



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE OF PAPER:

The influence of vocabulary learning strategies in the development of vocabulary proficiency of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019

AUTHOR:

Granja Zambrano, Emily Dayana

**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR DEGREE IN ENGLISH
LANGUAGE WITH A MINOR IN EDUCATIONAL
MANAGEMENT**

PROJECT ADVISOR

Natasha Del Pozo Diaz, MSc.

GUAYAQUIL, ECUADOR

2018



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

CERTIFICATION

We certify that this research project was presented by **Granja Zambrano, Emily Dayana** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

PROJECT ADVISOR

Del Pozo Díaz Natasha Cecibel, MSc.

DIRECTOR OF ACADEMIC PROGRAM

González Ubilla, Stanley John, MSc.

Guayaquil, on the 19th day of September of 2018



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE
STATEMENT OF RESPONSIBILITY**

I, Granja Zambrano, Emily Dayana

HEREBY DECLARE THAT:

The Senior Project: **The influence of vocabulary learning strategies in the development of vocabulary proficiency of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019** prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

Guayaquil, on the 19th day of September of 2018

AUTHOR

Granja Zambrano, Emily Dayana



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

AUTHORIZATION

I, Granja Zambrano, Emily Dayana

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **The influence of vocabulary learning strategies in the development of vocabulary proficiency of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019** in the institutional repository. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

Guayaquil, on the 19th day of September of 2018

AUTHOR

Granja Zambrano, Emily Dayana

URKUND REPORT



Documento [Emily Granja. Final draft..doc](#) (D40972716)

Presentado 2018-08-25 11:09 (-05:00)

Presentado por nathasa.delpozo@cu.ucsg.edu.ec

Recibido ndelpozo90.ucsg@analysis.arkund.com

0% de estas 35 páginas, se componen de texto presente en 0 fuentes.



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

ORAL PRESENTATION COMMITTEE

GONZÁLEZ UBILLA JOHN, MSC.
FACULTY DIRECTOR

JARRIN HUNTER XIMENA, MEd.
FACULTY STAFF

VÁSQUEZ BARROS, MARIELA FÁTIMA, MSC.
REVISOR

ACKNOWLEDGEMENTS

Firstly, I would like to express my assuredly gratitude to God. I am also very grateful to my advisor Natasha del Pozo and my revisor Ms. Mariela Vasquez, for their continuous support of my thesis, incredible patience, motivation, and immense knowledge. Besides, my advisor I would like to thank my teachers in general who had were my guide and best motivators during my career. I am thankful to my friends who have encouraged and reminded me that all the efforts made are worth, and that being a teacher is the most challenging but fulfilling, inspirational and noble profesion in the world. I would also like to thank Liceo Panamericano School, its teachers, its area coordinator and the children for participating in this study. Thank you all for giving me your support and the freedom that I needed to conduct this study. Finally, I would like to thank my family for supporting me spiritually on every decision I make.

DEDICATIONS

I would like to dedicate my thesis project to God. He is the one that has truly guided me and given me the strength to complete it. I owe him everything, and especially this big achievement in my life. And to my beloved family who supported me during this whole process.



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

GRADE

POZO DIAZ NATASHA CECIBEL, MSc.

Project Advisor

TABLE OF CONTENTS

ABSTRACT	XIII
INTRODUCTION	2
Statement of the problem.....	3
1. LITERATURE REVIEW	5
1.1 Second language vocabulary instruction	5
1. 2. Factors affecting vocabulary learning and acquisition	7
1.3 The importance of learning vocabulary	8
1.4. What it is to know a word.....	9
1.4.1. Word formation	12
1.4.2. Word families	13
1.4.3. Meaning relationships	13
1.5. Principles for teaching vocabulary	15
1.6. Effective vocabulary instruction to improve proficiency	18
1.6.1. Vocabulary Learning Strategies	21
1.6.2. Presenting lexis	23
1.6.3. Lexical practice	24
1.6.4. Alternative ways of recording lexis.....	24
2. METHODOLOGY	26
Participants.....	26
Data gathering instruments.....	27
FINDINGS	28
CONCLUSIONS	46
RECOMMENDATIONS.....	48
BIBLIOGRAPHY	49
APPENDIX	53

TABLE OF FIGURES

Table1. 18 varieties of lexical knowledge.....	12
Table 2. The various methods to teach and learn high-frequency vocabulary.	16
Figure 1. The four things involved in remembering	25
Figure2: Diagnostic test results.....	29
Figure3: Textbook glossary.....	30
Figure 4: Accompanying picture.....	30
Figure 5: Association of words.....	31
Figure 6: Monolingual dictionary.	31
Figure 7: Bilingual dicitonary.....	32
Figure 8: Mind map.....	32
Figure 9: Draw pictures.....	33
Figure 10: Solving crosswords.....	33
Figure 11: Play PC and video games.....	34
Figure 12: The use of synonyms.....	34
Figure 13: Writing sentences.....	35
Figure 14: Spanish translation.....	35
Figure 15: Suffixes and prefixes.....	36
Figure 16: Parts of speech.....	36
Figure 17: Guessing words from context.....	37
Figure 17: Draw pictures.....	38
Figure 18: Mind maps.....	38
Figure 19: Use of sentences.....	39
Figure 20: Use of affixes.....	39
Figure 21: Vocabulary notebook.....	40
Figure 22: Textbook glossary.....	40
Figure 23: Use of miming.....	41
Figure 24: Parts of speech.....	41
Figure 25: Use of dctionaries.....	42
Figure 26: Use of monolingual dicitonaries.....	42
Figure 27: Use of bilingual dicitonaries	43

Figure 28: Use of flashcard	43
Figure 29: Guessing words from context.....	44
Figure 30: Word connections.	44
Figure 32: Solving crosswords.	45
Figure 33: Use of synoynyms.	45

ABSTRACT

This research project was conducted due to the difficulty sixth graders of Liceo Panamericano School faces regarding vocabulary use especially in context. The participants for this study were 27 girls and boys from sixth grade and four English teachers from Liceo Panamericano School. The main objective of the study was to determine which is the influence that vocabulary learning strategies have towards students' proficiency level. For the creation of the literature review several sources regarding vocabulary learning strategies application were consulted; nevertheless, there are other factors that affect students' outcome and use of these vocabulary strategies. A quantitative research was considered for this study, the data gathering instruments applied to the participants was two surveys, a diagnostic test, and an observation sheet during assessment was necessary for this study. It was concluded that even though teachers use the different vocabulary strategies these might not be as effective for students as expected when students perform in context. Results showed that most of the perceptions of vocabulary learning techniques used in class by both teachers and students match. In addition, the outcomes from the PET test proved that most of the students could not perform as expected since they answered less than half of the section correctly.

KEYWORDS: Vocabulary learning strategies, vocabulary proficiency, perceptions, vocabulary learning, English proficiency level.

INTRODUCTION

Rupley, Logan & Nichols (1998, 1999) state that “vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for children.” (p. 339). For English as a second language (ESL) learners and for English as a foreign language (EFL) learners, vocabulary learning is one of the most important keys of language acquisition, since they are constantly learning new words as they acquire the four language skills to comprehend and construct thoughts. McCarthy (1990) remarks the importance of vocabulary by saying that “no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way” (p .8). Apparently, enough attention has not been given to the teaching of vocabulary in Liceo Panamericano School because students cannot successfully communicate. It is possible that vocabulary instruction is being neglected, and the acquisition of lexis is only subject to the instruction of the other skills. Ghazal (2007) claims that for ESL or EFL learners, acquiring vocabulary is considered as a huge challenge they face during their learning process. He states that a way to overcome this problem is to teach students how to become self-learners, which could be achieved by instructing them how to apply effective vocabulary strategies. Oxford and Nyikos (1989) emphasize the importance of using strategies to foster “learners’ autonomy, independence, and self-direction” (p. 291). Intaraprasert (2004) defines vocabulary learning strategies (VLS) as “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary” (p. 9). Additionally, Nation (2001) mentions that with the use of effective vocabulary learning strategies students can develop a large and rich vocabulary knowledge. It is important to mention that VLS have been highly recognized as facilitators on increasing vocabulary knowledge. Chall & Jacobs (2003) state that word knowledge is strongly connected to academic success; they say that when students have a wide lexical knowledge they are more capable of

understanding new ideas and concepts quicker than those who have limited vocabulary knowledge. Accordingly, this research work is aimed to determine effective vocabulary strategies to provide an adequate approach to teach vocabulary and overview the factors affecting learners' VLS use.

Statement of the problem

This study takes place in Liceo Panamericano School, located in Guayaquil, Barrio Centenario. Along the different classes observed in the school, it has been noticed that students have difficulty regarding vocabulary use. It was observed that students have problems understanding the meaning of words in context, which affects their proficiency level. Students are expected to have a B1 level by this grade, however according to the results of the vocabulary section of a free-practice PET (Preliminary English Test standardized test sponsored by Cambridge University), students do not reach the B1 level in vocabulary. Students had very low scores regarding this section of the test. It is important to mention that teachers do apply different strategies in vocabulary instruction; however, it has not been proved the efficacy of these strategies during class. Considering the forementioned situation the following study tries to describe the several vocabulary strategies used at Liceo Panamericano School.

Research questions

- Which are those lexical practice activities applied by teachers at Liceo Panamericano School?
- Which are those vocabulary learning strategies most helpful for teaching new vocabulary words at Liceo Panamericano School?
- How do teachers apply different vocabulary learning strategies with sixth graders at Liceo Panamericano School regarding using words in context?

General objective

To determine the influence that vocabulary learning strategies have in the development of vocabulary proficiency level of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019.

Specific objectives

- To determine those lexical practice activities applied by teachers at Liceo Panamericano School.
- To list those vocabulary learning strategies which seem to be the most helpful for teaching new vocabulary words at Liceo Panamericano School.
- To establish the influence vocabulary learning strategies have in sixth graders at Liceo Panamericano School regarding using words in context.

1. LITERATURE REVIEW

1.1 Second language vocabulary instruction

Over the years, the role of teaching vocabulary as a second language has changed; nowadays it is perceived and prioritized differently (Celce-Murcia, Brinton & Snow, 2014). According to Coady and Huckin (1997) throughout the nineteenth century, the teaching of vocabulary was based on definition and etymology because there was a strong belief that etymon and derivative should be kept in order to avoid degeneration of the language. During the twentieth century, the Grammar Translation method dominated Europe as the primary approach for foreign language instruction (Richard and Rodgers, 2014). Its main objective was to prepare students to read and write classic materials and pass standardized exams; the language itself was not used with the purpose of communication. Furthermore, students were scored in accordance to their capacity to translate from the target language into their mother tongue (Celce-Murcia, Brinton & Snow, 2014). In reaction to this approach, the Reform method was established; it emphasized the primacy of spoken language and phonetic training (Coady and Huckin, 1997). According to Sweet (2014) although language is made from words, we do not speak in words but in sentences, being them the unit of the language from both a practical and scientific point of view; nevertheless, from a phonetic point of view words do not exist. For this reason, emphasis on vocabulary instruction was placed in language association and not in grammatical patterns or isolated words; therefore, students were not distracted by learning new vocabulary because the focus was on sentences rather than on particular sets of words (Celce-Murcia, Brinton & Snow, 2014).

Another approach that arose in reaction to the Grammar Translation method and benefited from the debate that ensued during the reform movement was the Direct Method. Its name derived from the priority of the direct relation of meaning with the target language without focusing on translation (Coady and Huckin, 1997). The main purpose of this method was to prompt communication in a foreign language among learners (Celce-Murcia, Brinton & Snow, 2014). Its proponents used the target language as the language of

instruction in small but intensive classes in which vocabulary, sentences and reading were used to develop students' proficiency throughout practice. More vocabulary that is specific was instructed with illustrations while abstract vocabulary was taught through the association of ideas like charts and realia (Coady and Huckin, 1997). Even Though this method became successful among the private schools such as the Berlitz schools, it was highly criticized by many conservatives for the lack of strict and basic principles of applied linguistic theories (Richard and Rodgers, 2014).

