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Enhanced vocabulary in seventh grade students by using traditional and nontraditional  
methods: comparative study amongst three State schools in Bogotá

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Research Report Submitted

In partial fulfillment of the requirements for the degree of  
Master in English Language Teaching for Self-Directed Learning

Directed by Jermaine McDougald

Department of Foreign Languages and Cultures

Universidad de la Sabana

Chía, Colombia

27<sup>th</sup> April 2016

## Declaration

We hereby declare that our research report entitled:

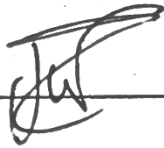

*Enhanced vocabulary in seventh grade students by using traditional and nontraditional methods: a comparative study among three State Schools in Bogotá*

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Signatura

Francy Bacarez   


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**ABSTRACT**

To teach English, as a foreign language in a students' community who see it useless to their personal and professional life of a country aiming to the globalization, is one of the highest challenges English teachers can face.

Regarding this fact and using results gathered from a need analysis focused on the learning of vocabulary, three teachers of state schools, developed a research study inquiring about how the implementation of traditional and non-traditional methods enhance vocabulary learning process on seventh graders from three state schools in Bogotá?

Twenty intervention-classes were instructed to seventh-grade students whose age ranged from 11 to 15 and had A1 level of English proficiency according to CEFR (Common European Framework Reference). This comparative study was carried out under action research underpins the Instruments used: needs analysis questionnaire, pre and post-tests, field notes and interviews, to know and compare the common aspects between PPP (Presentation Practice and Production traditional) and CALL (Computer Assistance Language Learning non-traditional) methods and find out possible differences which might support or stop the learning of new vocabulary in English. Results in this study clearly showed a slight increase of students' vocabulary by using CALL method. Furthermore, Students' confidence increased when participating and presenting their written tasks. Finally, they developed more autonomy to use web tools selected by them to explore and learn in English independently.

*Keywords:* Vocabulary strategies, metacognitive strategies, PPP and CALL traditional and non-traditional methods.

## **Resumen**

Conscientes del reto de enseñar Inglés como lengua extranjera en una población que la ve inútil para su contexto de vida, en la preparación de hombres y mujeres que aporten al proceso de desarrollo de su entorno y por ende a procesos de globalización del país, tres docentes del sector público desarrollaron un estudio a partir de la evidencia de necesidades enfocadas en la adquisición de vocabulario planteando la pregunta: ¿De qué forma la implementación de métodos tradicionales y/o no tradicionales puede mejorar el proceso de aprendizaje de vocabulario en séptimo grado en tres colegios públicos en Bogotá?. Este estudio comparativo tuvo una intervención de veinte sesiones de clases, (tres y cuatro horas), en tres colegios públicos: Alemania Unificada, Moralba sur oriental y San José sur oriental. En este participaron estudiantes de séptimo grado, cuyas edades estaban entre 11 y 15 años, y tenían un nivel A1 del dominio del inglés según MCER, (Marco Común Europeo de Referencia). La teoría investigación-acción de éste estudio usó como instrumentos cuestionario de necesidades, pruebas pre y post, notas de campo y entrevistas, y pretendía conocer y comparar los aspectos comunes entre el método tradicional de enseñanza PPP (presentación, práctica y producción) y el método no tradicional CALL (Aprendizaje de una Lengua Asistido por Computador) y descubrir posibles diferencias que apoyaban o detenían el aprendizaje de nuevo vocabulario en Inglés. Resultados de éste evidenciaron aumento de vocabulario a través del uso de métodos no tradicionales como el CALL, aumento de niveles de confianza para participar en clase y mostrar tareas escritas y desarrollo de autonomía para explorar y manejar herramientas en el aprendizaje del inglés.

*Palabras clave:* Estrategias de vocabulario, Estrategias Meta cognitivas, CALL, PPP Métodos tradicionales y no tradicionales de la enseñanza del Inglés.

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## Chapter One: Introduction

*A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the thing.*

Henry Hazlitt (1916).

The current study aims to explore the difference if any, when applying the traditional and non-traditional methods during the teaching and learning of vocabulary in three state schools in Bogotá. This is a comparative study in which teachers involve two different methods to aid students in acquiring vocabulary. The study will document and take into account the students' background, target words to be taught and the effectiveness of the methods with the target population through action research method. Mertler (2009) stated that

“Action research allows teachers to study their own classroom – for example, their own instructional methods, their own students, and their own assessments in order to better understand them and be able to improve their quality or effectiveness. It focuses specifically on the unique characteristics of the population with whom a practice is employed or with whom action must be taken” (p. 5).

One of the most important aspects to take into account is that action research guides teachers (practitioners) building self-reflection about their role inside the classroom.

This study intends to develop a comparative study among three state schools; the project takes place at Alemania Unificada, Moralba Sur Oriental and San Jose Sur Oriental, in the locality of San Cristobal in Bogotá, Colombia. The population is composed of 60 students (boys and girls) ranging between eleven and fourteen years old. After a reflection on the participants' poor performance we could determine that the participants in this study have an A1 level of English; students have given evidence about the lack of vocabulary to develop activities or tasks in class, some of them know how to use grammar structures (verb to be, present simple and WH-questions) vocabulary related to parts of the house, physical description, colours and numbers. Regarding the results found in the groups, we decided to work with a sample of 20 students population from each school involved in this study. All of them study in the morning shift at their schools. Our research started with the consent letters to principal (appendix A) in each school and consent letters to parents (appendix B), both describe the objectives, instruments and methodologies to develop the project.

### **Needs Analysis**

In order to have a better idea of the condition as well as needs of this population, the first instrument applied was a "Needs Analysis Questionnaire" (appendix C). It consisted of 11 questions regarding the English class, the way they acquire vocabulary in class, strategies to develop this process and, the use of internet in this process. Based on this instrument, the researchers found interesting findings to explore in the research project which are presented in more detail the Chapter 5 Results and Data Analysis. Students from the three state schools found it interesting; especially when they were asked about the way they usually learn words in class. Some of them stated that image association was the best

way and others students pointed out that the use of dictionary is a useful tool in this process.

Students from the three state schools are ok with the idea of learning between 11-15 words per week are perfect for them. Furthermore, most of the students agreed with the number of words that they should know, most of them answer that they believe they know about one hundred words in English. When they were asked about the actions to retain words in class, many of them concluded that writing and creating examples with the word was a way to retain and incorporate in their vocabulary, with a slight difference amongst girls and boys who dedicated more time to know the pronunciation of the word. In the same way, students affirm to know words related with animals and school, two groups of words, which are related with them. Regarding the importance of Internet as a tool to learn English, many of them consider that the Internet can help them by using Google translator, websites to learn and practice as well as online courses.

Finally, analysing the fact that learning vocabulary helped them to improve their academic performance in English, the students realized that when they learn vocabulary they were able to write and read in English. Based on the student's responses and thoughts, it was necessary to change and implement other methods and or approaches that could support students' awareness of the vocabulary learned and the use of the words in contexts, which also helped to improve their academic performance.

### **State of the problem**

Teaching English as a foreign language in state schools in Colombia is mandatory, which is guided by the Colombian Ministry of Education's policies, and are constructed

under the Common European Framework for languages (CEF), in which the content for each of the levels have been adapted in accordance to the Colombian Educational System.

To develop the teaching and learning process in English as a foreign and second language in a country in which this language is not needed has become a challenge for English teachers throughout Colombia. On a daily basis, teachers face the sad fact that students are not aware of the importance of a second language in their lives. Regarding the facts mentioned above and outcomes of the needs analysis, our research question addresses *whether the implementation of traditional and non-traditional methods can influence the vocabulary learning process on seventh graders from three state schools in Bogotá.*

Our experience as teachers run over 10 years, working in the private and public fields, there have been many things that as teachers we have observed and experienced in our classrooms and schools. All these experiences have taken us to realize the way our students in seventh grade acquire vocabulary and how after having them two or three years in the classroom, they still do not know many words and how to use them properly independent of its context. Although different strategies have been used to teach them vocabulary, e.g.: Pictionary, association with images and the correct use of dictionary, to help them in writing simple texts to complex texts. Not to mention that pronunciation of these can be varied. Due to this matter, the researchers were quite intrigued about these issues and commonalties amongst us were soon discovered so as to take a research project of this nature. For starters, the importance and use of a dictionary since students are accustomed to looking up words in dictionaries but they do so in a hurry, not having a level of awareness about how to use that word. Cardenas (2001), does an excellent job highlighting the incorrect use of the dictionary.

“In which some students are not aware of the most efficient way to use a dictionary; others go to the other extreme. This can kill interest and even interfere with comprehension because the reader/listener is so concerned with the individual words that he or she is less aware of the context, which gives them meaning. It also results in very slow and inefficient reading/speaking (p.49)”

Other clear examples that the three researchers consider is the fact that students learn some vocabulary, but the following school year they are not able to remember or retain their meaning or how to use them, not allowing them to remember the word to complete the task or activity. For instance, they use quite well the verb “goes” in a third form sentence and later in the following class they use it wrongly in statements such as “she go to school every day” or the verb to be in their conjugations: am, is and are.

### **Research Question**

How can the implementation of traditional and non-traditional methods influence the vocabulary learning process on seventh graders from three state schools in Bogotá?

### **General Objective**

To develop a comparative study among three state schools in Bogotá; applying a traditional and non-traditional method to enhance vocabulary learning process.

### **Specific Objectives**

- To identify the factors that affect student’s process using each method.
- To provide students with different sources in order to enhance their vocabulary process.

### **Rationale of the study**

This study aims to explore the use of two different teaching methods (PPP and CALL) with students from three state schools, and analyse whether one of them might increase vocabulary usage in students and help them develop other language skills as well. In particular, regarding the observation process done by the teacher-researcher and the need analysis results applied to these students to realize which methodologies can be adjusted and better for them.

Teaching English involves guiding students so as to develop the four main skills listening, reading, writing and speaking. However, over time, teachers have forgotten that teaching vocabulary is a strategy that improves other skills, since vocabulary also supports the development of other abilities in learners of English as a foreign language. Nunan (1999), states that: “the early development of an extensive vocabulary can enable learners to “outperform their competence”. In other words if one has extensive vocabulary-, it is possible to obtain meaning from spoken and written texts, even though one does not know the grammatical structures in which texts are encoded.” (p. 103). Indeed, teaching vocabulary is a process, which supports the development of listening, reading, writing and speaking not to mention that it also helps establish a bridge between the content of the class and the learning process of each student.

This study will apply different strategies with students from three state schools taking into account that two of these schools, Moralba and San Jose, will work on non-traditional methods for teaching / acquiring vocabulary, for example, how resources from the internet and CALL can support vocabulary acquisition. Meanwhile, the other school,



Alemania Unificada, will be guiding students using a traditional approach to acquiring vocabulary – e.g. using the Presentation, practice and production (PPP Method) a traditional method inside the EFL classroom.

One of the reasons for developing the teaching and learning process, as a way to catch students' attention, it is to help students to discover and explore different ways to tackle the knowledge. Another reason to use technological tools in education is the concept of innovation to scaffold a learning process and finally how students and teacher(s) assume the role of evaluation in this process. Equally important, technological tools inside classroom practices, requires certain rules and clear statements created by teacher and students. Technological tools are a challenge for teachers who must organize and plan activities not to mention know how to use it in order to support a particular class. On the other hand, it is necessary that students understand that using technological tools could help them face, find, develop, explore and create knowledge situations.

With this in mind, CALL is an approach, in which students and teachers make part of a new motivating and useful process, which uses different technological devices to support knowledge process in English as a foreign language.

In the same way PPP is a traditional method that allows students to scaffold their learning process through three phases. This approach firstly involves students in the presentation of a topic or content. In the majority of the case its approach is used to develop vocabulary and grammar tasks or activities. The second phase invites students to practice what they have learnt and work with the teacher in order to clarify doubts. Also, students receive positive feedback in this phase from the teacher. Finally, the production phase

motivates students to put into context or create a meaningful situation(s) in which they can apply what they have understood, practiced and learned. This set of steps will support students in order to build vocabulary process in which they can discover, explore and create different scenes around the vocabulary that they learn. This study will become a chance for students to improve their abilities to know and apply vocabulary in English as a foreign language.

## **Chapter Two: Theoretical Framework**

The following is a discussion on the constructs that underlie the project and what these constructions represent for the project. In addition, a short report on previous, similar studies is made. Traditional method: (Presentation-practice-production), non-traditional methods (CALL- Computer-Assisted Language Learning), self-access materials, metacognitive strategies and students' motivation to learn will be defined in the context of this project. The constructs are valuable tools in understanding and guiding the research process in teaching vocabulary in foreign language environments. They were selected so as to enhance vocabulary among seventh grade students by using traditional and non-traditional methods, as part of a comparative study developed among three state schools from San Cristobal locality in Bogotá, Colombia. They were: Alemania Unificada, Moralba Sur Oriental and San Jose Sur Oriental. Besides, Literature for the study was supported on the proposed researches done by Higgs and Clifford (1982), and confirmed by Zabala (2012) as well as the one done by Egbert (2005) and Tomlinson (2010) among others experienced and influential authors in this field. These authors and works, which are extremely important references to be considered as a part of this study, will be described below.

According to Lewis (1993), Vocabulary can be as the words of a language, including single items and phrases or chunks of several words, which convey a particular meaning, the way individual's words do. Developing students' vocabulary helps scaffold communicative bridges with other people in different contexts. Teaching vocabulary is not an isolated activity, it must be related to the four basic language skills: reading, writing, listening and speaking. However, to develop vocabulary, there are diverse factors that a

teacher should take into consideration inside the classroom. The three first are Form, Meaning and Use, Nation (2001).

According to Nation (2001) the form of a word involves its pronunciation (spoken form), its spelling (written form) and any words parts that make up this particular item (such as prefix, root and suffix). In the same way, Nation (2001) goes on to state that meaning encompasses the way that *form* and *meaning* work together. In other words, it is the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

Lewis (1992) holds the premise that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary. Wilkins (1976) posits: “insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures”. Additionally, Laufer (1997) highlights the importance of “a solid vocabulary” in the stages of language learning.

Finally, Nation (2001), states that *use* involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. The chart below summarizes Nation’s ideas about “knowing a word”.

ASPECT	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
Form	Spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal? What is included in this concept?	What word form can be used to express this meaning? What items can the concept

	concepts and referents associations	What other words does this make people think of?	refer to? What other words could people use instead of this one?
Use	grammatical functions collocations  constraints on use (register, frequency . . .)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

Table 1. *Description of “What Is Involved in Knowing a Word”, from Nation (2001: 27).*

Nation (2001) focuses on the work with vocabulary in three ways, and two forms of knowledge. The three aspects developed by Nation (2001) allow students to know how a word is written, how it is pronounced and how it is used according to the context. Students have the chance to use both forms of knowledge: receive and produce. Therefore, the teacher using different vocabulary strategies explains the receptive form and the students show their abilities through the productive knowledge using different activities. Harley (1995) points out that various levels of receptive tasks and productive vocabulary require learners to access and apply their word knowledge.

Regarding the importance that vocabulary has on the learning process of second language, the way that a teacher and student assume the process involves different aspects, such as; purpose, context, material, input and outcomes, all of which are framed in different strategies to teach vocabulary and its characteristics.

### **Strategies to teach vocabulary**

Learning strategies are the ways that teachers present, introduce and guide the knowledge through the classroom. The learning strategies to teach vocabulary are many,

and these may vary according to the purpose. Many of them have not been researched in depth; however, Nation (2001) claims that a strategy should have the following features:

1. Involve choice. That is, there are several strategies to choose from
2. Be complex, that is, there are several steps to learn
3. Require knowledge and benefit from training
4. Increase the efficiency of vocabulary learning and vocabulary use (p. 217).

There is a wide variety of strategies that a teacher can use to teach vocabulary, these can be classified according to the function and the purpose.

<b>Visual Images</b>	<b>Gestures and actions</b>	<b>Showing lexical relations</b>	<b>Words in context</b>	<b>Other strategies</b>
<ul style="list-style-type: none"> <li>• Realia</li> <li>• Pictures</li> <li>• Masking</li> <li>• drawing</li> <li>• scales</li> </ul>	<ul style="list-style-type: none"> <li>• mime</li> <li>• gesture</li> <li>• facial expression</li> <li>• action</li> </ul>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Collocation</li> <li>• Prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• dialogues</li> <li>• role play</li> <li>• drama</li> <li>• stories</li> <li>• songs</li> <li>• rhymes and poems</li> <li>• videos</li> </ul>	<ul style="list-style-type: none"> <li>• Using a dictionary</li> <li>• Explaining</li> <li>• Describing</li> <li>• Defining the context</li> <li>• Translating</li> </ul>

Table 2. *Vocabulary Strategies According To Function and Purpose*. Based on Nunan (1991).

O'Dell (1997) points out that giving vocabulary a high profile in the syllabus as well as the classroom, in order for students to see and/or value its importance, and understand that learning a language isn't just about learning grammar.

Regarding O'Dell's statement, this study has considered three strategies to be worked with the target population in this study; which are: word families, recycling content and contextualization. They are explained below.

The first teaching strategy: *word family* consists of grouping the words under certain criteria in order to identify, recognize and use the words in different situations. Some steps to carry on this strategy with the target population in this study are:

**First**- select a group of words that become high frequency for students

**Second** - the group of words must be related to the syllabus of the school and **to** the students' real situations.

**Third** - select different forms to teach and use the word selected for students. (tree, map or chart)

The second strategy selected is *recycling content*. Learning a word is a cyclical process and the learner needs to be exposed to the word in different situations: Now, this can be done by bringing to class the previous words seen in lessons which are a way to scaffold learning, active memory and give content to what they learned.

The last strategy is *contextualization*; the learners learn to use the word in sentences through a gap fill-in activity, story-building or role-play activity (McCarthy, 2002:33). This way, students should be able to develop a set of activities in which the word is put in a context and they need to recognize the form, meaning and use.

Right after having explained some of the strategies to be used in the implementation of this research study, it is compulsory to present literature on the kind of approach this study pretends to carry on. Presentation, Practice and Production traditional approach stated and explained by Ellis (1988), where the teacher begins the lesson by setting up a situation, then, the students have the opportunity to practise the new language in a controlled way and, finally in the last stage the students are encouraged to use the new language in a freer way.

### **Presentation, practice and production (PPP)**

The origin of this approach comes from the mid-20th century, exactly between 1960's and 1980's, this method was considered an improvement version of Audio-lingual method in the United Kingdom. A big difference from the audio-lingual method was that the language was socialized meaning put into context.

Presentation, Practice and Production (PPP) is an approach, which intends to involve students in the study of grammar and vocabulary, although, many teachers have used it for developing oral skills. The PPP approach is a chance for teachers to explore different ways to board new knowledge with students and put it in an authentic classroom environment. It is also a way to analyse how the students develop their role inside the classroom and how they manage the class.

Byrne (1986), explores typical steps of PPP in short, the teacher presents new language items; according to Ellis (1988), the presentation stage helps the learner to acquire linguistic knowledge as well as to restructure it. After that, the learners practice the items through drills, individual and choral repetition; and then produce the language for themselves, expressing what they want to say rather than what the teacher has directed them to say. This approach develops three stages where the teacher and learner change active roles during the process. First of all, the teacher is the guide and instructs the learner. The teacher shows, then the learner needs to practice what s/he has acquired from the teacher presentation. Finally, s/he is able to have a production guided by teacher and by themselves. This step is relevant hence, both the teacher and the learner realize how student's production is and, if it is necessary to do feedback on any required aspect. According to Higgs and Clifford (1982), grammatical accuracy must be emphasized and



consciously learnt by language learners. They mention that if learners acquire the target language through communication oriented instruction (communicative competence before mastery of accurate grammatical structures), they will run the risk of fossilizing grammatical errors which will later be difficult to eliminate.

The PPP must work with student meaningful feedback process. This allows students to understand, recognize, and identify how the grammar rules work or how the words are related. The PPP approach also invites teacher and students to develop activities using receptive and productive skills.

Byrne (1986) also notes that the sequence does not have to be followed rigidly, and that depending on the students' level, their needs and the teaching materials being used, it would also be possible to move from production to presentation and to practice. Additionally, Zabala (2012) claims that presenting a new language to ESL students is naturally easier since they are learning English as a second language in an English-speaking environment. Doing so with EFL students is different since they are exposed to little or no English outside the classroom. Therefore, it is the teacher's' job to make up "realistic" situations requiring the new language so that learning occurs effectively" (p.19).

For many years PPP has been seen as an approach to teach grammar; however, it is not at all true, PPP process depends on some factors such as; objectives for the class, target population, the activities for each phase, the motivation of students and the role of the teacher inside the classroom. Nowadays, PPP is being used with all skills and with different population(s) and different topics.

