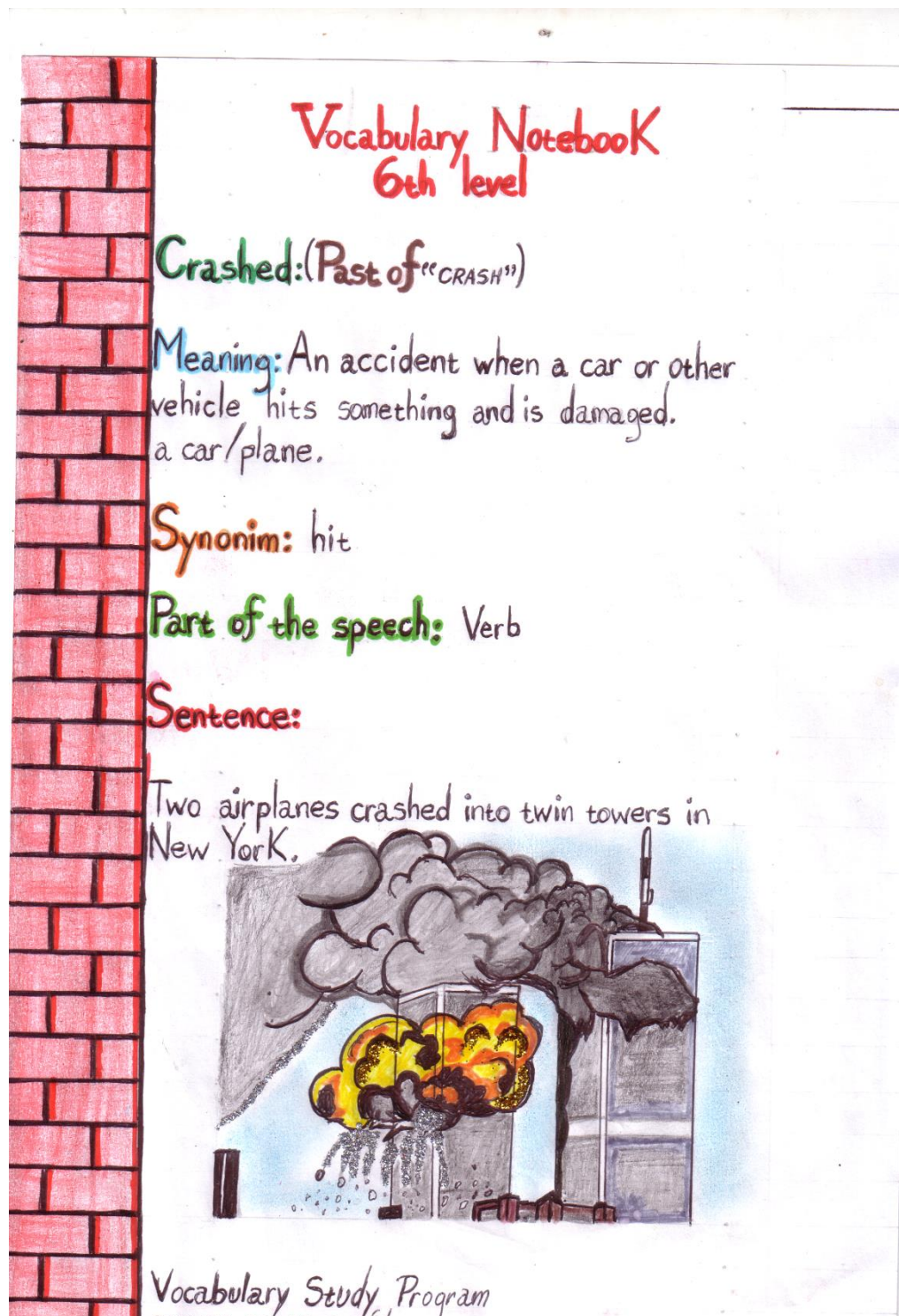
The CRADLE Vocabulary List and the AWL -Level 6

I selected the words to use for the study that were the same in the Cradle Vocabulary List and the AWL (Coxhead 2000) list, with their respective meanings, sentences and synonyms from Coxhead´s website, http: www.uefap.com/vocab/select/awl-htm where you can find the most frequently used words. It was one of the things that I was very careful to do in order for my students to comprehend their text   Grabe (1991) emphasizes that when the students begin a reading task they expect to understand what to read.

Chapter 4

Findings

Research Setting

This research was developed in an Ecuadorian public secondary school, it was at Institute Patrick Ray Arroba secondary school, it is a school only for men, which is very famous because most of the Ecuadorian presidents have studied here. The program was designed and given to my students from sixth course, who voluntarily participated in my action research.

In a preliminary meeting with the participants of the Vocabulary Program, we talked about their vocabulary study habits. I took notes, and observed them, Here are the results of what I learned about the participants.

Anthony:

Anthony is one of the my quiet students in the class, He has been in our high school since his first year, and he mentioned that during his English classes in the last few school years , he did not improve his vocabulary level..

Christian:

He is very introverted, and he really surprised me because when we were doing the exercises in class, he was always active. He was one of the students who participated a lot. He made me feel so good, because his behavior changed, when we did the exercises of my program. He sometimes said that he enjoyed doing those kinds of activities in class.

Daniel :

Daniel is the most methodical of my students. He is always dynamic in the work he does in class, and he is always cooperative with his classmates. He has

studied in an English Academy, but he is very interested in knowing about the activities. During the program I noticed that he followed the instructions very carefully, and most of time he finished the exercises and tried to check by exchanging his papers with his classmates.

Gonzalo:

He was the member of the group with the best sense of humor, because he always found a reason to make us smile, and he made the classes very enjoyable. However, Gonzalo usually participated in class completing the activities before his classmates. He was always interested in improving his vocabulary acquisition level.

Jose:

He was reluctant to participate at the beginning of the program because he has had a bad opinion about his previous English teacher, He told me that during his school life in this high school he never learnt useful English that someday could help him.

Luis:

He was the most enthusiastic and he always showed an excellent predisposition to participate in my program- He is still an excellent student now at university, he is studying medicine.   He was always a cooperative learner, I could say that he was the best in my program, he usually is in contact with me, even though he graduated.

Moises:

He decided to participate in my program with some misgivings because he commented that during his last school years, he did not learn anything new or different in EFL, but this words made me feel more responsible in trying to design

the best and most useful vocabulary program. During the first week of the implementation I felt that he was reluctant to do the tasks, however, in the next days his attitude changed. He enjoyed practicing and participating in the program, he likes working in groups, and he almost always did his best work.

Patricio:

Patricio was serious and shy, but it was so surprising see him participate. He was so active and sometimes funny. When he would joke around usually using a new word he had learned to make the joke. He told me that in this way he practiced the new word.

Learning Language Style and Learning a Second Language Questionnaires

In this section, statistical information based on the analysis of students´ responses to the Learning Language Style (Oxford) and Teaching and Learning a Second Language Questionnaires (Sanoiu,1992), will be explained. Furthermore, the results obtained will be examined and reported, I initiated the session by telling them not to worry about their responses, because they would be confidential.

The Teaching and Learning a Second Language and the Learning Language Style Questionnaires were used to explore the participants learning style preferences. The first questionnaire consisted of 5 questions with different structured responses and the second one with 6 questions with not structured responses

In the first session of my program, some of my students were nervous and pretty unsure because they felt anxious about knowing what were going to do during my research, I started to explain to them the purpose of my study., I told them that they were the most important element in my action research.   I administered questionnaires to acquire a better understanding of how my students learned. I elaborated interviews too. (See Appendix J) for students who participated in my

action research. They answered one of the questionnaires before the implementation of my vocabulary program.

I divided the students in small groups of 2 or 4 per session depending on the activity, each session lasted approximately 30 minutes and they were given a different set of activities sheets and flashcards.

Tom and Nicholson (1997), assert that learners do learn words using flashcards. They can practice words from each other word banks during individual reading time.

I used quantitative methodology to evaluate the questionnaire responses. I checked their responses and the data from the questionnaires. The questionnaire responses (See Appendix I) revealed how often the students studied and practiced to learn vocabulary per week, and what they did to study it. The results from the surveys and questionnaires helped me to do my action research, because I now had an idea of the study habits and practices of my students. This information informed my preparation of the Vocabulary Study Program for teaching vocabulary through implementing new and useful strategies in my English classes.

The Vocabulary Tests

The students took the last comprehensive test from Level 5 of the *Cradle* text series. before the implementation of the program in order to determine a level for their vocabulary knowledge. After the test was given, it showed me that a high percentage of vocabulary were not acquired in their last school year and in the test there were vocabulary with the most frequency words that it is suppose students had to learn in their previous English classes.

After the implementation of the AWL Vocabulary Study Program-Level 6, they took a teacher made test that was adapted in form from the initial test, but which

included items with all the vocabulary that was both in the Cradle text and on the

AWL.

I compared the test scores before and after the implementation of the

program and in the results I used a statistical method to evaluate and compare

students progress before and after the program to see if they have increased their

vocabulary acquisition level during the implementation period.

Figure 4 : Student Test Scores

Student	Fifth Level Comprehensive Test Before the program	Sixth Level Vocabulary Test After the program	Teacher Designed Test on Targeted Words
Anthony	15%	40%	70%
Christian	10%	45%	70%
Daniel	30%	70%	80%
Gonzalo	25%	50%	75%
Jose	35%	65%	80%
Luis	30%	60%	75%
Moises	20%	55%	70%
Patricio	40%	80%	90%

Figure 5 represents the responses of the students from the volunteer group of

students that participated in the vocabulary learning program. They were

accustomed to using a dictionary, repeating the words to memorize them and doing

exercises.