Right during the 1920s and 1930s the reading approach appeared, in part as a response to the 1929 Coleman' report which showed serious deficiency in foreign language reading skills. This approach suggested that reading skills could be improved by the development of vocabulary (Celce-Murcia, Brinton & Snow, 2014). Coady and Huckin (1997) mention that an English teacher, Michael West, stressed the need of facilitating reading skills by improving vocabulary skills. He stated that the primary goal in learning a language is the acquisition of vocabulary; foreign learners did not even know a thousand words after three years of study. To solve this problem, in 1953 West published a word-frequency list named *A General Service List of English Words (GSL)*. Even this list of 2,000 words is not updated, it is still considered the most widely high frequency list used in research and course material (Celce-Murcia, Brinton & Snow, 2014).

Another approach that arose for vocabulary instruction during the II World War was the Audiolingual method. This approach emphasizes oral-aural skills and focuses on syntax and language structure (Celce-Murcia, Brinton & Snow, 2014). Richard and Rodgers (2014) state: "Audiolingualism holds that language learning is like other forms of language" (p.73). According to Coady and Huckin (1997), Audiolingualism suggests that most common problems foreigners face when acquiring an L2 is learning the different structural systems. As a result, in this method students are taught *structure* through examples, dialogues and drills, rather than through analysis and memorization of rules. To conclude, Audiolingualism reflected the way in which practice makes perfection, and how speech can be addressed through structure to become an effective learning method (Richard and Rodgers, 2014).

New approaches have developed in the last years and there has been changes in how to teach vocabulary; the direction has been shifted to teaching vocabulary in context and to using incidental and intentional teaching of vocabulary in the classroom. It is important to highlight that vocabulary research has improved and keeps providing information about vocabulary instruction.

1. 2. Factors affecting vocabulary learning and acquisition

When it comes to address the subject of vocabulary learning and acquisition, several issues need to be taken into consideration. Even though there are many factors that affect learning, it is extremely difficult to name them all. Taka (2008) lists the following:

- the linguistic features of lexical items
- the influence of first and other languages
- the incremental nature of vocabulary acquisition
- the role of memory in vocabulary learning and acquisition
- the organization and development of the second language mental lexicon
- the source of vocabulary (exposure to linguistic input)
- individual learner differences
- the role of the teacher and vocabulary teaching strategies
- presentation of new lexical items
- review and consolidation of new lexical items (13-50)

According to Taka (ibid), learning a second language is not an easy task; not even a well-planned lesson to instruct vocabulary can guarantee that the learner will acquire new lexical items. Additionally, the author mentions other factors that affect the learning process: “the teacher’s approach to vocabulary teaching (i.e. vocabulary strategies), and his or her understanding of the key notion of vocabulary acquisition, the effort invested in the learners in vocabulary learning, as well as their readiness to take responsibility for their own language”. (p. 24)

1.3 The importance of learning vocabulary

Ur (2012) defines vocabulary as “the words in the language” (p. 60). Macmillan dictionary online gives a brief definition stating that vocabulary are all the words that a person knows. The Cambridge Dictionary online defines vocabulary as the words that are known or used by a person. Nowadays authors prefer to talk about *lexis* rather than talking about vocabulary. “The use of the word *lexis* reflects a fundamental shift in understanding, attitude and approach” (Scrivener, 2011, p. 185). Ur (2012) and Scrivener (2011) comment that in the past, vocabulary was used to refer only to single words or to a blend of two or three words. The notion of *lexis* is more extensive now. “It refers to our ‘internal database’ of words and complete ‘ready-made-fixed / semi-fixed / typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch” (Scrivener, 2011, p. 186). For Scrivener *lexis* includes single words, collocations –arrangement of words in a sentence–, and multiword items, or chunks –verbal idioms, frozen adverbials, particle verbs, nominals, etc.

David Wilkins (1972) a well-known linguist emphasized the importance of learning vocabulary in the following way: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). Furthermore, West as cited in Coady and Huckin (1997) states that “the primary thing in learning a language is the acquisition of a vocabulary” (p. 9). In accordance, Schmitt (2000) emphasizes that the “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55).

In recent research made in second language acquisition (SLA), enough attention has not been given to *lexis*, as it has to other skills of the language, despite the importance of students having a good knowledge of lexical skills to produce and understand sentences (Gass & Selinker, 2008). However, the books that we read as children are designed to foster vocabulary knowledge in meaning and spelling by providing illustrations and the forms of words (Webb & Nation, 2016). In agreement with the previous authors, Ur (2012) states the most important things students need to know about lexical items are

their written and spoken form and their meaning. However, as previously acknowledged by Scrivener (2011), there are additional aspects that need to be considered when acquiring lexical knowledge such as its grammar, collocations, connotations and appropriateness of use.

1.4. What it is to know a word

A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue...words divide the world; the more words we have, the more complex ways we can think about the world (Stahl & Nagy, 2007, p. 5).

It is very common to relate the meaning of words with definitions in dictionaries. However, what does it really mean to know a word? In answer to this question, Nation (2001) states that meaning involves perceiving the way in which form and meaning are connected. He mentions three categories that involve word knowledge in a receptive and productive level: 1) Word form: It includes word parts, spoken and written form, 2) Word meaning: It involves concepts, associations of the item and referents, 3) Word use: It contains collocations, constraints of use and grammatical functions. Other authors also talk about what it is to know a word. For example, Schmitt (2000) remarks that meaning includes the relationship between a word and its referent; however, he adds that to describe the meaning of a word it is necessary to explain the concept it is representing. For Stahl & Nagy (2007), knowing a word involves a cumulative process that takes time and practice; they state that "the more words you know, the easier it is to learn yet more words" (p. 7). For Wallace (2007), having knowledge of a word, or *depth* word includes understanding a word definition as well as its characteristics and word usage. Finally, Calfee and Drum as cited in Graves (2016) state that knowing a word involves:

....depth of meaning; precision of meaning; facile access (think of scrabble and crossword experts); the ability to articulate one's understanding; flexibility in the application of the word; the appreciation

of metaphor, analogy, word play; the ability to recognize a synonym, to define, to use a word expressively” (p. 825-826).

Dale (1965) as cited in Graves (2016), comments that there are five different levels in the process of knowing a word. 1) The person has no knowledge at all of the word. 2) The person has no general sense of the word. 3) The individual has limited knowledge of the word. 4) The individual has knowledge of the word, but it is not able to remember its meaning or use it appropriately. 5) The learner already understands different meanings associated with the item, its metaphorical uses and applies the word properly to each situation.

According to Ur (2012) when learning a new word, students must know the way it sounds (phonology) and the way the word looks like (spelling). For this reason, Webb & Nation (2016) declare that among the things students need to know to comprehend new lexical items and use them correctly, are their spelling, their pronunciation –for which words must be modelled–, and their meaning –that need to be explained with definitions, diagrams and illustrations.

Another important concept related to knowing a word is its denotative and connotative meaning. Denotative meaning is referred to as the “central” or “core” meaning of a lexical item (Richards and Richards, 2010). Generally, the denotation of words is given in dictionaries; for this reason, dictionaries are essential resources to increase the knowledge of vocabulary in our L1 and L2 (Webb & Nation, 2016). Additionally, connotative meaning relates to the additional meanings that a word or phrase has beyond its central meaning (Richards and Richards, 2010). For Ur (2012), connotation of words is connected to their emotional or positive-negative associations; for example, the word *moist* and *damp* have the same basic meaning; however, the former is positive, and the latter is negative. Therefore, connotation refers to the qualities the subject might possess and the actions it may perform (Cuaron, 2013).

Grammar also plays a role in the learning of new vocabulary. Although it is common to see that grammar and vocabulary are taught separately, when learning new words, the meaning and function of words, and the phrases and sentences formed with those words have importance overall the language

system (Richards and Richards, 2010). Additionally, in the words of Ur (2012): “An item may have an unpredictable change of form in certain grammatical contexts or may have some particular way of connecting with other words in sentences” (p. 61). This means grammar is involved, and students need to have a global understanding of the grammar of new words when learning them.

Likewise, the concept of collocation is important when learning a new word. Barcroft (2016) describes collocations as how a word and group of words tend to appear or co-occur next to another in a given language. Richards and Richards (2010) define collocations as the way in which words are used together regularly. For the author, some idiomatic expressions and phrasal verbs can be collocations, but not all collocations can be considered idiomatic expressions or phrasal verbs. The importance of collocations rests on the fact that they make the language sound natural. In addition, collocations help students communicate more fluently, and their use in common speech can improve their listening comprehension skills and their reading speed; therefore, the teaching of collocations give learners the opportunity to be familiarized with what native speakers use when speaking or writing.

Additionally, Ur (2012) mentions that to use an item correctly learners need to know how to use it appropriately in certain contexts. Furthermore, the author states that according to the context, some items may be “taboo” or simply used differently in different language varieties; therefore, students must know when an item is particularly used, if it is applied in a formal or informal discourse or if it is used in a writing or speech form, among other particularities.

Finally, Nation (2001) mentions that knowing the form, meaning, and use of a word or phrase involves 18 varieties of lexical knowledge that he summarizes in the following table:

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions collocations constraints on use (register, frequency . . .)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

Table1. 18 varieties of lexical knowledge. Taken from Nation (2001, p. 27)

1.4.1. Word formation

Richards and Richards (2010) define word formation as a “process used in a language for the creation of new words” (p. 637). Moreover, Hamawand (2011) mentions that word formation is a process that helps speakers in the creation of new words that represent the experiences they have in the world.

Richards and Richards (2010) name some ways in which new words can be formed:

- a) the addition of an affix in derivation
- b) the removal of an affix: back formation
- c) the addition of a combining form
- d) the construction of a compound word
- e) the shortening of an old word, as when influenza becomes flu
- f) the repetition of a word or part of a word: reduplication
- g) the invention of a completely new word, such as the mathematical term *googal*
- h) the addition of an affix in inflection
- i) the use of words as different parts of speech, as when the noun *cap* is used as the verb *to cap*.” (p. 637-638)

1.4.2. Word families

Many researchers use word families to calculate the number of words a person needs to know (Celce-Murcia, Brinton & Snow, 2014). Schmitt and Schmitt (2014) as cited in Webb & Nation (2016), recommend that for having a good understanding of reading and spoken skills, 3,000 word families in a threshold of high frequency should be learnt. According to Graves (1986), for students to understand many words and word families, they should learn a small number of bases, suffixes and prefixes. However, what is a word family? Some researchers have defined what a word family is. Celce-Murcia, Brinton & Snow (2014), Thornbury (2002) and Nation (1990) all agree in saying that a word family includes the base word (for example *publish*), its inflections (*publishes*, *published*, *publishing*) and derivations (*unpublished*). Moreover, Nation (1990) mentions that the knowledge a person acquires about word families develop as they get more experience of the language.

1.4.3. Meaning relationships

Ur (2012) states that it is necessary to look at the way in which one item relates to the meaning of other; this can be a very helpful way for students to relate and learn vocabulary words. Some of the main meaning relationship types are:

- Synonym: items that mean the same or nearly the same. (e.g. bright, clever, smart may serve as synonyms for intelligent).
- Antonyms: items that mean the opposite (e.g. rich is the opposite of poor)
- Hyponyms: items that serve as specific examples of a general concept (e.g. dog, lion, mouse are hyponyms of animal).
- Co-hyponyms or coordinates: other items that are the “same kind of thing” (e.g. red, blue, green and brown are co-hyponyms or coordinates).
- Translation: words or expressions in the students’ L1 that are similar in meaning to the item being taught but might have slightly different connotations or contexts of use that it is interest to explore (p. 62)

All these notions can be useful for instruction of vocabulary and to clarify the meaning of a new word that is being taught (Ur, 2012).

