



**UNIVERSIDAD NACIONAL PEDRO RUIZ  
GALLO**



**FACULTAD DE CIENCIAS HISTÓRICO SOCIALES Y  
EDUCACIÓN**

**Unidad de Posgrado de**

**Ciencias Histórico Sociales y Educación**

**PROGRAMA DE MAESTRIA**

**EN CIENCIAS DE LA EDUCACION**

***TESIS***

**“PROPUESTA DIDÁCTICA BASADA EN EL ENFOQUE LÉXICO PARA  
MEJORAR EL VOCABULARIO EN LOS ESTUDIANTES DE INGLÉS DE LA  
FACULTAD DE ADMINISTRACIÓN UNIVERSIDAD PRIVADA DEL NORTE 2017”**

**Tesis presentada para obtener el Grado Académico de Maestra en Ciencias de  
la Educación con Mención en Didáctica del Idioma Inglés**

**AUTORA**

**ROXANA GENOVEVA ACUÑA ALCANTARA**

**ASESORA**

**M.Sc. MILAGROS CABEZAS MARTINEZ**

**Lambayeque, Perú**

**2019**

**“PROPUESTA DIDÁCTICA BASADA EN EL ENFOQUE LÉXICO PARA  
MEJORAR EL VOCABULARIO EN LOS ESTUDIANTES DE INGLÉS DE LA  
FACULTAD DE ADMINISTRACIÓN UNIVERSIDAD PRIVADA DEL NORTE  
2017”**

---

ROXANA GENOVEVA ACUÑA ALCANTARA

AUTORA

---

M.Sc. MILAGROS CABEZAS MARTINEZ

ASESORA

Presentado a la Unidad de Posgrado de la Facultad de Ciencias Histórico Sociales y Educación de la Universidad Nacional Pedro Ruiz Gallo. Obtener el Grado Académico de Maestra en Ciencias de la Educación con mención en didáctica del Idioma Inglés

**Aprobado por:**

---

**Dra. Doris Nancy Díaz Vallejos**

**PRESIDENTA**

---

**M. Sc. María del Pilar Fernández Celis**

**SECRETARIA**

---

**M. Sc. Elmer Llanos Díaz**

**VOCAL**

**Marzo 2019**

## **DEDICATION**

**I would like to dedicate my thesis to the almighty GOD who gave me the strength and patience to**

**complete this study.**

**I also dedicate this thesis to my dear husband and my two children for their patience and love too.**

**The author**

## **ACKNOWLEDGEMENTS**

Sincere thanks go to those people and institutions that helped me and contributed in the accomplishment of this research.

First of all, I am very grateful to my thesis adviser M.Sc. Milagros Cabezas Martinez, for her valuable suggestions and support during the thesis period.

I would also like to thank Universidad Privada del Norte - Cajamarca for offering me the place and all the students of English II for their participation in the research during the experimental period.

Special acknowledgement goes to my beloved family, who gave me loving encouragement and for their patience.

Above all, I wish to thank The Almighty GOD, who heard me when I called on him.

The author

## INDEX

DEDICATION.....	ii
ACKNOWLEDGEMENT .....	iii
INDEX.....	iv
RESUMEN.....	ix
ABSTRACT.....	x
INTRODUCTION.....	xi
CHAPTER I	
1.1. Location and historical background about UPN.....	1
1.2. How the problem arises.....	7
1.2.1. International context.....	7
1.2.2. Latin american context.....	8
1.2.3. Peruvian context.....	9
1.2.4. The local context.....	10
1.3. How the problem states and its characteristics .....	12
1.4. Methodology.....	14
CHAPTER II	
2.1. Theoretical conceptual framework.....	17
2.1.1. Background information.....	17
2.1.2. Effects of instructional games on facilitating of students' vocabulary learning...17	
2.1.3. The Essentials of Vocabulary Teaching: From Theory to Practice .....	18

2.2. Theoretical basis.....	18
2.2.1. The lexical approach (Michael Lewis).....	18
2.2.1.1. Types of Lexical Units.....	21
2.2.1.2. Lexis in Language Teaching and Learning.....	22
2.2.1.3. Pedagogical Sequences.....	23
2.2.1.4. From Input to Output.....	23
2.2.1.5. From Vocabulary Lists to Words in Context.....	23
2.2.2. Theory of language by Antony Peters 1983.....	23
2.2.3. Learning vocabulary is an ongoing process that takes time and practice .....	23
2.2.4. What does the research say about vocabulary? .....	26
2.2.5. The Background on Background Knowledge.....	26
2.2.6. Poverty, the Brain, and Vocabulary.....	30
2.2.6.1. How Are the Brains of Poor Kids Different?.....	30
2.2.6.2. Improving the Systems.. .....	31
2.2.7. The Three Tiers.....	32
2.2.8. The “How” of Teaching Vocabulary.....	33
2.2.9. Vocabulary.....	34
2.2.9.1. Language Corpora.....	34
2.2.9.2. Word meaning.....	35
2.2.9.3. Extending Word use.....	36
2.2.9.4. Word combination.....	37
2.2.9.5. The grammar of words.....	37

2.2.10. Learning Strategies.....	38
2.2.10.1. Consolidation.....	38
2.2.10.1.1. Social Strategies.....	38
2.2.10.1.2. Memory Strategies.....	39
2.2.10.1.3. Pictures/imagery.....	39
2.2.10.1.4. Related words.....	40
2.2.10.1.5. Unrelated words.....	40
2.2.10.1.6. Grouping.....	40
2.2.10.1.7. Word's orthographical or phonological form.....	41
2.2.10.1.8. Other memory strategies.....	42
2.2.10.1.9. Cognitive Strategies.....	43
2.2.10.1.10. Metacognitive Strategies.....	44
2.2.10.1.11. Which Strategies do learners use and believe to be helpful?.....	45
2.3. Glossary.....	45
2.4. Theoretical model.....	48
 CHAPTER II	
3.1. Analysis of data.....	49
3.1.1. Quantitative results.....	49
3.1.1.1. Analysis of the pre-test (vocabulary diagnostic test) applied to diagnose what the students' vocabulary level was.....	49
3.1.1.2. Analysis of the post-test (vocabulary diagnostic test) applied to diagnose what the students' vocabulary level was.....	56
3.1.1.3. Comparative analysis of the pre - test and the post – test.....	61

3.2. Problematic situation.....	61
3.3. Description of the didactical proposal.....	62
3.4. Proposal objectives.....	62
3.5. Didactical proposal structure.....	63
CONCLUSIONS.....	64
RECOMMENDATIONS.....	66
BIBLIOGRAPPHY.....	67
ANNEXES.....	69

## LIST OF TABLES

### Table 1

Example 3 incorrect form.....	13
-------------------------------	----

### Table 2

Example 3 correct form.....	13
-----------------------------	----

### Table 3

Population of English II students of Faculty of Administration UPN University.....	15
--	----

### Table 4

Taxonomy of Lexical Items.....	22
--------------------------------	----

### Table 5

Table of elements of vocabulary.....	50
--------------------------------------	----

### Table 6

Evaluation matrix of vocabulary.....	51
--------------------------------------	----

### Table 7



Pre – test result table.....	52
Table 8	
Didactical proposal structure.....	63

## LIST OF FIGURES

Figura 1	
Morphological Change.....	38
Figura 2	
Function frequency and percentage.....	52
Figura 3	
Meaning frequency and percentage.....	53
Figura 4	
Collocations frequency and percentage.....	54
Figura 5	
Grammar frequency and percentage.....	54
Figura 6	
Parts of speech frequency and percentage.....	55
Figura 7	
Pre test results.....	56
Figura 8	
Function post-test frequency and percentage.....	57
Figura 9	

Meaning post-test frequency and percentage.....	57
Figura 10	
Collocations post-test frequency and percentage.....	58
Figura 11	
Grammar post-test frequency and percentage.....	59
Figura 12	
Parts of speech post-test frequency and percentage.....	59
Figura 13	
Post-test summary.....	60
Figura 14	
Comparative analysis of the pre - test and the post – test.....	61

## RESUMEN

El problema de investigación denominado Propuesta didáctica basada en estrategias para mejorar la habilidad de vocabulario en los estudiantes de Inglés II de la Facultad de Administración de la Universidad Privada del Norte 2017 responde a la situación problemática sobre la carencia de vocabulario, en los estudiantes universitarios, habilidad que juega un papel importante en la adquisición de un segundo idioma. Plantea el objetivo de aplicar la propuesta didáctica basada en estrategias, con la finalidad de mejorar e incrementar el vocabulario de los estudiantes, considerando el uso del enfoque lexical para optimizar el mismo. Presenta una investigación con diseño pre experimental y por su nivel de profundidad es de corte aplicativo. Con respecto a la muestra estuvo conformada por 15 estudiantes, que corresponde a un solo grupo. Se aplicó una pre-test y un post-test para medir el vocabulario de los estudiantes, los cuales fueron evaluados en las dimensiones de Function, Meaning, Collocations, Grammar, Parts of Speech. Después, se prepararon actividades basadas en el enfoque lexical para contrastar si este proceso ayudaría a los estudiantes a incrementar y mejorar su vocabulario. Para ello, se entregó a los estudiantes una hoja de trabajo con actividades adecuadas para lograr el propósito de la investigación. En conclusión, la aplicación de las actividades y estrategias fueron eficaces, logrando mejorar e incrementar el nivel de vocabulario de los estudiantes, comprobando la hipótesis planteada.

**Palabras Clave:** vocabulario, hoja de trabajo, estrategias de aprendizaje, enfoque lexical

## **ABSTRACT**

The research problem called didactic proposal based on strategies to improve vocabulary skills in English II students of the Faculty of Administration of the Universidad Privada del Norte 2017 responds to the problematic situation about the lack of vocabulary, in university students, skill that plays an important role in the acquisition of a second language. Pose the goal to apply the didactic proposal based on strategies, in order to improve and increase the vocabulary of students, considering the use of the lexical approach to optimize it. Which presents a research with pre experimental design and its level of depth is of application. With respect to the sample, it consisted of 15 students, who correspond to a single group. A pre-test and a post-test were applied to measure the vocabulary of the students, who were evaluated in the dimensions of Function, Meaning, Collocations, Grammar, Parts of Speech. Then, activities based on the lexical approach were prepared to test whether this process would help students increase and improve their vocabulary. For this, students were given a worksheet with appropriate activities to achieve the purpose of the research. In conclusion, the application of the activities and strategies were effective, managing to improve and increase the level of vocabulary of the students, verifying the proposed hypothesis.

**Keywords:** vocabulary, worksheet, learning strategies, lexical approach

## **INTRODUCTION**

One of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn.

All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.

The number of vocabulary words a beginner student has to learn in the first few months of studying is vast. In order to be able to communicate basic ideas, it is of outmost importance that the EFL beginner student learns the relevant vocabulary necessary to express greetings, give and ask for personal information, ask for directions, in addition to learning colors, numbers, and adjectives to describe people. It goes without saying that students arrive with expectations and doubts about their abilities and possibilities, it is teachers that can help to make this transition easier if they approach this vocabulary learning task in a friendly and easy manner.

In recent years the interest in vocabulary teaching has improved. This is partly due to the recent availability of computerized data bases of words and partly due to the development of new approaches to language teaching which are much more “word-centred”, such as the lexical approach.

The term Lexis is a noun synonym of the word Vocabulary, which refers to “all the words in a particular language”. Therefore, it could be said that when educators instruct

vocabulary or lexis, they are teaching how words are used in context (grammar), when it is proper to use them (its function), etc.

You can be understood if you make grammatical errors when you speak a language, but you cannot express your ideas if you lack vocabulary.

However, the core vocabulary that will serve in most situations is about 2,000. Therefore, in order to be able to communicate effectively in this language EFL learners must constantly work hard to increment their vocabulary. However, very often vocabulary does not receive enough attention in language classrooms because teachers focus more on teaching and explaining grammar, leaving behind the practice of new lexical items, expecting the students to practice them on their own, not being aware that students generally lack the knowledge of strategies necessary to build up the needed vocabulary.

The motivation behind this study was the difficulty that the researcher observed in the English II students of the Faculty of Administration Universidad Privada del Norte had to learn and remember such an array of new vocabulary words in the English language, and their lack of appropriate learning strategies. Therefore, she decided to carry out the investigation called Didactic Proposal based on the Lexical Approach to improve the vocabulary skill among English II students of the faculty of Administration Universidad Privada del Norte 2017.

The researcher chose to use strategies based on the lexical approach in the EFL classroom because she believes to work with them because it is a highly motivational device to improve students' vocabulary. When they developed the programmed activities in different worksheets,

it helped them to understand the words or sentences better. It was a highly motivational resource in improving the vocabulary, and that students enjoy working with them.

Consequently, the present study is proposed to provide students strategies to improve their English language skills in order to get lexical structures easily.

By doing this, they will be empowered to select the strategies that best fit their specific learning styles, not only within the frame of the class, but also throughout the rest of their English language studies.

The present work is focused on achieving the following general objective:

Determine the Lexical efficiency of vocabulary among English II students of Faculty of Administration UPN – 2017.

It also achieves the next specific objectives:

- To diagnose the level of vocabulary of the students through a pre-test.
- To design and implement a didactic proposal based on The Lexical Approach to improve the vocabulary skill of the students.
- To evaluate the level of vocabulary after the proposal to validate the improvement.

Furthermore, this work pretends to demonstrate the following hypothesis: If I apply the correct strategies based on lexical approach then the English II students of Faculty of Administration probably will improve their vocabulary at UPN.

The present research is divided into three chapters:

On chapter 1, Analysis of the object of study, the author writes down the problematic aspect of the object of study, the location where the research was carried out, how the

problem arises out, its characteristics and a description of the methodology that was used to carry out this research.

On chapter 2, the theoretical framework of this work, is based on relevant sources of background literature like approaches, theories and studies that support the use of the lexical approach.

On chapter 3, Results and discussion, it is the practical part of the research and it is based on the findings of a pre-test and a post-test that the writers applied to the students during this research. It also includes the Theoretical Proposal to solve the problem boarded.

Finally, the writer presents the conclusions and the recommendations after applying and finishing the research.



# **CHAPTER I**

## **ANALYSIS OF THE PROBLEMATIC EDUCATIONAL REALITY OF PRIVADA DEL NORTE UNIVERSITY**

## **Chapter I**

In this chapter, the writer presents a general, national and regional view of the problematic educational reality, to arrive at Privada del Norte University, focusing on improving the vocabulary skill among English II students. To end up with the methodology that will be used in this research.

### **1.1. Location and historical background about Privada del Norte University**

Peru is located on South America's central Pacific coast. The world's twentieth largest nation, it borders Bolivia, Brazil, and Chile to the east and south, and Colombia and Ecuador to the north. Lima, the capital, is located on the central coast. Peru's 1,326,074 square kilometers (512,000 square miles) make it roughly the size of Alaska.

Lima is approximately the size of Rhode Island.

Cajamarca (Spanish pronunciation: [kaxa'marka]) is the capital and largest city of the Cajamarca Region as well as an important cultural and commercial center in the northern Andes. It is located in the northern highlands of Peru at approximately 2,750 m (8,900 ft) above sea level in the valley of the Mashcon river. Cajamarca had an estimated population of about 226,031 inhabitants in 2015, making it the 13th largest city in Peru. Cajamarca has a mild highland climate, and the area has a very fertile soil. The city is well known for its dairy products and mining activity in the surroundings.

Among its tourist attractions, Cajamarca has numerous examples of Spanish colonial religious architecture, beautiful landscapes, pre-Hispanic archeological sites and hot springs at the nearby town of Baños del Inca (Baths of the Inca). The history of the city is

highlighted by the Battle of Cajamarca, which marked the defeat of the Inca Empire by Spanish invaders as the Incan emperor Atahualpawas captured and murdered here.

### **Geography**

Cajamarca is situated at 2750 m (8900 ft) above sea level on an inter-Andean valley irrigated by three main rivers: Mashcon, San Lucas and Chonta; the former two join together in this area to form the Cajamarca river.

### **Climate**

Cajamarca has a subtropical highland climate, which is characteristic of high elevations at tropical latitudes. This city presents a semi-dry, temperate, semi-cold climate with resence of rainfall mostly on spring and summer (from October to March) with little or no rainfall the rest of the year.

Daily average temperatures have a great variation, being pleasant during the day but cold during the night and dawn. January is the warmest month, with an average maximum temperature of 72 °F (22 °C) and an average minimum of 45 °F (7 °C). The coldest months are June and July, both with an average maximum of 71 °F (21 °C) but with an average minimum of 38 °F (3 °C). Frosts may occur but are less frequent and less intense than in the southern Peruvian Andes.

