UNIVERSIDAD AUTONÓMA DE NUEVO LEÓN
FACULTAD DE FILOSOFÍA Y LETRAS

DEVELOPING EFFECTIVE VOCABULARY TEACHING TECHNIQUES TO IMPROVE VOCABULARY LEARNING PROCESSES IN THE BILINGUAL SYSTEM OF PREPARATORY SCHOOL FLORIDA (PUBLIC SCHOOL)

TESIS
QUE PARA OBTENER EL GRADO DE MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS EXTRANJERAS PRESENTA

YANET ESTEFANY MACIAS ANGUIANO

ASESOR DRA. ELIZABETH ALVARADO MARTINEZ

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ABSTRACT

The purpose of this study is to improve vocabulary learning processes of a foreign language throughout developing effective vocabulary teaching techniques.

Chapters written here are about the problems some teachers face when teaching new vocabulary of a foreign language. This thesis mentions important background, proposals, objectives and teaching techniques that improve the process of teaching a foreign language.

First, it is show: the problem statement observed when learning a foreign language; second, literary review that emphasizes a variety of some effective vocabulary teaching techniques; third, the methodology used in this study: *Action Research* in which the study focuses more on English language teachers' procedures than learners.

The procedure of this study is analyzed by observation instruments, rubrics, field notes and listening tracks which determined that English language teachers that applied this study's proposal did not know the existence of some vocabulary teaching techniques even though, the effective manner to apply them.

Those effective vocabulary teaching techniques develop and facilitate both the processes of teaching vocabulary of a foreign language and the processes of learning it.

Effective vocabulary teaching techniques overcome traditional processes of learning new vocabulary.

Key words: foreign language, vocabulary teaching techniques, learners, teaching process, learning process, bilingual system, action research.

INTRODUCTION

Learning a foreign language is fundamental and important in academic and professional life. Teaching processes could involve some problems at the moment of learning the foreign language itself. That is the reason why English language teachers need to make easier these learning processes by using effective teaching techniques. Taking into account this, the idea of presenting and using a variety of effective vocabulary teaching techniques emerged. The main goal for learners is to use and be aware that some words have different meanings depending on context (Russell, 1992).

Nowadays, our world demands us to be competent in professional and academic life. Earning much money, knowing about different cultures, getting a better job, are aspects that professionals are looking for. In this study, it is important to analyze and use effectively vocabulary teaching techniques to facilitate learning processes of a foreign language. Observation takes an important role to identify differences among the use of vocabulary teaching techniques. These differences are the following: if English language teachers used them effectively, identify the ones more frequent, the ones less frequent and the ones not used.

As an English language teacher, I realized that improving learning processes through using effective vocabulary teaching techniques is a goal teachers must reach. This study shows, first: the problem statement observed when learning a foreign language (chapter 1); second: literature review that emphasizes variety of some effective a vocabulary teaching techniques (chapter 2); third: the methodology I will follow to analyze problems that teachers and learners face when teaching and learning a foreign language. Teaching and learning processes are close related. It is important to mention that this study focuses more on English language teachers' procedures than learners (chapter 3). The procedure about the use of this vocabulary teaching techniques would be analyzed by observation instruments: rubrics, field notes and listening tracks; fourth: results observed out of data analysis will be shown (chapter 4); fifth: conclusions about data analysis will be explained (chapter 5) and sixth: the design of my didactic proposal to improve vocabulary learning processes of a foreign language will be contained (chapter 6): *Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual System #15 Florida.*

Finally, chapter 6 will show the course design of my didactic proposal. It will be applied to English language teachers. Results of its implementation will be explained at the end of this chapter.

CHAPTER 1 APPROACHING THE PROBLEM OF TEACHING NEW VOCABULARY OF A FOREIGN LANGUAGE IN BILINGUAL EDUCATION.

This chapter shows some difficult situations that English language teachers seem to face when teaching new vocabulary of a foreign language; this causes ineffective learning processes towards learners (Intakhab, 2011). Antecedents prove that these situations are present through the time. To resolve this, objectives contained in this chapter will emphasize how to improve vocabulary teaching processes by using effective vocabulary teaching techniques in terms of making easier vocabulary learning processes.

1.1 Problem Statement

It is important to know that when teaching vocabulary of a second language (English), we as teachers could face difficult situations. For example, some learners are not aware that one word could have lots of meanings depending on the context it is used also, when learners read a text, they do not understand it because they do not know that context changes the meaning of words therefore, English language teachers sometimes do not know the best way to explain these situations and learners do not know enough vocabulary of the foreign language. I consider, these are the reasons why reading comprehension becomes a harder activity to deal with. Another situation learners and teachers could face is the unawareness about the process of how learners should get new vocabulary by using effective learning strategies and which and how teachers should use new vocabulary by applying effective vocabulary teaching techniques.

The problem is that some teachers and learners reach these teaching-learning processes by applying traditional teaching techniques-strategies. Based on my experience, traditional techniques do not motivate learners to construct their own knowledge. For example memorizing the meaning of words to be learned; writing lists of new words to know how to write them correctly or teaching new vocabulary without relating context. It is relevant to mention why these problems mentioned above called my attention when teaching new vocabulary of a foreign language.

Time ago, when I was studying at the High school Florida (public school), I realized that some of my classmates, including myself, faced these problems in Communicative English classes. For example, confusion was a fact when we needed to understand the new vocabulary because

we did not know that context plays an important role with meaning. This was reflected when we tried to analyze readings or when we needed to know the meaning of a complete statement to answer questions or follow instructions related to readings. It was noticed that some teachers were a little confused because they did not know how to clarify or transfer to us the meaning of words or how to make us relate new vocabulary with context. However, it was seen that these situations were reflected on our grades and nowadays, in my opinion as an English language teacher, this situation has not been resolved yet.

For some English language teachers, the process of teaching new vocabulary of a foreign language by applying effective vocabulary teaching techniques is still challenging. As a consequence, learners do not learn this new vocabulary in a significant way.

This study is going to be analyzed at High school Florida (public school) in bilingual classrooms; the subject will be Communicative English class. Important situations with this Institution are related to my academic and professional life: as a learner and now as an English language teacher.

Nowadays, as an English language teacher, I know ideal competencies that the educational institution reminds us to develop among learners through dynamic activities. The 2020 vision of the Universidad Autónoma de Nuevo León (UANL), establishes that: learners should be competent when acquiring knowledge by using effective strategies and technological tools in terms of making them use that knowledge in real life. Another important vision of using competencies among learners is to change the role they used to have. In the past, teachers were an active role and students had a passive role. So, traditional techniques-strategies were common in classrooms. Now teachers are known as facilitators because their role changed, they are in charge of guiding learners. Both teachers and learners have to put their fifty percent when teaching-learning processes are faced. So, learners became more active, they construct their own knowledge and it is intended to make them use that knowledge in real life.

To improve the processes of teaching new vocabulary of a foreign language, it is important to establish research questions:

- Which vocabulary teaching techniques do English language teachers use at High school Florida (public school) nowadays?

- Which is the Frequency by which vocabulary teaching techniques are applied by English language teachers?

- Are vocabulary teaching techniques applied effectively by English language teachers?

- Which would be the solution that resolves possible problems when teaching new vocabulary of a foreign language through taking a training course in which teachers apply a variety of vocabulary teaching techniques?

1.2 Antecedents

Former sources that support this study are very important because these situations about applying traditional teaching processes have prevailed through the time. In the past, as a learner of high school Florida (public school) and now as an English language teacher, I have experienced that sometimes ambiguity and uncertainty of teaching processes could affect learners of new generations. I consider that English language teachers must reach this main goal for learners: to use new vocabulary to relate new meaning with context. It is important to mention that: reaching effective vocabulary teaching techniques, will achieve the improvement of learning processes of a foreign language (Marzano, 2011). This could help also, to the academic and professional formation of learners. Today they are cursing preparatory school; they will be well prepared at the moment for being part of any university.

There are many study cases that were applied by Professors which stand that if teachers use effective vocabulary teaching techniques to integrate learners in classrooms and to make them use the new vocabulary of the foreign language they are learning, learning will be successful.

One of these study cases was named: *Qualitative Research Methods* used by the Professor Joan Miquel Verd (2009). He claimed that: one of the main goals was to introduce students to the class through readings and practical activities by using new vocabulary they will learn.

This course began with an introduction about focusing on major terms (new words) to design an interpretation of them. Then, it covered some activities about labeling those major terms placed before. In here, data collection teaching techniques took place. So, learners have to deal with knowledge acquired (memory work) through developing speaking skills to explain their ideas.

Another interesting study case was named: *Teachers Teaching and Teachers Education* used by Lee Shulman (1987). He built his foundation for teaching reform. The idea of teaching that emphasizes *comprehension, reasoning, and reflection,* in order to understand the meaning of new words. The first three steps were: to comprehend, to reflect and to think. So the first teaching technique is to make learners analyze the meaning of new vocabulary they are learning.

Finally, another important study case was named: *The Role of Vocabulary Teaching* used by Jack C. Richards (1976). He claimed that: consideration of knowledge assumed by lexical competence, offered a frame of reference for assessing new vocabulary teaching. In here *linguistic, psycholinguistic and sociolinguistic* aspects were examined. These aspects included word frequency, vocabulary growth in native speakers, collocation, register, case relations, word association, and semantic structure. Vocabulary teaching techniques were discussed according to the way they attempted to build up these aspects of vocabulary knowledge. Consideration of knowledge that is assumed by lexical competence, offered a frame of reference for determining objectives of vocabulary teaching. The assessment of the design of vocabulary teaching techniques is realized and related by these objectives.

1.3 Proposal

During the process of this study, data analysis will be gotten out of field research, collected of action research methodology and literary review. This literary review will be obtained through important books where educators and important linguists like Douglas Brown (2000), Krashen (1981), Richard A. Shmuck, Patricia Shmuck (1975) and others. They have analyzed features about teaching and learning new vocabulary processes of a foreign language.

These authors are involved with the importance of teaching and learning processes inside and outside classrooms and classroom's environment. They also have determined important foundations which stated the *social- psychology* concept as a determinant and premise to reach significant knowledge transition from teachers to learners with the purpose of getting rich management of the classroom.

Furthermore, learners are the ones who will provide important field notes about what is being observed. For example: attitudes, membership, motivation, behavior, ways of speaking and others.

While I was studying my major (Bilingual Education English and Spanish language); I observed, analyze, read, learned and put into practice theories about how a really effective teacher should be. My teachers left a great impact in my personal, academic and professional life. So, teaching new vocabulary and making learners use and produce the foreign language they are learning, made me consider that: to integrate and interact new meaning with context, make learners construct and produce their own knowledge . That is the reason I decided to investigate how teachers should teach new vocabulary and which effective vocabulary teaching techniques they should use in terms of making learners learn appropriately the meaning of new words. Doing this, the use of new vocabulary in real life and activities related to reading comprehension will improve.

One of the literary sources that I will analyze deeply was written by Richard A. Schmuck and Patricia A. Schmuck (1975). They stated on their book: *Group Processes in the Classroom* that the aspect which converts *sentient* a teaching process (from heart to heart), is by making learners produce their group abilities inside classrooms. I think that if English language teachers want our learners to produce and use new vocabulary they are learning; we must convert their learning environment comfortable enough. It is seen that, if English language teachers carry out collaborative work, learners will integrate and interact each other inside classrooms. Also, they will innovate with interest, the content to be learned. Frustrations and anxiety will be avoided. It is said that, when learners share their own ideas with the rest of the class by using the foreign language they are learning, fluency and pronunciation are improved. At the same time, they are aware of how they should learn.

At least but not less important, values will be put into practice. Learners will be tolerant and respectful with their classmates while sharing and listening ideas from others.

All these aspects mentioned, will be identified at High school Florida (public school).

However, English language teachers have to start changing the way they teach, changing negative basis could help, like: how learners perceive learning environment to avoid possible frustrations among them and towards teachers as well.

1.4 Objectives

These objectives will identify which vocabulary teaching techniques are used the most by teachers, their frequency and effectiveness for both teachers and leaners. This study will be approach during two years at High school Florida public school (geographic frame). These

objectives will be stated in two parts: general objectives and specific objectives. General objectives are general goals to be reached and specific objectives are interrelated sub-problems to be resolved out of general objectives.

General objective:

- Identify the vocabulary teaching techniques English language teachers used to apply when teaching new vocabulary of a foreign language at high school Florida (public school).

Specific objectives:

- Identify the frequency of vocabulary teaching techniques that are applied by English language teachers.
- Identify if vocabulary teaching techniques are applied successfully through analyzing complete processes, which they need to follow, to make them effective.
- Establish a solution of resolving possible problems when teaching new vocabulary of a foreign language through vocabulary teaching techniques, capacitation course.

1.5 Justification

It is relevant to mention that, not using a new vocabulary of a foreign language, that someone learns, is usual nowadays. I faced that while getting my high school and bachelor's degree.

When I continued my major on studies Science of Language with Emphasis on Bilingual Education, in the Bachelor of Philosophy and Arts at Universidad Autónoma de Nuevo León (UANL), this still was a problem.

 I was in seventh semester when I did my social service at High school Florida (public school UANL). There, norms and evaluation processes were familiar to me. Inside classrooms, I realized that there are interesting and wide ranges of learning strategies that now as an English language teacher could apply towards my own learners. These strategies identify particular types of learning while acquiring new vocabulary.

Likewise, there are effective teaching techniques that teachers could use to guide these strategies towards learners, successfully. It was noticed that, while reading texts or answering activities related to those readings, learners shown difficulties to comprehend them clearly. Even though those learners were studying in a bilingual system, frustrations and incomprehensiveness came up.

For me, it is important to put into practice every single day the foreign language by using it in real life. So, new words will be integrated and comprehensible enough in context. Sometimes teachers are not aware of the vocabulary teaching techniques they could apply or if they are effective among learners. As an experience I can say that making them effective, it is not by memorizing, drilling the whole class, writing long lists of words, but it is by contextualizing. Relating every word seen in class with context will make learners use them in real life.

CHAPTER 2 LITERARY REVIEW

This chapter shows, the aspects immersed in vocabulary when teaching- learning a foreign language like acquisition-learning processes, mother tongue, communication role, confidence, motivation and attitudes towards teachers and learners. As I mentioned, there are two important distinctions when transferring and acquiring new vocabulary. One: when learning processes take place, the important clues are learners. Learning processes are developed by using effective strategies towards learners.

These strategies are guided by teachers. Another one: when teaching processes take place, the important clues are teachers. Effective teaching techniques are used by them, to improve and make easier learning processes.

2.1 Aspects of Vocabulary

First of all, I would like to start with a personal definition of vocabulary. For me, vocabulary means any single word or element that has a specific function in any statement or that is needed to be understood by readers or writers.

Language includes many types of elements (mentioned at the beginning of this sub-theme 2.1) that are related each other. These elements are named in different ways, depending on the position they are placed. *Traditional grammar* classifies words based on eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. The author Cheryl Boyd Zimmerman (1997) in his article about *Second Language Vocabulary Acquisition*: *A Rationale of Pedagogy* stands that, vocabulary is central to any language and it is of critical importance to the typical language learner.

That is why English language teachers need to be extremely clear and use effective vocabulary teaching techniques at the moment of teaching new vocabulary of a foreign language. Likewise, learners should use the effective strategies that teachers asked them, to make understandable the meaning of new words. This will help learners to use new vocabulary effectively. It is important to say that, the main goal of teaching and learning new vocabulary, is to use it in real life. But what about, the difference between learning and acquiring the new vocabulary of a foreign language (English)…

2.1.1 Acquisition Vocabulary of a Foreign Language: English

It is said that people acquire the vocabulary of a foreign language or even though they do in their first language (mother tongue), it is because they use it. Language variation takes an important role and I consider that language should be treated with respect.