1.4.4. Kinds of vocabulary

A person’s knowledge of words is divided into two broad kinds of vocabulary (Hatch and Brown, 1995). One kind of vocabulary is referred as receptive vocabulary, which relates to the number of words a person understands in either reading or listening (Richards and Richards, 2010). By gaining receptive knowledge the learner will be able to recognize a word spoken and its written form, as well as derivations and inflections, meanings, associations, collocations, grammatical functions, and when and how often a word is used (Webb & Nation, 2016). Receptive knowledge, according to Gass and Selinker (2008) includes:

- recognizing the word in writing or orally
- knowing the general meaning
- knowing the specific meaning in a specific context of use
- knowing that it is made of the component parts - over, extended
- knowing that it has a possible negative connotation
- knowing that it generally occurs with himself, herself, oneself, themselves, ourselves, yourself
- knowing that the opposite in under extended (p. 451)

The other kind of vocabulary is referred to as productive knowledge. It refers to the ability people have to produce words in their own speech and writing (Richards and Richards, 2010). Webb (2005) considers productive vocabulary as an active process, since students are the ones that produce the words to express themselves to others. Acquiring productive knowledge tends to take longer and happens after gaining receptive knowledge (Webb & Nation, 2016). Gass and Selinker (2008) estimate that productive knowledge involves greater specificity and it includes:

- knowing how to accurately pronounce a word or correctly spell it
- knowing the precise meaning in a variety of contexts
- knowing that *she overextended herself is OK*, but *she overextended her chair* probably not in the absence of a highly specific context
- knowing the precise context of use (p. 452)

Overall, learners mostly have a broader knowledge of receptive vocabulary. (Gass and Selinker, 2008). According to Ma (2009), receptive vocabulary means having a shallow knowledge of the word in order to understand its meaning. Sure enough when we read or listen we do not need to give attention to the details of the knowledge (Webb & Nation, 2016). On the other hand, to know a word productively involves deep knowledge, which might include various components covered by depth (Ma, 2009). For this reason, when producing the knowledge, we need to give special attention to details such as collocations, spelling and pronunciation (Webb & Nation, 2016).

1.5. Principles for teaching vocabulary

It has been believed that the process of acquiring a second language involves learning grammar rules, memorizing vocabulary items and rules of pronunciation (Gass & Selinker, 2008). However, vocabulary instruction is not just related to knowing words, but it involves learning lexical phrases and having knowledge of English vocabulary, how to learn it and how to teach it effectively. As lexical phrases are often acquired as single units, scholars believe that the following principles are useful for teaching individual words (Richards & Renandya, 2002).

1) Focus on the most useful vocabulary first. Choosing appropriate words is the most important principle in vocabulary learning and instruction. Nation & Webb (2016) mention that useful words are typically taught by teachers, while unknown words are taught as they are met. Although dictionaries have always been considered a way to increase vocabulary knowledge, it is very important that learners understand that developing word knowledge is a key to communicate and that they are responsible for choosing words that will be most useful for them. Nunan (2003) claims that “teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort” (p. 135). He states that the most useful vocabulary a learner needs to acquire in order to have an understanding of a 75 percent in written texts and 80 percent in conversations, is the most frequent 1000 words in English; however, this also depends on the goals the learner has with the language.

2. Focus on the vocabulary in the most appropriate way. This principle focuses in how words should be acquired and instructed. It is very important for teachers to know the difference between low frequency words and high frequency words in order to teach vocabulary effectively. To begin, Nation (2001) mentions that high-frequency words are very important because they cover a very large dimension of the running words in spoken and written texts. Coady and Huckin (1997) mention that “focusing learners’ attention on the high frequency words of the language gives a very good return for learning effort” (p. 238). The following chart explains the way in which high frequency words should be taught and acquired:

<i>Direct teaching</i>	<ul style="list-style-type: none"> • Teacher explanation • Peer explanation
<i>Direct learning</i>	<ul style="list-style-type: none"> • Study from word cards • Dictionary use
<i>Incidental learning</i>	<ul style="list-style-type: none"> • Guessing from context in extensive reading • Use in communication activities
<i>Planned encounters</i>	<ul style="list-style-type: none"> • Graded reading • Vocabulary exercises

Table 2. The various methods to teach and learn high-frequency vocabulary. Taken from Nation (2001, p.16).

On the other hand, Nation (2001) states that low frequency words are words that rarely happen to be used; moreover, they only cover a small dimension of words in a text. Besides, most low frequency words are proper names and their meaning has a lot to do with the whole message of the text; therefore, they cannot be pre-taught because their meaning depend on the context. In accordance, Coady & Huckin (1997) claim that low frequency words are a big group of words that can often be guessed from context. Additionally, Nation (2001) mentions that a teacher's objective should be directed to train the students with useful strategies to deal with this type of vocabulary.

The most important vocabulary learning strategies for teaching low frequency words include using word parts, guessing from context clues, using vocabulary cards and dictionaries. However, teaching high frequency words is also very important. Some strategies include: "a) directly teaching high frequency words, b) getting learners to read and listen to graded readers containing these words, c) getting learners to study the words and do exercises based on them, d) getting learners to speak and write using the words" (Nunan, 2003, p.139). Teaching low frequency words should not be as relevant as teaching high frequency words. Teachers should focus on expanding and refining learners' strategies and their vocabulary knowledge. Nunan (2003) mentions that "In class, time can be spent working on the strategies that help learners deal with low frequency words but teaching time should not be spent on the words themselves" (p.139).

3. Give attention to the high frequency words across the four strands of a course. According to Nunan (2003), high frequency vocabulary need to happen in all four strands of language learning. Similiarly, through speaking, reading, listening and writing, high frequency words must be used. Nation (2001) mentions that "In general, high-frequency words are so important that anything that teachers and learners can do to make sure they are learned is worth doing" (p.18)

4. Encourage learners to reflect on and take responsibility for learning. Vocabulary instruction and learning should be an interesting and enjoyable task to keep students motivated to develop strategies that are useful and

encourage learning outside the classroom. Nunan (2003) mentions that learners need to realize that they are responsible for their own learning process. Taking this responsibility requires “(1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options” (p.140). According to Nation and Webb (2016), deliberate learning is more efficient if students effectively comprehend words by breaking them down into smaller parts, by identifying their own meaning or by using mnemonic devices as a keyword technique. But, unless students take control in building their own vocabulary knowledge, these ideas would not be useful; nevertheless, teachers can always help students in their learning process in the following way:

- a) Inform the learners of the different types of vocabulary.
- b) Train the learners in the various ways of learning so that they are very familiar with the range of learning options available for them.
- c) Provide genuine opportunities for choosing what to learn and how to learn.
- d) Provide encouragement and opportunity for learners to reflect on their learning and to evaluate it (Nunan, 2003, p.142).

To conclude, the process of vocabulary learning is a large and continuing task. Although teachers can be helpful and provide strategies to support the learning process, in the end, it is learners who are responsible for their own learning (Nunan, 2003).

1.6. Effective vocabulary instruction to improve proficiency

It is important to have an effective approach for vocabulary instruction that has an impact in vocabulary proficiency. Read (2002) as cited in Jahangard & Akbari (2012) mentions that students think that acquiring a new language is only a matter of learning vocabulary; thus, they spend many hours memorizing long L2 lists and rely on their dictionaries as their main source of communication. Nevertheless, in the view of Neuman & Dwyer (2009), children should be able to connect words and develop skills to have a better understanding of new words in texts; for them “vocabulary instruction must be

more than merely identifying or labeling words. Rather, it should be about helping children to build word meaning and the ideas that these words represent” (p. 385).

Graves, August & Mancilla-Martinez (2012) key out the following approaches for an effective vocabulary instruction:

1) Providing rich and varied language experiences. This means immersing students into a rich vocabulary experience so that they can learn new words through listening, speaking and writing. Examples include allowing learners to have authentic discussions, and increasing the amount of time students read to help them boost their language experience.

2) Teaching individual words. Graves (2016) states that even though not all words can be taught, some can be conveyed. Teaching individual words benefits students in their learning process; it allows them to explore and understand their environment. Moreover, it leaves them fewer words to learn individually, it increments their oral and writing skills, and it increases their comprehension of those words in readings.

3) Teaching word-learning strategies. This approach will allow students become powerful and independent learners (Webb & Nation, 2016). A highly recommended strategy consists on using word parts in order to figure out the meaning of unfamiliar words and using them in context.

4) Fostering word consciousness. This approach mainly involves being aware of words and somehow mastering word usage (Graves, August & Mancilla-Martinez, 2012). By fostering word consciousness students understand why some words are used in place of others; this way, they start to value and recognize the power words have in communication (Graves, 2016).

Other approaches for vocabulary instruction from different researchers have been suggested. Wallace (2007) includes: a) teaching cognates to students through high-frequency words in Spanish, b) presenting students the different labels (pictures and visual representations) of many words, c) providing students review activities through read-aloud exercises to reinforce word

meaning. Besides, when engaging in vocabulary instruction, the teacher should include a lot of vocabulary practice generally and actively guided (Beck, McKeown, & Kucan, 2013).

The methods used for instruction will depend on several factors such as number of students, learners' needs, learning styles, age, etc. The National Reading Panel (US), National Institute of Child Health, & Human Development (US) (2000) state that, "dependence on a single vocabulary instruction method will not result in optimal learning" (p. 4) They propose five main methods to teach vocabulary: 1) explicit instruction: definitions and characteristics of new words are assigned to learners. 2) Implicit Instruction: learners are given the chance to do lots of reading which conducts students to acquiring new words. 3) Multimedia methods: its goal is to teach vocabulary through other media such as charts, drawings, representations, hypertext, or even sign language, not only using books. 4) Capacity methods: its objective is to increase the capacity of learners in becoming self-readers. 5) Association methods: students are encouraged to associate words they know with unknown words.

Hunt & Beglar (2002) propose similar approaches as the ones mentioned by The National Reading Panel (US), National Institute of Child Health, & Human Development (US) (2000). They mention three approaches: a) incidental learning, b) explicit instruction and c) independent strategy development. Ellis (2009) mentions that "incidental learning is characterized by an absence of intentionality to learn" (p. 263). Undoubtedly, incidental learning happens during extensive reading because when students are reading, new word meanings appear, and new words are acquired even though the intention is not to learn new vocabulary (Swanborn & de Glopper, 2002) as cited in Jahangard & Akbari (2012). In accordance, Graves (2016) states that kids would not be able to build a plentiful and strong vocabulary knowledge if they do not read extensively. On the other hand, explicit instruction is defined as *conscious learning* (Ellis, 2009). It involves identifying specific vocabulary words learners need to acquire and putting them into practice (Richards & Rendaya, 2002). It is important to mention that explicit vocabulary instruction is an essential component in vocabulary acquisition; it is crucial for students

that battle with extensive reading or with understanding contextual meanings (Archer & Hughes, 2011). Finally, independent strategy development refers to teaching techniques to learners for acquiring new vocabulary. These techniques include practicing guessing from context and training students to use dictionaries (Richards & Rendaya, 2002).

Nation (2001) claims that the systematic approach is more effective than the incidental approach for teaching vocabulary; he affirms that such focus is an essential part of a language course. He mentions the limitations of incidental learning and the fact that L2 learners are often unable to acquire new vocabulary through reading because of their limitation on their lexical knowledge. The author suggests that explicit instruction is probably best for beginners and intermediate students who have limited vocabulary knowledge, whereas extensive reading and listening might be a more useful approach for proficient intermediate and advanced students. A balanced approach to teach vocabulary is proposed by Nunan (2003). It includes:

- a) learning from meaning focused input- learning through listening and reading,
- b) deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse,
- c) learning from meaning-focused output—learning by having to produce language in speaking and writing,
- d) developing fluency - becoming quick and confident at listening, speaking, reading and writing (p. 133).

1.6.1. Vocabulary Learning Strategies

Cameroon (2001) states that vocabulary learning strategies are “actions that learners take to help themselves understand and remember vocabulary” (p. 92). Catalan (2003) defines vocabulary learning strategies as “knowledge about the mechanisms used to learn vocabulary as well as steps or actions taken by students to (a) find out the meaning of unknown words, (b) retain them in long-term memory, (c) recall them at will, and (d) use them in oral or written mode” (p. 56). According to Eder (2011), research about vocabulary learning strategies began during the 1970s and it was more learner-oriented

rather than teacher-oriented. Research was also centered in how different activities and actions would affect the acquisition of the language as well as which techniques and methods were employed by students in order to achieve their goal of language learning.

Schmitt (1997) remarks that learners do apply vocabulary strategies especially in language activities. Cohen (2014) on the other hand, states that students are less likely to apply vocabulary strategies by themselves, but they do apply them in complex situations and in collaboration; this means while interacting with others. For this reason, Neuman & Dwyer (2009) argue that “strategies that introduce children to new words and entice them to engage in meaningful contexts through semantically related activities are very much needed” (p. 391).