### **Economy**

Cajamarca is surrounded by a fertile valley, which makes this city an important center of trade of agricultural goods. Its most renowned industry is that of dairy products. Yanacocha is an active gold mining site 45 km north of Cajamarca, which has boosted the economy of the city since the 1990s.

## **Transportation**

The only airport in Cajamarca is Armando Revoredo Airport located 3.26 km. northeast of the main square. Cajamarca is connected to other northern Peruvian cities by bus transport companies. The construction of a railway has been proposed to connect mining areas in the region to a harbor in the Pacific Ocean.

## **Culture**

Cajamarca is home to the annual celebration of Carnaval, a time when the locals celebrate Carnival before the beginning of Lent. Carnival celebrations are full of parades, autochthonous dances and other cultural activities. A local Carnival custom is to spill water and/or some paint among friends or bypassers. During late January and early February this turns into an all-out water war between men and women (mostly between the ages of 6 and

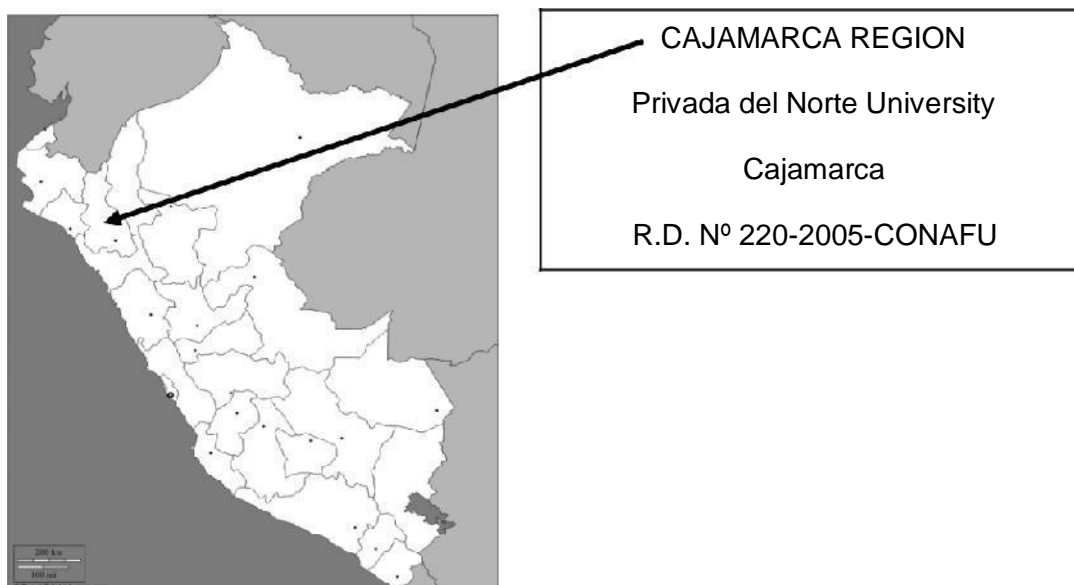
25) who use buckets of water and water balloons to douse members of the opposite sex. Stores everywhere carry packs of water balloons during this time, and it is common to see wet spots on the pavement and groups of young people on the streets looking for “targets”.

## **Education**

Cajamarca is home of one of the oldest high schools in Peru: San Ramon School, founded in 1831. Some of the largest, most important schools in the city include Marcelino Champagnat School, Cristo Rey School, Santa Teresita School, and Juan XXIII School. Cajamarca is also a centre of higher education in the northern Peruvian Andes.

The city hosts two local universities: Universidad Nacional de Cajamarca (National University of Cajamarca), a public university, while Universidad Antonio Guillermo Urrelo is a private one. Five other universities have branches in Cajamarca:

Universidad Antenor Orrego, Universidad San Pedro, Universidad Alas Peruanas,



Universidad Los Angeles de Chimbote and Universidad Privada del Norte.

Privada del Norte University is located in the city of Cajamarca belongs to the district and province of Cajamarca, in Cajamarca Region.

Privada del Norte University was founded in Lima in 1993. This University has many branches in different cities like: Lima, Trujillo y Cajamarca. In Cajamarca, Privada del Norte University has an amount of 6000 students, The Mistress of the university is Arq. José Álvarez Barrantes, there are 315 professors.

This university has 6 faculties: Engineering Sciences of the health

- Communication
- 
- Architecture and Design
- Bussines
- Law and Politic Sciences

The Rector of Privada del Norte University, Ing. Andrés Velarde Talleri. He lives and works in Lima, from this place, he monitors all the branches around Peru.

## **VISION OF PRIVADA DEL NORTE UNIVERSITY**

“To be recognized as a university of excellent academic and accessible quality, which trains professional owners of their destiny who perform successfully in a global environment”

## **MISION OF PRIVADA DEL NORTE UNIVERSITY**

“Transform the lives of our students through innovative educational processes that privilege learning, critical thinking and entrepreneurial spirit, allowing them to contribute to the sustainable development of our society and the achievement of their life goals”.

## **Principles and institutional strategic values**

### **Transcendence:**

We focus our efforts and processes on positively transforming the lives of our students, collaborators and their environment, seeking to train outstanding and successful graduates for our society.

### **Integrity:**

The coherence that exists between what we say and do and respect for others in any circumstance are the basis of trust on all our levels.

**Innovation:**

We constantly seek new and practical solutions to contribute to the success of our institution.

**Teamwork:**

We build high performance teams because we know that listening, valuing opinions, adding talent and commitment will achieve extraordinary results.

**Commitment:**

We put passion in everything we do, living our values day by day and focusing our efforts towards the achievement of our mission.

**Orientation to results:**

Our results are based on establishing challenging objectives, overcoming obstacles and motivating the achievement of these

**FACULTY OF ADMINISTRATION**

We train you to be a leader capable of efficiently managing the human, technological, economic and financial resources to achieve business objectives.

International work and mirror classes with other universities, debates and discussions, role plays, project development. Use of business simulators to train you in decision making.

Support in innovation and entrepreneurship to develop business ideas and investment projects. Academic trips and technical visits to companies. Business talk shows and entrepreneurship fairs.

We are the only university that offers you a speed reading program within the curriculum, so you can strengthen your reading and text comprehension skills in this way.

## **1.2. How the Problem Arises**

### **1.2.1. International context**

At present, English Language has been considered as the key of success for the great majority of people worldwide. A bilingual person has insured an economically stable future in a more and more competitive society.

The English language has developed and is still developing many new varieties in different parts of the world because the language is now being used in communities where other languages already exist and these other languages are leaving traces on nativespeaker English.

English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. It is an official language of almost 60 sovereign states, the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland, and New Zealand, and a widely spoken language in countries in the



Caribbean, Africa, and South Asia. It is the third most common native language in the world, after Mandarin and Spanish. It is widely learned as a second

language and is an official language of the United Nations, of the European Union, and of many other world and regional international organizations.

English, besides forming new words from existing words and their roots, also borrows words from other languages. This process of adding words from other languages is common place in many world languages, but English is characterized as being especially open to borrowing of foreign words throughout the last 1,000 years. The most commonly used words in English are West Germanic. The vocabulary of English is vast, and counting exactly how many words English (or any language) has is impossible.

English speakers from around the world can communicate with one another effectively. Different accents are distinguished only by phonological and phonetic differences among speakers, whereas dialects also display grammatical and lexical differences.

### **1.2.2. Latin american context**

In Latin America, nowadays English is one of the most important languages that people want to learn, not only for communication but also if they want to get a degree or a good job. We have to take into account how important is that we improve this second language as well as our mother tongue, not only in learning grammar, phonetics, etc. but also in vocabulary, because we know that vocabulary development place a key role in language learning.

Latino parents know that language is a key to cultural identity and losing it would reduce the chances to preserve their native culture. But language also opens possibilities to

enrich their own culture and to spread it to others as well. And this is what the goal should be.

Learning English as a second language is similar to receiving a key to a second culture. This second key comes with a number of benefits; first, and perhaps most important, we have the chance to communicate with people from other cultures. We can use this ability to interact to spread our own culture and educate others.

In general, the level of English in Latin America is low and there are a lot of places that need to be better in it. Almost all the countries in the region have programmes to improve the education in the English language, but we have to select from all strategies and approaches the best to apply.

### **1.2.3. Peruvian context**

In Peru, the majority of students have a lot of weakness in vocabulary skills. This is because teachers have not found yet the appropriate way to teach “vocabulary”.

#### **1.2.3.1. Poor training from teachers and less time dedicated for English classes have influenced the results**

Peru dropped 10 ranking points in the **English Proficiency Index**, an index put together by Education First (**EF**) that evaluated people's English proficiency from 72 countries that do not have it as an official language.

Peru was ranked **45 out of 72 countries**, while in Latin America it was in 8th. The overall performance of Peruvians for English as a second language was 49.83 points, which this ranking labels as a “low level”.

25

9

Peru dropped 10 places from the ranking published last year, where it placed 35 out of 70 countries.

In this regard, EF’s academic director, Giorgio Lemmolo, explained that the training of English teachers and **fewer hours** of teaching influence the results.

“Peruvians do not have a lot of exposure to the language, they do not use English media. They do not see a movie in English with English subtitles,” he added.

According to Lemmolo, approximately **nine thousand Peruvians** took an online English proficiency exam to obtain this result. Around one million people in the world also participated in the evaluation.

Lemmolo said that despite these results, “young people speak better English than older people, and there is slowly a trend of improvement.” She also explained that “overall” **women performed better** than men on this test.

#### **1.2.4. The local context**

Universidad Privada del Norte, English II students do not have enough vocabulary. It causes a big problem such as they express their ideas in oral and written form using their mother tongue. At the same time, they cannot develop reading comprehension because they have a lack of vocabulary to understand the context of readers and they cannot develop the listening skill either. This is the reason they cannot communicate each other using a second language

(English). The main objective is that these students learn “vocabulary learning strategies” to improve their vocabulary and they can communicate with others. English is more and

## 26 10

more necessary for success in adult life, it is more and more important that the students are successful in it.

As well as we know, vocabulary is a big problem into the Teaching and Learning process and teachers have to be able to find some solutions. Teachers need to accept that the learning of new words involve a period of “initial fuzziness”, teaching should direct attention to the sound of new words, particularly the way they are stressed.

Students need to wean themselves off a reliance on direct translation from their mother tongue. Learners need to use the appropriate strategies to organize their mental lexicon taking into account the words that they have to know.

The amount of vocabulary EFL students have to learn throughout their studies is enormous. Having to learn and remember so many new vocabulary words in a foreign language is a difficult challenge for young adult individuals who register in an English course for the first time. The students come with many expectations but they are also totally dependent on the teacher to guide them in this learning process: to pronounce a new word, to explain its grammatical position, its usage.

On the teacher’s side there are two major challenges the EFL teacher has to consider:

1. Finding ways to present new vocabulary
2. Try to cover students’ needs and expectations in a large class.

For these reasons, the teacher has to take into consideration the students' needs, it is imperative to search for "vocabulary learning strategies" to help students to improve their vocabulary learning. Similarly, it is also necessary to find "vocabulary teaching strategies"

2711

to assist the teacher in performing his or her duties in different and motivating ways while, at the same time, helping students to become autonomous and independent learners.

The challenge of a basic EFL student is to cover a range of 1000 words to communicate effectively.

### **1.3. How the Problem States and Its Characteristics**

We have observed that English II students of Faculty of Administration UPN do not use "vocabulary learning strategies".

1. They have trouble in communicating with others and speaking fluently. In this way, students feel afraid and nervous when they have to make dialogues this is because they do not feel confident about the language.

#### **Example 1**

When the students make a dialogue, their answers are only Yes or No, this is because they do not have enough vocabulary.

A: Do you have any brothers or sisters?

B: Yes/No (*this is wrong answer, because according to the question the student has to specify if he/she has only brothers or sisters or both*)

2. Another thing is that the first language is their support but can also be a potential block to the development of a second language lexicon.

In consequence, many times they have to communicate using their mother tongue, they feel frustrated and find really hard to express; because they do not know the appropriate words to express their own ideas or opinions.

1228

### Example 2

A: Where do you go?

B: I go to the parquet

3. Students have problems when they classify the words into categories.

### Example3

Put the words from the box in the correct column.

**Table 1.** Example 3 incorret form

everyday	normally	happy	study	always
house	eatbeautiful	every week	lawyer	

<b>ns</b>			<b>adverbs</b>	<b>time</b>
<b>nou</b>	<b>verbs</b>	<b>adjectives</b>		<b>expressions</b>

Always	normally	eat	house	beautiful

The correct form is:

**Table 2.** Example 3 correct form

nouns	verbs	adjectives	adverbs	time expressions
House	eat	beautiful	normally	always

13

29

Acquiring new lexical structures from a target language is one of the most important factors in learning a language, firstly because you can be understood if you make grammatical errors when you speak a language, but you cannot express your ideas if you lack vocabulary. Secondly, because it is said that an educated native speaker will probably have a vocabulary of around 20,000 words or word families.

Therefore, in order to be able to communicate effectively in this language an EFL learner must constantly work hard to increment his or her vocabulary. However, very often vocabulary does not receive enough attention in language classrooms because teachers focus more on teaching and explaining grammar, leaving behind the practice of new lexical items, expecting

the students to practice them on their own, not being aware that students generally lack the knowledge of strategies necessary to build up the needed vocabulary.

#### **1.4. Methodology**

This type of research is pre-experimental, because it was applied to only one group. During the investigation, the observation technique with worksheets was used. This is based on the quantitative positivist approach, because it assumes a deductive perspective; In addition to analyzing, measuring, quantifying and statistically testing the data obtained, Using scientific objectivity in relation to the improvement of the level of vocabulary in English II students of administration UPN.

According to Hernández (2014), the quantitative approach is sequential and probative, since it uses data collection to test hypotheses in relation to statistical analysis in order to test theories. He also states that the quantitative approach uses experiments and cause-effect analysis, which leads to a sequential and deductive process, to achieve a generalization of results, predictions, control of phenomena and the possibility of developing replicas with said research.

30

**14**

The design is as follows:

G	01 -X-	02
---	--------	----

**Key:**

G: Group

01: Pre-test

02: Post –test



X: Treatment

### Population and sampling      Table 3

- **Population:** There is a population of 15 English II students of Faculty of Administration UPN University.

English Level	Male students	Female students	Total students
English II	12	3	15

*Source:* The chart above was provided by the Coordinator (taken from the Evaluation Assistant Register- 2016-I English II) at Universidad Privada del Norte.

- **Sampling:** It will be composed by the same number of students of Universidad Privada del Norte. In order to carry out this project, it was necessary to apply the following methodology. The bibliographic method was used in order to collect scientific information regarding to the use of the Lexical approach to improve vocabulary skill.

1531

Also, the quantitative method was taken in order to collect data from students through and tests.

The first step was the collection of bibliographic information related to the use of the Lexical approach in order to improve the vocabulary. The sources used to collect this information included books, web sites, and articles.

The next step was to create a pre-test in order to sound out and find out the level of development of vocabulary as well as to know what vocabulary dimensions, they would be able to reinforce with the develop of different activities.

This pre-test was applied to 15 students chosen at random. It included written tasks in order to be worked individually and it was carried out on July 26, 2017. (see appendix 1).

The following stage was the creation of ten lesson plans. (see appendix 2) including designed activities based on the Lexical approach especially for elementary students to improve their vocabulary during the month of July, August and September.

After two months of the application of the PROPOSAL, a post-test was applied to find out if the use of the Lexical approach as a good mean to accomplish the purpose of this research. The post-test was applied on October 20,2017.

# **CHAPTER II**

## **THEORETICAL – CONCEPTUAL FRAMEWORK**

## **2.1. Theoretical conceptual framework**

### **2.1.1. Background Information**

The term Lexis is a noun synonym of the word Vocabulary, which refers to “all the words in a particular language”. Therefore, it could be said that when educators instruct vocabulary or lexis, they are teaching how words are used in context (grammar), when it is proper to use them (its function), how they sound and how they should be pronounced.

It is important to note that the lexicon belongs to the registry of an entire geographic community, which implies the knowledge of that registry by each of its inhabitants, which gives it a virtuality plane, since it exists only in the mind of the speaker. However, the vocabulary implies rather the knowledge and use of a series of terms, but by a single person, that is, it is determined when it makes use of terms at the time of the communicative act (Moliner, 2000).

### **2.1.2. Effects of instructional games on facilitating of students' vocabulary learning**

This quantitative research was situated in Urmia, Iran. Its aim was to identify how games may facilitate the teaching process and help students to learn vocabulary. Also, it tried to find out whether games can improve ESL learners' vocabulary learning as well as identify the potentiality of using games for literary training. The participants for this case study were 70 students in two classes of Noor primary school in Urmia, Iran. The samples of the study were 12- 13-years old female students of the low intermediate level and mostly came from the same socio-economic background. These students were divided equally into control and

experimental group. Dolati and Mikaili (2011) collected data by utilizing a pre-test and a post-test in the beginning and at the end of the study and a game called “The charade”.