A large advantage of a PPP approach is that it denies differences between learners; it licenses you to downplay those differences. During the process of building a lesson using the PPP approach, there are some questions that must be answered before and during

the process, for example: is it necessary to think the way the teacher is going to present the language, is it going to be contextualized? Or maybe will it be used in an abstract way?

Regarding that this study intends to use two different kinds of approaches in its intervention, the second approach (CALL and SAMs) of this study is presented to be explained in detail below.

### **Non-traditional method CALL**

Over the last decades the use of technology in classrooms has increased, and many teachers are positively embracing this tool, as a way to create other environments to motivate and enhance learners to use, practice and acquire more language. CALL (Computer Assisted Learning Language) is as an approach to help learners and teachers develop activities to enhance new learning environments by using the computer or other technological devices as cell phones, tablets and others. According to Egbert (2005) "CALL means learners learning language in any context with, through, and around computer technologies" (p. 4). He also mentions that CALL is related to context, because it can happen in any place, not only in a classroom but at home, in a library, in a café, etc. and through CALL different tasks can be developed; defining content, structure and organization in order to have an impact on the learner's language achievement to reach the expected outcomes.

Most of the students in the present study feel identified with using technology and computers in class, that is, the connection between CALL and vocabulary sought out motivate the learners to increase their vocabulary level. According to Krashen (1989), "language is subconsciously acquired - while you are acquiring, you don't know you are

acquiring; your conscious focus is on the message, not form" (p. 440). This has opened our mind; understanding that most of us as teachers just focus on the form of the language, trying to teach and consolidate language structures and forget that the most important in here is that students use it in a natural way as part of their daily life. As a result, this consciousness will become unconscious as they are using it in their daily communication. The non- traditional methods have allowed us to work on the new language experiences to be set in their daily life, and in the process of acquiring a foreign language. Different to the traditional method where communicative skills such as listening and speaking, are part of their conscious-learning process but are not likely to be stored into students' unconsciousness to use it naturally. In this way this study seeks to find evidences, which show students' development in this process. Thus, in this study, CALL and vocabulary are administered with instruction, relevant and understandable input, which is expected to create effective output.

Egbert (2005) presents his ideas about CALL in the following chart: Egbert's process in CALL (p.5). It helps us to understand how all the elements immersed in this process are directly related to each other, how the context influence the learners, how the learners themselves can influence the context in which they live and change their direct structure. This means, that students can change the way they learn and the way they acquire this vocabulary. It does not have a direct parameter to be followed, it means that in this equation the order of the factors is not important, the really important thing here is that all of them might be able to interact, and what they can do together.

<b>The CALL equation</b>		
<b>learners</b> (with their thoughts, behaviours, motivations, experiences and understandings)	+ <b>language</b> (including its status and structure) + <b>context</b> (physical and temporal environment and the social, economic, cultural, and linguistic influences)	+ <b>one or more tools</b> (and the affordances the tool provides) + <b>tasks/activities</b> (content, structure, and organization)
		+/- <b>peers and teachers</b> or others who can affect the process
<b>= CALL</b>		

Table 3. *The CALL Equation from Egbert (2005:5)*

Egbert states that CALL has the facility to structure, modify or change tasks, activities, environments and outcomes as the internet has different and several possibilities and opportunities to afford a global system in terms of educational circumstances, emphasizing in the use of the computer in this study. Chappelle (2009) argues that CALL has the capacity that teachers and researchers can accommodate and establish a plan to guide the L2 acquisition (the Second Language, in this case, English for young learners). New opportunities are presented with technology, with the specially need of a continuum process and supported theory that CALL must bring. She also points out the multiple theoretical perspectives CALL materials and tasks could develop and evaluate: cognitive linguistic (Universal Grammar, autonomous induction theory, and the concept-oriented approach); psycholinguistic (Processibility theory, input processing theory, interactionism theory); human learning (associative–cognitive CREED, skill acquisition theory); and language in social context (sociocultural, language socialization, conversation analysis, systemic–functional, complexity theory). (p. 741)

Using CALL in order to increase vocabulary acquisition is not the only approach in our educational system; however, they are also opportunities for our learners and researchers to continue building up knowledge around what they do inside and outside the class.

Finally, it is intended to say that CALL mediates with the function of bringing technological tools that help it to develop a structured program, with learning strategies, which generate expectations and alternatives to learners, motivating them to face the different situations and moments through the process itself; from vocabulary acquisition until they could be efficient speakers.

### **Self-Access Materials SAM's**

Linked to CALL perspectives, SAM's appear as a tool to implement inside and outside the class and deliver meaningful and active tasks that learners can enjoy to develop their skills in language acquisition. According to the glossary of basic terms for materials development in language teaching by Tomlinson (2011), self-access material is defined as: "Materials designed for learners to use independently (i.e. on their own without access to a teacher or a classroom). They are normally used by the learner at home, in a library or in a self-study centre and can be paper-based or electronic" (p. 15). Tomlinson (2010) also states that "self-access materials need to be developed from principles driven by what is known about the needs and wants of the target users" (p. 72). It means that creating and delivering materials corresponds to those pragmatic actions that are applicable to all learners, during their process, no matter where they are, taking into account their ages, level and context of learning.

Self-access material is a powerful strategy to expose learners to the language, through the different materials provided to be used in and out of class. Most of the self-access material is designed to improve the learner language acquisition. Tomlinson (2010) also recommends an extensive exposure to the language in use through all the activities and procedures developed in classes.

Tomlinson (2010) introduces a series of five principles of language acquisition tied to some others five principles of self-access materials, that explore the nature of the real language. These principles are described in the table below and are presented to cover the four skills: reading, listening, writing and speaking. However, these activities can also be applied and used for stimulating the vocabulary acquisition process in students at A1 level as our seventh graders at the three state schools.

<b>Principle of Language Acquisition</b>	<b>Principles of Self-Access Materials</b>
<p><b>Principle of Language Acquisition 1</b> The learners need a lot of experience of the language.</p>	<p><b>Principles of Self-Access Materials 1</b> Provide extensive reading, extensive listening, and extensive viewing materials, which provide experience of language. Provide opportunities to revisit the materials to discover more about how the language is used. Make sure that the language the learners are exposed to in all their self-access materials is authentic in the sense that it represents how the language is typically used.</p>
<p><b>Principle of Language Acquisition 2</b> Thinking whilst experiencing language in use helps to achieve the deep processing required for effective and durable learning ( Craik &amp; Lockhart, 1972) cited in Tomlinson (2010)</p>	<p><b>Principles of Self-Access Materials 2</b> Make use of controversial texts, which are likely to provoke a reaction. Make use of activities that get learners to think and feel before, during, and after using the target language for communication.</p>
<p><b>Principle of Language Acquisition 3</b> Language learners need to be positive about the target language, their learning environment, and their learning materials.</p>	<p><b>Principles of Self-Access Materials 3</b> Make sure the texts and tasks are as interesting, relevant, and enjoyable as possible.</p>
<p><b>Principle of Language Acquisition 4</b> Lead to the learner paying attention to similar uses in subsequent inputs and to increase the potential for eventual acquisition.</p>	<p><b>Principles of Self-Access Materials 4</b> Develop self-access materials, which make use of a text-driven approach in which the learners are first of all provided with an experience, which engages them holistically.</p>

<p><b>Principle of Language Acquisition 5</b> Communicating in the target language allows learners to gain feedback on the hypotheses they have developed.</p>	<p><b>Principles of Self-Access Materials 5</b> Provide many opportunities for the learners to produce language. Make sure that the output activities are fully contextualized in that the learners are responding to an authentic stimulus.</p>
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Table 4. *Principles and Procedures for Self-Access Materials from Tomlinson (2010)*

It is important that learners understand that these self-access activities can take place in and outside of the classroom, and that the school is to provide them with ideas and opportunities to choose what to work, when to do it and ideas on how to do it, based on their own needs and likes, and that they could do so in their own time and at their own pace. It will motivate the learners to develop their own strategies to follow in order to improve their own learning process.

### **Metacognitive Strategies**

To associate CALL and SAM's in our research project, we have included Metacognitive strategies (MS) which are going to help and guide learners to conduct their learning process. MS are also relevant because they constitute a fundamental part, so that, learners become conscious and realistic while developing tasks and activities. Hauck (2005) mentions that: "learning and use of strategies can be further differentiated depending on whether they are metacognitive" (p, 71). Emphasizing on planning, monitoring and evaluating for the successful accomplishment of the aims established. These processes constitute the main aspects to be followed by students. He also refers to the cognitive strategies (rehearsal, organization, inference, summarizing, etc.), and social strategies (cooperation, questioning, self-task). These strategies are relevant because we see the need that our learners have to increase their level, capacities and capabilities to be self-directed

learners, to cooperate in class and look for strategies that can be useful and meaningful for them.

Regarding the fact that MS deal with lifelong learners, it is because they constitute things about real life, associated with situations learners must face in the classroom and the contact they have with the language and the vocabulary they are acquiring. Dunlosky and Metcalfe (2009, p 9) rely on the state that self-reflection and self-awareness have, corresponding with personal growth. In the case of this study, providing learners with opportunities to grow, not only in knowledge, but also with social interaction.

It is quite relevant to know and understand how and when to use the MS, Garner (1988 p, 64) assumes that MS must be flexible, but also points to the fact that tasks must provide a clear direction and its function to be appropriated to learners, stimulate them to use different strategies that they consider can be effective and useful. The effectiveness of each task regards the learning process and learners' understanding input to create meaningful output.

Okoza, and Owens-Sogolo (2013) remark that MS deals with metacognition skills help learners to be aware of their own learning process, "by asking, evaluative questions and thus controlling their level of understanding" (P, 84). It results as a benefit that learners can process, analyse and comprehend the instructions of each task where they can manifest their strengths and as well as their weaknesses.

There is clear evidence that most learners need direction and control during a task in order to succeed, (Jacobs, 2003 and Paris & Paris 2001) cited in Joseph (2010) (p.100), conceive the value that Meta cognitive awareness captures in learners, influenced by



teacher's decisions, methods and materials. MS arrive to manifest the great path that learners and teachers must assume to enrol and control the directions that were selected, in this case, to improve or to show how they can assist learners in vocabulary acquisition, and teachers to reflect and/or demonstrate if MS were effective or not.

### **State of the art**

During recent years, research about vocabulary has taken importance as part of learning language acquisition. Furthermore as this project is being conducted on traditional and non-traditional methods in vocabulary acquisition, it is relevant to mention the following studies.

In a study conducted in Bogotá, Colombia, in two public schools, Baron and Martinez (2013) developed a study with thirty secondary learners from eighth grade whose ages were between 12 and 15, with an English level of A1 according to the Common European Framework of Reference (CEFR). This study was about metacognitive strategies through the implementation of Web Quest. They clearly established their research in learning vocabulary through metacognitive strategies, and how those strategies created an impact in learners while using Web Quest. They also included a Cognitive Academic Language Learning Approach (CALLA) and a Content and Language Integrated Learning (CLIL) approach, choosing a specific topic that facilitated the learning environment because they considered that it was meaningful for learners. They used different tools such as logs, blogs, semi-structured interviews and a mind map, which helped learners in their learning process. Their main findings were that using Web quest positively influenced the learners' awareness and autonomy in the learning process, and the positive vocabulary acquisition while using the metacognitive strategies.

Mosquera (2013) carried out a study on vocabulary acquisition using metacognitive strategies through learning portfolios. This was done at a public school in Yumbo (Valle del Cauca) Colombia, with 14 students from seventh grade whose ages were between 12 and 13, with an English level A1 according to the Common European Framework of Reference (CEFR); Students found that learning through metacognitive strategies (plan, monitor and evaluate) enabled them to set their own objectives, making it easier for them to scaffold their learning process. It was demonstrated that using learning portfolios was an innovative tool for learners; they were really enthusiastic from the work of lesson plans, teamwork and reflection.

Moreno (2011), worked on a qualitative study “Multimedia Resources and Mnemonics for Vocabulary Acquisition in English”. The study was developed in Paujil, a town located in the Department of Caquetá, Colombia. The population selected was 10 learners from eighth grade, whose ages were between 12 and 13. The focus of her study was to check how, through Mnemonic strategies and the application of ICT, her learners could improve their vocabulary acquisition. It was shown at the end the appropriation of a percentage of words introduced or taught. In fact, the study revealed that it was meaningful for students to use technology because the activities captured students’ attention, and improved their language competences during the learning process. Eventually, the author issued this study result in the virtual magazine site from Universidad Católica. Moreno (2012).

Garcia (2000) carried out a study in Sevilla (Spain) about how to encourage learners to use vocabulary through different strategies. He developed the study during three years with 72 high school students (14 year olds), determining the way learners employ the

strategies and how effective they were, focusing on memorization that help learners to demonstrate appropriation of vocabulary gained. Each year he gave students a questionnaire that let them reflect on their English language acquisition, and then he delivered four exams on vocabulary to manifest the way learners use different strategies. At the end of the study, the main findings were: repetition (50%), semantics: related to translation (20%) and association (14%).

Lan (2012) developed a quasi-experimental design study in Taiwan with 61 Young Learners (divided in three groups: 20 using My Word Tool and co-sharing function, 20 using My Word Tool only, and 21 using traditional instruction) amongst sixth grade. The study was developed in a period of 5 weeks about vocabulary acquisition using a co-sharing-based strategy learning system for L2 vocabulary learning known as “My word tool” and traditional instruction. At the time at which the study was released, during the free time, of the learners (at school and at home), focused on comparing the implementation of a technological platform to enhance learners in the Vocabulary Learning Strategies while providing traditional instruction, how they helped learners to improve their skills while testing vocabulary. The technological system employed three modules: a learning map for self-regulation, a strategy for learning by constructing, and a strategy co-sharing and co-construction. LAN (2012) used 12 different VLSs and five e-tools (e.g. VLSs: contextualization; e-tools: images, videos, notes, and audio tools). At the end of the study, it was evidenced that all three groups made important progress on the tests; otherwise, the two groups who used e-tools and VLSs got greater results than the other group who used traditional methods, determined by a pre-test and post-test scores.

Mosquera (2013) published *Multimedia as an Autonomous Learning Tool of English Vocabulary by Children*, which describes a pedagogical intervention carried out at

the Universidad del Chocó, Colombia, aimed at determining the degree of effectiveness of multimedia technology as a tool for independent learning of English vocabulary by children. This study is close to the aim of the current research in progress, which seeks to enhance vocabulary in seventh grade students by using traditional and non-traditional methods. The findings of this research project confirms several hypotheses about the learning of vocabulary and pronunciation, and leads the researchers to conclude that multimedia is effective as a teaching tool for autonomous learning of foreign languages, findings that we also hope to reach with our present research project.

In conclusion, there is still a lot to do and to explore regarding on what non-traditional methods refer, more specifically about CALL and SAMs that as we have mentioned before, they have been a brilliant light in this path to transform the educational system in our schools in order to change the way we teach and the way the students learn. It has been successful in the way we have made a click in the students minds and now they are reacting to these kind of stimulus, especially because this kind of methods are already part of their context. They can interact easily in an autonomous way, having a classroom in their cell phone or in their tablet where they can take advantage of all to learn English.

### Chapter Three: Research Design

This chapter describes the type of study used to investigate the problem and its implications in the daily pedagogical practices in the classroom. On the other side, it also introduces the research questions and the objectives which were set for the research, followed by a brief description of the context where study takes place and gives an account of participants and data collection instruments. To close a brief appraisal about ethical considerations of the present study and on the ways in which validity and reliability will be achieved. Finally, a timeline is described it, it helped us to determine the moments and interventions in each phase of the study.

There are several types of research such as ethnographic, active, experimental, and psychometric among others that could be considered; each one of these studies addresses a problem or situation in a special way. For the study regarding problems affecting learning English as a foreign language in our institutions, action research was selected, since it allows for a qualitative study that sets our purpose to build a project that addresses the needs of seventh graders in English class and its relation to vocabulary.

<b>Type of study</b>	Qualitative action research
<b>Setting</b>	Alemania Unificada, Moralba Sur Oriental and San Jose Sur Oriental schools.
<b>Participants</b>	60 students of seventh grade level A according to CFE
<b>Instruments</b>	Questionnaires, Tests, Interviews and Field notes
<b>Materials</b>	<i>System lab, headphones, flash cards, photocopies.</i>

Table 5. *Research Design*

#### Type of Study

In our study the action research method was used to develop and support the different statements that are immersed in this chapter, we will also describe in detail the

participants and the instruments used to collect data. According to Johnson (2002), action research is the process of studying a real situation of school or classroom to understand and improve the quality of actions or instructions. Johnson (2002), claims action research is a systematic and orderly way for teachers to observe their practice or to explore a problem and a possible course of action; in our case, a comparative study of vocabulary because as researchers we have detected that it can contribute to expand their English language and motivate them to keep on practicing and studying English that can be projected in their future as long life learners; the importance of assessing vocabulary through tasks, learners reflections and tests, in a continuous cycle to that let us plan, act, observe and reflect on the different learners' attitudes and behaviors, according to the goals established (Van Lier, 1994. Cited by Nunan & Bailey. P. 230). This study will take eight months of implementation

Furthermore, Mckernan (1988), describes "action research as a form of self-reflecting problem solving, which enables practitioners to better understand and solve pressing problems in social settings" (p.6). Action research is also considered a collaborative activity among colleagues in order to adapt, change, transform or solve a situation or problem. Our study is classified as qualitative action research whose main objective was to compare the traditional and non-traditional methods to teach and acquire vocabulary and its effects on students in three state schools in Bogotá, Colombia.

According to Ferrance (2000) action research normally takes place in a school setting. It allows researchers to inquire and discuss the components of the research, and helps to look for solutions to daily problems faced in school; finally it guides researchers to find different ways to support students in their achievement of goals.

### **Characteristics of action research**

According to Nunan (2009, p.228), teacher's centrality plays a fundamental component in action research, emphasized in three moments:

***Observation:*** Action research is seen as a descriptive process, one of its main tools is the careful observation, whereby it comes to identifying the area of interest, which is based on contact and interaction established in a community, in this case with children through teaching practice.

***Systematization:*** The action research provides us a freedom to conduct research, collect and analyze data, it requires planning a systematic observation to confirm that the behavior or situation that is being observed, and is presented consistently and give us greater accuracy and reliability of the data, rather than a report that just seems to take into account the entire context for analysis in an area of interest. Neither considers the students as research objects, but as active participants in the improvement project that is conceived to be carried out in the classroom, our opinion or point of view.

***Qualitative research:*** Action research is within the field of qualitative research, due to its main source of information and action as the class itself. The researcher does not only base his/her conclusions on studies, theories and in comparison, but on his own experience serves that to find the solution to the problem. Unlike quantitative research, this type of study does not focus on an isolated variable, or create controlled environments to isolate a particular aspect. However, in action research some quantitative data collection methods can also be used for purposes of data accuracy and avoid falling into mere subjectivity.

**Research question and objectives**

How can the implementation of traditional and non-traditional methods influence the vocabulary learning process on seventh graders from three state schools in Bogotá?

**General Objective**

To develop a comparative study among three state schools in Bogotá, applying traditional and non-traditional methods to enhance vocabulary-learning process.

**Specific Objectives**

- To identify the factors that affect student's process using each method.
- To provide students with different sources in order to enhance their vocabulary process.

**Description of the context**

This study was developed at three state schools, Alemania Unificada (School 1), Moralba Sur Oriental (School 2) and San Jose Sur Oriental (School 3), with a target population of 60 students who were selected to carry out the project, whose ages ranged from 11 to 14 and had an A1 level of proficiency in English according to CEFR. The schools are located in the south of Bogotá, in stratum 1 and 2. The three schools go from kindergarten to secondary (K-11) in shifts (In Colombia some state schools students and teachers attend from 6:30 am - 12:20 pm that denominated morning shift and afternoon shift goes through 12:30 pm-6:30 p.m.), morning and afternoon. The population of each school is about 1,200 - 1,300 students. School 1 has few technological devices - instruments, while the other two schools are equipped with an ICT room with 20 - 35 computers, video beam, tablets, an electronic whiteboard and broadband service.



	<b>Alemania Unificada</b>	<b>Moralba Sur Oriental</b>	<b>San Jose sur Oriental</b>
<b>Participants</b>	20	20	20
<b>Grade</b>	702	701	701
<b>Shift</b>	Morning	Morning	Morning
<b>Total students</b>	1,200	1,300	1,200
<b>English class per week</b>	3 Hours - 55 minutes	4 Hours - 55 minutes	4 Hours - 55 minutes
<b>Computer access at school</b>	Only for ICT class 2 hours per week	According to academic schedule per week and subject.	According to academic schedule per week and subject.

Table 6. *Description of participating Schools*

### ***Alemania Unificada School.***

This school is located in Guacamayas neighborhood, it was founded more than 35 years ago, it was built by the community with German government financial support, at the beginning it was designed for holding primary learners, by the time it held around 1,200 students with a headquarter for primary, and one for secondary school, it has two shifts (morning-afternoon) with around 1,200 students. The school's educational project is focused on communicative skills and citizenship.

