CREATING MULTIPLE ENCOUNTERS WITH A LEXICAL ITEM AS A WAY TO ENSURE BETTER RECOGNITION AND PRODUCTION

Moisés Alcántara-Ayre

Piura, septiembre de 2018

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación. Mención en Enseñanza de Inglés como Lengua Extranjera

UNIVERSIDAD DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN EDUCACIÓN

Creating multiple encounters with a lexical item as a way to ensure better recognition and production

Tesis para optar el Grado de Magíster en Educación con mención en Enseñanza de Inglés como Lengua Extranjera

Moisés Elías Alcántara Ayre

Asesor: Dr. Majid Safadaran Mosazadeh

Piura, setiembre de 2018

Approval

The thesis entitled, **"Creating multiple encounters with a lexical item as a way to ensure better recognition and production"**, presented by **Moisés Elías Alcántara Ayre**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language**,** was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on **…………………………….** before a Jury with a following member:

_____

President

_____   _____

Secretary   Informant

Analytical informative summary

Title: Creating multiple encounters with a lexical item as a way to ensure better recognition and production
Author: Moisés Elías Alcántara Ayre
Assessor: Dr. Majid Safadaran Mosazadeh
Type of thesis: Tesis de Maestría en Educación
Title degree: Magíster en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera
Institution: Universidad de Piura. Facultad de Educación.
Date of dissertation:

Key words: Multiple encounters / lexical item / recognition / production

Description: The research confirms the fact that several encounters with a recently learned lexical item are needed before recognition and production are optimized.

Content: The thesis has 4 main parts. The first part states the objectives of the research; the second part introduces the theoretical framework underlying multiple encounters with recently learned vocabulary; the third part discusses the methodology of the research; the last part discusses the results, conclusions and recommendations.

Methodology: Experimental research.

Conclusions: More encounters with a recently learned lexical item are likely to ensure improved recognition and production. On the other hand, lexical items that are met fewer than 7 times can also achieve outstanding production and recognition.

Sources: Both control and experimental groups; checklists that record the type and number of encounters with the target lexical items; pre- and post-tests for recognition and production.

Date of summary: September, 2018.

Table of contents

List of Tables

List of Graphs

Introduction

It has been lately and widely claimed that later encounters with a recently learned lexical item are fundamental. Later encounters with a lexical item are the only form to ensure that it is effectively learned. The present study intends to demonstrate that after a new lexical item has been presented and introduced to students, it is critical to provide later-multiple encounters with this lexical item to assure its effective learning. The present study in this specific context will look at recognition and production of the recently introduced lexical items as the indicators that later encounters with new vocabulary ensure more effective learning.

Learning vocabulary is widely acknowledged as being one of the most important aspects of learning a new language. As Wilkis puts it, "with grammar little can be conveyed, without vocabulary nothing can be conveyed." For years it was believed that presenting lexical items was enough so that the learning of these would take care of itself. There was and there is still among some teacher's strong reliance on the idea that a very effective presentation of new lexical items to students should suffice for effective learning. But this has proven wrong. Effective presentations are actually an important initial step but definitely not the most important. It is actually the later encounters with these new lexical items which are essential and it is then when teaching can be more effective. It can be more effective in that later encounters are the ones which can provide great opportunities for expanding the knowledge about the new lexical items: its collocations, or secondary meanings to name a few. Folse, Nation and Schmidt agree that it is the job of the teacher to create later encounters with these lexical items. It is these later encounters which are under study in this present research. Ideally and according to previous researches students encountering the new lexical items after an initial presentation should be better able to recognize and produce with such lexical items. In other words, if students are provided with multiple encounters with a lexical item, it is most likely that these students will write, read, listen and speak with more efficiency as they use them.

Schmidt has also stressed the importance of later encounters with recently learned lexical items saying that in the case of vocabulary, the more one engages with a lexical item, the more likely the lexical item will be remembered for later use. In this present

study, lexical items that have recently been taught or introduced to students will be encountered both receptively and productively later on. Receptive means that the lexical item is encountered in listening and reading whereas productive suggests encountering the new lexical items in writing or speaking which means that lexical items are being used productively.

Now each chapter is briefly introduced to see what each will be dealing with.

Chapter 1 'Investigation Outline' briefly discusses how the present research intends to shed light on and validate the idea that multiple encounters with a recently learned lexical item are fundamental to its effective learning. The general goal of the investigation is *to determine if multiple encounters with a new lexical item will ensure effective production and recognition of such lexical items*. Chapter I also summarizes some researches concluding that multiple encounters with recently learned lexical items are necessary for effective learning.

Chapter 2 'Theoretical Framework' introduces a number of definitions relevant to the research: multiple encounters, recognition, production, high frequency words, dependent and independent variables. All of these definitions and a few others set the context for the research as they help fully understand the components of this research.

Chapter 3 'Methodology of the Investigation' deals with the methodology of the research. Being the research of the experimental type, it has both a control and experimental group. The research was conducted at a binational center in Huancayo in Peru with students aged 14 – 31, with the majority being teenage students, and with very similar proficiency levels (low intermediate-B1 in CEFR). Both the control and experimental groups were taught by the same instructor in an attempt to ensure the teaching variable was the same for both. The control group in the research was provided with fewer than 7 encounters with the new lexical items whereas the experimental group was provided with 7 or more encounters. Those "more encounters" with the recently learned lexical items in the experimental group are the most important factors in the research. To see the progress that students have made during the research period, students had to take a pre and post-test. The test contained a total of 6 words as the targets. These targets were each assessed twice, once receptively and the other time productively. The entire test had 12 questions requiring students to use production and recognition to

complete it. Both the pre and post-tests were exactly the same. The pre-test was administered right before the first presentation of the new lexical items by the teacher and the post-test was administered two days after the last encounter with the lexical items.