## 17

The pre-test and post-test method allowed them a chance to empirically evaluate the effectiveness of their instruction and assess the vocabulary acquisition of their students through formative assessment. However, tests only could show, by before and after tests, what changes have occurred. Tests could not reveal in fine detail just how changes occurred in day-to-day activities, negotiations and decisions.

In my point of view games are a good way to motivate the students to learn vocabulary and avoid they feel boring in the class.

### **2.1.3. The Essentials of Vocabulary Teaching: From Theory to Practice (Aleidine J. Moeller, OlhaKetsman, LeylaMasmaliyeva – University of Nebraska – Lincoln)**

Aleidine J. Moeller, Olha Ketsman, Leyla Masmaliyeva point out when teachers are equipped with the knowledge of what, why, and how students best acquire vocabulary and language in the foreign language classroom, they can clearly articulate and illustrate to students, parents, and other constituents why they employ pedagogical practices which are designed to increase language proficiency efficiently and effectively. According with them through the integration of multimedia, language acquisition and learning theory, authentic texts and visuals, and alignment with standards, language learners will feel more success and competence and grow more confident in their ability to communicate in their second language resulting in increased learning and self-motivation.

I think, nowadays the learning of vocabulary is easier with the integration of different aids and people around you.

## 18

### **2.2. Theoretical basis**

#### **2.2.1. The lexical approach (Michael Lewis)**

Proposes that fluency is the result of the acquisition of a large store of fixed and semi-fixed prefabricated items which are available as the foundation for any linguistic novelty or creativity.

A lexical approach reflects a movement away from a purely structural view of language, a movement where Lexis, rather than grammar, plays a primary role in the acquisition of language.

Language, is that in The Lexical Approach, vocabulary is considered not only as single words but as chunks of language. “Language consists not of traditional grammar and vocabulary but often of multiword prefabricated chunks.”

What is more, individual language learners have large stores of these prefabricated chunks of language in their memories, which they draw on when creating output, either written or spoken.

It is important to note that these chunks are fixed or semi-fixed. Fixed are set expressions such as: How do you do? While semi-fixed expressions allow variations within the phrase: According to the authors/ writers/publicists, the main advantage is...

These multi-word items are divided in four different categories:

1. (a) Words e.g. push; fruit; exit. They are not frequent but they have high information content.

(b) Polywords e.g. by the way, on the other hand. They are frequent but they have low information content. They are used to generate patterns

## 19

2. Collocations e.g. an initial reaction, to assess the situation; do a job. They consist of two word combinations that can and must go together.
3. Fixed expressions or institutionalized utterances e.g. I'll see what I can do; It's not the sort of thing you think it will ever happen to you; Certainly not! These are expressions with a strong pragmatic meaning, they have a clear function.
4. Sentence frames or heads e.g. Considerable research has been done in recent years on the question of...; At present, however, expert opinion remains divided; some experts believe that...; That's all very well but...

Suggesting that language should be taught in such a Lexical approach is not without problem. However, In the first place no one has yet explain how the learning of fixed and semi-fixed phrases come be incorporated into the understanding of a language system. Indeed it come be argued that learning the system is a vital prerequisite of the ability to string phrases together into to coherent whole. Otherwise we are left with the danger of having to learn an endless succession of phrase-book utterances, 'all chunks but no pineapple'.

Another problem is the way in which we might order such phrases for teaching a learning purposes or, if we believe that exposure enough suitable input is the key, what kind of input that should be.

Finally, we need to ask in what way the Lexica approach differs from other accounts of language teaching since there are as yet no sets of procedure to exemplify, an approach to language learning.

Despite these reservations, however, the Lexical approach has certainly drawn our attention to facts about the composition of language; what it has not yet done is make the leap

## 20

from that stage to a set pedagogic principles or syllabus specifications which could be incorporated into a method.

The developers decided to move away from the traditional grammatical syllabus and adopt features of the Lexical Approach instead.

Lewis suggests the following:

- Lexis is the basis of language.
- Grammatical mastery is not a requirement for effective communication.
- Any meaning-centered syllabus should be organized around lexis rather than grammar.

### 2.2.1.1. Types of Lexical Units



Lewis also suggests that Native speakers have a large inventory of lexical chunks that are vital for fluent production. Chunks include collocations and fixed and semi-fixed expressions and idioms. Fluency does not depend on a set of generative grammar rules and a separate store of isolated words, but on the ability to rapidly access this inventory of chunks. These chunks occupy a crucial role in facilitating language production and are the key to fluency.

Two points to remember about lexical chunks: learners are able to...

- Comprehend lexical phrases as unanalyzed wholes or chunks.
- Use whole phrases without understanding their constituent parts.

**Table 4**

***Taxonomy of Lexical Items***

Lexical Item	Examples
Words	<i>book, pen</i>
Polywords	<i>by the way, upside down</i>
Collocations	<i>Prices fell, rancid butter</i>
Institutionalized utterances	<i>I'll get it; That'll do</i>
Sentence frames and heads	<i>That is not as [adjective] as you think;</i> <i>The danger was...</i>
Text frames	<i>In this paper we will explore...; Firstly...</i>

***Fuente: Lewis. (1997).***

**2.2.1.2. Lexis in Language Teaching and Learning**

The language activities consistent with the lexical approach must be directed toward naturally occurring language and toward raising learners' awareness of the lexical nature of language.

Activities of this nature include the following:

- intensive and extensive listening and reading in the target language
- first and second language comparisons and translation
- repetition and recycling of activities to keep words and expressions that have been learned active
- guessing the meaning of vocabulary items from context
- noticing and recording language patterns and collocations
- working with dictionaries and other reference tools

- working with language corpuses to research word partnerships, preposition usage, style, and so on

3922

### **2.2.1.3. Pedagogical Sequences**

A typical pedagogical sequence for vocabulary learning often contains multiple progressions. For example, there is often a progression from receptive skills to productive skills combined with a progression from decontextualized to contextualized vocabulary.

### **2.2.1.4. From Input to Output**

Lee and Van Patten state to advocate the principles of Processing Instruction, an input-oriented approach to grammar instruction, to the teaching of vocabulary. Within processing instruction, learners must understand the meaning of the words in order to perform a given task. Early input-based activities that emphasize receptive skills slowly give way to output-based activities that require production.

### **2.2.1.5. From Vocabulary Lists to Words in Context**

The second kind of vocabulary progression focuses on the level of contextualization of a vocabulary word. Learners first encounter vocabulary words in minimal contexts such as vocabulary lists. As the sequence progresses, learners encounter the same vocabulary items in more richly contextualized speech and written texts.

### **2.2.2. Theory of language by Antony Peters 1983**

He consider three theoretical views of language: the first and the most traditional, is the structural view, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seem to be the mastery of elements of this system, which are generally defined in terms of phonological units (eg. Phonemes), grammatical units (eg. Clauses, Phrases,sentences), grammatical operations (eg. Adding, shifting, joining or transforming elements).

23

40

And lexical items (eg. Function words and structure words,the Audiolingual Method embodies this particular view of language, as do such methods as Total Physical Response and the Silent Way.

The second view of language is the Functional view, the view that language is a vehicle for the expression of Functional meaning. The communicative movement. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

The third view of language can be called the Interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transaction between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include

Interaction analysis, conversation analysis and ethnomethodology.

### **2.2.3. Learning vocabulary is an ongoing process that takes time and practice**

Nakata (2006) acknowledged that vocabulary acquisition requires continual repetition in order for effective vocabulary learning. Vocabulary acquisition is not something a student can spend time learning or memorizing, like grammar, and be successful. Acquisition requires the learner to be

disciplined, spending time each day working on words he/she does not know in order for learners to remember high frequency words and put them into their long term memory.

Others like Nation and Waring pointed out that learners need to encounter the word multiple times in authentic speaking, reading, and writing context at the student's appropriate level. Developing lessons which allow the student to encounter new words multiple times, allowing them to put the new words into his/her long term memory can be time consuming.

24

41

Developing word lists from the context of the lesson can reduce the work load, enabling the student to encounter the word multiple times through reading, listening, and speaking.

Learning new vocabulary through context also helps the student understand the word's correct usage and prevents students from making sentences from dictionary definition such as, there is a large cleavage between the rich and poor in America. Learning new words from a word list is much different from learning them in the context of a sentence or story. Yongqi Gu (s/f) stated that learning new words through context is only one step students may use, and that students should think meta- cognitively and learn new words within the context of where they appear. To help the student learn the important words from the context of a lesson a teacher needs to focus on low context words, which necessitates a second distinction: high frequency and low frequency words. Nation defined high frequency words as words that occur quite frequently in the language, such as the, a, man, and woman. High frequency words occur so regularly in daily conversation that if students understand these words, they are able to write and speak in comprehensible English.

Low frequency words, as described by Nation, are words that deal more with academic studies, words that appear throughout all academic texts and courses, but not very often in day to day speech, such as formulate, index, and modify. This helps ease the burden a teacher has when trying to understand what words students understand; however, low frequency words are the more difficult aspect for teachers to teach and learners to understand. Creating vocabulary lists from the students' textbooks and presenting these words through context in the lesson should help them to retain and use the new vocabulary. It will also carry through that students learn vocabulary better when they find the items to be useful and are able to put the new words into use more often while they study.

2542

Vocabulary, like other aspects of language learning, can be facilitated when done through cooperative learning. Yongqi Gu (s/f) pointed out that vocabulary acquisition is a very learner-centered activity with the effectiveness of the learner's strategies depending on his/her attitude and motivation towards new vocabulary acquisition. This is true because the main motivational learning factor must come from the student, but when learning vocabulary in a cooperative learning environment it allows students to learn from peers closest to them.

Murphey and Arao pointed out that students felt more relaxed and learned more from peers since they saw that making mistakes is acceptable, having goals is good, and learning English can be fun. So, even though vocabulary acquisition is a learner-centered activity in regards to studying and being disciplined to set goals, when done in collaboration with peers students may enjoy the activity more, learning more vocabulary in the end. Understanding that vocabulary learning is an ongoing process, that learning new vocabulary through context, and

learning new vocabulary can be done cooperatively are what guided the classroom practices below.

#### **2.2.4. What does the research say about vocabulary?**

According to Marzano and Pickering one of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information.

There are a variety of factors that affect student achievement, including the effectiveness of the teacher, the student's own personal interest in the content matter, and the amount of information students already possess about the content. "Prior knowledge" is a term with

4326

which most educators are familiar. In neuroscience terms, we are talking about long-term memory. And, yes, prior knowledge, also known as background knowledge, consists of networks in the brain that have been placed in permanent memory.

#### **2.2.5. The Background on Background Knowledge**

According to Marzano, background knowledge is acquired through the interaction of two factors: the ability of the student to process and store information and the regularity with which a student has academically oriented experiences. Professional educators know that the amount of background knowledge our students have may rely a great deal on their cultural differences and their economic status.

Not only does background knowledge grow in the brains of our students through their experiences, but the vocabulary words that are stored as a result of such experiences provide

avenues to comprehend the curriculum from the text, as well as lecture and discussion. We can look at the work of Piaget, who concluded that we organize information in our brains in the form of a schema, a representation of concepts, ideas, and actions that are related.

Schemata (the plural of schema) are formed in our brains through repeated and varied experiences related to a topic. As a neuro educator, one who teaches students and teachers based on current brain research, I like to refer to schemata as those networks in the brain that we form, store, re-form, and restore through our interactions in the world through both experience and environment. It is the brain's ability to change known as neuroplasticity that allows us to learn and form lasting memories... Yet, as new evidence presents itself, the brain can change to accommodate the new information.

4427

Often long-term memory is compared to files in our brains. Just as you store files on your computer or tablet, the brain stores information in ways that allow it to retrieve concepts, ideas, and actions in an orderly and expeditious manner. Consider, if you will, the file you have stored for "school." As an educator, you may have stored in that file what you liked or loved about school that brought you to the classroom and perhaps beyond. In that file you may also have memories of your own school days, beginning with preschool and going through the university degrees you may have. Certain teachers who are role models for you are stored in this file, as are teachers you would not want to emulate. If you have been in education for a while, there are many "buzzwords" that have been used throughout the years that were considered best practices in teaching. Today you have probably added terms like differentiation, Response-to-Intervention, and Common Core State Standards. All of this, and much more, refers to your background knowledge of "school."



All of our students have a school file (or schema) in their brains as well. Their files are likely very unique to their experiences with schools and teachers, their cultures, their parents views of education, and their personal success in school.

It is no easy task to build background knowledge in students who enter our classrooms with few academic experiences from other classrooms or from real-world involvement. Background knowledge is a reflection of who they are; it is the lens through which they see the world. Those students from low-income families see school in a different light. School may be a place to be safe when home is not. School may be inconsequential to those who believe their “street smarts” will get them farther in life than school smarts. School may feel dangerous to some students whose parents identify school as a place where they felt stupid or unappreciated. Many students from impoverished backgrounds enter school with little

knowledge of a world outside the streets where they live. If their poverty was pervasive throughout their short lives, factors such as lack of nutrition or exposure to toxins may have stunted the growth of their brains, which affects their cognitive abilities.

According to educational research by Hart and Risley, children enter school with “meaningful differences.” The differences that did not appear to be meaningful were things like race, ethnicity, birth order, or gender. What made a big difference among students was economics.

Hart and Risley state, “by age 3 the children in professional families would have heard more than 30 million words, the children in working class families 20 million, and the children in welfare families 10 million”. Interestingly, although the number of words spoken was different, the topics and the style of speech were similar. The parents who spoke to their children more began to ask questions, vary their vocabulary, and in general offered the kids a rich language experience. In addition to counting the number of words that were spoken to the children, Hart and Risley also examined the types of reinforcement the children received.

The number of affirmative statements as opposed to prohibitory statements was tallied for each socioeconomic group. The professional parents offered affirmative feedback much more often (every other minute) than the other groups. The welfare parents gave their children more than twice as many prohibitions as the professional parents. Some children in professional families heard 450 different words and 210 questions in the three hours the parent spoke most. Another child from a low-income family heard fewer than 200 different words and 38 questions in that same amount of time. The results of the study lead all to believe that the

single-most important component of child care is the amount of talking occurring between child and caregiver.

Consider these facts:

- Vocabulary is a strong indicator of student success
- The number of words students learn varies greatly:  
  
2 vs. 8 words per **day**  
  
750 vs. 3,000 per **year**
- Printed school English, as represented by materials in grades 3 to 9, contains 88,533 distinct word families.
- 88,533 word families result in total volumes of nearly 500,000 graphically distinct word types, including proper names. Roughly half of 500,000 words occur once or less in a billion words of text.
- In grades 3 through 12, an average student is likely to learn approximately 3,000 new vocabulary words each year, if he or she reads between 500,000 and a million running words of text a school year.
- Between grades 1 and 3, it is expected that economically disadvantaged students' vocabularies increase by about 3,000 words per year, while middle-class students' vocabularies increase by about 5,000 words per year.
- Children's vocabulary size approximately doubles between grades 3 and 7.

### **2.2.6. Poverty, the Brain, and Vocabulary**

Students from low-income families are part of the at-risk population who have heard fewer

words and may have brains that are not as cognitively efficient for some of the work ahead of them in school and in life. Research supports the need for these students to have some extra resources. The remarkable ability of the brain to change has been seen in students with many different kinds of deficits. Poverty can cause physical differences in the brain as well as behavioral differences. According to Harris, three areas drive school behavior:

3047

1. **A desire for reliable relationships.** Much research looks at the teacher- student relationship as a driving force for motivation, socialization, and academic performance.
2. **A desire for social acceptance by peers.** In order for students to seek academic achievement, it must be socially acceptable to achieve it. Your school must create a culture that supports and encourages good academic behavior.
3. **A desire for social status.** Students want to feel special. The emotional brain contains an affective filter that will allow information to go to higher levels of thinking under the right conditions. Negative feelings, lack of social status, and low peer acceptance will keep the brain focused on these and prevent cognitive function.

#### **2.2.6.1. How Are the Brains of Poor Kids Different?**

Several areas of the brain are different in low-income and middle-income students. Using the work of Farah, Noble, and Hurt, we can examine five systems that are responsible for overall school functioning:

- The executive system, which engages the prefrontal cortex of the brain. This structure is crucial to working memory, future planning, delaying gratification, and decision making.
- The language system, which involves the temporal and frontal lobes of the left hemisphere. This system is our reading system and contains the structures that allow students to decode, pronounce, and comprehend.
- The memory system, which allows students to process semantic learning (text, lecture, pictures, etc.) and then store it. This system is responsible for one-trial learning and the ability to retain a representation of a stimulus after a single exposure to it. Our emotional center and our memory center are next to each other, which explains why emotions influence our memories.

