



THE WAY VOCABULARY AFFECTS ORAL PARTICIPATION IN A
UNIVERSAL HISTORY CLASS IN AN EFL PRIVATE JUNIOR HIGH
SCHOOL

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-DEDICATIONS-

**-To my wife Teresa, who is the biggest support I could ever ask for,
your love, patience and all the inspiration you give me every day to be
a better man-**

**-To my son Matias and my daughter Tessa, guys, do not postpone
your thesis and your degree to the last time, do not be as irresponsible
as your father is, love you both my little pumpkins-**

**-This thesis is also dedicated to my Mom and Dad. All your support,
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**-Thanks teacher Cesar for your guidance, patience, and time for
completing this-**

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CHAPTER I: INTRODUCTION

Introduction

“Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” Wilkins (1974, cited in Yanqing, 2009).

Learning vocabulary for students in English as a Foreign Language (EFL) has always been important. According to Wilkins (cited in Thornbury, 2002, p.13) a recent course book (Dellar H and Hocking D, *Innovations*, LTP) comments there is not a really improvement when grammar is being practiced a lot but when learning vocabulary. The reason is that vocabulary helps to express almost everything with words and expressions than with grammar rules. Yanqing (2009) points out that in China most of the courses that are offered in the English language are organized to teach and to retain grammatical organizations. It is believed that grammar is more important and productive than vocabulary, because just one rule can generate many sentences while vocabulary is considered a collection of items.

French (1983) commented that vocabulary was not considered important until the 1950`s when it took an important role in teaching. According to French (1983) and Thornbury (2002), teachers did not teach a lot of vocabulary in their classes because it was believed that if students had a lot of vocabulary they would make mistakes in sentence construction before they could master grammar.

However, this point of view changed when they knew some of the answers of learners that answered the question of *how they would like to improve their English* (Thornbury, 2002). Most of the answers were that they had the necessity of knowing more vocabulary to express better, also students believe that they need more vocabulary because most of the time they use the same expression to explain different things.

Vocabulary is very important because, according to some of the students` opinions, it helps them to express what they want. Also, French`s (1983) experience remark that

vocabulary is more than memorizing list of words because when a foreign language is being learned students should not only know the meaning of words but also the use the vocabulary that they are learning. However all the vocabulary can be more than just single units of words (Folse, 2004). In fact, it exist many different types of vocabulary and the way that they are categorized depends on their meaning. Folse (2004) mention that vocabulary can be divided such as: Single words, Set phrases, Variable phrases, Phrasal verbs and Idioms.

1.1 Purpose

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate.

The purpose of this qualitative case study is to realize the importance of the vocabulary and the factors that impede the oral participation of six Middle School children during classroom interaction in their EFL classes.

The participants will be six kids in Middle School, due to their age their names and ages will remain in anonymity. The study will be conducted in a 10th grade classroom in a private bilingual school in the state of Puebla.

1.2 Research questions

This study will attempt to answer the following questions.

- What are the factors that impede the oral participation of Middle School children during classroom interaction in their EFL classes?
- What aspects of English vocabulary currently interest the students of Middle School children during classroom interaction in their EFL classes?

1.3 Justification

This research is focused to discover the factors that impede the oral participation of six students in Middle School in the city of Puebla in their bilingual classes. This research contains a relevant topic that has to be studied because learning vocabulary is not as easy as it seems because there are difficult structures that non-native speakers face when they a language, in this case English as a foreign language. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent researches indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Learning vocabulary goes beyond just memorizing the words with the meanings because one word can have different meanings (French, 1983) which are not clearly related to the word.

1.4 Limitations

The information gathered cannot be generalized to other contexts and instances since this is localized situations with specific students and a specific situation.

1.5 Significance of the study

This study is important mainly for the writer of this project because on my short stage as an English teacher I want to discover the reasons why students don't participate and acquire vocabulary and this information could help me determine the possible solutions to discover why some students do not participate in the class and how this affects their communication, grades and language skills in English.

This information might be helpful for other teachers in the same position to improve or motivate the Vocabulary Learning in the ELF classes.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter presents the literature review section to including some definitions about vocabulary and the importance of vocabulary knowledge are addressed. It also provides some techniques that teachers use to learn new vocabulary English, in an intermediate level. In addition this chapter describes three techniques which some authors agree are successful to learn vocabulary.

2.1 What is vocabulary?

Many authors have similar definitions about vocabulary. According to Hubbard (1983) vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

2.2 Second Language Acquisition

Second language acquisition is often viewed as part of applied linguistics; it is typically concerned with the language system. Second language acquisition is systematic study of how people acquire a second language and it is a fairly recent phenomenon, belonging to the second half of the twenty century (Ellis 1997, pp.3). Ellis et al refers to the second language acquisition as the manner in which people learn a language other than their mother tongue, it occurs inside or outside of a classroom. Moreover, he argues that a key factor in the second language acquisition process is “the opportunity afforded

the learner to negotiate meaning with an interlocutor, preferably one who has more linguistic resources than the learner and who is adept at ‘foreigner/teacher talk’”.

On the other hand, Krashen (Krashen,1988, pp. 44) remarks that second language acquisition is when a person learn languages in addition to their native language, also he said that acquisition is subconscious process of ‘picking up’ a language trough exposure and latter to the conscious process of studying it. Some studies indicate that our knowledge of the second language process is relevant to the classroom and that acquisition occurs there; at the same way, Wagner –Gouugh and Hatch (1975) argue that the classroom is the environment in which occurs the acquisition, also he remarks that classroom can be more effective place than outside the classroom for acquiring a second language. Finally, second language acquisition is the description of learners’ communicative competence.

2.2 Differences between L1 and L2

When we learn our first language (L1) we are likely to learn it in different ways and in different contexts from we learn a second language (L2). We are also likely to be a different age. According to Ervin-Tripp (1974) claimed that first language (L1) studies have been limited mainly to natural setting in which language is a product of communication needs and Bruner (1982) said that language emerges as a procedural acquisition to deal with events that the child already understood, but this occur in child’s environment. However, Newmark (cited in Rich and Amato 1988) L2 learning sometimes takes place outside the classroom when children or adults ‘pick up’ vocabulary; thus Taylor (1980) argues that L2 is more similar to L1, except that the learner often does not get as much exposure to the language as the L1.As can be seen, the L1 is presented in natural settings, but L2 is sometimes used in classrooms.