Chapter 4 'Discussion of Results' demonstrates that more than 7 encounters with a recently learned lexical item guarantees effective learning--more in recognition than in production. The gains for both experimental and control are not as evident as in recognition though.

It is evident that multiple encounters always result in improved learning. However, fewer than 7 encounters are not always ineffective as some results have shown. What is unquestionable is the fact that the more encounters, the better the learning of the new lexical item will be.

As the concern of many English teachers is to look for the best tools or ways to ensure effective learning of new vocabulary, the present research will intend to demonstrate whether multiple encounters with a new lexical item are actually so effective and necessary for the desired effective learning of vocabulary. Findings and results of this research should shed light into the learning of new vocabulary and how such learning experience can be best fully optimized.

Chapter 1

Investigation outline

1.1. Formulation of the problem

The present investigation intends to demonstrate if later-multiple encounters with a recently learned lexical item can guarantee more effective learning.

Acknowledging the central role of vocabulary learning, and acknowledging the need for being informed about the best ways to learn new vocabulary in a more effective and efficient way is paramount to all teachers and students. Learning long lists of lexical items or learning through vocabulary cards are some ways to learn lexical items but it may sometimes be forgotten that more importance should be placed on providing multiple encounters with a lexical item after an initial encounter: the more encounters with a lexical item, the better. Thus, if the theory indicates that multiple encounters are needed to ensure more effective learning of new lexical items, this is what teachers should be doing. Unfortunately, most teachers rely only on effective presentations to introduce new lexical items.

There is still the belief that a good presentation which is meaningful and observes principles of effective vocabulary presentations guarantees that students will retain vocabulary for later use. After such "effective presentations", teachers assume lexical items will take care of themselves or in the best scenario teachers will do some little recycling the day after the initial presentation in the hope that their job regarding vocabulary is finished. However, the latter is never enough. Multiple encounters with a lexical item are needed to ensure effective recognition and production. It is not the initial presentation which matters most but the later encounters with the lexical items.

1.2. Hypothesis

1.2.1. General hypothesis

The more encounters a teacher provides for a recently learned lexical item, the more likely students will be able to produce with and recognize such lexical item.

1.2.2. Specific hypothesis

‒ The more encounters a teacher provides with a recently learned lexical item, the more likely students will be able to produce using that lexical item.

‒ The more encounters a teacher provides with a recently learned lexical item, the more likely students will be able to recognize it.

1.3. Delimitation of the objective

1.3.1. General objective of the study

To determine if multiple encounters with a new lexical item will ensure effective production and recognition of such lexical item.

1.3.2. Specific objectives

‒ To confirm what previous research states about the great importance of later encounters with a lexical item for more effective learning of such lexical item.

‒ To determine the limitations of the statement which indicate that later encounters with a lexical item are fundamental to effective learning.

‒ To determine whether receptive or productive encounters have a stronger effect in the learning of the lexical items.

‒ To find out what other factors in addition to encountering lexical items at a later time may have an important role in production and recognition.

1.4. Justification of the investigation

Learning vocabulary with effectiveness and efficiency is a concern for most teachers and learners. It has been suggested that multiple encounters with a recently new lexical item should bring about the desired and long-lasting learning of such lexical items. Still these days a significant number of teachers feel that only effective presentations are

enough to ensure effective learning of new lexical items. Many still refuse the idea that later multiple encounters with the recently learned lexical item are even more important than the initial encounter with it (initial presentation by the teacher). In this sense there is a need to carry out an investigation to see if multiple encounters with a lexical item are actually as helpful.

The research has indicated that between "6 and 20 encounters" [1] may be needed if one wants to really learn a new lexical item. The present research hopes to confirm such idea. If it is confirmed that multiple encounters indeed are a way to ensure effective learning of the lexical item, then it should be suggested that teachers start providing multiple encounters for recently new lexical items as that is a guarantee of the best learning of lexical items over time.

Students may also benefit from this knowledge. If students understand the importance of multiple encounters, then they could take the best measures to start action plans that help them learn more lexical items more effectively. As a result, there are two parties that may benefit from the findings and or results of the investigation.

1.5. Limitations of the investigation

One limitation has to do with the sample size. Both the control and experimental groups are no larger than 20 students each making the research a situation where the findings may not be generalized to other settings.

Another limitation is the background students bring to this research. Even when both the control and experimental groups are groups of students who are around the same ages, have been studying for the same period of time, have been using the same textbook, the research has not looked at outside of the class learning experiences with English such as private tutors, English programs at their secondary schools, living or studying in an English-speaking country which may have impacted the learning experience of the English language learners.

---

[1] Nation, Paul (2001): Learning Vocabulary in Another Language, 1st edition, UK: Cambridge University Press.

Having said this, it is important to acknowledge that even when this research has limitations; it can also offer insight for this very particular context where it was carried out at the binational center ICPNA Región Centro in Huancayo, Perú.

1.6. Antecedents of the investigation

What follows is a number of research studies which have influenced how this present study has been shaped up. All of the studies below share something in common: They look at the effect of multiple encounters or multiple exposures as a form to ensure more effective learning of recently learned lexical items. These studies have been conducted in several countries (Belgium, New Zealand, Japan, England, Spain) confirming that even under various conditions and with different age groups, the results are always the same: multiple encounters with recently learned lexical items guarantee more effective learning.

The effects of repetition and time of post-test administration on EFL learners' form recall of single words and collocations

Elke Peters

Flemish University (date not indicated)

This research sought to measure the effects of how form recall of lexical items by the EFL business students is affected (1) by repetition (1,2, or 3 occurrences), (2) by the type of lexical item (single item or collocation), and (3) by the time of posttest administration. 12 single lexical items and 12 collocations were used. Fourteen and twenty EFL students at a Flemish university participated in each group (a total of 2 groups).