Figure 5: What students do to study English vocabulary outside class (n=8)
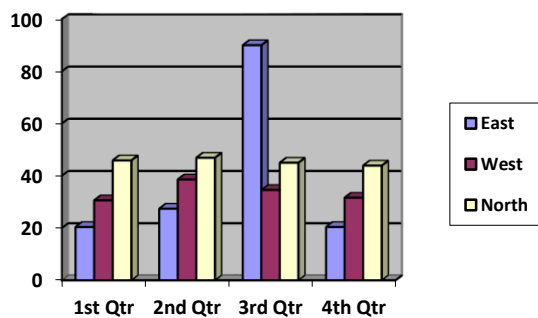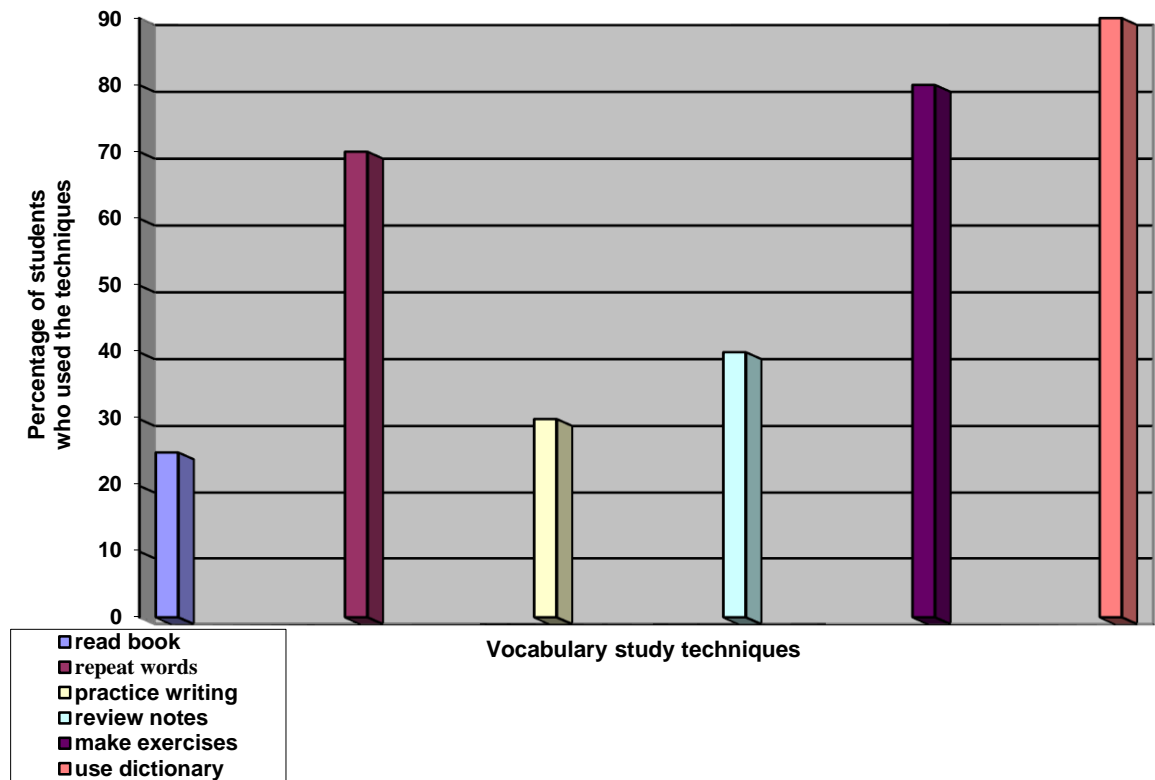
Student Information

As reported on their questionnaire sheets, all the students´ answers were analyzed and demonstrated the different ways that they do study English vocabulary, on their own. After coding the data, I saw that using the dictionary and exercises are the categories . The results showed that the learning styles of the students and their characteristics did not influence in their achievement in

the vocabulary implementation program Furthermore, the field-dependent students were similar to the field-independent students with respect to their vocabulary learning strategies,

The findings with respect to the vocabulary learning strategies indicated that learning style preference of an individual can affect the strategies a learner might use. The results also revealed important relationships between learning style and strategies to learn vocabulary. The participants who preferred using dictionary and who preferred making exercises to learn new vocabulary.

These findings indicate that learners prefer using a variety wide of strategies, with respect to vocabulary learning. For example, it can be stated that learners can successfully arrange words in order, make associations and review them in order to facilitate their understanding. That is, they are aware of what practicing strategies they need, how much practice they need, and what practicing strategies they need to make use of. Furthermore, Learners wanted to know how to practice vocabulary and how much time need to do it and to make meaning out of it.

Students' expectations and attitudes

In July 2008, when I was introducing my research to my classes, I asked how they went about using vocabulary. The question generated a discussion about the best ways to learn English vocabulary. Most students in my classes said they just copied new words provided by teachers or looked up words in the dictionary. Many of them marked or underlined words they did not know in their textbooks and noted the meaning in their notebook. Some students mentioned the times they had had to copy lines and lines of new words in their notebooks which were soon forgotten. Like

Khuat mentioned in his research, all my students, like his , "…expressed their wish to learn vocabulary effectively in more interesting ways than the traditional ways that they knew. What we wanted to know was whether vocabulary games worked or not¨. (2003). "It was so boring. I hated learning new words that way!". Some, students asked many questions regarding learning vocabulary like :

> "Teacher, how can I remember words and their meanings quickly and for a long time?".
>
> "How can I use word properly in different contexts?".
>
> "Can you tell me an easy and simple way to retain the vocabulary that I have learnt?" (Researcher´s Observer Notebook, July 2008).

I wanted all my students to benefit from the results of my study of vocabulary learning activities, so I encouraged them to participate in the activities in class as I was learning to do them. Most of the learners (25 of 35) in one section per class were willing to join in on the new types of activities and games, though they had not volunteered for to be in the target participant group. They tried their best to be the winners. Students collaborated quite actively in games that required group work, even the quiet students. They said that they liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom. This is because students had a chance to "use their imagination and creativity" during activities like games in the classroom; therefore they are motivated to learn," (Domke, 1991. Twenty of twenty-five students expressed their satisfaction after the first vocabulary games, and many of them wanted to play more as they said those games were fun. They found games helpful for their learning. In general, it was encouraging for me to know that most of my students showed pleasant feelings and positive attitudes towards learning vocabulary through games.

I recorded my observations of two lessons in two different classes which used games to provide additional vocabulary. The lessons had the objective of assisting the students to retain the new words that were being studied. Before the game started, I explained the game' rules to students and gave some examples. . For example, I conducted the game "Simon Says" to examine students' vocabulary of parts of body. In the same way, I chose the game "Hangman" with the topic of Ancient Egypt Reading to check students' memory of the vocabulary introduced in previous lessons. The students got eleven correct answers out of twelve job cards which were passed out.

Once students understood the rules, they quickly rearranged their seats and formed groups as instructed. The classes quickly became noisy. Students tried to use as many phrases and words they had learnt as possible.. I also observed the same students' reactions in both classes.

Students' progress

Although the games were short activities and were applied to create a relaxed, pleasant learning atmosphere in the classrooms, I wanted games to be more than just fun. Games should also promote learning and teach students vocabulary as well. Therefore, it was important to know if my students made any progress in learning vocabulary through games. However, this strategy was conducted in a limited time of two weeks, and it was hard to assess what the students had achieved because vocabulary learning is a cumulative process.

On the other hand, students in my classes seemed to be gradually progressing in English vocabulary and games help them to learn new words and phrases that appear in the games and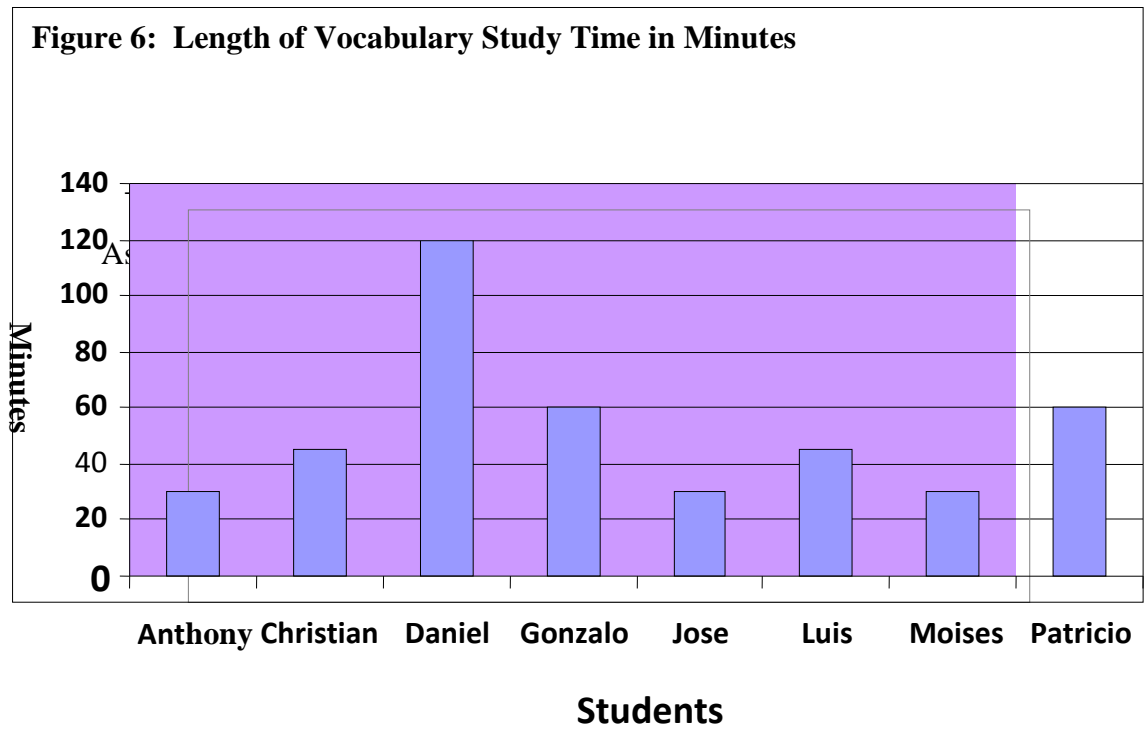 to recall their existing vocabulary at the same time. Generally, teachers can use the first part of a lesson, warm-up activity, for checking

what students remember about the previous lesson or how many words of the topic they have. For example, I conducted the game "Simon Says" to examine students' vocabulary of parts of body. In the same way, I chose the game "Hangman" with the topic of jobs to check students' memory of the vocabulary introduced in previous lessons. The students got eleven correct answers out of twelve job cards, which were passed out.

Through the game survey of my classes, all the students confirmed that their classmates helped them to remember words for the games. 6 out of 8 students said they learned lots of new words from their classmates. 100% of the students answered that games are one of the most effective ways of learning vocabulary. Most students agreed that their use of vocabulary was becoming better since they actively joined games.

Student Information

The second instrument used in this study is the Strategy Inventory for Learning Language Style developed by Oxford (1990). It is a self-report, questionnaire (See Appendix 91). The questionnaire was originally designed to assess the frequency of practicing vocabulary, how often and how long they spend practicing vocabulary. This version is available in Oxford language learning strategy book for language teachers. It took participants 15 minutes to respond to the question and they could transfer the results.

Figure 6 Length of time of vocabulary outside of class

Figure 6: Length of Vocabulary Study Time in Minutes

Minutes

140
120
100
80
60
40
20
0

Anthony Christian Daniel Gonzalo Jose Luis Moises Patricio

Students

As you can see, in Figure 6, the students responses show how much time they spent

practicing vocabulary outside the class. The responses were as follow: 45% of the

participants spent 30 minutes practicing vocabulary, 25% practicing vocabulary 45

minutes, 20% spent 60 minutes practicing vocabulary and 10% of the participants

spent 120

minutes practicing vocabulary outside the class.

In Figure 7 the number of times per week that the students reported studying

English vocabulary. Only one of the students studied vocabulary three times per

week.

Four of the students studied vocabulary two times per week, and three students

studied once per week.