2.3 Foreign language learning

In order to understand best the importance of foreign language learning in this study, it is first important to provide a definition of foreign language learning.

Tomlinson (1984) defines foreign language learning as the use at least one other language and it is learned by people who live in a community in which English is not normally used. Moreover, he said that foreign language learning takes place only in the classroom. According to Littlewood (1998) there are three ways in which people learn a foreign language. Firstly, he said that people need exposure to lots of examples of the language that they are learning. Secondly, people need to use language in interaction with other people. Thirdly, they need to identify and practice the language that they need to communicate. It can then be concluded that Foreign language is when people learn a language in another country.

2.4 Language Skills

In the process of learning a language, listening, reading, speaking and writing are the four language skills that are involved in the activities of learning, (Chastain, 1976). “Audio-lingual proponents have advocated the natural sequence in learning a second language: listening, speaking, reading and writing”, (Chastain, 1976, p. 279). However, according to Chastain (1976), that sequence of learning a second language does not occur in the real practice; because when a student is learning the oral skills, it does not mean that the skills of reading and writing are developed immediately. Although the four skills are very important for the development of the learning (Chastain, 1979), this research is focused in the reading skill, because in that skill is where the eight participants have more problems than in the other skills.

2.4.1 Issues in vocabulary acquisition.

Researchers usually suggest that vocabulary can be broken down into two forms: oral vocabulary and reading vocabulary. Oral vocabulary by its turn is broken down into speaking and listening that refers to words that we use in speaking or recognize in listening, while reading vocabulary is broken down into reading and writing that refers to words we recognize or use in print (Cardenas, 2001). These two forms of vocabulary are related to receptive and productive vocabulary, two relevant concepts in vocabulary acquisition whose distinction has been discussed by researchers over the years.

2.5 Learning Vocabulary.

Learning vocabulary for students in English as a Foreign Language (EFL) has always been important. According to the results of a question that Thornbury, (2002) made to some students about how they would like to improve their learning in English, most of them agreed that vocabulary is really necessary because most of the time they use the same expressions to explain different things or because they cannot speak fluently because the lack of vocabulary. Vocabulary is classified depending on their meaning such as: Single words, Set phrases, Variable phrases, Phrasal verbs and Idioms (Folse, 2004). But this research is only focused on phrasal verbs. The reason is that phrasal verbs are a very difficult part to learn for non-native speakers to manage because these words often have an idiomatic meaning (Folse, 2004); it means that they change their meaning depending on their structure. That is why this investigation is interested in known if teachers apply techniques to help students to learn easier new phrasal verbs.

Given the difficulties of vocabulary learning in a second or foreign language (L2), along with the obvious necessity of trying to overcome them, one would expect that vocabulary instruction would be at the top of the agenda for language teachers. However, the opposite is often the case. Vocabulary is not explicitly taught in most language classes, and students are expected to "pick-up" vocabulary on their own without any guidance.

Many instances of so-called vocabulary instruction involve merely giving students lists of words to memorize or providing limited practice opportunities, with no further assistance to the often overwhelmed learner.

Some distinctions between productive and receptive vocabulary knowledge may be important here. Spoken vocabulary is often smaller than written vocabulary, which is in turn generally smaller than receptive (reading and listening) vocabulary. This fact coincides with the truism that, for many learners, proficiency is more difficult to reach and sustain in speaking than in writing, and more difficult in writing than in reading and listening. Some L2 teachers may feel that students learn vocabulary most effectively by practicing it through speaking or writing. Sufficient exposure to the new target language word in meaningful, communicative, oral or written contexts is no doubt essential. Simulation/gaming, small group discussions, project work, and other communicative techniques provide naturalistic, motivating practice in speaking and writing.

Production practice can help learners expand their vocabulary in several ways. First, such practice forces the learner to access relevant schemata and put them rapidly into production. Second, for the alert learner such practice provides many opportunities for feedback about whether the learner is using the new word correctly and whether the new word carries a particular nuance or connotation. This feedback gradually helps to shape and reshape the learner's existing schemata related to the new word. However, production practice cannot be the totality of vocabulary learning; it can only tap those words which are already in the learner's existing schemata. Techniques for getting new L2 words into memory (linking new information with existing schemata) and for recalling them when needed are required before the words become accessible for productive use.

In recent years, second language vocabulary acquisition has become an increasingly interesting topic of discussion for teachers; researchers and curriculum designers with the

purpose of improve the learning from a second language. Cheryl Zimmerman leads off with a historical survey of vocabulary teaching methods.

2.5.1 Strategies

The strategies, according to Echeverria (2004), they are mental processes or plans that students to help themselves to understand and store new vocabulary and information. Tuñas, (2011) says that a strategy is a guide of actions that have to be done. They can be consciously or unconsciously. A strategy is an understanding of the reflexive processes of the procedures. Echeverria classifies these strategies in three types: cognitive, metacognitive and social effective, these strategies are adopted by students while they develop their reading, writing and learning skills.

2.5.1.1 Social strategies

Social interaction learning strategies are all variants of three basic techniques: Cooperating with others, asking questions and empathizing with others. (Rubin & Wenden 1987, cited in Gamboa, 2009).

2.5.1.2 Cognitive strategies

According to Oxford (1990), these are very essential in learning, it helps students become more independent and responsible for their own learning; therefore, learners should be encouraged to individualize their own learning strategies.

2.5.1.3 Metacognitive strategies

These are actions that prove to learners to organize their own learning process because they sometimes feel overwhelmed when they have to manage with a lot of new vocabulary, rules or unfamiliar words (Oxford, 1990).

2.5.1.4 Learning strategies

Learning strategies are defined as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more effective and more transferable to new situations” (Oxford, 1990). According to Cohen (1998) these are processes that the students have consciously to storage, recall and apply the information of a language. While Purpura says (1999) that are techniques or activities that students choose to test

their language learning. As a conclusion learning strategies can be defined as actions of processes that most of the students use to improve their level of English. Most of the learners adopted a number of strategies for coping new vocabulary, but not all learners are equally good at maximizing their strategic sources (Carter, 1998).