When people face the necessity to acquire any language to communicate, socialize, interact, they do not have options, they just need it, to use it in real life. For example: maybe, these people face in their jobs native speakers of the foreign language to be learned so, it is essential for communicating.

The interesting point here is that these people do not acquire language by attending school (formal instruction). They use it as they hear it. I have experienced that when people are exposed to the language frequently during a significant period of time; they acquire the meaning of words in an understandable way. Even though, if it is or not their first language. Jack C. Richards (1994) claimed that the first thing that language acquisition has thought us is to remember about language learning. People learn the language because they are in real situations; communicating about important and interesting things to them. Furthermore, this communication is seen and perceived as something is high value (Urzua, 1989).

Here, *linguistics variety* takes place. Children's language is developed before they attend school. Development takes place largely through conversations they hear and have with members of their family. So, children learn language by actively constructing principles for the irregularities that they hear in the speech of others (Brown, 1973; Chomsky, 1969).

The fact that children actively construct rules for language is an evidence of their natural language learning ability. This ability is faced in both languages: first language and foreign language. The functional perspective of language stands that learners do not care about grammar. The role of language is to communicate meaning. Learners want to acquire *label-meaning relations*. Language is sequential. Speech is a sequence of sounds and writing is a sequence of symbols. So, acquiring language involves parsing the speech stream into *chunk;* a key task for a learner is to discover these patterns (chunks) into the sequence of language (C. Ellis, 1997).

On the other hand, when instructional approaches were influenced by a growing understanding of *meaning* (the component of vocabulary acquisition), some practices as *expository readings*

inside classrooms were not successful enough. I have perceived that some learners have this difficulty when learning a foreign language.

Knowing and comprehending the meaning of words, does not involve only definitions, but involves really awareness and understanding. The use of language in relation to context and the ability to make accurate predictions about meanings based on elements (parts of speech) is to relate any concept with an image. As Nagy and Scott (1990) claimed about the term of *word schema* that is used to describe the complex knowledge of words including: metalinguistic (inferring meaning through context), morphological (prefixes, suffixes, and roots), and patterned (understanding the plausibility of a meaning) aspects so it is easier to understand them.

In a personal point of view, I have noticed that to comprehend and acquire words, you must first, understand the context where words are used and then, hypothesize meanings based on the parts of speech. Vocabulary acquisition is considered by many to be the single most important aspect of foreign language learning and it is considered as a priority by teachers. Like Candlin asserts: "The study of vocabulary is the art at the heart of language teaching in terms of organization of syllabuses, the evaluation of learner performance, and the provision of learning resources" (Candlin, 1994, p. 8).

2.1.2 Vocabulary as Concepts or Labels
As I mentioned before, knowing a word implies much accuracy to determine its function. A function that, most of the time is contained in written texts. So, the use of the word and its relation to the curriculum is very important. This is related on what Douglas Fisher and Nancy Frey allegated: "Some words are concepts but on the other hand others are labels" (Fisher, 2008, p.57).

To make our learners have a wide range of vocabulary acquired, they need to learn lots of words per year. In fact, I have experienced that, is a good deal to make our learners learn five words per day. Also, teaching them those words in context and asking them to write their own example with personal experiences, can help. Obviously, all this mentioned before, is going to be successful if teachers guide learners and if learners are interested in getting a significant knowledge. On this wide range of labels, concepts, different meanings, the instruction on the differences of those elements can prevent them from getting bogged at the expense of big ideas.

2.1.3 Teaching Vocabulary of a Foreign Language: English

I have worked as an English language teacher for five years and I noticed that learning vocabulary based on a formal instruction, is further difficult than acquiring it by contextualizing meanings. This happens due to students have a wide range variety of styles individual knowledge.

Even, when the core reading is held in common; learners face confusion from new vocabulary contained in any student book. This is the reason why instruction is so important for learners before reading any kind of text. This awareness is worth for learners to make them know what they need to understand, what they already know and what still need to be reinforced in order to learn new vocabulary.

With my didactic proposal, I want to improve teaching processes of the new vocabulary of a foreign language to learn in a significant way new vocabulary, apply those new words in different contexts and comprehend better readings. To accomplish this, one learning strategy that teachers can guide is *Vocabulary Self-Awareness.* In here, words are introduced at the beginning of a reading or unit and students complete a self-assessment of their own knowledge, each word is arranged according to every learner understanding, including one example and one definition, learners mark in a chart with different signs if they know the word, if they do not, or if they are not sure about its meaning, over the course of the reading or unit, learners add new information to the chart. The main goal is to know the meaning of new words and extend understanding (Goodman, 2001).

This learning strategy can be seen as teacher's perspective as *Vocabulary self-collection teaching technique.* Haggard (1982) claimed that teachers select a set of interesting words for learners to acquire then, learners create a glossary (free design) and they share ideas about the meaning of new words.

2.1.4 Vocabulary Instruction in English

It is said that *instruction* is a very important clue with current practices that seek to integrate the meaning of words in English classes. Readings are based on certain content depending on the unit to be taught. The selection of words is essential for content area language growth; that is the reason why a large number of teachers identify grade-level words for explicit

instruction. Also, reinforcement of understanding through meaning is seen as critical to the learning process of learners.

Blachowicz and Fisher (2000) identified four principles for effective vocabulary instruction; they advised that students should:

1. Be involved in language learning.
2. Make personal connections.
3. Be immersed in vocabulary.
4. Consolidate meaning with multiple information sources.

These four principles stand that integration and relation of language to personal experiences improves significant learning.

2.2 Variables: A Word about Teaching Vocabulary

Traditional methods of teaching new vocabulary of a foreign language stand that new vocabulary is taught through lists of words, written and spoken definitions, memorizing and others. To overcome these traditional methods, English language teachers had better perceive their role as facilitators. Teachers are the principal part of the induction that learners create for the *lexical perspective* they got (Brown, 2000).

Teaching vocabulary has become a process that claims more attention than in the past. Nowadays, all the words tend to be taught through context. The lexical perspective of vocabulary is incorporated in communicative activities, at the point of developing curriculum language.

Investigations confirmed that students learn more vocabulary at the moment they are exposed to the foreign language (Brown, 2000).

Lexical approach claims that, emphasizing lexicon-semantic aspect in teaching overcome ambiguous notion of correctness. The main goal is to get successful communication over grammatical drilling.

One important objective here is to change present-practice-produce paradigm to an observe-hypothesize-experiment paradigm with the lexicon power of words (Lewis, 1993).

Another important point I have experienced besides the fact that instruction improves learning is that, there are some variables that teachers need to be aware at the moment of teaching new vocabulary.

2.2.1 Mother tongue: A Great Basis

An important goal of my study is how to improve teaching processes of a new vocabulary of a foreign language in bilingual education (English). I consider that, high school learners should have well developed their basis of their first language: *mother tongue* to learn easily the foreign language. My personal point of view is emphasized on Krashen's book (1981) when he says that, students who are cognitively mature in their first language are the ones who will acquire rapidly a better proficiency in the foreign language.

On the other hand, as English language teacher, I have experienced one disadvantage about this. Older students face more problems with pronunciation ability the foreign language. As a result of this, these students developed better the ability to write and listen than to speak and read. According to Krashen (1981), older learners may not have great pronunciation; a situation that significantly appears to be one of the least cognitively demanding aspects of both mother tongue and foreign language.

2.2.2 Attitudes towards Teachers and Learners

I think that, when teaching new vocabulary of a foreign language, attitudes play an important role. English language teachers need to be creative and active.

Time ago, teaching new vocabulary had been seen as a long and boring process; there were lists of words to be defined and memorized, *vocabulary instruction* was not applied enough in classrooms.

It has been seen that the allocation of specific time class for vocabulary learning, help to our learners to work together in class and share the meaning of those new words they are learning. In the same way, teaching new vocabulary in context, help students to visualize words: using images, intelligent whiteboards, overhead projectors and real objects, help learners to be more familiarized with this new vocabulary.

When teaching vocabulary through *context*, learners will acquire a better level of proficiency in the foreign language by relating words with real life. That is why the change in language teaching philosophy came in thoughts about if teachers are aware of correct basis when teaching new vocabulary. These international thoughts over the ineffectiveness of traditional processes are the ones which claim that teaching all the grammar approaches that a foreign language requires without using it in real life situations, is ineffective for learners (Blair, 1982).

2.2.3 Communication Role

It is said that learning the new vocabulary of a foreign language implies our learners to use that vocabulary in real life. When using new vocabulary in real life, *the communicative approach* appears. It focuses on learning language through and for *communication.* This concept stays with the purpose of transmitting a message between the speaker and the interlocutor by oral or spoken language. Communication involves some language combinations: *memorizing patterns* and *rules,* it is not enough to prepare language learners for authentic language use without certain grammar rules they need to know or the order of certain patterns (Blair, 1982).

It is experienced that learners who communicate by using the foreign language they are learning, have a better comprehension of it. It is important that English language teachers provide *context* for authentic communication. I consider that learning new vocabulary has to be sequential or linear. Language improvement and development occurs as a language learner receives comprehensible input and creates hypotheses; regarding the language used by interacting in an authentic context. So, language is rich understandable and low of anxiety in language acquisition environment (Blair, 1982).

I want to emphasize that; communication involves history and evolution of human beings. However in the 1960's and 1970's the communicative approach emerged as the foundation for a more natural way in which children will learn their mother tongue. Later on, in the 1980's and 1990's educators began to realize that the primary communicative environment was classrooms so, communication evolved to encompass constructivist language instruction in the context of the content area curriculum (Blair, 1982).

2.2.4 Confidence: An Important Fact

I have worked as an English language teacher since I was nineteen years old. Also, I have noticed that; when learners are not confident with their academic environments like school, classrooms or even classmates, they do not learn with the same facility as learners who feel secure and comfortable. I have experienced these feelings in both perspectives: as a learner and as a teacher. Teachers sometimes feel the same way as learners do. When I was learning English at High School Florida (public school), I was the kind of student who did not

participate in class. I was ashamed about what my classmates could say if I pronounce or write something wrong or if my questions were kind of silly.

Then, I realized that I will never learn if I do not ask my teacher my doubts. This happened to me in almost all my subjects but I feel worse when I had my English class. I was terrified about pronunciation and writing activities and I did not comprehend some of these activities because I did not understand the meaning of words contained in the instructions. I was in the third semester when I decided to avoid this anxiety.

My teacher at that moment helped me a lot. She made me feel secure of myself and I started to enjoy a lot the English Language, I loved to learn it and then I thought: What about teaching it? Finally, I decided to study Bilingual Education as my major.

The main idea that I remember, was the talk of my teacher of the third semester. She told us that, if we are learning something new, we should not make jokes towards our classmates. She mentioned also that, nobody is English native speaker so, we had better learn together. I agree with my teacher's point of view. I think that if we as teachers relax, avoid anxiety and elaborate creative activities towards our learners, they will acquire significant knowledge. Teachers do not have to treat learners as if they were in jail. Having everything restricted, it is not the key to a better learning but by guiding and making they feel comfortable.

Nowadays, students are destined to construct and produce their own knowledge. Confidence between classmates, teachers must succeed. A comfortable environment is a key to success in learning processes, as the author Val Adams said: "Building confidence is the key to building vocabulary" (Garcia, 2013, p. 1).

2.2.5 Motivation: its Function
As well as confidence, I think that motivation is an important aspect when teaching-learning processes take place. It is said that motivation gives to our learners the aim of self- esteem. I have experienced that learners with a high level of self-esteem, improve their learning and make them change possible negative attitudes like, being afraid of participating in class, being intolerant of other classmates' opinions, anxiety, and others (Garcia, 2013).

Motivation is very important for both teachers and learners. As teachers, when we are giving classes, sometimes we noticed that learners are not motivated. This is when teachers should consider changing the lesson plan; the activities to be applied in classrooms. We should make English classes more interesting and creative for our learners.

For example: making the interaction between teachers and learners, provides a comfortable environment in classrooms; applying creative activities, makes learners be interested with content; making eye-contact towards learners, makes them know that we as teachers care about what they think or say.

In a particular way, it is seen that English classes tend to be interactive, creative and dynamic. One of the main goals of motivation is to make our learners feel secure to use the foreign language in context, in their real life.

Alonso Tapia (1991) comments that, even though some teachers think they do their best, sometimes it is not enough. It is necessary to confirm if the activities used in classes, motivate our learners. I think that just to think or suppose if we as teachers are doing it well or wrong, it is not enough.

The author Peter Gardenfors (2007) affirms that one of the best techniques that we can use in class is *image schema* when teaching new vocabulary of a foreign language is when learners picture in their mind an image that represents the concept or word they are learning. Another effective teaching technique that English language teachers can use is when; they use real objects to relate the meaning of new words, which is *contextualizing.*

Sometimes when learners hear from teachers a new word, some of them, may have a thought about the meaning of that word or they may think about how that word should be written. Also, they picture in their mind objects or symbols that represent that new word. I consider that, to avoid confusions, it is important to show to our learners, images or objects that represent new words.

I have seen that these teaching techniques increase positive attitudes towards learners and their attention is focused in the class.

Learners are motivated in different ways. It has been seen that almost all learners present different attitudes at the moment of learning something new for them. Types of motivation are relevant here. The author Robert C. Gardener (2013) argues that there are two types of motivation: *learning motivation* and *classroom motivation*.

These types of motivation are correlated in different contexts: *cultural and educational.* Likewise, these contexts are interrelated each other so, we as teachers should implement activities that integrate academic and cultural features of the content to be learned.

2.3 Effective Techniques to Teach Vocabulary

This section presents a collection of practical ideas for teaching new vocabulary of a foreign language. It shows also, the process by which teaching techniques are applied and described briefly through the development of the four skills immersed in a foreign language: listening, reading, speaking and writing. Most of them are contributed by English language teachers.

2.3.1 Teaching Vocabulary Pro and Cons

It is said that learning it is not just a cognitive process, it goes beyond. Learning processes are different between learners. Learners construct in a different way their knowledge. The writing and reading domain (production) it is not just a mechanic aspect but it is conceptual.

It is believed that learners have cognitive capacities and linguistic competencies so, learning language consists on how its knowledge is constructed and produced.

According to Cazden (1982) the fact of getting better achievements in the process of learning new vocabulary, it is not related to the initial motivation of the learners but it is related to the effort of analyzing energy without destroying them. It has been seen that teachers should establish during the whole time course, a comfortable environment to avoid any kind of frustrations and anxiety that learners could face.

The process of teaching and learning the new vocabulary of a foreign language presents advantages towards teachers and learners. It is believed that nowadays is very important to learn a foreign language and to use it as well.

The advantages I am referring to are for example, the growth of culture; reading any text of a foreign language let us know more about other beliefs. Another advantage is that our vocabulary is going to be expanded (Lambert, 1973).

On the other hand, teachers and learners sometimes face some disadvantages as well. I have experienced that, when teaching new vocabulary of a foreign language, teachers are not aware of the best way to transmit the meaning of new words. This makes learners be frustrated and stress and sometimes teachers do not care about it. I consider that selecting effective teaching techniques will avoid these anxieties among teachers and learners (Cazden, 1982).

 Another disadvantage is that students sometimes do not understand the text they are reading because they do not know the meaning of a lot of words so; they just want to memorize lots of words in only one day. Here, teachers should apply an effective teaching technique that shows an accessible average about a number of words learners can acquire per day (Cazden, 1982).

I have seen that an effective way to learn new vocabulary is by exposing learners to real life. Vocabulary to be used is oriented in their daily life; as the author Anthony (2013) argues about mastering the synthetic aspect of language learners would create a bridge between the content seen in class and their real world. Nowadays there are a lot of activities which English language teachers can use to connect learners' prior knowledge to create words and rich environment.