- The cognitive system, which includes our visual spatial abilities and our problemsolving capabilities of the parietal lobe. This system is vital to sequencing, organizing, and visualizing.
- The visual cognitive system, which allows students to recognize patterns, remember images, and abstract information.

The results of testing these systems in several studies remained constant. The lower the socioeconomic status, the more difficulty the students had performing tasks involving these systems. Most noticeable were the memory system issues and the language system issues. The group tested middle school students and primary students with the same results. These issues affect not only school performance, but life performance as well.

#### **2.2.6.2. Improving the Systems**

Because the brain is malleable and these systems can change, researchers have made several suggestions to improve the brain systems of low-SES children.

- Gazzaniga, Asbury, and Rich suggest the arts can improve cognitive skills, processing, attention, and sequencing.
- Pereira and colleagues suggest physical activity as an avenue to produce new brain cells, which has been associated with increasing learning and memory.
- Computer instruction in which students identify, count, and remember objects by holding them in working memory can increase working memory within a matter of weeks, according to Klingberg and colleagues.
- Training in music can improve the brain's operating systems as it enhances focused

attention, which will assist in memory.

## 32

The arts, movement, computer use, and music are some of the strategies that will be helpful in teaching all of our students the vocabulary of the standards. Understanding and being aware of some of the challenges that our at-risk students face will help us to focus our vocabulary teaching in a way that will improve the minds and memories of our students.

### **2.2.7. The Three Tiers**

In 1985, Beck and McKeown suggested that every literate person has a vocabulary consisting of three levels. Tier 1 words consist of basic words. These words usually do not have multiple meanings and do not require explicit instruction. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of Tier 1 words are book, girl, sad, clock, baby, dog, and orange. There are about 8,000 word families in English included in Tier 1. Tier 2 contains high-frequency words that occur across a variety of domains. These words play a large role in the vocabulary of mature language users. As a result, Tier 2 words may have a large impact in the everyday functioning of language. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Tier 2 words consist of such words as coincidence, masterpiece, absurd, industrious, and benevolent. Because Tier 2 words play an important role in direct instruction, there are certain characteristics that these words have:

- Usually have multiple meanings
- Used in a variety of subject areas
- Necessary for Reading comprehension
- Characteristic of a mature language user
- Descriptive words that add detail

### 33

Tier 3 consists of words whose practical use and frequency is low. These words are domain-specific and are used for brief periods of time when we are studying particular content. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words. Although useful while covering specific topics, these are too specific to be included in the most useful tier for vocabulary building, Tier 2.

#### **2.2.8. The “How” of Teaching Vocabulary**

In Building Academic Vocabulary: Teacher’s Manual by Marzano and Pickering, the following steps are recommended:

1. Begin with a story or explanation of the term. Modeling how you use the word in your life or in conversation may be helpful to students.
2. Have students put information into their own words. This process, which I call “recoding,” is necessary to make sure students understand the word. This is a vital step in the memory process. Skipping this step can be disastrous as students may have a misconception that will be placed in long-term memory through incorrect rehearsals.



3. Ask students to draw a picture or a graphic representation of the word. According to Ruby Payne, if students cannot draw it, they really do not know it.
4. Provide several engagements with the term and have students write them in a notebook. Research suggests that writing is good for the brain and memory, so using those notebooks or some other platform for writing is important.

### 34

5. Informal rehearsals are just as important as formal ones. Engage students casually in conversation using the term. Putting them in pairs and letting them discuss their definitions is a good way to see if all students are storing the same information.
6. Play games with the words. Games are a brain-compatible strategy for reinforcing learning. Actively processing vocabulary words in multiple ways allows the brain to store information in multiple memory systems, thus making access to that information easier with multiple triggers or cues.

## 2.2.9. Vocabulary

### 2.2.9.1. Language Corpora

With a very notable exceptions, it has always been assume that Language corpora (huge collections of language from sources such as books, magazines, newspapers and speech, stored on computers) are only useful for language researches. Things are changing however, and the

development of new programs and more user-friendly interfaces has started to bring corpora into more common use.

## **Word meaning**

The least problematic issue of vocabulary, it would seem, is meaning. We know the table means a thing with legs which we can write on and eat off and that book is a collection of words between covers. The same collection of sounds and letters can have many different meanings.

This polysemy is only resolved when we see the word in context. It is understanding

### **35**

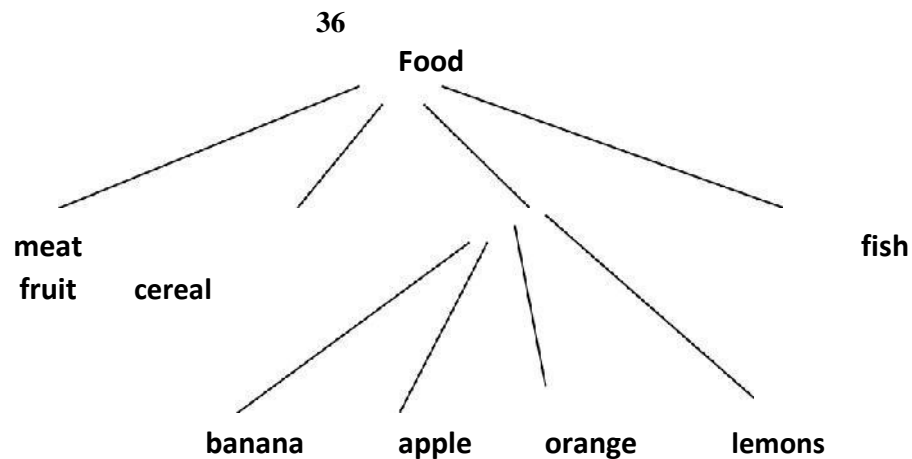
the **meaning in context** that allows us to say which meaning of the Word, in the particular instance is being used.

What a word means is often defined by its relationship with other words. For example, we explain the meaning of full by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive. Such **antonyms** reinforce the meaning of each word in the pair, though, of course, because a word can be polisemous it may have more than one antonym (e.g. a rich person-a poor person, rich food- plain food, etc.).

Words have synonyms that mean exactly or nearly the same as each other. We say that bad and evil are nearly synonymous as are good and decent in certain situations – as in She is a good /decent pianist. Once again much will depend on the context the words appear in. Yet in truth it is very difficult to find real synonyms. Costly and expensive might seem on the

surface to mean the same yet they are subtly different: we tend to use the former about larger projects and larger amounts, while expensive has broader range of use. We would be unlikely to say That pen you got there looks very costly, but the new building programme is proving very costly sounds perfectly all right.

Another relationship which defines the meaning of words to each other is that of hyponymy, where words like banana, apple, orange, lemon, etc. Are all hyponyms of the superordinate fruit. And fruit itself is a hyponym of other items which are members of the food family. We can express this relationship in the following diagram:



**Figure 1. Hyponyms and superordinates**

Part of a word's meaning, therefore, concerns its relation with other words, not only in terms of antonymy and synonymy, but also in terms of how it fits into the vocabulary hierarchy.

One final point should be made about word meaning namely that what a word means is not necessarily the same as what is suggested rather that words have different connotations, often depending on the context they occur in. Thus the word chubby has a very positive connotation when it is combined with baby, but it suddenly becomes negative in tone if it is combined with middle-aged English teacher! and what about a sentence like he's a very man where dangerous would appear to have a negative connotation yet some people have been known to find "dangerous men" curiously attractive! (Harmer, 2001, pp. 18-19).

#### **2.2.9.2. Extending Word use**

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a colour. In such contexts black and yellow mean something else.

### **37**

The metaphorical and idiomatic use of words and phrases is not always popular, however.

#### **2.2.9.3. Word combination**

Although words can appear as single items, which are combined in a sentence, they can also occur in two-or-more item groups they often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange.

Word combinations (also known as collocations) are the way in which words co-occur combinations which, through custom and practice have come to be seen as normal and acceptable.

The way in which words combine collocationally and in larger chunks has let people, most notably Nattinger, to talk about lexical phrases. Lexical phrases or “Language chunks” are like prefabricated building units.

#### **2.2.9.4. The grammar of words**

A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of Word classes or parts of speech.

Words can also occupy more than one Word class, a fact that is frequently (but not always) indicated by morphological change.

38

*Figure 1. Morphological Change*

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
Argue	argument	argumentative	argumentatively
Anger	anger	angry	angrily
suggest	suggestion	suggestive	suggestively
calm	calm	calm	calmly

#### **2.2.10. Learning Strategies**

On vocabulary learning strategies has tended to deal with individual or small numbers of strategies, with very few studies looking at the group as a whole. The current state of the area is typified by the lack of a comprehensive list or taxonomy of lexically-focused strategies.

#### **2.2.10.1. Consolidation**

##### **2.2.10.1.1. Social Strategies**

Besides the initial discovery of a word, group work can be used to learn or practice vocabulary. Dansereau lists some of the benefits various researchers have attributed to cooperative group learning: it promotes active processing of information and cross modeling/imitation, the social context enhances motivation of the participants, cooperative learning can prepare the participants for 'team activities' outside the classroom, and because there is less instructor intervention, students have more time to actually use and manipulate language in class. Another Social strategy, probably infrequently used, involves students enlisting teachers to check their work for accuracy, especially flash cards and word lists, since these are commonly used for independent learning outside of class.

If input is a key element in language acquisition, then it would seem that interacting with native-speakers would be an excellent way to gain vocabulary. Although it would be hard to prove this empirically, there is indirect evidence to support this intuitive assumption. Milton and Meara found that one group of nonnative-speakers enrolled in a British university (presuming a reasonably large amount of native-speaker interaction) averaged vocabulary gains of 1325 words per six months, compared to an average 275 word gain previously in their home countries.

#### **2.2.10.1.2. Memory Strategies**

Most Memory Strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping.

#### **2.2.10.1.3. Pictures/imagery**

New words can be learned by studying them with pictures of their meaning instead of definitions. Pairing L2 words with pictures has been shown to be better than pairing them with their L1 equivalents in Russian and Indonesian. Alternatively, learners can create their own mental images of a word's meaning. Imagery has been shown to be more effective than mere repetition for reading passages and sentences, suggesting it could well be more effective for vocabulary too. New words can also be associated with a particularly vivid personal experience of the underlying concept, for example, a learner mentally connecting the word snow to a memory of playing in the snow while a child.

#### **2.2.10.1.4. Related words**

Likewise, new words can be linked to L2 words which the student already knows. Usually this involves some type of sense relationship, such as coordination, synonymy. Word association research has shown that coordinates in particular have very strong connective bonds. These and other sense relationships can be illustrated with semantic maps, which are often used to help consolidate vocabulary.

Some words, particularly gradable adjectives, have meanings relative to other words in their set. For example, in any given situation, big is larger than medium- sized, but smaller than huge. A helpful way to remember these words is to set them in a scale (*huge/big/medium-sized/small/tiny*).

#### **2.2.10.1.5. Unrelated words**

The learner can also link words together that have no sense relationships. One way of doing this is with ‘peg’ or ‘hook’ words. One first memorizes a rhyme like ‘one is a bun, two is a shoe, three is a tree etc’. Then an image is created of the word to be remembered and the peg word. If the first word to be remembered is chair, then an image is made of a bun (peg word) resting on a chair. Recitation of the rhyme draws up these images, which in turn prompt the target words.

#### **2.2.10.1.6. Grouping**

Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. In free-recall studies, L1 subjects were given lists of words to study and then recall in any order.



Typically, words belonging to each meaning category are recalled together, for example, all animals first, before moving on to another category like names. If the words are organized in some way before memorization, recall is improved.

Words can be grouped together in a very natural way by using the target word in sentences. Similarly, words can be grouped together in a story. The narrative chain method has been shown to be highly effective with L1 undergraduates, who recalled six-to-seven times as many words with this method than with rote memorization.

#### **2.2.10.1.7. Word's orthographical or phonological form**

Another kind of mnemonic strategy involves focusing on the target word's orthographical or phonological form to facilitate recall. One can explicitly study the spelling or pronunciation of a word. Other options are to visualize the orthographical form of a word in an attempt to remember it or to make a mental representation of the sound of a word, perhaps making use of rhyming words. The initial letter of a word has been shown to be the most prominent feature in word recognition, with word shape being less important. The learner can make these two features more salient by underlining the first letter or by outlining the word with lines (configuration), ie. elephant.

A method which combines the phonological forms and meanings of L1 and L2 words is perhaps the most researched mnemonic strategy of all. The Keyword Method entails a learner finding a L1 word which sounds like the target L2 word, ie. the English word cat for the Japanese word katana (sword). Then an image combining the two concepts is created, such as a samurai cat waving as word.

When the L2 word is later heard, the sound similarity invokes the created image which prompts the L2 word's meaning. A number of studies have found that the keyword method is highly effective in enhancing the recall of words. This may depend on giving individual instruction in its use, however, as subjects instructed in groups did not use it effectively.

#### **2.2.10.1.8. Other memory strategies**

Just as a structural analysis of words can be useful for determining their meaning, studying a word's affixes, root, and word class is potentially useful as a way of consolidating its meaning. Paraphrasing can be used to teach the meanings of new words, or it can be used as strategy to compensate for a limited productive vocabulary, especially when a word is temporarily inaccessible. But it can also be used as a Memory Strategy which improves recall of a word by means of the manipulation effort involved in reformulating the word's meaning.

Some of the vocabulary people know is originally learned as parts of multiword 'chunks', often as phrases, idioms, or proverbs, which are later analyzed into the component words. One way of increasing one's vocabulary is to analyze and learn the individual words of these chunks, and then use the whole chunk (if it is transparent enough) as a mnemonic device for remembering the individual word meanings.

The use of physical action when learning has been shown to facilitate language recall. Asher has made it the basis for a whole methodology, the Total Physical Response Method (TPR), which seems to be especially amenable to the teaching of beginners. Indeed, learners sometimes use physical actions spontaneously while learning.

Semantic feature grids have often been used in vocabulary materials. It seems their main strength is in illustrating the meaning or collocational differences between sets of similar.

#### **2.2.10.1.9. Cognitive Strategies**

Cognitive Strategies in this taxonomy are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world. They are so entrenched that students often resist giving them up to try other ones but it must be admitted that there are many learners who have used these strategies to reach high levels of proficiency.

Word lists and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterwards. One main advantage of flash cards is that they can be taken almost anywhere and studied when one has a free moment. Another is that they can be arranged to create logical groupings of the target words.

Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also affords the chance for additional exposure during review. Students can also make use of any special vocabulary sections in their textbooks to help them study target words. One expedient for making L2 words salient is to tape L2 labels onto their respective physical objects. Students who prefer a more aural approach to learning can make a tape recording of word lists (or any other vocabulary material) and study by listening. Vocabulary notebooks are recommended.

Notebooks which incorporate the progressive learning of different kinds of word knowledge for each word, and also the use of expanding rehearsal.

#### **2.2.10.1.10. Metacognitive Strategies**

Metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general. As such, they are generally broad strategies, concerned with more efficient learning. To efficiently acquire an L2, it is important to maximize exposure to it. If the L2 is English, the pervasiveness of English-medium books, magazines, newspapers, and movies in most parts of the world offer an almost endless resource (if cost is not a problem). The strategy of interacting with native speakers whenever possible also increases input, and could be considered a Metacognitive Strategy if it is used as a controlling principle of language learning. Testing oneself gives input into the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not.

One can maximize the effectiveness of one's practice time if it is scheduled and organized rather than random. It has been shown that most forgetting occurs soon after the end of a learning session.

After that major loss, the rate of forgetting slows. Taking this into account, the 'principle of expanding rehearsal' suggests that learners should review new material soon after the initial meeting, and then at gradually increasing intervals. One explicit memory schedule proposes reviews 5-10 minutes after the end of the study period, 24 hours later, one week later, one month later, and finally six months later.

In a language like English, even native speakers know only a fraction of the vast total of words. Thus, L2 learners need to realize that they will never learn all the words, and so need to concentrate their limited resources on learning the most useful ones. Part of this involves knowing when to skip or pass a word, especially low frequency ones which they may not meet again for a very long time.

Studies researching the number of exposures necessary to learn a word have results ranging from 5 to 16 or more. This means that the conscious decision to persevere may be one of the most important strategies of all.

#### **2.2.10.1.11. Which Strategies do learners use and believe to be helpful?**

We must consider our learners' feelings, and take note of what they think of the various learning strategies. One way forward is to continue research into which vocabulary learning strategies learners are using, and at the same time ask them how effective they believe those strategies are.

### **2.3. Glossary**

- **Acquisition:** The process of learning skills or getting knowledge.
- **Approach:** A particular way of thinking about or dealing with something.
- **Assessment:** The process of making a judgment or forming an opinion, after considering something or someone carefully.
- **Awareness:** Knowledge or understanding of a subject, issue, or situation.