2.5.2 Techniques

According to Tuñas (2007) a technique is defined as “a specific activity that students use when they learn, such as repeat, underline, make questions, and so on. The techniques can be used in a mechanically. A technique is the comprehension, the use, and the applications of the procedures. The techniques are divided in visual and verbal techniques that will be explained below:

2.5.2.1 Visual techniques

These kinds of techniques include flash cards, photographs, blackboard drawings, wall charts and realia objects. The use that teachers give to this kind of material is to cover the meaning of the vocabulary taught. They are easily to use and these kind of material involves the student interaction. According to Gairns (1992) they are really good as the basis for a guide pair work dialogue.

2.5.2.1.1 Mime and gestures

Using mime and gestures are a good way of help to students to understand better the meaning of new vocabulary. Teacher can present a situation or a context to check if learners have understood the concept of the word. Also teacher can use a conversation to introduce a phrase or word (Gairns, 1992).

2.5.2.2 Verbal techniques

When teachers introduce a topic, they use more than one situation to check if students have understood the topic. These situations can be conversations to introduce phrases and words (Gains, 1992).

2.5.3 Techniques to teach vocabulary to intermediate level students

French (1987) give us some techniques to teach new vocabulary to students. These techniques are described in the following paragraph.

2.5.3.1 Using simple English to show meaning of words

What this technique has the objective of defining the new vocabulary that students see for the first time. However, the most important is not to define the new vocabulary is to know how to use the word. This means, that the students has to develop the ability to define new words so he could comprehend them and then be able to use them in certain contexts (French, 1987).

2.5.3.2 The value of seeing a new word in a sentence

This technique tries to help to the student to understand the meaning of a word giving an example of it. This means to use the word in a sentences and this can help to the student more than a definition. This kind of technique is very useful to most of the students because it helps them to comprehend more the meaning of a new word (French, 1987).

2.5.3.3 The use of dictionaries

The use of dictionaries helps to students to understand better the words because they define the word into their mother tongue. Most of the students use a bilingual dictionary because it gives them a more lengthy understanding of the word. These kinds of dictionaries are very useful if teachers tell students how to use them in a proper way. The most useful dictionaries, according to French (1987), are learner`s students, such as *Oxford Student`s Dictionary of American English* and the *Longman Dictionary of Contemporary English* because they both contain valuable information and very helpful definitions. Some tips that French (1987) gives are first find the word, then look at the examples to know in which context can be used the word and copy the example and make new sentences. According to Luppescu & Day (1993), (cited in Coady) students who used the dictionary had better results on a vocabulary test than those who did not.

According to the authors, the techniques presented in the previous paragraphs are useful to help students to learn new vocabulary. With this research I want to know if these techniques are used by the teachers at LEI to help students to improve their acquisition of

vocabulary. In the next chapter is presented how all this investigations is going to be developed to reach the objective of this research.

2.6 Affective factors

There are certain emotional factors which influence the second language learning. In other words, a learner's attitude towards the language or to the teacher in the classroom context may have an impact on how well the learner learns. These factors will be studied in more detail since their influence is vital in order to understand the interaction in the classroom. We know teachers need to notice the type of the vocabulary, the students' level and characteristics but in addition, the value of the techniques for the learners. In other words, students' age, and level of education as well as English proficiency ...etc. may affect their learning.

2.6.1 Personality factors

The following paragraph is turned now to a contemplation of specific personality factors in learners' behavior and how these factors are related to the learner's interaction skill inside the classroom. According to Brown (1994, p 134) "personality factors within a person contribute in some way to the success of language learning."

2.6.1.1 Self-esteem

Self-esteem is considered as an accumulation of experiences; Cooper smith (1967) study (cited in Brown 1994, p 137) defines "self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior." In other words, self-esteem refers to an aspect of human behavior and believes in the learner's own capabilities. In addition,

self-esteem is defined in three different categories by Shavelson, Hunber & Stantan's (1976) study (cited in Freeman & Long 1991, p 184) added "a ternary hierarchy to account for self-esteem, or the feeling of self-worth an individual processes. At the highest level is global self-esteem, or the individual's overall self-assessment. At the medial is specific self-esteem, or how individuals perceive themselves in various life contests. At the lowest is the evaluation one gives oneself on specific tasks."

2.6.1.2 Inhibition

Another important personality factor to mention is inhibition. Macmillan 2002 (p, 726) defines inhibition as "a feeling or being embarrassed or not confident that makes it difficult to relax and do or say what you want to. " In other words, it might be a barrier that hampers the learners to do what they want in a real situation. On the other hand, inhibition is developed at different steps. For instance, "in adolescents, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibition to protect a fragile ego, to ward off ideas, experiences, a feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded." Brown H. (1994, p 138) In addition, Arnold (1999, p10) said "inhibition is developed when small children gradually learn to identify a self that is distinct from other, and their affective traits being to form".

2.6.1.3 Anxiety

Another important factor to mention in this research is anxiety which hampers the interaction skill. Anxiety is defined as a negative factor Brown (1994). In other words, anxiety might affect negatively the learner's interaction success. In addition, Longman (1998, p. 27) defined anxiety as "a strong feeling of worry about something that might happen". In this opinion, it has a strong negative feeling since the learner is affected in the process of the language learning. In the view of Horwitz et al. (1986 cited in brown 1994, p.142) "three components of language anxiety have been identified: (1) communication apprehension, arising from learners inability to adequately express

mature thoughts and ideas; (2) fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and (3) test anxiety, or apprehension over academic evaluation." In other words, anxiety can take place at different two different contexts: educational and social context.

2.6.1.4 Risk-taking

One more affective factor which is associated within interaction skill is risk-taking. This factor is linked in the learner's choices and decisions that are taken in different situations. As Brown mentioned (1994, p.140) "risk taking is an important characteristic of success learning of a second language. Learners have to be able to "gamble" a bit, to be willing to try out hunches about the language and that the risk of being wrong." that is, a learner should be able to take the risk in order to take his/her own decisions whether if the learner is correct or wrong.