Scholars Brown and Payne (1994) as cited in Hatch & Brown (1995, p.373) propose five steps involved in vocabulary learning. 1) Provide sources for encountering new words, 2) get a clear image, either visual or auditory or both, of the forms of the new words, 3) learn the meaning of the words, 4) make a strong memory connection between the forms and the meanings of the words, and 5) use the words in real life communication. Schmitt (1997) alleges that the reason why students do not pay too much attention on vocabulary learning strategies is the lack of a comprehensive list or taxonomy of vocabulary learning strategies. For this reason, Schmitt proposes two groups of learning strategies called discovery and consolidation strategies: the former relates to discovering meaning of new words when found for the first time, and the latter relates to consolidating meaning when those new words are present in different contexts. For Schmitt (1997), another way to discover a new meaning is through employing the social strategies of asking someone for help with the unknown words. Besides the original way of discovering a word, students need to use different varieties of strategies to practice and retain vocabulary. Ideally, learners should be conscious of efficient and good strategies so they could be able to choose which is the most suitable for their vocabulary learning process.

In all research carried out on vocabulary learning strategies, four important categories are highlighted: metacognitive strategies, cognitive, memory and activation emphasized:

- 1) Memory strategies: students connect their new word knowledge by relating it with their already existing knowledge of new words. (Schmitt, 1997).
- 2) Cognitive strategies: learners are not engaged in mental processing but in more mechanical means (Schmitt, 1997).
- 3) Metacognitive strategies: related to understanding, evaluating and monitoring one's learning processes and progress. (Schmitt, 1997).
- 4) Activation strategies: students apply the new words learned in different contexts, such as sentences (Ghazal, 2007).

1.6.2. Presenting lexis

Ur (2012) mentions that as soon as teachers have selected the lexical item they want to introduce to the learners, they have to get them to recognize word forms and understand meanings. Scrivener (2011) claims that when teaching lexical items it is usually more useful to introduce them connected in some way, for example: "words connect with the same location or event, words that have the same grammar and similar use, words that can be used to achieve success in a specific task" (p. 234). However, in order to teach the meaning of one or more lexical items, Scrivener (2011) recommends:

"you first offer some cues, pictures or information about the target items and elicit the words from students or model them yourself. In the practice stage, the author mentions: "you then get the students to practice, e.g by repeating items, using them in short dialogues, etc." (p. 235)

Other ways to instruct meaning are miming, translation, drawing a sketch or showing flashcards, drawing a line and marking points along it. Additionally, telling a personal anecdote, grouping and acting out a word, building a model of the word with construction toys are all effective techniques. Pointing out the object, explaining the meaning with examples, reading out the dictionary meaning, telling a short story that includes the word and bringing an item to show, can also be effective. Acting out a short conversation, having students

that know the word explain it to who do not and finally drawing a diagram or graph also count as important (Scrivener, 2011).

It is imperative to consider that when introducing lexical items, it is better to not teach them in isolation, rather let the learner hear and use them in realistic sentences.

1.6.3. Lexical practice

Once students have been presented a new lexical item they will need to do activities that will help them be familiarized with the word. Many lexical practice activities are based on the following ideas:

- discussions, communicative activities and role play requiring use of the lexical items;
- making use of the lexis in written tasks;
- matching pictures to lexical items;
- matching parts of lexical items to other parts, e.g. beginnings and endings;
- matching lexical items to others, e.g. collocations, synonyms, opposites, set of related words, etc;
- using prefixes and suffixes to build new lexical items from given words;
- classifying items into lists;
- using given lexical items to complete a specific task;
- filling in crosswords, grids or diagrams;
- filling in gaps in sentences;
- memory games (Scrivener, 2011, p. 237)

1.6.4. Alternative ways of recording lexis

According to Ur (2012) learners will be able to recall lexical items if they have a personal or emotional connection. Scrivener (2011) mentions the the four things involved in remembering are: a) putting into storage, b) keeping into storage, c) retrieving and d) using.

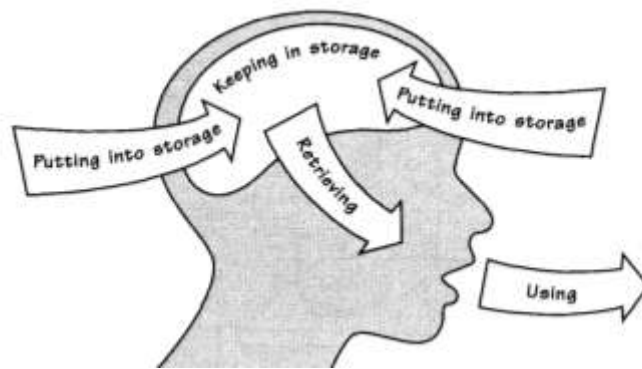


Figure 1. The four things involved in remembering. Taken from Scrivener (2011, p. 200).

Scrivener (2011) mentions that there is no point in learning a new lexical item if it will not be remembered; moreover, teachers should train their students to be able to record their new lexis in a more useful way. For this reason, the following activities are proposed to remember lexical items: a) Encourage students to have a lexical item list including different aspects of the item, e.g.: pronunciation, translation, collocations, examples, etc. b) Handle a picture and a group of words related with the picture, so that students write the words as they learn them. c) Build a web map or memory map to associate new words. d) Record words in students' notebooks e) Record lexical items by using collocations and chunks. f) Create a topic web in which students add sub-headings connecting each new word. g) Build a chart including different grammatical items, e.g. adjectives, adverbs, nouns, verbs, etc. Finally, Ur (2012) says that it is a useful idea to link words together when teaching and reviewing lexical items.

2. METHODOLOGY

This study aimed to determine the influence that vocabulary learning strategies have in the development of vocabulary proficiency level of six graders at Liceo Panamericano School. The methodology used in this project is descriptive analysis. According to Creswell (2009) a “descriptive analysis of data for variables in a study includes describing the results through means, standard deviations, and range of scores” (p.228). The following authors Loeb, Dynarski, McFarland, Morris, Reardon, and Reber (2017) agree that a: “Quantitative descriptive analysis characterizes the world or a phenomenon by identifying patterns in data to answer questions about who, what, where, when, and to what extent. Descriptive analysis is data simplification” (p.1)

The approach applied is quantitative. Creswell (2009) defines it as “a mean for testing objective theories by examining the relationship among variables” (p.233). Creswell (2002) mentions that there are five steps involved in collecting quantitative data which are: a) decide which are the participants that will be studied, b) obtain permission of the participants to be studied, c) identify the measurement tools to answer the research question, d) locate the instruments of evaluation, and finally d) collect data. In addition, the author acknowledges that among the most common instruments to measure quantitative data are “survey questionnaires, standardized tests, and checklists that you might use to observe a student’s or teacher’s behaviours” (p.14)

Participants

The participants of this study were 4 English teachers and one sixth grade of 27 students of Liceo Panamericano School, first quinmester, school year 2018-2019. This group of students is made up of 17 girls and 10 boys of approximately 11 and 12 years-old who have a medium to high social status and attend the morning shift. Teachers surveyed are in an age range of 23 to 25. They all have a degree in language teaching, possess a B2 English proficiency level, and have two to five years of teaching experience.

Data gathering instruments

In order to carry out this survey, permission was requested to the school authorities, to the area coordinator as well as to the English teachers of the school.

The students in this level receive a total of 13 hours of English per week, and they are expected to have an intermediate English proficiency level suitable to take the Preliminary English Test (PET). The PET is one of the international examinations that Cambridge English offers. This exam was applied to prove that learners have the skills necessary for everyday use of the language; therefore, they are supposed to have a B1 English proficiency level.

To identify other issues of the same problem an observation sheet was developed during a vocabulary assessment. Besides, a student-oriented survey and a teacher-oriented survey were applied. Both instruments were adapted from Gu (2002) who made a study with a group of Chinese EFL learners on their vocabulary learning strategies.

FINDINGS

2.1 DURING ASSESMENT: OBSERVATION SHEET

Observation Sheet	
Name of the teacher: Mr. Axel Veintimilla	
Observer: Emily Granja	Class: Sixth A
Date: 06/03/2018	Time: 10:20 am
<hr/>	
Observation: Students were taking a vocabulary test in an hour class. The test consisted in 5 sections, it was graded over 10 points each section was given 2 points. In the first section students had to circle the correct word for each definition; in the second section they had to match a picture with the correct word. The next section consisted in underlining the correct synonym and antonym for each vocabulary word, in the following section students had to write the definition for each vocabulary word. The last section consisted in completing words in context. A reading text was given in which they had to complete the blank spaces with the correct vocabulary word.	
<hr/>	
Behavior observed:	
- Students seem to be confused regarding the last section; they asked several times questions to the teacher.	
-Some students did not complete the last section because they did not understand the reading.	
-An hour time was enough for most students to complete the test.	

Conclusions of the observation

According to the observation conducted during the students' assessment, it was noticed that the students had problems solving the last section which was

about completing words in context. Moreover, as reported by the teacher Mr. Axel Veintimilla, most students only reached 0.5 points in this section, which clearly states that they have difficulties using words in context. He also reported that students did not have any difficulty completing sections 1 to 4 obtaining the maximum points. This last part consisted on objective strategies and not critical thinking.

RESULTS FROM VOCABULARY SECTION OF PET DIAGNOSTIC TEST

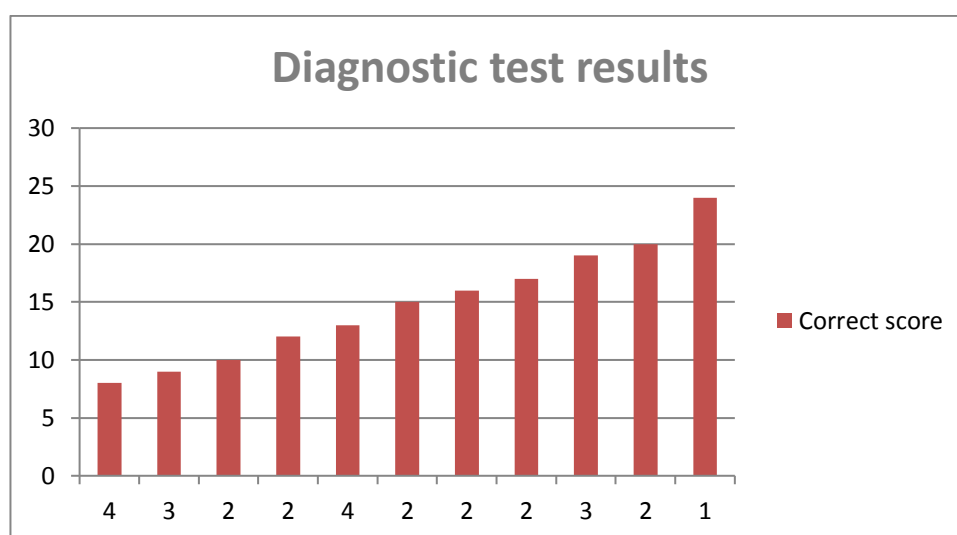


Figure2: Diagnostic test results. Author: Emily Granja

The test was graded over the number of questions which were 33. The results demonstrate that more than half of the students who took the vocabulary section of the PET test had poor results because the number of correct answers is between 8 to 16. Even though this technical evidence could lead us to conclude that this standardized test is a good piece of information for learning about students' knowledge of vocabulary rated as B1 level, the scores obtained are only a part of an overall comprehension evaluation of the participants. It is demonstrated that students do have a range of words they understand in context; however, the problem could rest on the lack of transfer of new words from one subject to another, from one topic to another. Perhaps teachers are not asking their students to use the words they learn in communicative tasks; therefore, new words are not being stored in students' working memory and later on their long-term memory.

2.2 STUDENTS' SURVEY

1. Do you look up the meaning of new words in the textbook glossary?

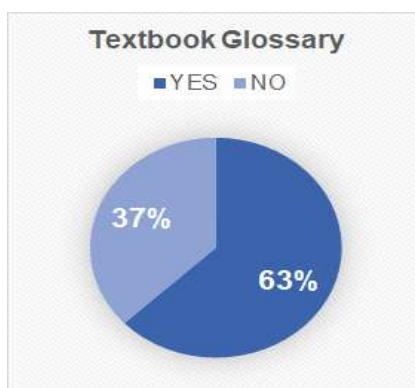


Figure3: Textbook glossary. Author: Emily Granja

Regarding question the first question, the majority of the students interviewed recognized that they look up the meaning of new words in the textbook glossary claiming it as a useful strategy to look up definitons of new words.