### ***Moralba Sur Oriental School***

Moralba was founded in 2002 as a result of the integration of several educational institutions. The new institution, consists of three locations:

- headquarters A Moralba
- headquarters B Quindío
- headquarters C El Consuelo

The Institutional educational project is "*Personal growth and productive social development*" Oriented to the integral formation of the person, using the resources that

science, and technology put at our disposal, assuming the construction of a life project, which will enable it to enter and influence the society in a peaceful and creative way.

### ***San José Sur Oriental School***

San José S.O was originally founded in 1970 by the Mayor of the city of that time Virgilio Barco, based on the need of the community to have a school near their homes. The first years of the school was only dedicated to primary education, some years later secondary and kindergarten were introduced in the institution with one principal headquarter. The institutional educational project is “*Communication, technology and values for a harmony cohabitation*”, whose vision is oriented towards having the teaching- learning processes by the model of cycles, focusing on the comprehension of the human rights and the integral development of children, boys, girls and teenagers from the several communicative, humanistic, technological and artistic competences.

### **Researchers’ Roles**

The teachers immersed in this study had different roles according to the stages of the process. At the beginning they were observers hence they needed to look at their own pedagogical practice and daily interaction with students in order to reflect and find the subject of study, then they became participants along with their role as observer, in which they had to plan, design and apply to their students the different activities and task in order to collect data. On the other hand, they kept their first role as observers throughout the study where they wrote constantly about the process and developed self-reflections on their pedagogical interventions with students.

## **Participants**

In the development of this study, participant students of three schools, which are located in the south of the city. All three state schools have in common social, economic and cultural features. Most of the students live with one of their parents, or some of them have dysfunctional families. Parents develop different occupations as general services, workers, sellers, etc. and others have their own business. Students' parents and relatives have not reached a professional level in their academic studies, due to their social and economic difficulties they have experienced and faced in life. Cultural issues such as friends, gangs, community leaders, music (especially rap and reggaeton), early pregnancy, the media, among others, constitute factors that influence their social relationships, self-concept, professional expectations and project of life.

## **Research Instruments**

Different instruments were applied to develop and analyze the data collected. The instruments used were selected according to student's English level A1. They were useful to develop the project, to obtain quantitative data, that would allow us to better understand students' performance in the use of traditional method (PPP - presentation, practice and production, and non-traditional methods (CALL - Computer assisted language learning) and the implementation of (MS - metacognitive strategies).

The procedure that guides this research highlights four basic techniques of data collection *need analysis questionnaire, tests, field notes through diary research and interviews* that are intended to account for the environment and the actual circumstances, to uncover attitudes and opinions of the sense of learning that children handled in this process of acquiring vocabulary. These data allowed us to draw conclusions and make determinations that would help to improve the teaching process. Data collection was conducted over a

period of four months (from June until October, 2015). Field notes and diary research show the records that were made twice a week in classes of one or two hours, 55 minutes; as well as the interview for different purposes to get different perceptions of the students regarding the fact if they have improved in their vocabulary level in several aspects as intonation, understanding, collocation, word order, etc., that was conducted approximately once per month.

*Need analysis questionnaire, (see Appendix A).* Questionnaires were applied online for the three schools, of which information different of students about learning vocabulary and which strategies they find meaningful to learn and apply in class. According to Hannan (2007) questionnaires must have a purpose, which contain precise questions that help the researchers to find, discover and plan what is intended to demonstrate. For us they were really significant because it was the first time with our learners, and it allowed us to reflect and assume new positions and attitudes regarding our study.

*Tests (see appendix D).* Test provides us with performance and progress that students have gotten throughout the process. There was a diagnostic test and a final test that showed statistical results learners obtained. They finally let us reflect about the possible vocabulary they could acquire, use and remember. According to Yoshida (2006, p.3), “tests were designed to assess learners' mastery of different areas of the linguistic system in isolation (e.g. grammatical knowledge, vocabulary, pronunciation etc.)” . Nunan and Bailey (2009) point out that tests must be chosen according to the type of research and for the age and proficiency level of the people who are involved. In this way, we want to assess our learners regarding their language performance, focused mainly on vocabulary through different categories, such as: matching, multiple choice, gap fill and reading comprehension, constraints that are based on the content and syllabus planned.

Finally, tests were really relevant because they challenged learners to face and demonstrate what it was supposed to be learned, through practicing the different tasks applied. They were also important because learners got accustomed to them, especially when they have to present State exams such as “Saber 11”.

**Field Notes:** (Appendix E) According to Thorpe & Holt (2008), field notes constitute notes of observation taken during a qualitative research, which can be full, instant and simultaneous or brief notations that can be done later. This instrument helped to observe and analyze students’ performance in each intervention, delivered by different components, which describe the activity in the classroom, the different attitudes and behaviors adopted and developed by learners in several situations. They were relevant for collecting qualitative data, analyze, reflect, and comment relevant information and situations experienced in each moment of the implementation of the tasks and activities with learners in class. Field notes were also a powerful tool because they helped to provide meaningful information to the categories we worked on and supported our daily work with the groups during different sessions.

**Interviews:** (appendix F). Another tool that helped us to collect qualitative data was the use of interviews. In accordance with Nunan and Bailey (2009, p. 319), “interviews permit researchers to delve into people's ideas and ask them to expand upon their comments”. The type of interview used was structured; it followed a list of questions that were answered by students individually. Interviews appeared after some tasks due to the importance of collecting information about what learners thought, reflected and commented regarding some instruction and impressions that tasks and the research indeed could generate in them. There were some written and oral interviews that were valuable; they assisted in the validity and reliability.

### **Ethical Considerations**

In order to develop this study, several decisions were made to maintain ethical considerations. The first one was to send a letter to the principals at each school asking for permission to carry out the study in schools (*see Appendix A*). On the other hand, a consent letter was sent to the student's parents with the purpose to explain them the different items and issues related to the project and asking permission to allow their children participate in the project (*see Appendix B*). Moreover, students were labelled with numbers, such as student 1, 2, 3 etc., during the study in order to save the anonymity maintaining the respect of student's results and processes.

### **Timeline**

The timeline for this study has been designed based on a projection of the participants' availability. It shows the phases proposed for this study. However, it is subject to modifications due to time constraints or unforeseen events (*See appendix G*). However, this action research study has been determined by the use of several instruments that have allowed the researchers to obtain detail information to be qualified in terms of qualitative and quantitative data. The effectiveness of the triangulation plays an important role for this purpose, it is the way that our contexts and educational perception deals with pedagogical implications and the perceptions captured by learners in a positive condition and attitudes toward L2.

## **Chapter Four: Pedagogical Intervention and Implementation**

This chapter deals with the process that was carried out for over a 4-month period and describes the stages undertaken during the whole process. The study had three phases (Phase 1 - Needs Analysis, where a survey was applied to identify methods and ways taken by the students who learn English in their classes. Phase 2 –Implementation, where two methods, Traditional and Non-traditional were applied to help students learn vocabulary and Phase 3 post-implementation, where data collected was analysed and results are presented).

### **Phase one - Needs Analysis**

What is the purpose of the needs analysis? What relevant aspects do we consider to develop through the needs analysis? As teachers we found that vocabulary was one of the most difficult issues to deal with in class and it is the basis for processes such as reading, listening and writing in a foreign language. Using this as a starting point, a needs analysis questionnaire was designed (*see appendix C*). It contained three sections and each section had a specific goal to be worked on with students; (1) English aspects such as motivation and interest about the English class and the language use itself, (2) the type of strategies students used in order to remember and learn new words and finally (3) sought out to discover why vocabulary is important in English class and what tools they would like to use in order to practice and learn vocabulary. The needs analysis questionnaire was designed in Spanish and applied using Google Drive. Students at each of the three participating schools and at their home completed it. This was designed in Spanish, as students do not have a high level of English necessary to understand the instructions and questions in the target language. They could not find the correct words to express their ideas in the same way as in

Spanish, and because, according to the research purpose, and for this part of the process, it was more important to evaluate their ideas rather than their language.

### **Phase Two - Implementation**

The implementation stage was developed in English classes at the three participating schools. During this process each teacher-researcher, carried out the following steps: Firstly they worked with their own curriculum, secondly, they developed different ways to evaluate the student's performance, such as; writing sentences using the vocabulary learnt, monitoring their classmates and their own pace, and finally the use of interviews as a tool to guide evaluation as well as the self- assessment process itself. The information provided by the needs analysis questionnaire (*see appendix C*) guided the teacher-researchers in analysing factors such as; curriculum, time in class, assessment and tools to be used. It was necessary to check each one of participating schools curriculum in order to adapt them to this study.

Additionally, other aspects such as the amount of time shared with students per week also, 3 hours with traditional methods and 4 hours with the non-traditional. Divided in 2 hours in the classroom and two hours in the computer lab; different from the traditional method where all week hours were developed in the classroom.

***Prior Knowledge: Entrance Test.*** During the first week, in the three participating Schools (Alemania Unificada, Moralba Sur Oriental y San José Sur Oriental: AU, MSO and SJSO here after) and to activate student's prior knowledge, an entrance test was applied to each group, where students followed the school's curriculum criteria (students were asked about family, vacation, school, park, places, daily routines, free time activities, animals to work with the comparatives and superlatives as well as connectors). Each test



was divided into subtests with different types of questions: vocabulary matching tasks with image (8-10) reading comprehension -multiple selection (10), scramble the words (6), gap-fill in (5) and underline the correct word (6) (*See Appendix D*).

***Traditional Method: PPP.*** At Alemania Unificada school traditional method classes were developed using PPP methodology (presentation, production and practice). An entrance test was then was applied to gather students' prior knowledge. Following each class, students were presented the topics by using different types of techniques such as vocabulary games, surveys, using and interacting with Realia and activating the background knowledge. Afterwards, in the Production stage, students used activities such as completing sentences, re-writing similar texts, and presenting short sentences using the language taught. (*See appendix H*) Finally, for the practice stage, students were able to create and solve activities in which they used the target language building sentences about their own lives. Some expanded their knowledge about the topic and enhanced related vocabulary with it. (*See Appendix H*)

The classes using PPP methodology helped students to find their own ways to explore and use what they had understood previously in the presentation of the language. This method allowed students to develop metacognitive strategies to better understand topics. Since the material was created and adapted thinking about students' context, language needs and students' lives, the activities motivated and engaged students to participate actively following patterns and providing their own life experiences in their language practice.

***Non-Traditional Method.*** Using technological tools: Why use technological tools? How can technological tools support our study? In MSO and SJSO, technological tools

were implemented to develop different environments for the learners to practice English in a non-traditional way and to engage them to learn English differently. Furthermore, by using technological tools students were able to follow some of the Metacognitive Strategies like plan, monitor and evaluate their own process.

Students worked on two websites, Facebook <sup>1</sup>and Edmodo<sup>2</sup>. These tools were selected because learners were very familiar with them. Facebook is a tool that learners have been using since 2015. The learners are really familiar with it because it is very popular and common in their lives. This tool was selected to create a learning educational place, in which learners can be conscious that Facebook can have a different use than the one they are accustomed to.

Edmodo was implemented since the beginning of 2015. It is an educational tool where learners and teachers can interact and contact people from all around the world by the interaction of common subjects, interchanging activities and/or receive advice to specific educational situations. Through these tools, students developed different activities and tasks. Initially an online survey was applied, then a diagnostic test, after, the implementation phase, which allowed learners to practice the use of vocabulary learned. The type of exercises developed were: matching the image-word, gap-fill in, listening to a song, completing a paragraph, reading comprehension, listening and practicing pronunciation, recording a dialogue, grammar activities: present simple and present progressive and memory games. They also searched for other activities and used specific

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<sup>1</sup> Facebook: [www.facebook.com](http://www.facebook.com)

<sup>2</sup> Edmodo: [www.edmodo.com](http://www.edmodo.com)

online exercises from sites such as the British Council<sup>3</sup>, cuadernodeingles<sup>4</sup>, ompersonal<sup>5</sup>, and saberingles<sup>6</sup>, Duolingo<sup>7</sup>, among others.

It has been seen that the relevance of using technological tools in learners is related to working collaboratively and individually. In the lab and in all the tasks set students worked collaboratively. This type of interaction facilitated students' performance in the activities. It also increased their attitudes to use the language, their autonomy and their confidence due to the fact that they had the possibility to check answers, surf any other web which can complement their tasks and verify whether results were correct or incorrect. Working with classmates made students build self-confidence likewise.

***Strategies to teach vocabulary: Recycling vocabulary.*** Why do these tasks and materials produce a positive impact on learners? Learners applied tasks that were common to their lives and were, in most cases, relevant for them. The activities selected included these titles: *learning to sing, imaginative learners, going around the city and at the park, free time activities, at the store, buying online, learning about my daily routine, sharing my classmate's routine, to read others routine and daily activities, match and discover*, which developed vocabulary related to each topic, the main patterns of grammar were present simple and present continuous.

Relating to the particular tasks and activities that evidenced interaction and self-directed learning, below there is a set of web "links" found in the following SAM's and Facebook groups

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<sup>3</sup> British Council: <http://learnenglish.britishcouncil.org/en/>

<sup>4</sup> Cuadernodeingles: <http://www.cuadernodeingles.com/>

<sup>5</sup> Ompersonal: <http://www.ompersonal.com.ar/>

<sup>6</sup> Saberingles: <http://www.saberingles.com.ar/>

<sup>7</sup> Duolingo: <https://es.duolingo.com/>

1. <https://prezi.com/gudie-bntlei/singing-to-learn/>,
2. <https://www.facebook.com/groups/1566777513605384/>,
3. <https://www.facebook.com/groups/1611575645787761/>)

After applying the first survey and the diagnostic test this SAM was selected because it gave learners a new way to start a class and the implementation phase with some words they knew. The main goal of the task was to build from their prior knowledge active learning situations, and interacting with others while applying the activities. For example, listening to the song, they must fill in the gaps using the target vocabulary. They reacted positively when they did not know what to write, confirming and checking others' answers. The task allowed learners to start from an easy activity (Unscramble the words), to more complex activities (Complete the text using the target vocabulary) to prove and test their communicative abilities.

The next SAM employed was: Imaginative Learners, which is the name of a webpage, created by the teacher-researchers and a colleague using the Prezi tool (See: <http://jcgunner10.wix.com/imaginative-learners>). The main goal for this task was to practice words related to the city. This task started with a video about vocabulary places, learners listened to the words and repeated them to be tested about pronunciation and memory. Then, they practiced activities on the British Council website called "places in Town" which included: listening-matching, gap fill typing, matching words- definitions. This task let learners practice their listening, their writing and their memory. After this, a listening activity came with the title "A family's new home town", which included three moments: before, while and after listening. Afterward, learners listened to a dialogue to do two activities to check their understanding. To end the activity, they recorded the same

dialogue to practice pronunciation, using two tools: Audacity or Vocaroo. To finish, some websites were recommended for them to continue practicing their vocabulary. Finally, students did a formative assessment to their production, to the task and to their classmates.

The next SAM session included the task called “Music and buying online”, with the following set of activities: key words, practice pronunciation with a specific web site, say the word, gap fill-in sentences and online activities. Students had to monitor and evaluate their process in each activity. (*Appendix I*).

The following session had the title: “Free Time Activities” which were divided in two classes because of the time provided for these tasks. The first moment included: a warm up activity- matching pictures, complete a chart and a gap-fill in word-sentences. (*Appendix J*). The second moment was focused on writing, it included: 6 online activities (vocabulary and listening) and a writing composition activity. (*Appendix K*).

“Around the city” was another task which main purpose was to check for activities that are usually done in certain places. It included: a warm up activity- complete the chart- classifies information, grammar presentation, online activities and an album creation. (See: <https://www.edmodo.com/file/view-office-online?id=d9426ece69c79837bf57bb1b52934953>) (Note: As a requirement, to log in, you must be register and use a password)

The following task was called “at the store”, which developed the following: a warm up online activity, matching- word-picture, complete the chart, grammar explanation, reading comprehension- literal-, complete and record the dialogue and an assessment. (See: <https://www.edmodo.com/file/viewofficeonline?id=9b73db9cdb63b37304b920a967c3c806>). In most of the cases, the tasks caught students’ attention, notably they related the tasks with vocabulary learned in previous years. Some of these activities included: online exercises, listening- matching the correct word, describing events, looking vocabulary up online with

dictionaries or books, among others. It is important to mention that these activities were developed with the syllabus of each institution. The activities designed to be done on Facebook, are based on the same activities performed in classes. The students must follow a couple of instructions that go according to these procedures. (See *appendix L*) (Commands to use at the LSAM appendix L)

***The tasks: designing and developing.*** Each activity and task required a phase in which learners needed to evidence the vocabulary they acquired through writing simple texts, recording dialogues, exploring the web for specific purposes. The tests applied (Diagnostic and Final) evidenced of what learners know, and the language competences they have to check and assess the vocabulary they had acquired.

Each session provided an amount of tasks that allowed learners to practice the target vocabulary and demonstrated what they have learned or acquired so far. They did a set of tasks that included: look vocabulary up to complete a chart, create an album, record dialogues, monitor and evaluate the task, listen to and match the correct words – pictures and select the correct words to complete a song. Refereeing to evaluate the process, two kinds of tests were selected: a diagnostic and a final test.

Regarding the tests, their constructs were divided in four subtests: matching pictures, gap-fill, matching the words with their correct meaning and reading literal comprehension with multiple choice type questions.

***Self-assessing goals achievement.*** How does self -assessing support the process with students? Self - assessing allows the students to develop some intellectual independence, guide by the standards that fosters a disciplined mind. With teamwork and during the development of classes, students who have an upper hand level in the English language

development were expanding autonomy to make decisions within the group, to overcome the fear of public speaking using basic vocabulary. In addition, they were slowly discovering inner capacities to learn a new language as well as the ability to teach English to their classmates.

Writing is one of the processes that is an indicator of self-assessing, where features and characteristics of the language were identified, and allow us to establish the degree of structuring production made by the students and thus indicates the level of achievement recognized by the students in a particular dimension during their learning process.

The goals of this process were conceived under the premise that the students' level, A1, and that they have to reach at least a meaningful progress in this level, when they complete seventh grade. These goals were designed taking into account the students' needs and interests, always following the institutional accomplishments and indicators. It was an opportunity to work the concept of self-assessment, self – access material together with the students, since at beginning of the process, the students could understand the fact of using books, videos, computers, internet, etc., to study on their own.

***Evaluating the project.*** Why is it important to evaluate?

In any educational process evaluation is a key point in the development of any activity, and has a direct impact on students' work and the evolution of learning. It is accompanied by some features, which influence Students' progress and organization, and the interdependence among the students and their interaction.

The evaluating tools were designed base on the goals proposed to cover all these activities, and the schools' curricula. These tools used in this study allowed the teacher

researchers to identify and evaluate the strengths and weaknesses students presented during their learning process. They are: interviews, a Facebook group to set and share opinions about the class, 3 rubrics that help them to better express their perception on the process. All of these tools were presented to students for them to be able to have a space to express all their impressions about their learning process. The types of evaluation were: teacher - students, students - students and a final impression of the teacher based on the result of the activities and behaviour through the learning process.

### **Phase Three - Post-Intervention.**

In the traditional method PPP at the end of each class, students wrote in their diary their feelings about the class, what they had learned, and some new words that they kept on mind in order to practice them. The diary was a useful tool hence allowing the teacher researcher to read student's concepts and opinions about the class and to take new elements to develop each session.

Working PPP during the foreign language classes also supports the idea of creativity and autonomy in some students that even though follow instructions and did tasks assigned by teacher also found different forms to understand and practice the topics. These ways were always related with their context, family friends school, neighbourhood, etc. During this part of the process, the students together, with the teacher or alone, in or outside the classes, participated actively in the Facebook group forums, uploading material and commenting the participation of their classmates, writing short texts using the vocabulary learned, interacting among them and with the teacher as well as with other students from different grades, and using short expressions in English to greet and express their ideas in the classroom.



## **Chapter Five: Results and Data analysis**

### **Introduction**

This chapter presents a detailed account of the steps and processes followed related to data management and data analysis, and reduction and categories of the data collected throughout the different moments of this action research. Inquiry based on a comparative study using traditional and non-traditional methods and its inference to acquire vocabulary in three state schools.

To contrast and validate the data, different instruments were used: surveys, questionnaires, field notes, tests and interviews that established reflections, findings and conclusions. In addition, this chapter also illustrates the findings that came after the data analysis and interpretation phase and how they relate to the theoretical underpinnings that supports this research study. It has been really valuable to work with learners, who through the implementation were really enthusiastic and motivated. This was evidenced since the start of the study, to analyse impressions and thoughts they had about learning vocabulary, until the last test applied.

### **Data Management procedures**

As noted before, emphasis was made on these stages to *validate data*: design and validation process, procedures for data analysis, data management and data reduction. Each researcher describes the process that took place at each one of the participating institutions, in reference to methodology and implementation in the sections to follow; even though some variations can be evidenced due to the context, the extension of the activities and the tasks that were implemented and conducted leading up to the final discussion.