- **Background:** The type of family, social position, or culture that someone comes from.
- **Category:** A group of people or things that have similar qualities = CLASS.

46

63

- **Cognitive:** In PSYCHOLOGY a cognitive science or process in one that is connected with recognizing and understanding things.
- **Collocation:** LINGUISTICS the fact that a word collocates with other words.
- **Communication:** The process of giving information or of making emotions or ideas known to someone = CONTACT.
- **Contextualize:** To consider an idea, event, activity, etc., together with everything relating to it in order to understand it better.
- **Expression:** A word or phrase.
- **Fluency:** The ability to speak a foreign language very well.
- **Frequency:** The number of times that something happens during a period of time.
- **Hyponym:** LINGUISTICS a word with a more specific meaning than another more general word of which it is an example. For example: 'potato' is a hyponym of vegetable.
- **Interact:** If two or more people interact, or if one person interacts with another, they communicate with one another and react to one another, often while performing an activity together.
- **Lexis:** LINGUISTICS all the words in a language.
- **Lexicon:** The lexicon LINGUISTICS all the words and phrases in a language.
- **Paraphrase:** To express what someone else has said or written using different words, especially in order to make it shorter or clearer.

- **Perform:** To do something with a particular amount of success.
- **Polysemous:** LINGUISTICS a polysemous word has more than one meaning.
- **Pragmatic:** Involving or emphasizing practical results rather than theories and ideas.
- **Principle:** A basic belief, theory, or rule that has a major influence on the way in which something is done.

47

64

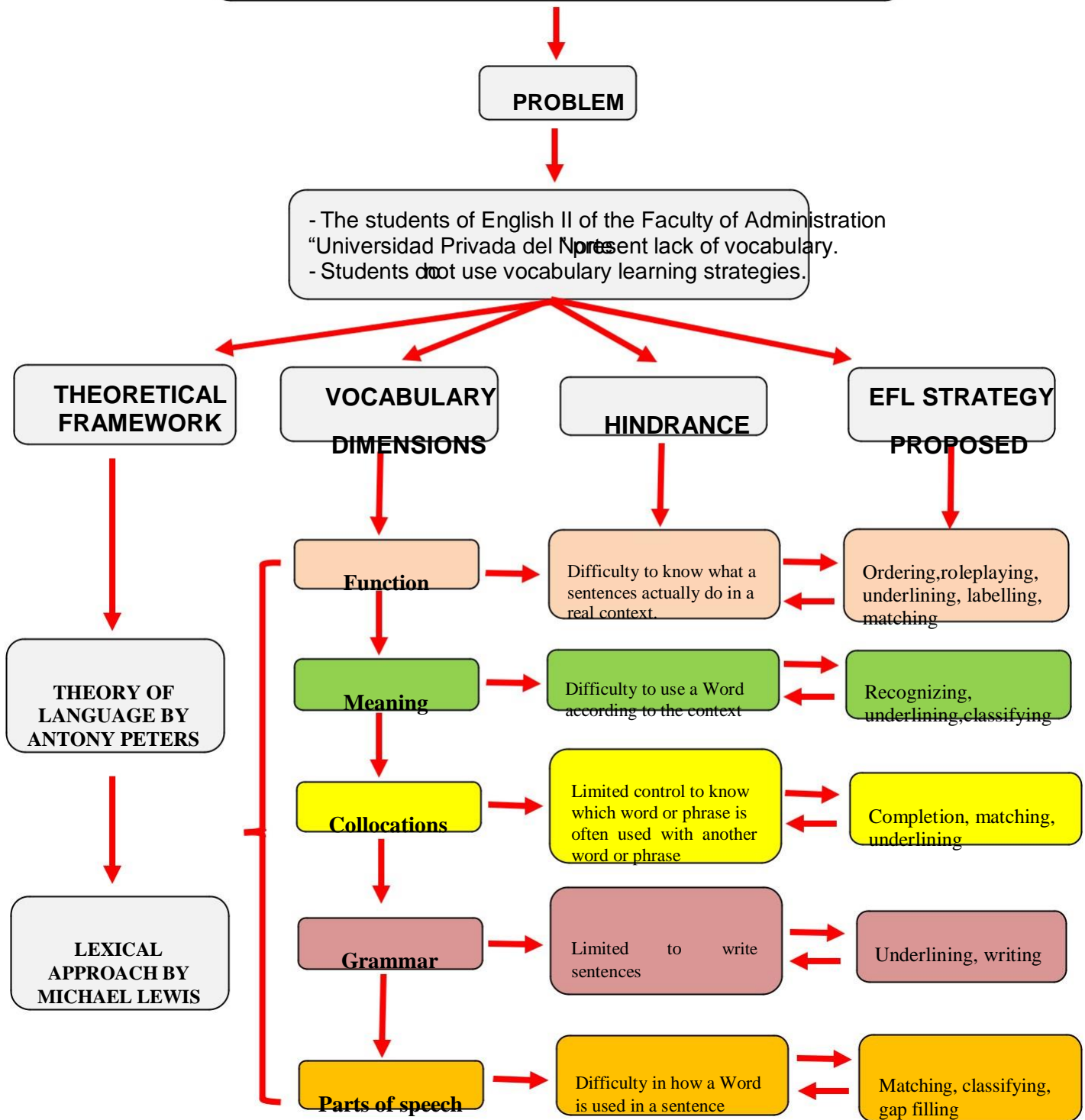
- **Proficiency:** A high degree of ability or skill in something.
- **Reinforce:** To make an idea, belief, or feeling stronger.
- **Research:** The detailed study of something in order to discover new facts, especially in a university or scientific institution.
- **Semantic:** LINGUISTICS relating to the meaning of words.
- **System:** A method of organizing or doing things.
- **Strategy:** A plan or method for achieving something, especially over a long period of time.
- **Taxonomy:** SCIENCE the process of organizing similar things, especially living things, into groups or types = CLASSIFICATION.
- **Tool:** Something that you use in order to perform a job or to achieve an aim.
- **Utterance:** LINGUISTICS a word or phrases that someone speaks.
- **Vocabulary:** All the words that a person knows.

48

65

## 2.4. Theoretical model

**DIDACTIC PROPOSAL BASED ON THE LEXICAL APPROACH TO IMPROVE THE VOCABULARY SKILL AMONG ENGLISH II STUDENTS OF THE FACULTY OF ADMINISTRATION UNIVERSIDAD PRIVADA DEL NORTE, 2017.**





# **CHAPTER III**

## **RESULTS AND DISCUSSIONS OF THE RESEARCH**

## **PRESENTATION**

This chapter aims to analyse and interpret the results obtained from the pre-test and post-test to determine the way to solve the problem and achieve general and specific objectives.

It also has as purpose to present the process that run to the proposal hypothesis demonstration

### **3.1. Analysis of data:**

This section contains the results obtained from the Field Research. The quantitative information obtained from the tests applied for the development of this work.

#### **3.1.1. Quantitative results**

This section contains the analysis and results of:

1. A pre - test (diagnostic test) applied to diagnose what the students' vocabulary level was.
2. A post – test applied to check if the students' vocabulary skill was improved.

##### **3.1.1.1. Analysis of the pre-test (vocabulary diagnostic test) applied to diagnose what the students' vocabulary level was.**

To know the problematic context which students of Elementary level are involved, a pretest was applied to the sample and the writer considered the following evaluation matrix to evaluate the Vocabulary skill.

**Table 5. Table of elements of vocabulary**

<b>Dimensions of vocabulary</b>	<b>Key question to identify difficulties in vocabulary</b>
<b>Function</b>	Do the students recognize function?
<b>Meaning</b>	Do the students know the meaning of words?
<b>Collocations</b>	Do the students use collocations correctly?
<b>Grammar</b>	Do the students make sentences using collocations?
<b>Parts of Speech</b>	Do the students difference parts of speech?

Source.Own production

Below I present the results of the vocabulary diagnostic test and using a vocabulary Dimension Assessment Matrix.

**Table 6. Evaluation matrix of vocabulary**

DIMENSIONS	FUNCTION				MEANING				COLLOCATIONS				GRAMMAR				PARTS OF SPEECH			
CRITERIA	Do the students recognize function?				Do the students know the meaning of words?				Do the students use collocations correctly?				Do the students make sentences using collocations?				Do the students difference parts of speech?			
STUDENTS NAME																				
Alvites Chavarria Miguel	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Amambal de la Cruz Danny Alexander	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Aranda Lozano Julio Cesár	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Castrejòn Martos Harlem	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Chilón Chilón Deyner	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Chuquiruna Rivera Alex	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Díaz Tirado Denis Yhoner	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Huamàn Aguirre Leslie Viviana	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Huamàn Minchán María Laura	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Llanos Guarniz Smith	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Mondragòn Martinez Lennin Antonio	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Orrillo Ruíz Ander Yonel	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Plasencia Palomino Alexander	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Ramos Cortez Felipe	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Rubio Delgado Luis Iván	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

**Rating Systems:**

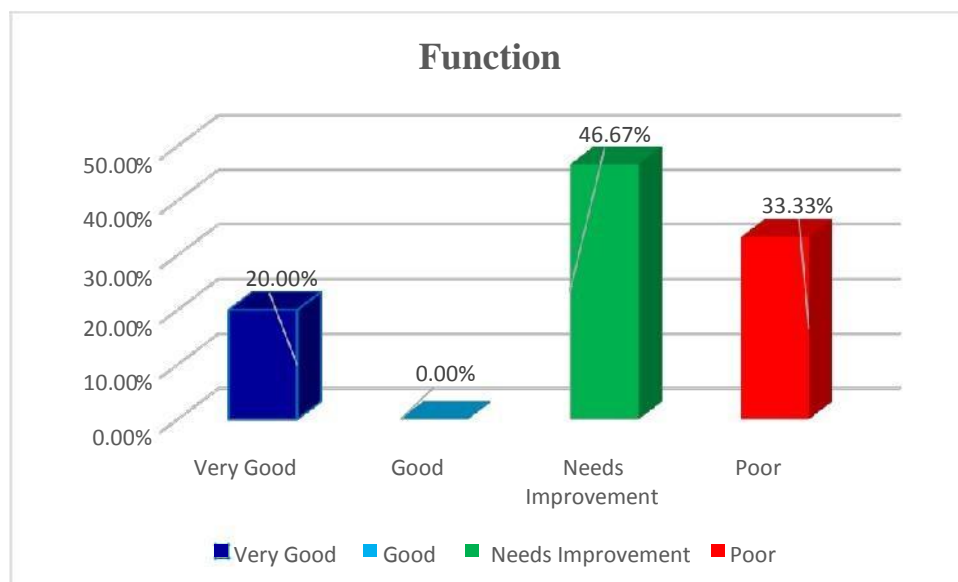
1 Poor   2 Needs Improvement      3 Good      4 Very Good

**Table 7. Pre – test result table**

<b>Rating Sistem</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Poor</b>	<b>Total Students</b>
Function	3	0	7	5	15
Maening	0	6	5	4	15
Collocations	6	2	2	5	15
Grammar	1	0	1	13	15
Parts of Speech	5	1	3	6	15

### Function

**Figure 2. Function frequency and percentage**



Source: Pre-Test applied to the students at UPN – faculty Administration to know their vocabulary skill in the English Language, october, 2017.

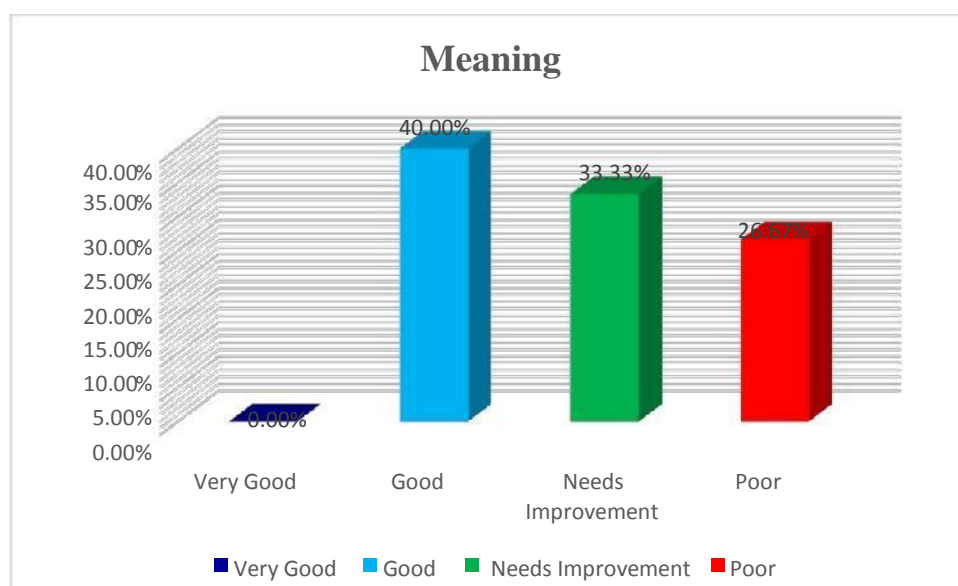
### Analysis and Interpretation:

According to the figure N° 2, 80% of the students have troubles identifying the function of the lexical structures, 46.67% needs improvement, and 33.33 % are in a poor level. Only 20% of the students are very good in the identification of the functions.

54

### Meaning

*Figure 3. Meaning frequency and percentage*



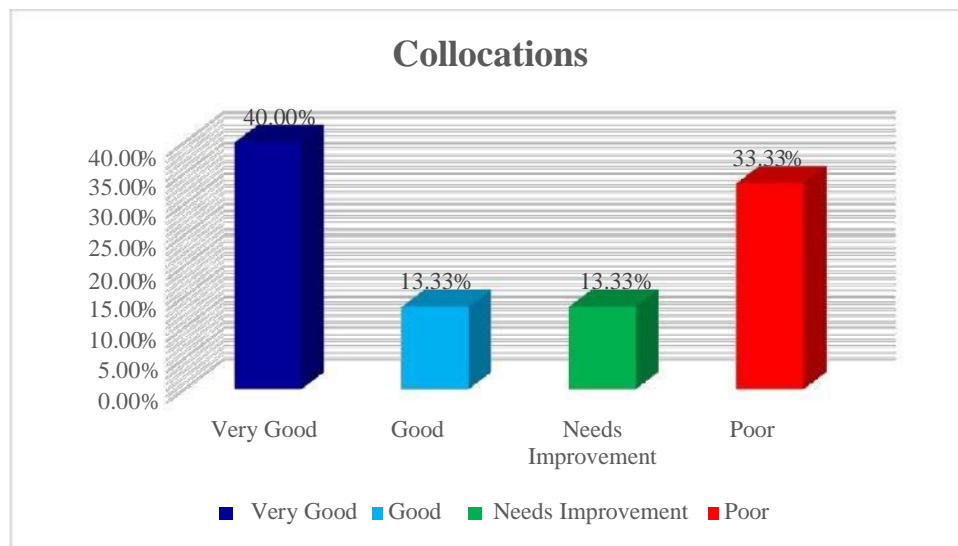
Source: Pre-Test applied to the students at UPN – faculty Administration to know their vocabulary skill in the English Language, october, 2017.

### Analysis and Interpretation:

As we can see in figure 3, 60% of the students don't have a satisfactory result when they try to identify the meaning of lexical structures categorized in groups; 33.33% needs improvement, and 26.67 % are in a poor level. Only 40% of the students have a are good level identifying the meaning of the lexical structures presented.

## Collocations

*Figure 4. Collocations frequency and percentage*

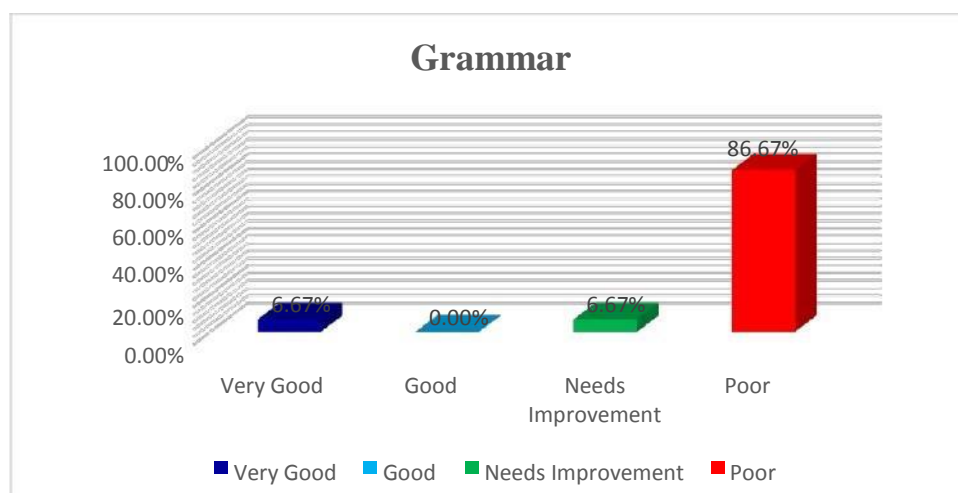


Source: Pre-Test applied to the students at UPN – faculty Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 4, 40% of the students are very good in meaning, 13.33% are good, 13.33% needs improvement, and 33.33 % are poor with respect to vocabulary skill in English Language.