2. Do you understand the meaning of an unknown word by looking at the accompanying picture?

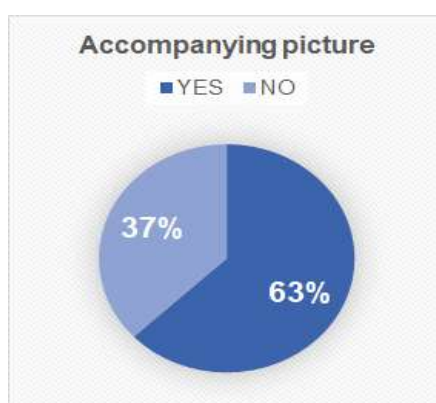


Figure 4: Accompanying picture. Author: Emily Granja

Most of the students reported the use of an accompanying picture when learning the meaning of new lexis. The results prove that students feel comfortable and find this technique as useful in their English class.

3. Do you associate the meaning of new words with words studied before?

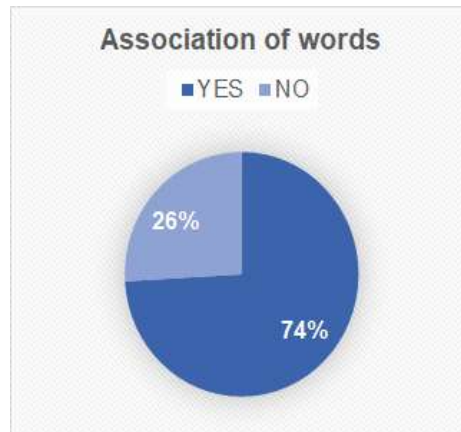


Figure 5: Association of words. Author: Emily Granja

A big part of the students' acknowledged associating the meaning of new words with words already studied as a way to recognize and recall words easily, improving their vocabulary knowledge.

4. Do you look up the meaning of words in a monolingual dictionary?



Figure 6: Monolingual dictionary. Author: Emily Granja

This suggests that more than a half of the students do not use monolingual dictionaries during their lessons. However, one third of the students recognized using a monolingual dictionary to look up new words.

5. Do you look up the meaning of words in a bilingual dictionary?



Figure 7: Bilingual dictionary. Author: Emily Granja

As for question number 5 the fourth sixths parts of the students seem to use bilingual dictionaries to look up the meaning of new words, apparently helping them learn and look up definitions more effectively.

6. Do you group words in a notebook based on a topic or do you elaborate mind maps?

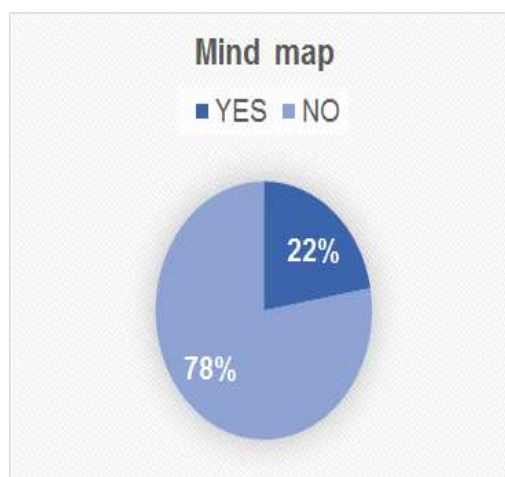


Figure 8: Mind map. Author: Emily Granja

Three quarters of the students identified elaborating group words or mind maps in a notebook, however, one sixth responded they do not write down the meaning of words in a notebook, nor they elaborate mid maps.

7. Do you draw pictures of new words?

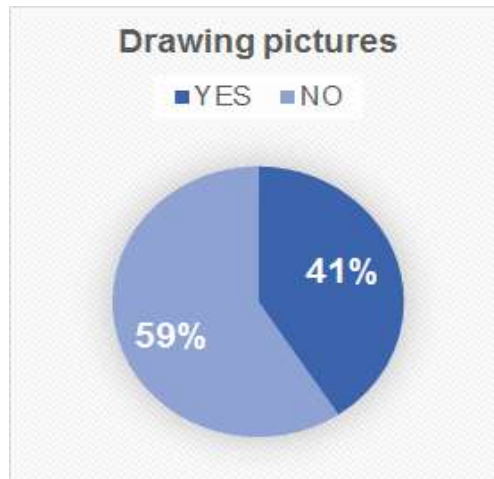


Figure 9: Draw pictures. Author: Emily Granja

As response to question number 7, more than a half of the students recognized creating a picture to retain a new vocabulary words and boost word recognition. However, the remaining part seems to find this staregy as unhelpful.

8. Does solving crosswords help you remember new vocabulary?

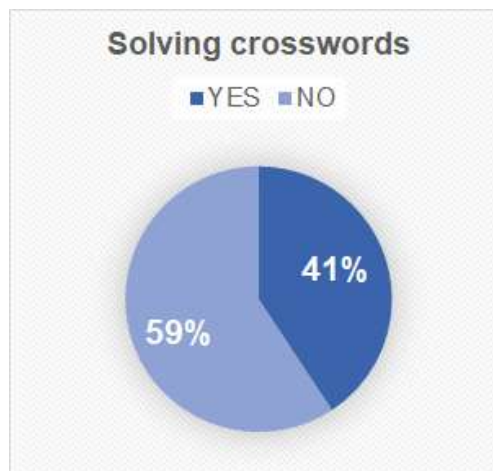


Figure 10: Solving crosswords. Author: Emily Granja

More than a half of the students find the activity of solving crosswords to remember new vocabulary as very helpful, motivating and fun.

9. Do you pick up new words when playing computer/video games in English?

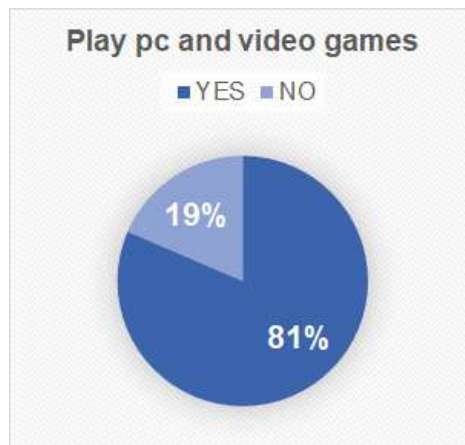


Figure 11: Play PC and video games. Author: Emily Granja

Concerning question number 9, a high level of students declared they have learnt new words while playing video games in their computers, claiming that this strategy is very beneficial for encountering new words and increasing their lexical knowledge.

10. Do you ask your teacher for synonyms?

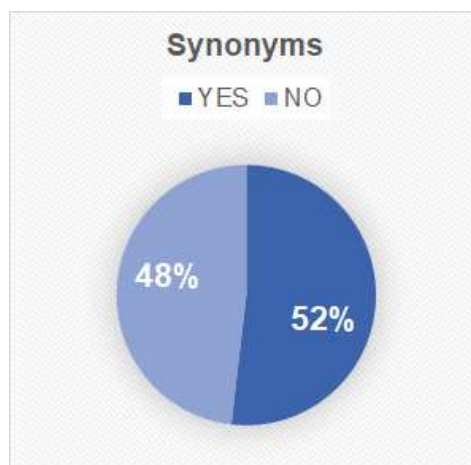


Figure 12: The use of synonyms. Author: Emily Granja

For question number 10 results show that a bit more than a half of the students ask their teachers for synonyms to define the meaning of new words. The other part of students does not find this strategy as beneficial for their learning process.

11. Do you write sentences with new words?

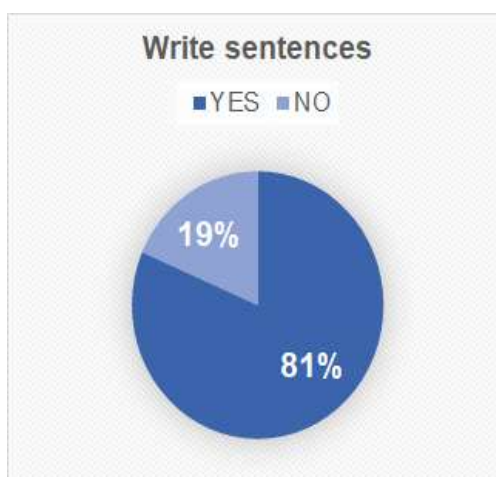


Figure 13: Writing sentences. Author: Emily Granja

Three quarters parts of the students prefer writing sentences and explore the use of a new word. A minor part of students does not really seem to be familiar with this type of task.

12. Do you ask your teacher for a Spanish translation of unknown words?



Figure 14: Spanish translation. Author: Emily Granja

In response to question number 12, three fifths parts of the students ask for the Spanish translation of unknown words to their teachers, the remaining part does not consider this strategy beneficial for learning a second language.

13. Do you add suffixes and prefixes to stems to form new words?

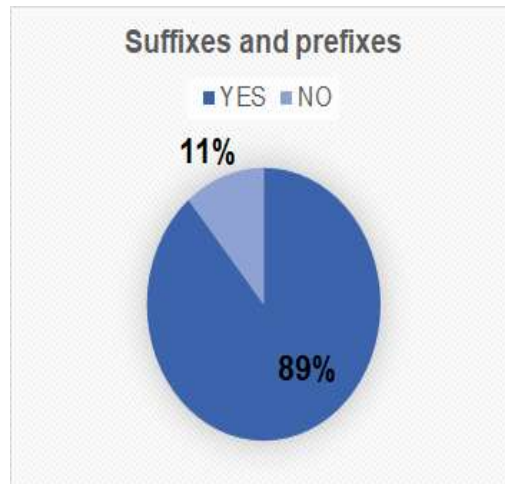


Figure 15: Suffixes and prefixes. Author: Emily Granja

In response to question 13, the majority of the students in this survey agreed on suffixes and prefixes to stems to form new words. The remaining part apparently was not familiar with this strategy leaving the question in blank.

14. Do you recognize the part of speech of words?

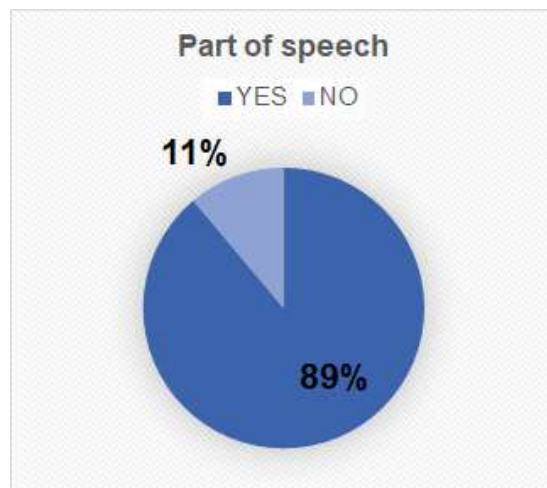


Figure 16: Parts of speech. Author: Emily Granja

It is clearly demonstrated that most of the students find useful for their learning process of words to identify parts of speech. There are only a few students who can not identify them or are unfamiliar with this task.

15. Do you guess the meaning of words from context?

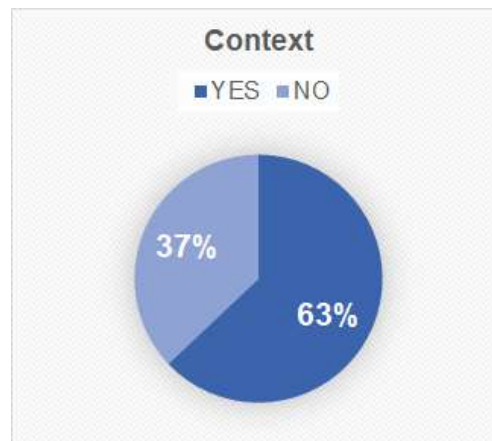


Figure 17: Guessing words from context. Author: Emily Granja

In response for question number 15, the two third parts of the students seem to identify a new word from the context exposed. It has been noticed that students can learn from reading context more words than any other activity; moreover, this technique allows them to figure out the meaning of words in the text without the use of a dictionary, stimulating their critical thinking.