2.6.1.5 Empathy

An additional personality factor important to mention is empathy which can be considered as an ability in order to understand someone else's feelings. According to Brown (1994, p.143) "Empathy is the process of "putting yourself into someone else's shoes", of reaching beyond the self and understanding and feeling what another person is understanding or feeling." In other terms, it can be described as the projection of one's own personality into someone else's personality in order to understand him/her much better Brown (1994). From another point of view, empathy "is also predicted to be relevant to acquisition in that the emphatic person may be the one who is able to identify more easily with the speakers of a target language and thus accept their input as intake for language acquisition." As mentioned by Krashen (1988, p. 23). In other words, an emphatic person tends to be able to communicate with native people with less difficulty.

2.6.1.6 Motivation

Motivation is an extra important personality factor which is related to the effect of the language. In the opinion of Keller (1983 cited in brown 1994, p.152) motivation

refers to “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in terms of respect.” In other words, it is the principal basis in order to achieve something since it is the reason which impulses people on doing something. An additional definition of motivation described by Gardner (1985 cited in Nunan 1996, p. 210) “refers to the combination of effort plus desire to achieve the goal of learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual work or strives to learn the language because of desire to do so and the satisfaction experienced in this activity.” In other terms, it is referring to the pleasure a learner faces and the experience he/she acquires when learning a second language.

2.6.2 Sociocultural factors

There are much kind of Cultures in our word in which people share, feelings, thoughts and information with others. Brown (1994, p.163) expresses “culture is the context within which we exist, think, feel and relate with others. It is the “glue” that binds a group of people together”. That is, it is the mean in which each person is linked with other people to form their identity. Furthermore, Culture is also characterized by the thoughts, traditions and abilities given a group of people in a certain period of time Brown (1994). This aspect is essential to mention since it can affect in the learning of a second language therefore, the interaction skill in the classroom between students-teacher and vice versa because Brown (1994, p.164) states that,” Culture thus establishes for each person a context of cognitive and affective behavior, a blueprint for personal and social existence”.

2.6.2.1 Attitudes

First of all it is important to define attitudes to understand the effects it has in the field of interaction skill and also the connection with motivation. brown (1994, p. 168) defines”Attitudes like all aspects of the development of cognition and affect in human beings , develop early in childhood and are de result of parents and peers attitudes, contact

with people who are (dissimilar) in any number of ways and interacting affective factors in the human experience. These attitudes form a part of one's perception self, of others, and of the culture in which one is living". In other words, this reflects the behavior people acquire since children however, attitudes might affect people's actions toward the culture with others. Then, the relation among attitudes and motivation is strongly linked. It is important to mention if second language learners have pessimistic attitudes they can lead to decrease motivation in the whole sense, as consequence the input is reduced and the interaction as well brown (1994).

2.7 Speaking

In this section of the literature review talk about speaking is one of the skills and it is a productive skill that involves using speech to express meanings to other people (Tarone 2000, pp.485). Mcdonough and Shaw (1986) said that "speaking is desire and purpose-driven", in other words we want to communicate something to achieve a particular goal this goal is that other person understand the message, this involve expressing ideas and opinions. On the other hand, Yule (1983) said that "speaking is the skill which a person is judged "at a face value", it means that people may make judgments about our language competence. In addition, speaking is an active process and it has a relationship with listening because if learners understand what teacher said they make communicate their ideas or opinions is for this reason that speaking is difficult to dissociate from listening. (Mcdonough and Shaw 1986)

2.7.1 Fluency

In order to understand best the importance of fluency has in this study, it is first important to provide a definition of what fluency is. According to Ellis (1986) said that is the ability to form words without using conscious rules. Although, Danesi (1992) agrees with Ellis that fluency is the ability of using a language easily and Danesi argue that is not only speak easily but also accurately that means that he said that fluent speaker uses

the grammar rules. As can be seen, the authors consider that fluency is the capacity to speak at a normal speed.

CHAPTER III: METHODOLOGY

This chapter focuses on the instruments that we are going to use to analyze this research; also, this chapter aims the importance of learning vocabulary. This chapter gives details of the participants (B1- 2nd middle junior-high school students) and the context where this phenomenon occurs. Finally, the research explains the procedure to be followed and also, the instruments that will be applied.

3.1 Qualitative Research

A qualitative research is an investigation that tries to understand the meaning of some phenomena by applying general questions and collecting data (Creswell, 2005). While Merriam (1998) claims that a qualitative research is interested in understanding how people construct and interpret the world where they live in. A qualitative research is interested in understanding the nature of the phenomenon depending on the experience of the people. According to Burns (2003) the objective of a qualitative research is to describe and interpret the behavior of the human within a certain social context. The research that will be presented in this paper is a qualitative research because it is based on experiences of the participants and the data will help us to interpret and understand the phenomenon presented in this chapter.

3.2 Case of study

This is a qualitative research case of study that is focused on describing what some of the factors and techniques are that students of six B1- 2nd middle junior-high school during classroom interaction in their bilingual classes use to learn new vocabulary. According to Yin (1994, cited on Merriam S. 1998) a case of study is an empirical inquiry which investigates a phenomenon within its real context. Creswell (1998) claims a case of study is “an in-depth exploration of a bounded system based on data collection”. As a conclusion, a case of study can be conceived as a deep research of a phenomenon within its context that can be supported on data collection.

3.3 Participants

The participants that will be observed in this research will be six Middle School children. They are six men all of them are studying the 10th grade classroom in a private bilingual school with a B1 certification in a 2nd middle junior-high school in the state of Puebla.

3.4 Setting

According to Creswell (2005), setting is “the place where a story physical occurs”. But it is also “the situation or environment that rounds the cultural sharing group being studied” (taken from Creswell, 2005). It is important to describe the setting because it will help us to interpret the results of the investigation. This investigation will occur in a Universal History class on a private bilingual school in the state of Puebla. Students take this class three times a week with two hours each.