## **Design and validation process**

The process of design in this study started after the data was analysed by way of the needs analysis. Actions were taken to implement strategies, which might help students to gather better and easier the vocabulary presented, and therefore learn it. As a result, this comparative study aimed to present the PPP and the CALL methods and considered which one could better aid students from state schools in vocabulary acquisition in English.

*Alemania Unificada.* At the start of the study and having applied the needs analysis in each institution, each teacher-researcher designed an entrance test in order to analyse what English meant for the student participants and the strategies and tools they used to learn the newly acquired vocabulary. This led the teacher-researcher to design lesson plans based on students' language needs; their likes emerged from the test and the method selected to be worked on in each school. In AU this method applied was Presentation Practice Production (PPP).

Based on the results from the test which evidenced that students had performance well working with images; however, their writing process to produce simple and complete sentences needed attention, the teacher researcher designed eight lessons aimed at the acquisition of vocabulary in context while using the PPP method. All the while following the school syllabus criteria.

The lessons were designed to be applied weekly (fifty-minute class: three hours in AU and four hours per week in the other two schools). They were focused on simple present tense, daily routine activities, comparatives, and drawing techniques such as: drawing the word, and using it to create sentences, relate images with words, among others. The lessons applied in AU followed the PPP criteria presenting each stage with a

systematic order in each English class. The lessons had a presentation of the topic; a practice of the target language taught and the production students did according to the teacher's explanation.

The reinforcement process of these topics was done constantly due to the fact that they developed many activities by using the target language and the words to be taught using it. These activities were a big chance for students to develop independent work and group work. At the same time, some activities like the words connection with drawings helped them to become aware of their language weaknesses to improve specific grammar difficulties (e.g. Daily routines: activity practiced with three members of the family, raised students' awareness of the use of s/as in the third person, simple present). Furthermore, the lessons that were used as part of the pedagogical intervention allowed the teacher-researcher to discover the strengths that participants had regarding the topic, the strengths to cope with the tasks and the attitude they had to do each activity in class.

To close the process, a final test was designed in order to check students' understanding, offering more time to consolidate their knowledge and analyse the effectiveness that the traditional method could have offered in this implementation stage of the study.

***San Jose Sur Oriental - Moralba Sur Oriental.*** At these schools the teacher-researchers selected the non-traditional method, using technology as a fundamental element for this purpose.

As a starting point, a survey was designed and applied online (Google Docs). The results were analysed and allowed the researchers to collect relevant information to start implementing and developing the tasks and complementing the syllabus at hand. Then, a diagnostic vocabulary test was given to participants, aiming to measure their vocabulary

level. This evaluation was divided in four subtests: matching the pictures, gap fill in, matching the meanings and reading comprehension-multiple options. This evidenced that learners were good in the first subtest, while in reading comprehension the results were not as good, once again demonstrating that they are not familiar with these kinds of activities. Mainly they just try to solve short exercises performed in classes, but this type of performance is also the same in Spanish.

Following the vocabulary diagnostic, SAMs fostering different tasks were created and developed using tools such as: Prezi<sup>8</sup> and Wix<sup>9</sup>), and other online tools as seen in the table below. The process at San Jose Sur Oriental and Moralba schools developed seven workshops with the following titles: *Singing to learn, Imaginative learners in the city, Music and buying on line, Free Time Activities 1 & 2, Going to the city and at the park and at the store.*

The main tools used in the Internet were the websites and Facebook, (in an especial group created for this study), YouTube, Saber Ingles and Voy aprender ingles. (See the appendix M)

Regarding that the structure of the English, class begins with the presentation of the new vocabulary and experiences around it, this idea led to the development of new lesson plans where the results of both the cognitive learning of English as well as the dimensions: social, emotional and volitional have an important value; thus this information became important in the design and better structure the class.

These classes were structured as such: a *warm-up activity*, to recap knowledge from the previous class, the *presentation of the new knowledge*, the *practice* and a final moment of *production* and free practice with the tools handled.

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<sup>8</sup> Prezi: [www.prezi.com](http://www.prezi.com)

<sup>9</sup> Wix: [www.wix.com](http://www.wix.com)

***Warm-up activity:*** Based on dynamics aimed at students' engagement in a harmonic rhythm running through songs, games, memorization, diction of verses, etc.

Recap of the previous: To start a class exercise, students should have worked retrospectively in line with what was done in the previous class, this helps them to determining the thematic aspects necessary to continue with the learning process of the area of English and all situations of class work. This enabled first to determine what knowledge the students have achieved and what further work would be needed to be reinforced. Secondly, it served with some students to recognize positive attitudes in themselves, and in others it continued to facilitate their learning process. In the same way, the teacher would also evidence the evolution and internalization of learning and its impact on autonomous learning.

***Presentation of the new vocabulary:*** The teachers arranged for all their skills and knowledge to guide the English class in their students through new willing technological resources, aiding in complementing the work done in class.

At this point students demonstrated their abilities to develop tasks independently within a group. Besides, the teacher-researchers raised awareness on students' participation and vocabulary acquisition with the activity presented. Therefore, they could guide new approaches and teaching strategies, for the following stages.

A number of words were presented in the target language in each section (10-15 words, a total of 90 words at the end of the process). Then, learners recognized the words, which in their majority were familiar, and were taken according to the syllabus of each participating school, and to their interests to increase learners' motivation. After that, students used those words in context. Some of the activities offered listening (a song,

match the correct word- image), writing (fill in the gaps using the correct word, write a short text), reading (fill in the gaps, matching the pictures and meaning, reading short texts- multiple choice, recording a dialogue), and speaking activities (recording a dialogue). During this process, learners were asked to answer questionnaires, self-assessments and participate in short informal interviews.

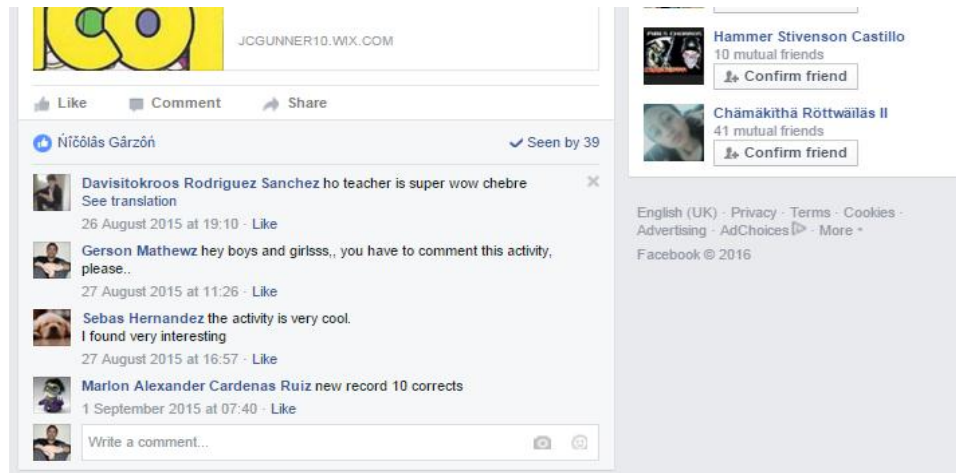
***Practice and a final moment of production and investigation.*** Students synthesized what was done in each of the classes inside and outside the classroom. As a result, autonomous learning was presented within these specialized classrooms due to the effective use of new technologies to do tasks and to accomplish the goals for the class.

***The last moment*** there was a final test, using the same subtests as the diagnostic test, evidenced improvements in the first three subtests but still presenting problems in reading comprehension. At the end of the process, learners were asked to develop a final interview which they put their insights, thoughts and feelings about the research project. The instruments helped the researchers to collect data, as it was an action research. The field notes provided essential information in everyday class, to have clear evidence of learners' performance and attitudes towards the tasks and the vocabulary that was taught and how they practiced and acquired it.

## **Evidences**

Analysing all the data collected from the field notes and Facebook group, it is noticed a slight increase of fluency in their daily- classroom expressions to communicate among them. In addition, their comments written on the Facebook group are more organized and some include English words and expressions. Finally, their behaviour during the final interview was different, participants showed more open attitude towards stating a

conversation or keeping it. There are evidences of the process in the way they have shown an understanding of the language and now they have a better performance in the English class. The extracts below show clear evidence of this student's improvement. Facebook group comment on an online activity. Here it is evident the mix of Spanish and English to comment on the activity. In regular classes, this comment was not said.



Field Note (March 8th) MS.O.	Reflection on the observation
<p>This is the second class of the intervention. There was the teacher presentation of the tool to be used in the classes now and after...some students show happy faces and willingness to follow instructions for the new way to teach classes.</p>	<p>Students got into the classroom and asked about the new topic for today (usually on them). The majority greet me in English, this is barely the only words and phrases they use in the class. However there are some who go further and try to use other commands (how are you?).</p>

Regarding the two instruments presented above, evidences of the new vocabulary incorporated are presented. They use expression such as “very cool”, new record, “super wow”, as evidences of their new vocabulary storage to be used freely with classmates and the teacher. On the other hand, there was evidence of the lexicon incorporation into their long-term memory to be used unconsciously as if they were playing a game or chatting with a friend online. Krashen (1989).

Now students show interest in the use of some classroom expressions and point out what they want to do in class, for example some of them ask for permission to go to the toilet in English; when coming into the classroom when they arrive late, they greet the teacher and classmates. At the beginning of the class, as well as all the people who arrive to the classroom, they greet them in English, and among them when they need something like a pencil or an eraser, or when they need to ask for something from the teacher, they use some English expressions to do it in class. See below these other Facebook comments with the language they have incorporated to their background.



Here expressions such as: “interesting activity”, “found it interesting”, “give a like” “click on” and in general technological commands which, are often used by them in their daily life (due to their addiction to Facebook, YouTube and some others), now are becoming common for them to use in English.



## **Data collection**

According to Glaser and Strauss (1967), the approach to get data was qualitative, “Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations (page 123)”. For this purpose, the instruments used were: surveys, interviews and field notes. Furthermore, according to Johnson et al (2007), due to the fact that quantitative data was also used to obtain, understand, confirm, depth corroborate and explain, the numbers, averages, percentages and scores of the learners in the tests applied, this study had features of a qualitative dominant method.

To validate this process, the grounded theory developed by Glaser and Strauss (1967) was used as it is essential to researchers to build up the procedures through what was lived and evidenced in the classroom, to measure and to reflect on the phenomena that is studied, in this case the incidence of two methodologies to acquire vocabulary in seventh graders.

Methodological stages were developed regarding Scott’s ideas (2009). These are presented below in detail

*The first stage* was to identify the substantive area of interest, which was to develop a comparative study in vocabulary acquisition;

*The second stage* was to collect data using different instruments; a survey to start with learners’ opinions and interests, field notes to observe students attitudes and behaviours and the same time it worked as a reflective tool for the researchers in their

lessons, interviews which allowed learners to express their thoughts and personal points of view, and tests, to measure what learners were expected to have learned.

*The third stage* was open code, using three main categories: self-directed learning, meaningful learning and cooperative learning;

*The fourth stage*, was to conduct selective coding and theoretical sample, to build up on new results and conclusions that emerge from the triangulation of the instruments, reflections and conclusion of the researchers, applying deductive reasoning that starts with a theory and look for data to confirm or disconfirm that theory (Nunan & Bailey. 2009).

### **Data management**

The data was collected in a period of seven months (March-October, 2015). The surveys were stored digitally, as well as the data collected to get important information about students' perspectives, opinions and points of view. Field notes and interviews were done both, digitally and physically. Which allowed us to obtain data through categories that were classified. Finally, tests were stored digitally and physically too, with the premise to get quantitative data.

### **Data reduction**

In order to reduce the data collected, thematic analysis was used. Namey et. al (2007) announced that thematic analysis focuses on describing implicit and explicit ideas. To interpret the data, codes appear to condense, all the information and possible variants that can emerge. Reliability deals with thematic analysis because its influence highlights the codes that researchers can interpret in different instants and how they can vary, as well as validity to confirm the data qualities. Therefore, the technique to be implemented and

used is “frequencies” because it facilitates the repetition of key words and ideas that belong to each category with the triangulation of the instruments employed.

### **Categories**

After noticing, analysing and reflecting on a sort of instruments, one main category emerged: “vocabulary acquisition through traditional and non-traditional methods”. Three sub categories emerged with this main one: self-directed learning, meaningful learning and collaborative learning.

*Core category: Vocabulary acquisition through traditional and non-traditional methods.* This main category emerged since the beginning of the research study, as learners’ language ability to understand short texts in English is hindered by the lack of vocabulary therefore, they were constantly asking for and looking up in the dictionary unknown words. This led them to translate and subsequently, be interested in knowing certain words, which caught their attention and were punctual to get the main idea and understand short texts. Therefore, teacher-researchers noticed an increase of motivation and confidence when working with English words and the target vocabulary to be learned and acquired.

*Sub category 1: Self-directed learning.* This sub category testifies learners’ to interests and likes that the study fostered in them. It was evidenced since the very beginning of this research study because of the implicit effects that the use of ICT tools when learning a language produced on them. This increased autonomy during the implementation, allowed them to feel aware and confident while using vocabulary when undertaking the different tasks. This analysis was applied in both methods worked on this study. The table below shows the analysis done with the traditional method.

<b>Field Notes (Date) March 18</b>	<b>Reflexive analysis</b>
Difficulties to set up the need analysis survey online. Students did not know how to open an e-mail account to receive the link and answer it.	My school doesn't have physical spaces to set up a fully functional computer lab. There is a room that can be used in Informatics and Technology classes. Although, there is another group of computers with not internet access.
<b>Field Note (March 20)</b>	
To ask my 20 students who knows or has an email...was a crazy idea, hence some or many do not have and the other just tried to explain them how an email works	It made me think over the fact, that though these age students are called the digital natives (Prensky, 2001) my students do not have any idea about how and why to use an email. However, I also reflect upon the fact that I can't use many technologies that they can.
<b>Field Note (March 23 - 26)</b>	
In the previous lesson, and as homework, I asked my students to open an email account with any email hosting service. After the weekend, just two opened an email account	Although it was a shock to me, spending my school time just teaching them how to open an email account I did it. Firstly, because I needed it and they should learn the process. Second because it was a part of a self-direct learning experience for them, hence I gave them the step by step and some of them did it by themselves. I raised awareness about the importance of having a very well organized computers room at school.
<b>Field note (April 8)</b>	
Many times we thought we can do the things in certain spaces and times, it has not happened with the first part of the study, many problems came with it! It is a stressful situation for me and for students as well.	Students needed more time to open their email in order to develop the need analysis questionnaire, the computers were borrowed to do it in a lesson, and internet connection did not work. It took more time to open emails and do the need analysis questionnaire.
The first answers came from the students	It is important to know what they expected from the class, why they consider English important for their lives and why vocabulary is relevant in class. In this way I could design the lessons according with a common objective for them and me.

Table 7. *Field Notes PPP Method.*

To conclude, students were ready to receive information and use it in order to build the knowledge process about English class and its development.

The following notes are about non-traditional method:

During session 3 (August 19th-15), this note was taken from the field notes, the effect of monitoring their process in the task was primary a strategy that is part of

Metacognitive Strategy and how it can impulse and promote a stage in self-directed learning

In this session, students could monitor their process, in the video they could play it back and correct their mistakes, they really liked this part. The online activity (British council-places)

In session 4 (August 22nd) it was also found a positive comment that was produced while observing a student whose English level was not the best but she had a great attitude and faced most of the activities like this:

It calls my attention that **S10**, a low level student, tried to work by herself

In session 7 (October 14th) the following note taken by the researcher highlights different attitudes assumed by learners, conducting their learning styles through autonomy and those activities that they can assume in this way:

The proof of autonomy was clearly in the first two activities, learners consider that pictures help them to develop competences to acquire and remember vocabulary. Another fact was that giving the answer sheet to verify their answers is an important consequence of this.

In the final survey, one of the students answered the following question:

Do you consider that you can learn vocabulary on your own?  
-Sí, por medio de muchas páginas que se encuentran en internet o programas de preguntas sobre el Inglés.

This is an example that learners at the end of the process tended to be more self-directed learning, enthusiastic with the premature idea of being long-life learners. The applicability of the use of resources and strategies were considered consistent to explain this fact.

Self- directed learning has been truly evidenced during the research project, to see learners focus on the activities and the task and what can be more relevant, they were doing

this in a subconsciously way, giving a positive value that the strategies used and implemented can benefit them, as long life learners.

**Sub category 2: Meaningful learning.** Most of learners have been moving towards motivation and good attitudes during the tasks. It emerges that meaningful learning was an important component because learners have been involved into the process, evidenced their language competences to know to do something. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know.

April 20 <sup>th</sup> - observation class	Students and I started to work on comparatives, to make them understand it, I gave some examples in Spanish, and using Realia. For instance “Alemania Unificada school es más grande que Juan Evangelista!” Students started to say examples about the setting and some of them about their own life comparing.
May 14 <sup>th</sup>	Student A...followed teacher’s instructions to develop a chart with vocabulary related with daily routines and then this person tried to relate with some pictures. (see appendix H)
June 18 <sup>th</sup>	Listening activity using some daily routine verbs and images.... students at that time recognize some verbs at least and their writing and some in their sounds, (see appendix H). Their knowledge progress has been reinforced with the use of images in class to show them daily activities that a student can do.
July 8 <sup>th</sup>	Students develop a reading test about daily routine. Most of them tried to answer the questions; they found some difficulties trying to find out some Word Questions in the statement.

Table 8. *Evidences In Relation To Traditional Method.*

In Alemania Unificada School, the list of adjectives to work on comparatives were 10 words and the number for daily routine were 30 verbs and 5 sequence words (then, after, after that, finally and before).

The following description is about non-traditional method.

In session 2, learners demonstrated some listening competences, feeling motivated with the activity.

Learners were motivated, especially in the listening section (song- Lemon tree), which they have to put in practice the target vocabulary.

In a survey applied in session 4, when answering the question on strategies learned, **student 14** stated that his perception about his competences in English has increased.

Were the strategies useful to practice and acquire vocabulary? Why? Las estrategias que usé me ayudaron a mejorar mi Inglés, logré mejores resultados en las actividades de internet.

In the interview conducted, **student 2** felt more motivated and found tasks interesting.

How do you feel about the research project? - *I feel good, I liked the activities, and I practiced and learnt, specially recording my voice in dialogues.*

***Sub category 3: Collaborative learning.*** This subcategory was also noticed through the frequency confirmed in the different instruments. It really contributed to the developing a good environment and established ways of communication and interaction between learners- teacher and learners-learners. Collaborative learning is not an easy concept to be developed by students hence many of them consider it as the idea to work for the other but not to work with the other. Through different activities they understood that collaborative learning is a process in which each individual need to build up knowledge join with others. Furthermore, promoting collaborative learning helped them to develop critical thinking, socialize and exchange ideas with other peers.

In session 2, as a starting point, learners benefited from each other, to have the value and capacity to develop outcomes from the task:

This activity let me see how students interact between each other, and how many of them need help.

In the field notes, session 3, **student 3** who likes learning English, interacted and helped others, no matter that he has finished the task:

One of the students has a really good English level and seems to work independent, but he really likes to collaborate and help others

In the last survey, the following question/answer of **student 2** related the contribution of working with a group:

How did you feel best: working alone or in groups? Why? “ En grupo porque pude compartir y con ayuda de mis compañeros entendía más y nos ayudábamos unos a otros.

Collaborative learning was important while applying the tasks, even though some learners did not like to work as such, especially because they considered that they could spend more time doing the activity or just because some of their classmates do not help to do the task.

### **Analysing the tests**

Two tests were applied: a diagnostic and a final one. The tests were divided into four subtests: *Subtest 1*: Choose the correct option- Picture -Word- Multiple choice, which has 10 questions with a value of 1 mark per question. *Subtest 2*: Reading comprehension, multiple choices which include 10 questions with a value of 1 mark per question. *Subtest 3*: Scramble the words and Matching- Word- meaning, which includes 10 questions with a value of 1 mark per, question. *Subtest 4*: Gap fill in and underline the correct word in which includes 10 questions with a value of 2 marks per question. The total score of each test is 50.

The assessment of learning is an essential part of the teaching process, the systematic action to qualify the students and their degree of learning plays a key role to improve teaching, is a feedback tool that makes it possible to detect what their successes



and failures. Diaz (2005) states: "One of the most fruitful ways to manage programs is measured by examinations and tests or standardized tests (p. 86)". Teachers and students will work together to show real results in the instruments by which success is measured. Further evaluation allows teachers and students to monitor and assess the knowledge, skills and habits in the teaching-learning process and the process of acquisition. It allows them to check the extent to which the objectives are met and an important element of the educational process feedback.