TEACHERS' SURVEY

1. Do you ask your students to draw pictures that reflect the meaning of words?



Figure 17: Draw pictures. Author: Emily Granja

All the teachers interviewed responded YES when they were asked if they ask their students to draw pictures to reflect the meaning of words. It is concluded that drawing pictures is a very useful vocabulary strategy as a starting point to remember and associate new words.

2. Do you ask your students to group related words using mind maps?

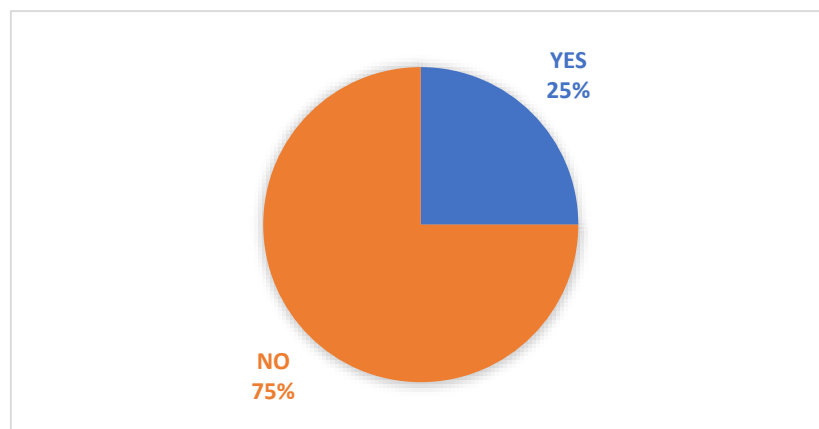


Figure 18: Mind maps. Author: Emily Granja

Three quarters of the teachers said that they ask their students to relate words using mind maps. They consider Mind-mapping can be seen as a positive strategy to learn vocabulary and develop other skills.

3. Do ask your students to use new words in sentences?

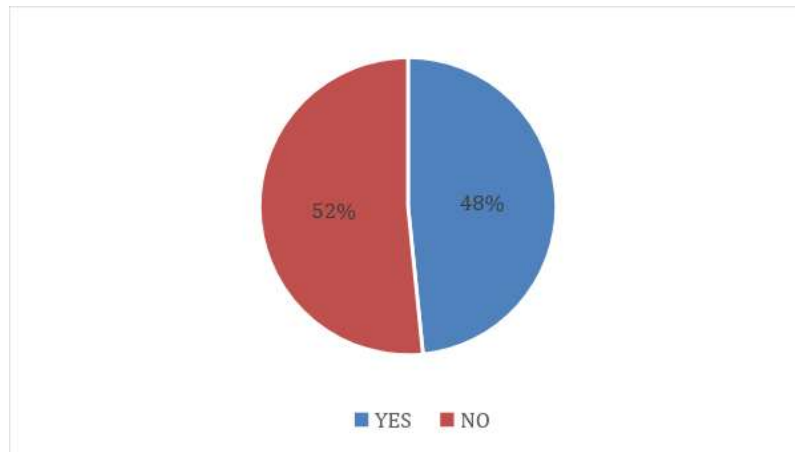


Figure 19: Use of sentences. Author: Emily Granja

Half of the teachers answered in a positive way about using new words in sentences. Most of them think that when teaching vocabulary, it is very common to have students write sentence examples so that they can have a better understanding of the new word in context. However, the remaining part did not agree.

4. Do you teach your students to form new words using affixes?

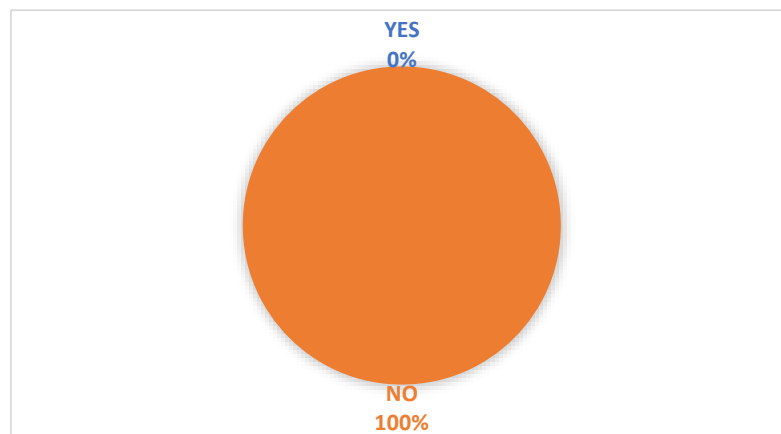


Figure 20: Use of affixes. Author: Emily Granja

Regarding question number 4 it is clearly demonstrated that all the teachers interviewed responded that they do not ask their students to form new words using affixes, finding this strategy as time consuming and ineffective.

5. Do you ask your students to keep a vocabulary notebook?

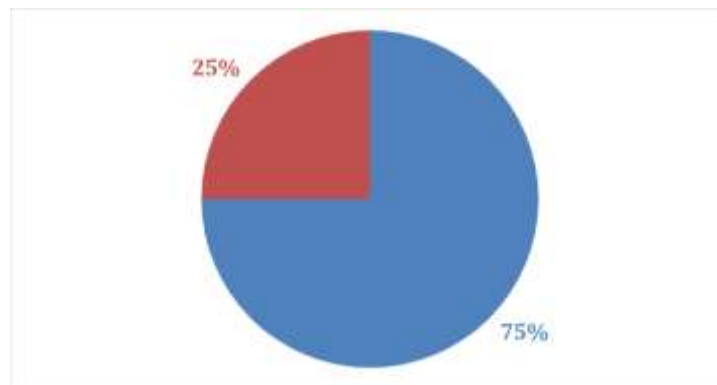


Figure 21: Vocabulary notebook. Author: Emily Granja

Three quarters of the teachers make their students keep a vocabulary notebook; the rest found this strategy as laborious and non-useful.

6. Do you ask your students to look up the meaning of unknown words in their Textbook glossary?

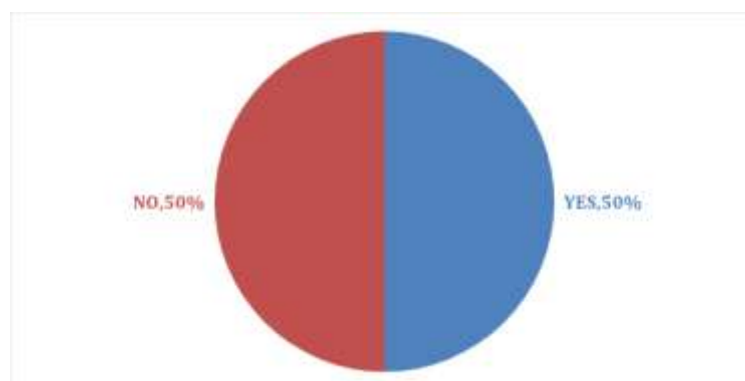


Figure 22: Textbook glossary. Author: Emily Granja

Half of the teachers interviewed use this strategy to teach vocabulary; the other half does not employ this technique because the books they use do not have glossaries. Teachers often use textbooks glossaries as a very helpful and practical tool for instructing vocabulary.

7. Do you mime the meaning of new words to your students?

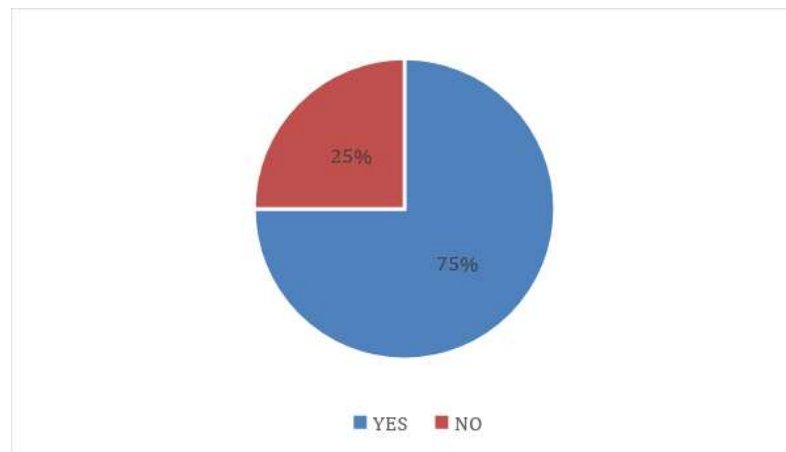


Figure 23: Use of miming. Author: Emily Granja

For question number 7, the majority of the teachers interviewed answered that miming new words are a very helpful for teaching vocabulary, specially for those students who have a beginner level of English.

8. Do you teach your students parts of speech to help them recognize meanings?

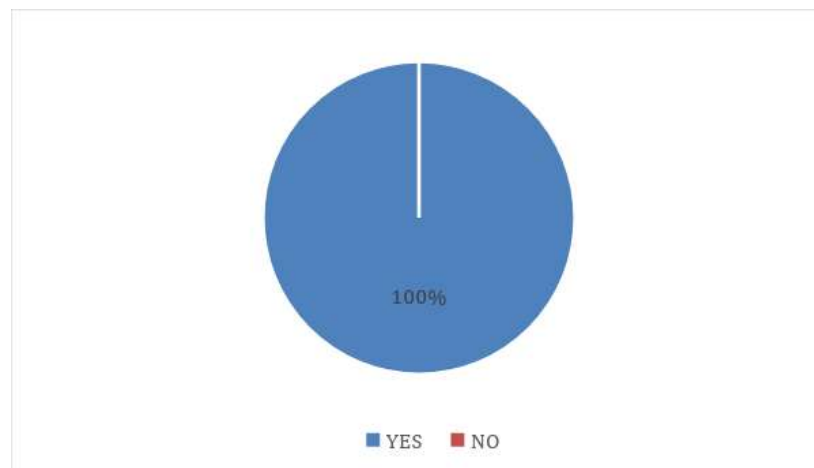


Figure 24: Parts of speech. Author: Emily Granja

Concerning question number 8, it is clearly stated that all the teachers interviewed instruct parts of speech to help their students recognize the meaning of new words and increase students word recognition.

9. Do you teach your students how to use dictionaries?

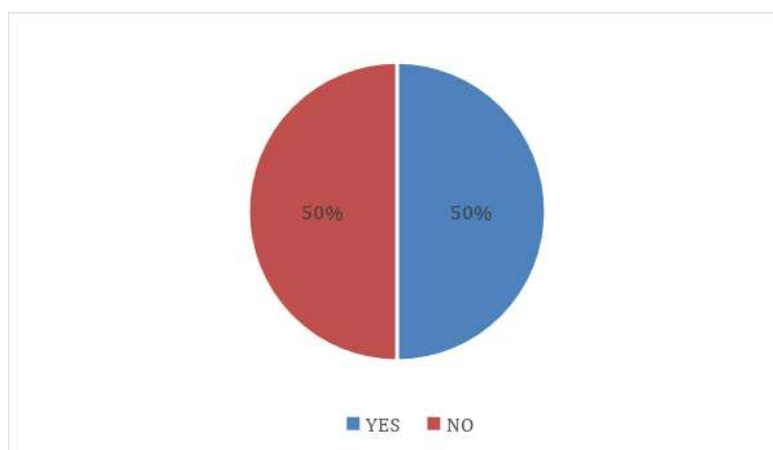


Figure 25: Use of dictionaries. Author: Emily Granja

Half of the teachers interviewed responded that they teach their students the use of dictionary; they consider that teaching the students how to use a dictionary gives them power to use the words. The remaining parts of the teachers interviewed consider that nowadays there are other resources more helpful to look up the meaning of words.