3.5 Triangulation

Due to the fact this is a qualitative research it has to be proved with a method. According to Cohen (2000) the triangulation is defined as “the use of two or more methods of data collection in the study of some aspect of human behavior”. According to Campbell & Fiske (1959, cited in Cohen, 2000) the triangulation is a useful way of demonstrating “concurrent validity in a qualitative research”. This concept is described as the use of methods with the finality of demonstrating the information of the collection data.

3.6 Instruments

In this investigation there are three instruments. These instruments are an interview, a video recording and a survey at the Universal History class that were adapted for this investigation. The instruments will be defined as tools that will be helpful for measuring, observing, or documenting qualitative data (Creswell, 2005). An observation is the process of observing the participants in their research site (Creswell, 2005). An interview is when researchers ask to one or more participants some questions to later recorder them, this questions are generally open-ended questions. Then all this data is

transcribed and typed into a computer for its analysis (Creswell, 2005). The instruments are important because they give to the researchers the opportunity of studying the behavior of the participants in their context and it is also helpful with individuals that who find difficult to express themselves with words.

3.7 Procedure

This investigation will be developed in the following way. First, the six students will be asked to answer an interview and a survey about the techniques and the way they use to learn vocabulary in class and how they feel when they participate in class. Then, I will videotape the classes two times a week. I will write notes about what students do during their classes and then I will compare what they do on their classes with what the experts say about the techniques for teaching vocabulary.

CHAPTER IV: ANALYSIS & RESULTS

4.1 Self-Reported with Participation on Class

As graphic 4.1 from the survey shows, the students A, B, C and F reported a low confidence for getting involved on the active participation of the classroom; we notice that the results on questions 4, 5 and 6 are low with those four students and they do not consider helpful their vocabulary learning based on personal experience with the History class; in short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the students hold towards themselves. The individuals convey a subjective experience to others by verbal reports and other overt expressive behavior. In other words, self-esteem refers to an aspect of human behavior and believes in the learner's own capabilities to participate on class.

We notice students D & E feel comfortable to participate without any problem on the History class showing on the answers they gave that they do not show any problem with shyness or participating but the limitation that they have with their vocabulary impedes their participation on class.

All the six students have a positive attitude towards vocabulary, because they see it as the reason of many of the difficulties they perceive in their program of study. As we can see on graphic number 1 all the students considered that learning vocabulary is useful to have a better communication on class.

On graphic number 2 we discovered students D, E & F are the students with more confidence and more vocabulary. Upon having most of their classes in English, students are exposed to a great amount of vocabulary in different content subjects. English is used as the medium of instruction but lack of appropriate vocabulary affects their academic performance. We can notice on graphic 2 that students D, E & F are having the highest points and the highest average showing assurance on their vocabulary skills.

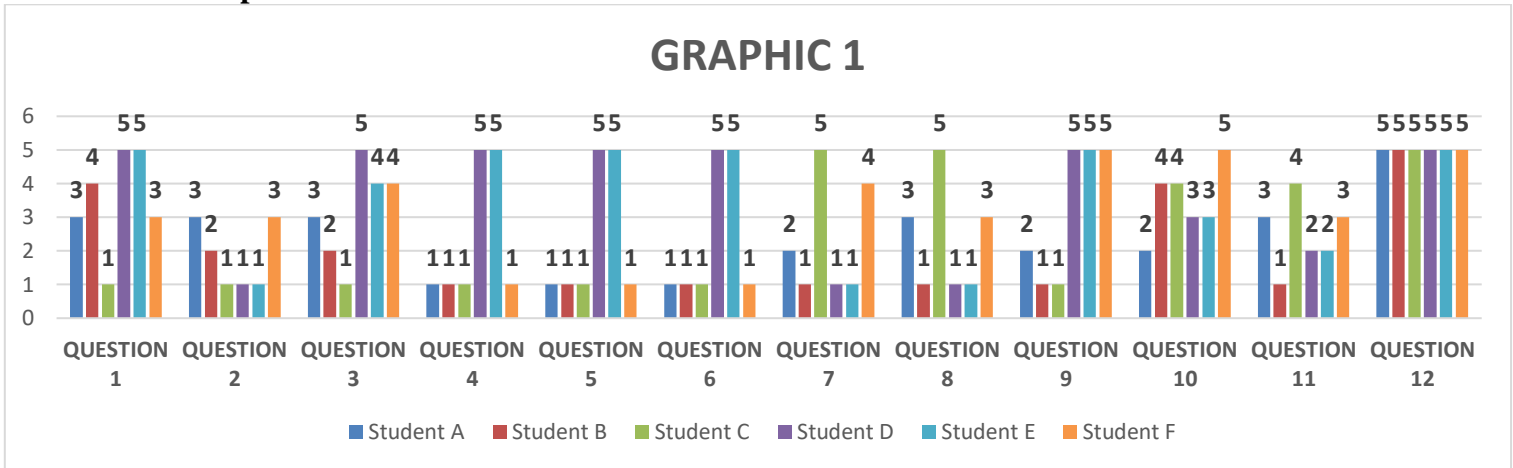
We appreciate first that a limited active vocabulary makes it difficult for students to express complex thoughts, opinions, or concepts; and second, limited passive vocabularies make it difficult for students to comprehend academic texts.

According to the results of this survey presents students A, B & C may have problems to understand academic concepts, as what they usually get is something abstract. They present a problem with their classmates; they feel uncomfortable talking or giving an idea in front of them because of their personality, in order to understand best the importance of personality factors in the language classroom, it is first important to provide a definition of what personality is, according to Allport (cited in Madhava & Bhaskara, 1948) claimed that personality is “the individuals’ characteristic reaction to social stimuli and his adaptation to the social features of environment” whereas Cattell (1970) argue that personality is a person’s behavior in a given situation. Thus, personality factors within a person can contribute in some way to the success of language learning. (Brown, 200). Finally, personality is considered like emotional human behavior and it affect the language process.