## Grammar

**Figure 5. Grammar frequency and percentage**



Source: Pre-Test applied to the students at UPN – faculty Administration to know their vocabulary skill in the English Language, october, 2017.

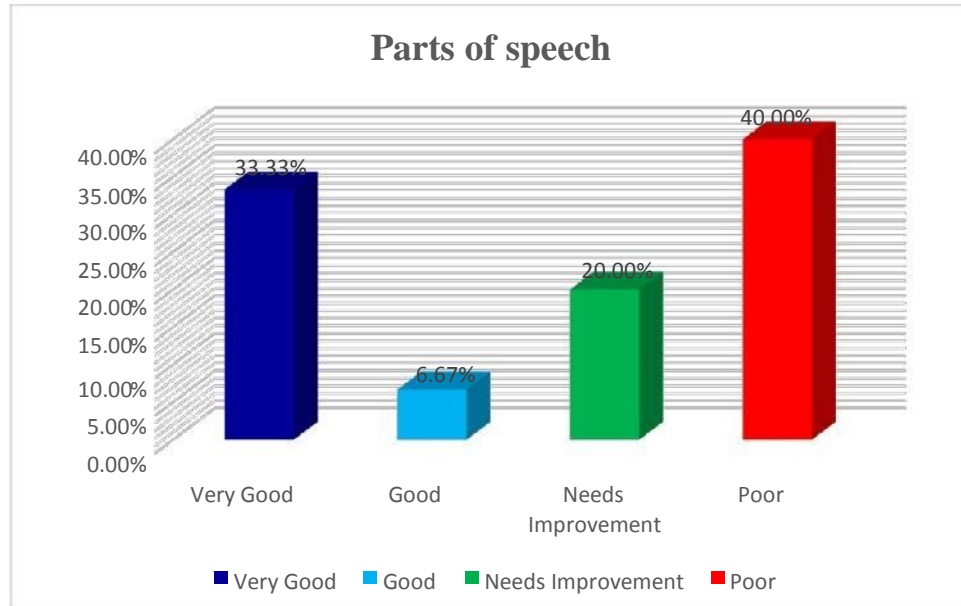
**56**

**Analysis and Interpretation:** According to the figure N° 5, 6.67% of the students are very good in grammar, 6.67% needs improvement, and 86.67 % are poor with respect to vocabulary skill in English Language.

## Parts of speech

**Figure 6. Parts of speech frequency and percentage**

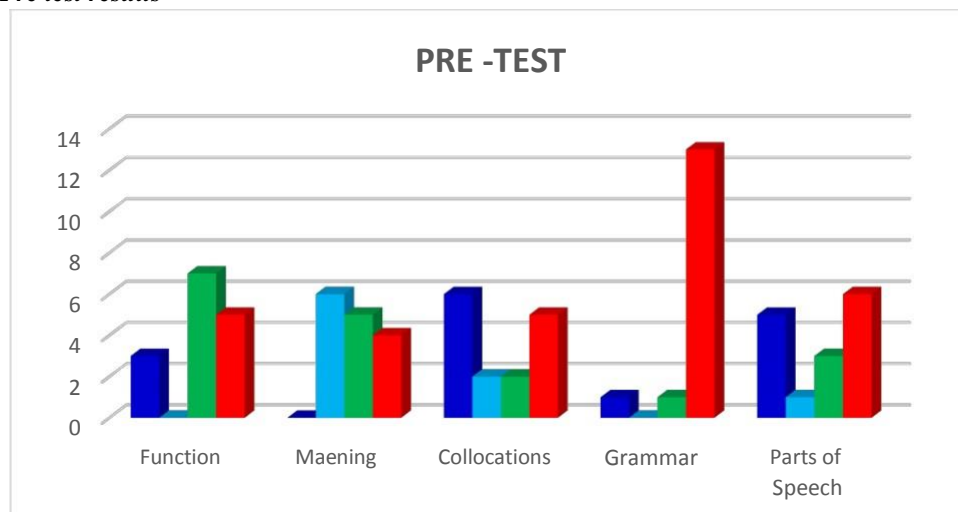




Source: Pre-Test applied to the students at UPN – faculty Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 6, 33.33% of the students are very good in parts of speech, 6.67% are good, 20% needs improvement, and 40.00 % are poor with respect to vocabulary skill in English Language.

**Figure 7. Pre test results**



Source: Pre-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 7, 46, 67% of the students are very good in the parts of speech, 26.67% are good, 13.33% needs improvement, and 13.33% are poor with respect to vocabulary skill in English Language.

### 3.1.1.2. Analysis of the post-test (vocabulary diagnostic test) applied to diagnose what the students' vocabulary level was.

To know the problematic context which students of Elementary level are involved, a posttest was applied to the sample and the writer considered the following evaluation matrix to evaluate the Vocabulary skill.

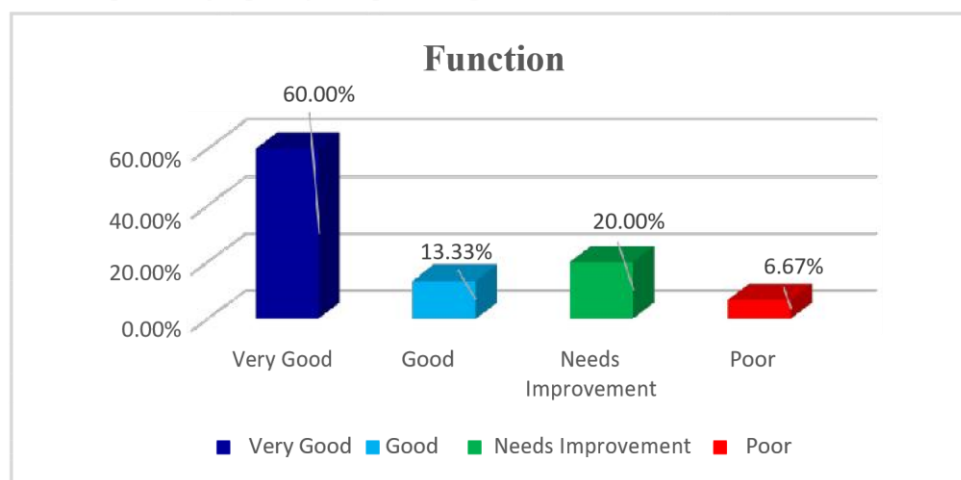
Rating Sistem	Very Good	Good	Needs Improvement	Poor	Total Students
Function	7	3	4	1	15
Meaning	8	4	2	1	15

Collocations	13	1	0	1	15
Grammar	2	2	7	4	15
Parts of Speech	7	4	2	2	15

58

## Function

*Figure 8 Function post-test frequency and percentage*

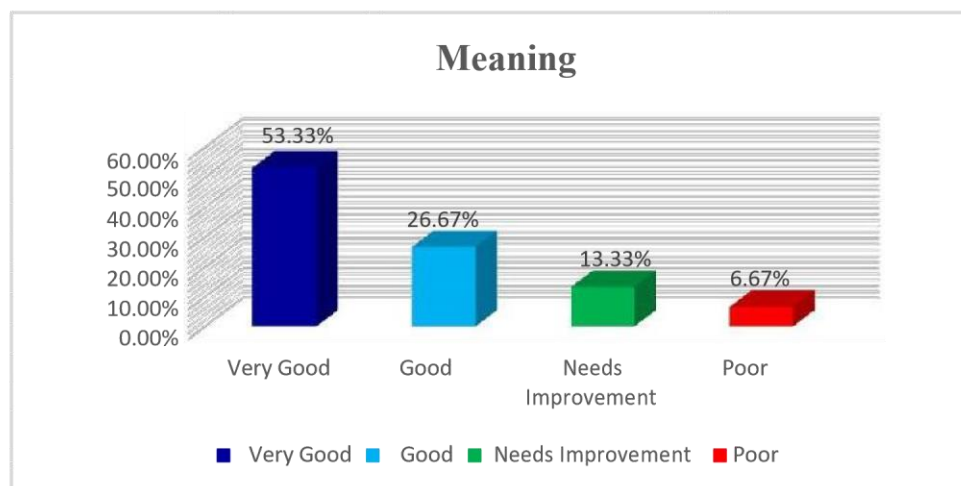


Source: Post-test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 8, 60% of the students are very good in function, 13,33% are good, 20.00% needs improvement, and 6.67% are poor with respect to vocabulary skill in English Language.

## Meaning

**Figure 9. Meaning post-test frequency and percentage**



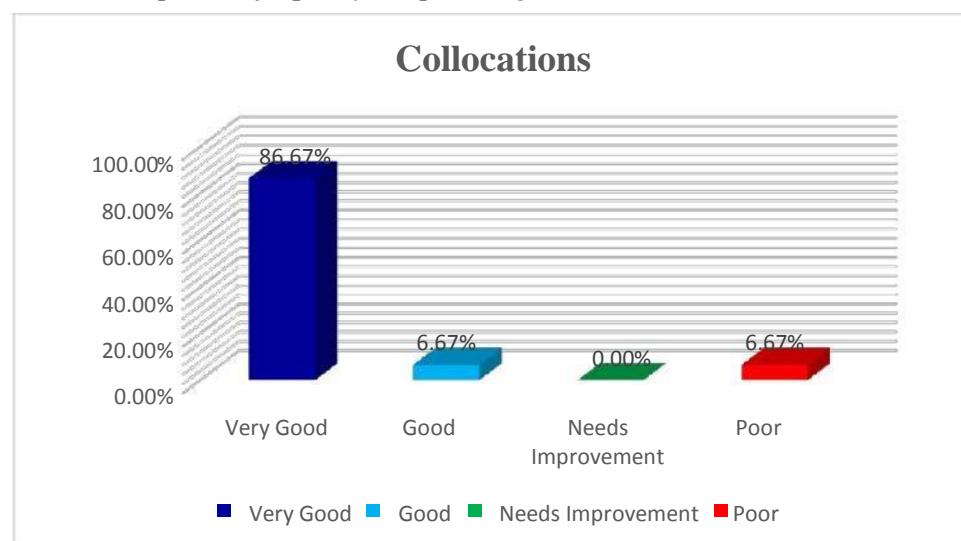
Source: Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

## 59

**Analysis and Interpretation:** According to the figure N° 9, 53.33% are very good in meaning, 26.67% of the students are good, 13.33% needs improvement, and 6.67% are poor with respect to vocabulary skill in English Language.

## Collocations

**Figure 10. Collocations post-test frequency and percentage**



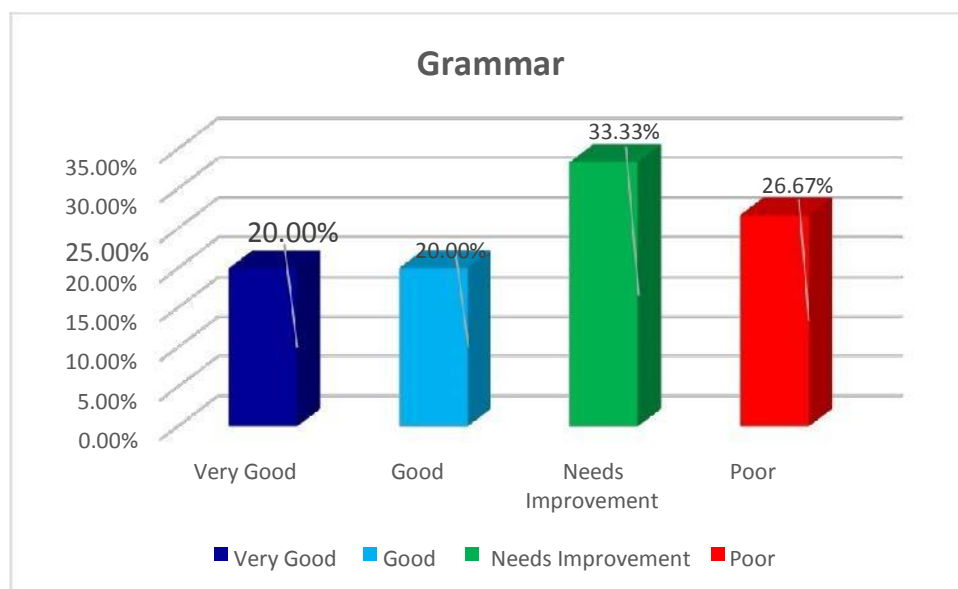
Source: Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 10, 86, 67% of the students are very good in collocations, 6.67% are good, and 6.67% are poor with respect to vocabulary skill in English Language.

60

## Grammar

*Figure 11. Grammar post-test frequency and percentage*

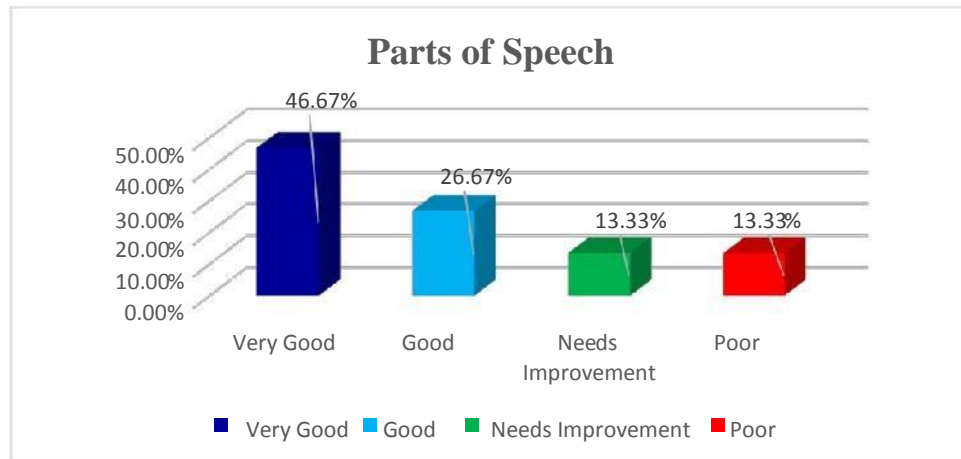


Source: Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 11, 20.00% of the students are very good in grammar, 20% are good, 33.33% needs improvement, and 26.67% are poor with respect to vocabulary skill in English Language.

## Parts of speech

*Figure 12. Parts of speech post-test frequency and percentage*

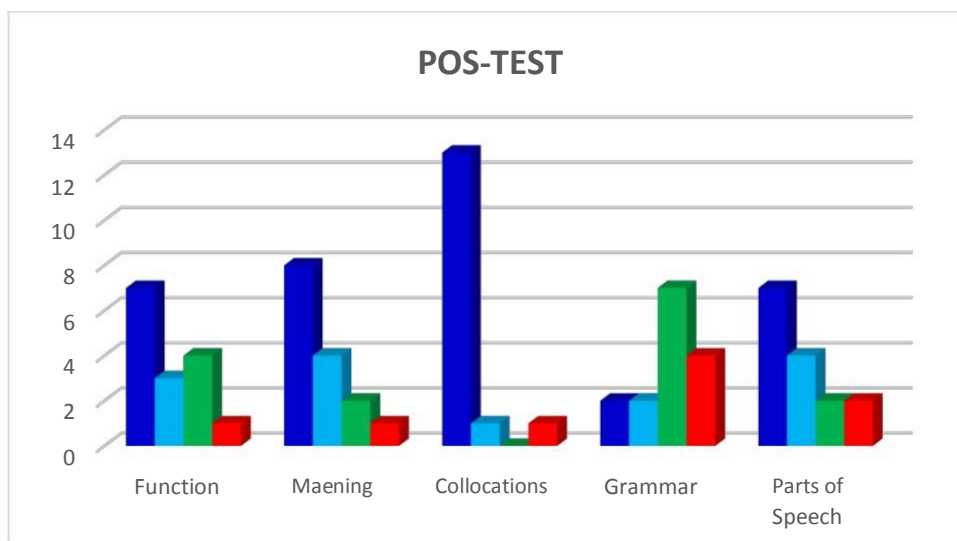


**Source:** Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

61

**Analysis and Interpretation:** According to the figure N° 12, 46.67% of the students are very good in parts of speech, 26.67% are good, 13.33% needs improvement, and 13.33% are poor with respect to vocabulary skill in English Language.