2.3.2 The Process of Teaching Vocabulary by Contextualizing
It is believed that the process of learning new vocabulary should be creative and interesting for our learners (Bocconi, 2012). However, some traditional English language teachers have been formed with the belief that memorizing words seen in class are the better way to learn new vocabulary. I have experienced that, a good way to teach new vocabulary of a foreign language is by contextualizing new words to make learning processes significant to learners.

Contextualizing new words let learners relate new meaning with real life. It has been seen with co-workers that, teaching new vocabulary it is not as easy as it may seem. Based on my experienced I can confirm that an effective way of teaching new vocabulary is by relating students with context and make them construct, produce and use that new vocabulary.

This is what Marzano (1997) proposed for teaching new vocabulary of a foreign language effectively. He stands that teachers should provide a description, explanation, and example of the new term that learners are going to acquire by asking them to restate that description, explanation, and example with their own words. Also, learners can construct a picture, symbol or graphic representation of the new word. Another important idea is to ask learners to discuss the terms they just have learned with their classmates with the purpose of sharing meaningful ideas. Finally, engaging students to participate in role-plays allow them to be in relation with these new terms.

Teaching new vocabulary of a foreign language; deals with the interrogate of *how to know what words are important to learn in readings*; I think that these words are the ones that students will often *encounter*; using both context and relations of these new words with personal experiences will make easier learning processes. I figured out that, when teachers add to the class own examples of real life, learners acquire better the meaning of new words than reading these meanings on a dictionary.

It is known that some words are quite related each other and have a different meaning as well. Teaching new vocabulary by using context or manipulating objects; make students understand these meanings (Bocconi, 2012). The key concept is to *contextualize: significant teaching is equal to significant learning.*

Effective teaching techniques to teach new vocabulary of a foreign language through context are presented below:

- *Interactive Word Wall; words alive with words:* it promotes a vocabulary-rich classroom environment where walls are alive with words. The key to implementing the word wall technique is interactivity.

The classroom walls are adorned with new and interesting words that the students learn through interacting with their texts, the teacher, and one another. They are encouraged to use the words posted on the word wall for their own reading and writing. To promote interaction and dialogue around the words, it is important to keep the words relevant; that is, "the posted words should be the focal point for thinking about and noticing how they are used" (Beck, McKeown, & Kucan, 2008, p. 52).

- *Dual Coding Technique; dual weight to verbal and non-verbal processing:* this technique was proposed by Paivio in (1986) he states that human cognition is unique and it has become specialized for dealing with language and non-verbal objects and events. It is said that language system is peculiar in that. It deals directly with linguistic input and output when the symbolic function is related with non-verbal objects, events, and behaviors. Any representational technique must accommodate this dual functionality.

This technique assumes that there are two cognitive subsystems: one specialized for representational and processing of non-verbal objects and events; and the other one specialized for dealing with language. Representing ideas in both systems is superior to representing ideas in only one system. Teachers first, create a long list of pictures or words to remember and give it to their learners, then teachers test memory with either a recall or recognition test. Finally, teachers reinforced the words that learners could not remember (these words tend to be the ones that were not presented with images) and teachers provide examples of those words in sentences.

- *Distributed Practice Technique (spacing):* it is said that, is better to distribute memory work across a period of time than to collect it together in a single block. This it is called: *distributed practice*.

Here, teachers teach learners a new set of words, it is better to present the first, second or third item and then, go back and test them. Then, present some more to backtrack again and so on. As each word becomes better learned, the testing interval can be gradually extended.

The main goal is to test each item at the longest interval at which it can reliably be recalled. Similarly, over a sequence of lessons, newly presented vocabulary should be reviewed in the next lesson, but the interval between successive tests should gradually be increased (Paivio, 1986).

- *Using Words:* the purpose of this technique is that teachers have to make learners use all the new words they are learning. It is better to use new words in an interesting and creative way to have our learners motivated at the process of learning new vocabulary. Also, it is the best way of ensuring they are added to the long-term memory.

This is the principle popularly known as *use it or loses it* (Pavio, 1986).

- *Real Things- Realia:* it has been considered such an incredible technique due to the improvement of remembering the words to be learned. Also, it motivates learners to learn and use new vocabulary by using real objects; contextualizing the content of books with real life. Therefore, it develops a reaction of new vocabulary language learning (Vigotsky, 1970).

2.3.3 Teaching Vocabulary through Writing

This section presents some techniques used by teachers that I consider are effective to make learners comprehend significantly new vocabulary of the foreign language to be learned.

- *Graphic Organizers:* Robinson (1998) emphasizes the origins of graphic organizers of Ausubel (1960) the *advance organizer work*. Advance organizers are brief textual statements that summarize the main points of readings, as well as offer explicit connections to the larger concept that may or may not be discussed in the text. These graphic organizers are used by teachers as the pre-reading technique to assist and make learners visualize the organized information through schema building.

Advance organizers are popular instructional techniques that besides helping teachers to have the information to be taught organized; they do help learners to have a clearer view about the vocabulary to be learned.

Barron (1996) used advanced organizers arranged in a nontraditional manner to display vocabulary in ways that represented connections between words. Advance graphic organizers are used as a pre-reading strategy and some studies demonstrated that were more effective before and after reading (Shanahan, 1982). I have experienced that graphic organizers facilitate comprehension aspect which for me, derives meaning from text. As Boothby (1982) stands that, to comprehend it is not only to understand it but it is to be aware of what is needed to be done in order to support one's own learning.

- *Getting it Down: Making and Taking Notes across the Curriculum:*
  It has been studied the fact of why it is so interesting to use this technique to retrieve and store new vocabulary from readings. The author Fisher (2008) found out that, the technique of note-taking is a skill that should be taught and learners need to be shown how to take those notes.

This teaching technique consists of teachers take notes about the word that perhaps they believe their learners would not understand. Then, create a list of those words with the meaning that it is placed in the story and talk it aloud in the class. On the other hand, talking about a learning strategy, learners will read the text and at the same time they must write down all the words that seem confused for them, with the purpose of checking meaning and share that information with the whole group.

I have experienced that; learners can analyze how to take effective notes. I believe that the key is to make learners be aware that these notes can be useful to them later. As Jim Burke (2000) noted: taking notes, is an essential skill: one that has many other sub-skills embedded within it. Taking good notes trains learners not only to pay attention but what to pay attention to. It teaches them to evaluate the importance of information and the relationship between different pieces of information as they read textbooks or articles. It also teaches them to organize that information into some format that serves their purposes.

- *Cognitive Depth:* the more decisions the learners make about a word, and the more cognitively demanding these decisions are, the better the word is remembered.

For example: a superficial judgment could be to make learners find words that rhyme with the words learned, also a deeper level decision might be to decide on its part of speech: noun, adjective, verb, and others; deeper still might be to use the word to complete a sentence (Paivio, 1986).

2.3.4 Teaching Vocabulary through Reading
I would like to emphasize that, to reach learning processes, teachers should be aware of the *perception stage* by which learners know which words are going to be taught.

There are three perception stages used by the Partnership for reading (2003). They describe three levels of the knowledge that learners get the meaning of words:

1. *Unknown:* the word is completely unfamiliar and unknown. Learners do not have any reference or understanding of these words.

2. *Acquainted:* the word is somewhat familiar. Learners have some idea of its basic meaning.

3. *Established:* the word is very familiar. Learners can immediately recognize its meaning and use the word correctly.

Learning new words does not occur in a vacuum. That is, children do not acquire the meaning of words in isolation. All learning both personal and academic aspects, occurs within the sociocultural environment of home, community and classroom. This is related to the author Snow when he establishes that: "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, and Flinspach, 2008, p. 197).

Some of the effective techniques used for teachers about teaching new vocabulary through readings are:

- *Vocabulary Self-Collection Technique:* it is an instructional technique that promotes word consciousness as learners are actively engaged in identifying crucial words on the reading to share them with their classmates in class.

This technique was introduced firstly by the Educator Haggard (1982). It has been applied to learners asking them that while reading, they must select important words that are interesting for them then; they use context and other sources to determine meanings and nominate the words to be learned by others in the class. The advantage of using this technique is that

learners collect words (glossary). It also provides reading practice between classmates and offers to the learner's encouragement to independent reading.

- *Vocabulary Journal:* this technique is valuable for both teachers and learners. Here, teachers provide a specific learning log where learners record the meaning of words while reading. Also, they record ideas and information from content areas and responses about new words they have learned from reading, literature or textbooks. Journals are not notebooks used to record notes.

Vocabulary Journals are used by learners to respond and transact with words, concepts and ideas through the use of their own language. Learners select words from their readings that are difficult, novel or used in different contexts. They use their journals to explore the meaning of new words to make connections between the new words, their own experiences and ideas they already know. Finally, they produce rich definitions (Popp, 1997).

- *Repetition:* it consists of repeating rehearsal new material while it is still in working memory.

Teachers ask learners to repeat by letting the articulatory loop just run and run. However, simply repeating one item seems to have little long- term effect unless some attempt is made to organize the material at the same time. But one kind of repetition that is important is the repetition of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals (Vigotsky, 1970).

- *Retrieval:* it consists of another type of repetition by which learners recover the meaning of new words by using them in written sentences.

A path for future recall means that the act of retrieving a word from memory makes it more likely that the learner would be able to recall it again later (Vigotsky, 1970).

- *Pacing:* Across of the time, we have seen that learners have different learning styles and process data is stated at different rates. That is why teachers should give the opportunity to paste their own rehearsal activities.

This means that teachers allow time during vocabulary learning for learners to do memory work by organizing their vocabulary silently and individually (Vigotsky, 1970).

- *Mnemonics:* these are tricks that help learners to retrieve the new vocabulary that is not yet retrievable. Some native speakers use this technique to improve pronunciation.

One main activity immersed here is called: *keyword mnemonic*. Here, teachers select a set of words to be taught. Then, they show to learners, words cards or picture flashcards of these new words (the best way to remember the meaning of a word is by using visual materials). Then, learners pronounce the words and finally teachers ask learners to create a mnemonic to remember the set of words they just have learned (Vigotsky, 1970).

However, even though there is effective vocabulary teaching techniques which teachers can apply to improve vocabulary teaching processes; also it is important to relate these techniques to effective learning strategies used by learners to reach the improvement of learning processes.

2.4 Effective Strategies to Learn English Vocabulary

Vocabulary concept has lots of correlations. For example, when learners recognize the meaning of words when words are printed or when they are recorded and others. On the other hand, when talking about content, teachers use the term of *academic vocabulary* to refer to the content of specific words. In this section, the term vocabulary is going to be used as the reference of new words which learners are going to learn. Vocabulary learning knowledge is a building process that occurs over time. Like, when learners make connections with other words, learn examples and non-examples to other words and use words accurately within the context of sentences (Snow, Griffin, and Burns, 2005).

To reach learning process effectively, teachers should apply effective learning strategies when teaching new vocabulary. Also, they must be aware of the: *Perception stage* about the vocabulary to be taught. As learners hear, watch, write and read words in many different contexts; the use of words increases. Sometimes learners may understand these words or may not but they agree that words have different meaning depending on the context they are placed.

That is the reason of why teachers should provide learners different effective learning strategies to make them comprehend easily and make them acquire significant knowledge.

Effective learning strategies are the ones that nowadays English language teachers need in order to create and comfortable learning environment for learners. Some of them are:

- *Word Mapping:* it promotes the learners' deeper understanding of words through depicting varying relationships between and among words.

Word maps are visual displays of word meanings organized to depict relationships with other words. Word Mapping strategy or semantic mapping is one of the most powerful approaches because it engages to learners with a deeper meaning of the words. In here learners, create a spider web with the new words they are going to learn and they include all the different meaning or similar concepts that the word has.

The advantage of using this strategy is that it relates cognitive processes and connect prior knowledge with the one is going to be learned (Graves, 2008).

- *Graphic Morphemic Analysis:* it helps readers unlock the meaning of new and challenging words by analyzing the meaningful parts within a word. A morpheme is the smallest unit of meaning within a word. Most of the learners know morphemes as root words, affixes, prefixes, and suffixes.

The Graphic Morphemic Analysis strategy: employs a systematic approach to deconstructing a word into its meaningful parts (morphemes) to figure out what the word means through the use of a graphic. The advantage of using this strategy is that helps learners to use a visual analysis and to construct the word through contextual meanings (Graves, 2008).

I believe that English language teachers should use creative learning strategies like the ones mentioned above, to improve the developmental process of the learners' understanding of new vocabulary and to create an interactive environment in the classroom. It is said that the best way to improve vocabulary learning processes is not by memorizing words but by immersing learners in a real context, involving them is making them learn.

CHAPTER 3 ACTION RESEARCH METHODOLOGY

This chapter shows a definition of the concept *action research.* It also shows the characteristics, purposes, and benefits that are immersed when following the procedure of action research methodology. Participants that take part of this study are described. Finally, is presented a chart that shows how this study is being followed by the steps of the action research methodology.

3.1 Action Research: Definition

For instance, I did not know that action research was related to the investigation in the education field. I thought that action research concept was related to making research of any field but it was not.

In educational field teachers apply action research when they investigate any aspect of an academic institution. According to Whyte William Foote (1990) *action research* aims to make a case for participatory action research (PAR) as a powerful strategy to advance both science and practice.

PAR involves practitioners in the research process from the initial design of the project through data gathering and analyzing towards final conclusions and actions arising out of the research.

It seems to me that PAR evolved out three streams of intellectual development and action: (1) social research methodology (2) participation in decision making by low-ranking people in organizations and communities and (3) sociotechnical systems thinking regarding organizational behavior. Taking into account these three streams, it is said that, investigators will be more active than just investigating by reading because in this case, they will observe in real environment what is going on with learners.

One another aspect of action research is the one related to teachers' reflection at the moment of developing certain ideas. The authors Peter Reason and Hilary Bradbury (2001) say that the democratic process is very important because *action research* seeks to bring together action and reflection with the participation of others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.

The author Stephen M. Corey (2005) implements that *action research* is involved with the reality of educational situations. In here, it is said that teachers carry on the connotation of problem-solving hypothesizing by gathering evidence through registering the consequences of hypothesis-determined action, and considering carefully the grounds of a warrantable generalization. In a similar way as the author Stephen M. Corey, Wallace (2005) stands that the best way to resolve a problem related to teaching processes is by making a reflection of professional practice. This can be done by action research which is related to the systematic collection and analysis of data related to the improvement of some aspects of professional and educational practice.

It is believed that this type of research it is not for everybody because is designed for educators to find out solutions that some learners may face in real life. Like the author Wallace claims when he says that this kind of research is not for everybody due to it requires time on investigations. Also, he says that one way to participate in action research is by making discussions with our colleagues about experiences in classrooms, it is informal but it is the most effective one.

Additionally, some teachers in action research are so critical but it is said that this is better than being complacent because you improve your professional practice better than do not be critical at all.

3.2 Characteristics

It is important to mention that action research integrates different characteristics that teachers used to reach their goals at educational institutions.

- *Ethical:* to serve learners and other people. The author Jane Zeni (2003) argues that dialogue with other about ethical issues will help action researchers to build: *convents of trust*.

The concept of trust is contained because by talking with participants you will really find out what is going on with them. It is noticed that credibility plays an important aspect of action research.

- *Validity:* it corresponds on what you believe about your findings. Validity is reflected in how successful the action research project is and how it achieves its purposes.

3.3 Purposes

According to Lynne Brown (2002) there are three purposes that lead the integration of action research:

- *Personal:* researcher's concern is to know the strategies that learners use. At the moment of being aware in how learners practice those strategies, action research becomes a personal aspect. Motivation and greater self-knowledge of learners are involved in making researchers notice effective learning processes.

- *Professional:* teachers' efforts to extend to build educational theory and educational practice to be noticed by outsiders and to go beyond classrooms. That is putting everything into practice in real life.