The learning effect was measured via 2 recall form posttests. In the first group, the posttest was administered immediately after the learning treatment and 2 weeks later. In the second group, the first posttest was administered one week later and 2 weeks later. The results of the investigation confirmed a positive effect of frequency of occurrences: in both cases single items and collocations. The gains in both groups were higher on the first tests than on the tests administered two weeks later. It's also important to know that single items

were more easily recalled than collocations; however, in both cases there were important gains as a result of frequency of encounters (occurrences).

As it concerns the present research, it resembles a lot the above research conducted by Peters in regards to age group, use of posttests focusing on form recall, and purpose of research (frequency of encounters). The present research looks at the frequency at which lexical items are met and its influence on effective recall or learning of the lexical items, and the above research at the Flemish university also studied how single lexical items and collocations under three different conditions would influence form recall or effective learning. The results confirm that the format of this thesis research has been used previously: frequency of encounters, form recall, use of posttests, use of single items and collocations.

At what rate do learners learn and retain new vocabulary from reading a graded reader?

Rob Waring and Misako Takaki

A University in Western Japan (date not indicated)

Fifteen 19 to 21 year old Japanese female students from a university in Western Japan at a lower intermediate level read the graded reader the *Little Princess* and were later tested on the recall of the words on three different tests (a word-form recognition test, a multiple choice test, a meaning by translation test) over three periods of time. This research tried to establish how much new vocabulary was learned from natural reading and multiple exposures to lexical items.

The target lexical items to be tested were grouped in 5 groups. The first group included 5 lexical items that were met 1 time, the second group included 5 lexical items that were met 4-5 times, the third group included 5 lexical items that were met 8-10 times, the fourth group included 5 lexical items that were met 13-14 times, and the fifth group included 5 lexical items that were met 15-18 times.

Each test was administered three times: immediately, 7-10 days later, 3 months later. The more frequent items had higher recognition rates than the less frequent items. The word recognition test on the immediate test showed that those lexical items met more

than 8 times were recognized more in the test; however, after 3 months these gains were lost in about 50%. In the multiple choice test, the immediate test results showed that 40% of the lexical items were recognized, which decreased to 25% after three months. On the meaning translation test 4.6 of 25 items were translated correctly on the immediate test, dropping to less than 1 lexical item three month later; only 42 % of the lexical items that had been met more than 15 times were translated correctly in the immediate posttest which decreased to 6% after three months. Although there are considerable gains in the immediate tests, there is an important loss in the tests administered three months later. Another important conclusion is that learners do not learn a lot of new lexical items from graded readers, but graded reading helps consolidate already known vocabulary.

The number of subjects in the above study (Japanese university) is very similar to the number of subjects in the present research. Also the age of the female students is close to the age of the participants in this present research. In the above research, students were low intermediate which is similar to the English level in this present research where students are also low intermediate. The posttests were an important element in the format of the research conducted by Waring and Takaki leading us to believe that researches like the present one have been previously conducted in a similar fashion. The word recognition test on the immediate test showed that those lexical items met more than 8 times were recognized better which compares to the condition in this thesis research that more encounters with a lexical item ensure improved learning.

Does repeated practice make perfect? The effects of within-session repeated retrieval on second language vocabulary

Tatsuya Nakata

A technical college in Japan (date not indicated)

This research looks at the effects of within-session repeated retrieval to learn 16 English-Japanese paired words. Students were ages 15-16, totaling 98 in the research. Four conditions were used: 1, 3, 5, and 7. Three (3) means the word was retrieved 3 times in a single session and so forth (1, 5, 7). The posttests showed that '5' and '7' produced higher scores. The posttests were administered immediately, 1 week, and 4 weeks after the

treatment. The results in '5' and '7' demonstrate the importance of repetition in L2 vocabulary learning: more repetitions = better learning of the words.

Although this research focuses on repeated retrieval within a session, it confirms that multiple retrievals or encounters with a lexical item are better than fewer.

This research by Nakata has paid attention to frequency of retrieval but not paid attention to frequency of input, which the present research has done. The multiple encounters in the present thesis research looked at both frequency of retrieval and frequency of input. The main condition in the present research is creating 7 or more encounters or fewer encounters for the experimental and control groups respectively. The research in Japan has shown that 5 or 7 encounters have provided the highest gains in the posttest which could lead to consider that as in the present research more encounters are better than fewer encounters. From that perspective, the research conducted by Nakata confirms the importance of multiple encounters in learning new lexical items. It is also important to remark the age group of the participants in the research by Nakata, 15-16 which approximates the ages of the participants of the present research.

Vocabulary acquisition from listening to stories

Warwick B. Elley

Christ Church, New Zealand, 1989

In the research in experiment 1 and experiment 2, the results prove a clear relationship between story reading and learning vocabulary. Both experiments were conducted in New Zealand with elementary school children. In both cases stories were chosen and read to the students a few times so that students would hear the same story not only once. The goal of the experiments was to determine the extent to which story reading would help these school children learn new vocabulary. In both experiments different conditions were created but the results for the most part indicated that basically the learning of new words could be explained by both repeated exposure to the words and by helpful context. The net gain in experiment 1 in reading comprehension was 15-20 %; similar results were obtained in experiment 2.

Exposure to new words or the number of occurrences of those words in the stories led us to think of the role of repeated exposures to a word as an element that explains the learning of new words (lexical items).

Thus, this research confirms the fact that multiple encounters with a lexical item (repeated exposures) lead to the learning of recently learned lexical items, which is what this present study intends to confirm. In the above experiment the goal was to improve reading comprehension, being the occurrences of new lexical items a factor improving comprehension. It is evident that for any type of learning where learning a new lexical item plays a role, multiple occurrences are better than none which is what the present research is trying to demonstrate.