*Figure 13. Post-test summary*



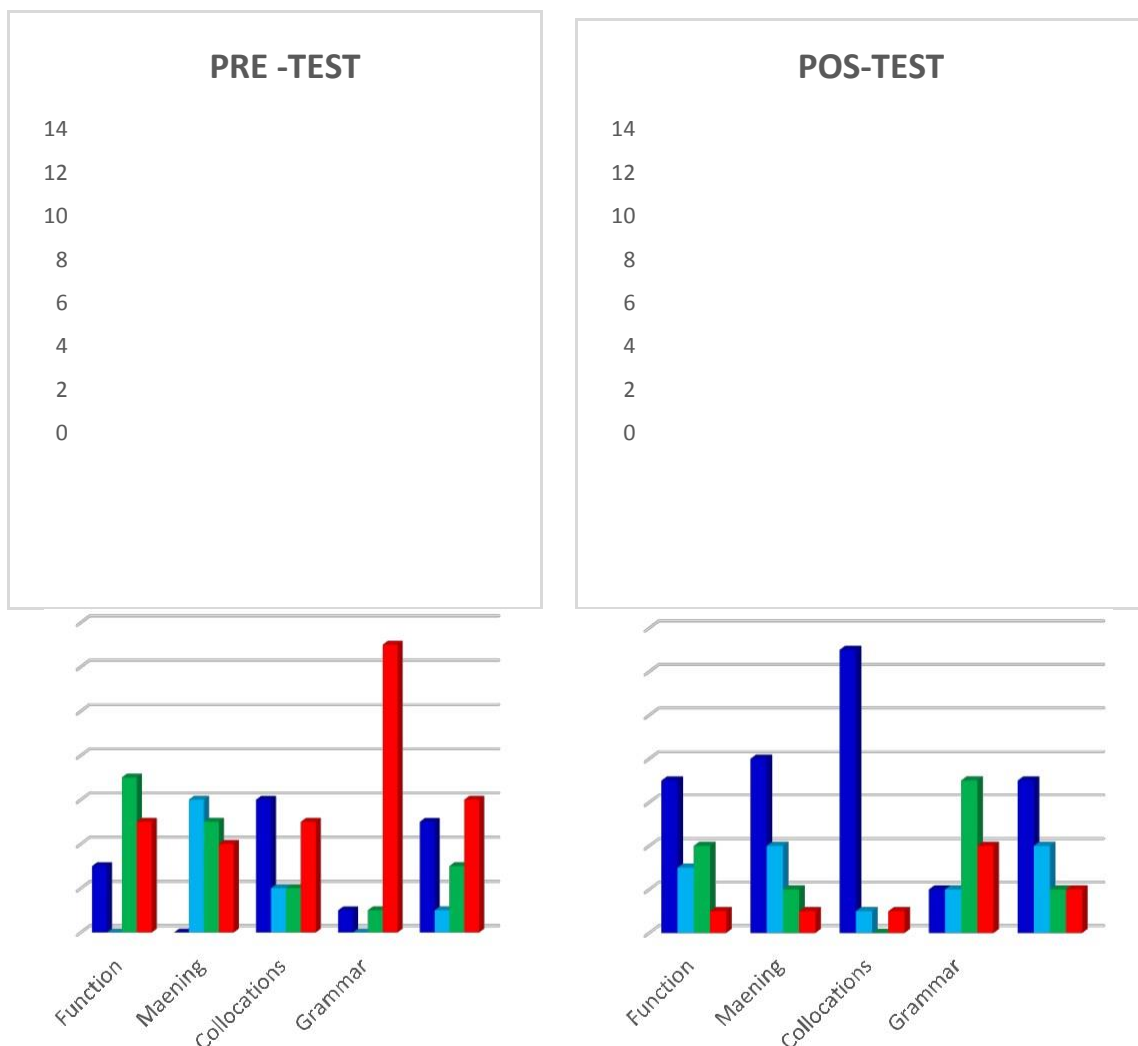
**Source:** Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, october, 2017.

**Analysis and Interpretation:** According to the figure N° 13, 46.67% of the students are very good in parts of speech, 26.67% are good, 13.33% needs improvement, and 13.33% are poor with respect to vocabulary skill in English Language.

62

**Comparative analysis of the pre - test and the post – test.**

*Figure 14. Comparative analysis of the pre - test and the post – test*



**Source:** Post-Test applied to the students at UPN – faculty of Administration to know their vocabulary skill in the English Language, October, 2017.

### **3.2. Problematic situation**

At Universidad English II students do not have enough vocabulary. It causes a big problem such as the express their ideas in oral and written from using their mother tongue. At the same time, they cannot develop reading comprehension because they have a lack of vocabulary to understand the context of readers and they cannot develop the listening skill either. This is the reason they cannot communicate each other using a second language (English). The main objective is that these students learn “vocabulary learning strategies” to improve their vocabulary and they can communicate with others. English is more and more necessary for success in adult life, it is more and more important that the students are successful in it.

63

### **3.3. Description of the didactical proposal**

The didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of the Faculty of Administration Universidad Privada del Norte 2017. It is based on:

#### **1. Lexical Approach to Second Language Teaching**

### **3.4. Proposal objectives**



#### **General Objective:**

- To improve the vocabulary among English II students Faculty of Administration Universidad Privada del Norte 2017.



#### **Specific Objectives:**



- Develop the ability of learning vocabulary connected to functions.
- Comprehend the meaning of new words through different activities.
- Improve the identification of the parts of speech as a strategy to learn vocabulary.
- Write sentences using the vocabulary learning.
- Improve the ability of learning collocations to manage in a right way the vocabulary learning.

**DIDACTIC PROPOSAL BASED ON THE LEXICAL APPROACH TO IMPROVE THE VOCABULARY SKILL AMONG ENGLISH II STUDENTS OF THE FACULTY OF ADMINISTRATION UNIVERSIDAD PRIVADA DEL NORTE, 2017.**

**PROBLEM**

- The students of English II of the Faculty of Administration "Universidad Privada del Norte" present lack of vocabulary.
- Students do not use vocabulary learning strategies.

**THEORETICAL FRAMEWORK**

**THEORY OF LANGUAGE BY ANTONY PETERS**

**LEXICAL APPROACH BY MICHAEL LEWIS**

**VOCABULARY DIMENSIONS**

**Function**

**Meaning**

**Collocations**

**Grammar**

**Parts of speech**

**HINDRANCE**

Difficulty to know what a sentences actually do in a real context.

Difficulty to use a Word according to the context

Limited control to know which word or phrase is often used with another word or phrase

Limited to write sentences

Difficulty in how a Word is used in a sentence

**EFL STRATEGY PROPOSED**

Ordering,roleplaying, underlining, labelling, matching

Recognizing, underlining,classifying

Completion, matching, underlining

Underlining, writing

Matching, classifying, gap filling

## Strategies of the didactic proposal

To develop the lexical structures, the following strategies have been used:

**Classifying:** It divides things or people into groups according to their type, or to say which group or type something or someone belongs to.

**Completion:** It allows the teacher to set completion criteria in a specific activity's settings. A check (tick) appears against the activity when the student meets this criterion. The criterion might be viewing, receiving a certain score or a student marking it as complete **Matching:**

This activity involves first recognizing the words, then relating them -for example- with a visual representation, a translation, etc.

**Writing:** It is important for the students to truly think of themselves as writers.

There are numerous motives as to why someone would want to express a thought, opinion, or fact to other individuals through words. Creative writing can be used for entertainment, informative, or persuasive purposes. This type of writing can also be used to convey an emotion.

**Gap filling:** Usually they are writing activities that are often used in tests since they are easy to design and mark. There are different formats but a basic distinction can be made between open and close gap-fills. The open gap-fill type is the one in which the apprentice fills spaces by resorting to his mental lexicon. In a close-gap-fill the words are given in the form of a list at the beginning of the exercise.

**Underlining:** It is important for the students to mark (something, such as a word) with a line underneath, or emphasis on stress to show clearly or emphatically how is the role of the word into a topic that they are learning.

**Role playing:** Role play, including acting out scenarios to problem solve, story making through dramatic play and practice in coping with real life situations will support students' social-emotional growth and development.

When students engage in role playing it helps to develop their way of thinking and helps them to develop feelings of empathy.

**Recognizing:** This activity involves identify the word or words, which have different meaning according to a context and then they could be classify in categories.

### Didactical proposal structure

**Table 8. Didactical proposal structure**

Sessions	Time	Name	Objective	Strategy
1	7:00 am-8:40 am	Daily Activities	To recognize and classify: adjectives, nouns and verbs.	Classifying, gap filling
2	7:00 am-8:40 am	Free Time Activities	To use collocations with the appropriate words and write sentences with them.	Completion, matching, writing Underlining, writing
3	7:00 am-8:40 am	My Family	To Identify and classify family members and routines.	Recognizing, underlining, classifying
4	7:00 am-8:40 am	I am from los Angeles	To write a short dialogue using some phrases and words.	Gap filling, ordering, role playing,
5	7:00 am-8:40 am	What would you like to eat?	To write a dialogue using the expressions learnt.	Matching, underlining, role playing,

<b>6</b>	7:00 am-8:40 am	What do they do?	To talk about activities you do using the new expressions	Completion, matching,
<b>7</b>	7:00 am-8:40 am	What's your nationality?	To Classify words according the correct category.	Recognizing, classifying
<b>8</b>	7:00 am-8:40 am	Learning English in fun	To Classify words into the correct category.	Matching, gap filling, classifying.
<b>9</b>	7:00 am-8:40 am	A Common Day	To Write a text about your daily routines.	Underlining, writing
<b>10</b>	7:00 am-8:40 am	My Head	To recognize parts of the head	Recognizing, completion.

## CONCLUSIONS

- In order to find out the level of vocabulary of English II students of the Faculty of Administration Universidad Privada del Norte, a pre-test was conducted, and the evaluated dimensions were: Functions, Meaning, Collocations, Grammar and Parts of speech,
- After applying the pre-test, the results showed that vocabulary level of most of the students was in the border between starting and in process, because the average of this level was 10.6 and that score is the limit between starting and in Process.
- The didactic proposal based on the lexical approach to improve the vocabulary skill of English II students of the Faculty of Administration Universidad Privada del Norte was designed based on the Lexical Approach by Michael Lewis, which proposes that fluency is the result of the acquisition of a large store of fixed and semi-fixed prefabricated items which are available as the foundation for any linguistic novelty or creativity.

A lexical approach reflects a movement away from a purely structural view of language, a movement where Lexis, rather than grammar, plays a primary role in the acquisition of language.

- To elaborate and apply the proposal, a program of didactic strategies based on the lexical approach by Michael Lewis and Antony Peters was designed and applied and together with the use of different activities to improve the level of English language vocabulary, which was developed in 10 learning sessions in a period of 10 weeks. The proposal developed the following strategies: ordering, unscramble, gap filling, writing, completion, matching, making a role play, labelling, recognizing,

classifying, underlining,

- After applying the proposal, the post test was conducted. The results validated the proposal, which showed that the vocabulary level of most of the students got the satisfactory level.



## **RECOMMENDATIONS**

- Firstly, teachers should choose the tasks carefully, taking into account different aspects such as the appropriate level of task difficulty, clear goals for each task, an appropriate orientation for the students related to performing the task and an active role of them.
- The researcher recommends teachers apply different activities based in lexical approach in English language to motivate the students' interest in improving the vocabulary skill.
- As a final recommendation, the researcher wants teachers and students know that the application of this didactic proposal requires a lot of time; therefore, an important suggestion from her experience is to be patient and follows the steps carefully in order to obtain better results. Something else to be taken into account is that the results may not be instantaneous. They will gradually be noticed if this is applied accurately.

## Bibliography

- Asher, J. (1997). *Total Physical Response (TPR)*. [libro en línea]. [Consultado:15 setiembre 2018]. Disponible en: [www.pws.stu.edu.tw/.../](http://www.pws.stu.edu.tw/.../)
- Coady, J. y Thomas, H. (2003). *Second Language Vocabulary Acquisition. A Rationale for Pedagogy*. [libro en línea]. [Consultado:13 setiembre 2018]. Disponible en: <https://www.google.com.pe>
- Chiang, M. (2008). *Vocabulary Theoretical Aspects*. [libro en línea]. [Consultado:15 setiembre 2016]. Disponible en: <https://www.google.com.pe>
- Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. [libro en línea]. [Consultado:13 setiembre 2018]. Disponible en: <https://www.google.com.pe>
- Harmer, J. (2001). *The Practice of English Language Teaching*. (3ª ED.) England: Longman.
- Hart, D. y Risley, T. (1995). *Meaningful Differences in the Everyday Experiences of Young Children*. [Consultado:15 setiembre 2018]. Disponible en: [www.victoria.ac.nz/lals/about/...Hart\\_and\\_Risley\\_Critique.pdf](http://www.victoria.ac.nz/lals/about/...Hart_and_Risley_Critique.pdf)
- Ketsman et al. (2009). *The Essentials of Vocabulary Teaching: from Theory to Practice*. [libro en línea]. [Consultado:13 setiembre 2017]. Disponible en: <https://www.google.com.pe>
- Krashen, S. (2013). *Steven Krashen's SLA Theories and Vocabulary Teaching in College Oral English*. [Consultado:13 setiembre 2017]. Disponible en: <https://www.google.com.pe>
- Lee y Van Patten (1997). *Structured Input Activities/Foreign Language Teaching Methods*. Recuperado en setiembre 14, 2017. Página web. Disponible en: <https://coerll.utexas.edu/methods/modules/.../>
- Lewis, M. (1997). *How you can use the Lexical Approach to Study English*. [libro en línea]. [Consultado:18 setiembre 2016]. Disponible en: [www.serwis.wsjo.pl/.../](http://www.serwis.wsjo.pl/.../)
- Llamosa, L. (2011). *Teaching Vocabulary Learning Strategies: A Vocabulary Improvement Program (VIP) FOR efl Beginner Students from Centro Cultural Peruano Norteamericano Arequipa*. Tesis en Maestría en Educación con mención en

enseñanza del idioma inglés como Lengua Extranjera, publicada en la Universidad de Piura. Piura, Perú.

Marzano, R. y Pickering D. (2005). *Building Academic Vocabulary: Teacher's Manual*. [Consultado:20 setiembre 2017]. Disponible en: [www.acsd.org/.../](http://www.acsd.org/.../)

- Marzano, R. y Pickering D. (2005). *What does the Research say about Vocabulary?* Recuperado en 15, 2016. Disponible en: [www.acsd.org/.../](http://www.acsd.org/.../)
- Michael, J. y Donald, H. (1996). *The Vocabulary-learning Strategies of Foreign-Language Students*. [libro en línea]. [Consultado:13 setiembre 2017]. Disponible en: <https://www.google.com.pe>
- Moudraia, O. (2001). *Lexical Approach to Second Language Teaching*. Consultado el 14 de setiembre, 2016. Disponible en: <https://www.google.com.pe>
- Nakata, E. (2006). *Developing Vocabulary in Second Language Acquisition*. Recuperado en setiembre 2016. Disponible en: [wenku.baidu.com/view/](http://wenku.baidu.com/view/)
- Peters, A. (1983). *The units of language acquisition*. Cambridge: Cambridge University Press. [libro en línea]. [Consultado:10 agosto 2019]. Disponible en: <https://files.eric.ed.gov/fulltext/ED455698.pdf>
- Schmitt, N. (1997). *Vocabulary learning Strategies*. [libro en línea]. [Consultado:17 setiembre 2016]. Disponible en: <https://www.google.com.pe>
- Sprenger, M. (2013). *Teaching the Critical Vocabulary of the Common Core*. [Consultado:17 setiembre 2017]. Disponible en: [www.ascd.org/or.../](http://www.ascd.org/or.../)
- Thornbury, S. (2002). *How to Teach Vocabulary*. (3ª ed.). England: Longman.

# **ANNEXES**

## Appendix 1: Pre-test



Score:

/20

### PRE-TEST

Name: ..... Cycle: .....

Duration: ..... minutes.

#### A) Match the statement in the left column with its function in the right column. (2.5 pts.) Function

1. This is my friend Andres. \_\_\_\_\_ A. Request.
2. How can I get the cathedral? \_\_\_\_\_ B. Introducing someone.
3. Can you help me, please?  
\_\_\_\_\_ C. Asking for directions.
4. Would you like something to drink? \_\_\_\_\_ D. Asking for permission.
5. May I go to the toilet, please? \_\_\_\_\_ E. Offer.

#### B) Circle the odd word. (5pts.) Meaning

- 1) breakfast lunch food dinner
- 2) nose arm eye ear
- 3) smile laugh jump speak
- 4) Brazilian British Italian Korea
- 5) sister neighbor mother grandfather

#### C) Write the suitable collocations as in the examples. (5 pts.) Collocations

GO home / TAKE a taxi

##### Verbs:

make / do / have / get / go

##### Expressions:

• plans • shopping • lunch • home • homework

a) ..... b) ..... c) .....

d) ..... e) .....



