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**USING TASK-SPECIFIC RUBRICS TO ASSESS VOCABULARY
DEPTH AND VOCABULARY BREADTH IN CELE STUDENTS**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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VOCABULARY BREADTH IN CELE STUDENTS

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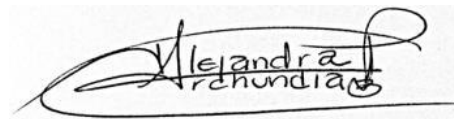
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ABSTRACT

The assessment of vocabulary breadth and vocabulary depth can be helpful for students to be aware of their language management. This research aims to assess vocabulary breadth (i.e., the number of words known by a student) and depth (i.e., how well the student knows these words). The research questions that guide this study are: 1) What lexical units do CELE students use to express the meaning of a word? 2) What is the learning strategy most used by CELE students to learn vocabulary? And 3) Based on the lexical units used by students to express the meaning of words, what is the aspect of vocabulary knowledge that describes CELE students' performance, vocabulary breadth or vocabulary depth? This research adopted an experimental design called within-group or individual design that involved 4 students from 18 to 20 years who were enrolled in a group of CELE 4. The experiment consisted of participants completing a worksheet before and after doing a reading while listening activity. Participants' answers were checked and graded by using a self-designed rubric that describe participants performance. Analysis of participant's scores show the lexical units most used to represent the meaning of the words given. Study findings indicate that (a) the reading while listening activity and self-designed rubric were useful to assess participants' vocabulary knowledge, (b) that phrases and sentences are the most commonly used lexical units to express the meaning of unknown words and (c) that participants tend to use cognitive strategies to express the meaning of words.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the research

Learning vocabulary could be difficult for EFL students. Webb & Nation (2017) state that a word could be difficult because: it contains unfamiliar word parts, there is no obvious connection between its form and its meaning, it requires specific collocations, among others. Normally, students begin to name things around them and that could be enough for communication because they can take advantage of the material that they may have available in a classroom where the English class happens. However, as they advance in language learning, they will require more vocabulary, besides other elements of the language, to express more complex ideas. In consequence, teachers could have problems regarding how to teach students vocabulary and get satisfying results, so they should prepare and find out the appropriate teaching techniques, which will be later used by students in order to learn by themselves (Alqahtani, 2015).

Vocabulary in context can place students in situations that they could face out of the class because of the variety of genres that can be found, one of which is literary text. The use of literary text proposed in this research hopes to contribute to participants' vocabulary learning out of the classroom, as well as providing diverse contexts for familiar words. Expanding the contexts where students may be placed out of the classroom can be beneficial to practice the use of the language and subsequently demonstrate that they understand how language works in uncontrolled situations/activities. Regarding the assessment of vocabulary, providing to students with the possibility to demonstrate what they understand can be done through performance assessments tasks and associated scoring schemes that require students to make

or do something whose quality can be observed and judged (Brookhart, 1999). Since it can be said that students' rhythm of learning process can be controlled by the requirements of each learning task, future teachers should not only design a task that focuses on specific aspects of students learning, but also design assessment of students' performance that shows results of the teaching-learning process.

The present research aims to use a self-designed task-specific rubric and a reading while listening to an activity of a literary text to assess two aspects of students' vocabulary knowledge, they are vocabulary breadth and vocabulary depth. The application of this guessing-the-meaning-of-words activity in CELE students can help to describe students' performance during an activity that shows about their vocabulary size and learn new words through reading and listening material.

1.2 Significance of the study

The assessment of vocabulary breadth and vocabulary depth can be helpful for students to be aware of their language management. It is important that students are conscious of their vocabulary knowledge. If they are, they can find weaknesses related to vocabulary knowledge and work on them to improve their communication skills. Therefore, determining the students' management of vocabulary is important for me as future teacher because I could see what students need to improve and look for the instructional practice suitable to train students to increase their vocabulary knowledge.

Assessing vocabulary breadth and depth in students of English as a foreign language can be beneficial since it provides students with an observable evidence of their language

management through scores and descriptions of their performance in an activity of vocabulary for meaning understanding. This study explores whether an activity of reading while listening to assess vocabulary breadth and depth can be useful for students of an English IV class at CELE courses provided by the Language Department at Benemérita Universidad Autónoma de Puebla to be aware of what they are able to do with vocabulary, either just to make a list of words or to use those words to express an idea.

CELE (Centro de Lenguas Extranjeras) offers English as a foreign language (EFL) courses. These courses are not mandatory and are exclusively for enrolled students at this university. It is a suitable context where this study can take place because their field of study is not linguistics or ELT. CELE courses also present a syllabus where the proficiency level that students reach at the end of each course is indicated, which can guide the research design. This study will take a formative assessment approach since Benjamin (2008) states that assessment, in its formative aspect, informs to teacher and students about their learning needs and it can guide them towards the next step in the learning process. The next step after the assessment of vocabulary breadth and depth can be an upgrade in the material used in class to practice the use of the language and a higher level of proficiency of students at the end of the course.

1.3 Theoretical context of the research

Vocabulary breadth and vocabulary depth proposed by Anderson & Freebody (1979) are the main terms used in this research. On the one hand, the author refers to vocabulary breadth as the number of words known by a person and on the other hand, he refers to vocabulary depth

as the students' capability to use the words for communication. The importance of these terms is supported by Francis (2009 cited in Deng, & Trainin, 2020) who states that challenging students to increase vocabulary breadth and vocabulary depth is vital for academic success. This research also considers the term lexical units, which Schmitt (2000) defines as items that function as single meaning units, regardless of the number of words they contain. Lexical units can be observed, for example in single words, sentences, or definitions, if they contain a meaning, they can be considered lexical units.

Francis (2009 cited in Deng, & Trainin, 2020) mentions the students' capability for choosing the strategies that better fit with their needs, therefore, three strategies for finding the meaning of unknown words are included in this research. The social/affective strategy involves students' cooperation and interaction with other people during the process of learning, while the metacognitive strategy involves selective attention Bai (2018). Finally, the cognitive strategy involves identification, retention, storage or retrieval of words or phrases Cohen (1996).

According to Schmitt (2010) the guessing from context strategy is the most useful of all strategies, but it requires plenty of comprehensive supporting context. Also, learners need enough practice to feel confident and proficient in using strategies, thus, students must be trained to improve their comprehension of words in context, students must be trained in guessing strategies to improve their comprehension of words in context (Ghazal, 2007). It can be done through an activating memory activity that involves vocabulary to see how capable students are to correctly match words with their meaning after presenting them those words in a context. This is precisely what this research will study. Consequently, it presents its own vocabulary activity to assess vocabulary breadth and depth. This activity is

complemented with a task-specific rubric that contains the answer to a problem, or explains the reason that students are supposed to use, or list facts and concepts that students are supposed to mention Brookhart (2013). Moreover, it describes possible answers in order to see how strong or partial is participants' understanding of the meaning of the vocabulary presented in a story.

1.4 Purpose of the study

The purpose of this research is to assess participants' knowledge of vocabulary breadth and vocabulary depth through the analysis of participants' performance in a vocabulary activity designed for this research and a task-specific rubric that assigns a grade and describes participants' performance.

General objective

To use self-designed task-specific rubrics to assess vocabulary breadth and vocabulary depth in CELE students.

Specific objectives

1. To use a reading while listening activity to place students in a context where they can determine the meaning of specific vocabulary items-
2. To compare students' answers before and after the activity to measure vocabulary size (vocabulary breadth) and determine how well they understand vocabulary used in the story (vocabulary depth)
3. To determine the learning strategy most used by CELE students to learn vocabulary

1.5 Research questions

1. What lexical units do CELE students use to express the meaning of a word?
2. What is the most used learning strategy by CELE students to learn vocabulary?
3. Based on the lexical units used by students to express the meaning of words, what is the aspect of vocabulary knowledge that describes CELE students' performance, vocabulary breadth or vocabulary depth?

1.6 Conclusion

In this chapter, the reasons why this study was made were explained. Also, it was explained why it is important that students are aware of their vocabulary management and the benefits of vocabulary assessment were mentioned. The reasons why it is important for me as a future teacher to know university students' vocabulary knowledge was also stated, specifically in EFL courses offered by CELE (Centro de Lenguas Extranjeras) at this university. After that, a summary of the literature that supports this research was presented. Then, the general and specific objectives were stated and finally the research questions that guide this study were presented. In the following chapter, the extended literature that supports this research is shown.

CHAPTER II: LITERATURE REVIEW

2.1 What is vocabulary?

Ur (1996) defines vocabulary as the words we teach in the foreign language, however, a new item of vocabulary may be more than a single word. This idea can be supported by Schmitt (2000) who says that to define vocabulary, the first idea that probably springs to mind is "word", however, it can be a too general term for defining various forms that vocabulary

takes. Schmitt (2000) did a study where he compared different forms of vocabulary to express the same meaning, the items he used were; die, expire, pass away, bite the dust, kick the bucket and give up the ghost, after that he explained how vocabulary is presented in three different forms that are single words, a phrasal verb and idioms, with this example he concluded that there is not necessarily a one-to-one correspondence between a meaning and a single word, he also explains that in English at least, meanings are represented by multiple words.