Maintenance of Foreign Language Vocabulary and the Spacing Effect

Harry P. Bahrick, Lorraine E. Bahrick, Audrey S. Bahrick and Phyllis E. Bahrick

9-year longitudinal study (exact date not indicated)

This 9-year longitudinal investigation sought to understand the benefits of spacing on retention and acquisition of 300 words. The 6 retraining sessions took place at intervals of 14, 28, and 56 days. The 4 participants in the research were tested 1, 2, 3, and 5 years after the training sessions terminated. The longer session intervals improved retention more than the shorter session intervals as shown on the retention tests, this was true across all the years: 1, 2, 3, 5. [After the seventh retraining session most-not all- words were recalled with ease].

Clearly, it is evidenced that the spacing effect on the learning of words has positive effects on long-term retention. This longitudinal study has demonstrated that with 26 retraining sessions, with a 28-day interval 54% of the words were retained after 5 years- which means a great number of words were recalled after so many years.

Though the present research is not a longitudinal one as the one just described, the spacing effect is a fundamental concept in creating multiple encounters with a recently learned lexical item. The spacing effect suggests multiple encounters with recently learned content over time, which is a critical element in the present research. It helps understand that the spacing effect is valid not only on the short term but also on the long term.

The effects of vocabulary instruction: a model-based meta-analysis

Steven A. Stahl, Marilyn M. Fairbanks

April, 1985

Among the various analysis the researchers carried out, they found that the number of exposures is a factor that explains the learning of vocabulary. It is reported that vocabulary instruction has a significant impact on comprehension of passages containing taught lexical items. The analysis of results may also suggest that vocabulary instruction needs to be complemented by learning lexical items from context. The number of repeated exposures with a lexical item can explain more effective learning of new lexical items. It is not clear what types of exposures such as drilling, seeing the lexical items in newer contexts other than the original, production with the new lexical items, best explain the learning of the lexical items, but it is clearly evidenced that multiple exposures are always better than no exposures.

Unquestionably, the research confirms that multiple exposures with a lexical item predict their learning. So encountering lexical items often in both instruction and in reading passages will most likely result in improved recognition of those previously introduced lexical items.

The findings of the meta-analysis become a point of departure for this research since it has confirmed that repeated exposures help with reading comprehension. Although the present study does not focus on reading comprehension, but production and recognition, it helps understand the fundamental role of encountering a lexical item several times before it is fully internalized and readily available for use.

The acquisition of lexical phrases in academic writing: A longitudinal case study

Jie Li, Norbert Schmitt

October 2006 – August 2007, University of Nottingham

This longitudinal study looked at how a Chinese MA student's use of lexical phrases in academic writing developed over a year. During the year, 8 essays and a dissertation were analyzed to observe the development in the use of lexical phrases by this

Chinese student. The results of this case study show that the Chinese student did improve in her use of lexical phrases in academic writing. One of the reasons explaining such improvement was the large amount of academic reading that the student was required to do. Another source for such improvement was explicit instruction received at the University of Nottingham, where the study was conducted. Thus, multiple input benefited acquiring lexical phrases. The study indicates in the general discussion: "Perhaps the most noticeable finding in the study is that formulaic language is learned incrementally. This is a well-known feature of individual words Schmitt (2008), and this study shows that the developing use of lexical phrases is no different."

The case study described previously has demonstrated that a great deal of input is required to acquire lexical phrases, that is to say, to be able to use the lexical phrases in academic writing-in this specific situation-, although it can also apply to speaking, reading, listening. Surely, learning vocabulary is learned incrementally as the study concludes. Multiple exposures with lexical phrases created a context where the Chinese student was able to encounter them several times.

This longitudinal study sheds light on the idea that multiple encounters are helpful in encountering lexical items and therefore in committing them to effective use in all skills. The present research is looking at how multiple encounters with a recently learned lexical item will result in more effective learning: recognition and production. Though the longitudinal case study observed lexical phrases and their use by a Chinese student in her academic writing, the results and implications confirm that multiple encounters with lexical items are fundamental to effectively using those in production and recognition.

How much collocation knowledge do L2 learners have? The effects of frequency and amount of exposure

Beatriz González Fernández, Norbert Schmitt

Spain, (date not indicated)

The study intended to explain the knowledge of collocations possessed by Spanish learners of English. One important discovery was that unlike single words, collocations seem not to follow a frequency order. What's true from the evidence is that low frequency collocations are much harder to learn. Language study and instruction seem to correlate

with the learning of collocations moderately. Reading, watching TV, listening to music, and using social media, visiting an English-speaking country relate to collocation knowledge, except for music. Plus, clearly, everyday use of collocations is what seems to predict improved knowledge of collocations.

Although the study briefly described above researched collocations, the findings and implications may be transferred to the learning of lexical items in general: idioms, compound nouns, phrasal verbs, etc. Without doubt, more meaningful opportunities for use of collocations contribute to improved knowledge of the collocations. Then it can be concluded that setting up meaningful and real-life activities for practice in the classroom are a must-do given its benefits.

As it concerns the present research, this has been informed by this study on collocations on how the multiple encounters with recently learned lexical items needs to observe: encounters that are meaningful and authentic that help the learner benefit the most from such experience. Not only are multiple encounters required for effective learning, but also encounters that resemble everyday activities. This is when the learning appears to be maximized. Then meaningfulness should be added to the encounters in the present research as a way to ensure optimal learning.