10. Do you ask your students to use monolingual dictionaries to look up the meaning of new words?

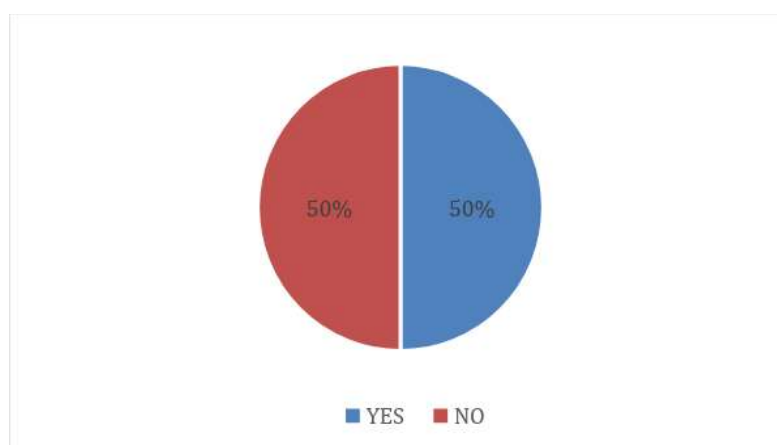


Figure 26: Use of monolingual dictionaries. Author: Emily Granja

Half of the teachers ask their students to use monolingual dictionaries to look up the meaning of new words. The other parts consider monolingual dictionaries are too advanced for their students' level.

11. Do you ask your students to use bilingual dictionaries to look up the meaning of new words?

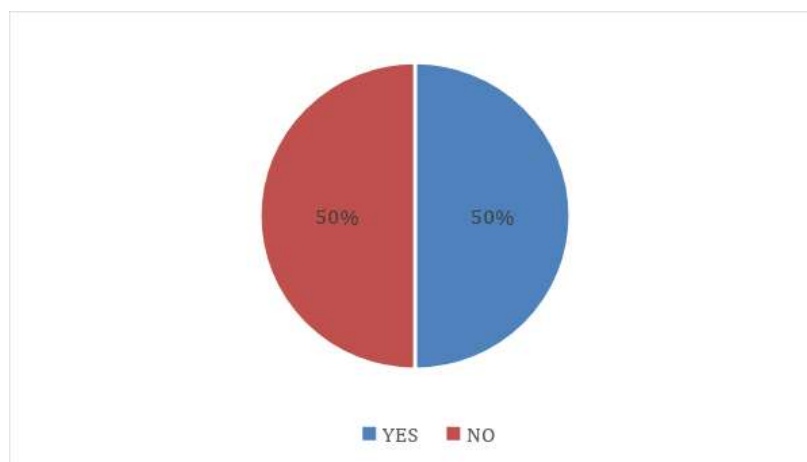


Figure 27: Use of bilingual dictonaries Author: Emily Granja

Half of the teachers interviewed prefer to use bilingual dictionaries to look up the meaning of new words. The other half of the teachers does not ask their students to bring bilingual dictionaries to their English classes yet.

12. Do you teach vocabulary using flashcards?

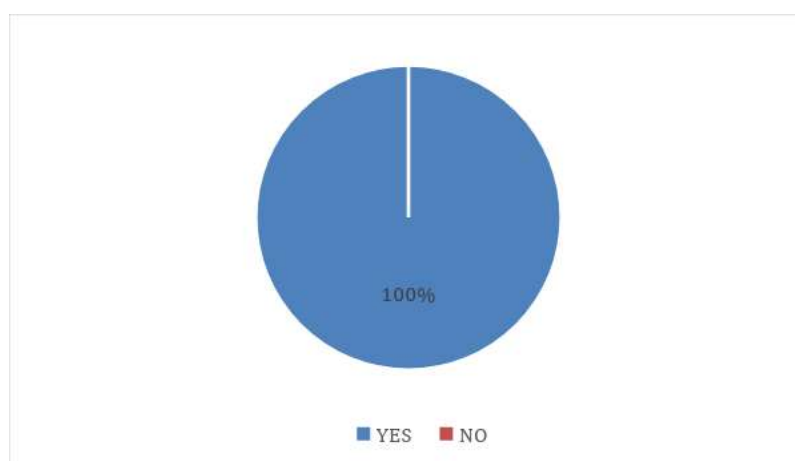


Figure 28: Use of flashcard Author: Emily Granja

All the teachers interviewed answered YES regarding the use of flashcards to teach vocabulary. According to them the use of flash cards when teaching vocabulary is considered one of the most useful and effective techniques for language learning.

13. Do you ask your students to guess the meaning of words from context?

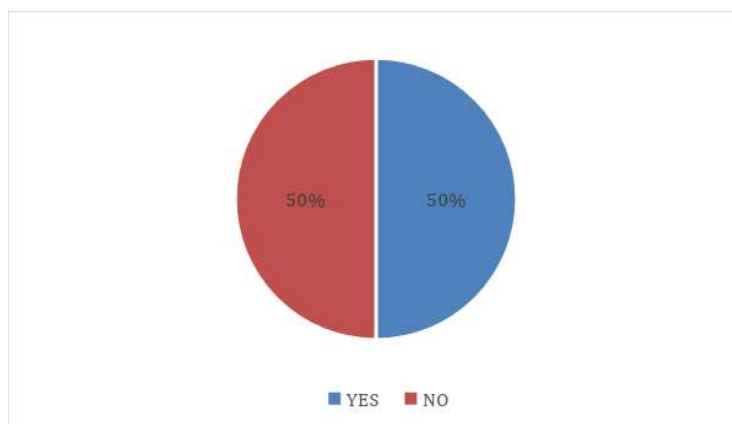


Figure 29: Guessing words from context. Author: Emily Granja

Half of the teachers interviewed ask their students to guess the meaning of words from context. This strategy seems to be essential in students learning process; therefore, it should be integrated more in text-based activities. The remaining part of the teachers only focuses vocabulary in learning definitons.

14. Do you encourage your students to make connections between known words and new words they find in texts?

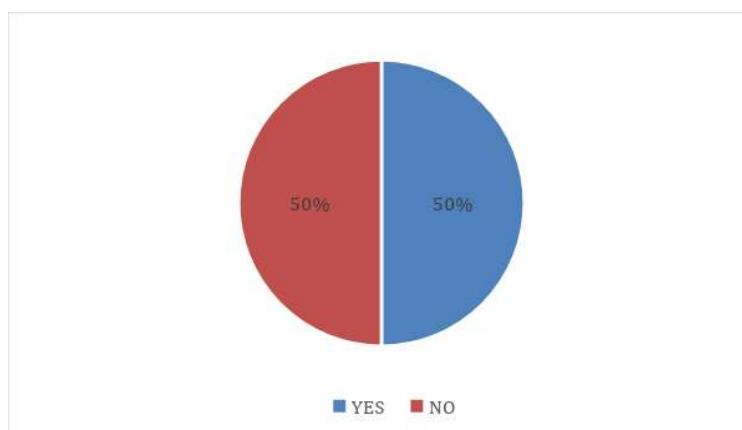


Figure 30: Word connections. Author: Emily Granja

Half of the teachers interviewed encourage their students to make connections between known and new words they find in texts. Thus, making connections of our knowledge helps learners recall words easily making this a very useful technique when learning vocabulary.

15. Do you make your students study words when solving crosswords?

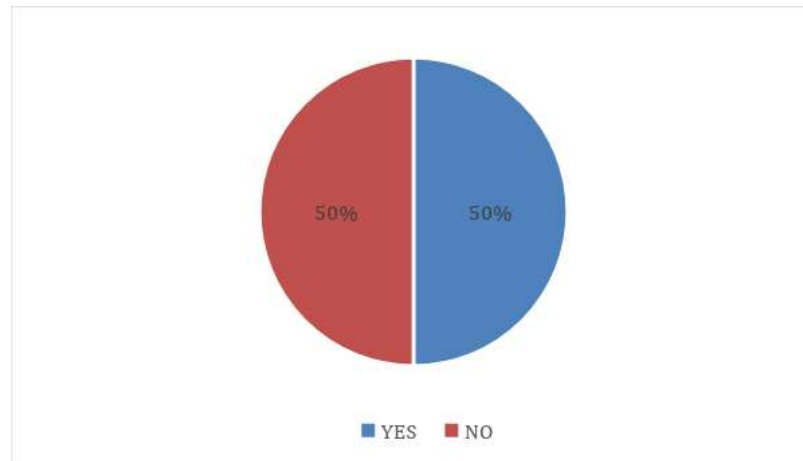


Figure 32: Solving crosswords. Author: Emily Granja

Half of the teachers interviewed make their students solve crosswords when studying vocabulary words; they consider it a fun and motivational activity specially to recall words learnt. However, the other part thinks this is a useful strategy and a waste of time and energy, so they do not use them with their students.

16. Do you give synonyms to your students to teach them the meaning of new words?



Figure 33: Use of synonyms. Author: Emily Granja

The total of teachers interviewed gives synonyms to their students to teach them the meaning of new words, they think this strategy helps students relate words and find out the meaning and actual word.

CONCLUSIONS

- Strategies such as using the textbook glossary and using bilingual dictionaries are considered beneficial to look up the meaning of words, especially for words students find hard to recall.
- Teachers do not find beneficial the use of monolingual dictionaries for teaching vocabulary; consequently students find them also unhelpful.
- Teachers consider the use of dictionaries inside the classroom necessary; however, there is a lack of knowledge in how to use them effectively.
- Students consider necessary for learning the meaning of new words an accompanying with a picture; most of them find this strategy useful especially for recognizing and remembering words.
- Association of words and finding synonyms of new words are very useful practice for students allowing them to acquire new words and meanings easily.
- Strategies such as grouping words in notebooks, drawing pictures of new words, writing sentences with new words and using Spanish translation for new words among other techniques, all seem vocabulary strategies used and appreciated by teachers and students to learn new words.
- According to the student-oriented survey students find more useful and feel more engaged with those strategies in which vocabulary is being taught through games.
- Guessing the meaning of words from context is a strategy applied by teachers when teaching vocabulary; however, according to the diagnostic test students are not applying this strategy effectively in their learning process affecting their proficiency level and score.
- How to work with an important strategy such as learning new words using prefixes and suffixes is not clear enough for the participants. Teachers consider they do not guide their students to use affixes to learn new words, but learners think they do. This shows a discrepancy in the understanding of the strategy.

- According to the results of the diagnostic PET test, eventhough teachers are applying different strategies to teach vocabulary, it seems that these vocabulary acquisition techniques used by teachers, are not aimed to develop critical thinking over the use of vocabulary in context.

RECOMMENDATIONS

- It is recommended that teachers take the use of text book glossaries and bilingual dictionaries to another level by having students find the definitions of new words and applying them in a more contextual way.
- A good idea to promote the use of monolingual dictionaries will be by implementing electronic ones. In this way students will get more engaged and technology will be encouraged.
- It is recommended for the English coordinator to have the teachers attend a workshop on how to use a dictionary effectively for ESL learners.
- It will be a good idea if teachers include more activities with strategies such as association of words, the use of synonyms and the use of accompanying pictures to help students develop word recognition and retention and increase their vocabulary knowledge.
- It would be a good idea that the English coordinator host workshops for the English teachers about vocabulary strategies aimed at unifying criteria on how to teach vocabulary, and therefore improve students' vocabulary proficiency.
- In the meantime, it is important that teachers include more interactive activities and vocabulary games to engage and motivate students.
- Teachers should implement class activities where students use prefixes and suffixes to form new words; this strategy is very fruitful for learning vocabulary and for turning students into independent learners that can recognize new words through affixation.
- It is recommended teachers encourage students to self-learning new vocabulary by planning more reading activities on a daily basis since incidental reading is a good source of learning lexis and increasing students understanding of words in context.

BIBLIOGRAPHY

- Archer, A., & Hughes, C. (2010). *Explicit Instruction: Effective and Efficient Teaching*. NY. The Guilford Press.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education*. Cengage Learning.
- Barcroft, J. (2015). *Vocabulary in Language Teaching*. NY. Routledge.
- Barcroft, J. (2016). *Vocabulary in Language Teaching*. NY. Routledge.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. NY. Guilford Press.
- Cameroon, L. (2001). *Vocabulary Learning Strategies*. UK. Cambridge University Press.
- Catalan, R. M. J. (2003). Sex differences in L2 vocabulary learning strategies. *International Journal of Applied Linguistics*, 13(1), 54-77.
- Celce-Murcia, Brinton, D., & Snow, M. (2014). *Teaching English as a Second or Foreign Language, 4th edition*. Boston. Heinle ELT.
- Chall, J.s. & Jacobs, V. A. (2003). Poor children's fourth-grade slump. *American Educator*, Spring, 2003. American Federation of Teachers
- Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. UK. Cambridge University Press.
- Cohen, A. (2014). *Strategies in Learning and Using a Second Language*. NY. Routledge.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. US. Sage publications.
- Cuaron, B. (2013). *Connotation and Meaning*. NY. Walter de Gruyter.
- Eder, K. (2011). *Vocabulary Learning Strategies*. GRIN verlag.
- Ellis, R. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching (Vol. 42)*. Bristol. Multilingual Matters.
- Gass, S., & Selinker, L. (2008). *Second Language Acquisition*. NY. Routledge.