Schmitt (2000) concludes that these multiword units can be handled by the term lexeme (also lexical unit or lexical item) he defines this term as an item that functions as a single meaning unit, regardless of the number of words it contains. Based on this definition we can conclude that a single word, or multiword like sentences or definitions can be all lexical units since their function is to represent the meaning of words.

2.2 Vocabulary acquisition vs. vocabulary learning

Schmitt (2000) identifies two main processes of vocabulary acquisition that are explicit learning and incidental learning. Explicit learning refers to the learning that requires students' attention to be learned, it can be, for example, second language learning, that is need to be aware of the uses of the language that one is learning. On the other hand, incidental learning refers to the vocabulary that is acquired without being conscious of that learning, it can be seen, for example, in the acquisition of the mother tongue, that develops while one is growing up and vocabulary presents itself naturally to communicate in the context where the person is living.

Ellis, R. (2009) states that implicit learning proceeds without making demands on central attentional resources, it means that learning is naturally developed to communicate, according to that definition it can be said that implicit learning is equivalent to what Schmitt (2000) calls incidental learning. We also have Ellis's definition of explicit learning, it typically involves memorizing a series of successive facts and makes heavy demands on working memory, it takes place consciously, it can be the case of learning a second language because it requires of a process of study to be used.

We can conclude that incidental learning or implicit learning, as Schmitt calls it, refers to the acquisition of the language that implies vocabulary acquisition because it is naturally developed through its use in communication, therefore, it can come up to mind when it is need. In contrast, explicit learning refers to a process the student needs to follow, and they need to study and understand each step to reach their specific goals of learning that can be vocabulary learning.

2.3 Vocabulary breadth and vocabulary depth

Anderson & Freebody (1979) present two aspects of an individual's vocabulary knowledge, they are breadth of knowledge, that is, the number of words a person knows, at least, some of the significant aspects of meaning, and depth of understanding refers to how well students are able to use the words for communication. In relation to breadth and depth Li & Kirby (2014) mention the lexical knowledge that refers to the extent to which the readers' knowledge of a given word represents the word's form, meaning and use, the author also

mentions breadth as the number of lexical entries and vocabulary depth as the extent of semantic representation or ability to use vocabulary in communication. The importance of Lexical knowledge is also supported by Alqahtani (2015) who states that lexical knowledge is central to communicative competence and to the acquisition of a second language and that lack of vocabulary knowledge as an obstacle to learning.

Francis (2009 cited in Deng & Trainin 2020) can support the importance of breadth and depth since the author states that university students' capability for choosing the strategies of learning that better fit with their needs, is vital for their independent learning and academic success as they are constantly challenged to increase the breadth (i.e., the number of words known by a student) and depth (i.e., how well the student knows these words) of their vocabulary size on their own.

Li & Kirby (2014) mention that there are standardized measurements to assess breadth and depth of vocabulary, first the author mentions some examples of tests that different authors have used and may be helpful to observe breadth in students; written multiple choice vocabulary test that requires synonyms substitution, checklist test and oral picture selection test. Vocabulary tests require students to think of as many words as possible to substitute a word with a synonym, to find words in a text or name pictures. About vocabulary depth, Li & Kirby (2014) mention that there is not a standardized measure to assess it because of the complexity that the use of words in communication implies, the author has concluded that definition tasks are the most frequently used for vocabulary depth measure since they assess the quality of students' explanation of the meaning of words.

Qian (2002) presents the term Depth-of-Vocabulary-knowledge Measure (DVK) and he states that this mainly measures two aspects of depth of vocabulary knowledge, meaning and collocation. His study consisted of presenting to participants one main word and two boxes with four words each one, the words in the boxes contained at least one synonym of the main word, participants had to define the main word by using synonyms of that word in the boxes. Therefore, meaning construction can be an adequate practice for measure depth.

2.4 Vocabulary knowledge in foreign language learning

Harmer (2007) introduces two terms, ESL (English as a second language) and EFL (English as a foreign language), first, he defines ESL as the situation where students live in the target language place. There are some people capable to acquire the linguistic forms of the language through the exposure to it, for example, immigrants, who stay in the United States and acquire English as a second language, it means English can be used in education, business or any interaction with the society either into the country or abroad. The situation that is particularly relevant for this research is English as a foreign language, hence the following definitions presented in this research will be understood under the EFL context. Harmer (2007) defines EFL as described situations where students were learning English to use it with any other English speakers in the world when the students might be tourists or businesspeople.

The ESL and EFL definitions provided do not mention whether the knowledge that EFL learners have is limited in comparison to ESL learners. However, Larsen- Freeman (2001) mentions that acquisition of the language is particularly difficult for students who speak English as their mother tongue and are restricted to the classroom as in English as a Foreign

Language context. Nevertheless, it is not necessarily a problem that affects EFL learners' as Paviéciâc & Viésnja (2008) state that the role of the context in initial stages of vocabulary learning is not as important because despite the context in EFL is limited, it grows as the learner's knowledge expands.

Having sufficient vocabulary knowledge in foreign language learning has an important place in effective and successful language use. Gorgoz & Tican (2019) mention that communication could be difficult when there is not enough knowledge about the elements needed to represent an idea. Despite the fact that communication can happen, lack of vocabulary could present a lack of information required to complete the sense or purpose of the idea. The set of words that the speaker can make use could extend or limit the capability to communicate something, as Sener (2015) states, "It is true that without sufficient vocabulary one cannot understand others or express his/her own ideas" (p. 16)

The terms depth and breadth given by Anderson & Freebody (1979) and Francis (2009 cited in Deng & Trainin 2020) seem to be similar to the definition given by Sener (2015) because the author mentions the consequences of a lack of vocabulary for understanding, it matches with breadth (how many words students know) but as the author points out the construction of opinions, thought and ideas, these definitions mainly refers to depth of vocabulary; how well students know words and how capable they are for using them in communication. The present study assesses students' knowledge of vocabulary, more specifically, vocabulary breadth and vocabulary depth.

2.5 Vocabulary learning strategies

In a study made by Pavićević & Višnja (2008) about learning strategies, the authors use “L2” to cover both: the language acquired in the environment where the target language is the language of communication (ESL) and to the language acquired in the environment where the target language is not used for communication (EFL). This was done to make easier to express along all the research that the learning strategies provided are presented in both contexts. In the following section, vocabulary learning strategies in ESL will be provided, then the vocabular learning strategies in EFL and finally, the strategies that can be found in students of L2 either as a second or foreign language will be described.

2.5.1 Vocabulary learning strategies in ESL

Cohen (1996) states that second language learning strategies are the steps or actions selected by learners either to improve the learning of a second language, the use of it or both. This author classifies strategies in retrieval strategy, rehearsal, cover, communication, cognitive and metacognitive strategy. The one that concerns this research is the cognitive strategy that Cohen (1996) mentions that involves identification, retention, storage, or retrieval of words, phrases, or other elements of the second language.

Vocabulary learning strategies are focused on expanding as much as possible the number of words that learners can add to their list (breadth) and how many words they are able to use, for example, in a conversation as well as the number of words they are able to understand (depth). It is important to mention that students must be willing to be active learners over a long period of time to achieve any substantial vocabulary size, Schmitt (2008). In addition,

mentions the word formation strategy and inferencing from context strategy that is a way to expose learners to the language.

Cohen (1996) ESL	Schmitt (2008). ESL
Language use strategies Retrieval strategy Rehearsal strategy Cover strategy Communication strategy Cognitive Metacognitive Affective	Inferencing from context Word Formation

Table 1: Vocabulary Learning Strategies in ESL

2.5.2 Vocabulary learning strategies in EFL

It is important that students keep in mind the purpose for learning vocabulary to choose the most appropriate strategies to learn, also, they need to put into practice their learning to see the results of their effort. Pavićić & Višnjak (2008) defines language learning strategies as specific actions, behaviours, steps or techniques that learners of the foreign language use to improve their progress in the development of their competence in the target language. He also mentions that the use of learning strategies can influence the completion of simple tasks like vocabulary learning or more complex tasks like comprehension. Therefore, vocabulary learning strategies cover the same aspects mentioned but are aimed at the learning of vocabulary.

Hamzah, Kafipour & Abdullah (2009) mention three possible forms to see vocabulary learning strategies. First, those strategies can be considered as any action that learners do to aid the process of learning vocabulary meaning. It can refer to activities which are interesting during the process of learning vocabulary and where they can find new words. He mentions

the metacognitive strategy because it involves studying new words many times and using English language media.

Second, it can be the actions that learners do to improve vocabulary learning, but not the process of learning, here it can be mentioned, for example, memorization, that can improve the vocabulary learning for being exposed to a list of words with its meaning or pictures that learners identify, but not the process of doing an activity or a set of activities that help the learner to construct the meaning. The memory strategy that the author mentions consists of connecting the word with its synonyms and antonyms, use new words in sentences, study the sound of a word and write paragraphs using several new words. Third, vocabulary learning strategies can be considered as the actions that learners do to study the meaning of new words. Among the strategies listed are determination where students can use a monolingual dictionary, guess the meaning from the context or check for L1 cognates. Hamzah, Kafipour & Abdullah (2009) also include the cognitive strategy previously mentioned by Cohen (1996), the author mentions that in this strategy it is possible to make a list of new words.