Another study that I will refer to here is that conducted by Kachroo, Crothers and Suppes and Tinkhman found in "Learning Vocabulary in another language" Nation (2001). (These researches were found in the book 'Learning Vocabulary in Another Language' by Paul Nation)

Kachroo (1962) found that words repeated seven times or more in his course book were known by most learners. Crothers and Suppes (1967) found that most items in their vocabulary learning experiments were learned after six or seven repetitions. Tinkhman (1993), like many other researchers, found that learners differed greatly in the time and number of repetitions required for learning. Most learners required five to seven repetitions for the learning of a group of six paired associates. A few required over twenty repetitions (Nation, 2001). And the latter may indicate that the number of times a word needs to be encountered differs for every learner. From these studies it can be inferred that there is no definite answer as to how many encounters are needed to ensure effective learning of the lexical items. Neither is there a thing such as a threshold which lets us know that after a

certain number of fixed encounters, there is a guarantee that recently learned lexical items will be known.

In addition to the research previously described, one more source will be included to consolidate the idea of multiple encounters for effective vocabulary learning:

Schmitt (pp. 137) says about vocabulary learning:

> Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word. This is certainly true for incidental learning, as the chances of learning and retaining a word from one exposure when reading are only about 5%-14% (Nagy, 1997, p. 74). Other studies suggest that it requires five to sixteen or more repetitions for a word to be learned (Nation, 1990, p. 44). If recycling is neglected, many partially know words will be forgotten, wasting all the efforts already put into learning them (ibid., p. 45).

Then it is confirmed that creating conditions for students to meet the lexical items is an obligation for effective learning. There's no other way. Multiple encounters, or multiple exposures, or recycling, all of them mean the same, and aim at meeting the recently learned lexical items several times after initial encounter. So it seems that so much of the research and of the existing bibliography support the idea of multiple encounters to ensure effective learning of lexical items.

Chapter 2

Theoretical framework

2.1. Definition and/or explanation of each of the components mentioned in the title

What comes next is the definitions of the three elements of the research: multiple encounters, lexical item, recognition and production.

2.1.1. Multiple encounters

In this section of the theory framework I cite different authors and their views on multiple encounters with new lexical items.

I start with Folse (2004) and his book "Vocabulary Myths", there he says, "Since we know the importance of retrieval of new words, learners need exercises that not only promote but actually require learners to retrieve the form of the word and the meaning of the word. You want materials that have vocabulary presentation and vocabulary practice."

Lesard-Clouston (2013) in "Teaching Vocabulary" talks about providing many exposures to new vocabulary in class. He says that estimates for the number of times someone needs to encounter a new word to learn it vary widely, but 10-20 exposures to new words and phrases have been found to be important to learning many of the aspects of vocabulary knowledge. Kachroo (1962) found that words repeated seven times or more in his course book were known by most learners. Crothers and Suppes (1967) found that most items in their vocabulary learning experiments were learned after six or seven repetitions. So the number of encounters used as the baseline for this research will be 7 or more. The experimental group will encounter the new lexical items more than 7 times, and the control group fewer than 7 but always more than one encounter.

Schmidt (2000) says that when learning new information, most forgetting occurs soon after the end of the learning session. After that major loss, the rate of forgetting decreases. By understanding the nature of forgetting, we can better organize a recycling program which will be more efficient. It is critical to have a

review soon after the learning session but less essential as time goes on. The principle of expanding rehearsal was derived from this insight, which suggests that learners review new material soon after the initial meeting and then at gradually increasing intervals Pimsleur (1967); Baddeley (1990, pp. 156-158).

In the above paragraph Schmidt is referring to the fact that multiple encounters is a factor to deal with forgetting. The present study does not look at the type of review suggested in the above paragraph which says that reviews should first happen very closely after an initial session but then gradually at increasing spaced intervals. The present research does look at the idea of multiple reviews or encounters with the new lexical items only.

Vocabulary knowledge is about learning and forgetting which means there has to be a defined intention on the side of the teacher as to diminish the effects of forgetting to favor retention/learning of the new vocabulary. Multiple encounters are supposed to deal with forgetting and to favor the retention of new vocabulary to make it long lasting. In this case, it is not only the multiple encounters with a lexical item that support the idea of effective learning but also the idea that if forgetting is a roadblock in learning, it needs be dealt with. The best way to deal with forgetting is multiple reviews or multiple encounters as it has been suggested by various researchers.

Finally, I have to quote Schmidt once more as he offers a lot of insight on the role of multiple encounters or recycling:

> Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word. This is certainly true for incidental learning, as the chances of learning and retaining a word from one exposure when reading are about only 5% - 14% Nagy (1997, p. 74). Other studies suggest that it requires five to sixteen or more repetitions for a word to be learned Nation (1990, p. 44). If recycling is neglected, many partially known words will be forgotten, wasting all the effort already put into learning them (ibid., p. 45). Fortunately, this recycling occurs naturally as more frequent words appear repeatedly in texts and conversations. This repetition does not happen to nearly as great an extent for less frequent words, so teachers should look for ways to bolster learner input to offset this.

2.1.2. Lexical item

Lexical item is a broader definition for "word" that encompasses single words, collocations, phrasal verbs, phrases, etc.

2.1.3. Recognition (receptive retrieval)

According to Nation (2001) "receptive retrieval involves perceiving the form and having to retrieve the meaning when the lexical item is met in listening or reading." In the study, participants take a recognition test where they have to look at gapped sentences and from a box choose the best lexical item to fill the gap. In doing so participants need to read the questions containing the target lexical items and answer.

2.1.4. Production (productive retrieval)

According to Nation (2001) "productive retrieval involves wishing to communicate the meaning of the word and having to retrieve its spoken or written form as in speaking or writing."

In the study, production is measured through having students complete a test where they first read a question containing the target lexical item and then have to write down an answer to that question using the lexical item in the answer.

2.2. Other related factors and/or definitions

2.2.1. Vocabulary

Let us start by defining what vocabulary is according to Lessard-Clouston who in his book "Vocabulary Teaching" (2013) indicates that vocabulary can be defined *as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do* Nation (2001).