- Ghazal, L. (2007). Learning vocabulary in EFL contexts through vocabulary learning strategies. *Novitas-Royal*, 1(2), 84-9
- Gratisitos, D. (2018). Diccionario Cambridge Inglés y Tesaurus gratisitos. Retrieved from <https://dictionary.cambridge.org/es/>
- Graves, M. (2016). *The Vocabulary Book: Learning and Instruction*. NY. Teachers College Press.
- Graves, M. F. (1986). Vocabulary learning and instruction. *Review of Research in Education*, 13, 49-89.
- Graves, M. F., August, D., & Mancilla-Martinez, J. (2012). *Teaching vocabulary to English language learners*. NY. Teachers College Press.
- Gu, Y. (2002). Gender, academic major, and vocabulary learning strategies of Chinese EFL learners. *RELC journal*, 33(1), 35-54.
- Hamawand, Z. (2011). *Morphology in English*. A&C Black.
- Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics and Language Education*. Cambridge University Press.
- Hunt, A., & Beglar, D. (2002). Current research and practice in teaching vocabulary. *Methodology in language teaching: An anthology of current practice*, 258-266.
- Intaraprasert, C. (2004). ETS Students and Vocabulary Learning Strategies: A Preliminary Investigation. Unpublished Research, Suranaree University of Technology, Nakhon Ratchasima, Thailand.
- Jahangard, A., & Akbari, S. *Second Language Vocabulary Learning: An Empirical Study*. Lulu. com.
- Ma, Q. (2009). *Second language vocabulary acquisition (Vol. 79)*. Peter Lang.
- Macmillan Dictionary | Free English Dictionary and Thesaurus Online. (2018). Retrieved from <https://www.macmillandictionary.com/>
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- Nation, I. S. P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston, MA: Heinle Cengage Learning.
- Nation, P. (1990). *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle.
- Nation, P. (2001). *Learning Vocabulary in Another Language*. UK. Cambridge University Press.

- National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. National Institute of Child Health and Human Development, National Institutes of Health.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The reading teacher*, 62(5), 384-392.
- Nunan, D. (2003). *Practical english language teaching*. New York: McGraw-Hill.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. National Center for Education Evaluation and Regional Assistance.
- Oxford, R. & Nyikos, M. (1989). Variables Affecting Choice of Language Learning Strategies by University Students. *The Modern Language Journal*, 79(3), 291- 300.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Richards, J., & Richards Schmidt. (2010). *Longman dictionary*. Pearson.
- Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. UK. Cambridge University Press.
- Rupley, W.H., Logan, J.W., & Nichols, W.D. (1998/1999). Vocabulary instruction in a balanced reading program. *The Reading Teacher*, 52 (4).
- Schmitt, N. (1997). *Vocabulary Learning Strategies*. Cambridge: UK. Cambridge University Press
- Schmitt, N. (2000). *Vocabulary in language teaching*. UK. Cambridge University Press.
- Schmitt, N., Schmitt, D. (1995). Vocabulary Notebooks: Theoretical Underpinnings And Practical Suggestions. *English Language Teaching Journal*, 49(2), 133-43.
- Scrivener, J. (2005). *Learning teaching* (Vol. 2). Oxford: Macmillan.
- Scrivener, J. (2011). *Learning Teaching*. US. Education.

- Stahl, S., & Nagy, W. (2007). *Teaching Word Meanings*. Routledge.
- Sweet, H. (2014). *A new english grammar*. UK. Cambridge University Press.
- Taka, V. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Cromwell Press.
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.
- Thornbury, S. (2006). *How to teach vocabulary*. Pearson Education India.
- Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press.
- Vocabulary and Its Importance in Language Learning. Retrieved from http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974
- Wallace, C. (2007). Vocabulary: The key to teaching English language learners to read. *Reading Improvement*, 44(4), 189-194.
- Webb, S. (2005). Receptive and productive vocabulary learning : The effects of reading and writing on word knowledge. *SSLA*, 27, pp. 33–52.
- Webb, S., & Nation, P. (2016). *How vocabulary is learned*. Oxford University Press.
- Wilkins, D. (1972). *Linguistics in language teaching* . London: Arnold.

APPENDIX



Student's survey

Instruction: read the following sentences and check if they apply or not to the strategies, you use to learn new vocabulary

QUESTIONS	YES	NO
1. I look up the meaning of new words in the textbook glossary.		
2. I try to understand the meaning of an unknown word by looking at the accompanying picture.		
3. I associate new words with the words studied before.		
4. I look up the meaning of words in a monolingual dictionary		
5. I look up the meaning of words in a bilingual dictionary		
6. I group words in my notebook based on a topic or I do a mind map.		
7. I draw a picture of a new word.		
8. I study words when solving crosswords.		
9. I pick up new words when playing computer / video games in English.		
10. I ask my teacher for synonyms.		
11. I write sentences with new words.		
12. I ask the teacher for Spanish translation.		
13. I add suffixes and prefixes to stems to form new words.		
14. I can recognize if a word is a noun, a verb, and adjective, etc.		
15. I guess the meaning of words from context.		



Teacher's Survey

Instruction: read the following sentences and check if they apply or not to the strategies, you use to teach new vocabulary

QUESTIONS	YES	NO
1. I ask my students to draw pictures that reflect the meaning of words.		
2. I ask my students to group the related words using mind maps.		
3. I ask my students to use the new words in sentences.		
4. I teach my students how to form new words using affixes.		
5. I ask my students to keep a vocabulary notebook.		
6. I ask my students to look up the meaning of unknown words in their textbook glossary.		
7. I mime to teach the meaning of new words.		
8. I teach my students parts of speech to help them recognize meanings.		
9. I teach my students how to use dictionaries.		
10. I ask my students to use monolingual dictionaries to look up the meaning of new words.		
11. I ask my students to use bilingual dictionaries to look up the meaning of new words.		
12. I teach vocabulary using flash cards.		
13. I ask my students to guess the meaning of words from context.		
14. I encourage my students to make connections between known words and new words they encounter in texts.		
15. I ask my students to study words when solving crosswords.		
16. I give synonyms to teach the meaning of new words.		

DIAGNOSTIC TEST

Instruction: Circle the correct option.

1. It's the _____ time he has lost his phone.
 - a. second
 - b. two
 - c. twice
2. Who is your favourite _____?
 - a. song
 - b. singer
 - c. show
3. He writes articles. He's a/an _____.
 - a. journalist
 - b. artist
 - c. architect
4. There is often a traffic _____ at rush hour.
 - a. congestion
 - b. queue
 - c. jam
5. It's going to rain. I hope you brought your _____?
 - a. bicycle
 - b. dinner
 - c. umbrella
6. John doesn't like talking to people at parties. He's _____.
 - a. friendly
 - b. a party animal
 - c. shy
7. Her apartment is on the _____ floor.
 - a. thirteen
 - b. thirteenth
 - c. lowest
8. There were four _____ in the car.
 - a. peoples
 - b. persons
 - c. people
9. Will you _____ the match on TV tomorrow night?
 - a. see
 - b. watch
 - c. look
10. John doesn't have a job. He's _____.
 - a. unemployed
 - b. non-employed
 - c. under-employed
11. There's a _____ across the river.
 - a. bridge
 - b. current
 - c. tunnel
12. She's about 50. She's _____.
 - a. middle-ages
 - b. medium-aged
 - c. middle-aged
13. What _____ have you got?
 - a. certification
 - b. examinations
 - c. qualifications
14. What did you _____ for breakfast?
 - a. go
 - b. have
 - c. leave
15. Try to get home before rush _____.
 - a. hour
 - b. time

- c.
d. traffic
16. He eats fast food every day. It's very _____.
a. fat
b. healthy
c. unhealthy
17. The opposite of 'hungry' is _____.
a. thirsty
b. famished
c. full
18. There is an excellent art _____ in the town.
a. gallery
b. factory
c. station
19. Can you give him something to drink? He's very _____.
a. thirsty
b. hungry
c. tired
20. The opposite of 'forwards' is _____.
a. behind
b. backwards
c. in front
21. What a grey day! It's very _____.
a. cloudy
b. sunny
c. cloudless
22. My mother's or father's sister is my _____.
a. cousin
b. niece
c. aunt
23. They hardly _____ come and see us.
a. ever
b. never
c. usually
24. My niece is my sister's _____.
a. son
b. nephew
c. daughter
25. Can you put the plates in the _____?
a. dishwasher
b. washing machine
c. cooker
26. Justine has got fair _____.
a. hair
b. ears
c. eyes
27. I receive about 20 text _____ every day.
a. letters
b. messages
c. mails
28. This book is great. It's very _____.
a. useful
b. useless
c. usefully
29. Have you got any _____ paper for the present?
a. wrap
b. wrapping
c. wrapper
30. The opposite of loose is _____.
a. find
b. tight
c. baggy
31. He's short-sighted. He wears _____.
a. glasses
b. spectators
c. binoculars
32. ¿Do you like _____ films?
a. horror
b. rock 'n roll
c. boring
33. We study past events in _____.
a. sociology
b. history
c. mathematics



DECLARACIÓN Y AUTORIZACIÓN

Yo, **Granja Zambrano Emily Dayana**, con C.C: # **1803527769** autor/a del trabajo de titulación **The influence of vocabulary learning strategies in the development of vocabulary proficiency of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019** previo a la obtención del título de **Licenciada en Lengua Inglesa con Mención en Gestión Educativa Bilingüe** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 19 de septiembre de 2018.

f. _____

Nombre: **Granja Zambrano Emily Dayana**

C.C: 1803527769

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	The influence of vocabulary learning strategies in the development of vocabulary proficiency of sixth graders of Liceo Panamericano School, first quinmester, school year 2018-2019		
AUTOR(ES)	Emily Dayana Granja Zambrano		
REVISOR(ES)/TUTOR(ES)	Vásquez Barros, Mariela Fátima; Del Pozo Diaz Natasha		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Lengua Inglesa		
TITULO OBTENIDO:	Licenciada en Lengua Inglesa con Mención en Gestión Educativa Bilingüe		
FECHA DE PUBLICACIÓN:	19 de septiembre de 2018	No. DE PÁGINAS:	72
ÁREAS TEMÁTICAS:			
PALABRAS CLAVES/ KEYWORDS:	Vocabulary learning strategies, vocabulary proficiency, perceptions, vocabulary learning, English proficiency level.		

RESUMEN/ABSTRACT (150-250 palabras):

This research project was conducted due to the difficulty sixth graders of Liceo Panamericano School faces regarding vocabulary use especially in context. The participants for this study were 27 girls and boys from sixth grade and four English teachers from Liceo Panamericano School. The main objective of the study was to determine which is the influence that vocabulary learning strategies have towards students' proficiency level. For the creation of the literature review several sources regarding vocabulary learning strategies application were consulted; nevertheless, there are other factors that affect students' outcome and use of these vocabulary strategies. A quantitative research was considered for this study, the data gathering instruments applied to the participants was two surveys, a diagnostic test, and an observation sheet during assessment was necessary for this study. It was concluded that even though teachers use the different vocabulary strategies these might not be as effective for students as expected when students perform in context. Results showed that most of the perceptions of vocabulary learning techniques used in class by both teachers and students match. In addition, the outcomes from the PET test proved that most



of the students could not perform as expected since they answered less than half of the section correctly.

ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES:	Teléfono: +593-4-44223	E-mail: emilygz@outlook.com
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE)::	Nombre: Jarrín Hunter, Ximena Marita	
	Teléfono: +593-4-6043752/593-9-99614680	
	E-mail: xjarrin@yahoo.com ; Ximena.jarrin@cu.ucsg.edu.ec	
SECCIÓN PARA USO DE BIBLIOTECA		
Nº. DE REGISTRO (en base a datos):		
Nº. DE CLASIFICACIÓN:		
DIRECCIÓN URL (tesis en la web):		