Ghazal (2007) presents a term that is called activation strategies that are the ones that use new words in different contexts, for example, by making sentences to improve vocabulary knowledge, memory strategy that involves rehearsal words, association, imagery, visual, auditory semantic and contextual encoding, he also mentions metacognitive strategies that consist of identifying essential words for comprehension and self-initiation that uses a variety of meanings to make words clear, finally the author mentions the cognitive strategy that involves guessing activating background knowledge, using linguistic items, use of

dictionaries and note-taking. The characteristics mentioned about the cognitive strategy are similar to the ones provided by Cohen (1996) and Hamzah, Kafipour & Abdullah (2009).

Hamzah, Kafipour & Abdullah (2009) EFL	Ghazal (2007) EFL
Metacognitive Memory Cognitive Determination	Metacognitive Memory Cognitive Activation

Table 2: Vocabulary Learning Strategies in EFL

2.5.3 Vocabulary learning strategies in students of L2 either as a second or foreign language

Bai (2018) describes three different vocabulary learning strategies; social/affective strategies, metacognitive strategies and cognitive strategies. Social/affective involves students' cooperation and interaction with other people during the process of learning, on the other hand, the use of metacognitive strategies involve selective attention, it means that most students pay more attention to those words that are considered or reminded as frequently-used words. Bai (2018) says "The autonomy strategies are used lowest in metacognitive through the observation for students" it is mentioned that many students are provided with cards or book of vocabulary that they use to review and memorize words, therefore, they learn new words from vocabulary books rather than reading materials, newspapers or magazines.

The cognitive strategy mentioned by Bai (2018) is the most frequently used. Dictionary use strategy belongs to one of the cognitive strategies and it is considered the highest frequently used because many students consult a dictionary and they pay attention to phrases or set expressions that go with the word they look up. The guessing strategy also belongs to

cognitive strategy, it says that many students guess the meaning of a word by the context, this strategy can be found in the students of English when a story is presented to them and they find a word they do not know, the guessing strategy can be helpful for them to follow the plot of the story.

Despite the two strategies are cognitive strategies, when new vocabulary is presented through a story the guessing can be more helpful than the dictionary strategy because students can understand the word by its use into the story but not as it is defined in a dictionary.

Schmitt (2010) mentions that there are four strategies that help with finding the meaning of unknown words and making those words stay in memory, they are; using word parts, guessing from context clues, deliberately studying words on word cards, and dictionary use, Schmitt (2010) mention that those are all powerful strategies and are widely applicable.

Cohen & Macaro (2007) observe the same strategies that are memorization and dictionary use, the authors conclude that vocabulary acquired by inferring meanings from contextualized readings appears to be more meaningful and better remembered than decontextualized rote memorization.

Schmitt (2010) states that guessing a meaning for a word from context clues is the most useful of all the strategies and most contexts provide some information that helps to guess the meaning of the word, the word card strategy helps to link the word with its meaning, and dictionary use can be monolingual (all in foreign language) or bilingual (foreign language words-first language definition and vice versa)

Vocabulary learning strategies in students of L2 either as a second or foreign language		
BAI (2018) L2	Schmitt (2010) L2	Cohen & Macaro (2007)
Metacognitive Cognitive Social/Affective	Word Parts Guessing from context Learning from word cards Dictionary use	Memorisation strategy Dictionary and electronic look-up strategies Context vocabulary inferencing strategies

Table 3: Vocabulary learning strategies in students of L2

2.5.4 Strategies for finding the meaning of unknown words

Based on the characteristics stated by each author about learning strategies I can conclude that the cognitive strategy is the one observed in the participants of the present research. Table 4 below contains the cognitive, metacognitive, and social /affective strategy, these three are mentioned the most among the authors cited in the previous charts and they all have similar characteristics that make possible to classify and group them in these three main strategies.

Strategy Author	Cognitive	Metacognitive	Social/Affective
Cohen (1996) ESL	Cognitive	Metacognitive	Affective
Paviéciác & Viésnja (2008) EFL	Cognitive	Metacognitive	Social Affective
Hamzah, Kafipour & Abdullah (2009) EFL	Cognitive	Metacognitive	Social
Ghazal (2007) EFL	Cognitive	Metacognitive	***
Bai (2018) L2	Cognitive	Metacognitive	Social/Affective

Table 4: Cognitive, Metacognitive and Social/affective strategies

In a study made by Schmitt (2008) he describes inferencing from context as one way to expose learners to the language, in a more recent study made in 2010 the author describes guessing from context as the most useful of strategies and argues that the unknown word to be guessed must have plenty of comprehensive supporting context, Hanzha (2009) calls it “determination” that implies the use monolingual dictionary, guess meaning from the context or check for L1 cognate, only the guessing from the context characteristic is considered for this research, and Cohen (2007) says context vocabulary inferencing strategies imply vocabulary acquired by inferring meanings from contextualized readings.

In the following chart is shown what Schmitt (2010), Hamzah, Kafipour & Abdullah (2009) and Cohen & Macaro (2007) mention about the guessing from context strategy although they name it determination or context vocabulary inferencing. Ghazal (2007), Hamzah, Kafipour & Abdullah (2009) and Cohen & Macaro (2007) describe the memory or memorization strategy, although Schmitt (2010) calls it learning from word cards, he describes similar characteristics to the memory strategy.

Schmitt (2010) Author	Guessing from context	Learning from word cards
Hamzah, Kafipour & Abdullah (2009) EFL	Determination	Memory
Ghazal (2007) EFL	***	Memory
Cohen & Macaro (2007) L2	Context vocabulary inferencing	Memorization

Table 5: Guessing from context and Learning from word parts strategies.

2.6 Teaching vocabulary in EFL context

One important thing to consider in teaching vocabulary is the function that the language has in the place where it is being taught to establish whether it is EFL or ESL teaching. Harmer (2007) states that for many years, scholars and teachers have made a distinction between EFL (English as a Foreign Language) and ESL (English as a Second Language). To better understand these terms, Harmer (2007) can be recalled because he defines ESL (English as a Second Language) as the situation where students live in the target language place, for example, Canada where some zones are French- speakers and English is taught as ESL.

As it was previously defined, EFL (English as a Foreign Language) describes situations where students learn English to use it with any other English speakers in the world when the students might be tourists or businesspeople. In other words, EFL refers to English teaching in a non- English speaking-country. For example, Mexico where Spanish is the language for business, education, renting a room, and any situation where social interaction happens, the English language is being taught to be used abroad. Therefore, the role of English here is EFL. As the present research takes place in Mexico, all the instructional practices presented are done in the EFL context.

When EFL context is described, the schools which offer English courses must be mentioned because Despaigne (2010) states that in every Mexican city can be found Private English institutes selling English classes based on traditional and/or invented learning approaches. On the other hand, Despaigne (2010) mentions the public education system that also offers English, however the author states that the English teacher in this system is known to be

deficient as the teachers have no specialized didactical training or some of them do not even speak the language at an advanced level. Despaigne (2010) states that private and public colleges and universities focus on international alliances and agreements to provide joint programmes, dual certification, and exchange programs for students and professors. This is the case of the CELE courses offered by the Language Department at the public university Benemérita Universidad Autónoma de Puebla in Puebla, Mexico.

The general objective of CELE is that students develop comprehension skills, as well as oral and written expression that let them use the language to interact in situations of study, work, and leisure as well as develop skills that allow students certificate through an international exam if they need it. The courses are offered in seasons, spring, summer and autumn, each season they offered a placement test for new students. The syllabus of CELE states that the acquisition of a foreign language is achieved through the development of the communicative competence that involves oral comprehension, writing production and interaction according to the Plan de estudios del centro de lenguas extranjeras CELE (2016)

The syllabus of CELE is divided into three competences needed to speak, write, listen and read, they are sociolinguistic competences, pragmatic competences and linguistic competence that is presented in this research since it includes phonetical (pronunciation of the language), grammatical (learning of the grammar of the language) and lexical competence, previously described by Li & Kirby (2014) and Alqahtani (2015), that involves the acquisition, use and management of vocabulary, lexical competence seems to correspond to breadth and depth previously defined by Anderson & Freebody (1979) in this research, therefore, CELE courses can be appropriated context of EFL where this study takes place.

2.6.1 Vocabulary learning tasks

The set of tasks that can be done with students depend on what the purpose is, as there is a variety of task to do, it must be selected the ones that will better reflect students' knowledge or what is expected to get from them. Brookhart (2013) states tasks must be instances of the same learning outcome; this means that the purpose of task is important to define if it is suitable or not to apply with a specific group of students. For instance, activating memory to find different ways to express the meaning of a word can be a good task to apply since it can provide information about students' capability to correctly match words with its meaning, that is precisely what this research will study.