The tables 9 and 10 below, show the comparative results between the two methodologies applied at the three high schools, Alemania Unificada (highlighted in blue) with a traditional method and Moralba Sur oriental and san Jose Sur Oriental high schools with a non-traditional method that include the use of new technologies.

The conversion **S** (Tables 9 and 10) means student, followed by a number, which represents any student of the course.

The table 10 presents the scores of the diagnostic test applied in the three schools. Highlighted scores refers to highest: yellow and lowest: green.

<b>DIAGNOSTIC TEST WITH THE SUB TESTS IN THE THREE SCHOOLS</b>																	
<b>IED SAN JOSE SUR ORIENTAL</b>						<b>IED ALEMANIA UNIFICADA</b>						<b>IED MORALBA</b>					
# Sts	Sub tests				total	# Sts	Sub tests				Total	# Sts	Sub tests				Total
	1	2	3	4			1	2	3	4			1	2	3	4	
S1	9	2	4	8	23	S1	6	4	5	12	27	S1	5	4	4	12	25
S2	5	2	4	4	15	S2	7	5	4	14	29	S2	6	3	5	8	22
S3	8	10	4	20	42	S3	4	6	6	8	24	S3	7	5	5	6	23
S4	9	10	1	14	43	S	5	5	5	16	31	S	7	5	4	14	30

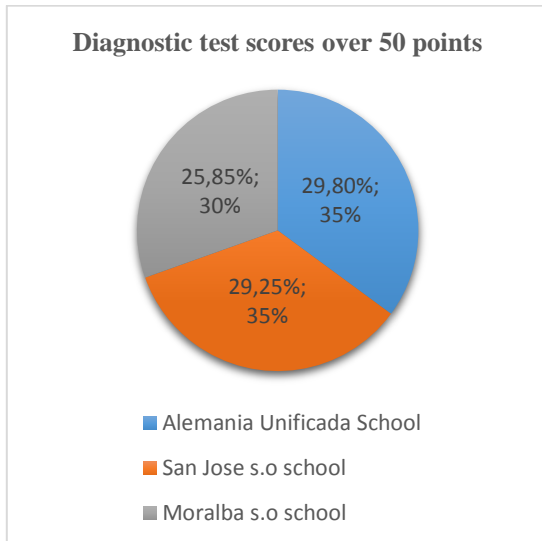
			0			4						4						
S 5	7	8	10	35	S 5	6	6	5	16	33	S 5	8	5	3	8	24		
S 6	9	8	2	6	25	S 6	6	10	5	18	39	S 6	8	6	7	16	37	
S 7	8	6	2	8	24	S 7	5	2	10	12	29	S 7	4	2	2	4	12	
S 8	8	4	2	8	22	S 8	5	6	9	4	24	S 8	6	5	6	14	31	
S 9	6	2	2	6	16	S 9	7	3	7	12	29	S 9	8	6	8	16	38	
S 10	8	8	6	16	38	S 10	6	5	4	16	31	S 10	7	5	6	14	32	
S 11	8	8	6	10	32	S 11	8	10	7	10	35	S 11	4	3	4	6	17	
S 12	6	10	4	8	27	S 12	4	7	6	12	29	S 12	4	4	3	8	19	
S 13	10	10	6	20	46	S 13	6	7	8	14	35	S 13	3	6	4	10	23	
S 14	7	4	6	8	25	S 14	5	4	6	10	25	S 14	6	5	5	4	20	
S 15	8	4	0	12	24	S 15	5	7	9	12	33	S 15	8	6	8	14	36	
S 16	10	6	10	12	38	S 16	6	1	10	14	31	S 16	7	6	6	16	35	
S 17	6	10	6	12	34	S 17	8	5	6	12	31	S 17	5	4	3	6	18	
S 18	6	4	0	6	16	S 18	6	8	6	18	38	S 18	5	5	6	8	24	
S 19	7	6	2	4	19	S 19	7	6	7	6	26	S 19	7	3	5	12	27	

						9						9					
S 20	9	10	4	18	41	S 2 0	4	2	6	5	17	S 2 0	4	6	4	10	24
Mean	7. 7	6. 6	5	10.2 5	29.2 5		5.8	5.4 5	6.5 5	12. 05	29.8		5.9 5	4.7	4.9	10. 3	25.8 5
Media n	8	10	4	8	25		6	5	6	12	29		7	5	4	8	24

Table 9. Results Diagnostic Tests Applied To The Three Schools.

Results of this scores are presented in the pie graph 1 below. According to the mean, the graph shows the school, with the highest score: Alemania Unificada (29.8%), followed by San José S.O (29.25%) and Moralba (25.85%). It can be determined in a general view that scores in the three schools were low (over 50 points).

Graphic 1. Result of the Diagnostic test in the three schools

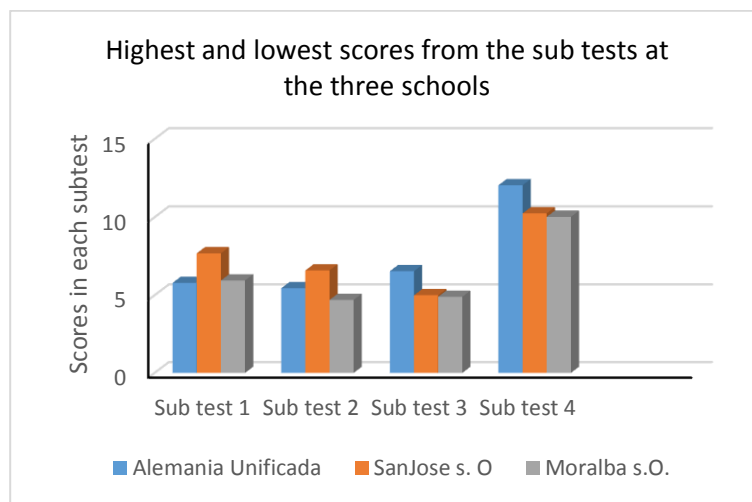


The median also evidenced the connection with the low scores, Alemania Unificada (29), San Jose S.O (25) and Moralba (24).

The graphic 2 below shows results from the subtests and their mean. In Colegio San Jose S.O. subtest 1 had the best result (7.7), while subtest 3 had the lowest (5). At Colegio Alemania Unificada the best result was subtest 4 (12.05) and the lowest was subtest 2 (5.45);

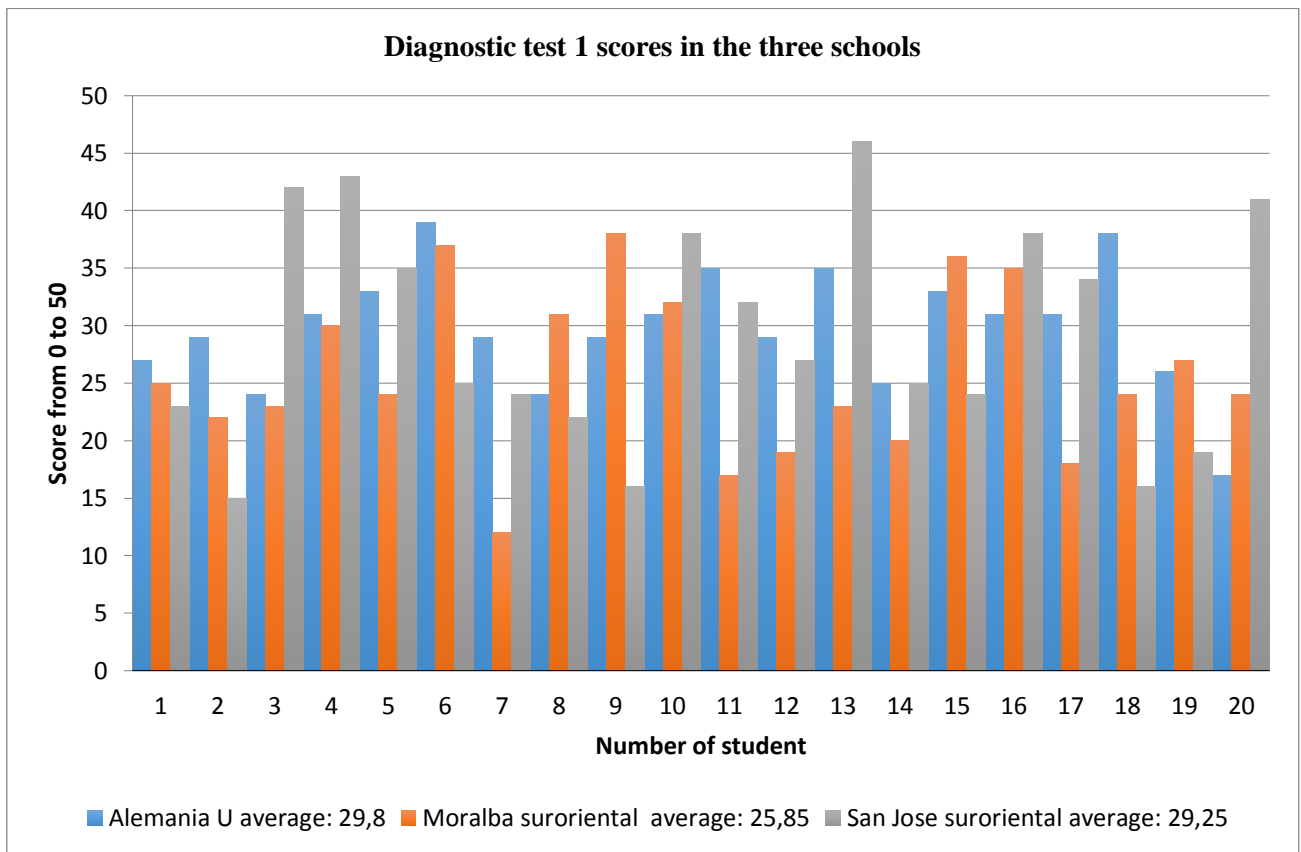
In Colegio Moralba the highest score was subtest 1 (5.95) and the lowest was subtest 2 (4.7).

Graphic 2. Scores from the 4 sub tests applied in the three schools.



The table below presents the Diagnostic test results, and comparative data at the three High schools: Alemania Unificada, Moralba Sur Oriental and San Jose Sur Oriental.

Graphic 3. Results of Diagnostic tests in the three public schools



It can be concluded that in the diagnostic test two schools had almost the same results (Alemania Unificada: 29.8%; and San José S.O: 29.25%), while Moralba had an average of 25.85%). Considering all of the information, on average the best results of the subtest was 4 (gap fill in) with a median of 10.86%.

Table 10 shows the results of the final test. The highest mean was at Moralba (36.9%), followed by San Jose (34.4%), and Alemania Unificada (29.3%). The median in each school evidenced that students might have an elementary English knowledge level according to the scale from the Common European Framework: Moralba (39), San Jose (35) and Alemania Unificada (30). Drawing attention to the final scores, it is evident the

increase of scores in the two schools which used the non-traditional method in their intervention.

**FINAL TEST WITH SUBTESTS APPLIED IN THE THREE SCHOOLS**

**IED SAN JOSE SUR**

**IED ALEMANIA**

**IED MORALBA**

**ORIENTAL**

**UNIFICADA**

**SURORIENTAL**

# of the student	Subtest				Total score /50	Subtest				Total score /50	Subtest				Total score /50
	1 (10 p)	2 (10 p)	3 (10 p)	4 (20 p)		1 (10P)	2 (10p)	3 (10 p)	4 (20 p)		1 (10 P)	2 (10 P)	3 (10 p)	4 (20 P)	
S1	8	6	8	10	32	4	4	5	8	21	8	6	7	18	39
S2	6	6	8	8	28	7	7	7	10	31	9	7	8	16	40
S3	10	8	8	10	36	9	9	6	10	34	10	6	7	12	35
S4	9	6	10	8	33	4	6	6	12	28	9	8	8	16	41
S5	8	6	10	12	36	7	5	9	14	35	7	4	7	8	26
S6	7	4	10	10	31	6	6	8	10	30	10	8	9	18	45
S7	7	8	4	6	25	8	7	7	12	34	9	7	9	12	38
S8	8	8	0	6	22	9	7	7	12	35	7	7	6	8	28
S9	4	10	6	14	35	8	8	4	4	24	9	8	7	16	40
S10	10	8	10	16	44	8	6	6	10	30	9	8	8	14	39
S11	8	8	8	12	36	5	6	6	10	27	6	5	4	8	23
S12	8	6	6	12	32	6	7	7	8	28	10	7	8	14	39
S13	4	10	8	14	36	6	8	8	8	30	9	8	8	10	35
S14	8	6	8	10	32	6	6	4	6	22	8	7	6	14	35
S15	8	8	0	18	34	7	7	8	8	30	10	8	8	14	40
S16	10	8	10	10	38	9	8	6	10	33	10	7	8	18	43
S17	8	8	8	14	38	8	5	7	6	26	10	7	8	16	41
S18	7	6	8	10	31	8	6	6	10	30	9	6	8	14	37
S19	8	10	8	14	40	6	6	8	10	30	10	7	9	12	38
S20	9	10	10	20	49	8	9	5	6	28	9	6	9	12	36
Mean	7.75	7.5	7.4	11.7	34.4	6.95	6.65	6.5	9.2	29.3	8.9	6.85	7.6	13.5	36.9
Median	8	6	8	10	36	8	6	6	10	30	9	7	8	14	39

Table 10. Final Tests Results

Subtests and their mean manifested that at San Jose, subtest 1 got the best scores (7.75 out of 10), while the lowest was subtest 3 (7.4 /10). Subsequently at Alemania Unificada the best score was subtest 1 (6.95 /10) and the lowest was in subtest 4 with (9.2/20). Finally at Moralba the highest score was in subtest 4 with (13.5/20) and the lowest subtest 2 (6.85/10). The chart 4 below presents a clear view of the tests results, and evidences the notorious increment in the scores of the schools where the non-traditional method was applied. Besides, it is notorious the increase of right points answered in subtests 4 and 1, where the use of images and words strategy was used.

Graphic 4. Scores in the final test in the three schools

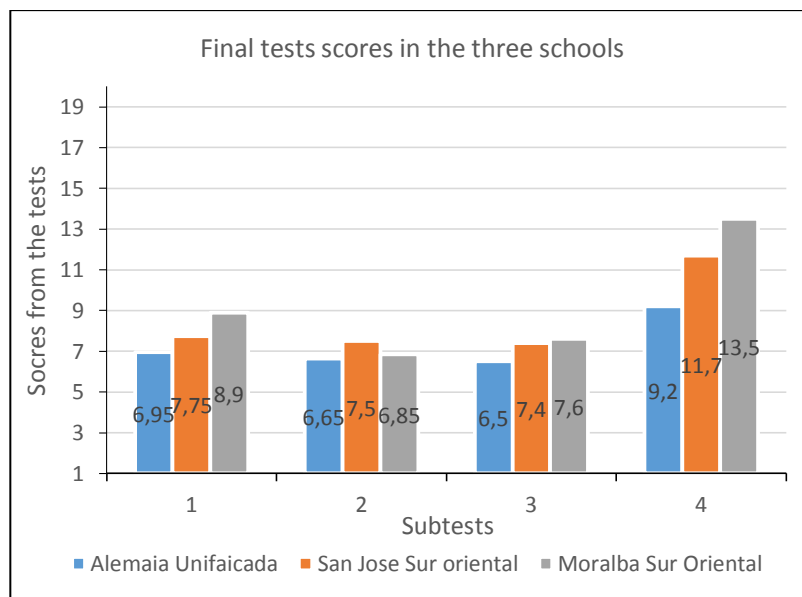
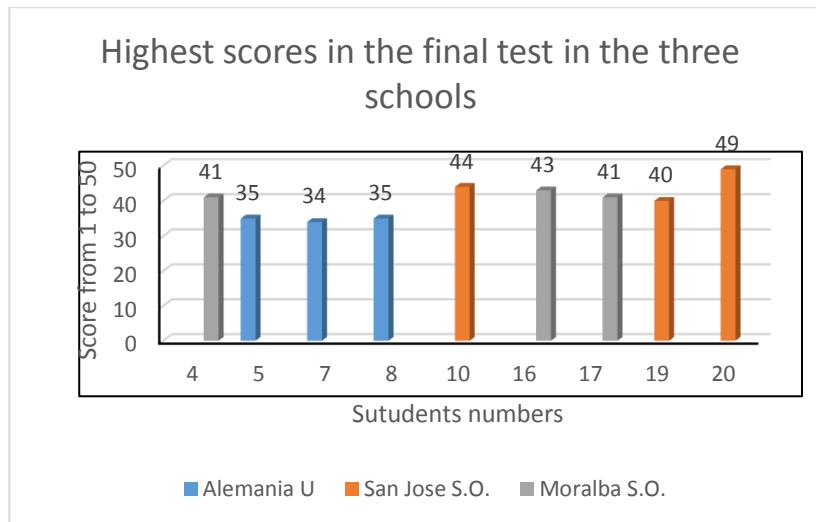


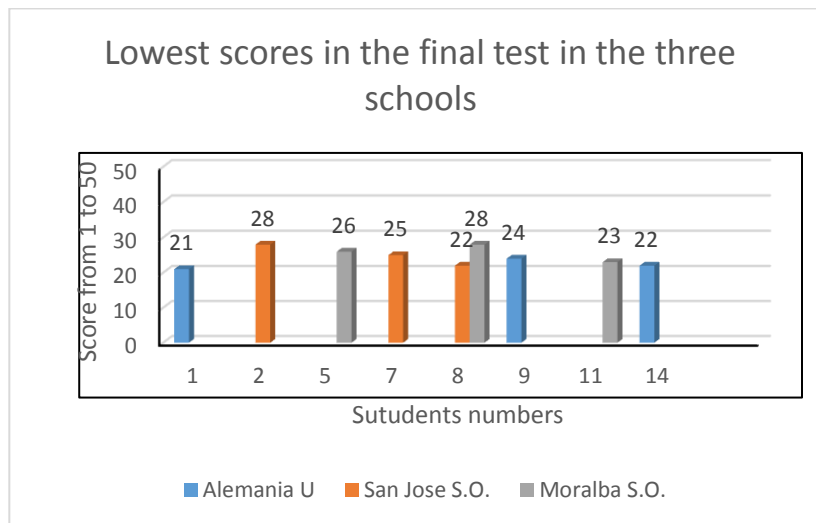
Table 10, also displays information regarding the Students with best scores, then, in San Jose S.O, students: 10, 19 and 20 got the highest scores. In Alemania Unificada, students: 5, 7 and 8, and in Moralba, students: 4, 16 and 17 got the highest scores. On the contrary,

students with the lowest scores were: 2, 7 and 8 in San Jose S.O. Students 1, 9 and 14 in Alemania Unificada, and students: 5, 8 and 11 in Moralba SO. The charts (5 and 6) below depicts this information clearly.

Graphic 5. *Highest scores in the final test in the three schools.*



Graphic 6. *Lowest scores from the final test in the three schools*



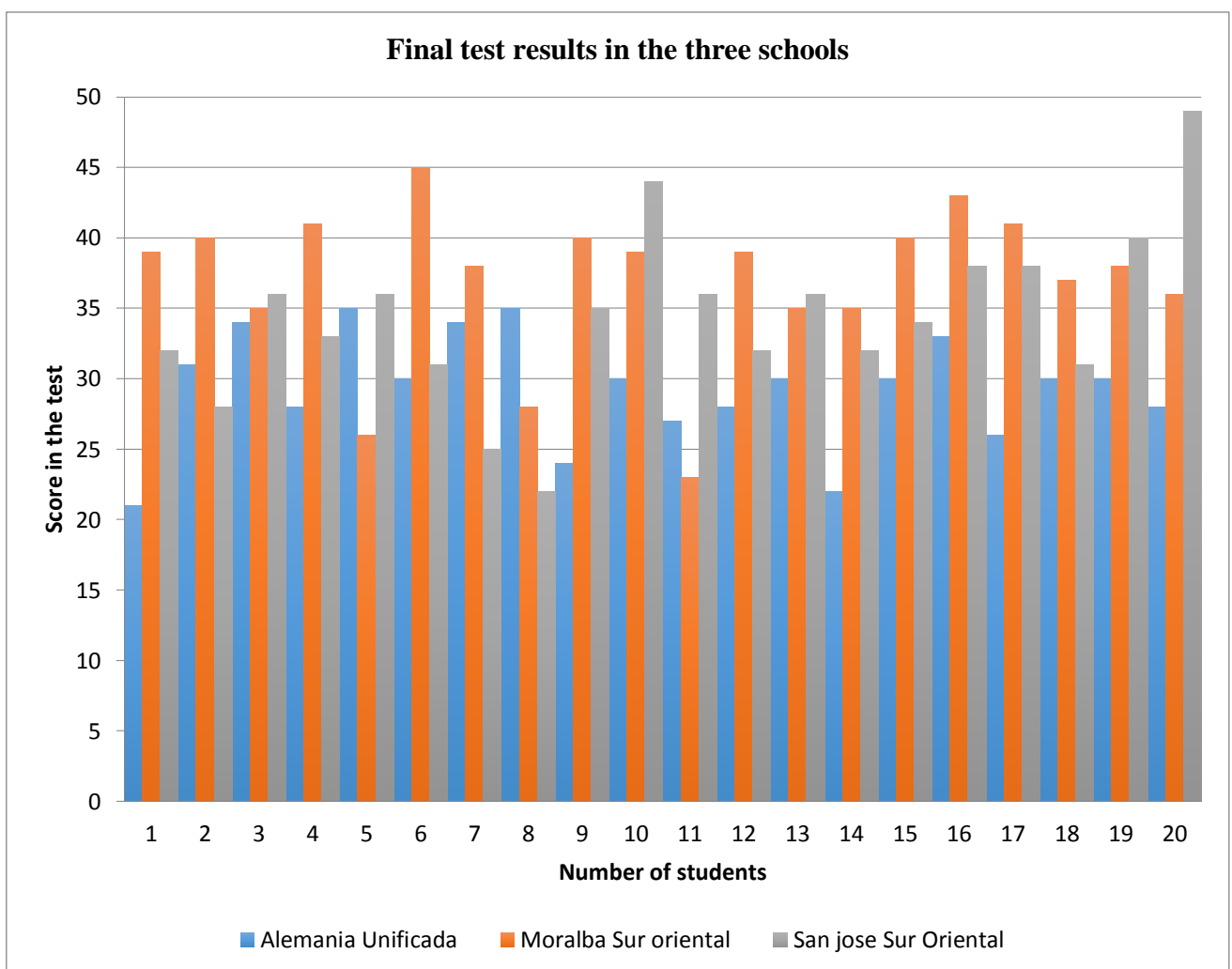
It is seen from the charts 5 and 6 above, the notorious increase in the performance of the students which worked with non-traditional method. Comparing the scores from the schools, M.S.O and SJ.S.O. Students nearly increased the number of points in 10 from the ones in Alemania Unificada. While the chart 6 a slight difference of points in each student.