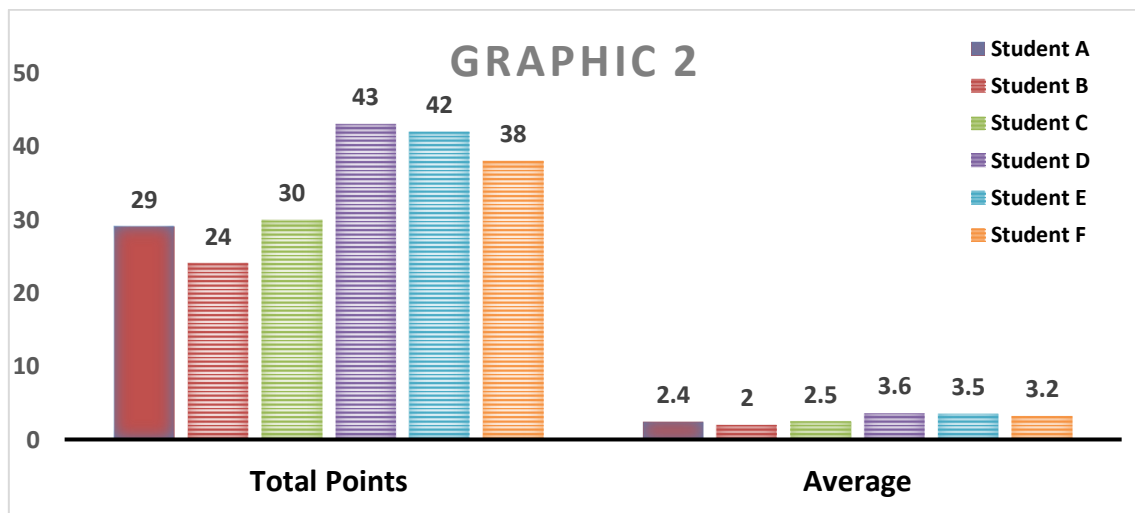
This survey results also presents that all the students who were answering this survey have something in common about in question number 12 because they think that learning vocabulary is useful to have a better communication on their class. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. According with Macaro’s survey (2003) indicate that secondary language teachers view vocabulary as a topic they most need research to shed light on to enhance the teaching and learning in their classrooms. Therefore, it may be claimed that the role of vocabulary in L2 learning is

immediately recognized and\ implications for teaching from substantial research are in great demand.

Graphic 4.1



Graphic 4.2



Q1	I like to participate on my Universal History Class.
Q2	I am good at English.
Q3	Vocabulary is important for you to participate on class.
Q4	I am able to give answers and participate when the teacher asks me.
Q5	I like to answer questions asked in Universal History class.
Q6	I feel comfortable asking and answering questions in Universal History class.
Q7	I am good with vocabulary.
Q8	I am good learning vocabulary.
Q9	I feel uncomfortable participating on my class because my classmates.
Q10	I understand many of the words I see on class.
Q11	I can express with clarity and understand in my Universal History class.
Q12	Learning Vocabulary is useful to have a better communication on my class.

4.2 Strategies that students apply to learn vocabulary

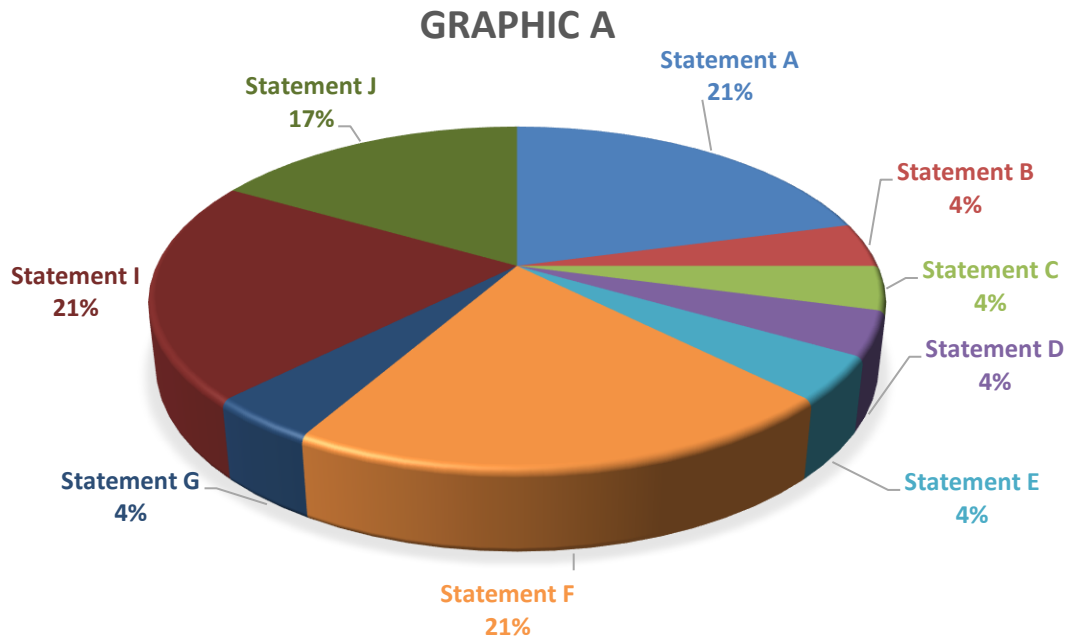
Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. “In content area reading, students need thorough understanding of vocabulary because the words are labels for important concepts” (Harmon, Hedrick, Wood, 2005, p. 265).

Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

According with Graphic A, we noticed the most useful strategies for the 6 students are using pictures to learn a new word, watching movies and listening to a word repeatedly. Even when students come across “familiar” words in their class they soon find out that what they first thought was the definition of the word most of the time is always what the definition turns out to be, which means that providing easy strategies can be helpful for the independence of learners in their learning process. However, there is a lack of strategies that can help learners determine word meanings by themselves

As we can see on the same graphic, we noticed the most unpopular strategies are the ones involving the classical method of learning vocabulary including repetition and writing so we can consider that teachers are becoming conscious of the relevance and importance of vocabulary instruction and they are conscious of their role as facilitators and guides. Teachers have given important steps to call students’ attention to the importance of focus on lexical form and teachers have paid attention to successful strategies to teach vocabulary as well. Thus, the instruction of vocabulary has come a long way in recent years and it is becoming more prevalent. Issues in vocabulary learning cannot be divorced