Figure 7 Reported times per week students studied vocabulary
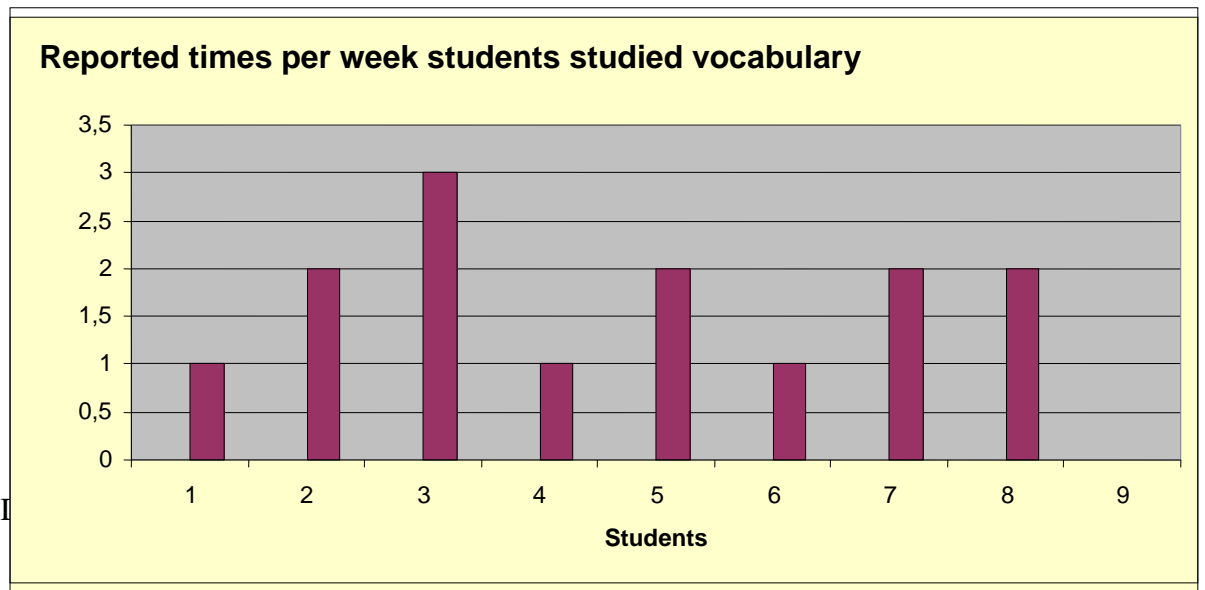
foreign language. For that reason, students need preparations for learning meaning of

unknown words through new strategies that allow them cultivate vocabulary in

context for better reading comprehension.

Next I will select and design activities that have been informed by research on

ESL/EFL using the vocabulary that is in the mandated text. I will establish the

sequence of strategy instruction, activities and exercises for the program, and then I

will implement it with the students.

Though the three tests that I administered were different (1) Fifth Level

Comprehensive Vocabulary Test (CRADLE Project Textbook-Fifth Level), 2) The

Sixth Level Diagnostic Test -(CRADLE Project Textbook-Sixth Level) and a

Teacher Made Vocabulary Test for the Sixth Level, that included questions on the

words that were also on the AWL list.

The 8 students in the participant group had an average score on the Fifth Level

Cradle Project End of the Year Exam –Vocabulary Section of 25%. After completing

the program on vocabulary and the students´ average score on the Teacher Made Test

was 60%, a 35% increase over the Pretest. I realized after I had collected all of my data, that I should have given them the same test before and after the vocabulary program. The tests are printed in full in (Appendix H).

The overall low scores on the Fifth Level Comprehension Exam suggest that the methodology used to teach vocabulary in their fifth level English classes, may not have been optimum, though The students themselves, and their lack of interest and focused study could be at fault as well.

However, the implementation program allowed them to learn the value of taking advantage of useful tools and practicing vocabulary learning strategies from experts in teaching vocabulary my students had higher scores on classroom exercises and tests when they applied all the strategies they had learned in 8 weeks of implementation program.

The Post-Program Interview- 1 Year After Graduation.

After more than a year after the participants graduated, I called them to have an interview to see if the effects of the Vocabulary Study Program had a lasting effect. I asked them seven questions. I interviewed them in Spanish. The questions are translated here:

- *¿Qué estás haciendo ahora en tu vida estudiantil?* [What are you doing in your life as a student?]

- *¿Estás actualmente estudiando Inglés?* [Are you studying English now?]

- *¿Has seguido estudiando técnicas y estrategias para el aprendizaje del idioma?* [Have you studying new techniques and strategies for learning English?]

- *¿Cómo te ayudó el Programa de estudios de Vocabulario en la universidad*? [How did the Vocabulary study program help you in the university]

- *Explique sus impresiones del Programa de estudios de Vocabulario.* [Explain your impressions in the Vocabulary Study Program]

- *Cómo el programa de estudios influyó en el aprendizaje del idioma*? [How did the vocabulary study program influence your English learning?] *Qué estrategias has usado desde que el programa de estudios de vocabulario terminó?* [Which strategies have you use since the vocabulary study program ended?

Some of the students, more than a year after graduation were studying, and some were working. All of the 5 students who were interviewed were still taking English

classes. Coincidentally, 4 of the 5 are studying Medicine. Several of them are in the "Pre", which will prepare them for their university studies in their major areas of study. Here is an overview of their comments about what was happening in their lives.

Anthony: Estoy estudiando Medicina en la universidad y estoy estudiando además Alemán. *[I am studying Medicine in the university, and I am also studying German*.]

Christian: Ahora me encuentro haciendo el pre[1] para medicina, porque recién voy a ingresar a estudiar [*Right now I am studying in the "pre" courses for Medicine because I just began to study.]*

Patricio: Actualmente me encuentro estudiando en la universidad en la facultad de medicina y allí es requisito hacer módulos de Inglés y recuerdo siempre todas las estrategias que se aplicaron en el programa para aprender vocabulario para reforzar mis clases de Inglés.[*Now, I am studying in the university in the Faculty of Medicine, and there it is a requirement to take modules in English, and I always remember the strategies, which were applied in the Vocabulary Study Program to reinforce my English classes*.]

All of the students who were interview are continuing their study of English in private academies, where they have to pay tuition, or in the university.

Anthony: Si, Porque es un requisito en la carrera que estoy estudiando, además es fundamental en la vida profesional [*Yes, because it is a requirement for Medicine. In addition it is fundamental for professional life.]*

Christian: Si, estoy en un curso de Inglés que lo tomé antes de ingresar al pre, ya que tenemos que hacer módulos de Inglés en la universidad y quiero

---

[1] "Pre" is a course that students have to take before they start to take courses in their major fields of study.

mantener el vocabulario que aprendí en el programa. [*Yes, I am in an English course that I took before I enter the "Pre", because we have to take English language modules in the university, and I want to maintain the program that I learned in the program.*]

Daniel: Bueno, yo recién estoy haciendo el pre de tecnología médica, pero cuando me gradué hice un pequeño curso donde también llevaba un cuaderno, [translation] [*Well, just recently I began to study the "pre" for medical technology" , but when I graduated, I took a small course where I also kept a vocabulary notebook.]*

Luis: Yo ya estoy haciendo el pre en Marketing y Negociación Comercial, en la universidad tengo que hacer módulos de Inglés y he logrado cultivar el vocabulario que usted me enseñó y me ha servido de mucho y sé que me ayudará en mi carrera profesional para reforzar y practicar las palabras que aprendí en el programa y que me serán de gran ayuda cuando me toque hacer los módulos en la universidad. [*I am already doing the "Pre" in Marketing and Commercial Negotiation. In the university I have to do modules in English, and I have managed to cultivate the vocabulary that you taught us, and it has served me well and I know that it will help me in my professional caree*r to reinforce and practice the words that I learned in the program and that will be of great help when it is time for me to study the modules in my career.]

Some of the students continued to study and use the strategies that they learned in the Vocabulary Study Program to study English and other languages as well.

Anthony: He estado en una Academia de Inglés donde me enseñaron estrategias para aprender Inglés. [I have been an English Academy where they have taught me strategies to learn English].

Christian: Sí, he seguido con el vocabulary notebook, ya que me ayudó mucho a aprender las palabras que desconocía. [translation][I have continued to keep a vocabulary notebook, because it helped me a lot to learn the words that I didn't know.]

Daniel: Aún conservo algunos ejemplos de lo que hacíamos en clase, pero más me inclino por los juegos que hacíamos, y siempre me acuerdo cuando queríamos ser el primero en terminar una actividad. [translation] [I still keep some of the examples that we did in class, but I was more inclined to the games that we did in class and I always remember when we wanted to be the first to finish the activity.

Luis: La que más recuerdo es la estrategia donde usábamos el flashcard con mis compañeros, y a mi se me hacía divertido y fácil de aprender. [translation][*I most remember the strategy that we used with the flashcard, with my classmates, and to me it was fun and easy to learn*.]

Patricio: Conociendo de diferente estrategias para aprender vocabulario como el games, que erán juegos prácticos y una herramienta muy esencial que me ayudaron a aprender el idioma. [Knowing the different strategies for learning vocabulary like "games" that were practical, and were an essential tool that helped me learn the language.

   Several of the students who had participated in the Vocabulary Study Program reported that the strategies not only had helped them in the past but continued to help them.

Anthony: Bueno, recuerdo muchas cosas por ejemplo, lo de flashcards, era una clase muy didáctica y activa Siempre me gustaban los games, eran juegos divertidos que facilitaban el aprendizaje del idioma Inglés. Pienso que es bueno que los demás maestros implementen nuevas estrategias en el salón de clases para la enseñanza del idioma.[translation] [*I remember many things, for example, the flashcards. It was an active and dynamic class. I always liked the games because they were fun, and they facilitated the learning of English. I think that it would be good for the other teachers to implement these new learning strategies in their English classes too*]

Christian: Me ha ayudado con las técnicas que usted me enseño en el colegio, a aplicar mis conocimientos, a cultivar mi vocabulario con actividades que refuercen lo aprendido. [The techniques that you taught me in high school helped me to apply my knowledge and to cultivate my vocabulary with activities that reinforced what I learned].

Patricio: Aprendí a hacer con mis propias manos materiales, que me ayudaron a practicar e incrementar mi vocabulario. Lo que hizo que las actividades fueran más interesantes y trabajáramos en grupos. [I learned to make materials with my own hands that helped me to practice and increase my vocabulary. What I did, made the activities much more interesting, and we worked in groups]

The student participants generally had positive impressions about their participation in the Vocabulary Study Program.

Christian: Bueno, el programa fue práctico y didáctico y me ayudó mucho en el aprendizaje del idioma Inglés. Además pienso que se deberían aplicar más

proyectos que beneficien a los demás alumnos que aún no se gradúan, y así se les hará más fácil desenvolver en sus estudios del idioma, ya que los anteriores profesores mandaban a buscar el significado de las palabras y repetirlas en el cuaderno. [translation] [Well, the program was practical and instructive, and it helped me a lot in my English language learning. In addition, I think that there more projects that benefit the rest of the students that haven't graduated, so that it will be easier for them to handle language studies, because the professors we had before only had us look up the meaning of words, and repeat them in our notebook.]

Luis: Mmmm, aprendí con estrategias como el games, eran juegos prácticos, pedagógicos que me ayudaron en el aprendizaje del idioma. Esta estrategia me ayudó a mí a ser más comunicativo y a interactuar con mis compañeros…. Para mí el programa me ha ayudado mucho, aprendí a reconocer si la palabra era un verbo o un sustantivo o un adjetivo, en fin esta estrategia de 'word family' me ayudó bastante. [I learned with some of the strategies, like the games. They were practical games, pedagogical that helped with learning the language. This strategy helped me to be more communicative, and to interact with my classmates.]

Patricio: A pesar de que para mí fue efectivo el programa de estudios para aprender vocabulario, lamentablemente cuando se aplico el programa estábamos por graduarnos y sinceramente pienso que debería aplicarse desde los años anteriores para poder cultivar el vocabulario.[*Even though for me the Vocabulary Study Program was a very effective way to learn vocabulary, lamentable, when the program was applied we were almost ready to*

graduate, and sincerely I think that the program should have been provided in the preceding years, so that we could have cultivated our vocabulary.]