This means that both traditional and non-traditional methods are useful in this kind of population and have a positive impact on students.

The chart below presents the Final test results obtained by the students in each one of the schools, and comparative data among the three High schools, Alemania Unificada, Moralba Sur Oriental and San Jose Sur Oriental.

Graphic 7. Results from the last test applied to students in the three different public schools.



It can be concluded that in the final test two schools had almost the same results on average (Moralba: 36.9 %; and San José S.O: 34.4 %), while Alemania Unificada had an average of 29.0 %). Considering all, on average the best results of the subtest was 1 (Picture. Word- multiple choice) with a median of 7.86 and subtest 4 (gap fill in) with a median of 11.46. The results clearly presents an evident increase in the use of vocabulary in the schools where the non-traditional method was applied. Besides, the percentages also shows the better results of image connected with words rather than using any other strategy to present vocabulary.

The two tests applied also reflect that although the growing trend is constant up to a better level in the cycle of learning, especially in those who use non-traditional method, the students still show difficulties in representing a significant proportion of the learning problems that have been detected.

According to the data gathered from the final tests, the use of new technologies and non-traditional methods to teach vocabulary obtained better results than the use of traditional methods. In addition, there is presence of other strategies to improve the vocabulary learning such as picture-word associations and multiple choice questions.

It is particularly important to highlight that in both cases the students improved their knowledge of English but with a majority tending to grow using the non-traditional method. Not to mention that a regression in the process was detected in some students who showed no growth or improvement in their learning process. Causes for those who did not show any evolution in the process, thereby maintain the same results throughout the entire study were the absences of the students (not all attended all the classes), and the lack of commitment to complete tasks set in class. In general terms comparing each one of the

subtests with the filed notes and interviews, there appear factors that demonstrate reasons why these students evolution and involution.

When checking the instruments factors such as the absences, might affect the process, because most of the students did not update their notes in their notebooks either in the online platforms.

To make this assumption evident, the last survey shows the question: “Were the diagnostic test and the final test easy or hard for you? Why?”

*-“Fueron fáciles porque el profe nos había enseñado eso antes”.*  
*-” Ese día no fui al colegio...”*  
*- “Un poco difícil, algunas palabras no entendí porque no fui al colegio cuando las explicaron”*

It is here where we together with the students must sit and evaluate the results and cross it with the other data instruments in order to find the real state of the information.

## **Chapter Six: Conclusions and Pedagogical Implications**

This study intended to develop a comparative study between traditional and non-traditional methods to enhance vocabulary. The three strategies used to teach vocabulary (PPP, SAMs and CALL) were effective independent tools to apply and develop a structured work inside the EFL classroom. However, some questions are announced as a voice of reflection: what is the difference amongst them? What makes one student better than the others? Well, depending on how they are used and the context they are implemented; we also see that better students are those who are motivated, those who can monitor their learning process and contribute for a better environment in class. For starters, what is the relationship with new technologies and its implementation in today's society, what makes this an element of social impact in the classroom? We learned that the three schools together allowed students and teachers better to improve performance especially since they knew what the goal was for each lesson. In addition, we learned that it does not matter the strategy the teacher uses in class. The importance here is that if the students understand the process and if they use a particular strategy to learn, since it is something they must do by themselves, in which the teachers support and guide students to improve their English level.

### **Conclusions**

This experience has confirmed that interdisciplinary work is an indispensable tool for learning English. It is also important to note that this line of work has enabled students to achieve as well as adapt to new learning strategies in greater depth and effectiveness.

Students generally see English as a challenge; where they always try to learn as much as possible. This is where the personal development aimed at learning takes place, as it is most important with respect to language perceptions are acquiring new knowledge and use it when needed.

The experiences that students have in learning the English language define their like or dislike of this area, since it is expressed as a factor that intervened could have altered the process for better or worse (Rojas, 1998: p.17). Furthermore, the context factor somehow influenced by some students, while others was not affected. Likewise, the motivation for new knowledge prevails in a number of students.

### **Pedagogical implications**

A comparative study using traditional and non-traditional methods to enhance learner's vocabulary acquisition implies different stages in the pedagogical context that involves a determined educational community; this is a challenge but a very fruitful learning process. This study also revealed that each method adjusts to the context of the different schools, taking into consideration that the elements, social status and tools available need to be considered. This greatly contributes to new learning conceptions and approaches regarding the different approaches to acquire vocabulary in an EFL context among A1 English language learners.

State schools in Colombia require optimal conditions as well as new opportunities for second language learners towards vocabulary acquisition. With an average of 3-4 hours per week is not enough nor is it consistent in order to develop an adequate program throughout the school year in which learners can really develop their communicative skills.

Nevertheless, the emerging value of self-directed learning, collaborative learning and meaningful learning can adopt a new horizon and conditions at schools.

Making a comparative study in three schools is by far a long term research endeavor, however it empowers all those involved in the process, which in some situations can differ from what can be the best method or approach should be developed in a particular context, situation or place. The use of a traditional method centered by a Presentation, Practice and Production methodology scaffold learners to increase their vocabulary, but in most of the situations are directed with the help and the need of the teacher support, but undoubtedly permit meaningful situations in collaborative and meaningful learning, especially when the activities catch students' attention and are really valuable and reliable for them. In this way, materials must be focused and concentrated on what Presentation, Practice and Production proposes, establishing clear criteria and objectives for students.

On the other hand, the non-traditional method delegates a starting point to use technologies in a potential way in schools, taking into consideration that many schools do not have sufficient tools, resources or syllabus to successfully carry out a consistent program. This is why it is relevant that teachers are capable and aware of how to design SAM's that promote self-directed learning, along with collaborative and meaningful learning. It has been demonstrated that CALL is an approach that stimulates this, scaffolding learning processes and methodologies which learners feel are learning and acquiring the language, in this case, vocabulary. Linking to the fact that Metacognitive Strategies permit learners to realize what can be more effective for them, making it a valuable resource / tool so that they can continue their reinforcement. This confirms that

students can monitor and evaluate their learning process, but only if the teacher can positively assist them.

**Limitations:**

During the implementation phase we had to deal with a few obstacles, the most relevant being: technical situations, the use of the computer lab, time constraints and students' motivation.

Now, the technical difficulties were at times slow for students to get on the internet or sometimes there was no internet connection at some of the schools. According to what was planned, it took more time to develop the activities.

The use of the computer lab was limited because in one of the schools that implemented the non-traditional method, there were just 20 computers to work with 40 students. Sometimes there was the opportunity to work with some laptops but there were still problems to log in. Few students could not finish the activities that were prepared for a session, and it was necessary to extend the task until the next session taking into account that many students did not have a computer at home or could not go to an internet cafe. To record dialogues, we used Vocaroo.com<sup>10</sup> as a tool that aided us in the construction of the project; however the restricted headphones at schools and time students took to develop these activities was another obstacle.

The time that it took to collect data demanded that we must be precise and took out the most important qualities to be analyzed, as well as the organization of the corresponding core-category. It also took time to apply the first online questionnaire, due to technical difficulties, to analyze students' responses to choose and elaborate the activities

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<sup>10</sup> Vocaroo: [www.vocaroo.com](http://www.vocaroo.com)

and methodologies required for each institution. Finally, at the beginning it was difficult to work on the Metacognitive Strategies with students and not to mention the implementation as they were used to support the teacher in all situations. It was hard for us to let students work completely on their own, some students did not realize what strategy could be more useful for them to apply, or just went through on what others did or just what the teacher told them.

Finally, as teacher-researchers, we faced low motivation and interest by few students who did not demonstrate an important role during the research project. It was seen that those students found English not really important and meaningful at that precise moment of their lives, in contrast with those students who were really motivated and dedicated with the tasks and activities performed. We thought as teacher-researchers that all students would be immersed in the research project, but it was not like that, probably because of the context, amount of students and different social factors involved.

### **Issues for further research**

A research project at the graduate level is by nature restricted to what can be accomplished in less than two years. As a result of such a set of new questions can be used as ideas for further research.

What are the limitations of student's using learned vocabulary in different situations or contexts?

What kind of strategy could be used to consolidate the new words learned?

How to tie newly acquired vocabulary with sentences, paragraphs and texts?

These are just some suggestions that this study was not able to discover; however, they give new research opportunities in this area. There are however many opportunities for



much more detailed research that could develop the knowledge constructions around vocabulary acquisition or English learning in general.

In this research project we realized that an interdisciplinary strategy must be considered regarding the needs and uses of vocabulary, and the English learning process in general, since the English learning process is not just a matter of the English class or English teacher, it is a common goal that must be reached by all the entire ELT community, including the principal or school administrators who throughout provide the necessary infrastructure to create a competent environment, teachers of other areas who must tie their own objectives with English goals and vice versa. How to tie all of the subject area goals in order to make it possible a real interdisciplinary learning project within the institution?

Finally, getting students to perform in a second language fluently and accurately is not an easy task; however one that requires a joint effort from all parties, students, teachers, parents, administration and society in general.

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## APPENDIXES

### Appendix A



DLCE-0217-2015  
Chía, 19 de febrero de 2015

Señores  
**COLEGIO IED ALEMANIA UNIFICADA**  
Atn.: Licenciada FABIOLA BALLEEN TRIANA  
Rectora  
Bogotá, D.C.

Respetada señora Rectora:

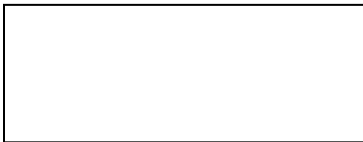
Con la presente informamos que FRANCY JANETH BACAREZ MORENO, es estudiante activa del programa de Maestría en Didáctica del Inglés para el Aprendizaje Auto-Dirigido del Departamento de Lenguas y Culturas Extranjeras de la Universidad de La Sabana.

Como parte de su actividad académica la estudiante debe realizar un proyecto de investigación el cual consta de varias fases, entre las que se encuentran: recolección y análisis de datos, intervención pedagógica y publicación de resultados. Para tal efecto, hacemos constar que la estudiante llevará a cabo el proyecto de investigación titulado: *"Estudio comparativo aplicando metodologías tradicionales y no tradicionales para enriquecer el vocabulario de estudiantes de grado séptimo en tres instituciones públicas en Bogotá"*.

Dentro de las actividades para desarrollar la estudiante propone:

- Adjudicación del grado a trabajar (estudiantes de grado séptimo).
- Envío carta de consentimiento para padres o acudientes de los estudiantes que participarán en la investigación para vincularlos como población de estudio.
- Aplicación de cuestionario que tiene como propósito conocer e identificar necesidades de los estudiantes en lengua extranjera en el campo de vocabulario.
- Implementación de estrategias y recolección de datos.
- Entrega de informe final de los resultados del estudio y sus respectivas recomendaciones a la institución y la comunidad educativa involucrada en el proceso.

Con base en lo anterior atentamente solicitamos su colaboración para el desarrollo del proyecto en mención. nuestra estudiante propenda por el mejoramiento de los procesos



*Jermaine S. McDougald*

**JERMAINE S. McDOUGALD**  
Director de Programas de Maestría

Vilma M.

## Appendix B



Universidad de  
**La Sabana**

Chía, 19 de febrero de 2015

Respetado Padre de familia o Acudiente

Informamos a ustedes que 3351106-0003, 0004 and 0005\_Final, son estudiantes del programa de Maestría en Didáctica del Inglés para el Aprendizaje Auto-Dirigido del Departamento de Lenguas y Culturas Extranjeras de la Universidad de La Sabana.

Como parte de su actividad académica deben realizar un proyecto de investigación el cual desarrollarán en la Institución educativa COLEGIO IED ALEMANIA UNIFICADA, SAN JOSE SUR ORIENTAL Y MORALBA de la que son docentes, y que además actuarán como Investigadores. Este proyecto se titula: *“Estudio comparativo aplicando metodologías tradicionales y no tradicionales para enriquecer el vocabulario de estudiantes de grado séptimo en tres instituciones públicas en Bogotá”*, con el cual se pretende desarrollar diferentes estrategias para enseñar vocabulario realizando un estudio comparativo empleando métodos tradicionales e innovadores.

A los estudiantes del COLEGIO IED ALEMANIA UNIFICADA, SAN JOSE SUR ORIENTAL Y MORALBA que participen en el proyecto se les solicitará realizar los siguientes procesos.

- Diligenciar un cuestionario en el cual responderán preguntas relacionadas con la clase de inglés y metodología para aprender. Este cuestionario servirá como base para realizar un análisis de las necesidades que los estudiantes presentan.
- El investigador (docente) observará en el salón de clase a su hijo(a) con el objetivo de recolectar información que soporte la investigación.

Por lo tanto, estamos invitándolo a diligenciar la autorización adjunta en caso de que decida autorizar la participación de su hijo(a) en el proyecto de investigación ya mencionado. Agradecemos entregarla al docente de su hijo(a).

---



## AUTORIZACION

He leído el procedimiento descrito arriba. Voluntariamente doy mi consentimiento para que mi hijo(a) participe en el proyecto de investigación, sobre el estudio comparativo métodos tradicionales y no tradicionales en el proceso de incremento de vocabulario en la clase de lengua extranjera en estudiantes de grado séptimo. He recibido copia de este procedimiento.

---

Padre / madre o acudiente

C.C

Universidad de La Sabana, Campus Universitario del Puente del Común,  
Km. 7 Autopista Norte de Bogotá D.C., Chía, Cundinamarca, Colombia  
Call center: 861 5555 – 861 6666 Fax: 861 5555 Ext. 3341 Apartado: 140122 [www.unisabana.edu.co](http://www.unisabana.edu.co)

## Appendix C

### Need Analysis Questionnaire

#### **IED ALEMANIA UNIFICADA- IED SAN JOSE SUR ORIENTAL- IED MORALBA Localidad San Cristóbal – Bogotá**

Querido estudiante grado séptimo,

El siguiente cuestionario tiene como objetivo identificar las diferentes estrategias que sirven para enseñar vocabulario dentro del desarrollo de la clase de inglés en tres instituciones educativas distritales de la localidad de San Cristóbal.

Sus respuestas enriquecerán nuestro proceso de investigación Enriquecimiento del vocabulario en estudiantes de grado séptimo a través de la aplicación de métodos tradicionales y no tradicionales como parte de la Maestría en Didáctica del Inglés para el Aprendizaje Auto-dirigido de la Universidad de La Sabana, con el fin de conocer las necesidades que tienen para mejorar la adquisición de vocabulario en lengua extranjera.

Si durante el tiempo y proceso de aplicación del cuestionario le surge alguna pregunta diríjase a su profesor(a), quien le brindará ayuda para que sus respuestas sean lo más sinceras y claras posibles.

El diligenciamiento de este cuestionario tomara 20 minutos.

**\*Obligatorio**

Colegio

Jornada

Grado

Género Femenino \_\_\_\_\_

Masculino \_\_\_\_\_

Edad

11 \_\_\_\_\_

- 12 \_\_\_\_\_  
 13 \_\_\_\_\_  
 14 \_\_\_\_\_  
 15 o más \_\_\_\_\_

### Aspectos generales clase de Inglés

De las preguntas de la 1 a la 8 marca una X en el lugar que corresponda. En algunas respuestas puede marcar más de una opción. 1 Le gusta aprender Inglés?

Si \_\_\_\_\_

No \_\_\_\_\_

Por qué

2. Aprender vocabulario en inglés puede ser para usted. (puede marcar más de una opción)

- a. Fácil \_\_\_\_\_  
 b. Difícil \_\_\_\_\_  
 c. Aburrido \_\_\_\_\_  
 d. Divertido \_\_\_\_\_  
 e. Interesante \_\_\_\_\_  
 f. Importante \_\_\_\_\_

3. ¿Cómo aprende palabras en el desarrollo de la clase de inglés?

- a. Repetición \_\_\_\_\_  
 b. Emplea la memoria. \_\_\_\_\_  
 c. Asociación de imágenes \_\_\_\_\_  
 d. Uso del diccionario. \_\_\_\_\_

Otros

4. Cuantas palabras le gustaría aprender por semana

- a. 5 -10 \_\_\_\_\_  
 b. 11- 15 \_\_\_\_\_  
 c. 16- 20 \_\_\_\_\_  
 d. No sabe \_\_\_\_\_

5. Según la pregunta anterior: ¿Cuantas palabras cree que sabe y maneja en inglés?  
 menos de 10 \_\_\_\_\_

10 \_\_\_\_\_

100 \_\_\_\_\_  
 150 \_\_\_\_\_  
 200 \_\_\_\_\_  
 más de 200 \_\_\_\_\_

6. Cuando aprende una nueva palabra, Qué acción realiza para practicarla?

- a. Escribe ésta en su cuaderno y luego crea ejemplos \_\_\_\_\_  
 b. Estudia la pronunciación y la forma de escribir ésta. \_\_\_\_\_  
 c. Repite la palabra muchas veces \_\_\_\_\_  
 d. Asocia ésta con una palabra en español \_\_\_\_\_  
 Otro \_\_\_\_\_

7. Conoce vocabulario del siguiente grupo de palabras

- a. Animales \_\_\_\_\_  
 b. Comida \_\_\_\_\_  
 c. Casa \_\_\_\_\_  
 d. Colegio \_\_\_\_\_  
 e. Ciudad \_\_\_\_\_

Qué otros grupos conoce?

8. Cree que Internet facilita el aprendizaje de Inglés?

Si \_\_\_\_\_

No \_\_\_\_\_

De qué forma?

9. Conoce en Internet alguna herramienta que le haya permitido aprender inglés?

Cuál?

10. Ahora, marque una X en las preguntas 10 Y 11 en el puntaje que crea sea apropiado. "5" corresponde al puntaje más alto y "1" al más bajo, ó si ninguno de ellos aplica escoja la opción "N/A".

Aprender vocabulario me facilita:

	1	2	3	4	5	N/A
1. Escribir textos en Inglés						
2. Hablar en inglés con mis compañeros						
3. Memorizar palabras						
4. Comprender fácilmente un texto						
5. Buscar información en internet						
6. Jugar videojuegos						
7. Mejorar mi rendimiento académico en inglés						
8. concentrarme en alguna actividad						

Otros

11. Me gusta aprender vocabulario en clase a través de:  
Formas de aprender vocabulario

	1	2	3	4	5	N/A
1. Lectura de historias cortas						
2. Escritura de textos breves						
3. Ejercicios de escucha (diálogos, canciones, etc)						
4. Juegos de roles (diálogos)						
5. Flash cards- Imágenes						
6. Observando videos y/o películas en inglés						
7. Preguntando a mis compañeros de grupo						
8. Uso del diccionario para traducir palabras						
9. Ejercicios corporales						
10. Preguntando al profesor el significado de						

alguna palabra o su traducción						
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Otros

**Gracias por su participación!**

Cordialmente, San Cristóbal Grupo de Investigación Profesores: 3351106-0003, 0004 and 0005\_Final

## Appendix D

**IED ALEMANIA UNIFICADA  
DPTO DE HUMANIDADES – INGLÉS  
EVALUATING MY KNOWLEDGE SEVENTH GRADE – 2015**

In the following test you will find different activities related with daily routine vocabulary. Answer each exercise based on your knowledge about the topic.