D) Write sentences using the collocations in letter C. (2.5 pts.) Grammar

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

E) Put the words from the box in the correct column. (5pts) Parts of speech

everyday	normally	happy	study	always
house	eat	beautiful	every week	lawyer

nouns	verbs	adjectives	adverbs	time expressions

## Appendix 2: Post-test



Score:

/20

**POST-TEST**

Name: ..... Cycle: .....

Duration: ..... minutes.

**A) Match the statement in the left column with its function in the right column. (2.5 pts.)****Function**

1. This is my friend Andres. \_\_\_\_\_ A. Request.
2. How can I get the cathedral? \_\_\_\_\_ B. Introducing someone.
3. Can you help me, please? \_\_\_\_\_ C. Asking for directions.
4. Would you like something to drink? \_\_\_\_\_ D. Asking for permission.
5. May I go to the toilet, please? \_\_\_\_\_ E. Offer.

**B) Circle the odd word. (5pts.) Meaning**

1. breakfast lunch food dinner
2. nose arm eye ear
3. smile laugh jump speak
4. Brazilian British Italian Korea
5. sister neighbor mother grandfather

**C) Write the suitable collocations as in the examples. (5 pts.) Collocations****GO home / TAKE a taxi****Verbs:**

make / do / have / get / go

**Expressions:**

• plans • shopping • lunch • home • homework

a) .....

b) .....

c) .....



d) .....

e) .....

**D) Write sentences using the collocations in letter C. (2.5 pts.) Grammar**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**E) Put the words from the box in the correct column. (5pts) Parts of speech**

everyday	normally	happy	study	always
house	eat	beautiful	every week	lawyer

nouns	verbs	adjectives	adverbs	time expressions

**Appendix 3: Validation of experts**

## TABLA DE EVALUACIÓN DE EXPERTOS

Apellidos y nombres del experto: Ventura Bravo Ernesto Elías  
 Título y/o grado: PH. D. ( ) Doctor: (X) Magister: ( )  
 Universidad que obtuvo el post grado: Universidad César Vallejo

### Título del Informe de Tesis

**Didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of the Faculty of Administration Universidad Privada del Norte.**

**General Objective: To design and apply a didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of Faculty of Administration Universidad Privada del Norte.**

#### Specific Objectives:

1. To elaborate the appropriate tools to find out the level of lexical structures acquired by the students
2. To find out the level of lexical structures acquired by the students.
3. To design and implement a didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of Faculty of Administration Universidad Privada del Norte.

	D	A	B	E
El instrumento de medición cumple con el diseño adecuado			✓	
El instrumento de la recolección de datos tiene relación con el título de la investigación				✓
En el instrumento de recolección de datos se mencionan las variables de investigación			✓	
El instrumento de recolección de datos facilitará el logro de los objetivos de la investigación			✓	
El instrumento de la recolección de datos se relaciona con las variables de estudio				✓
Los ítems presentan congruencia				✓
La redacción de las preguntas tiene coherencia			✓	

Cada una de las preguntas del instrumento de medición se relaciona con cada uno de los elementos de los indicadores				✓
El diseño del instrumento de medición facilitará el análisis y procesamiento de datos			✓	
Del instrumento de medición son entendibles las alternativas de respuestas				
El instrumento de medición será accesible a la población sujeto de estudio				✓
El instrumento de medición es claro, preciso y sencillo para que respondan y de esta manera obtener los datos requeridos			✓	✓

LEYENDA	
D	Deficiente
A	Aceptable
B	Bueno
E	Excelente

En Chiclayo, a los 16 días del mes de Junio del 2017

  
Firma

## TABLA DE EVALUACIÓN DE EXPERTOS

Apellidos y nombres del experto: Acosta Rivadeneira Juan Carlos  
 Título y/o grado: PH. D. ( ) Doctor: ( ) Magister: (X)  
 Universidad que obtuvo el post grado: Universidad Nacional "Pedro Ruiz Gallo"

### Título del Informe de Tesis

**Didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of the Faculty of Administration Universidad Privada del Norte.**

**General Objective: To design and apply a didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of Faculty of Administration Universidad Privada del Norte.**

#### Specific Objectives:

4. To elaborate the appropriate tools to find out the level of lexical structures acquired by the students
5. To find out the level of lexical structures acquired by the students.
6. To design and implement a didactic proposal based on The Lexical Approach to improve the vocabulary skill among English II students of Faculty of Administration Universidad Privada del Norte.

	D	A	B	E
El instrumento de medición cumple con el diseño adecuado				✓
El instrumento de la recolección de datos tiene relación con el título de la investigación				✓
En el instrumento de recolección de datos se mencionan las variables de investigación			✓	
El instrumento de recolección de datos facilitará el logro de los objetivos de la investigación				✓
El instrumento de la recolección de datos se relaciona con las variables de estudio				✓

Los ítems presentan congruencia				✓
La redacción de las preguntas tiene coherencia			✓	
Cada una de las preguntas del instrumento de medición se relaciona con cada uno de los elementos de los indicadores				✓
El diseño del instrumento de medición facilitará el análisis y procesamiento de datos			✓	

Del instrumento de medición son entendibles las alternativas de				
respuestas El instrumento de medición será accesible a la población sujeto				✓
de estudio			✓	
El instrumento de medición es claro, preciso y sencillo para que respondan y de esta manera obtener los datos requeridos				✓

LEYENDA	
D	Deficiente
A	Aceptable
B	Bueno
E	Excelente

En Chiclayo, a los 16 días del mes de Junio del 2017

  
Firma

## Appendix 4:



### SESSION 1 DAILY ACTIVITIES

**Objective:** students recognize and classify: adjectives, nouns and verbs.

**Vocabulary dimension:** Parts of speech.

**Strategies used:** Classifying, gap filling

**Activity 1:** Do you have an interesting or a boring daily routine?

**Activity 2 :** Complete the paragraph with the words in the box.

alarm clock (n)	arrive ( v )	breakfast ( n )	dinner ( n )	evening ( n )	get up (v)
go to bed (v)	go home (v)	late (adj)	weekend (n)	boring (adj)	



Some of my friends think I have a boring daily routine, but I like it. I usually (1)\_\_\_\_\_ at about 6:00 or 6:30 in the **morning** after my (2)\_\_\_\_\_ wakes me up. First, I brush my teeth. Then, I get dressed and go downstairs to have (3)\_\_\_\_\_

with my family. I always **have** coffee, egg and toast. That's me in the picture with my wife. I take a bus to work because I don't like to drive, and I always (4)\_\_\_\_\_ at my office before

8:00. I'm never (5)\_\_\_\_\_ for work. Five o'clock is my favourite time of day because I **finish** work and then I (6)\_\_\_\_\_ and see my **family** again.

We eat a **big** (7) \_\_\_\_\_ at about 6:00 and after that, I **watch** TV with my wife and kids at home. We enjoy watching our **favourite** TV shows together, two or three times a week.

I do exercise in the (8)\_\_\_\_\_ because it's **important** to stay healthy.

Finally at about 9:30 I (9)\_\_\_\_\_. Read for a while, and then fall asleep. Maybe, my daily routine is a little (10)\_\_\_\_\_ .....but on the (11)\_\_\_\_\_ and holidays I love to my **airplanes**.



**Activity 3 :** Put the words in bold in activity 2 into the correct column.

Noun	Verb	Adjective

**Appendix 5:**

## SESSION 2

### FREE TIME ACTIVITIES

**Objective:** students use collocations with the appropriate words and write sentences with them.

**Vocabulary dimension:** collocations and grammar.

**Strategies used:** completion, matching, underlining, writing

Completion, matching, writing

**Activity Underlining, 1:** Which writing of these activities do you do in your free time?



84

**Activity 2:** Choose the correct option.

1. Play.....

a) cartoons   b) football   c) yoga

**2. Watch.....**

a) music    b) tennis    c) TV

**3. Have.....**

a) a drink    b) shopping    c) jogging

**4. Read.....**

a) TV    b) a book    c) volleyball

**5. Go.....**

a) basketball    b) music    c) shopping

**Activity 3:** Write two more phrases using have,play,watch,read and go.

1. Play    \_\_\_\_\_

2. Have    \_\_\_\_\_

3. Watch    \_\_\_\_\_

4. Go    \_\_\_\_\_

5. Read    \_\_\_\_\_

**Activity 4:** Write sentences about you,using the phrases in activity 3

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Appendix 6:



## SESSION 3 MY FAMILY

**Objective:** students identify and classify family members and routines.

**Vocabulary dimension:** meaning.

**Strategies used:** recognizing, underlining, classifying

**Activity 1:** Complete the words about family members according to the pictures.



G \_\_\_\_\_



G \_\_\_\_\_



S \_\_\_\_\_



B \_\_\_\_\_



F \_\_\_\_\_



M \_\_\_\_\_



**Activity 2:** Read the text and underline family members and daily routines.



Her name's Julia, and this is her family, Her grandmother's name's Sara, She has breakfast at 7:00 o'clock every day. Her grandfather's name's Lorenzo, he has lunch at 1:30 pm. Her father's name's Marco, he has dinner at 7:15 pm on Mondays. Her mother is Lorena, she has breakfast with Sara. Her sister is Patty, she and Julia have lunch at 1:30 pm with Julia their grandfather.

**Activity 3 :** Choose the correct word and put it into the column.

sandwich	grandfather	have lunch	music	mother
have dinner	sister	food	have	breakfast

Family members	Daily Routines
----------------	----------------


## Appendix 7:



## SESSION 4 I AM FROM LOS ANGELES

**Objective:** students write a short dialogue using some phrases and words.

**Vocabulary dimension:** function.

**Strategies used:** gap filling, ordering, role playing

**Activity 1:** Complete (1-7) with words or phrases from the box.

afternoon	are you from?	from	I'm	please
to meet you	Would you like	What's your		

- (1) I'm \_\_\_\_\_ Los Angeles.
- (2) Yes, \_\_\_\_\_.
- (3) Nice \_\_\_\_\_, Sandra. Where \_\_\_\_\_?
- (4) Hi! My name's Jason. \_\_\_\_\_ name?
- (5) Hello. Good \_\_\_\_\_.
- (6) \_\_\_\_\_ Sandra.
- (7) \_\_\_\_\_ a drink?

**Activity 2:** Put 1-7 from activity 1 in the correct order to make a conversation.

- (1) A: Hello. Good afternoon.

**(2)** B: \_\_\_\_\_

**(3)** A: \_\_\_\_\_

**(4)** B: \_\_\_\_\_

**(5)** A: \_\_\_\_\_

**(6)** B: \_\_\_\_\_

**(7)** A: \_\_\_\_\_

**Activity 3:** In pairs write a similar dialogue with your information and do the role play.

---

---

---

---

---

---

---

---

## Appendix 8:

## SESSION 5

### WHAT WOULD YOU LIKE TO EAT?

**Objective:** students write a dialogue using the expressions learnt.

**Vocabulary dimension :** function.

**Strategies used:** matching, underlining, role playing

**Activity 1:** Match the questions 1-5 to the answers a-e.

1. What would you like to drink?
2. Anything else?
3. What would you like to order?
4. Could I see the menu, please?



5. Could I have the bill, please?

- a. For starter I'd like the soup and for the main the chicken, please.
- b. Certainly, here you are.
- c. Yes, look at there.
- d. That's all thanks.
- e. A glass of lemonade.

**Activity 2:** Read the dialogue and underline all the phrases in activity 1.

**Waiter:** Good morning madame, table for one person.

**Customer:** Yes, please. Could I see the menu, please?

**Waiter:** Yes, look at here.

**Customer:** waiter come in please.

**Waiter:** What would you like to order, madame?

**Customer:** For starter I'd like the soup and for the main the chicken, please.

**Waiter:** and what would you like to drink?

**Customer:** a glass of lemonade.

90

**Waiter:** Anything else?

**Customer:** that's all thanks.

**Waiter:** Here you go.

**Customer:** thank you

(some minutes later)

**Customer:** Could I have the bill, please?

**Waiter:** Certainly, here you are.

**Customer:** thank you very much.

**Activity 3:** work in pairs and write a similar dialogue using the expressions in activity 1 and 2.


## SESSION 6

### WHAT DO THEY DO?

**Objective:** students talk about activities you do using the new expressions. **Vocabulary dimension:** collocations.

**Strategies used:** completion, matching

**Activity 1:** Match each text with the correct picture.

problem we go to bed early there.

1. Every weekend, I stay at home and



watch films, especially horror, I like them, but sometimes I watch cartoons and documentaries.

2. I love to have breakfast early in the mornings, of course, before I have a shower. I often have meetings in my work.

3. On holidays, I and my family go camping, it's fun, before we go shopping, we buy all the things that we need, there is only a

4. In my free time, I like to read the newspaper and the magazines about cars. I love them, I don't like to read plays or novels but I have to do because I'm a teacher.

5. I play video games with my son, this is great for me, but not all the time, we usually play football on Saturdays and we often play the guitar on Sundays.



92

**Activity 2:** Make expressions with the words from the texts have, go, play, read, watch.

1. go      \_\_\_\_\_
2. play      \_\_\_\_\_
3. read      \_\_\_\_\_
4. watch      \_\_\_\_\_
5. have      \_\_\_\_\_

**Activity 3:** work in pairs tell your partner about which activities from activity 2 you do.

93

## Appendix 10: SESSION 7

### WHAT'S YOUR NATIONALITY?

**Objective:** students classify words according the correct category.

**Vocabulary dimension:** meaning.

**Strategies used:** recognizing, classifying

**Activity 1:** write the nationalities from these countries.



Great Britain

\_\_\_\_\_



France

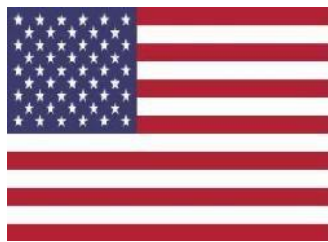
\_\_\_\_\_



Brazil

\_\_\_\_\_

Italy



\_\_\_\_\_



The USA



**Activity 2:** circle the correct word.

1. She's British / Britain.
2. They speak France / French.
3. He eats American / American food.
4. We listen

Italian / Italy music.      5. I read Brazil /  
Brazilian food.

94

**Activity 3: classify the following words into the correct column.**

<b>Japan</b>	<b>Polish</b>	<b>Turkey</b>	<b>Russian</b>	<b>Spain</b>	<b>Portuguese</b>
		<b>Turkish</b>	<b>Poland</b>	<b>Russia</b>	

<b>Country</b>	<b>Nationality</b>

**Where are you from?**

\_\_\_\_\_

**What's your nationality?**

\_\_\_\_\_

95

## SESSION 8 LEARNING ENGLISH IS FUN

**Objective:** students classify words into the correct category.  
**Vocabulary dimension:** parts of speech. **Strategies**  
**used:** matching, gap filling, classifying

**Activity 1:** look at the pictures and complete with one word from the box.

Always    lawyer    beautiful    eat    every day



\_\_\_\_\_ day



listen to music \_\_\_\_\_



A \_\_\_\_\_



\_\_\_\_\_ a sandwich.

It's \_\_\_\_\_



cold

96

**Activity 2:** Do the same following words, you have to

activity that in 1 with the draw.

house normally everyweek study happy

--

--

--

--

--

97



**Activity 3:** Classify in the chart the words from exercise 1 and 2.

Noun	Adjective	Adverb	Verb	Time expression

98



## Appendix 12:



## SESSION 9

### A COMMON DAY

**Objective:** students write a text about your daily routines.

**Vocabulary dimension:** grammar.

**Strategies used:** underlining, writing.

**Activity 1:** Read and underline the verbs.

I get up at 7:00 a.m, then I go to work, I work all morning. In the afternoon, I have lunch with family. After that, I read a book in my living room. Next, I play video games with my brother. Finally I watch the news in my bedroom.



**Activity 2:** Write sentences about yourself with the underline verbs in activity 1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Activity 3:** Write a short text about you using the information in activity 1 and 2.

---

---

---

---

---

---

---

## Appendix 13:



### SESSION 10

#### MY HEAD

**Objective:** students recognize parts of the head.

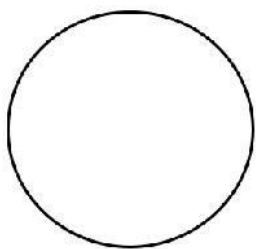
**Vocabulary dimension:** meaning.

**Strategies used:** recognizing, completion.

**Activity 1:** Circle the parts of the head.

arm   nose   eye   ear   leg   mouth

**Activity 2:** Draw the parts of the head and write their names.



**Activity 3:** Practice with your teacher the parts of the head, using “touch your ears”.

**Activity 4:** Listen to your teacher and touch your partner’s parts of the head.