The students discussed several ways that the Vocabulary Study Program had influenced their English language learning and changed their ways of studying vocabulary.

Daniel: Pues, con estrategias para aprender vocabulario, como el 'vocabulary notebook' que usted nos enseñó, donde escribía las palabras desconocidas para mí , y ponía su significado con ejemplos… Me ayudó de una manera más efectiva, aprendí estrategias que me ayudaron a cultivar el vocabulario.[translation] [*Well, with the vocabulary learning strategies, like the vocabulary notebook, that you taught us, where we wrote the unknown words, an put their meanings with examples, helped me in a very effective manner to learn strategies to cultivate my vocabulary.*]

Patricio: Bueno lo que siempre me gustó fueron los juegos que hacíamos en clases, siempre trato de que con una palabra nueva tomo su raíz y aplico donde se puedan sufijos o prefijos para incrementar el vocabulario, todavía conservo algunas tarjetas que me sirven como ayuda para practicar las palabras.

Chapter   5

Discussion

In this chapter, I report what I learned from the findings from my action research project The problem was that the EFL students in the sixth level of high school English classes lacked the skills to cope with strategies for improving and increasing their vocabulary acquisition level. Students did not have the tools to achieve high scores in reading comprehension texts. They did not have effective vocabulary strategies to guide them on their vocabulary acquisition level.

The purpose of this study was to develop a Vocabulary Implementation Program to increase and improve students´ vocabulary acquisition level and to determine the causes of this problem in order to implement a workable vocabulary study program for secondary students to target the skills they lacked and improve student scores on vocabulary strategies based on the opinions of experts.

According to notes recorded in my observer´s notebook, the Ecuadorian high school EFL learners found reading for information easy in their first language but more difficult in a foreign language. At the beginning of the Vocabulary Study Program, the strategies seemed difficult for students who did not have the skills to cope with the reading texts. Reading in a foreign language was not easy, but taking tests made it even more difficult for them because of the time pressure, along with the pressure of passing a required subject

A number of different experts´ opinions are included in the literature review giving useful strategies about Vocabulary and relevant techniques to increase vocabulary level in EFL for secondary students (Huang (1996), Gus (2003), Saxton (1999), Thombury (2000), Bauer and Nation (1993) and Stahl and Nagy (2006).

Discussion according to the research questions

The first research question that I posed was 1) How do students perceive the process of English vocabulary acquisition? Most students in my classes said they just copied new words provided by teachers or looked up words in the dictionary. Many of them marked or underlined words they did not know in their textbooks and noted the meaning in their notebook. Some students mentioned regardless of the number of times they had had to copy lines and lines of new words in their notebooks, the new words were soon forgotten. Like Khuat mentioned in his research, also my students, like his students, "…expressed their wish to learn vocabulary effectively in more interesting ways than the traditional ways that they knew. What we wanted to know was whether vocabulary games worked or not¨. It was so boring. I hated learning new words that way!" (p.10). Some students asked many questions regarding learning vocabulary like

"Teacher, how can I remember words and their meanings quickly and for a long time?",

"How can I use word properly in different contexts?",

"Can you tell me an easy and simple way to retain the vocabulary that I have learnt?" (Researcher´s Observer Notebook, July 2008).

Most of the students in the study, expressed their satisfaction for all the effort they had made for increasing and cultivating vocabulary during the program. They preferred games because they considered them the best way to learn vocabulary. Some experts have figured out characteristics of games that make vocabulary learning more effective, Lee (1995), lists several main advantages for when games are used in the classrooms, including "a welcome break from the usual routine of the language class". Ersoz (2000) holds that games are highly appreciated

thanks to their amusement and interest. Teachers can use games to help their students practice more their skills of communication. In addition, Uberman (1998) also affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts.

Additionally, participants reported that after the study, however at the end of the program, they reported recognizing words by identifying prefixes and suffixes, collocations and word families.

Secondary students have to read their English textbook to do homework or project work without having enough vocabulary to comprehend the text, because some readings have words from the Academic Word List. The implementation of the effective strategies is supported by experts, who suggest that vocabulary notebook, games and using dictionary are instrument for keeping, organizing and recalling new words in order to retrieve them again because words need to be recycled to be learnt. A well-designed and organized vocabulary notebook allowed my students to apply the learnt strategy in a practical way as it was shown in the data
When I was training students to use vocabulary learning strategies, I was concerned about introducing too many different kinds of strategies (although each of them might have specific purposes)? Each strategy requires considerable spaced training time. I applied few strategies gradually introducing a new activity.

The AWL vocabulary built an efficient way of quickly getting the meaning of the new word, because some activities were very difficult for most learners because of lack of worldly knowledge.*

The implication is that teachers need to introduce a variety of activities where the students can choose the one that will enjoy and help them the most, and they will benefit from these strategies and improve their vocabulary level. Also, the

consistency of instruction and practice using these strategies is essential in the building and keep up the vocabulary.

Learning vocabulary has been considered a boring subject for a long time for my students and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Meanwhile, games are also seen as a time-filling activity in most English classrooms. It is believed that games are just for fun and they have very little effect in teaching and learning. However, my research reveals that games contribute to vocabulary learning if we give students a chance to learn, practice and to review the English language in a pleasant atmosphere. From the research, I found that students are demanding a new way of teaching vocabulary, and they themselves are in search of a new way of learning this subject as well.

Under such circumstances, games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. I observed that these reasons for using games for vocabulary study were true for my participants.

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort.
4. Games help students to make and sustain the effort of learning.

5. Games provide practice in the various skills- speaking, writing, listening and reading.

6. They encourage students to interact and communicate.

7. They create a meaningful context for language use. Lee (1995)

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

3) What words from the ¨Academic World List¨¨ (Coxhead, 2000) and Most Frequent Word List are used in sixth level of the official textbook?.

I compiled a list of all the words from the Academic Word List () which were also in the sixth level CRADLE Project text. The list, is in Appendix _____. When I teach vocabulary now, I concentrate on these words, because the students will need them in the future to be able to read the texts in the major fields in English.

Recommendations and implications for teaching.

Since students need to be motivated to learn vocabulary constantly, it is important that vocabulary review is as interesting as possible. Teachers can vary the types of exercises, strategies and activities. The visual element is equally important. Here are some of the activities I tend to use in my EFL classroom. They are, by no means exhaustive.

As a teacher, I have realized that I need to introduce a variety of activities where my students can choose the ones that they not only enjoy, but that will also help them the most. and they will benefit from these strategies and improve their

vocabulary level. Also, the consistency of instruction and practice using these activities that target specific vocabulary learning strategies is essential in building vocabulary knowledge.

According to the day to day feedback of my students, learning vocabulary has been considered a boring subject for a long time for them, and the traditional way of learning vocabulary by mere copying and remembering is not interesting, motivating for, nor effective for them. Meanwhile, games don't seem to be seen by the students as a valuable source of learning, but rather as time-filling activities.. It is believed that games are just for fun and they have very little effect in teaching and learning. However, my research reveals that games contribute to vocabulary learning, because I gave students a chance to learn, practice and to review the English language in a pleasant atmosphere. From the research, I found that my students are demanding a new way of teaching vocabulary, and they themselves are interested in a new way of learning this subject as well. I am very sure that my English classes from now will be more dynamic, practical and productive especially in the area of vocabulary instruction. I have found in my research helpful, because now I know many strategies to increase and cultivate my students´ vocabulary level, however I consider that games have been the most effective strategy to be applied in an English class. This strategy helped my students to interact and communicate each other.

This research project has also taught me more about how to address the effective methods of vocabulary instruction, and to rate my students´ vocabulary knowledge. The results from this study are clear. The students demonstrated progress each session through the practice of different activities in the vocabulary study program. Analysis indicated that these students advanced in their acquisition level, that the

program was well designed, and that with each passing session, they could say and do more with their new vocabulary level.]

The results of this action research made me realize the need for my students to have extensive opportunities to practice and produce the vocabulary knowledge. In turn, in my teaching, I must make it a goal to include more diverse activities (e.g., games) in the sixth course English classes . The results also indicated the need to prepare students for vocabulary study beginning in the fifth course. so as to prepare them well for the sixth.

For a further research I plan to carry out a study focused on students 'attitudes for learning English, because it will be an interesting action research

Limitations of the Study

Because of my lack of research skills to follow through on several parts of the study, it took me more time that I had planned, because most of my students had many misgivings .I explained the instructions to the activities to them many times as they needed. I wasted time doing this, but at the end, the activities were well done.

On the reading activities, they needed to deal with reading techniques to facilitate their reading comprehension, especially when they had to respond to comprehension questions, but some students did not have reading comprehension strategies to access information. They needed guidelines on how to look for the relevant answers. They felt lost and frustrated, because they lacked the tools necessary to succeed in reading comprehension tasks. Their previous teachers had not taught them the necessary tools to take reading comprehension tasks. In the final interviews the several students expressed the idea by saying that they wished they had had programs like I offered them in previous years.

Most of the participants were nervous at the beginning of the program, It was something new for them do this. Their lack of the four integrated skills made them feel reluctant to participate, only one of them had English preparation from a private academy.

The time for doing my action research was in a month where my students had to do their school practices, and I had to spend more time at school. Some of them told me that it would have been better if the vocabulary program could have been implemented earlier in the school year because the program was applied when they are going to graduate, and they thought they could have learned more vocabulary.

From my point of view as a new researcher, I learned many things……..

Next time I implement an action research study I will do several things differently. I will do a project focused on Teaching English according to the students acquisition level, because most of my students had different levels of acquisition. Some have studied in an English Academies and for this reason they had a higher level, and It was much easier for them to do different kind of vocabulary activities. In my experience as English teacher in a secondary school I realized that It has a huge importance to apply studies like I did, in order to students could cultivate their vocabulary acquisition level. And they could apply in their next school years and I could have a constancy about how much they had learnt during the implementation program

I always wished to do this in my job, I know how helpful is to teach English in this way, As the researcher that I have learnt to be I have

Data Analysis was the hardest task for me during the process of the implementing my action research study.. At the beginning, the design of the material was a little difficult because I had to adapt the textbook that they used for their

English course with the program I had prepared for them. I had to combine some words from the Academic Word List and a Vocabulary List from the CRADLE textbook that they are required to study in order to cultivate and increase their vocabulary acquisition and improve their reading skills for a better comprehension.

Throughout the development of this program, the observation of students during each session turned out a little complicated because it was not possible to have time to evaluate individually and know their weaknesses to help them with their own needs. Once the program finished, the other limitation was to organize, categorize, decode and analyze data that I had compiled from the different activities during my eight weeks of my implementation program due to some bias that sometimes influenced in the data analysis.

Some data was inadvertently lost due to the time that passed since I collected them, because as teacher I had to compile many papers from my job. Other limitation were due to my misinterpretation about the pre and post test. They were not the same, and I had to find my student participants again to do the tests because the tests needed to be the same for the statistics to be correct. Unfortunately I only found three of them because the rest of the students are very busy. Some are studying in the university and the others working. I had to spend more time trying to meet them.