2.6.1.1 Matching vocabulary with its meaning

Joyce (2018) states that there are many different ways of matching the L2 target item and its meaning, but the most versatile and widely used approaches involve either an L2 definition or synonym or an L1 translation. It can benefit students to know how to match vocabulary with its meaning by using synonyms or definitions, they can also use sentences to use those words and to understand their meaning. Those options provide them with the security to choose the one they feel more comfortable to use and express what they want. On the other hand, L1 translation cannot be such appropriate for students because it cannot encourage them to develop the strategies that will help them to reach proficiency in the language. In an activity of vocabulary, give and get L2 definitions, synonyms, or sentences can be more appropriate for English students' learning because it keeps them involved in the target language.

Matching vocabulary with its meaning implies association of words, thus, it can belong to the memory strategy previously described by Ghazal (2007) because one characteristic of it is encoding that encompass association. At the same time, this strategy belongs to language use category. Considering the objective of CELE courses it can be concluded that matching technique can be used in the EFL context of this research.

2.6.2 Vocabulary teaching strategies

Selecting the most appropriate activities for students must be consider for planning the class and get the results expected, Schmitt (2000) states that in any well- structured program there needs to be the proper mix of teaching activities from which incidental learning, that was previously described in this research, can occur. The present study, however, focuses on explicit vocabulary learning. Ellis (2009), previously cited, states that this phenomenon can occur in the learning of a second language because it requires a process of conscious study to be used. The mixture of reading and listening can result in a good strategy for teaching new vocabulary to students.

2.6.2.1 Reading while listening to learn vocabulary

Tragant, Llanes & Pinyana (2018) state that reading while listening consists of reading while simultaneously listening to an oral rendition of the text, which is an instructional practice that has been used to different extents in the context of first and second language education. This practice can be useful for learning a foreign language, because it provides to students different possibilities to acquire vocabulary by using different sources that complement each other by supporting the reading material with its scrip depending on what each students perceive easier to understand.

Chang (2009) states that L2 learners need external support while listening to assist them to better comprehend: the higher levels of comprehension, motivates them to keep on listening. As it was mentioned before, reading material can support the listening, but it is important to consider the purpose of this instructional practice to be selective in the topic or the length of the material. Tragant, Llanes & Pinyana (2018) state that one of the domains that has been shown to benefit the most from RWL (reading while listening) is vocabulary learning, since students are able to consolidate their previous knowledge of vocabulary and learn new words in context. It can be said that students receive the same information in two different forms that cover the possibilities to listen or read a previously known word, as well as, relate new words with the context to make an idea about their meaning.

While some students can find this practice easy to learn there could be others that do not, especially if we consider the simultaneous use of reading and listening skill that this instructional practice implies. In the study made by Chang (2009) she points out that it can be rather difficult for students to divide their attention equally over both skills. She also mentions that students have to understand whether their purpose is to comprehend specific messages or to learn linguistic elements, that is actually the purpose of this practice in the present study. It is important that teachers keep in mind the purpose of the material used to support listening because while some students may feel comfortable with it, others could find difficult to divide their attention into the listening and the reading. Some EFL contexts in Mexico, such as CELE courses described before, stress the development of three competences; linguistic, sociolinguistic, and pragmatic competences that are focused on developing speaking, writing, listening, and reading skills. The application of a reading activity while listening may be appropriate for these contexts since it contributes to the development of reading and listening. In addition, it may contribute to reaching the general objectives of those courses, which frequently is that learners use the language by combining these skills in different situations.

2.7 Formative and summative assessment in EFL

There are two different forms of assessment, they are formative assessment and summative assessment. Benjamin (2008) states that formative assessment guides teachers and students towards the next step in the learning process, it informs the teacher and students about their

learning needs. The author mentions that any assessment can be formative depending on how the results of the assessment are used.

On the other hand, Benjamin (2008) defines summative assessment as the assessment which results are grades, or scores that are focused on ranking or sorting students. For example a passage where students need to identify 10 adjectives can be formative and summative; while the students can identified 7/10 adjectives, which is summative, he can also be assessed for identifying a patter in the position of adjectives before a noun, which is formative.

Some aspects that Benjamin (2008) compares in summative and formative assessment are showed in Table 6 below.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Teacher's feedback is commentary and letter or number grade.	Teacher's feedback is a letter or number grade.
Evaluation is used to guide future learning.	Evaluation is used to rank or sort student.
Students are involved in self- assessment that means students compare what was expected to do and what they actually do.	Assessment is only done by the teacher.

Table 6: Formative and Summative assessment.

2.7.1 Placement and diagnostic tests in the EFL context

Bachman (1990) says that a test is a measurement instrument designed to elicit a specific sample of an individual's behaviour. The sample to be obtained depends on the purpose of applying the test since it can be functional for the teacher or the institution. Test can be divided in two different types: placement test and diagnostic test. Flowerdew & Miller (2005) state that placement tests are focused on discover what the learners know about the language and are often done to determine with students to admit to specific courses. On the other hand, the author says that diagnostic tests act more like a needs analysis because it demonstrates what students can do. According to the definitions given, placements test can be related to the institution and diagnostic test to teachers, this relationship can be observed in CELE courses previously mentioned, the institution offer to students the option to be enrolled in the very basic level of English, but it also has the option to take a placement exam for students who already have knowledge of the language, this test is done before to begin the courses. Diagnostic exams are applied for the teacher at the beginning of the course to know students'

needs and from that design their classes to reach specific objectives stated in the syllabus of CELE.

Alderson (2005) joins placement and diagnostic test stating that both appear to be designed to identify what a learner knows in order to decide on future teaching or learning. First he parts from the definitions given by Multilingual glossary of language testing terms (1998) that defines placement test as “A test administered in order to place students in a group or class at a level appropriate to their degree of knowledge and ability” and Diagnostic test as “A test which is used for the purpose of discovering a learner’s specific strengths or weaknesses. The results may be used in making decisions on future training, learning or teaching.”

Despite the fact that these terms are provided as separated items, they were used by Alderson (2005) to conclude that diagnostic tests are used for placement purposes, this statement can be observed in the EFL context since each institution applies these tests in agreement with its specific objectives for each course offered and its general objective specially if it aims to prepare students for presenting a certification exam as CELE courses previously described. In regarding to vocabulary tests, Alderson (2005) mentions the Vocabulary Size Placement Test (VSPT) that consists of a list of 75 words, and the user’s task is to say whether each word is real word in the test language or not, fifty of these words are real words in language, 25 are pseudo or non-words. This test gives users information about the size of their vocabulary and help the system to decide whether to give users an easy, medium, or difficult test. The present study does not use the VSPT test, but it uses an activity that could be seen

as a test that is complemented with a task-specific rubric to assess vocabulary breadth and vocabulary depth

2.8 Rubrics

Brookhart (1999) defines a rubric as performance assessments that are tasks and associated scoring schemes, rubrics require students to make or do something which quality can be observed and judged. We can say that this resource is helpful in this research because it made possible to assess participants performance and get observable results from them to be organized and compared each other to do the data analysis for reach the goals of the study.

In a more recent work Brookhart (2013) defines a rubric as a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Based on this definition, the author points out two major aspects of rubrics that are coherent sets of criteria and descriptions of levels of performance for these criteria. A rubric can have different function that can be determined for the learning target of the class, as Brookhart (2013) states, learning targets describe what students are going to learn. Students need to know what it is expected to be learned because it can function as a guide to let them know if they need to rethink their work, correct it, or go ahead to reach their goals. Brookhart (2013) mentions the term instructional objectives which refers to what students will be able to do, this term can be presented to students as the learning targets they are expected to reach and it can function to provide the teacher with evidence of what students are able to do.

Brookhart (2013) states that the main purpose of rubrics is to assess performances, she mentions that for some performances, you observe students in the process of doing something

and in other performances you observe the product that is the result of the student's work. This last performance mentioned is the one observed in the present research work and it is assessed with a rubric.

2.8.1 General and task-specific rubrics

Brookhart (2013) introduces two types of rubrics which are general rubrics and task-specific rubrics. First, she states that general rubrics use criteria and descriptions of performance that generalize across or can be used with different tasks, they can be shared with students at the beginning of the assignment. For example, in a writing, where the rubric used focuses on student's reasoning of the topic and clear and coherent argumentation. General rubrics can be shared with students because they can use them to know what is expected to be found in their final work.

About task-specific rubrics, Brookhart (2013) says that they contain the answer to a problem, or explain the reason that students are supposed to use, or list facts and concepts that students are supposed to mention. For example, a task of making a conclusion about a topic. This kind of rubric, in contrast to general rubrics, cannot be shared with students since it contains the answer that students need to provide or the conclusion he needs to achieve. Brookhart (2013) concludes that task-specific rubrics function as scoring direction for the person who is grading the work because they detail the elements to look for in students' answer to a particular task. Therefore, task-specific rubrics are not useful for formative assessment. Table 7 contains some aspects mentioned by Brookhart (2013) about Task-specific and general rubrics.

TASK-SPECIFIC RUBRICS.	GENERAL RUBRICS.
Scoring directions for the grading person	Using rubrics with several tasks.
Cannot be shared with students	Can be shared with students.
Contains answers or conclusion that student needs to achieve.	Supports learning by helping students “good work”
	Support student’s self-evaluation.