- *Political:* the main goal is to achieve social change with a commitment to improving economic aspects to increase opportunities for education. Emancipating them to express voice for respecting identities with the purpose of having a greater relationship in society.

3.4 Procedure: Action Research Cycle

Action research collects, analyzes and reflects data to determine whether the action is being met. That process is being modified through time or taken off a new action base on the interpretation of data. Talking about action research procedure, it seems that it is a cycle; every time you observe new aspects, procedure analysis starts again; you analyze again the data obtained to be reflected (Meredith Gall, 2000).

Figure 1 Tracy Hayes, DTLLS Action Research

Action research is appropriate for researching a problem and identifying it. It is essentially practical and applicable. It is driven by the need to solve practical and real-world problems. Action research cycle tends to attack professional culture because here teachers manifest involved actions to their learners.

Those actions are conceived as self-appraisal and self-reflection because they integrate theory into practice. Educational theories are seen as systems of values and beliefs which are represented in form of practice. Also, it involves dialogue with professional peers and teachers strive through action research to realize professional values in action.

That idea is supported by Whitehead (1998) who claims that self-understanding reaches professional development. When participants make learning processes significant, understanding becomes an important aspect of improving their academic and social environment.

It is essential to mention that, when carrying out an action research cycle several sub-steps are taken into account: identifying informing and organizing the problem to be investigated; gathering and questioning information about it. This is very important because you must be aware of which aspects of your problem you are going to investigate by reading books and supporting your findings with literary review; reporting analyzing and sharing data is important to reach a plan which will be developed by action research methodology to solve problems you identify in the community with the goal of reflecting the research processes. In conclusion, we have five stages in action research cycle: planning, acting, observing, reflecting and planning.

3.5 Benefits of the Method

It is important to mention that, the process of action research leads the transformation of the society. In this case, it involves practice to examine a situation contained in classrooms.

This practice becomes the participation of researchers and it relates three important aspects.

According to Brown (1985) (1) *people aspect* is crucial because with this kind of research participants resolve some needs that society could face. (2) *Power aspect* is related to the knowledge that creates understanding in the society. (3) *Praxis aspect* makes a holistic view of the investigation.

Action research faces some advantages for example; according to Campbell (2002) many universities are affiliated with this kind of research so, it permits to the participants be integrated into the society. Also according to Beth Lynne Brown (2002) in his study of *Improving Teaching Practices through Action Research* states that this type of research develops four dimensions towards teachers: (1) teachers' role change (2) teachers' knowledge

about teaching (3) teaching practices and (4) reflective practices. Engaging action research stages let teachers provide with the methodical structure the implementation and analysis of teaching and learning processes. Action research leads teachers' improvement of teaching processes.

On the other hand, action research also faces some disadvantages. Several authors like Bailey, 1999; Burns, 1999; and Wong, 1993 claim that conducting action research is not good. They state that action research involves much time and commitment, besides all the assignments teachers have to do with their classes; they have to observe learners' behavior. That is why it is said that this kind of research it is not for everybody.

3.6 Participants

In this study, the methodology to be used is action research, it will be directed to English Language teachers of High School Florida (public school), these teachers (A, B, and C) are in a program that is known as Bilingual School using the SIOP model (Sheltered Instruction Observation Protocol) which is a framework with comprehensive academic interventions for learners to increase academic language proficiency (Echeverria, 2012).

These teachers are between twenty-five and thirty years old; there is not a level of English proficiency but an interesting aspect is that their personal education varies between private and normal schools. Their foreign language (English) varies between other English language teachers that belong to the progressive and general program.

The instruments that I decided to use are 1) Observations, 2) Rubric of fifteen effective vocabulary teaching techniques (see annex 1), 3) Audio records (from three bilingual teachers: a, b and c; two sessions per each) and 4) Field notes; I decided to use these instruments because by observing and analyzing the data obtained, will helped me to measure accurately concrete suggestions and overviews about teachers' awareness of effective vocabulary teaching techniques (Dornyei, 2009).

I think that these instruments really could help me because are suitable for my study. Important aspects that I will observe are going to be analyzed in chapter 4. It is important to mention that, at this point, this is the process that my study has reached. Action research methodology steps:

Action Research Methodology	Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual System Florida (public school).
Planning *Identifying, organizing and informing the problem.*	*Chapter 1*: *Approaching the Problem of Teaching New Vocabulary of a Foreign Language in Bilingual Education.* This chapter shows some difficult situations that English language teachers seem to face when teaching new vocabulary of a foreign language. This causes ineffective learning processes towards learners when learning new vocabulary of a foreign language: -Confusion of the meaning of words due to context. -Incomprehensible readings. -Confusion on instructions to answer any kind of worksheet.
Acting *Collecting and Questioning (Objectives)*	*Chapter 2:* Literary Review What should I do? *General objective:* -Identify the vocabulary teaching techniques English language teachers used to apply when teaching new vocabulary of a foreign language at high school #15 Florida. *Specific objectives:* -Identify the frequency of vocabulary teaching techniques that are applied by English language teachers. -Identify if vocabulary teaching techniques are applied successfully through analyzing complete processes, which they need to follow, to make them effective. -Establish a solution of resolving possible problems when teaching new vocabulary of a foreign language through vocabulary teaching techniques, capacitation course. *Chapter 3*: Action Research Methodology The instruments to be used are: -Observations. -Rubric placed with fifteen effective vocabulary teaching techniques. -Audio records (from three bilingual teachers: a, b and c; two sessions per each). -Field notes.
Observing *Analyzing and Reporting*	*Chapter 4:* Analysis of results The results are related to two aspects, the frequency of vocabulary teaching techniques that were used and the effectiveness of them to verify their success towards teachers and learners. This analysis is going to be interpreted first, teacher by teacher (taking into account that I observed three English language teachers: teachers A, B, C attending two communicative vocabulary classes per teacher) and second, these results will be interpreted and analyzed with the three English language teachers together (general view). The analysis and interpretation per teacher show two graphics; one that measures frequency, the graphic is named: *Frequency Vocabulary Teaching Techniques Graphic.* Then, the one that measures effectiveness, named: *Effectiveness Vocabulary Teaching Techniques Graphic.* The observation instrument is designed with a variety of fifteen effective teaching techniques: contextualizing, graphic organizers, getting it down, vocabulary self-collection, interactive word wall, vocabulary journal, dual coding technique, repetition, retrieval practice, spacing, pacing, using words, cognitive depth, mnemonics-key word technique and real things-realia. Also, the process by which each technique is performed is divided into four steps (1, 2, 3, and 4) so, we can say that any vocabulary teaching technique from the observation instrument is performed completely and effectively if it reaches the four steps mentioned above.
Reflecting *Evaluating and Implementing and Revising*	Chapter 5: Conclusions of Data Analysis Out of the general analysis, it seems to show that seven vocabulary teaching techniques: graphic organizers, getting it down, vocabulary self-collection, interactive word wall, retrieval practice, spacing and cognitive depth were not of higher frequency or totally used.
Planning *Identifying, organizing and informing the problem.*	Chapter 6: Didactic Proposal: *Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual System Florida (public school).* To implement a didactic proposal to be used towards English language teachers where they can notice how the seven vocabulary teaching techniques mentioned above (reflecting step) should be used to then, used them in benefit of their learners when teaching-learning new vocabulary of a foreign language.

CHAPTER 4 ANALYSIS OF RESULTS

This chapter presents the analysis and interpretation of the data collected in the classroom through observation instrument. These results show two aspects: *frequency and effectiveness*. Vocabulary teaching techniques frequency used between teachers and sessions also, the effectiveness to verify their success towards teachers and learners. This analysis is interpreted first: per teacher (taking into account that I observed three English language teachers: teacher A, B, C attending to two communicative vocabulary sessions per teacher) and second: these results are interpreted and analyzed with the three English Language teachers together (general view).

The analysis and interpretation per teacher show two graphics: one that measures frequency, the graphic is named: *Frequency Vocabulary Teaching Techniques Graphic.* And the one that measures effectiveness, named: *Effectiveness Vocabulary Teaching Techniques Graphic.*

The observation instrument is designed with a variety of fifteen effective teaching techniques: *contextualizing* (relating new words' meanings with real life by constructing a picture symbol of them), *graphic organizers* (textual statements that summarize the main points of a reading), *getting it down* (note- taking misunderstood words), *vocabulary self-collection* (promotes word consciousness as learners are actively engaged in identifying crucial words on the reading to share them with their classmates in class), *interactive word wall* (promotes a vocabulary-rich classroom environment where walls are alive with words), *vocabulary journal* (teachers provide a specific learning log where learners record the meaning of words while reading), *dual coding technique* (teachers test memory with either a recall o recognition test), *repetition* (consists on repeating rehearsal new material while it is still in working memory), *retrieval* (consists on another type of repetition by which learners recover the meaning of new words by using them in written sentences), *pacing* (teachers allow time during vocabulary learning for learners to do memory work by organizing their vocabulary silently and individually), *distributed/spacing practice* (distributes memory work across a period of time than to collect it together in a single block), *using words* (teachers have to make learners use all the new words they are learning), *cognitive depth* (faces learners to find words which rhyme with new words learnt), *mnemonics-key word technique* (teachers use visual material to remember words leanrt) and *real things-realia* (teachers use real objects to learn new words). The process by which each technique is performed is divided into four steps: 1, 2, 3, and 4 so,

we can say that any vocabulary teaching technique from the observation instrument is performed completely and effectively if it reaches the four steps mentioned above.

4.1 Individual Analysis

The following graphics show the analysis of frequency and effectiveness of vocabulary teaching techniques, teacher by teacher. Some examples placed between graphics were taken for the annex 2 Listening Tracks.

Graphic #1 Teacher A:
Graphic #1 shows the analysis of the frequency of vocabulary teaching techniques used by teacher A.

Frequency of Vocabulary Teaching Techniques used by Teacher A
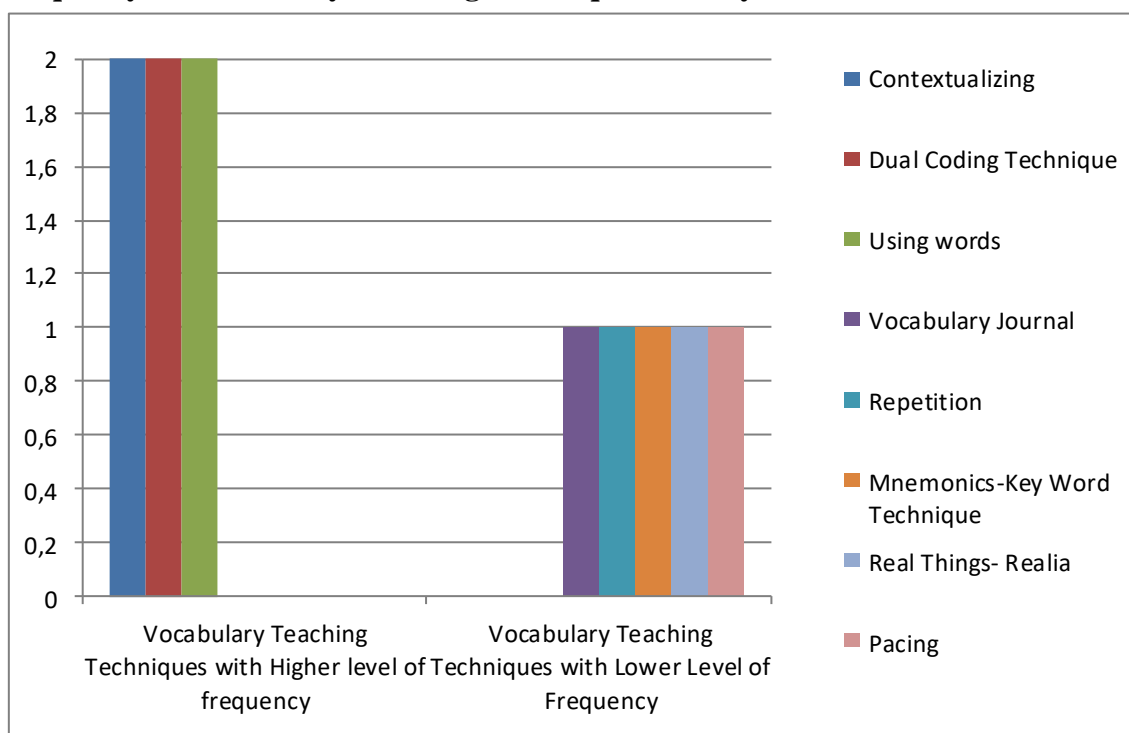
The vertical left axis shows the number of sessions of the communicative classes observed. This graphic #1 seems to show that, out of the fifteen vocabulary teaching techniques contained in the observation instrument, the teaching techniques: contextualizing, dual coding technique and using words, were of higher frequency used by Teacher A. These techniques were used in both sessions (vertical left axis).

On the other hand, vocabulary journal, repetition, pacing, mnemonics- key word Technique and real things-realia teaching techniques were used only once so, their frequency was not as higher as the other ones. If we noticed, only eight vocabulary teaching techniques were used. The other seven vocabulary teaching techniques: graphic organizers, getting it down, vocabulary self- collection, interactive word wall, retrieval practice, spacing and cognitive depth were not used.

English language teachers who face some problems when teaching new vocabulary of a foreign language will feel comfortable and secure at the moment of guiding participants towards effective learning outcomes.

The general objective is to announce the seven vocabulary teaching techniques not used with their right processes in their application. English language teachers can apply that vocabulary teaching techniques towards participants through using different and creative activities.

The learning content of the seven vocabulary teaching techniques of this preparation course is about teaching new vocabulary of a foreign language. English language teachers (participants) who take this course can modify learning content as their needs.

Graphic #2 Teacher: A

Graphic #2 shows the analysis of the effectiveness of vocabulary teaching techniques used by teacher A.

Effectiveness Vocabulary Teaching Techniques used by Teacher A
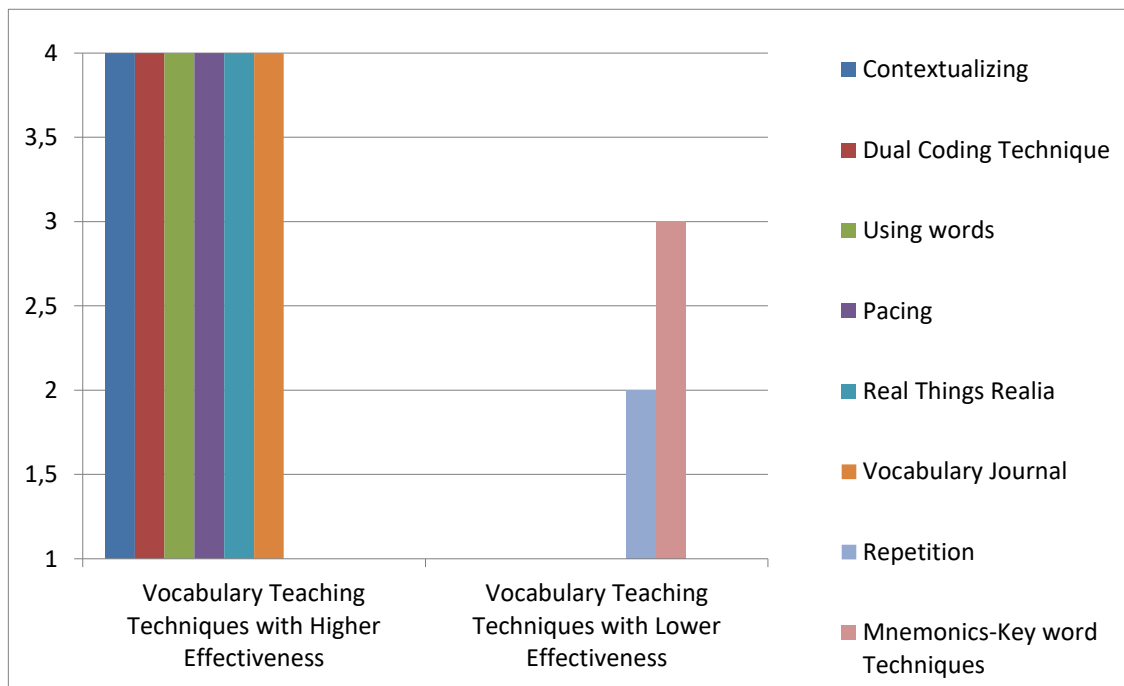

The effectiveness of each vocabulary teaching technique is measured by the four steps mentioned at the beginning of this chapter 4. These steps are contained on the vertical left exe. If a vocabulary teaching technique reaches the four steps then, we can say it was developed effectively by the teacher. Effective vocabulary teaching techniques are the ones that are used following a complete process.