I. Underline the correct word in order to complete the sentence

1. I get up/ comb everyday at 5.30 a.m.
2. I make the bed / do the bed after I take a shower
3. I walk/have breakfast to school at 6:10 a.m.
4. I attend/copy Math class at 6:30 on Monday and Thursday
5. I play/study with my friends during the break time
6. I leave/arrive home at 12:45

II. Select the correct option according to the image

1. Brush the teeth
2. Take a shower
3. Comb my hair
4. Have a bath



1. Make the bed
2. Go to sleep
3. Get dressed
4. Go home



1. Have breakfast
2. Have lunch
3. Wake up
4. Read



1. Go home



2. Take a rest
3. Sleep
4. Get dressed

III. Match the complement column A with column B

do	homework
watch	breakfast
have	television
play	school
Go to	soccer

IV. Organize the sentences

1. Take/ a/ shower / I \_\_\_\_\_
2. Put / on / my / clothes / I \_\_\_\_\_
3. Have / breakfast / I \_\_\_\_\_
4. Leave/ school / I \_\_\_\_\_
5. Have / dinner / I \_\_\_\_\_

V. Read about Tom's Sunday and answer the questions.

**Tom's Sunday routine**

On Sunday, Tom gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Tom swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Tom watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

- |  |  |
|--|--|
| 1. Where does Tom have breakfast?<br>In the kitchen<br>In his bedroom<br>In the lounge | By bike<br>By car<br>On foot   |
| 2. Who does he telephone in the morning?<br>His sister<br>His brother<br>His mother    | 7. What does Tom drink in the evening?<br>Wine<br>Beer<br>Whiskey  |
| 3. Where does his mother live?<br>In England<br>In his brother's house<br>In Scotland  | 8. What time does Tom go to bed?<br>11pm<br>11.30pm<br>Midnight  |
| 4. What time does he play tennis with his sister?<br>1pm<br>2pm<br>11.30am             | Reading taken from <a href="http://www.esl-lounge.com/student/reading/1r1-toms-day.php">http://www.esl-lounge.com/student/reading/1r1-toms-day.php</a> |
| 5. How long does Tom swim for?<br>One hour<br>Two hours<br>Six hours                   |  |
| 6. How does Tom go to his brother's house?   |  |





# INGLÉS

COLEGIO MORALBA S.O. J.M.  
SUBJECT: ENGLISH  
GRADE: SEVENTH

## ENTRANCE TEST

NAME. \_\_\_\_\_ SCORE: \_\_\_\_\_

1. ¿Dónde puede ver estos avisos?

1. DO HOMEWORK

- A. In a bank.
- B. In a school.
- C. In a park.

2. DANGER  
WILD ANIMALS

- A. In a hospital.
- B. In a library.
- C. In a zoo.

2. ¿Cuál palabra (A – D) concuerda con la descripción de cada frase de la izquierda (3 – 4)? En las preguntas 3 – 4, marque la letra correcta A –D en su hoja de respuestas.

3. It is a small animal. It has long ears. It can jump.

- A. Lion
- B. Bird.
- C. Mouse

4. it is a long animal with a long tongue. It can't walk.

- C. rabbit.
- D. snake.
- C. Giraffe

3. Complete las dos conversaciones. En las preguntas 5 – 6, marque A, B o C en su hoja de respuestas.

5. Where is the dog?

- A. The dog is in the house.
- B. Its name is Scott.
- C. The dog has a bone.

6. How old are you?

- A. I'm ok. Thanks.
- B. I'm a dentist.
- C. I'm 10 years old.

4. Lea el texto y seleccione la palabra correcta para cada espacio. En las preguntas 7 – 8, marque A, B o C en su hoja de respuestas.

Hi my name \_\_\_\_\_(7) Laura. I am 30 years old and I work as a teacher in a \_\_\_\_\_(8) called Springfield. I live with my family in a big house ...

7. A. are                                      B. am                                      C. is
8. A. house                                      B. park                                      C. school

5. Lea el texto y luego responda las preguntas. En las preguntas 9 – 10, marque A, B o C en su hoja de respuestas.

I look at the playground and in front of me I see: a blue bird in a green tree, two black cats next to the tree, six girls in a bike, a red car and ten yellow flowers. It's a sunny day, frogs jump, a bird sings and girls play.

9. According to the text, there are
- A. Two girls.
  - B. Six birds.
  - C. Ten flowers.
10. The blue bird is
- A. Next to a tree.
  - B. In a blue tree.
  - C. Jumping in a tree.

**Good luck !!**

### Vocabulary Diagnostic Test I.E.D San José S.O

1. Look at the picture and underline the correct option A, B, C or D. ( 10 points- 2 each one)

1.



- A. Car  
B. House  
C. Computer  
D. Sky

2.



- A. Earth  
B. Sea  
C. Sky  
D. River

3.



- A. Sailor  
B. Teacher  
C. Doctor  
D. Carpenter

4.



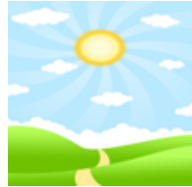
- A. Eye  
B. Moustache  
C. Hand  
D. Finger

5.



- A. Art gallery  
B. Church  
C. Factory  
D. Farm

6.



- A. Rainy  
B. Cloudy  
C. Winter  
D. Sunny

7.



- A. Get up  
B. Take a shower  
C. Go to sleep  
D. Watch TV

8.



- A. Angry  
B. Thirsty  
C. Hungry  
D. Happy

9.



- A. Skirt  
B. Cap  
C. Tie  
D. Belt

10.



- A. Mirror  
B. Door  
C. Wall  
D. Ceiling

Pregunta: 1

Total de Puntos: 2

Read the word and choose the correct option (A, B, C or D) that best fits in the sentence.

1. They \_\_\_\_\_ very good today.

feel  
go  
write  
listen to

Pregunta: 2

Total de Puntos: 2

2. I \_\_\_\_\_ home at 7 p.m.

get up  
eat  
go

play

Pregunta: 3  
Total de Puntos: 2

**3. Does she \_\_\_\_\_ homework at home?**

go  
do  
watch  
stay

Pregunta: 4  
Total de Puntos: 2

**4. Carolina \_\_\_\_\_ TV with her family at night.**

listens  
wakes up  
walks  
watches

Pregunta: 5  
Total de Puntos: 2

**5. Do they \_\_\_\_\_ video games?**

dance  
arrive  
surf  
play

Pregunta: 6  
Total de Puntos: 2

**6. Can you give me those \_\_\_\_\_, please? I need to open the door.**

wallet  
keys  
eraser  
backpack

Pregunta: 7  
Total de Puntos: 2

**7. Diana, your \_\_\_\_\_ is really big and beautiful! You can carry many books.**

backpack  
notebook  
headphones  
pencil case

Pregunta: 8  
Total de Puntos: 2

**8. My mother likes \_\_\_\_\_. Her favorite is chocolate!**

pasta  
onion  
ice cream  
water

Pregunta: 9  
Total de Puntos: 2

**9. The doctor suggested me not to drink too much \_\_\_\_\_. It contains a lot of sugar.**

water  
soda  
hamburger  
orange

Pregunta: 10  
Total de Puntos: 2

**10. Andres likes to read \_\_\_\_\_. He knows a lot about sports.**

horror stories

love stories

letters

magazines

Pregunta: 11

Total de Puntos: 10

Puntos por pregunta: 10

**Une cada letra con la respuesta correspondiente.**

A.Hospital

1.Police officers work there.

Police station

2.It is a place where you can save money.

C.Post office

3.It is a place where you go when you are sick.

D.Bank

4.You can buy things there.

E.Supermarket

5.It is a place where you can send letters.

Pregunta: 12

Total de Puntos: 2

**Read the text. Answer questions 12- 16. Choose the correct question A, B or C.**

**Tom´s Sunday routine On Sunday**

Tom gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Tom swims for one hour and then he goes by bike to his brother´s house. They talk and listen to music. Tom watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30. 12. Where does Tom have breakfast?

In the kitchen

In his bedroom

In the restaurant

Pregunta: 13

Total de Puntos: 2

**13. Who does he telephone in the morning?**

His sister

His brother

His mother

Pregunta: 14

Total de Puntos: 2

**14. Where does his mother live?**

In his brother's house

In Scotland

In England

Pregunta: 15

Total de Puntos: 2

**15. What time does he play tennis with his sister?**

11:30am

2 pm

1 pm

Pregunta: 16

Total de Puntos: 2

16. How long does Tom swim for?

- One hour
- Two hours
- Six hours

## Final Test- Vocabulary Research-

### Section I

#### Multiple choice

Look at the picture and underline the correct option A, B, C or D.

1.



- A. Ride a trolley
- B. Stand in line
- C. Stay on the bike path
- D. Run in the grass

2.



- A. Backpack
- B. Experiment kit
- C. Travel vest
- D. Wall calendar

3.



- A. Do crossword puzzles
- B. Read books
- C. Surf the internet
- D. Go bowling

4.



- A. Sweater
- B. Pants
- C. Coat
- D. Scarf

5.



- A. Hospital
- B. Bank
- C. Supermarket
- D. Shop



6.

- A. Cloud
- B. Fast
- C. See
- D. Feel

7.



- A. Experiment kit
- B. Sky
- C. Play computer games
- D. Laptop

8.



- A. Necklace
- B. Group
- C. Tie
- D. Hat

9.



- A. Read magazines
- B. Write poetry
- C. Listen to music
- D. Go dancing

10.



- A. Go shopping
- B. Wait for the green light
- C. Go to a mall
- D. Throw trash in the trash can

Pregunta: 1  
Total de Puntos: 1

**From questions 1- 10, complete the sentences with the correct word given in options A, B, C or D. 1. I love to \_\_\_\_\_ . I feel happy when there is a party!**

surf the internet  
go dancing  
think  
read magazines

Pregunta: 2  
Total de Puntos: 1

**2. She likes the wild life. She wants to buy an \_\_\_\_\_ .**

experiment kit  
amazing violin  
adventure DVD  
interesting magazine

Pregunta: 3  
Total de Puntos: 1

**3. She is visiting Europe now. She wants to \_\_\_\_\_ for all her family**

stand in line  
buy souvenirs  
take pictures  
ride a trolley

Pregunta: 4  
Total de Puntos: 1

**4. Laura is at the shopping center now. She is trying on a \_\_\_\_\_ for her trip to the north pole.**

coat  
surfboard  
necklace  
shorts

Pregunta: 5  
Total de Puntos: 1

**5. I \_\_\_\_\_ sorry for you. She doesn't love you anymore.**

eat  
feel  
run  
look

Pregunta: 6  
Total de Puntos: 1

**6. Arnaldo is in the park. He is \_\_\_\_\_ to buy some ice cream.**

sitting in the boat  
taking a boat ride  
running in the grass  
standing in line

Pregunta: 7  
Total de Puntos: 1



**7. We need some sport equipment like a \_\_\_\_\_.**

pair of socks  
helmet and a tennis racket  
hat and a pair of pants.  
ring and a bow tie.

Pregunta: 8  
Total de Puntos: 1

**8. My favorite free time activity is to \_\_\_\_\_. I have albums of all different kinds.**

play computer games  
listen to music  
go swimming  
collect stamps

Pregunta: 9  
Total de Puntos: 1

**9. Carlos likes to \_\_\_\_\_. He composes great poems.**

write novels  
read books  
go camping  
write poetry

Pregunta: 10  
Total de Puntos: 1

**10. It is really cold and cloudy! It is going to be a \_\_\_\_\_ day.**

rainy  
sunny  
cloudy  
funny

Pregunta: 11  
Total de Puntos: 5  
Puntos por pregunta: 1

**Match the words with the correct meaning.**

A.Sunglasses

1.It is an accessory that you can use in your wrist, arm or your ankle.

B.Tie

2.It is an element that helps you to protect from the sun light.

C.Take pictures

3.It helps you to look better when you wear formal

D.Do crossword puzzles

4.You use a camera to do this.

E.Bracelet

5.To solve problems that sometimes can be really difficult.

Pregunta: 12  
Total de Puntos: 1

**Read the text. Answer questions 12- 16. Choose the correct question A, B or C.**

It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr.Harris, is surfing the internet. They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. He also likes to collect stamps. Sometimes he teases Mary, and she gets angry. He is a really naughty boy. Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles – Lucy and Tom. They are from the nearest town and stopped by to say hello. Fluffy, the family cat, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat. Text retrieved from:

<http://es.scribd.com/doc/202630972/Reading-Comprehension-Present-Continuous#scribd> 12. Where is Mary and her family?

at school  
in the house  
in the shopping center

Pregunta: 13  
Total de Puntos: 1

**13. What is Mr. Harris doing?**

surfing the internet  
playing computer games  
running in the grass

Pregunta: 14  
Total de Puntos: 1

**14. Who is Peter?**

Mary's friend  
Mary's uncle  
Mary's brother

Pregunta: 15  
Total de Puntos: 1

**15. What is the pet of the family?**

a dog  
a cat  
a lion

Pregunta: 16  
Total de Puntos: 1

**16. How does Mary feel about Peter?**

She sometimes feels ok about him  
She feels happy about him  
She sometimes feels angry about him

## Appendix E

Field notes

**FIELD NOTES – Traditional, non-traditional vocabulary research**

**School:** San Jose Sur Oriental **Course:** 701 **Teacher:** 3351106-0003, 0004 and 0005\_Final

<b>Date</b>	<b>Session No.</b>	<b>Classroom activity</b>	<b>Positive comments/ Attitudes</b>	<b>Negative comments/ Attitudes</b>	<b>Reflection- feedback</b>
August 5th-	1	Diagnostic Test	Students were all in a good mood with the activity.	Some learners did not develop the reading session with criteria and responsibility. Some of them did not even write the questions.	This diagnostic test was tend to analyse and check students´ vocabulary understanding and level. Four subtests were developed (Matching- pictures, fill in the blanks, matching- word- meaning, and reading comprehension- multiple choice. Learners found enjoyable to develop the first subtest but while reading some difficulties appeared
August 12th-	2	Learning to sing Prezzi activity	Learners were motivated, especially in the listening section (song- Lemon tree), which they have to put in practice the target vocabulary.	While applying the self-assessment section, learners did not pay attention to the instruction so well; some of them did not like to assess their process.	This activity let me see how students interact between each other, and how many of them need help, especially from the teacher to translate. There were especially three students that did it by themselves.

## **Appendix F**

### Interviews

Interviewed developed at Moralba School.

Eleven of the twenty students are male and nine of them are female. In this group their ages are around 11 and 13 years old.

1. Do you like English?

Most of them like English, just one of them answer in a negative way. They said things like:

They like English, because it is interesting and it is a way to have better future opportunities, also they said that learning English could be a way to learn new languages.

2. What do you think about learning English?

English could be for most of them interesting and important rather than boring, some of them think it could be a little difficult but funny, specially the girls.

3. What do you do to learn English vocabulary?

Most of them use the dictionary to learn words during the English class as well as the use of images to associate them with the corresponding word that named the image. few of them learn the vocabulary by heart or repetition.

Also they have learnt words from films and video games.

4. How many words do you expect to learn per week?

They hope to learn from 11 to 15 words per week in average.

5. How many do words do you know in English?

In this point the girls show an advantage over the boys, because they express to know more words than the boys, most of them 100 words on average.

6. What kind of strategy do you use to learn English?

In this point there is a small difference in the way they practice the vocabulary learnt in classes.

In general most of them write the word in their notebooks to then create similar examples. But if we check the information in detail the girls do this and also in a timid way they study the pronunciation and the correct way it is wrote as well as repeats the words or associates it with Spanish meaning. Instead of boys who also do that but different to girls the boys dedicate a little more time to study the pronunciation. some of them promote group work to learn new vocabulary or the creation of a glossary.

7. Do you know these vocabulary?

About the groups of words, they recognize to know vocabulary about all of these groups. Even they say to know more than these groups of words such as numbers, colours, and clothes, among others.

8.

Here they think in a similar way, because most of them are agree on a tool as internet could facilitate the English learning, especially girls, they all say they can use Google to translate words instead of use a dictionary or to translate complete sentences, also they can find free courses to reinforce the vocabulary learnt in classes. Here we have to consider the real

contact they have with this tool at home as well as at the school. That is very limited. It is why some of them especially boys consider internet is not a good tool to learn English.

9.

The tool they most use on internet is Google because it lets them to translate words and sentences easily. few of them know English pages to learn English.

10.

On average all of them are agree on thinking that learning English vocabulary could help them to write text in English, learn new vocabulary by heart, it helps them to improve their academic performance. They are not sure, about if it can help them to speak in English maybe because they need to practice a little bit more due to they are scared of speak in English. Despite everything, they feel confident when playing games, which instructions are in English, as well as looking for information on internet or reading easy texts in English.

11.

As a result of this question we can realize that students prefer ludic activities that involve games or role plays where they can interact among them. in general they have a great expectation to learn from all these activities. As they are young they are very close to do activities that involve body kinaesthetic intelligence, students at these ages love movement. They enjoy sports and/or dance, they are good at building things and like to stay active all the time, so it is why they learn best through movement and experimentation.

### **Interview at San Jose Sur Oriental**

#### **Transcription of an interview in the end of the research process.**

**Teacher-Researcher:** Hello, my name is xxxx and I work at San Jose Sur Oriental School, and today I am going to interview one of my students that was part of the research project and here is the interview.

**T-R:** Hello, what's your name?

**Student:** My name is Fredy Alejandro Valenzuela

**T-R:** How old are you?

**S:** ehh I am 12 years old.

**T-R:** Where are you from?

**S:** I am from Colombia in Bogota.

**T-R:** Where do you live in?

**S:** I live in "Pasito 3".(It is the name of a neighbourhood in Bogotá, Colombia)

**T-R:** OK Fredy, we are going to have a short interview and you are going to help me answering these questions, OK. The number one is: How did you feel during the research project?

**S:** I feel very well because I learn very fast and I am good at English.

**T-R:** What's your opinion about learning vocabulary using the internet?

**S:** That is very well because it's always using netbooks and always writing.

**T-R:** What did you learn? Did you learn something new?

**S:** Yes! I learnt something words like ehh, related by music, free time activities and other things.

**T-R:** What strategies did you use to learn vocabulary?

**S:** I use sometimes ehh traductor because some words I don't, I don't know some words,

and I use the traductor to traduce it and with there know it.

**T-R:** Do you prefer to learn by yourself or in groups?

**S:** In groups because is more competitive.

**T-R:** What's your advice to other learners to improve their vocabulary?

**S:** That keep practicing it because this open ehh open very much doors and ehh doors.

**T-R:** How vocabulary helps you to improve your writing?

**S:** ehh help me because sometimes I write wrong to words and the vocabulary ehh, in the vocabulary is good write ehh to help me because sometimes ehh the words is a ,only of one thing and can compose some phrases of some themes.