In the present research the vocabulary includes the following lexical items, *involved, wide range of, take action, remain, leisure-time activity, stay active*, lexical items which clearly fall into the categories defined in the previous paragraph. Examples of single items are, *remain or involved* while *wide range of* or *take action* or *leisure-time activity* are lexical items in the category phrases or chunks.

2.2.2. The importance of vocabulary

Learning vocabulary is central to the effective learning of a language other than a *mother* tongue. In "Vocabulary Myths" by Folse (2011), there are several ideas regarding the role of vocabulary now and in the past. Next is what Folse (2011) says along with some of my comments:

> Unfortunately, traditionally vocabulary has received less attention in second language (L2) pedagogy than any of these other aspects, particularly grammar. Arguably, vocabulary is perhaps the most important component in L2 ability." Also Folse reveals what students think about vocabulary learning. "One of the first observations that second language learners make in their new language is that they need vocabulary knowledge to function well in the language. How frustrating it is when you want to say something and are stymied because you don´t know the word for a simple noun!

Fortunately, at present there is so much information and many more researchers, professors, teachers and advocates who strongly support the fundamental role of vocabulary within the well-known skills, reading, writing, listening and speaking. Many even say that grammar is mostly about chunks of the language and pre-fabricated language as proposed by the lexical approach.

2.2.3. Deliberate versus incidental vocabulary teaching

Many still think that incidental vocabulary is enough for learners to pick up new lexical items, but it is known that´s not true. I personally used to believe that incidental learning of vocabulary was what would move me forward. Over the past years and given my own experience as a learner of English, I can say now that intentional learning is truly most effective and efficient.

Nation (2008) has clearly indicated that research has revealed that although people can and do learn word meanings incidentally, such learning most often does not come easily and may not be very effective. For ESOL, then, vocabulary teaching is important, and part of a teacher´s job is to incorporate deliberate vocabulary teaching into classes to help students develop the breadth and depth of vocabulary knowledge required so that they can use if effectively both receptively and productively, Lessard-Clouston (2013).

Having shared this idea from Nation and from Lessard-Clouston –and my own-, it is undeniable to say that vocabulary has to be taught in the classroom. In this research, the teaching of vocabulary is deliberate. There is an initial presentation of the lexical items where the teacher introduces the target lexical items. This presentation is followed by multiple encounters where students recognize and produce using the target lexical items. Such multiple encounters are all intentionally provided by the teacher through various tasks. This sequence based on multiple encounters with a lexical item is what should produce effective learning according to the theory.

In the present research the teacher has an intention to teach vocabulary items from the textbook and does not simply assume that new lexical items will take care of themselves or that a great presentation alone will do. Rather, intentionally, the teacher or researcher decides to provide multiple encounters with the lexical items in receptive and productive forms as you will see throughout this investigation.

2.2.4. How much vocabulary do learners need to know?

To put it simple and after having read Schmidt (2000) and Nation (2001), my conclusion is that students must learn high frequency words first. Then incrementally keep adding more lexical items that are also frequent plus academic and technical lexical items. Academic and technical lexical items should be learned later in the learning experience of a learner and will depend on the specific needs and field of interest of the learner. In turn, I give a brief glance at the concepts of high frequency words, academic words and technical words.

2.2.5. High frequency words, academic words and technical words at glance

The classic list of high frequency words is Michael West´s (1953a) "A General Service List of English Words" which contains around 2000 word families. Almost 80% of the running words in an academic text are high frequency words Nation (2001). The present research has chosen six lexical items from the top 2000 word families. The activity from the course book in which these 6 words are first introduced to students presents more than 6 lexical items, but I decided to choose those that belonged to the 2000 top high frequency words as these are more relevant to my students at this stage of their learning experience.

It is also important to refer to "academic words" which are important words if one has an academic purpose such as pursuing a major in college or pursuing a higher academic degree. Also, "technical words" which are lexical items related to a topic or subject area, and "low frequency words" which are lexical items that form the largest group of all but whose frequency is very low may deserve the attention of some learners depending on their needs and interests Nation (2001).

2.2.6. What does it mean to know a word?

According to Nation knowing a word entails the following:

– Orthography

– Morphology (world-family relations)

– Parts of speech

– Pronunciation

– Meanings (referential range, variant meanings)

– Collocations

– Specific uses (technical, common)

– Register (power, dialect form, politeness, formality, slang)

And this takes us to the idea that knowing a lexical item entails a number of elements. Those elements of knowing a lexical item such as morphology, register,

specific uses, etc. are not learned in a single presentation even if this is such a wonderful one. It is the later encounters which enrich the experience of getting to know a lexical item more fully. It is not the goal of this research to see how such elements of knowing a lexical item are gained or learned over time but it is important to understand what it takes to learn a lexical item more fully.

2.2.7. Retrieval

The concept of retrieval is fundamental to the idea of multiple encounters with a lexical item. "Retrieval is what actually may lead to a word being remembered according to Baddeley (1990: 156)", Nation (2001). Retrieval as it has been defined by several researchers especially in the field of education and memory research describes it as the mental effort to remember information learned previously and bring it to the present.

In the present research the encounters with the recently learned lexical items are called productive or receptive encounters; however, the theory calls them productive and receptive retrieval. One example of productive/receptive retrieval in the research takes place when students play the "never-ending game" in which students ask each other several questions containing the target lexical items. Initially students simply read the questions to their peers, who in turn have to answer such questions using one of the target lexical items that is to say students have to read the question, listen to the question and speak to answer the question using one of the target lexical items. Another example of productive retrieval in the research takes place when the learners are asked to write a composition including some of the lexical items learned previously. In attempting to include those lexical items in the piece of writing, the learners have to make the effort to bring those lexical items to use.

2.2.8. Dependent variable

The dependent variable in this study is called better recognition and better production. This is the variable that will be manipulated through multiple encounters with the lexical items under study.