This graphic #2 seems to show that six vocabulary teaching techniques: contextualizing, dual coding technique, using words, pacing, real things realia and vocabulary journal were used effectively by teacher A because all of them reached the four steps of the vertical left axis. On the other hand, two vocabulary teaching techniques: repetition and mnemonics-key word technique did not reach the four steps to make them effective. The first one was just reached until step two and the other one was reached until step three.

Graphic #1 Teacher: B

Graphic #1 shows the analysis of the frequency of vocabulary teaching techniques used by teacher B.

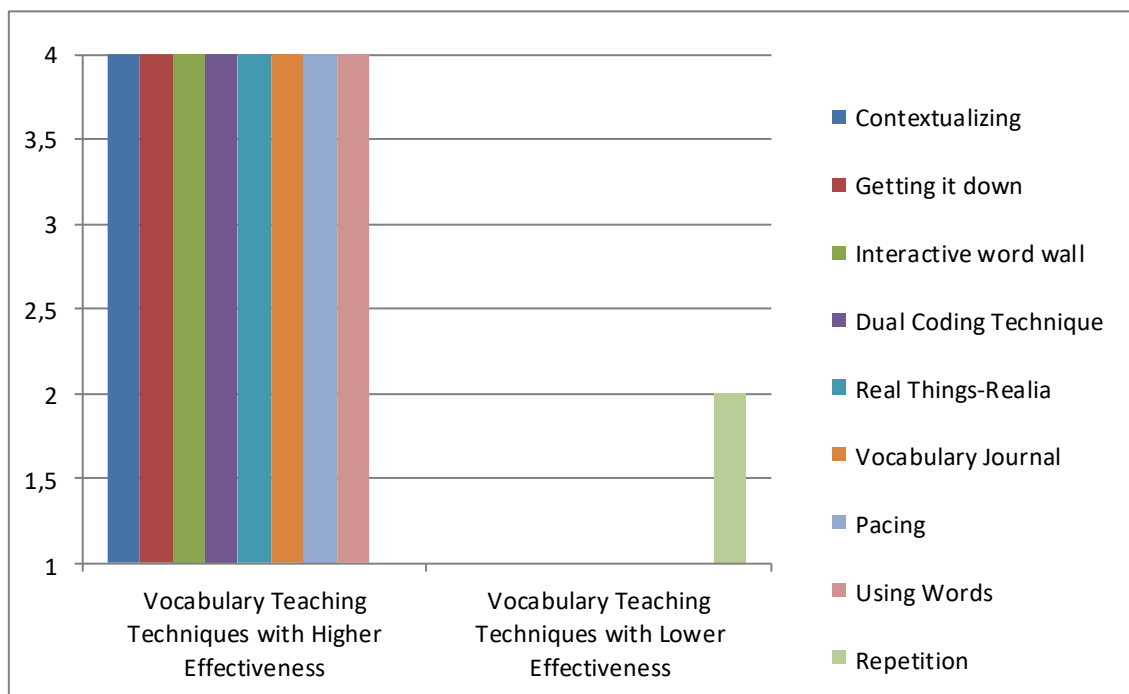**Frequency of Vocabulary Teaching Techniques used by Teacher B**
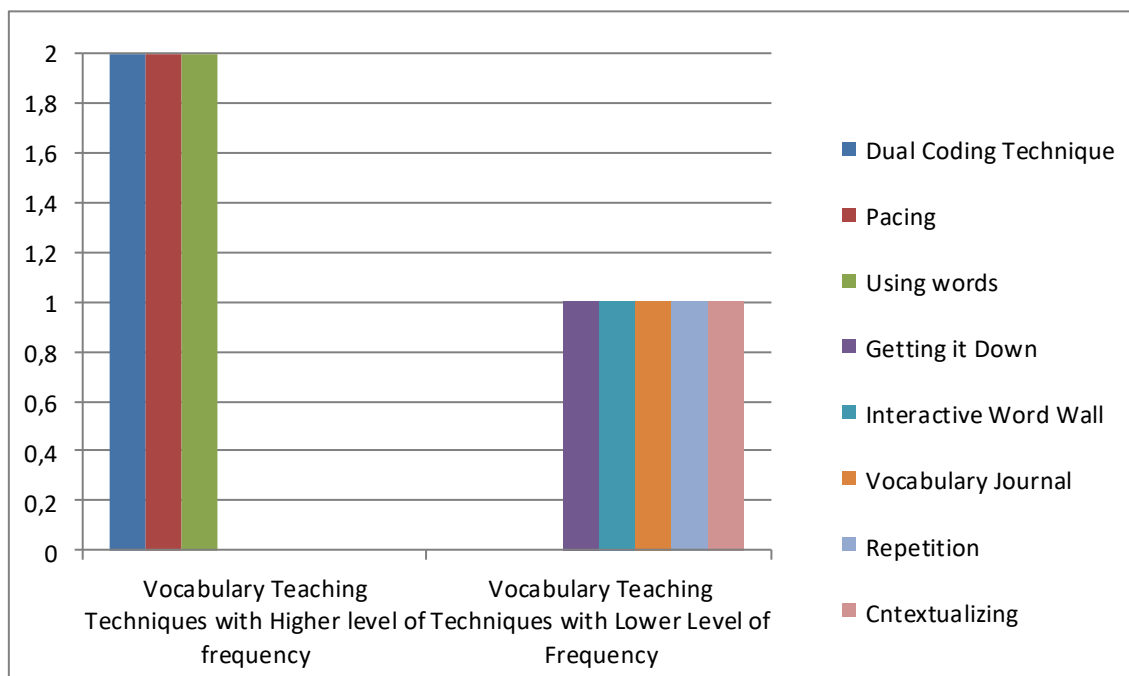
This graphic seems to show that three vocabulary teaching techniques: dual coding technique, pacing and using words were of higher frequency, teacher B used them in two sessions (vertical left axis). Vocabulary teaching techniques used only once were: getting it down, interactive word wall, vocabulary journal, repetition and contextualizing. It was noticed that, out of the fifteen vocabulary teaching techniques contained in the observation instrument, were used only eight.

Seven vocabulary teaching techniques not used were: graphic organizers, vocabulary self-collection, retrieval practice, spacing, cognitive depth, mnemonic-key word technique and real things-realia.

Graphic #2 Teacher: B

Graphic #2 shows the analysis of the effectiveness of vocabulary teaching techniques used by teacher B.

Effectiveness Vocabulary Teaching Techniques used by Teacher B
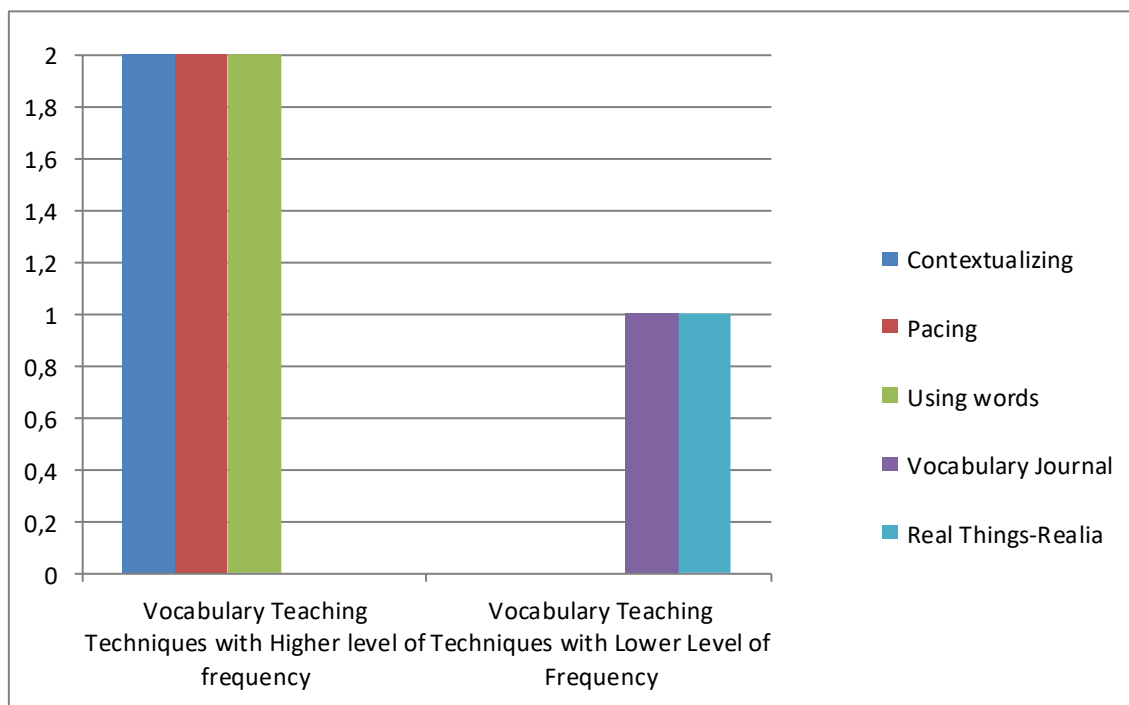

Effective vocabulary teaching techniques are the ones that are used following a complete process. This is measured by following four steps (the ones mentioned at the beginning of this chapter 4). This graphic #2 seems to show that eight vocabulary teaching techniques: contextualizing, getting it down, interactive word wall, dual coding technique, real things-realia vocabulary journal, pacing and using words were of effectively by teacher B because all of them reached the four steps (contained the vertical left exe). Otherwise, one vocabulary teaching technique: repetition was not effective; it was reached until step 2.

Graphic #1 Teacher: C

Graphic #1 shows the analysis of the frequency of vocabulary teaching techniques used by teacher C.

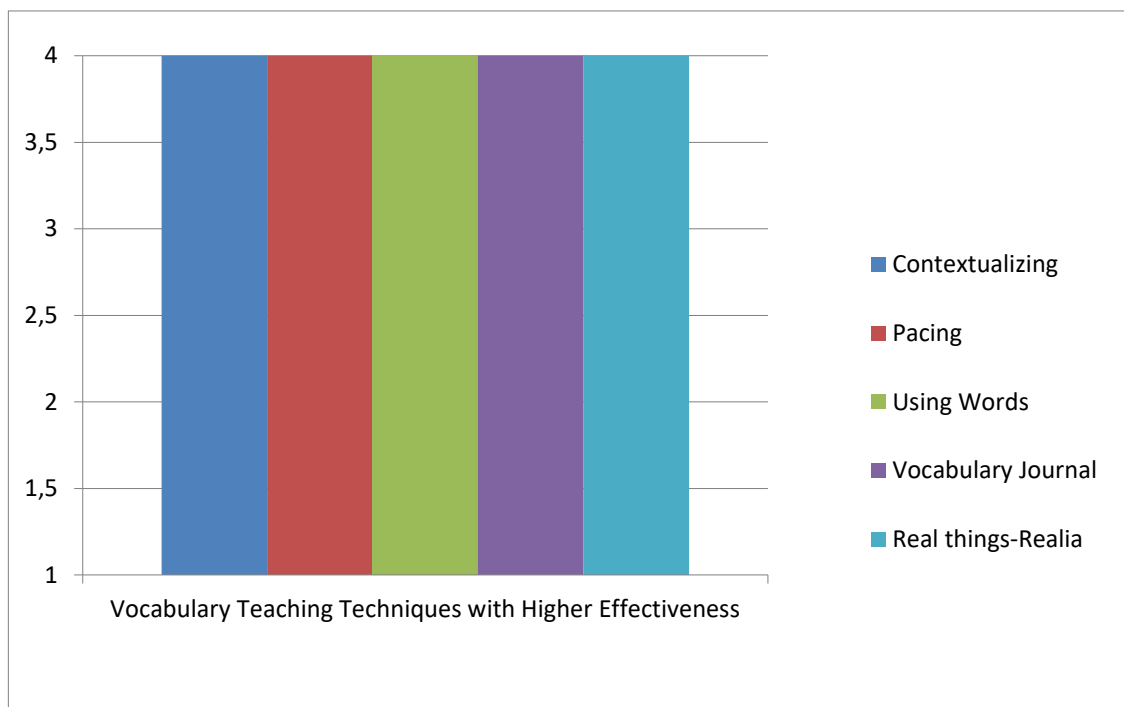**Frequency of Vocabulary Teaching Techniques used by Teacher C**

This graphic #1 seems to show that out of the fifteen teaching techniques contained in the observation instrument, three vocabulary teaching techniques: contextualizing, pacing and using words were of higher frequency; these teaching techniques were used in two sessions (vertical left axis) by teacher C. On the other hand, two vocabulary teaching techniques: vocabulary journal and real things-realia were used only once so, their frequency was not as higher as the other ones. Only five vocabulary teaching techniques were used. The other ten vocabulary teaching techniques: graphic organizers, getting it down, vocabulary self-collection, interactive word wall, dual coding technique, repetition, retrieval practice, spacing cognitive depth and mnemonics-key word technique, were not used.

Graphic #2 Teacher: C

Graphic #2 shows the analysis of the effectiveness of vocabulary teaching techniques used by teacher C.

Effectiveness Vocabulary Teaching Techniques used by Teacher C

Effective vocabulary teaching techniques are the ones that are used following a complete process. This is measured by following four steps (mentioned at the beginning of this chapter 4). This graphic #2 seems to show that teacher C used effectively five vocabulary teaching techniques: contextualizing, pacing, using words, vocabulary journal and real things-realia. All of them reached the four steps (contained on the vertical left axis). Teacher C did not use ineffective vocabulary teaching techniques

4.2 General Analysis

The following graphics show the general analysis of frequency and effectiveness of vocabulary teaching techniques by the three English language teachers (A, B, and C). Data illustrates which vocabulary teaching techniques did not use at all or were of lower frequency. Analyzing and interpreting this, my didactic proposal will be applied through a curse design with the purpose knowing the best way to use those vocabulary teaching techniques effectively to improve new vocabulary teaching process of a foreign language.

The vertical left axis represents the three English language teachers using frequently vocabulary teaching techniques.

Graphic #1 Teachers: A, B, and C

Graphic #1 shows the general analysis of the frequency of vocabulary teaching techniques used by teachers A, B, and C.