REFERENCES

Anderson N. (1999). *Exploring second language reading*. New York: Heinle &

    Heinle   Publisher August D., Carlo M., Dressler C., & Show C., (2005) The

    critical role of vocabulary development for English language learners. *Learning*

    Disabilities Research & Practice, 20 (1) 50-57.

Bear, D. R., Ivernizzi, M., Templeton, S., and Johnston, F. (2000) Words their way:

    word study for phonics, vocabulary, and spelling structure. Guilford.

Brown T., Perry F. (1991) *A comparison of Three Learning Strategies for ESL*

    Vocabulary Acquisition. TESOL Quarterly, Vol. 25, No. 4, Winter 1991

Carlo, M, August, D., McLaughlin, Show, C., Lively, T. & White, C. (2004).

    Crossing the gap: Addressing the vocabulary needs of English-language learners

    in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39 (2),

    188-215

Carver, R. (1994). Percentage of unknown vocabulary words in text as a function of

    the relative difficulty of the text: implication for instruction. *Journal of Reading*

    Behavior, 26 (4), 413-437.

Birch, B. (2007) English L2 Reading. 2nd. Edition New Jersey: Lawrence Erlbaum

Associates, Publishers

CRADLE Project.(A Cooperative Technical Bilateral British- Ecuadorian English

       Curricular.**(www.teachingenglish.org.uk/projects/cradle-project-ecuador**)

Donato, R. Action research. Chart.TESL-Blog. July 8,2011. (para.3) Retrieved

    August 24, 2011. http://chartesl.wordpress.com/.

Folse K. (2006), *The effect of type of written exercise on l2 vocabulary retention,*

    TESOL Quarterly, 36, 140-256.

Fullan, M. (2000a) *Change forces. The sequel. Cited in. (*July 8,2011) *R.* Donato

    Action research. Chart.TESL-Blog. (para.3) Retrieved August 24, 2011.

    http://chartesl.wordpress.com/.

Gairns, R. & Redman, S. (1986) *Working with words* A guide to teaching and

    learning vocabulary. Cambridge, England: Cambridge University Press.

Gu P, and Johnson R. (1996) cited in Grabe & Stoller (1995)

    Vocabulary learning strategies and learning language outcomes. *Language*

    Learning 46,4 pp. 643-629

Gu P., (2003). Vocabulary learning in a second language: Person, task, context and

    strategies, TESL-EJ, Vol. 7, No. 2

Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford

    University Press.

Hermann F., (2003) Differential Effects of Reading and Memorization of Paired

    Associates   on Vocabulary Acquisition in Learners of English as a

    Second Language.

Hunt A., Beglar D, (2005), A framework for developing EFL reading vocabulary*,*

Reading   in a Foreign Language, 17(1).

Huntley H.(2006) *Essential academic vocabulary*, Houghton Mifflin Company:

    Boston, New York.

Johnson, A.(2005) *A short guide to action research*, Minnesota State University,

    Mankato:Miller.

Johnson, A. (2003) What every teacher needs to know in action research. Boston:

    Allyn and Bacon.

Kemmis, S. & McTaggert,(1988) *The action research planner*. Geelong,Victoria,

    Australia:Deacon University Press cited in R.Donato (July 8,2011). *Action*

    research. Chart.TESL-Blog. (para.3) Retrieved August 24, 2011.

    http://chartesl.wordpress.com/.

Lawson, M. and Hogben, D.(1996).The vocabulary learning strategies of foreign-

language   students language learning. 46(1) 101-113.

Liu E., Shaw P. (2001) *Investigating learner vocabulary: A possible approach to*

    looking at EFL/ESL learner's qualitative knowledge of the word, IRAL 39 , 271-

194

McDaniel M, Pressley M. & Dunay P (1987) Long term retention of vocabulary after

    keyword and context learning. Journal of Educational Psychology. 79, 87-89

McCarthy, M. (1990). Vocabulary. New York: Oxford University Press.

McDaniel M, Pressley M. & Dunay P (1987) Long term retention of vocabulary after

    keyword and context learning. Journal of Educational Psychology. 79, 87-89

Miller, K., Ponce R., Rivera M., & Rosero I. (1994). Our World Through English #
6 (The

     Functional English language course for the Education Ministry of the
Republic of

    Ecuador.

Ministerio de Educación y Cultura, República del Ecuador, Dirección Nacional de

Asesoría   Jurídica (2000). Ley 00001504 -746

Morgan, J., Rinvolucri, M. (2004) *Vocabulary* (2nd Ed.), Oxford: Oxford University

Press.

Nation, P (2000) *Teaching & learning vocabulary*. English Language Institute.

Victoria University of Wellington, Wellington, New Zealand.

Nation I. S. P. (2009) Teaching ESL/EFL Reading and Writing. ESL &Applied

Linguistics Professional Series. New York: Routledge

Nation, P. (2001*) Learning Vocabulary in another language*, New York, Cambridge

University Press.

Read, J. (2000) *Assessing Vocabulary*. Cambridge University Press. Cambridge

Richards, J. (2000) "The role of vocabulary teaching in the English syllabus. *TESOL*

Quarterly   10, 77-89. in Hedge.

Segler, T. (2001) Second language vocabulary acquisition and learning strategies in

ICALL   Environments.

http://www.dai.edec.uk/homes/thomasse/newprop.pdf .

Schmitt, N. (2000)Vocabulary in Language Teaching. TESOL Quarterly Vol, 36, No. 2,

Summer.

Schmitt, N. and McCarthy, M.(1997) *Vocabulary. description, acquisition and*

pedagogy.   Cambridge: Cambridge University Press.

Stahl, S., Nagy, W. (2006) Teaching Word Meanings. Lawrence Erlbaum Associates,

Mahwah: New Jersey.

Taylor, W. L. (1953) Cloze procedure a new tool for measurement readability.

Journalism Quarterly 9, 206.

Thornbury, S.(2007) How to teach vocabulary. Pearson Education Limited

Wallace, M. (2000) Action Research for Language Teachers. Cambridge University

Press

Wode H. (1999) Incidental vocabulary acquisition in the foreign language classroom:

Studies in second language acquisition, 27, 243-58

Zier K. (2009) *Inside Reading, The Academic World List in Context,* Oxford University Press, New York, USA

Appendix A

Post Quiz

POST TEST 6th. LEVEL

Name:

1.- Match the words with their correct definitions.

1. hieroglyphs	(a) supernatural power causing horrible things to happen
2 mummies	(b) enormous triangular shaped building built with huge Stones
3 tombs	(c) symbols
4 gods	(d) preserved bodies wrapped in cloth
5 pyramid	(e) graves for burying the dead
6 curse	(f) divine or immortal beings

2.- Identify and put the words in the correct part of the table.

Humorous celery lie foggy complain aroma bring up eagle cheerful Crashed arms go out surgery sentimental introverted

VERBS	NOUNS	ADJECTIVES

3.- Complete the sentences using the correct words from the box.

addict	abortion	brain	drug	hallucination	campaign

Ex:

1,. Ecstasy is a very harmful ____**drug**___.

2,. Someone who can not stop using drugs is a drug _____.

3.- Most drugs damage the _____.

4.- More anti-drug _____ should be made for teenagers.

5.- Some drugs cause _____ and _____.

4.- Label the parts of the body.(Use the word bank)

head
neck
stomach
shoulder
arm
hand
finger
leg
knee
ankle
foot
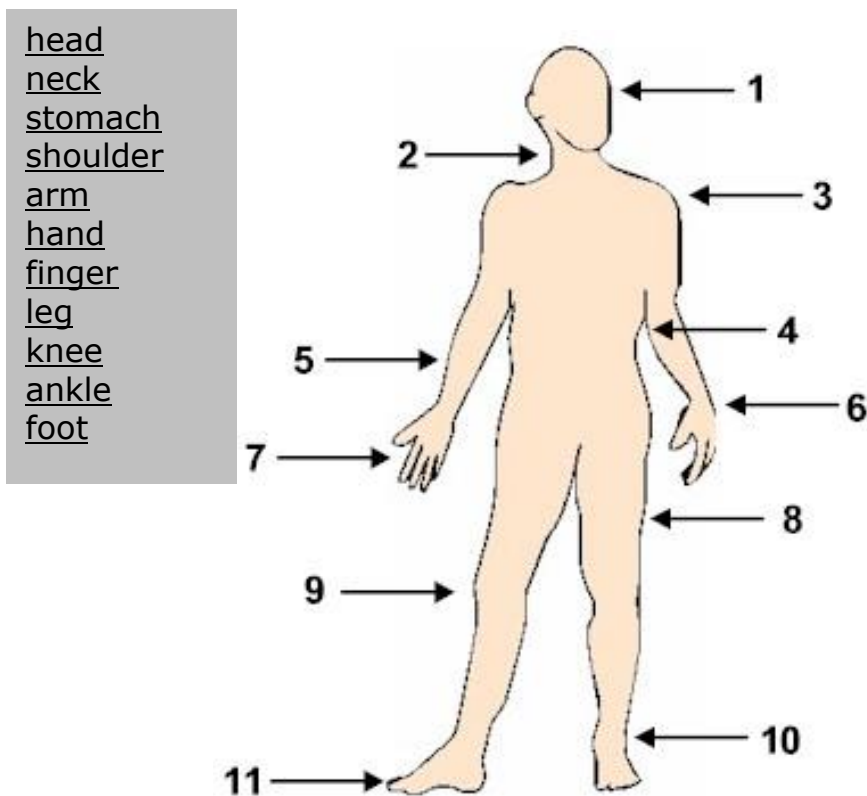
5.- Complete the text with correct words related to terrorism.

Crashed	terrorist	injured	attack	devastated	died	collapsed	casualty

On September 11th, 2002 there was a horrifying _____on the United States led by the Taliban and its leader Osama Bin Laden. On that day, at 845 a.m. two airplanes _____ deliberately into the Twin Towers in New York where the World Trade Center was based. The 110 story towers _____into surrounding Manhattan streets as well as a third building near them. Thousands of people _____and many were badly_____. On the same day, another plane crash attack took place in the Pentagon, in Washington D.C. The planes belonged to American Airlines, About 195 passengers and 24 crew were killed. It was the first _____ attack in the history of the United
States. At least two people jumped from the Twin Tower windows after the attack. Lots of people were injured and there were many_____. The country was_____. More than 10.000 people volunteered to help rescue the victims.

Appendix B

Vocabulary Recognition Chart

Checklist for self- assessment of words knowledge

WORD	I´ve never seen this word before	I´ve seen this word	I know this word and I can use it in a sentence
Abortion			
Crashed			
Cheerful			
Disappointed			
Habitat			
Network			
Programme			
Schedule			
Support			
Vessels			

Appendix C

How many words they could identify

Name	Pre-test	Post-test	Difference in words

Appendix C

Appendix D

SURVEY

1. ¿Cuál considera usted que ha sido la razón de no haber incrementado su nivel del idioma?

2. ¿Cuál es el nivel de Inglés que usted posee?

3. ¿Usted tiene acceso a Internet para practicar ejercicios de Inglés?

4. ¿Qué estrategias considera relevantes para el aprendizaje del idioma?

5. ¿Usted tiene su propio diccionario para sus clases de Inglés?

6. ¿Cuánto considera usted que ha incrementado su vocabulario en el Inglés en los últimos años

7. ¿Usted ha cultivado el vocabulario que aprendió durante ese tiempo?