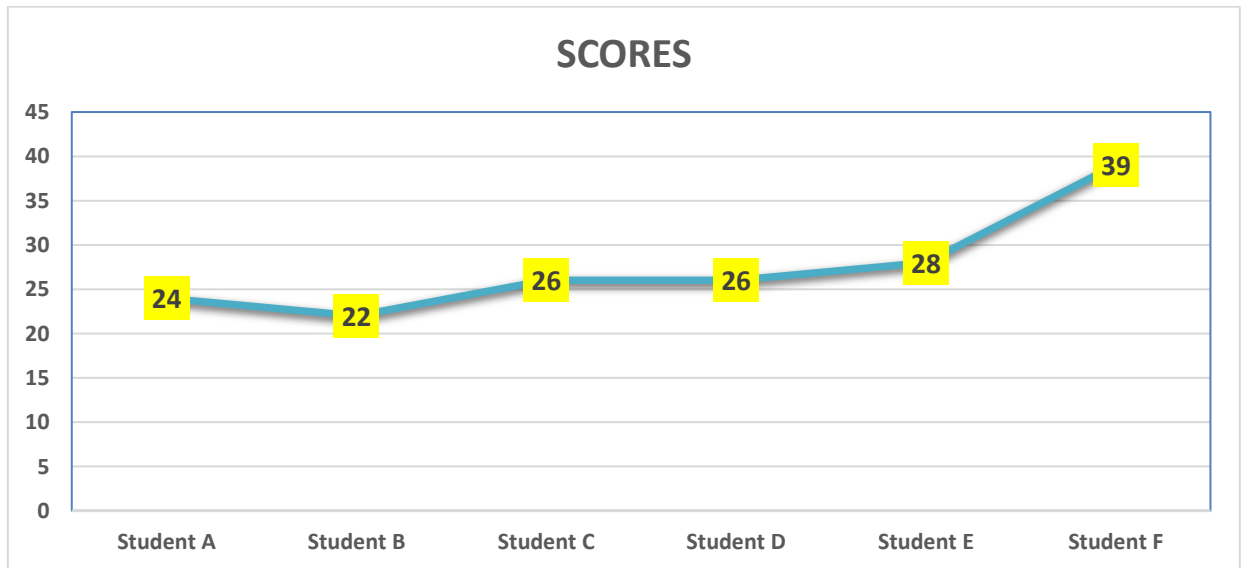
from vocabulary instruction. So, the next step is intended to show how vocabulary acquisition is developed by learners.



Strategy	
A	Using pictures to learn a word.
B	Reading a word repeatedly.
C	Use words in real-life situation.
D	Guessing words in context.
E	Making a sentence to study a word.
F	Watching movies.
G	Writing a word repeatedly.
H	Listening to a word repeatedly.
I	Building one self's word bank in notebooks.
J	Looking for relationship of the word in the real life

A student's receptive vocabulary is typically larger than productive vocabulary. In the graphic B we noticed that if a high frequency word is known receptively there is a good chance that it will be known productively. As we can see this is happening with student F who obtained the highest score. This means that a student may recognize a word or may know that word meaning, however, the student may not know how to use that word effectively while communicating. Students B and A know far more words receptively than productively. Thus, not all words known receptively are known productively.

GRAPHIC B



CONCLUSION

I could realize people can expand their English vocabulary knowledge in many different ways. As a nonnative English speaker, I have been learning vocabulary for many years, but I am still a learner because English vocabulary changes and grows.

Occasionally, I come across an unknown word or phrase in something in print or online, or that I hear on the radio or television, I will stop to consider what it might mean in that particular context and make a guess, if I am at my cellphone or computer, I will check an online dictionary and check for the word or phrase or even if I have a dictionary close by but in the end whatever their personality and learning style, both teachers and students can develop a growing love for English vocabulary learning and naturally share a passion and an interest for words and phrases in any language.

In short, students need vocabulary instruction that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time.

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APPENDIX I

Survey I – Student A

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for Very Likely.

1. I like to participate on my Universal History Class. 1 2 **3** 4 5
2. I am good at English. 1 2 **3** 4 5
3. Vocabulary is important for you to participate on class. 1 2 **3** 4 5
4. I am able to give answers and participate when the teacher asks me. **1** 2 3 4 5
5. I like to answer questions asked in Universal History class. **1** 2 3 4 5
6. I feel comfortable asking and answering questions in
Universal History class. **1** 2 3 4 5
7. I am good with vocabulary. 1 **2** 3 4 5
8. I am good learning vocabulary. 1 2 **3** 4 5
9. I feel uncomfortable participating on my class because
my classmates. 1 **2** 3 4 5
10. I understand many of the words I see on class. 1 **2** 3 4 5
11. I can express with clarity and understand in my Universal
History class. 1 2 **3** 4 5
12. Learning Vocabulary is useful to have a better communication
on my class. 1 2 3 4 **5**

Survey II – Student B

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for **Very Likely**.

1. I like to participate on my Universal History Class. 1 2 3 **4** 5

2. I am good at English. 1 **2** 3 4 5

3. Vocabulary is important for you to participate on class. 1 **2** 3 4 5

4. I am able to give answers and participate when the teacher asks me. **1** 2 3 4 5

5. I like to answer questions asked in Universal History class. **1** 2 3 4 5

6. I feel comfortable asking and answering questions in Universal History class. **1** 2 3 4 5

7. I am good with vocabulary. **1** 2 3 4 5

8. I am good learning vocabulary. **1** 2 3 4 5

9. I feel uncomfortable participating on my class because my classmates. **1** 2 3 4 5

10. I understand many of the words I see on class . 1 2 3 **4** 5

11. I can express with clarity and understand in my Universal History class. **1** 2 3 4 5

12. Learning Vocabulary is useful to have a better communication on my class. 1 2 3 4 **5**

Survey III – Student C

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for

Very Likely.