Graphic 1: Frequency of Vocabulary Teaching Techniques used by Teachers A, B, and C
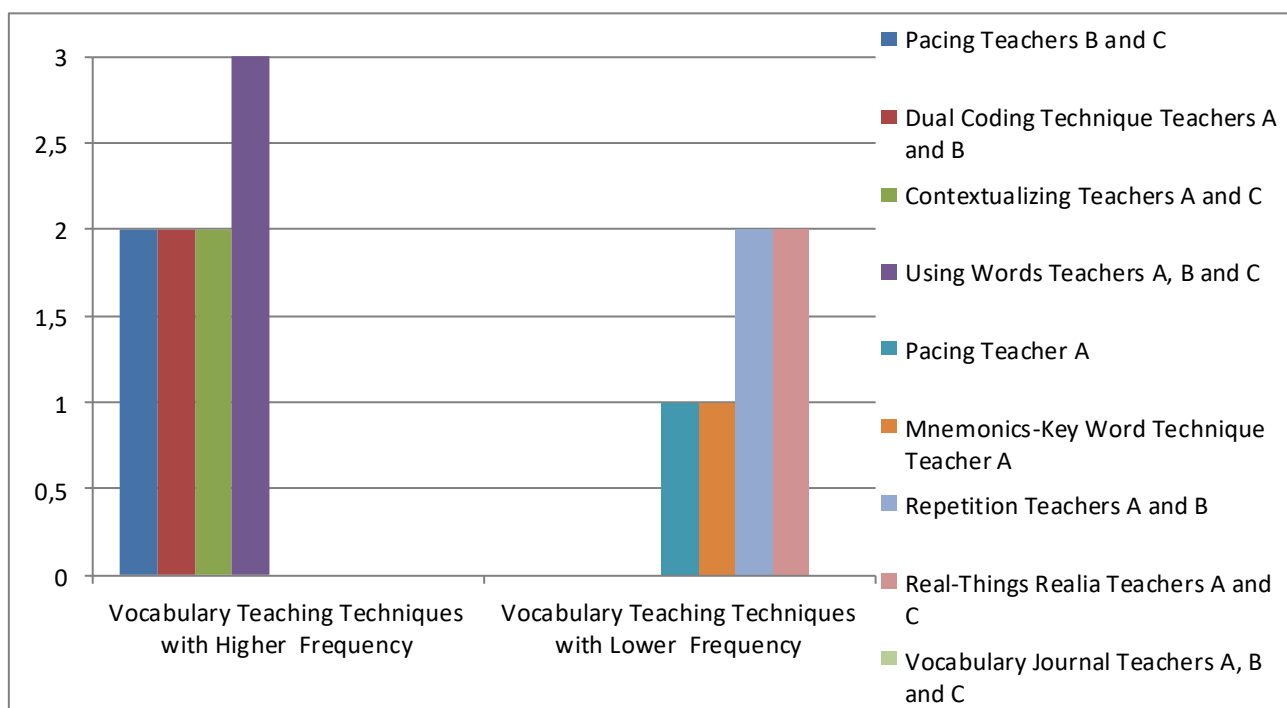
The vertical left axis represents the three English language teachers using frequently vocabulary teaching techniques. This graphic #1 seems to show that out of the fifteen vocabulary teaching techniques contained in the observation instrument, four vocabulary

teaching techniques: pacing, dual coding technique, contextualizing and using words were of higher frequency (general view).

From those ones, pacing, dual coding technique and contextualizing were stated at level 2, which means, they were used by two English language teachers. Using words technique was used by the three English language teachers (reference on the graphic).

On the other hand, five vocabulary teaching techniques: pacing, mnemonics-key word technique, repetition, real-things realia and vocabulary journal were of lower frequency teachers (general view). From those ones, pacing and mnemonics-key word technique were stated at level 1, which means, they were used by one English language teacher. Repetition and real-things were used by two English language teachers and vocabulary journal by three English language teachers (reference on the graphic).

Out of this general analysis, it seems to show that seven vocabulary teaching techniques: graphic organizers, getting it down, vocabulary self-collection, interactive word wall, retrieval practice, spacing and cognitive depth were not of higher frequency or totally used.

It is important to mention that, any vocabulary teaching technique contained in the observation instrument is effective if it reaches the four steps mention at the beginning of chapter four, following a complete process, make it successful and effective.

As an example of contextualizing new vocabulary, I took one section of the listening track #1 of Teacher A session #1. It is important the fact of using contextualizing vocabulary teaching technique to familiarize learners in real life and giving them a description of new words. This will warm up the learning process.

Listening Track #1 Teacher A example:
Teacher A: *so, whenever you are going to the airport, you need to pay attention to the announcements, what are they; what are they?*

Learner A: *visual.*

Teacher A: *visual aids, different information that can appear, and in that way you are going to know where are you going or where can sit down if you want to and everything, yes!. For example imagine that you have a sign here that says: the classroom.*

Another successful example I observed out of this analysis of vocabulary teaching techniques was to make learners to use the foreign language to be learned. Like teachers B and C when they used Using words teaching technique.

Track 1 Teacher B Session 1

Teacher B: *very good! Next one, what this is?*

(Teacher B shows another image)

Learner C: I do not know, he seems happy but angry at the same time.

Teacher B: *so, he is moody; one day is happy and suddenly he is angry for example I am happy but if you do not do homework I will be angry. Ok, next instruction: First I want you to write individually one sentence per word then, you are going to comment your sentences with your partner.*

Track 2 Teacher C Session 2

Teacher C: *you have five minutes to comment your notes with your classmates then, create a conversation using those new words. A team of four people, am I clear enough?*

CHAPTER 5 CONCLUSIONS OF DATA ANALYSIS

This chapter presents the main conclusions and discussion about the results collected through this study. Also, it shows some of their implications for language classroom like identification of vocabulary teaching techniques used by English language teachers of high school Florida (public school), the analysis of frequency and effectiveness about the use of that vocabulary teaching techniques. The analysis is interpreted first: teacher by teacher and then, the three English language teachers together. Finally, it shows what was expected of the English language teachers observed: positive and negative aspects. I will take all the analysis mentioned above into consideration to improve teaching processes when learning the new vocabulary of a foreign language. It is important to mention that observation instruments used: field notes, rubrics and listening tracks help me to determine data measurably because are suitable to observe and analyze data obtained and get concrete suggestions of results (Dornyei, 2009).

The analysis in chapter 4 seems to show that four vocabulary teaching techniques: using words, contextualizing, pacing and dual coding technique were of higher frequency. These techniques were used in two sessions by the three English language teachers (teacher by teacher analysis). I believed this happened because through my experience those techniques are more common when vocabulary teaching processes take place. Moreover, teachers are not aware of the use of others sometimes because they do not attend training courses to teach a foreign language.

I consider that, facing learners with real context, making them use the vocabulary learned in creative ways, giving them time to organize their new information to do memory work and using visual aids, will help students to learn new vocabulary in a significant way.

Another positive quality I analyzed was that teachers were aware that learning through working in teams, help them to be tolerant about listening to different opinions and push them to share their own ideas. Teachers, B and C used this vocabulary teaching technique: Using words. On the other hand, there was an aspect that I consider important, to improve teaching processes when teaching new vocabulary of a foreign language. Out of the fifteen vocabulary teaching techniques contained in the observation instrument, not all of them were used. As I mentioned in chapter 4, the general analysis among the three English language teachers (A, B, and C) shows that seven vocabulary teaching techniques: graphic organizers, getting it down,

vocabulary self-collection, interactive word wall, retrieval practice, spacing and cognitive depth, were not used.

Also, it is important to clarify that effectiveness of vocabulary teaching techniques was not as bad as I thought. Almost all the techniques applied were presented to learners following a complete process.

As a final conclusion and emphasizing my objectives (contained in chapter one). I will implement a didactic proposal for English language teachers who teach Communicative English, which shows the variety and effectiveness of the seven vocabulary teaching techniques not used (mentioned above) when teaching new vocabulary of a foreign language. The purpose of this is that learners grab a significant knowledge of new words to decrease incomprehensible texts when reading or answering any activities when using the foreign language (English) they are learning.

CHAPTER 6 DIDACTIC PROPOSAL

This chapter shows a course design of the didactic proposal: *Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual System Florida (public school).*

The general analysis of the study results presented in chapter 4 seems to show that, English language teachers used eight vocabulary teaching techniques: contextualizing, vocabulary journal, dual coding technique, repetition, pacing, using words, mnemonics-key words techniques and real-things. Even though, teachers still need to improve some aspects of the process in their application for example, giving learners time to relate prior knowledge with new one.

However, seven vocabulary teaching techniques: graphic organizers, getting it down, vocabulary self-collection, interactive word wall, retrieval practice, spacing and cognitive depth, were not used at all.

This didactic proposal attempts to introduce a teacher training course to help participants (English language teachers) to use these seven vocabulary teaching techniques (mentioned above) in a foreign language classroom.

6.1 Description: a General View

The design of the didactic proposal: *Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual System Florida (public school),* follows the *Central Model* designed by Jack C. Richards (2013). This model called my attention because language teaching programs have been the major tradition in language curriculum development. I agree with the idea of teaching by constructing knowledge. The central design model assumes that the first step participants must follow is: perform classroom processes and methodology, syllabus and learning outcomes are specified as the curriculum is implemented (Richards, 2013).

To design this preparation course of vocabulary teaching techniques, I investigate different models immersed in teacher training courses. There are other types of models that change on their procedure and view. First, there is an interesting model: The Tyler Model (1960). Its objective is to analyze and interpret the curriculum and the teaching system in any educational institution. It consists of the study of teachers as sources of educational objectives.

Another model is The Taba Model (1974): it stands that teaching should be based on; society, culture, learning and content related to theory and practice. It relates knowledge fields to reach interdisciplinary integration of curricular theory.

Finally, there is the Arnaz Model (1993): it is a plan that focuses on concrete and determined teaching-learning processes which are developed by educational institutions. It represents technological education.

On the other hand, the central model, designed by Richards 2013 assumes that Task Based Instruction (TBL) is an important approach to processes when learning as an inductive way. The inductive approach permits participants to infer in their own learning and in that way they construct their knowledge.

The TBL approach integrates into its cycle three five components: pre-task, task, planning and report (Richards, 2013).

1. Pre-task: Introduction to the task.
2. Task: participants do the task individually, in pairs or the whole group.
3. Practice: Participants perform activities by themselves.
4. Report: as follow-up activities, participants do activities related and discuss learning outcomes.

TBL framework can be adapted for participants as many ways (Richards, 2013):

- Having much exposure is recommended.
- The cycle most consists of short tasks.
- Report stage must not be omitted.
- Learning outcomes is concentrated in performing activities.

As it was mentioned above, I consider that, when participants interact and are exposure, they construct knowledge and they acquire all that learning in a significant way. This is supported by Jack C. Richards (2013) when he said that, throughout the twentieth century there was a movement away from mastery oriented approaches focusing on the *production* of accurate samples of language use, to the use of more activity oriented approaches focusing on interactive and communicative classroom processes to reach significant knowledge. That is why, I emphasize that the Central Design Model and TBL approach, are essential for Vocabulary Teaching Techniques Preparation Course.

To be clear enough, I would like to define some key words used in this Preparation Course of Vocabulary Teaching Techniques.

Keywords of the Central Design Model (Richards, 2013): curriculum, input, syllabus, output, process, and methodology.

- *Curriculum:* The term curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved.

- *Input:* it refers to the linguistic content of a course. Once content has been selected it then needs to be organized into teachable and learnable units as well as arranged in a rational sequence. The result is known as *syllabus*.

- *Output:* it refers to learning outcomes, that is, what learners are able to do as the result of a period of instruction.

- *Process:* it refers to issues like; teaching methods and the design of classroom activities and materials. It also refers to how teaching is carried out and constitutes the domain of methodology in language teaching.

- *Methodology:* it encompasses the types of learning activities, procedures, and techniques that are employed by teachers when they teach and the principles that underlie the design of the activities and exercises in their textbooks and teaching resources.

The fifteen vocabulary teaching techniques contained in the observation instrument are described by a definition and a complete process they must follow to be applied effectively. Carrying out into the practice of the application of vocabulary teaching techniques, the improvement of vocabulary teaching-learning processes of a foreign language will be reached. That is why I consider important to follow the Central Design Model.

As I mentioned at the beginning of this chapter, Vocabulary Teaching Techniques contained on this Preparation Course, will help on the improvement of teaching new

In simple form, the components of the curriculum and their relationship can be represented as follows:
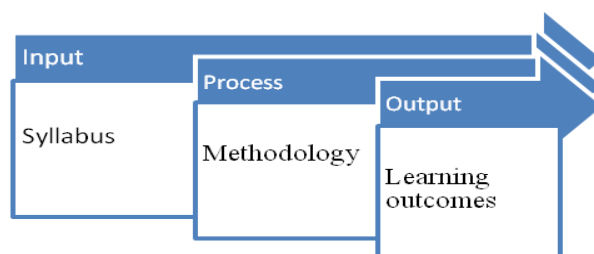

Figure 1. Dimensions of a Curriculum.

Curriculum development in language teaching can start from input, process or output. Each starting point reflects different assumptions about both the means and ends of teaching and learning. In the image above, we can see that: from this perspective curriculum development starts from the first stage focus on input then, it moves to a second stage focus on methodology and then, to the third stage focus on output. However, this view of the curriculum does not reflect how language teaching has been understood.

In this case, the starting point of the Central Model is the process deriving input and output from classroom methodology.

The process of curriculum development can be represented as follows:
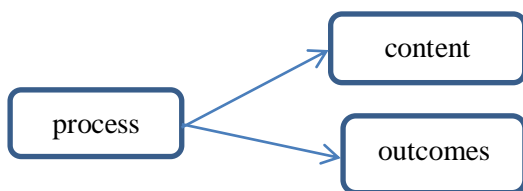

Figure 2.The Central Design Process of Curriculum Development

The presentation of the vocabulary teaching technique is implicit, participants will discover the process that every vocabulary teaching techniques must follow while performing activities in the classroom. Assessment of the procedure of vocabulary teaching techniques will be established with homework.

Therefore, at the beginning of this preparation course, there will be a general presentation in class about the seven vocabulary teaching techniques which participants are going to learn. Also, the other eight vocabulary teaching techniques they used in their sessions and feedback about effectiveness will be discussed as well.

As it was mentioned above, central design curriculum development starts with the selection of teaching activities, techniques or methods rather than with the elaboration of a detailed language syllabus or specification of learning outcomes. Issues related with to input and output are dealt with after a methodology has been chosen or developed or during the process

of teaching itself. The author Clark (1987) refers to this as *progressivism,* an example of the process approach to the curriculum.

Research on teachers' practices reveals that teachers often follow a central design model when they develop their lessons by first considering the activities and teachers procedures they will use. Rather than starting their planning processes by detailed considerations of input or output, they start by thinking about the activities they will use in the classroom.

While they assume that exercises or activities they used will contribute to successful learning outcomes, it is the classroom processes they seek to provide for their participants that are their principal focus (Richards, 2013).

Thus:
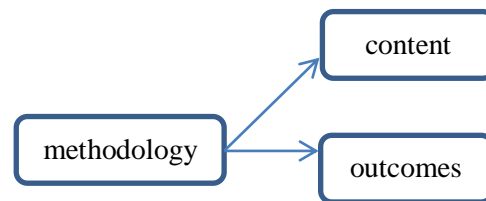
Figure 3.Implementing a Central Design Model

Teachers' initial concerns are typical with what they want their learners to do during the lesson. Later their attention turns to the kind of input and support that learners will need to carry out the learning activities (Pennington and Richards, 1997).