8. ¿Cuál considera usted que ha sido la estrategia que lo ayudó a adquirir el vocabulario?

9. ¿Qué cantidad del vocabulario aprendido lo identifica en una lectura?

10. ¿Con qué frecuencia practica ejercicios de vocabulario?

11. ¿Cuál ha sido el mayor obstáculo que no le ha permitido un buen aprendizaje del idioma

12. ¿Cuántas veces usa el diccionario en una clase presencial de Inglés?

13. ¿Le gustaría más ejercicios o actividades para incrementar su vocabulario?‘

14. ¿Cuántas veces práctica usted una palabra nueva hasta lograr aprenderla?

15. ¿Cuánto considera usted que influye el uso del diccionario para aprender más vocabulario?

16. ¿Considera el uso del diccionario elemental para la comprensión de la lectura?

17. ¿Qué clases de actividades en el aula le gustaría realizar para incrementar su vocabulario?

18. ¿Usted considera que su texto de Inglés es el más adecuado para el aprendizaje del idioma y le ha sido útil en los últimos 5 años?

Designed by Lcda. Ondina Moreira Sánchez

Appendix E

QUESTIONNAIRE

Questionnaire for Participants

1.- Name: _____

2.- What do you do to study vocabulary (check all that apply)

    a. Read book

    b. Repeat words

    c. Practice writing

    d. Use dictionary

    e. Make exercises

    f. Review Notes

3.- How often do you spend practicing vocabulary per week?

    a. Once per week

    b. Twice per week

    c. Three times per week

    d. Four times per week

    e. Five times per week

4.- How long do you spend practicing vocabulary per week ?

    a.   15 minutes

    b.   30 minutes

    c.   45 minutes

    d.   1 hour

    e.   2 hours

5.- When you are at home, How do you practice vocabulary?

   a. Games

   b. Reading

   c. Pictures

   d. Memorizing

   e. Cards

Appendix F

Most Common Prefixes in Academic Words

Prefix	Common Meaning	Alternate Form	Sample Words
be-	make		belittle, be friend
com-contest,	together, with	con, col-, cor-, co-	combine, compete, cooperate
de-	down, away		detach, defrost
dis-	not		dislike, disrespect
fore-	before, front		forecast, forehead
in-illiterate,	not	im-, il-, ir-	insane, impolite, irrelevant
inter-	between		interstate, intersect
mis-	wrong		misspell, mistake
over-	above, excessive		oversight, overload
out-	away from, better		outbound, outdo
pre-	before		predict, preseason
re-	again, back	retro-	repeat, reenact
sub-sustain	under	sup-, sus-	submarine, support,
trans-	across, beyond		transport, transmit
un-	not		unsafe, unlike

Source: Data from D. Biber, S. Johansson, G. Leech, S. Conrad, and E. Finegan, Longman Grammar of Spoken and Written English (Essex: Longman, 1999)

Appendix G

Most Common Suffixes in Academic Words

Suffix	Meaning	Part of Speech	Sample Words
-(a)tion insertion	action/instance of V –ing	Noun	realization, protection,
-ity	state of quality of	Noun	reliability, ability
-ism capitalism,	Doctrine of N; movement characterized by Adj.	Noun	Marxism, Buddhism, socialism
-ness	state or quality of being Adj.	Noun	happiness, friendliness
-ment treatment	action/instance of V-ing	Noun	statement, payment,
-ize stabilize	to make/create	Verb	specialize, modernize,
-en	to make/create	Verb	liven, soften, harden
-ate	to make/create	Verb	pollinate, differentiate
-(i)fy	to make/create	Verb	solidify, beautify
-(i)al medical	having nature of; related to N	Adj.	intentional, residential,
-able	able to be V-ed	Adj.	likable, teachable
-ent	having nature of; related to N	Adj.	different, confident
-ive	causing V	Adj.	restrictive, prohibitive, impressive
-(i)ous ridiculous	having nature of; related to N	Adj.	spacious, scandalous,
-ly	in this manner	Adv.	obviously rapidly

Appendix H

Pre-test

1.- Complete the sentences with the correct verbs (Use the verbs from the box).

introduce	*carry*	*transport*	*protect*	*wash*
become	*need*	*travel*	*destroy*	*follow*

When tourists........to the Galapagos Islands, it is very important that they...........the

rules and guidelines in order to........... the natural habitat of all the native species.

It is essential that people do not accidentally ....non-native species to the

islands. For this reason, tourist ....to wash their feet before leaving an island. If

they do not ....

their feet, they will........... sand from one island to another. If they carry sand to

another island, they........ also transport seeds and insect eggs, which means they

might introduce a new species to that island. If they......... a new species to an island,

it can .... the native species on the island. The native species could then ....

extinct.

2.- Look at the picture below and describe Carla´s relationships to the other family members

FAMILY RELATIONSHIPS
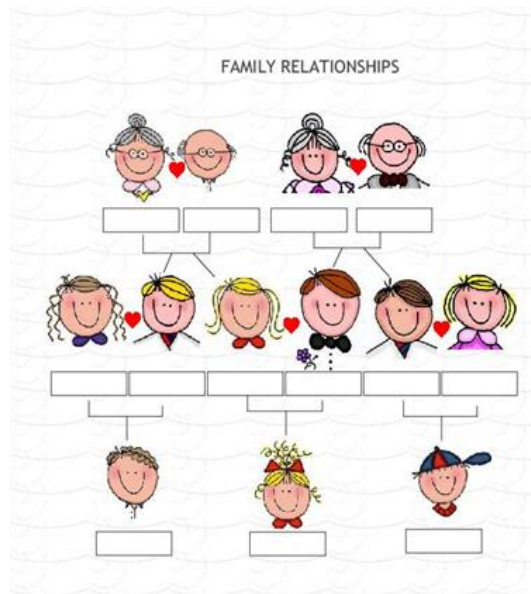
3.- Answer the following questions using the 1st. conditional.

If you were very, very rich,…

a.- What would you buy?

b.- Where would you live?

c.- Where would you travel?

d.- What charity would you do every day, week or year?

4.- Unscramble the letters to make words which describe the hotel services.

a.- A place for eating meals.

ARSERTUNAT

b.- A place to take a shower.

TEAVIRP MATHROOB

c.- A service for your car.

KRANPIG

d.- This provides with meals and drinks in your hotel room.

MORO CIVERSE

e.- A place to exercise in the water.

WIMMGINS LOOP

6.- A place for meeting

NFEERCONCE MOOR

Appendix I

Questionnaire for vocabulary acquisition

1.- What do you do in the English class to help you learn new vocabulary words?

2.- What do you do outside of English class to help you learn new vocabulary?

3.- The vocabulary-notebook give us new vocabulary. How do you go about using it (in class and out).?

4.- How do you prefer to practice vocabulary, if the vocabulary is given in many forms?

5.- What does the teacher do in class to help you learn new vocabulary?

6.- What do you think about what the teacher does to help ?

Appendix J

Questionnaire for Language Learning Style

1. Does your teacher provide you strategies during the English class to help you learn
    new vocabulary words?

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
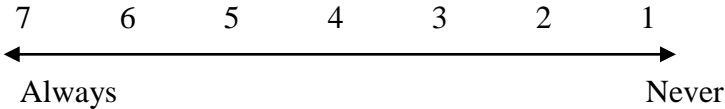
2. How often do you study to learn new vocabulary words outside of English class?

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
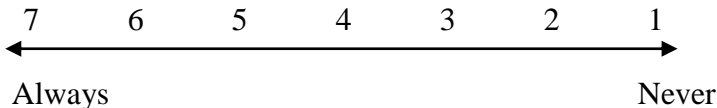
3. English textbooks give us new vocabulary. How often do you study vocabulary
    using textbooks (in class and out)?

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
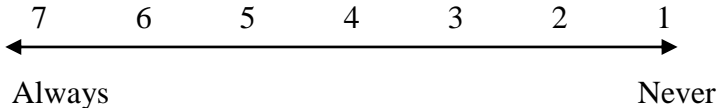
4. When we learn vocabulary in Spanish, we study the different word forms,
    prefixes, suffixes and verb endings. Do you consider these forms when you
    study vocabulary in English?

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
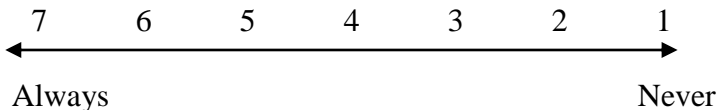
5. When you speak English with native speakers, do you focus on learning new
    vocabulary?

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
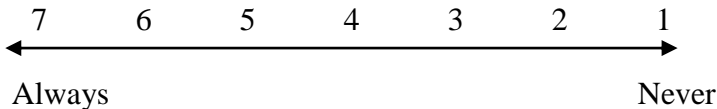
6. I am able to learn vocabulary for my test in class, but then I forget the vocabulary
    less than a week later.

7	6	5	4	3	2	1

Always   ⟵———————————————⟶   Never
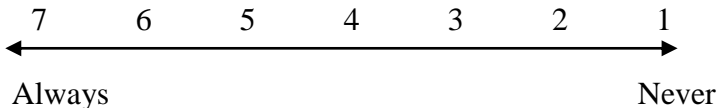
7. I recognize words when I read them but later I forget to use them.

7   6   5   4   3   2   1

Always   Never
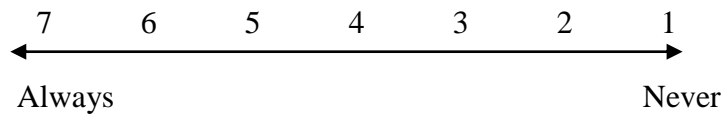
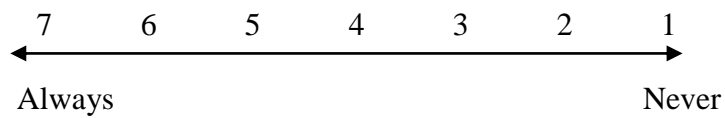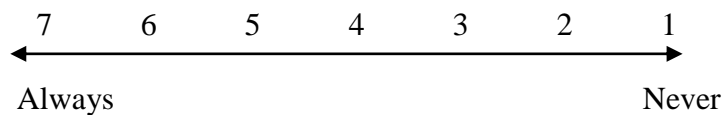8. I know what words mean, but I use them inappropriately, according to my teacher.