Table 7: Task-Specific rubrics and General rubrics

Finally, the characteristics of summative and formative assessment given by Benjamin (2008) can be matched with the characteristic of general and task-specific rubrics by Brookhart (2013) Table 8 below matches formative assessment with general rubrics and table 9 matches summative assessment with task-specific rubrics.

FORMATIVE ASSESSMENT	GENERAL RUBRICS.
Teacher’s feedback is commentary and letter or number grade.	Supports learning by helping students “good work”
Evaluation is used to guide future learning.	Can be shared with students.
Students is involved in self- assessment that means students compare what was expected to do and what they actually do.	Support students’ self-evaluation.

Table 8: Formative assessment and General rubrics

SUMMATIVE ASSESSMENT	TASK-SPECIFIC RUBRICS.
Teacher's feedback is a letter or number grade.	Scoring directions for the grading person
Assessment is only done by the teacher.	Cannot be shared with students
Evaluation is used to rank or sort student.	Contains answers or conclusion that student needs to achieve.

Table 9: Summative assessment and Task-specific rubrics

This comparison matches each type of assessment with the most suitable rubric for it. In conclusion, general rubrics are the ones that provide students with information about what it is expected from them, as well as giving them feedback on their work and more characteristics that describe formative assessment purpose. Task-specific rubrics are useful for the person who is applying the rubric because it provides scores for grading and ranking students which is the purpose of summative assessment.

To complement the rubric, an answer key can be used because it contains possible answers to get from participants, but also provides the researcher a point of comparison with the answers obtained. A study made by Schmitt, Ng & Garras (2011) points out the difference of points obtained from strong and partial meaning knowledge of target words. This system can be applied to this research by using the answer key to see how strong or partial is the knowledge and meaning understanding of participants towards the vocabulary presented in the story. The rubric designed for this study is a task-specific rubric.

2.9 Conclusion

In this chapter, the extend literature was offered. First, the part of vocabulary was developed, in these sections, some definitions of the term vocabulary were provided, then a comparison between vocabulary acquisition and vocabulary learning was done, and finally, the terms vocabulary breadth and vocabulary depth were introduced. After that, a brief explanation of

vocabulary learning strategies was offered. Then, a comparison between vocabulary learning strategies in ESL and EFL with an emphasis on the latter was done. The last part about learning strategies was focused on finding the meaning of unknown words.

Second, vocabulary learning tasks were introduced. In this section, instructional practices like matching vocabulary with its meaning and reading while listening were described, the application of these practices was focused on students of English as a foreign language, specifically in CELE students. The third part of the literature was focused on assessment. A comparison between formative and summative assessment was offered, and placement and diagnostic tests were also included. The literature ended with a description of the type of rubrics that may be appropriate to do an assessment of vocabulary knowledge. In the following chapter the methodology used in this research will be presented.

CHAPTER III: METHODOLOGY

This research constitutes a quantitative study, and it relies on experimental research. Creswell (2002) states that an experimental design is the traditional approach to conduct quantitative research, he also mentions that in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. In this case, the experiment consists of the application of a reading activity while listening to find the meaning of the vocabulary presented in the story being read.

The experimental design applied in this research is called within-group or individual design that according to Creswell (2002) is used when the number of participants is limited and it may not be possible to involve more than one group, therefore the researcher studies a single group of participants. This design also has different approaches depending on the way that the experiment is managed. In this research, the approach that was used is called the repeated measure design. According to Creswell (2002), it is an experimental design that employs one

single group, and all participants take part in all the experimental treatments. This experimental design consists of comparing a group’s performance under one experimental treatment with its performance under another experimental treatment. After each administration, the researcher obtains a measure or observation. The group’s performances consist of scores before and after a reading while listening activity. Those scores were compared at the end of the activity by using a self-designed task- specific rubric to describe participants’ performance.

3.1 Context

This research was conducted at an English IV class at CELE. CELE courses are provided by the Language Department at Benemerita Universidad Autonoma de Puebla, a public university in Puebla, Mexico. CELE courses are provided by the faculty of languages and are directed to university students . Each course lasts 15 weeks to have students get an English level as described by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Council of Europe (2001)

CELE	CELE	CELE	CELE	CELE	CELE	CELE	CELE	CELE
Inglés 1	Inglés 2	Inglés 3	Inglés 4	Inglés 5	Inglés 6	Inglés 7	Inglés 8	Inglés 9
MCERL	MCERL		MCERL		MCERL		MCERL	
A1	A2		B1		B2		C1	
A1	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2

Chart retrieved from. <http://www.facultaddelenguas.com/cele-programas-ingles>

3.1.1 Participants

Participants of this study are 4 students enrolled in the English IV class at CELE that consisted of 2 classes of 3 hours each , that means, 6 hours per week. They were 2 males and 2 females, between 18- 20 years. At the time of this study, they were taking level four, and

according to the equivalences of the CELE's courses in the CEFR, they had achieved an A2 level of English, for that reason they were the group chosen to apply the instrument with.

3.1.2 Pedagogical intervention

This study is intended to assess students' vocabulary knowledge focusing on vocabulary breadth and depth. The experiment was divided into two phases, the first one was the application of the activity that was divided into three steps: (1) before reading while listening, (2) reading while listening and (3) after reading while listening. The first step consisted of giving participants the worksheet to answer. The worksheet (Appendix B) and the recording of the story with its script (Appendix C) were used in this part. Here, participants had time to complete the first column of the worksheet (Appendix B) with the instructions given. In the second step, reading while listening, the script of the story was showed in the screen and the recording was played (Appendix C). Participants had the possibility to download the material and follow the script on their cell phone; the recording was played once. The third step was to give participants the worksheet again to answer. Here, participants had time to complete the second column of the worksheet. Finally, the second phase of the experiment was the assessment, in this part the task-specific rubric was applied to grade participants and get descriptions of their performance during the activity.

3.2 Method of collecting data

As it was explained before, this research used the experimental design called within-group or individual design proposed by Creswell (2002) because of the reduced number of participants, it was also mentioned that this design has an approach called repeated measure design where all participants take part in all the experimental treatments and after each administration, a measure or observation is obtained

It was concluded that the characteristics of this experimental design belongs to what it was observed in the participants' performance in this research. This argument can be supported by Cohen, Manion & Morrison (2007) whose research includes an approach called repeated measure design, the same mentioned by Creswell (2002), in their article they state that participants' in the experimental group are tested under two or more experimental conditions and the first intervention may have an influence on the second and so on.

The activity was divided into three times or interventions previously mentioned, these interventions made possible to assess participants at the end of each one as well as compared the results obtained to determine whether one intervention was influenced by the other one.

3.2.1 Instruments

For this research, a lesson plan that described the practice done was used (appendix A) In addition three instruments for collecting data were described: One worksheet (appendix B), a recording of a story and its script in a pdf document (appendix C), and finally, a task-specific rubric was used to do the assessment (appendix D)

Lesson Plan

The lesson plan describes the steps followed in the intervention, the headline contains information of the group, number of students, level, and date. The body consists of a chart divided into three parts, the first part of the procedure is the description of each step followed, the next part contains the material used in the intervention, and the next part is the time assigned for each step described.

Worksheet

The worksheet consisted of a chart divided into three columns (see Appendix B; the first column has a list of 14 adjectives extracted from the story, they are written in order of appearance in the story. The second column just has the title "before reading while listening

activity” and the third has the title “After reading while listening activity”, in these two columns there are the 14 spaces that correspond to each word in the list of words in the first column. This chart had to be fulfilled by following the instruction given on the top of the sheet.

Recording of the story and its script in pdf

The story used is called “*After twenty years*” by O, Henry. The recording has a length of 6:42 min, it is in mp3 format and it can be downloaded or reproduced directly on the webpage. The script of the story is a pdf document of two pages, it shows fourteen adjectives in bold print, and it can be downloaded into the cellphone or can be showed in the classroom screen.

Task-specific rubric

This research uses summative assessment since its purpose is to provide a grade for ranking students in a particular task (Benjamin, 2008). To assess participants’ answers in this task, a rubric task-specific rubric (Brookhart, 2013) was used. This rubric consists of two parts, the first part is a chart divided into four columns that are categorized in a quality scale from left to right that describes participants performance during the activity: excellent with 4 points, good with 3 points, fair with 2 points and poor with one point. This chart corresponds to the before reading while listening column, each column has a description of the equivalence in quality of the expected results in relation to the research objectives. Below, there is another chart that corresponds to the after reading while listening column, each column has a similar description to the first one, but this is focused on the answers given in the after reading while listening column. The second part of the task-specific rubric is a chart with the list of the vocabulary used in the story and its definitions retrieved from a Cambridge dictionary. In

addition, the chart has columns with the extract of the story where each word was used. This chart is a complement of the rubric to assign a score.

3.3 Data gathering procedures

The data collection was carried out following the next steps. The first step, after the selection of the participants, was the design of the instrument, which was presented for revision and after corrections it was authorized to be applied. The information was collected with a worksheet, as it was presented, each participant had one worksheet that they had to complete, instructions were read and explained by the researcher, despite the fact that the worksheet instructions stated that it was not allowed to translate the words given, participants were also warned about do not copy any part of the story as answer. The material was used only once to ensure that they would not cheat. Then, the time that participants took for the activity was counted, and after they gave the worksheet back to the researcher.