The interaction between the elements of the central design model stands that, teaching and assessment inform each other at every stage of the teaching and learning processes. Assessment is based on dynamic procedures. Input becomes the output when procedures are performed. Thus:

Figure 4. Interaction between Elements of a Central Design Model

6.2 Didactic Proposal: Developing the Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual Florida (public school).
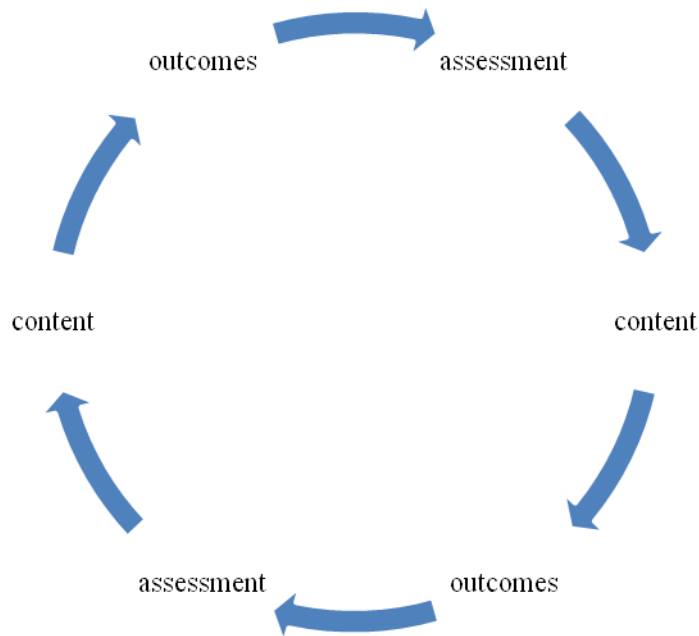
1. Preparation Course: Vocabulary Teaching Techniques.

2. Daily Frequency: 3 sessions for one week.

3. Hours of work in the classroom: 2 hours per session (total: 6).

4. Hours of extra-work outside classroom: Four hours after the first two sessions.

5. Modality: Face to Face.

7. Curricular Area: Disciplinary Field.

8. Teacher Trainer: Yanet Estefany Macias Anguiano.

II. Presentation

The Preparation Course: *Vocabulary Teaching Techniques* has an emphasis in announcing and improving new ways to teach new vocabulary, it focuses on the effective use to apply techniques towards learners. Participants, who take the course, continue improving different methodologies as the four skills that language requires are developed: listening, reading, speaking and writing. Issues related with to *input* and *output* are dealt with after a

methodology has been chosen or developed or during the process of teaching itself (Richards, 2013).

III. Purpose

The Preparation Course: *Vocabulary Teaching Techniques* pretends that participants acquire general competencies to improve teaching processes of the new vocabulary of the foreign language to be taught through applying inductive activities. Inductive activities make learners to construct knowledge.

The use of vocabulary teaching techniques is the base for learners to get significant learning. Vocabulary teaching techniques stand a relation with learning strategies which make learners to develop learning competencies, learning evaluation and the use of technology.

IV. Participants Competences:

Participants improve their opportunities in meaning making. They use logic, critical and creative thinking to analyze the procedure and implementation of different vocabulary teaching techniques through inductive activities.

Therefore, participants who take this preparation course, develop the application of activities by analyzing vocabulary teaching techniques processes and the importance of teaching.

V. Preparation Course Content Structure:

Vocabulary Teaching Technique 1 Graphic organizers

Vocabulary Teaching Technique 2 Getting it down

Vocabulary Teaching Technique 3 Vocabulary self-collection

Vocabulary Teaching Technique 4 Interactive word wall

Vocabulary Teaching Technique 5 Retrieval practice

Vocabulary Teaching Technique 6 Spacing

Vocabulary Teaching Technique 7 Cognitive Depth

VI. Daily Lesson Plans

The *Preparation Course: Vocabulary Teaching Techniques* is presented on April 25th, 27th, and 29th of 2016. Hours of work in the classroom: six (two hours per session). Hours of extra-work outside the classroom: four (two hours after the first two days).

Ps is stand for Participants.

Graphic Organizers	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through schema building (Robinson, 1998).	-all the activities must be in English. -deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer presents one sample of a vocabulary book activity with five words obtained from the reading: *A word about Vocabulary Teaching*. It is explained the objective of book activity (whole class). **Task** <u>Vocabulary Book Activity</u>: Ps are asked to fold a sheet of a notebook paper in half like a hotdog. Then, one side Ps cut every third line to create tabs. Ps label the tabs with vocabulary words that the teacher trainer says and they write the definitions commented (whole class). **Practice** Ps are asked to read the text called: *A Word about Vocabulary Teaching*. According to the reading, Ps will elaborate a Vocabulary Book sample of five words (individual work).	Communicative Treatment of Vocabulary Instruction	5 minutes

10 minutes

15 minutes | **Report** Teacher trainer asks Ps the purpose of doing a Vocabulary Book Activity. Learning outcome is commented in the class.

Wrap-up As homework: Participants are asked to select and read a text of their own preference. Then, Participants will create a vocabulary book sample. (words written on the vocabulary book, will be chosen by them) |

Getting it Down	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course. .	To teach new vocabulary through creating a list of words which learners would not understand (Burke, 2000)	-all the activities must be in English. -deliver assignments in time and format -participation in class.	**Pre-Task** The teacher trainer asks Ps to remember difficult words to understand. Then, Ps pass and write some of those words on the whiteboard for creating a word list. The teacher trainer makes emphasis on the idea that having organized material, learning is improved (whole class). **Task** Word List Activity: Ps are asked to read the text called: *Vocabulary and Meaning-Focused Input* (teamwork). **Practice** Then, the teacher trainer asks them to think about difficult words to understand, Ps write down those words (individual work).	-Vocabulary Input. -Vocabulary Meaning-Focused.	10 minutes 10 minutes 10 minutes	**Report** The teacher trainer discusses the meaning of words in class (previous activity). Ps comment why is it important to write down in a list new words to be learned. **Wrap-up** **As homework:** Participants are asked to read the text: Vocabulary and Meaning-Focused Output. Then, Participants will create a word list example (individual work).

Resources: Vocabulary and Meaning-Focused Input. Pages: 267 and 268. Vocabulary and Meaning-Focused Output. Pages: 268 and 269 (Texts provided by the Course Teacher) notebook, pencil, pen, intelligent whiteboard, markers etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

Vocabulary Self-Collection	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through asking learners interesting words for them, teachers determine meaning by contextualizing (Haggard, 1982).	-all the activities must be in English. - deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer asks to Ps words that they will like to learn. Then, Ps write those new words on a piece of paper. The teacher trainer explains meaning through context (whole class). **Task** Self-Collection Word List Activity: Ps are asked to read the text: *Developing Fluency through Vocabulary.* Then, Ps will ask the person next to them, interesting words to learn (Pair work). **Practice** Ps write down those words and explain meaning through context. Words are collected in a glossary (individual work).	-Fluency. -Development of Fluency.	5 minutes 10 minutes 15 minutes	**Report** As Ps explain meaning through context, the teacher trainer makes emphasis on the importance of representing new words with objects (whole class). **Wrap-up** **As homework:** Ps are asked to read a text of their preference. Then, they will select interesting words for them. Ps practice how to define them through context (individual work).

Resources: Developing Fluency with Vocabulary. Pages: 269 and 270. (Text provided by the Course Teacher) notebook, pencil, pen, intelligent whiteboard, markers etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

Interactive Word-Wall	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through interaction and using visual aids (Mckeown and Kucan 2008).	-all the activities must be in English. - deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer shows five word cards to Ps and asks them if they know their meaning. Meaning is clarified through interaction (whole class). **Task** <u>Interacting and Sharing Ideas Activity:</u> Ps are asked to read the text: *Vocabulary and Language-Focused Instruction*. Then, they will select words they do not understand (pair work). **Production** Participants are asked to write those to create *word cards* to paste them on the walls; Ps explain meaning through interaction (eye-contact interaction).	-Vocabulary Instruction. -Language Instruction.	10 minutes 10 minutes 10 minutes	**Report** The teacher trainer asks Ps if they found interesting the fact of learning by interacting and using visual aids (word cards). **Wrap-up** **As homework:** Ps are asked to select words which they have trouble to remember the meaning. Words are written on cards. The teacher practices how to explain them by interacting with peers.

Resources: Vocabulary and Language-Focused Instruction. Pages: 270 and 271. (Texts provided by the Course Teacher) notebook, pencil, pen, intelligent whiteboard, markers, masking tape, color sheets etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

Retrieval Practice	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through repetition (Vygotsky, 1970).	-all the activities must be in English. - deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer shows to Ps five word cards. Then, the teacher asks Ps to repeat them aloud several times in class. After repetition, meaning is explained. If memory work is good, repetition practice is decreased (whole class). **Task** <u>Writing Statements Activity:</u> Ps are asked to repeat five words out of the reading: *Vocabulary and Language-Focused Instruction;* words were selected by the teacher (pair work). **Practice** Ps are asked to use those words by writing one statement per each (individual work).	-Vocabulary Instruction. -Language Instruction.	5 minutes 10 minutes 15 minutes	**Report** The teacher trainer asks Ps what they noticed they did to remember how words are pronounced. The teacher comments that the use of repetition and visual aids helps to remember new words (whole class) **Wrap-up** **As homework:** Ps are asked to repeat words learned in class for working memory (individual practice).

Resources: Vocabulary and Language-Focused Instruction. Pages: 270 and 271. (Texts provided by the Course Teacher) notebook, pencil, pen, etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

Spacing	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through testing interval time (Vigotsky, 1970).	-all the activities must be in English. - deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer writes three words in the whiteboard with their meanings which are explained to the class. The teacher starts asking the meaning of words if words are remembered, the teacher continues with three more (whole class). **Task** Testing Activity: the teacher presents before reading the first two or three words to be learned out of the text: *Learning the Meaning of Unknown Words.* Then, the teacher goes back and tests these. After that, the teacher presents three more. The teacher goes back again and so on. As each word becomes better learned, the testing interval can be gradually extended (whole class). **Practice** Ps will test themselves the words learned by extending the interval of time. After that, Ps write one statement per word.	-Vocabulary Learning in Context.	5 minutes 10 minutes 15 minutes	**Report** The teacher trainer comments that learning by intervals of time help to improve your memory work ability. **Wrap-up** **As homework:** Ps analyze words wrote in class test. Then, they test those words again with intervals of time (individual work).

Resources: Learning the Meaning of Unknown Words. Pages: 271. (Texts provided by the Course Teacher) notebook, pencil, pen, etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

Cognitive Depth	Objective	Performance Criterion	Learning Activities	Learning Content	Class Time	Evaluation
Participants' activities during and after the course.	To teach new vocabulary through relating new words with other ones that rhyme (Paivio, 1986)	-all the activities must be in English. - deliver assignments in time and format. -participation in class.	**Pre-Task** The teacher trainer shows to participants a table of six words that rhyme, meanings are clarified by relating them (whole class). **Task** Cognitive Activity: Ps are asked to create a judgment from the words learned out of the reading: *Learning the Meaning of Unknown Words* by matching them with words that rhyme. (Teamwork). **Practice** Ps are asked to analyze which part of speech corresponds to those words. Then, they are asked to write sentences of the words learned (individual work).	-Vocabulary Learning in Context.	5 minutes 10 minutes 15 minutes	**Report** The teacher trainer says to Ps that recognition of sounds, help them to learn new words and be critical of their differences (individual work). **Wrap-up** **As homework:** Ps are asked to select three words difficult for them to remember. Then, they will match those words with another one that rhyme. Participants write one sentence per word (individual work).

Resources: Learning the Meaning of Unknown Words. Pages: 271. (Texts provided by the Course Teacher) notebook, pencil, pen, etc.

Book: Jack C. Richards. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York: Cambridge University Press.

VII. Evaluation of the Preparation Course: Vocabulary Teaching Techniques

Course Attendance	10%
Elaboration of Activities	25%
Participation	10%
Homework Assignments	15%
Final Project	30%
Total	100%

VIII. Final Project

On the third day of the preparation course, participants will create one lesson plan per vocabulary teaching technique, making a total of seven lesson plans. The content of the lesson is going to be gotten from the books that participants are in charge to teach. The seven lesson plans must follow the PPP lesson plan model (Presentation, Practice, and Production) also, wrap up and resources per lesson plan must be described.

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6.3 Didactic Proposal Conclusions

The answers out of the annex #3 seem to show that, English language teachers agree that they did not know about the existence of the seven vocabulary teaching techniques implemented in the Preparation Course they attended, these ones are: Graphic organizers, Getting it down, Vocabulary self-collection, Interactive word wall, Retrieval practice, Spacing, Cognitive Depth. These teaching techniques can be used when teaching new vocabulary of a foreign language. Also, the processes that these techniques need to follow in order to be effective towards participants.

Moreover, English language teachers consider important the use of the vocabulary teaching techniques in others subjects like mathematics, chemistry, science and others besides English. However, it was observed that the processes by which these vocabulary teaching techniques were implemented were amazing because these techniques were related to the inductive approach and the TBL method (Task-Based Learning). According to Richards, as it was mentioned in chapter 2, learners will get significant knowledge if they construct it; involving them and making them join prior and new knowledge, they will induce learning processes.

For the participants who attended the preparation course, starting with a process to then continue with content and then learning outcomes, as the central model stands, was very different from the traditional manners they used to teach.

Participants suggested that this preparation course should be implemented every six months as a reminder about the variety of vocabulary teaching techniques that English teachers can use. I consider that when it comes to teaching, there is a huge color range of ways to spread knowledge, and that is what I am doing today, finding out the best way to transfer significant knowledge towards learners.

CONCLUSIONS

After writing this thesis and analyzing its didactic proposal: *Developing Effective Vocabulary Teaching Techniques to Improve Vocabulary Learning Processes in Preparatory School Bilingual Florida (public school)*, I still consider that learning a foreign language is very important for anyone's future.

It is said that learning a foreign language opens a lot of academic, professional and social opportunities in life and it does.

The awareness of how teachers of foreign language transmit their knowledge it is important as well.

For me, the effective manner of teaching vocabulary of a foreign language is crucial because the way you do it, is equal to the wide range of new words learners can grab in their minds.

Objectives of this study and the proposal mentioned and analyzed before (Chapter 6) reached the traditional manners of teaching new vocabulary of a foreign language. Participants who attended the Preparation Course said that the procedures which vocabulary teaching techniques were presented matched the construction of knowledge. As Richards mentioned in chapter 2, learners learn effectively if they relate prior with new knowledge. Likewise, involving them to the class by starting with process to then continue with content reaches learning outcomes and innovates teaching processes.

If English language teachers take into account the variety of effective teaching techniques they can use, old traditional methods of learning new words will be ended.

The didactic proposal mentioned and shown before (chapter 6) demonstrated to English language teachers the *know- how* teaching techniques they can apply.

Some people might think that teaching a foreign language it is not as easy as it seems to be. That is the reason why teachers should innovate their teaching processes so it would be easier for learners to acquire and grab the content of learning processes they face every day.

Finally this study helped me a lot because I realized that when it comes into teaching new vocabulary and we really want to ours learns learn, it is meaningful to consider as many techniques as we can and share them to our colleagues so they would improve their teaching too. If English language teachers can explain and transmit new vocabulary simply for example, by contextualizing, relating prior knowledge with new one and relating it with real life, learners would understand it well enough.