**T-R:** Ok Fredy, thank you so much for this interview, good-bye.

**S:** Bye!

Appendix G

TIME LINE AND OBJECTIVES  
SAN CRISTOBAL TEAM

# TIMELINE

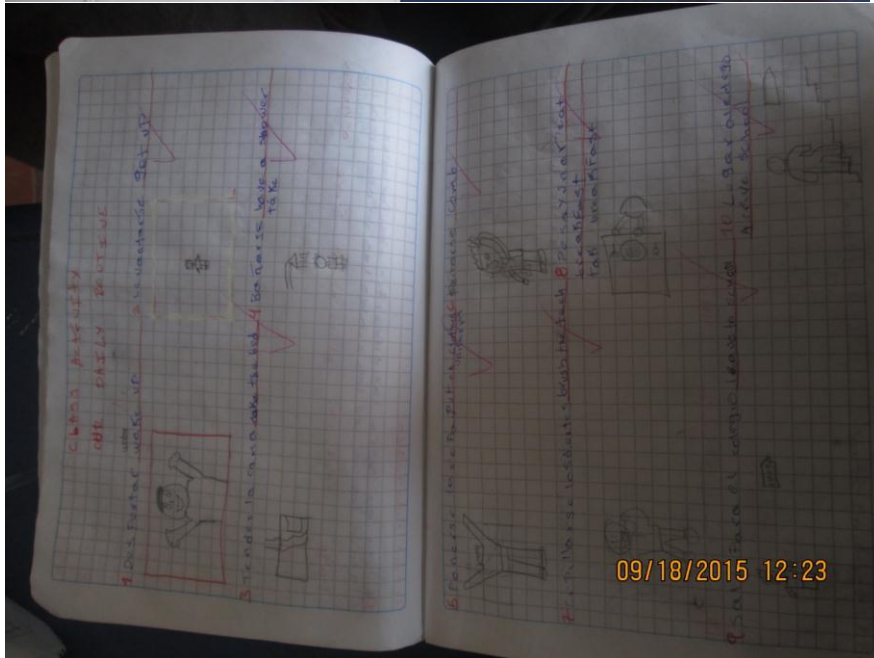
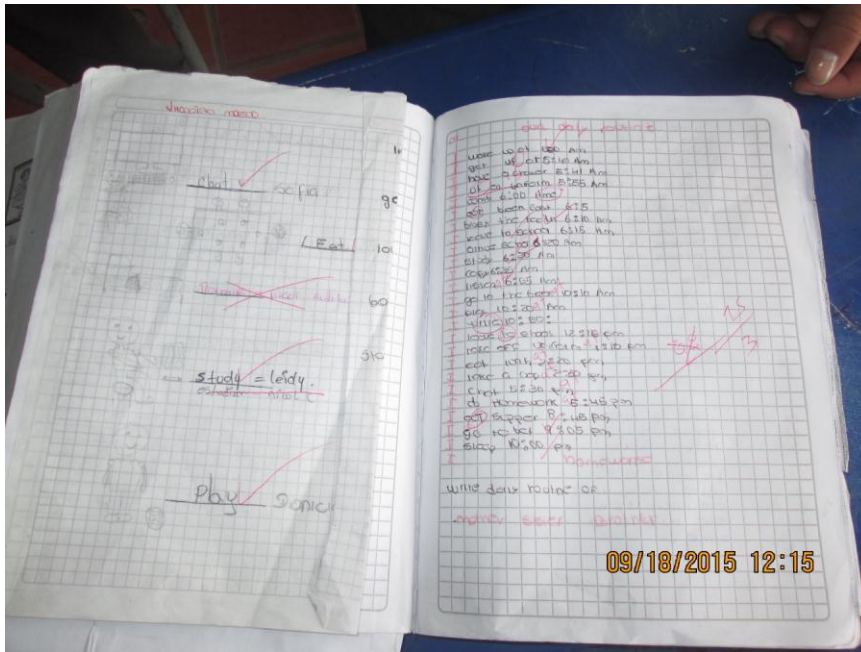
MONTH / ACTIVITY	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
LOOKING FOR LITERATURE STATE OF ART	→											
DESIGN -QUESTIONS -OBJECTVES	→											
DESIGN KIND OF RESEARCH	→											
DESIGN THEORETICAL FRAMEWORK			→									
DESIGN METHODOLOG Y	→											





# Appendix H

## PPP Students Practice and Production



10/10 collection

1. Pedro gets up at 7:00 AM every morning
2. then he works for the bathroom
3. and Pedro takes a shower
4. and Pedro takes a shower
5. and Pedro takes a shower
6. and Pedro takes a shower
7. and Pedro takes a shower
8. and Pedro takes a shower
9. and Pedro takes a shower
10. and Pedro takes a shower
11. Pedro for lunch fish at school
12. Pedro other studies at school
13. Pedro plays at 8:00
14. Pedro at 11:00 AM
15. Pedro at 11:00 AM
16. Pedro at 11:00 AM
17. Pedro at 11:00 AM
18. Pedro at 11:00 AM
19. Pedro at 11:00 AM
20. Pedro at 11:00 AM

- the bus at school and arrive at school at 8:00  
 Pedro studies at 9:00  
 Pedro studies at 2:00  
 Pedro studies at 9:00  
 Pedro studies at 2:00

Paola  
 Pedro studies at 9:00  
 Pedro studies at 2:00  
 Pedro studies at 9:00  
 Pedro studies at 2:00

Supplies  
 504

09/18/2015 12:16

1. He goes to the bathroom  
 2. He walks to the bathroom  
 3. He takes a shower  
 4. He goes to the kitchen  
 5. He eats breakfast  
 6. He leaves to school  
 7. He goes to school  
 8. He arrives to school  
 9. He studies  
 10. For lunch fish and potatoes  
 11. Then he copies then he copies  
 12. After school  
 13. And he plays  
 14. He arrives home  
 15. He copies  
 16. He after have supper  
 17. And he reads

09/18/2015 12:29

## Appendix I

CALL Students practice and Production  
MUSIC AND BUYING ON LINE

### KEY WORDS

Classical music - Musician - Singer - Group - Magazine - Lap top - Backpack -  
Space map - Video sets - Radio-controlled airplane - Travel vest - Nature puzzles  
- Adventure DVD's - Experiment kit - Wall calendar

#### 1. Check and pronounce these words. (5 minutes)

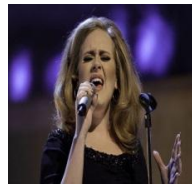
Classical music



Musician



Singer



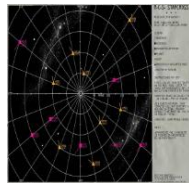
Group



Magazine



Space map



Video sets



Radio controlled-airplane



Travel vest



Nature puzzles



Adventure DVD's



Experiment kit



Wall calendar



Backpack



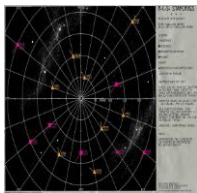
Laptop



#### 2. Pronounce each word. Use an on-line tool (dictionary, etc) to help you. Practice with a partner. (15 mnts)

Write the name of the web site(s) you used: \_\_\_\_\_

3. Look at the picture and say the word. How many good words did you get? (10 mnts)



Write your score : \_\_\_\_\_

**4. Complete the sentences using the previous words. Check with the answer sheet at the end of the sentences. How many good points did you get? (15 mnts)**

1. Angela likes to read \_\_\_\_\_.
2. I want to buy a \_\_\_\_\_. I need it to do my activities at school, and also I want to download video games.
3. My favorite \_\_\_\_\_ is One Direction. They sing really well.
4. How much is that \_\_\_\_\_? I like to play with airplanes!
5. My uncle Gabriel likes \_\_\_\_\_. He enjoys listening to Beethoven.
6. She likes the wild life. She wants to buy an \_\_\_\_\_.
7. Freddy wants to be an astronaut. His father will buy him a \_\_\_\_\_.
8. I sometimes forget some things. I need a \_\_\_\_\_ in my bedroom.
9. He enjoys the nature. He likes to do \_\_\_\_\_.
10. They will go on a safari. They need \_\_\_\_\_.
11. His favorite \_\_\_\_\_ is Juanes. His favorite song is "Fijate bien"
12. Carolina wants to be a scientist. She wants an \_\_\_\_\_.
13. We like to go packing, and José needs a new \_\_\_\_\_.
14. Mariana likes to collect videos. She needs some \_\_\_\_\_.
15. David likes to play the violin and the guitar. He is a \_\_\_\_\_.

Write your score : \_\_\_\_\_

**5. Finally, work on these activities: (30 mnts)**

<http://www.esl-lounge.com/student/vocabulary/3v23-musical-vocabulary.php>

Write your score: \_\_\_\_\_

<http://www.esl-lab.com/vocab/v-music.htm>

Write your score: \_\_\_\_\_

Answer sheet

1. Magazine
2. Laptop
3. Group
4. Radio- controlled airplane
5. Classical music
6. Adventure DVD
7. Space map
8. Wall calendar
9. Nature puzzles
10. Travel vests
11. Singer
12. Experiment kit
13. Backpack
14. Video sets
15. Musician

Images retrieved from:

[https://simple.wikipedia.org/wiki/Classical\\_music](https://simple.wikipedia.org/wiki/Classical_music)

<http://www.evokedesign.com/blog/tips-for-creating-a-web-design-for-musicians/>

<http://www.telegraph.co.uk/culture/culturepicturegalleries/9645702/The-50-top-female-singer-songwriters.html>

[http://www.huffingtonpost.com/carrie-seim/the-ultimate-beatles-anniversary\\_b\\_3174275.html](http://www.huffingtonpost.com/carrie-seim/the-ultimate-beatles-anniversary_b_3174275.html)

<http://www.fansshare.com/gallery/photos/10716805/joseph-gordon-levitt-gq-magazine-august/>

<http://www.vintage.pwp.blueyonder.co.uk/Infocom/Games/Starcross/starcross.htm>

<http://global.rakuten.com/en/store/honten-smiledvd/item/s92110/>

[http://www.aviationexplorer.com/rc\\_airplanes.htm](http://www.aviationexplorer.com/rc_airplanes.htm)

<http://www.luggageworldmn.com/scottevest-men-s-travel-vest-xxl-4.html>

<http://jigsawpuzzlesgalore.blogspot.com.co/2011/10/wonders-of-nature-jigsaw-puzzle.html>

<http://boyslife.org/home/bl-store/14425/get-your-scouting-for-adventure-dvd-today/>

<http://www.hammacher.com/product/81158>

<http://www.spectrumsoftware.com/wallcalendar.htm>

<http://www.overstock.com/Luggage-Bags/Backpacks/700/cat.html>

<http://www.riskmanagementmonitor.com/the-case-of-the-1-7-million-laptop/>

## Appendix J

Free time warm-up activity CALL method

### FREE TIME ACTIVITIES

1. WARM UP : Match the words with the pictures. Write the words in the lines. (15 MNTS.)

Go camping- Take dance lessons - Write poetry- Go dancing - Collect stamps - Go shopping - Do crossword puzzles - Read magazines - Listen to music - Play computer games - Read books- Go bowling - Go swimming - Play the guitar - Surf the internet



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



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



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



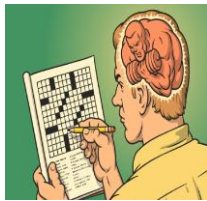
4. \_\_\_\_\_



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



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



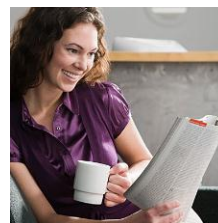
10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_



13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_

Check your answers in the answer sheet below. Write your score: \_\_\_\_\_

2. From the previous list, write your ten favorite activities: (5 MNTS.)

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

3. Complete the sentences using a FREE TIME ACTIVITY. (15 MNTS)

1. She likes to \_\_\_\_\_. Her favorite is "Cien años de Soledad".
2. They enjoy \_\_\_\_\_. They will go to "Neuza" next week.
3. I love to \_\_\_\_\_. I feel happy when there is a party!
4. We like to \_\_\_\_\_, especially games about soccer and racing cars.
5. Camilo likes to \_\_\_\_\_, especially to the nature and the streets.
6. I quite like to \_\_\_\_\_. My parents enjoy being at the bowling alley.
7. I want to \_\_\_\_\_. I need to know how to dance salsa and bachata.
8. Alfredo likes to \_\_\_\_\_. He has many albums!
9. I enjoy \_\_\_\_\_. I find interesting online activities to do.
10. Carolina is a genius. She really likes to \_\_\_\_\_.
11. They love to \_\_\_\_\_, especially in the rivers and the sea.
12. I like to \_\_\_\_\_. I know many songs about pop and rock.
13. She enjoys \_\_\_\_\_. She buys some clothes and shoes once a month.
14. Gabriela likes to \_\_\_\_\_. She enjoys reading about famous people.
15. You like to \_\_\_\_\_. You also know how to play the violin.

Look at the answers in the answer sheet. Then, write your score: \_\_\_\_\_

ANSWER SHEET Activity 1.

1. Collect stamps 2. Take dance lessons 3. Play the guitar 4. Read books 5. Go camping 6. Go shopping

7. Do crossword puzzles 8. Go swimming 9. Surf the internet 10. Go dancing 11. Play computer games

12. Go bowling 13. Listen to music 14. Write poetry 15. Read magazines

Activity 3

1. read books - 2. going camping - 3. go dancing - 4. play computer games - 5. take photos - 6. go bowling - 7. take dance lessons - 8. collect stamps - 9. surfing the internet - 10. do crossword puzzles - 11. go swimming - 12. listen to music - 13. going shopping - 14. read magazines - 15. play the guitar



Images retrieved from:

<http://groups.dcn.org/gscamping>

<http://www.buckhorncommunitycentre.com/>

<http://www.wikihow.com/Write-a-Quatrain-Poem>

<http://cliparts.co/people-dancing-pics>

<http://www.wikihow.com/Collect-Stamps>

<http://now.tufts.edu/articles/thinking-outside-grid>

<http://www.health.com/health/gallery/thumbnails/0,,20486520,00.html>

<http://www.instructables.com/id/How-To-Listen-To-Music-on-School-PC/>

[https://www.google.com.co/search?q=write+poetry&biw=1366&bih=643&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMIpt3BnIb6xwIVBhUeCh2b0gfu#tbm=isch&q=play+computer+games&imgc=d9szQhweml7D2M%3A](https://www.google.com.co/search?q=write+poetry&biw=1366&bih=643&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMIpt3BnIb6xwIVBhUeCh2b0gfu#tbm=isch&q=play+computer+games&imgc=d9szQhweml7D2M%3A)

<http://gracefulhabits.com/6-benefits-of-reading-books/>

<https://en.wikipedia.org/wiki/Bowling>

<http://www.simplyswim.com/blog/gabby-logan-calls-for-more-women-to-go-swimming/>

<https://www.youtube.com/watch?v=Hf9SxtjvA5U>

## Appendix K

Writing composition CALL method

### FREE TIME ACTIVITIES

Hello boys and girls. You are doing a really good work.

This is the second part of the task.

#### 1. PRACTICE.

Go to these links. Practice and write your scores.

1. <http://www.agendaweb.org/exercises/vocabulary/hobbies/free-time-activities-1>

2. <http://www.agendaweb.org/exercises/vocabulary/hobbies/free-time-activities-2>

3. <http://www.agendaweb.org/exercises/vocabulary/hobbies/activities-3>

Listening:

1. <http://wikisaber.es/Contenidos/LObjects/bb1/act1k/act1k.html>

2. <http://www.1-language.com/memorymatchelem/play/memori1.swf>

3. <http://www.learningchocolate.com/content/hobbies-1>

### WRITING

Write about your favorite free time activities in two paragraphs. Paragraph 1

Introduce yourself (Name/ age/ Place of birth/ Nationality/ School/ favorite films, things)

Paragraph 2

Write your favorite free time activities (at least 5)/ briefly describe the activities and why you like them.

<b>TITLE:</b>
<b>Paragraph 1</b>
<b>Paragraph 2</b>
<b>Picture:</b>
<div style="border: 1px solid green; width: 80%; margin: 0 auto; height: 60px;"></div>

## Appendix L

COLEGIO MORALBA S.O. J.M.  
SUBJECT: ENGLISH  
GRADE: SEVENTH

### COMMANDS TO USE AT THE ENGLISH LAB

These are the commands to use at the self - access material centre (tech room)

- 1 Turn on the computer.
- 2 go to internet and open a window
- 3 log in Facebook
- 4 close your chat
- 5 follow the instructions
- 6 listen to the conversation
- 7 complete the activity
- 8 log out Facebook
- 9 close the window
- 10 turn off the computer
- 11 organize the chair and the desk
- 12 leave the room clean.

These are the commands to use at the classroom.

- 1 greet
  - 2 organize the classroom
  - 3 pray the our father
  - 4 sit down
  - 5 pay attention, please
  - 6 look at the board
  - 7 open your notebook
  - 8 copy please
  - 9 look at the examples and try to do something similar
  - 10 let me see your exercise
- etc.

Inside the process at the tech room at the moment of working on line they also follow some particular instructions that allow them work in this platform. for example:

Activity number 1

please look for vocabulary about the weather

Activity number two...

Listen and practice the song about the weather.

<https://www.youtube.com/watch?v=I8GeA3anPdo>

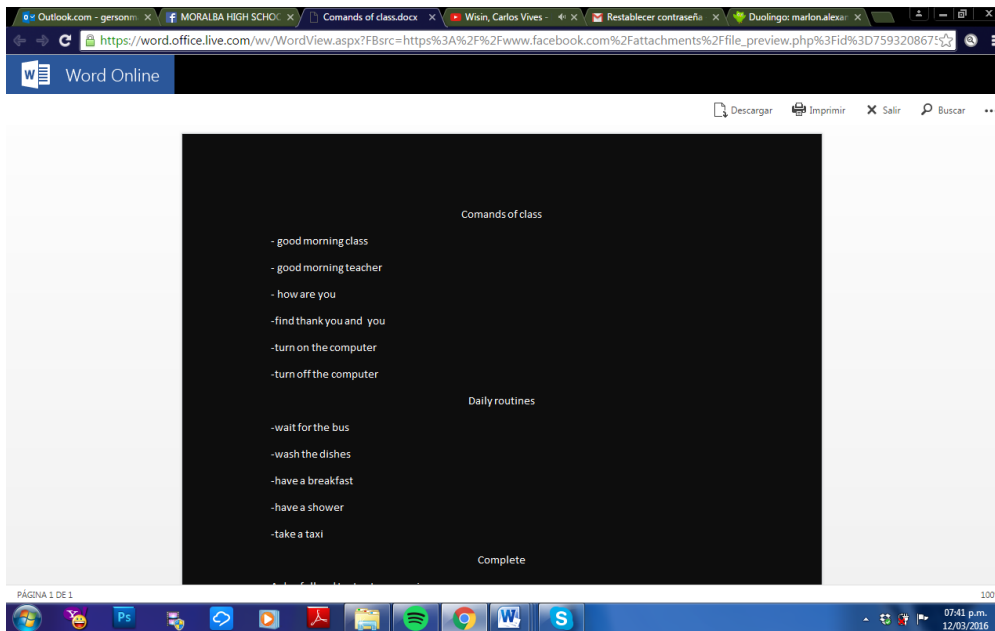
Activity number 3 now you have the opportunity to listen to a weather report.. Practice and pay attention to the video..

try to record a similar weather report about Bogotá's weather.

<https://www.youtube.com/watch?v=iYeHeCJpV2g>

## Activity number 4

Check the song and copy all the expression about the weather in your notebook.



The screenshot shows a Microsoft Word Online document titled "Comands of class". The document content is as follows:

Comands of class

- good morning class
- good morning teacher
- how are you
- find thank you and you
- turn on the computer
- turn off the computer

Daily routines

- wait for the bus
- wash the dishes
- have a breakfast
- have a shower
- take a taxi

Complete

The document is displayed in a browser window with the URL [https://word.office.live.com/wv/WordView.aspx?FBsrc=https%3A%2F%2Fwww.facebook.com%2Fattachments%2Ffile\\_preview.php%3Fid%3D759320867%3F](https://word.office.live.com/wv/WordView.aspx?FBsrc=https%3A%2F%2Fwww.facebook.com%2Fattachments%2Ffile_preview.php%3Fid%3D759320867%3F). The browser tabs include Outlook.com, MORALBA HIGH SCHOOL, Comands of class.docx, Wisin, Carlos Vives, Restablecer contraseña, and Duolingo. The Windows taskbar at the bottom shows the time as 07:41 p.m. on 12/03/2016.

## Appendix M

<p>Facebook group</p> <p><a href="https://www.facebook.com/groups/1566777513605384/">https://www.facebook.com/groups/1566777513605384/</a></p>	<p>A group created to interact with the students and among themselves, they also can upload and download activities from different web pages found within the group to learn and practice English. It is a space to explore new experiences related to the English learning. Here they have the opportunity to check what their classmate do, they can give their opinions about the different activities that we do in English class, and it is not just for English they use the group to share information about their other subjects. There are evidences of how they have improved their performance in English classes. Some of the web pages recommended by the students have been consulted as a part of the class exercises, and have been they who have explained the exercises to their classmates. They enjoy a lot the idea of work in class using this kind of methods. There are numerous technology tools which can be integrated into the classroom and used outside class, such as chat, blogging, and social networking, as we have experimented in this class, Facebook is part of their life and it is a way to keep in touch with the class, to be up dated, because they can consult what was done in classes and practice where they are.</p>
<p>YouTube</p> <p><a href="https://www.youtube.com/watch?v=I8GeA3anPd0">https://www.youtube.com/watch?v=I8GeA3anPd0</a></p>	<p>YouTube is a very versatile tool to work in classes with the students; They can practice many different activities as songs, pronunciation skills, reading, among many others. In classes, the students listened to some children´s songs about the vocabulary studied in classes before. This tool was used to reinforce the vocabulary pronunciation. Also they had the opportunity to watch the images and videos and relate to the vocabulary given to helped them to have a clear idea what they are learning.</p>
<p>Saber Ingles</p> <p><a href="http://www.saberingles.com.ar/exercises/139.html">http://www.saberingles.com.ar/exercises/139.html</a></p>	<p>It brings teachers and students many resources to learn English in a funny way through internet.</p>
<p>Duolingo</p> <p><a href="https://www.duolingo.co">https://www.duolingo.co</a></p>	<p>An interactive webpage where students and teachers can find many resources to learn and practice English, since vocabulary to complex text, articles and exercises. One of those resources</p>

m/

is the facility to create groups and follow its progress. In Moralba was created a group by the teacher with 18 students now is possible to monitor their activities and their scores on those activities. Then in classes all this vocabulary is applied at the different activities they do.

Curso Inglés

<http://www.curso-ingles.com/>

As many of the others webpage that we can find on internet, this place have a lot of free activities to perform