7   6   5   4   3   2   1

Always   Never
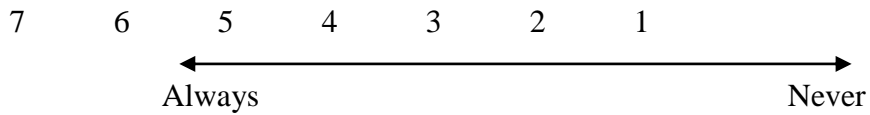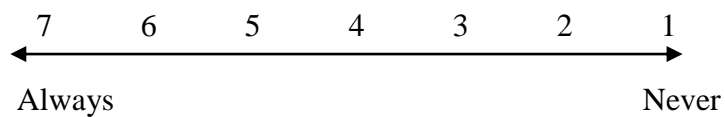
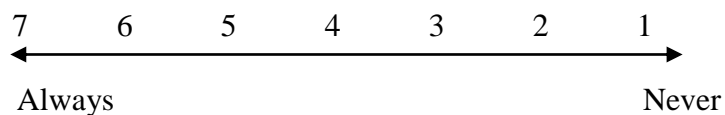9. I am satisfied with my ability to remember words

7   6   5   4   3   2   1

Always   Never
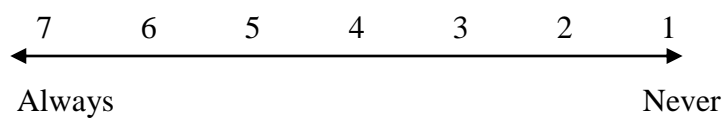
10. I use dictionaries in my vocabulary study

7   6   5   4   3   2   1

Always   Never

11. I use a thesaurus or dictionary of synonyms and antonyms to study vocabulary.

7   6   5   4   3   2   1

Always   Never

12. I keep a vocabulary notebook

7   6   5   4   3   2   1

Always   Never

13. I use vocabulary cards for vocabulary studies

7   6   5   4   3   2   1

Always   Never

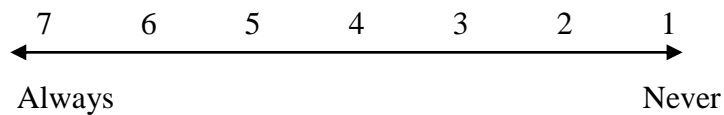14. I use word lists with Spanish translations of the words

7   6   5   4   3   2   1

Always   Never
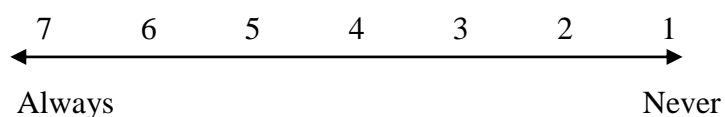
15. I practice new vocabulary by using new words in a sentence

7	6	5	4	3	2	1

Always   Never
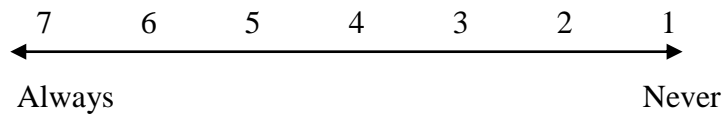
16. When I read textbooks, I learn new words

7	6	5	4	3	2	1

Always   Never
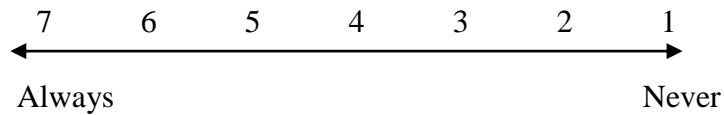
17. When I look up a word in a dictionary and it has different meanings, I choose the best option by context.

7	6	5	4	3	2	1

Always   Never

18. When I look up a word in a dictionary and it has different meanings, I choose the first option.

7	6	5	4	3	2	1

Always   Never
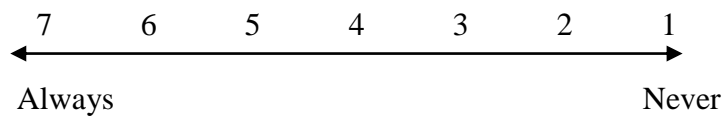
19. When I look up a word in a dictionary and it has different meanings, I ask someone else to help me.

7	6	5	4	3	2	1

Always   Never
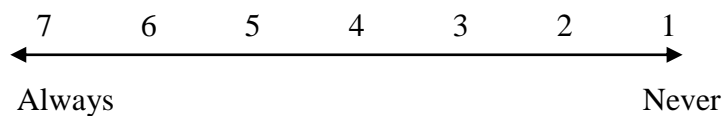
20. When I look up a word in a dictionary and it has different meanings, I pay attention to the part of speech (noun, verb, adjective)
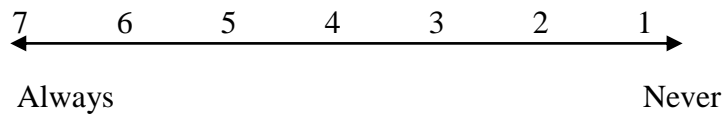
7	6	5	4	3	2	1

Always   Never
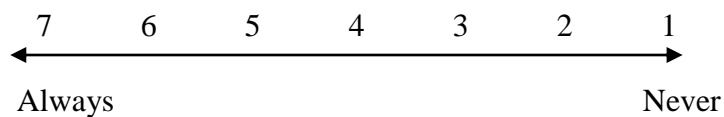
21. When I find a new word that looks like Spanish word, I use the Spanish meaning to guess the English meaning?

7	6	5	4	3	2	1

Always   Never
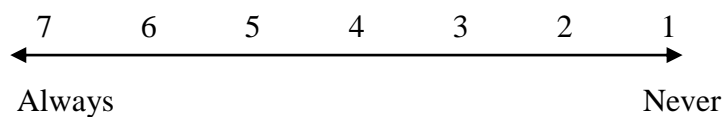
22. When I study new vocabulary, I try to relate the new words to things I know.

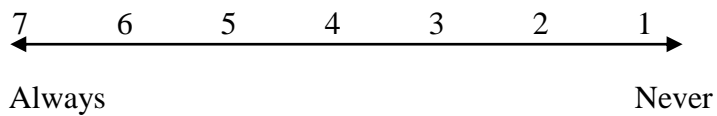7   6   5   4   3   2   1

Always   Never
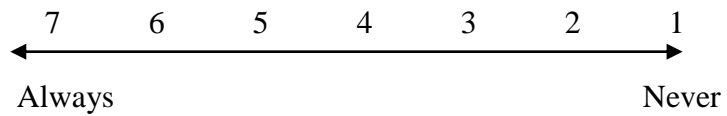
23. When I study new vocabulary, I repeat the words aloud several times.

7   6   5   4   3   2   1

Always   Never

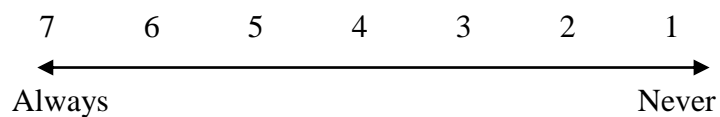24. When I study new vocabulary, I write the words several times

7   6   5   4   3   2   1

Always   Never
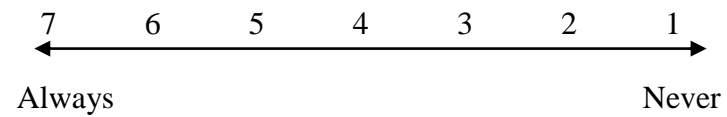
25. When I see new words, I try to guess the meaning without looking up the words

7   6   5   4   3   2   1

Always   Never

26. When I study new vocabulary, I skip the unknown words

7   6   5   4   3   2   1

Always   Never
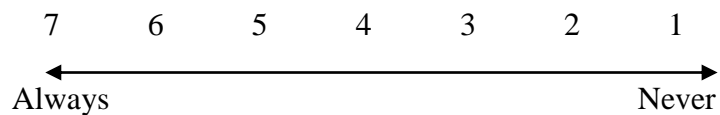
27. When I study new vocabulary, I ask someone else

7   6   5   4   3   2   1

Always   Never

Appendix K

Sub list of the Academic Word List

academy	expand	*orient*
academia	expanded	*orientate*
academic	expanding	*orientated*
academically	expands	*orientates*
academics	*expansion*	*orientation*
academies	expansionism	*orientating*
adjust	expansive	*oriented*
adjusted	expose	*orienting*
adjusting	exposed	*orients*
adjustment	exposes	*reorient*
adjustments	exposing	*reorientation*
adjusts	*exposure*	*perspective*
readjust	exposures	*perspectives*
readjusted	*external*	*precise*
readjusting	externalisation	*imprecise*
readjustment	externalise	*precisely*
readjustments	externalised	*precision*
readjusts	externalises	*prime*
alter	externalising	*primacy*
alterable	externality	*psychology*
alteration	externalization	psychological
alterations	externalize	psychologically
altered	externalized	psychologist
altering	externalizes	psychologists
alternate	externalizing	*pursue*
alternating	externally	pursued
alters		pursues
unalterable		pursuing
unaltered		pursuit
		pursuits
		ratio
		ratios
amend		reject
amended	*facilitate*	*rejected*
amending	facilitated	rejecting
amendment	facilitates	rejection
amendments	facilities	rejects
amends	facilitating	rejections
aware	facilitation	*revenue*
awareness	facilitator	revenues
unaware	facilitators	stable
capacity	facility	

capacities
incapacitate
incapacitated
challenge
challenged
challenger
challengers
challenges
challenging
clause
clauses
compound
compounded
compounding
compounds
conflict
conflicted
conflicting
conflicts
consult
consultancy
consultant
consultants
consultation
consultations
consultative
consulted
consults
consulting
contact
contactable
contacted
contacting
contacts
decline
declined
declines
declining
discrete
discretely
discretion
discretionary
indiscrete
indiscretion

fundamental
fundamentally
generate
generated
generates
generating
generation
generations
image
imagery
images
liberal
liberalise
liberalism
liberalisation
liberalised
liberalises
liberalising
liberalization
liberalize
liberalized
liberalizes
liberalizing
liberate
liberated
liberates
liberation
liberations
liberating
liberator
liberators
liberally
liberals
licence
licences
license
licensed
licensing
licenses
unlicensed
logic
illogical
illogically
logical
logically
logician
logicians

instability
stabilisation
stabilise
stabilised
stabilises
stabilising
stabilization
stabilize
stabilized
stabilizes
stabilizing
stability
unstable
style
styled
styles
styling
stylish
stylise
stylised
stylises
stylising
stylize
stylized
stylizes
stylizing
substitute
substituted
substitutes
substituting
substitution
sustain
sustainable
sustainability
sustained
sustaining
sustains
sustenance
unsustainable

draft
    drafted
    drafting   margin   symbol
    drafts   *marginal*   *symbolic*
    redraft   marginally   symbolically
    redrafted   margins   symbolise
    redrafting   *medical*   symbolises
    redrafts   medically   symbolised
enable   *mental*   symbolising
    enabled   mentality   symbolism
    enables   mentally   symbolize
    enabling   modify   symbolized
energy   modification   symbolizes
    energetic   modifications   symbolizing
    energetically   *modified*   symbols
    energies   modifies   *target*
enforce   modifying   targeted
    enforced   unmodified   targeting
    enforcement   monitor   targets
    enforces   monitored   transit
    enforcing   *monitoring*   transited
entity   monitors   transiting
    entities   unmonitored   *transition*
equivalent   *network*   transitional
    equivalence   networked   transitions
evolve   networking   transitory
    evolution   networks   transits
    evolved   *notion*   *trend*
    evolving   notions   trends
    evolves   *objective*   *version*
    evolutionary   objectively   versions
    evolutionist   objectivity   *welfare*
    evolutionists   *whereas*