After the application of the instrument, a task- specific rubric was used to assess the information obtained, then it was possible to get the data that was used to assign a score to participants and ranked them according to the aspects described in the rubric. The intervention was done by following these steps; first, each participant received the worksheet and they read the instructions on it, if there were doubts or questions about the instructions they were solved by the researcher, then participants had time to complete the first part of the worksheet, after that they passed to the second part that was the listening and reading activity, the next step was to complete the third part of the worksheet, they had enough time to do it, and they gave the worksheet back to the researcher.

The last part was to apply the task-specific rubric with each answer that participants wrote to get information to analyse the results in relation to the results expected and the research purpose.

3.4 Conclusion

In this chapter, the method used in this research and the research design were described and justified. Then, the context where the study took place, the participants and the instructional practice were described. After that, the method of collecting data was explained, on it, a description of the 4 instruments used was included. Finally, the steps followed to collecting data were presented. In the following chapter the analysis of this data will be presented.

CHAPTER IV: RESULTS

In this chapter, the results of the thesis are presented and analyzed. Also, the research questions are answered based on the results obtained.

First, analysis of the final scores that participants got before and after the reading while listening activity will be discussed, second, the evaluation of the results obtained was done according to the task-specific rubric used to do the assessment, then the lexical units that were most used by participants will be shown, finally, the individual participants evaluation will be presented.

The scores that participants got in the activity were assigned by following the task-specific rubric that shows how far or close participants are in understanding the words given in the activity. The highest score that participants could obtain was 56 points, that means 4 points in each of the 14 answers given. The task-specific rubric allowed to see how far participants understood or not the meaning of the word in the activity.

4.1 Scores before and after the reading while listening activity

As it was previously explained, the highest score that participants may obtain was 56 points, which is the overall score provided by the task-specific rubric. Following the scores obtained from participants are presented.

In the before the reading while listening activity, participant 1 obtained 44 points, participant 2 obtained 45, participant 3 obtained 43 and participant 4 obtained 48 points. According to the task-specific rubric, all these scores are in the range that describes an excellent understanding of the words' meaning before the activity.

In the after reading while listening activity, participant 1 obtained 46 points and participant 3 obtained 44 points, according to the task-specific rubric these scores are in the range that describes an excellent understanding of the words' meaning after the activity. However, participant 2 and participant 4 obtained 39 points, according to the rubric they are in the range that describes a good understanding of the words' meaning after the activity. The previous information can be summarized in figure 1 below.

Participant	scores before reading while listening	score after reading while listening
1	44	46
2	45	39
3	43	44
4	48	39

Figure 1: Final scores of the four participants in the before and after the reading while listening activity

4.2 Evaluation of the results obtained

Each of the four aspects contained in the rubric has a range of score that describe the understanding of the words meaning before and after the reading while listening activity.

According to the scores obtained from participants, the good and excellent scores of the words' meaning describe the participants' results. The range of score in each aspect described in the rubric was obtained by multiplying the score per unit and the number of words in the activity (14) as it is shown in figure 2 below.

Scores before and after reading while listening	4pts Excellent 43-56	3pts Good 29-42	2pts Fair 15-28	1pts Poor 1-14
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Figure 2: Range of scores per assessment aspects

In the rubric, “excellent” ranges from 43 to 56 points, it means that the meaning of the words is fully understood by the participant, the score in the after reading while listening column ranges from 43 to 56, but the description is that the meaning of the word in the story is fully understood by the participant. “Good” level ranges from 29 to 42 points, it means that the students or participants partially understood the meaning of the word but does not have a full understanding. In the after reading while listening column, the score is the same, 29 to 42, but it describes that participant partially understood the meaning of the word in the story.

Participant 1 got 44 points before the activity and 46 points after it, despite both scores belong to the range of excellent score, as both parts were fully answered, the two extra points obtained after the activity, mean a better score of the words meaning used in the story than the meaning of the word without reading.

Participant 2 got 45 points before the activity and 39 after it, in this case, the first score belongs to the excellent meaning understanding, but the second score belongs to the good score. It should be mentioned that the participant 2 completed the before reading while listening column but there was one incomplete answer that had no points, also the after

reading while listening column had two blank answers that contributed to getting a lower result.

Participant 3 got 43 points before the activity and 44 points after it. According to the rubric, these two aspects belong to the excellent aspect. It can be seen a higher result after the activity than before , this could be because in the before reading while listening column the participant had one incomplete answer that did not have points.

Participant 4 got 48 points before the activity and 39 after it. This time, the first score belongs to the excellent aspect in the rubric, while the other score belongs to the good aspect. It can be seen an important difference between the two scores, it must be mentioned that in the after reading while listening column, the lower score, there was one blank answer that has no points, however, the nine-point difference is not represented only in these answers, therefore, it could be said that there was a better understanding of the words meaning before the activity than afterwards. The previous information can be summarized in figure 2.2 below.

Participant	Rubric's Result before reading while listening	Rubric's Result after reading while listening
1	44/56 Excellent	46/56 Excellent
2	45/56 Excellent	39/56 Good
3	43/56 Excellent	44/56 Excellent
4	48/56 Excellent	39/56 Good

Figure 3: Final scores and assessment aspects of the four participants in the before and after reading while listening.

4.3 Analysis of participants' answers

Participants received a worksheet with the instructions to complete it. These instructions mentioned three possible lexical units that they could use to complete the worksheet: a synonym, a sentence or a definition of the vocabulary presented. The self-designed task-specific rubric used to analyze data (see Appendix D) provides a definition and an extract

from the story that makes it possible for defining if the answers given by the participant fits the meaning of the word given and to position them in one of the four ranges of scores in the rubric.

Participant 1. Definitions were the lexical units most used by this participant being 9 before the activity and 8 after it, on the other hand, the less used were synonyms with only 2 before the activity and 0 after it. According to these results it could be said that the participant found it easier to construct a definition of the word given by using previous knowledge or the context provided during the activity, and probably the participant found it more difficult to find another word in his vocabulary knowledge to describe the one given.

Participant 2. Sentences were the lexical units mostly used by this participant with 13 questions before the activity, and 14 after it; on the contrary, definitions and synonyms were not even used, instead, there was one incomplete answer before the activity and one blank answer after it as well as one answer that did not belong to any of the lexical units available to use in the worksheet. It can be concluded that this participant found it easier to use the word in a sentence to express the meaning of it.

Participant 3. Sentences were the only lexical units used by this participant with 13 questions before the activity and 14 after it, we must mention that there was only one incomplete answer before the activity, while after the activity was completely answer with sentences. Here, I can conclude that this participant completely relied on sentences to express the meaning of the words given.

Participant 4. Sentences were the lexical units mostly used by this participant with 11 questions before the activity and 6 after it, in contrast, the less used were definitions with only 1 answer before the activity and 5 after it, and synonyms with only 2 answers before and after the activity. It could be concluded that this participant considered more helpful to use sentences to express the meaning of the words given. The previous information can be summarized in figure 4 below.

Participant	Lexical units before reading while listening	Lexical units after reading while listening
1	9 Definitions. 3 Sentences. 2 Synonyms.	8 Definitions. 6 Sentences. 0 Synonyms.
2	0 Definitions. 13 Sentences. 0 Synonyms. 1 Incomplete.	0 Definitions. 12 Sentences. 0 Synonyms. 1 Blank Answer. 1 Other
3	0 Definitions. 13 Sentences. 0 Synonyms. 1 Incomplete.	0 Definitions. 14 Sentences. 0 Synonyms.
4	1 Definitions. 11 Sentences. 2 Synonyms.	5 Definitions. 6 Sentences. 2 Synonyms. 1 Blank.

Figure 4: Lexical units before and after the reading while listening activity.

4.4 Individual participants' evaluation

In this section, the results obtained from each participant at the end of the reading while listening activity and after having applied the task-specific rubric are summarized. This

summary shows participants' performance in the activity using the scores each participant obtained before and after the reading while listening activity. In addition, it shows the lexical units most used to express the meaning of words before and after the reading while listening activity.

The final scores from participant 1 were 44 points before the reading while listening activity and 46 after it. Both scores describe an excellent understanding of the words' meaning, this was expressed by using definitions before and after the activity.

The final scores from participant 2 were 45 points before the reading while listening activity, this score describes an excellent understanding of the words' meaning. In contrast, the score after the activity was lower, with 39 points, this score describes a good understanding of the words' meaning which was expressed by using sentences before and after the activity.

The final scores obtained from participant 3 were 43 points before the activity and 44 after it. Both scores describe an excellent understanding of the words' meaning which was expressed by using sentences before and after the activity.

Finally, participant 4 obtained 48 points before the activity, it represents an excellent understanding of the words' meaning, however, the score after the activity was lower, with 39 points this score describes a good understanding of the words' meaning. Sentences were the lexical unit used to express the meaning of the words given. The previous information can be summarized in figure 5 below.