1. I like to participate on my Universal History Class. 1 2 3 4 5

2. I am good at English. 1 2 3 4 5

3. Vocabulary is important for you to participate on class. 1 2 3 4 5

4. I am able to give answers and participate when the teacher asks me. 1 2 3 4 5

5. I like to answer questions asked in Universal History class. 1 2 3 4 5

6. I feel comfortable asking and answering questions in Universal History class. 1 2 3 4 5

7. I am good with vocabulary. 1 2 3 4 5

8. I am good learning vocabulary. 1 2 3 4 5

9. I feel uncomfortable participating on my class because my classmates. 1 2 3 4 5

10. I understand many of the words I see on class . 1 2 3 4 5

11. I can express with clarity and understand in my Universal History class. 1 2 3 4 5

12. Learning Vocabulary is useful to have a better communication on my class. 1 2 3 4 5

Survey IV – Student D

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for

Very Likely.

1. I like to participate on my Universal History Class. 1 2 3 4 **5**

2. I am good at English. **1** 2 3 4 5

3. Vocabulary is important for you to participate on class. 1 2 3 4 **5**

4. I am able to give answers and participate when the teacher asks me. 1 2 3 4 **5**

5. I like to answer questions asked in Universal History class. 1 2 3 4 **5**

6. I feel comfortable asking and answering questions in Universal History class. 1 2 3 4 **5**

7. I am good with vocabulary. **1** 2 3 4 5

8. I am good learning vocabulary. **1** 2 3 4 5

9. I feel uncomfortable participating on my class because my classmates. 1 2 3 4 **5**

10. I understand many of the words I see on class . 1 2 **3** 4 5

11. I can express with clarity and understand in my Universal History class. 1 **2** 3 4 5

12. Learning Vocabulary is useful to have a better communication on my class. 1 2 3 4 **5**

Survey V- Student E

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for

Very Likely.

1. I like to participate on my Universal History Class. 1 2 3 4 **5**

2. I am good at English. **1** 2 3 4 5

3. Vocabulary is important for you to participate on class. 1 2 3 **4** 5

4. I am able to give answers and participate when the teacher asks me. 1 2 3 4 **5**

5. I like to answer questions asked in Universal History class. 1 2 3 4 **5**

6. I feel comfortable asking and answering questions in Universal History class. 1 2 3 4 **5**

7. I am good with vocabulary. **1** 2 3 4 5

8. I am good learning vocabulary. **1** 2 3 4 5

9. I feel uncomfortable participating on my class because my classmates. 1 2 3 4 **5**

10. I understand many of the words I see on class. 1 2 **3** 4 5

11. I can express with clarity and understand in my Universal History class. 1 **2** 3 4 5

12. Learning Vocabulary is useful to have a better communication on my class. 1 2 3 4 **5**

Survey VI – Student F

Give your honest opinion to each statement; number **1** is for *Highly Unlikely*, and **5** is for

Very Likely.

- | | |
|--|------------------|
| 1. I like to participate on my Universal History Class. | 1 2 3 4 5 |
| 2. I am good at English. | 1 2 3 4 5 |
| 3. Vocabulary is important for you to participate on class. | 1 2 3 4 5 |
| 4. I am able to give answers and participate when the teacher asks me. | 1 2 3 4 5 |
| 5. I like to answer questions asked in Universal History class. | 1 2 3 4 5 |
| 6. I feel comfortable asking and answering questions in Universal History class. | 1 2 3 4 5 |
| 7. I am good with vocabulary. | 1 2 3 4 5 |
| 8. I am good learning vocabulary. | 1 2 3 4 5 |
| 9. I feel uncomfortable participating on my class because my classmates. | 1 2 3 4 5 |
| 10. I understand many of the words I see on class . | 1 2 3 4 5 |
| 11. I can express with clarity and understand in my Universal History class. | 1 2 3 4 5 |
| 12. Learning Vocabulary is useful to have a better communication on my class. | 1 2 3 4 5 |

APPENDIX II

Survey I – Student A

1.-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and 5 is for **Very Useful**.

Not useful at all				Very Useful
1	2	3	4	5

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 3 4 5

b) To read a word repeatedly to remember it.

1 2 3 4 5

c) To connect a word to a personal experience to remember it.

1 2 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 5

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 3 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 5

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 3 4 5

Survey II – Student B

-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and 5 is for **Very Useful**.

Not useful at all				Very Useful	
1	2	3	4	5	

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 3 4 5

b) To read a word repeatedly to remember it.

1 2 3 4 5

c) To connect a word to a personal experience to remember it.

1 2 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 5

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 3 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 5

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 3 4 5

Survey II – Student C

-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and 5 is for **Very Useful**.

Not useful at all				Very Useful	
1	2	3	4	5	

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 3 4 5

b) To read a word repeatedly to remember it.

1 2 3 4 5

c) To connect a word to a personal experience to remember it.

1 2 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 5

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 3 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 5

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 3 4 5

Survey II – Student D

-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and **5** is for **Very Useful**.

Not useful at all				Very Useful	
1	2	3	4	5	

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 **3** 4 5

b) To read a word repeatedly to remember it.

1 2 **3** 4 5

c) To connect a word to a personal experience to remember it.

1 **2** 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 **5**

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 **3** 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 **5**

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 **3** 4 5

Survey II – Student E

-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and 5 is for **Very Useful**.

Not useful at all				Very Useful	
1	2	3	4	5	

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 3 4 5

b) To read a word repeatedly to remember it.

1 2 3 4 5

c) To connect a word to a personal experience to remember it.

1 2 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 5

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 3 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 5

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 3 4 5

Survey II – Student F

-Instructions - For each statement specify how useful you consider the strategy is for improving your vocabulary. Please consider number 1 is for Useless, and 5 is for **Very Useful**.

Not useful at all				Very Useful	
1	2	3	4	5	

a) To study a word with a picture of its meaning instead of definition to remember it.

1 2 3 4 5

b) To read a word repeatedly to remember it.

1 2 3 4 5

c) To connect a word to a personal experience to remember it.

1 2 3 4 5

d) To connect a word with the context of the sentence.

1 2 3 4 5

e) To use new words in sentences to remember them.

1 2 3 4 5

f) To repeat an unknown word from movies.

1 2 3 4 5

g) To write a word repeatedly to remember a word.

1 2 3 4 5

h) To listen to tapes/CDs of word lists.

1 2 3 4 5

i) To keep a vocabulary notebook to facilitate vocabulary learning.

1 2 3 4 5