Sublist of the Academic Word List

abstract   enhance   *neutral*
    abstraction   *enhanced*   neutralisation
    abstractions   enhancement   neutralise
    abstractly   enhances   neutralised
    abstracts   enhancing   neutralises
accurate   *estate*   neutralising
    accuracy   estates   neutrality
    accurately   *exceed*   neutralization

inaccuracy
inaccuracies
inaccurate
acknowledge
acknowledged
acknowledges
acknowledging

acknowledgement

acknowledgements

aggregate
aggregated
aggregates
aggregating
aggregation
allocate
allocated
allocates
allocating
allocation
allocations
assign
assigned
assigning
assignment
assignments
assigns
reassign
reassigned
reassigning
reassigns
unassigned
attach
attached
attaches
attaching
attachment
attachments
unattached
author
authored
authoring
authors
authorship
bond
bonded
bonding

exceeded
exceeding
exceeds
expert
expertise
expertly
experts
explicit
explicitly

federal
federation
federations
fee
fees
flexible
flexibility
inflexible
inflexibility
furthermore
gender
genders
ignorant
ignorance
ignore
ignored
ignores
ignoring
incentive
incentives
incidence
incident
incidentally
incidents
incorporate
incorporated
incorporates
incorporating
incorporation
index
indexed
indexes
indexing
inhibit
inhibited
inhibiting
inhibition
inhibitions
inhibits

neutralize
neutralized
neutralizes
neutralizing
nevertheless
overseas

precede
preceded
precedence
precedent
precedes
preceding
unprecedented
presume
presumably
presumed
presumes
presuming
presumption
presumptions
presumptuous
rational
irrational
rationalisation
rationalisations
rationalise
rationalised
rationalises
rationalising
rationalism
rationality
rationalization
rationalizations
rationalize
rationalized
rationalizes
rationally
recover
recoverable
recovered
recovering
recovers
recovery
reveal
revealed
revealing

bonds

brief

brevity
briefed
briefing
briefly
briefs

capable

capabilities
capability
incapable

cite

citation
citations
cited
citing
cites

cooperate

cooperated
cooperates
cooperating
cooperation
cooperative
cooperatively
co-operate
co-operated
co-operates
co-operation
co-operative
co-operatively

discriminate

discriminated
discriminates
discriminating
discrimination

display

displayed
displaying
displays

diverse

diversely
diversification
diversified
diversifies

initiate

initiated
initiates
initiating
initiation
initiations
initiative
initiatives
initiator
initiators

input

inputs

instruct

instruction
instructed
instructing
instructions
instructive
instructor
instructors
instructs

intelligent

intelligence
intelligently
unintelligent

interval

intervals

lecture

lectured
lecturer
lecturers
lectures
lecturing

migrate

migrant
migrants
migrated
migrates
migrating
migration
migrations
migratory

reveals
revelation
revelations

scope

subsidy

subsidiary
subsidies
subsidise
subsidised
subsidises
subsidising
subsidize
subsidized
subsidizes
subsidizing

tape

taped
tapes
taping

trace

traceable
traced
traces
tracing

transform

transformation
transformations
transformed
transforming
transforms

transport

transportation
transported
transporter
transporters
transporting
transports

underlie

underlay
underlies
underlying

utilise

utilisation
utilised

diversify	*minimum*	utilises
diversifying	*ministry*	utilising
diversity	ministered	utiliser
domain	ministering	utilisers
domains	ministerial	*utility*
edit	ministries	utilities
edited	motive	utilization
editing	motivate	utilize
edition	motivated	utilized
editions	motivates	utilizes
editor	motivating	utilizing
editorial	*motivation*	
editorials	motivations	
editors	motives	
edits	unmotivated	

Appendix L

THE SEVEN QUESTIONS TO DEVELOP AN ACTION PLAN

WHAT?

 Low vocabulary level

 WHY?

 I want to discover techniques to raise my students´ awareness in their vocabulary

learning

WHO?

  English teacher (myself)

WHOM?

 My students of sixth course

WHEN?

During my classes

Appendix M

CRADLE PROJECT VOCABULARY LIST- SENIOR YEAR

antibiotic	*be crazy about*	*ceramic factory*
anti-clockwise	*be in love*	*chaotic*
anxious	*beg*	*charming*
appendix	*bend*	*cheat*
arms	*benefit*	*cheerful*
aroma	*big bang*	*clarinet*
article	*bill*	*claws*
art-loving	*blood vessels*	*click*
ash	*blue whale*	*clumsy*
ask someone out	*brass*	*cocaine*
assassinate	*breathe*	*coffin*
atlas	*bring up*	*collapse*
atmosphere	*blood vessels*	*collision*
author	*blue whale*	*colourless*
avoid	*brass*	*commit suicide*
axe	*breathe*	*commitment*
back-bend	*bring up*	*complain*
background	*catastrophic*	*concert hall*
ballpoint pen	*cave*	*concrete*
bass	*celery*	*confess*
bat	*cello*	*cool*
batter	*cells*	*coral reef*

corruption	drift	foggy camera operator
costume designer	dull	forward bend
countable	dust	fun-loving
	dust storm	damaged
crazy	eagle	daring
crown-of-thorns sea star	eclipse	date deer
cultivation	editor	dating
current curse	electronic keyboard	glossary
cut off	encyclopedia	glue
cute	entrance fee	go out
camera operator	entry	green pepper
cartoonist	epidemic	growth rate
carve	establish	gynecologis
castanets	evacuate	guinea-pig
deodorant	expand	habitat
dependable	extensive	harbor
depressed	extraction	harmful
destroyed	extreme	harvest
destructive	extroverted	have a crush on someone
devastated	feel attracted to	health guide
developed countries	fertility	heroine
diminish	flavor	hijacking
disappointed	flexible	hit
dishonesty	flirt	horseshoe crab
diversity	flow	hospitable

hostage	lie	newsreader
hostile	litter	nutrient
humid forest	live	olive
humorous	loose material	opium
hunt	loss	opponent
illustrate	LSD	orchid
immune	lush	laughter
income	make a pact	launch
index	make-up	lead singer
inherit	make-up artist	leaflets
injured	manatee	performers
insecure	marijuana	pesticide
intransitive	meditation	pituitary glands
introverted	menstruate	plankton
jaguar	metal can	polish
kangaroo	mid-wife	political aim
keep calm	minimal	practical
keyboard	minors	pregnancy
koala	moderate	profit
galaxy	moody	profitable
gas cylinder	muscle	programmer
get attracted to	mushroom	prosperity
get ready	mysterious	protected area
left-bend	nature reserve	publicize
legalise	network	publisher

quill pen	seedbed	string success
radish	sentimental	success
realistic	shallow	supply
reconstruction	shoot	support
recycle	shoreline	surface
red pepper	shrimp farms	surgery
reign	sign a contract	swan feathers
relationships	sink	swarm of flies
reliable	skeleton	
resign	slab of stone	salty
retire	slips	sandpaper
right-bend	smooth	sanitation
risks	soft music	scene
romantic	soil	table of contents
	solvent	talkative
panic	soppy	tentacle
paralyzed	sound engineer	terrorist
passionate	space	throne
percussion	species	tidal wave
schedule	spring tide	tide
scratch	stage	tissue
script	starving	tomb
scriptwriter	steal	toucan
sea-bed	stiffness	transitive
sea-level	stolen	treasure

tree bark	*veterinarian*	*wash away*
tremble	*victim*	*waste*
trusting	*vinegar*	*wave*
twinkling	*virtual reality*	*weaken*
twist	*vocals*	*wear off*
uncountable		*welfare*
underground	*teenagers*	*white lie*
unique	*tell the truth*	*wildlife*
unpleasant	*virtual reality*	*wire*
untouched	*vocals*	*woodwind*
uncountable	*warm up*	*worship*
vanish	*warning*	

Appendix N

TERRORISM

Terrorism is an activity that uses violence or threatens to kill people to achieve some political aim. Terrorists try to create terror either to gain publicity from the world media for their cause or to pressurize governments into agreeing with their demands.

Terrorists use different methods for destruction, such as bombing, shooting, taking hostages and hijacking vehicles, ships, or airplanes. Many victims of terrorism are innocent civilians.

After World War II, some terrorist groups appeared around the world. The PLO Palestine Liberation Organization), which operates in Israel, the ETA which operates in Spain, the IRA Irish Republican Army) which operates in Ireland, the FARC Colombian Revolutionary Forces) that works in Colombia, and the latest known, the Taliban, which operates in Arabic countries and western countries.

On September 11th, 2002 there was a horrifying attack on the United States led by the Taliban and its leader Osama Bin Laden. On that day, at 845 a.m. two airplanes crashed deliberately into the Twin Towers in New York where the World Trade Center was based. The 110 story towers collapsed into surrounding Manhattan streets as well as a third building near them. Thousands of people died and many were badly injured. On the same day, another plane crash attack took place in the Pentagon, in Washington D.C. The planes belonged to American Airlines, About 195 passengers and 24 crew were killed. It was the first terrorist attack in the history of the United States. At least two people jumped from the Twin Tower windows after the attack. Lots of people were injured and there were many casualties. The country

was devastated. More than 10.000 people volunteered to help rescue the victims.

Quoted from the Sixth Level Cradle Project Book. P. 18 Unit 2 Lesson 3

Appendix O

<div align="center">

Participant Consent Form
DEVELOPMENT OF A VOCABULARY STUDY PROGRAM
FOR ECUADORIAN EFL SECONDARY STUDENTS: AN ACTION RESEARCH STUDY

</div>

Please indicate your position: check all that apply.
( ) Program Administrator
( ) Student Participant
( ) Teacher / Professor
( ) Parents of participants under 18 years of age
( ) Other (explain) _____
I _____, have been invited to participate in this research study, which has been explained to me by **Ondina R. Moreira Sánchez.**
This research is being conducted in partial fulfillment of the requirements for a Master's degree in the **Master's Program in Teaching English as a Foreign Language.**
The purpose of this research study is to describe the impact on EFL students' attitude toward building vocabulary in a foreign language during and after working within an extensive vocabulary program.

Description of the research study methods
The participants will be instructed in some strategies and ways to record their comments.
The data will be collected thru Interviews with the participants and colleagues regarding their attitudes and experiences when working on extensive vocabulary programs, scores and other quantifiable data collected from participants' records sheet of their vocabulary activities rates, comprehension scores, and records of the material during the research. Surveys will be conducted personally.
Requirements of the participants
All the students will be contacted via email and will be asked to attend weekly meetings during this study time that is six weeks in length. In these weekly sessions, I will be giving the students a set of suggested vocabulary to be learn during the course, some instructions and some strategies to improve their building vocabulary skills.
Benefits to the participants
The group of volunteers who would be interested in collaborating on this research will receive some vocabulary strategies in order to improve this skill.
 Risks and Discomforts
The only possible discomfort will be the time and effort required of the participants to attend the meetings and carry out the vocalary activities.
Contact persons
The researcher can be contacted via email at **omoreira@espol.edu.ec** any time during the study.
Confidentiality
I understand that any information about me obtained as a result of my participation in this research will be kept as confidential as legally possible In any publications that result from this research, neither my name nor any information from which I may be identified will be included.
Voluntary participation
Participation in this study will be voluntary. I understand that I am free to withdraw my consent to participate in this study or any specific activities at any time. I understand that neither my employment status, nor my academic status will be affected if I decided not to participate in this study. I have been given the opportunity to ask questions about the research, and I have received answers concerning areas I did not understand. The data I provide in this study will remain anonymous. By signing this attached consent form, I signify that I understand the terms associated with the study. Upon signing this form, I will receive a copy. I willingly consent to participate in this study.

_____   _____
Signature of the Participant   Date

_____   _____
Signature of the Researcher   Date