Participant	Lexical units before reading while listening	Score Before reading while listening	Lexical units after reading while listening	Score After reading while listening
1	9 Definitions. 3 Sentences. 2 Synonyms.	44 pts Excellent	8 Definitions. 6 Sentences. 0 Synonyms.	46 pts Excellent
2	0 Definitions. 13 Sentences. 0 Synonyms. 1 Incomplete.	45pts Excellent	0 Definitions. 12 Sentences. 0 Synonyms. 1 Blank Answer. 1 Other	39 pts Good
3	0 Definitions. 13 Sentences. 0 Synonyms. 1 Incomplete.	43 pts Excellent	0 Definitions. 14 Sentences. 0 Synonyms.	44 pts Excellent
4	1 Definitions. 11 Sentences. 2 Synonyms.	48 pts Excellent	5 Definitions. 6 Sentences. 2 Synonyms. 1 Blank.	39 pts Good

Figure 5: Final scores, description of participants' performance and lexical units used before and after the reading while listening activity.

4.5 Evidence of language learning strategies used by participants

The analysis of participants answers also consisted of observing participants behaviour to determine the learning strategy used, because of the reduced number of participants, it was possible to pay attention to each participants' behaviour. Bai (2018) proposed the social/affective strategy that involves students' cooperation and interaction with other people during the process of learning. Participants did not interact with each other because once the activity began, they kept their eyes on the screen and they were listening to with the headphones on, also, when the activity ended, they were dismissed, so they did not discuss

answers with the other participants. Metacognitive strategies involve selective attention; it means that most students pay more attention to those words that are considered or reminded as frequently used words. Participants did not know the type of vocabulary they had in the activity until they began with it. However, after the activity, 2 participants skipped the same word to continue with others.

Bai (2018) mentions that cognitive includes the guessing strategy which consists of students guessing the meaning of a word by the context. The use of guessing strategy was mainly observed in participants' answers because the sentences used by 3 of them, after the reading while listening activity, were similar to the sentences in the story. The use of the context to guess the meaning of words has been mentioned by other authors like Hamzah, Kafipour & Abdullah (2009), Cohen & Macaro (2007) and Schmitt (2010) who state that the guessing from context strategy belongs to the cognitive strategies. In addition, Cohen, 1996 states that cognitive strategy involves identification, retention, storage or retrieval of words or phrases. During the reading while listening activity, participants observed the highlighted words on the screen and despite the reading while listening activity was done once, the script of the story stayed on the screen while they answered the worksheet so the text was available to them and they were able to see the highlighted words on the screen.

4.6 Conclusion

In this chapter, the data obtained was analysed and the results were stated. First, the scores that each participant got before and after the reading while listening activity were shown, and then, the evaluation of the results obtained was done. After that, the analysis of participants' answers was presented. This was done by following the aspects of assessment that the rubric

contains, so the elements observed in the answers obtained from each participant were described. Then, a summary of the results obtained from each participant at the end of the reading while listening activity was offered. Finally, the evidence of the language learning strategies used by participants was presented.

CHAPTER V: CONCLUSION

5.1 Main findings

This research was done to assess vocabulary breadth and depth in students of English as a foreign language, the assessment of these aspects of vocabulary knowledge can be helpful to orient teachers to choose techniques to train students to increase their vocabulary knowledge. At the end of the data analysis, it was found that the reading while listening activity done in this research provided more than a description of students' vocabulary knowledge, it was also possible to determine what lexical units were the ones students most commonly used to express the meaning of words, how they were influenced by the activity to express the meaning of words and which learning strategy they used to do it. Here, the main findings of this study are summarized. The summary is presented as answers to the research questions.

RQ1: What lexical units do CELE students use to express the meaning of a word?

After doing the analysis of the answers obtained from participants, it was found that 3 of the 4 participants used sentences to express their understanding of the words given. Despite they were told that it was not allowed to copy the part of the text, their sentences were similar to the ones presented in the text. This behaviour had been mentioned by Schmitt (2010) previously cited, who stated that guessing the meaning of a word requires plenty of comprehensive supporting context. The 3 participants may have used the context of the story

as support to construct their own sentences which were similar to those in the story. I can conclude that sentences defined as an item that function as a single meaning unit, regardless of the number of words it contains (Schmitt, 2000), are the lexical units most used by CELE students to express the meaning of words.

RQ2: What is the most used learning strategy by CELE students to learn vocabulary?

In this research, three main strategies proposed by Bai (2018) for finding the meaning of unknown words in EFL were discussed, they are: social/affective, met cognitive and cognitive that according to the author it is the most frequently used, he explains that the guessing strategy belongs to cognitive and it consists of students guessing the meaning of a word by the context. There is no evidence that participants used social/affective strategies because there was not any interaction among participants either before or after the activity, also they did not know they type of vocabulary until they began with the activity.

Similarly, Schmitt (2010) mentions that guessing from context is the most useful of all strategies. As the author explains, during the activity, participants kept their attention on the screen and the recording, and they had the scrip of the story on the screen while they answered the worksheet, so they could see the highlighted words to remember words in the story,

Finally, Cohen & Macaro (2007) conclude that vocabulary acquired by inferring meanings from contextualized readings appears to be more meaningful and better remembered than decontextualized rote memorization. This was observed in participants' answers because there were similarities between the sentences used by participants and the ones used in the story, therefore, cognitive strategy, specifically guessing from context, is the one that better describes participants' behaviour for finding the meaning of the vocabulary. The previous

strategies mentioned shared similar characteristics and all of them belong to cognitive strategies.

RQ3: Based on the lexical units used by students to express the meaning of words, what is the aspect of vocabulary knowledge that describes CELE students' performance, vocabulary breadth or vocabulary depth?

Li & Kirby (2014) stated that the assessment of vocabulary depth expresses the quality of students' explanation of words' meaning, this is what participants in this research did by using sentences. As we mentioned before the meaning of words can be expressed by using a lexical unit that Schmitt (2000) defines as an item that functions as a single meaning unit, regardless of the number of words it contains. In research question 1, it was concluded that sentences were the lexical unit used by participants in this research to express the meaning of words. According to Qian (2002), meaning is an aspect related to depth of vocabulary knowledge measure. The quality of students' explanation (Li & Kirby, 2014) or vocabulary depth can be also observed in the description that participants gave to evidence their understanding of the words' meaning. According to analysis, the 4 participants had excellent vocabulary depth before the activity, and after the activity, 2 of them had good vocabulary depth and 2 had excellent vocabulary depth.

5.2 Implications

The implications of the fact that most of the students constructed sentences to express the meaning of words can be two. First, teachers can see students' need to construct sentences since they find the use of sentences more effective than a single word to express the meaning of words. Second, students need to have plenty of supporting elements of language to

construct coherent and meaningful sentences. In consequence, the summative assessment of activities where students demonstrate they understand the meaning of words should be considered and done as formative assessment in order to allow students to keep practicing to improve and forward their level of understanding and their abilities for communication.

The findings of this research also showed that students use phrases similar to those in the story to construct their own sentences. For teachers and future teachers who decide to use this activity, this may imply that, at the beginning, students will have to find the elements they need in the text they read , but they will require more thinking when they face more complex vocabulary. Teachers and future teachers will have to remember that the activities where students demonstrate they understand the meaning of words should be easy at the beginning. For example, they can start with short stories about everyday situations, and become more complex as they advance. Teachers and future teachers can also consider using English for specific purposes text that contains uncommon vocabulary. Therefore, providing a variety of genres and topics can contribute to extend students' knowledge about the meaning of vocabulary in everyday situations, where they may find commonly used words. In addition, it can also contribute to introduce them to completely new vocabulary.

5.3 Limitations of the study

Along the process for doing this research, there were some aspects that limited the scope of it, first of all, it was pretended to be applied with 23 participants to have a variety of answers to analyse and compare, However, it only had 4 participants out of 23. To compensate the reduced number of participants, the analysis was done by paying more attention to the answers given to get more perspectives from fewer participants and to obtain better results. Because of the reduced number of participants, it was not possible to use a classroom where

each student had their script and reproduce the recording of the story on the speakers, as it was planned, instead, one computer was used to carry out the activity but the inconvenience of this is the time because the participants had to pass one by one and it took more time.

Participants only had access to the text and the recording once, they listened to the story while they were reading it, but after that, they did not have access to these materials to answer the worksheet because they were not allowed to copy the phrase of the text as an answer. Participants may have found it useful to use the reading while listening activity to construct their answers, however, the blank and incomplete answers found in participant 2 and 4 can mean that only one opportunity to use the listening was not enough for participants to catch the meaning of the word, making it difficult to express its meaning in the worksheet.

5.4 Recommendations for further research

This research had a reduced number of participants, despite the data obtained, this was helpful for the researcher. It is recommended that this experiment is applied with more students to get many perspectives about the students' vocabulary knowledge to compare the results obtained and define how many words students know (vocabulary breadth) and how well they use them in communication (vocabulary depth) to have a reference of how they may use the language out of the classroom. The reading while listening activity could have been done twice, it could have helped participants to reinforce the information obtained from the activity and use it to answer the worksheet to avoid blank or incomplete answers.