Better recognition should be understood as the capacity developed by the student to more accurately retrieve the meaning and form of a lexical item. In the study this is achieved by providing the participants with 6 gapped sentences. The gaps in the sentences of the pre and post-tests are for students to write down the lexical items from a box.

2.2.9. Independent variable

The independent variable in the study is called multiple encounters with a lexical item. Multiple encounters with a lexical item is encountering recently introduced new lexical items seven times or more than seven times.

In the study the independent variable takes the shape of productive and receptive exposure to the recently introduced new lexical items. To provide exposure or multiple encounters with the lexical items, the teacher has used definitions, has checked comprehension, has had participants use the lexical items to answer questions and to write compositions with those lexical items, and has had students watch videos containing the lexical items, etc. All of the latter are the various ways in which the teacher will help students meet the lexical items after an initial encounter.

2.2.10. The written form of a word

According to Schmidtt there is increasing awareness that orthographical (written-form) knowledge, traditionally considered a "lower level" type of knowledge, is a key component to both vocabulary and language processing in general.

2.2.11. The spoken form of a word

Schmidtt says that adequate phonological (spoken form) knowledge of a word involves being able to separate out and understand its acoustic representation from a continuous flow of speech, as well as being able to pronounce the word clearly enough in connected speech for other people to do the same when we speak.

2.2.12. High frequency words

The small number of words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language Nation (2001).

According to Nation, "high frequency words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language, in speech and in writing, and in novels, conversation, newspapers, and academic texts. Most lists of high frequency words consist of around 2000 word families."

2.2.13. Explicit learning of vocabulary

Explicit learning focuses attention directly on the information to be learned, which gives the greatest return for its acquisition. But it is also time-consuming, and for all but the most diligent student, it would be too laborious to learn adequately sized lexicon (Schmidt).

Chapter 3
Methodology of the investigation

Chapter three deals with the methodology of this investigation and focuses on the following aspects: samples and sampling methods, forms in which the hypothesis was verified, experimental methods, measuring of variables, methods of statistical analysis, pre-proofs and pilot's studies.

3.1 Investigation type

According to Seliger & Shohamy, *experimental research is carefully constructed so that variables can be manipulated*, which happens to be the case in this investigation where the variables are, recognition and production of lexical items (dependent) and multiple encounters (independent) with such items.

Seliger & Shohamy go on to say that all experimental approaches involve the control or manipulation of the three basic components of the experiment: the population, the treatment, and the measurements of the treatment. The population in this investigation is made up of students in an English language school (a pre-existing group). The treatment would be the multiple encounters that the teachers in the experimental and control groups provide which in this research would also be the independent variable (multiple encounters). The measurement of the treatment would be the pre and post-tests administered to both groups at exactly the same times, at the start of unit 8 (pre-test) in the textbook and two days after the last encounter with the lexical items (post-test).

3.2 Design of investigation

It is important to mention that the type of experiment design under which this research falls is the "control group design" in which case one group receives the treatment while the other, representing the same population as the experimental subjects, does not receive a treatment (Seliger and Shohamy, p. 137, 1989). In this research the experimental group receives more encounters with the recently learned lexical items and the control group receives fewer encounters with the recently learned lexical items. The goal is to see

through the pre and post-tests whether the experimental group with more exposures to the new lexical items has better gains as compared to the control group.

Also it is very important to look at two types of research commonly used by several researchers for which purpose I will use a comparison chart by McKay (2006) which clearly tells apart quantitative and qualitative research:

	Quantitative research	**Qualitative research**
Assumptions about reality	Reality is single; it can be broken down and parts studied.	Reality is multiple: it can only be studied holistically.
Purpose of research	The purpose is to generalize, to predict, and to posit casual relationships.	The purpose is to contextualize and interpret.
Research design	The researcher has a hypothesis and set methodology. The object is to summarize data and numerical indices.	The research design evolves over time. Once the data is gathered, the researcher looks for patterns.
Length of study	The study can involve a fairly short time commitment.	The study can involve a very long time commitment.
Data analysis	There is statistical analysis.	There is an interpretative analysis of the data and categorization of the data.
Research report	Technical language is used.	Descriptive language is used.

From this perspective it can be clearly determined that this is quantitative research. About the assumptions on reality, the research conducted has assumed that reality can be broken down into small parts, in this particular case the assumption is how multiple encounters with a new lexical item ensure more effective recognition and production. The purpose of the research is to see causal relationships that is to say how multiple encounters with a lexical item (independent variable) can result in better learning of vocabulary: recognition and production (dependent variable).

The length of time for this research is very short and takes place over the course of 10 days not including the day for the post-tests. As it can be seen in the chart above, quantitative research can involve very short periods of time which is the case in this present research. As for the data analysis, I have used statistical analysis which is what I

think fits best this type of research although at this point the statistical analysis is very basic.

Having said the above, it can be concluded that the present investigation is quantitative and not qualitative.

Another way to differentiate quantitative from qualitative is the amount of control a researcher exerts over the investigation. In quantitative research as this is the case, the researcher decides which groups to use and what type of stimuli to use in the experiment.

It is also necessary to briefly discuss the key constructs in quantitative research. Let us start with construct validity as described by McKay (2006). She says that construct validity has to do with the degree to which the instruments used in a study measure the construct that is being studied. In this research about providing multiple encounters with recently learned lexical items, the pre and post-tests are supposed to measure how students were performing right before the experiment started and then how they were performing after the experiment was finished. The test used was a vocabulary test that included recognition and production of the target lexical items under study. For further information on the format of the test, please see Appendix 3.