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ANNEXES

Annex 1 Observation Instrument

Teaching Technique	SI	No	1	2	3	4
1.Contextualizing: T provides a description of the new word; asks Ss to restate that description, and creates a graphic representation of the word, T asks Ss to share ideas about the word learned. (Marzano, 1997)			T provides only the description of the new word.	T provides the description of the new word and asks students to restate that description	T provides the description of the word, asks Ss to restate that description and creates a graphic representation	T provides a description of the new word; asks Ss to restate that description, and creates a graphic representation of the word, T asks Ss to share ideas about the word learned.
2.Graphic Organizers: T asks Ss to organize the information through schema building before and after reading. Ss have a clear view about the vocabulary to be taught. (Robinson, 1998)			T asks Ss to organize information through schema building	T asks Ss to organize information through schema building before reading.	T asks students to organize the information through schema building before and after reading.	T asks Ss to organize the information through schema building before and after reading. Ss have a clear view about the vocabulary to be taught.
3.Getting it down: T takes notes about vocabulary Ss would not understand, creates a list with vocabulary's meanings (reading), and talks that list aloud in class. (Burke, 2000)			T takes notes about the vocabulary that students would not understand.	T takes notes about the vocabulary that Ss would not understand and creates a list.	T takes notes of the vocabulary Ss would not understand and creates a list of meanings.	T takes notes about vocabulary Ss would not understand, creates a list with vocabulary's meanings (reading), and talks that list aloud in class.
4.Vocabulary Self-Collection: T asks Ss to select interest words for them while reading, Ts use context to determine meanings, T asks Ss to nominate words to be learned by others in the class, and T asks Ss to collect those words in a glossary. (Haggard, 1982)			T asks students to select interesting words for them while reading.	T asks Ss to select interesting words for them while reading and asks them to use context to determine the meaning.	T asks Ss to select interesting words for them and use context to determine meaning, then T asks them to nominate words to be learned by others.	T asks Ss to select interest words for them while reading, Ss use context to determine meanings, T asks Ss to nominate words to be learned by others in the class, and T asks Ss to collect those words in a glossary.
5.Interactive Word Wall: T decorates classroom's walls with words to be learned, Ss learn those words by interacting (classmates and teacher), Ss are encouraged to use those words in their writing, T makes Ss interact to share ideas about the words learned. (Mckeown & Kucan, 2008)			T decorates CR walls with all kinds of words (not appropriate selection).	T decorates CR walls with words to be learned (appropriate selection of vocabulary).	T decorates CR walls with words to be learned, Ss learned those words by interacting (T-Ss).	T decorates classroom's walls with words to be learned, Ss learn those words by interacting (classmates and teacher), Ss are encouraged to use those words in their writing, T makes Ss interact to share ideas about the words learned.
6.Vocabulary Journal: T provides a specific learning log to ask Ss to record the new words' meanings while reading and they response those meanings through their own language, T makes Ss to create connections of those meanings with their own experiences and to create rich definitions. (Popp, 1997)			T provides a general learning log to ask Ss to record language meaning.	T provides a specific learning log to ask Ss to record language meaning.	T provides a specific learning log to ask Ss to record language meaning through their own language.	T provides a specific learning log to ask Ss to record the new words' meanings while reading and they response those meanings through their own language, T makes Ss to create connections of those meanings with their own experiences and to create rich definitions.

7.Dual Coding Technique: T creates a list of the words to be learned, in written or with pictures. Then they test Ss by recognition test, they reinforced the words Ss could not remember, finally T provides an example in sentences. (Paivio, 1986)			T creates a list of the words to be learned.	T creates a list of the words to be learned and test Ss by asking them meanings.	T creates a list of the words to be learned T test Ss by recognition test.	T creates a list of the words to be learned, in written or with pictures. Then they test Ss by recognition test, they reinforced the words Ss could not remember, finally T provides an example in sentences.
8.Repetition: T asks Ss to repeat by letting the articulatory loop just run and run. T asks Ss to repeat seven times over spaced intervals. (Vigotsky, 1970)			T asks Ss to repeat the words to be learned individually.	T asks Ss to repeat the words to be learned once (the whole group)	T asks Ss to repeat the words to be learned more than once.	T asks Ss to repeat by letting the articulatory loop just run and run. T asks Ss to repeat seven times over spaced intervals.
9.Retrieval Practice: T asks Ss to repeat the words that they have learned to recover and remember their meanings, then Ss use them in written sentences to recall them in future, T verifies those statements. (Vigotsky, 1970)			T asks Ss to repeat the words that they have learned once.	T asks Ss to repeat the words that they have learned to recover and remember their meanings.	T asks Ss to repeat the words that they have learned to recover and remember their meanings, and then Ss use them in written sentences.	T asks Ss to repeat the words that they have learned to recover and remember their meanings, then Ss use them in written sentences to recall them in future, T verifies those statements.
10.Spacing: T presents the first two or three items, then goes back and tests these, then presents some more, then backtracks again and so on. As each word becomes better learned, the testing interval can be gradually extended. (Vigotsky, 1970)			T presents the first two or three items and continuous presenting more without testing them.	T presents the first set of items and at the end T tests it.	T presents the first two or three items, and then goes back and tests them.	T presents the first two or three items, then goes back and tests these, then presents some more, then backtracks again and so on. As each word becomes better learned, the testing interval can be gradually extended.

11.Pacing: T gives the opportunity to pace his/her own rehearsal activities. Here T is allowing time during vocabulary learning for learners to do memory work through organizing their vocabulary silently and individually. (Vigotsky, 1970)			T does not allow time during vocabulary learning process.	T paces rehearsal activities and gives time during vocabulary learning process.	T paces rehearsal activities and gives time during vocabulary learning process and makes Ss to do memory work.	T gives the opportunity to pace his/her own rehearsal activities. Here T is allowing time during vocabulary learning for learners to do memory work through organizing their vocabulary silently and individually.
12.Using Words: T makes their students use the words they learned in a creative way; the main goal is that Ss use those new words by speaking or writing in any kind of activity. (Paivio,1986)			T makes Ss use interesting words for them in written sentences.	T makes Ss use words to be learned in sentences.	T makes Ss use the words to be learned in a creative way.	T makes their students use the words they learned in a creative way; the main goal is that Ss use those new words by speaking or writing in any kind of activity.
13.Cognitive Depth: T makes Ss create a judgment about the words learned by matching them with words that rhyme, T makes Ss decide their parts of speech, and finally, T asks Ss to use those words to complete sentences. (Paivio,1986)			T makes Ss create a mental judgment about the words they have learned.	T makes Ss create a judgment of the words they have learned by matching them with their own experiences.	T makes Ss create a judgment about of the words they have learned by matching them with words that rhyme.	T makes Ss create a judgment about the words they have learned by matching them with words that rhyme, T makes Ss decide their parts of speech, and finally, T asks Ss to use those words to complete sentences.

14.Mnemonics-Key word Technique: T helps Ss to retrieve words stored in their memory by spelling them, the best way to achieve this is with visual materials, T selects keywords and show to Ss images of them, to remember the set of words T asks Ss to create mnemonics; selecting the first letter of the words that belong to the set of words to be taught. (Vigotsky, 1970)			T helps Ss to retrieve words by written form.	T helps Ss to retrieve words by spelling them using visual materials.	T helps Ss to retrieve words by spelling them using visual materials and selecting keywords.	T helps Ss to retrieve words stored in their memory by spelling them, the best way to achieve this is with visual materials, T selects keywords and show to Ss images of them, to remember the set of words T asks Ss to create mnemonics; selecting the first letter of the words that belong to the set of words to be taught.
15.Real Things- Realia: T uses real objects to contextualize the words to be taught and makes Ss to use them in the context classroom. (Vigotsky, 1970)			T presents the words to be taught and asks them to repeat them once.	T presents the words to be taught and asks them to use them in the context classroom.	T uses real objects to contextualize the words to be taught.	T uses real objects to contextualize the words to be taught and makes Ss to use them in the context classroom.

Annex 2 Listening Tracks

In this annex, I will show the listening tracks about segments of vocabulary teaching bilingual classes that I observed for my investigation study. I observed three bilingual teachers (A, B, and C) with two segments of vocabulary teaching bilingual classes per teacher.

Track 1 Teacher A Session 1
Teacher A: *ok! Now, everybody on page one hundred and four we are going to continue with the lesson number three; that in this case is going to be related to understanding airport announcements so, whenever you are going to the airport, you need to pay attention to the announcements, what are they?, what are they?...*

Learner A: *visual.*

Teacher A: *visual aids, different information that can appear, and in that way you are going to know where are you going or where can sit down if you want to and everything, yes! For example imagine that you have a sign here that says: the classroom. So, according to de vocabulary that we are going to cover related with announcements, you have over there (teacher A points at the intelligent whiteboard) "Before you listen" (section of the track) you have the information that is related to the vocabulary but, first of all we are going to pay attention to the pronunciation, so, everybody paying attention please.*

(Teacher A pronounced aloud every new word learners would learn and asked them to repeat after she did it; teacher asked learners to repeat the new word only once).

Teacher A: *and now you are going to repeat…*

(Learners repeat the new words after teacher A did it)
Teacher A: *very good! Now we are going to continue with the meaning of each one, many some of them are obvious but we need to cover it to clarify, yes? So, the first one: depart, yes! As you can see, what can you understand with the image?*

Learner B: despegando!

Teacher A said: *yes! You can see the image, you are leaving; you are going to a different place. For example in that sentence…*
(Teacher A points at the whiteboard and there is a sentence that says: the airplane will *depart* at 6: 00 am). *Now, arrive; when you are…?*

Learner B: llegando!

Teacher A: *yes! To any place! Yes! Very good! And… the last word is: take off: what is the meaning of that phrase? Somebody knows?*

Learner C: yes Miss, I know! It is when you get undress.

Teacher A: *yes but it has another meaning; in this context, the meaning is when the airplane plane is turning on the system to be prepared for starting the flight.*

Learner C: ha! Ok, Miss, I got it.

Teacher A: *now, I will give two minutes to comment these meanings with the partner that is next to you, the purpose is to use these words by speaking to connect those with your own experiences.*

Track 2 Teacher A Session 2
(This class was taken the same day but at different hour, students that day has double hour)

Teacher A: *hi again, how was your morning?*

Learners: good! Teacher good!

Learner A: We are hungry and we want to go!

Teacher: *we cannot go because we have not finished with the vocabulary of the morning, let`s start: do you remember the three words you learned in the morning?*

Learners: yes!

Teacher A: *ok! We are going to check another three; do you know what luggage is? What can you see on the image?*

(Teacher A shows to learners an image related to the new word)

Learner A: your cloth, shampoo etc.

Teacher A: *yes! Now, create a drawing of it on your notebook. I will give you five minutes.*

(Time was over and teacher A continued with another word)

Teacher A: *do you know what this is?* (Teacher A shows another imagine)

Learner B: it is a seat belt! For being a secure teacher!

Teacher A: *good! Create a drawing as well. You know, do not waste your time, only five minutes.*

(Learners create the drawing)

Teacher A: *let's continue… What is this?* (Teacher A shows the last image to be learned)

Learner C: it is a brush!

Teacher A: *yes but we have a lot of kinds so, this is for what?*

Learner A: your head!

Teacher A: *ok! It is for brushing your hair. Now create the last drawing.*

(When learners have finished, teacher A gave another instruction)

Teacher A: *now, organize your material individually and create one sentence per new word.* (Teacher walks on the classroom to verify is students are working; when the class time is over, teacher A said good bye to learners)

Teacher A: *ok! Time is over! Finish that at home, see you tomorrow.*

Learners: see you too.

Track 1 Teacher B Session 1
Teacher B: *hello class! How are you today?*

Learners: good teacher! And you…

Teacher B: *fine thanks. Today class we are going to learn some new words related to personality traits; do you know what is that?*

Learners: mmm…

Learner A: it is how people reacts miss.

Teacher B: *yes! How people behave. I have some pictures to show you, this is the first one, what is this?*

(Teacher B shows one image related to one personality trait)

Learner B: it is a guy that is angry, and he does not want to share miss!

Teacher B*: yes! He is greedy; when you have enough and you do not want to share and you want more and what is this?*

(Teacher B shows another image)

Learner C: it is some that do not want to clean, ha! Lazy miss, a lazy person.

Teacher B: *very good! Next one, what this is?*

(Teacher B shows another image)

Learner C: I do not know, he seems happy but angry at the same time.

Teacher B: *so, he is moody; one day is happy and suddenly he is angry for example I am happy but if you do not do homework I will be angry. Ok, next instruction: First I want you to write individually one sentence per word then, you are going to comment your sentences with your partner.*

Learners: ok!

(At five minutes to finish the class, teacher B said good bye)

Teacher B*: time is almost over, we will continue tomorrow. See you bye.*

Learners: bye teacher!

Track 2 Teacher B Session 2

(Before the class start, teacher B created a list of words that learner could have problems when reading the text: The Pit and The Pendulum by Edgar Allan Poe; the teacher B decorated the classroom using word cards).

Teacher B: *hello class. Ready to learn some new words?*

Learners: yea!

Teacher B: *what can you see on the walls?*

Learners: pieces of paper!

Teacher B*: yes! This is the new vocabulary of your reading: The Pit and the Pendulum. I want you to write those words on your notebook. So, the first one is: pit, what is that? Somebody knows?*

Learner A: a hole miss!

Teacher B: yes! *A huge hole and very deep. Un hoyo muy grande chicos. And what is pitcher?*

Learner B: una vasija miss.

Teacher B: *yes! made of metal to drink water. And what is loaf?*

Learner C: bread miss! Food!

Teacher B: *very good! And the last one, what is chamber?*

Learner C: like old jail miss but in bad conditions. Calabozo!

Teacher B: *yes! now, I want you to reap the words one. So, repeat after me: 1: pit.*

Learners: pit

Teacher B: *pitcher*

Learners: pitcher

Teacher B: *loaf*

Learners: loaf

(Teacher B makes learners repeat once each word)

Teacher B: *now, you are going to create one sentence per word individually then, when you finish you will create a dialogue, work in teams, two people.*

(Teacher B left learners working for 20 minutes)

Teacher B: *ok class, time is almost over; you will present that next class, see you next week, and have a good weekend.*

Learners: see you, teacher!

Track 1 Teacher C Session 1
(Teacher C enters to the class with a black bag full of objects, teacher arrived twenty minutes late to the class)

Learners: teacher! What is that?

Teacher C: *wait and you will see. Hello, class, how are you today?*

Learners: ok! What is that?

Teacher C: *ok! In here, I have some objects done of different kind of materials. That is the vocabulary you are gonna learn today. Prepare your pencil and notebook. You will write the concept shown on the intelligent whiteboard. Let's start, this object is made of?*

(Teacher C: shows a can made of metal)

Learner A: metal miss!

Teacher C: *ok! Very good! what about this bag?*

Learner B: plástico Teacher!

Teacher C: *plastic! Very good! And this vase is made of?*

Learner B: ha, glass miss.

Teacher C: *and my pencil is made of?*

Learner C: Madera miss! Wood!

Teacher C: *yes! Very good! Now, organize your notes in silence and create a drawing per word, color it ok?*

Learners: yes teacher!

(The class finished very quickly because teacher C arrived late)

Teacher C: *show me your material tomorrow, I need to go. See you class.*

Learner C: yes miss! see you tomorrow.

Learners: see you, teacher!

Track 2 Teacher C Session 2
Teacher C: *hello class! Sorry, yesterday we did not have enough time; let's continue with yesterday's activity ok?*

Learners: ok miss.

Learner A: do not worry teacher!

Teacher C: *ja ja ja ok (teacher C laughed). Yesterday we talked about certain objects made of different kinds of material, do you remember?*

Learners: yes!

Teacher C: *you have five minutes to comment your notes with your classmates then, create a conversation using those new words. A team of four people, am I clear enough?*

Learners: yes miss.

(Suddenly the principal interrupted the activity because learners were taken to a conference)

Prefect: Maestra, me llevare al grupo a una conferencia en el auditorio ok?

Teacher C: *claro que sí, chicos, nos vemos la siguiente clase, tengan preparada su conversación.*

Learners: wow! Conference! Yea miss, see you.

Annex 3 Questionnaire Response Sheet

Preparation Course of Vocabulary Teaching Techniques   Date: _____

I. - Complete the following statements or questions according to of what you have experienced with this course.

1. - I did not know…
_____
_____
_____

2. - I notice that…
_____
_____
_____

3. - I like (enjoy, appreciated)…
_____
_____
_____

4. - I wondered…
_____
_____
_____

5. - I would suggest…
_____
_____
_____

6.-Strong words, phrases, I learned…
_____
_____
_____

7. - Were you aware of the existence of the vocabulary teaching techniques of this preparation course? Mention the ones you did not know.

8. - Did you know the complete process by which this vocabulary teaching techniques can be applied? Do you think that following a complete process is important in order to apply the teaching techniques effectively?