The vocabulary used for this research were adjectives in a story, but it can be done using different test genres to be more attractive for participants. Also, it could have used verbs and nouns. The material used was a story and its audio recording, but it could have been used

more reading and listening materials, or use videos to cover more styles of learning, it could have been applied in different groups of the same level to compare the results and identify the most effective material to practice vocabulary learning. A similar study could be also done in different levels, for example with children, but instead of a long story, fairy tales that could be complemented with online resources, like listening, could be used, or it could be used for adjectives like colours or shapes. Identifying words in a story could be helpful for children to learn how to categorize words to be used in a sentence.

The vocabulary chosen for the activity in this research was adjectives, but future studies could be done on a higher scale with phrasal verbs because of the huge range of variety of them and the uses they have in communication. To do an activity for meaning understanding before and after reading while listening activity, a longer story that uses phrasal verbs can be used. Finally, it could be applied to students with an advanced level, it could also be applied to students of English teaching from different schools and compare the results, participants could also be students that have travelled abroad and ones that have just studied phrasal verbs and compare the results.

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Appendix A. Lesson plan

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
 FACULTAD DE LENGUAS BUAP
 LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
 RESEARCH INSTRUMENT.

INSTITUTION: CELE BUAP (Centro de Lenguas Extranjeras) GRADE: ENGLISH 4 LEVEL: A2 No.Of Students: 23 DATE:

PROCEDURE	MATERIAL	TIME
The researcher gives to participants the worksheet and he explains them the instructions to complete it.		5 Minutes.
Participants complete the chart "before reading" in the worksheet according to the instructions given.	Worksheet.	15 Minutes.
Participants listen to the recording and at the same time they follow the story by watching the scrip on the screen Participants do this activity twice.	Recording and its script. https://americanenglish.state.gov/files/ae/resource_files/after-twenty-years.mp3 Screen and Speakers.	14 Minutes.
Participants complete the chart "after reading" in the worksheet according to the instructions given.		10 Minutes.

Appendix B. Worksheet

Name: _____ Date: _____
Age: _____ Nationality: _____ Mother Tongue: _____
English Level: _____

VOCABULARY KNOWLEDGE.

DIRECTIONS: Complete the "before reading" column with a synonym, a sentence or a definition of the word given. After you have read the text, complete the "after reading" column with new information obtained from the reading, you can use another synonym, sentence or definition. Do not translate the words.

NEW WORDS	BEFORE READING	AFTER READING
Strong		
Important		
Cold		
Watchful		
Early		
Small		
Strange		
Colorless		
White		
Large		
Interesting		
Warm		
Alive		
Old		

Appendix C. Recording of the story and its script in pdf.

Recording (After twenty years by O. Henry):

https://americanenglish.state.gov/files/ae/resource_files/after-twenty-years.mp3

Script: Henry, O. (1981). *After twenty years*. M. Ottobriano. Retrieved from.

<https://americanenglish.state.gov/resources/gift-magi-and-other-stories>

After Twenty Years

After Twenty Years

T

HE COP MOVED ALONG THE STREET, LOOKING

strong and **important**. This was the way he always moved. He was not thinking of how he looked. There were few people on the street to see him. It was only about ten at night, but it was **cold**. And there was a wind with a little rain in it.

He stopped at doors as he walked along, trying each door to be sure that it was closed for the night. Now and then he turned and looked up and down the street. He was a fine-looking cop, **watchful**, guarding the peace.

People in this part of the city went home **early**. Now and then you might see the lights of a shop or of a **small** restaurant. But most of the doors belonged to business places that had been closed hours ago.

Then the cop suddenly slowed his walk. Near the door of a darkened shop a man was standing. As the cop walked toward him, the man spoke quickly.

"It's all right, officer," he said. "I'm waiting for a friend. Twenty years ago we agreed to meet here tonight. It sounds **strange** to you, doesn't it? I'll explain if you want to be sure that everything's all right. About twenty years ago there was a restaurant where this shop stands. 'Big Joe' Brady's restaurant."

"It was here until five years ago," said the cop.

The man near the door had a **colorless** square face with bright eyes, and a little **white** mark near his right eye. He had a **large** jewel in his necktie.

"Twenty years ago tonight," said the man, "I had dinner here with Jimmy Wells. He was my best friend and the best fellow in the world. He and I grew up together here in New York, like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start for the West. I was going to find a job and make a great success. You couldn't have pulled Jimmy out of New York. He thought it was the only place on earth.

"We agreed that night that we would meet here again in twenty years. We thought that in twenty years we would know what kind of men we were, and what future waited for us."

"It sounds **interesting**," said the cop. "A long time between meetings, it seems to me. Have you heard from your friend since you went West?"

"Yes, for a time we did write to each other," said the man. "But after a year or two, we stopped. The West is big. I moved around every- where, and I moved quickly. But I know that Jimmy will meet me here if he can. He was as true as any man in the world. He'll never forget. I came a thousand miles to stand here tonight. But I'll be glad about that, if my old friend comes too."

The waiting man took out a fine watch, covered with small jewels. "Three minutes before ten," he said. "It was ten that night when we said goodbye here at the restaurant door."

"You were successful in the West, weren't you?" asked the cop.

"I surely was! I hope Jimmy has done half as well. He was a slow mover. I've had to fight for my success. In New York a man doesn't change much. In the West you learn how to fight for what you get."

The cop took a step or two.

"I'll go on my way," he said. "I hope your friend comes all right. If he isn't here at ten, are you going to leave?"

"I am not!" said the other. "I'll wait half an hour, at least. If Jimmy is alive on earth, he'll be here by that time. Good night, officer."

"Good night," said the cop, and walked away, trying doors as he went.

There was now a cold rain falling and the wind was stronger. The few people walking along that street were hurrying, trying to keep **warm**. And at the door of the shop stood the man who had come a thousand miles to meet a friend. Such a meeting could not be certain. But he waited.

About twenty minutes he waited, and then a tall man in a long coat came hurrying across the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man at the door.

The new man took the other man's hands in his. "It's Bob! It surely is. I was certain I would find you here if you were still **alive**. Twenty years is a long time. The **old** restaurant is gone, Bob. I wish it were here, so that we could have another dinner in it. Has the West been good to you?"

"It gave me everything I asked for. You've changed, Jimmy. I never thought you were so tall."

"Oh, I grew a little after I was twenty." "Are you doing well in New York, Jimmy?"

"Well enough. I work for the city. Come on, Bob, We'll go to a place I know, and have a good long talk about old times."

The two men started along the street, arm in arm. The man from the West was beginning to tell the story of his life. The other, with his coat up to his ears, listened with interest.

At the corner stood a shop bright with electric lights. When they came near, each turned to look at the other's face.

The man from the West stopped suddenly and pulled his arm away. "You're not Jimmy Wells," he said. "Twenty years is a long time, but not long enough to change the shape of a man's nose."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, Bob. Chicago cops thought you might be coming to New York. They told us to watch for you. Are you coming with me quietly? That's wise. But first here is something I was asked to give you. You may read it here at the window. It's from a cop named Wells."

The man from the West opened the little piece of paper. His hand began to shake a little as he read.

"Bob: I was at the place on time. I saw the face of the man wanted by Chicago cops. I didn't want to arrest you myself. So I went and got another cop and sent him to do the job.

JIMMY."

Appendix D. Task-specific rubric

TASK-SPECIFIC RUBRIC

	4pts Excellent 43-56	3pts Good 29-42	2pts Fair 15-28	1pts Poor 1-14
BEFORE READING WHILE LISTENING ACTIVITY	The meaning of the word is fully understood by the student.	Students partially understood the meaning of the word, but he does not have a fully understanding:	Students demonstrates a vague understanding of the word.	The meaning of the vocabulary word is not understood by the student.
AFTER READING WHILE LISTENING ACTIVITY	4pts Excellent 43-56	3pts Good 29-42	2pts Fair 15-28	1pts Poor 1-14
	The meaning of the word in the story is fully understood by the student.	Students partially understood the meaning of the word in the story.	Students demonstrates a vague understanding of the word used in the story.	The meaning of the word in the story is not understood by the student.

Definitions	Extract of the story
Strong: Powerful; having or using great force or control.	The cop moved along the street, looking strong and important
Important: Necessary or of great value	The cop moved along the street, looking strong and important
Cold: Low temperature.	It was only about ten at night, but it was cold.
Watchful: Paying careful attention and ready to deal with problems.	He was a fine-looking cop, watchful, guarding the peace
Early: Near the beginning of a period of time, or before the usual, expected or planned time.	People in this part of the city went home early.
Small: Little in size or amount when compared with what is typical or average.	Now and then you might see the lights of a shop or of a small restaurant.
Strange: Unusual and unexpected, or difficult to understand.	It sounds strange to you, doesn't it?
Colourless: Having no colour.	The man near the door had a colorless square face with bright eyes,
White: Colour	and a little white mark near his right eye.
Large: Big in size or amount.	He had a large jewel in his necktie.
Interesting: Something or someone that keeps your attention because it is unusual, exiting or have a lot of ideas.	It sounds interesting," said the cop.
Warm: Having or producing a comfortably high temperature, although not hot.	The few people walking along that street were hurrying, trying to keep warm.
Alive: Living, not dead.	I was certain I would find you here if you were still alive.
Old: Having lived or existed for many years.	The old restaurant is gone, Bob.