About external validity (Mackay (2006) which deals with the idea that the findings can be generalized, I have to say that the two classes used in the investigation for control and experimental groups were the only classes of that type. There were other upper and lower courses but the two groups in the experiment were the only ones. I do not know to what extent the findings can be actually generalized given the size of the groups, but the goal is to shed light into how multiple encounters actually bring about more effective learning of vocabulary. The conclusion is then that perhaps the size sample may be a limitation to generalizing the findings of the study: the experimental group had 15 students and the control group 16 students.

Regarding internal validity Mackay (2006) which deals with the degree to which the research design is such that is controlled for variables that could influence the outcome of the study. In this specific research I have chosen existing groups rather than a group formed by volunteers to avoid biases in the results or findings of the research. The variables have been controlled as follows:

– Use an existing group of students in the same phase, same course and who use the same textbook and cover the same contents.

– Use an existing group which has studied the same amount of time at the language school and who have been using the same textbook previously.

– Use the same instructor to deliver the lessons to avoid different instructors delivering the lessons in more or less efficient ways in both control and experimental.

– Use the same pre-test and post-test with both control and experimental groups.

– Use the same method to record encounters in both groups and by the same instructor.

3.3 Population and study simple

3.3.1. Universe

The universe is all students studying English at the language institute ICPNA RC which is about 2500 students with monthly enrolments.

3.3.2. Population

The population of the intermediate phase is about 560 students with monthly enrolments. 560 then becomes the universe of students who are studying intermediate phase going from A2/B1 to B2 according to the CEFR.

3.3.3. Samples

For the present research, "static groups" have been used, that is to say, existing groups were chosen. As the school where the research was conducted offers general English at three levels, basic, intermediate and advanced phases, the intermediate phase was used for this purpose. Basic and intermediate phases each have 12, 18-day courses while the advanced phase has 9, 18-day courses.

In this case it was decided that only two groups (control and experimental) of the intermediate phase which is made up of twelve courses would be under study. On

average a class has numbers of students anywhere between 8 (minimum) and 25 (maximum). The groups specifically chosen for this purpose were the Intermediate Three class (I03). These groups are representative of the intermediate phase and were chosen randomly. To ensure reliability, the same teacher taught both groups, experimental and control. To achieve the latter, the teacher had to teach both classes on two different months, October 2014 and January 2015. Both groups were similar in most aspects, average age, background in English learning (English proficiency), education background, schedule in which they attended classes, behavior in the classroom. Choosing existing and random groups in the intermediate phase was done with the purpose of avoiding biases such as asking students to participate in a research on a voluntary basis.

The experimental group had 15 students in all with 8 girls and 7 boys. The control group had 7 boys and 9 girls. Not all students in both groups were able to participate throughout all the research. So those who took the pre-test but missed some classes were not included in the final results, also those not taking the pre-test/post-test were not included in the research.

3.4   Variables

3.4.1. Dependent variable

The research consists of two variables, an independent and dependent variable. The independent variable is the "multiple encounters with the lexical items" which is the variable that the researcher manipulates to yield an expected outcome. On the other hand, the dependent variable in this research is the "effective learning of recently learned vocabulary." More specifically, the dependent variable in the study is the production with and recognition of six lexical items, involved, wide range of, stay active, take action, remain, spare-time activity. The assumption in the research is that if the independent variable is manipulated to provide more encounters then the dependent variable is affected positively which means the learning is more effective in production and recognition.

3.4.1.1. Dependent variable: better recognition and production with recently learned lexical items

The measurement tool used for the dependent variable was a test. To decide if more encounters with a lexical item would trigger better results a pre and post-test were used. The same exam was administered as pre and post-tests. The test included two types of questions, 6 in each category, recognition and production, as it can be seen below:

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON´T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are ………………..………. in a situation or activity, you are taking part in it or have a strong connection with it.

2. A …………………………………. things is a big number of different things of the same general type.

3. To ……………………………………. in a particular state or condition means to stay in that state or condition and not change.

4. To……………………..………….… is to do something for a particular purpose.

5. If you ………………………….…… you continue to move around a lot or do a lot of things.

6. If you do a ……………………..……….. you have extra time to do it or don´t need to do it.

II. Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON´T KNOW AN ANSWER, SKIP IT.

1. What´s your favorite **spare-time activity**?

2. What extracurricular activities are you **involved** in at school?

3. What do you do to stay active?

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

3.4.2. Independent variable

3.4.2.1. Multiple encounters with the lexical items

In both groups the target lexical items were the same. Those lexical items were chosen from the course book as they were in the list of the top 2000 high frequency words. The lexical items chosen in this case were, *involved, wide range of, take action, remain, stay active and spare-time activity*.

As the same teacher taught both classes, he kept track of the times when the recently introduced lexical items were later encountered by students using the observation form (checklist). This observation tool was what helped record information about each encounter per lexical item, per day. Such observation forms (see below) were also helpful in that they distinguished the productive and receptive encounters. In the chart that follows the highlighted lexical items are those target lexical items encountered and the highlighted "receptive" or "receptive" indicate that such encounter was of a receptive type or productive type.

Every day after each session the teacher in the control and experimental groups recorded the encounters he had provided in each class

and compared those encounters against the lesson plan to make sure what needed to be recorded as encounters was actually being recorded.

What follows is only an example to illustrate how the teacher kept track of the encounters. Once more I have to indicate that the "observation form" or checklist was used by both control and experimental groups.

The observation form or checklist was the tool used to keep track of the independent variable: multiple encounters. It was very important to keep careful track of each encounter. This task was achieved by the fact that scripted lesson plans were used so nothing would be left to chance.

Types of activities	Circle target words presented/practiced/ retrieved	Receptive or productive?	
Pre-presentation DAY 1	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Meanings explained through definitions.		

Once the information was gathered after the 10 days of research, it was processed to determine how many times each lexical item had been encountered throughout the period of study. Tallying was helpful to count the number of encounters per lexical item. As the information was recorded it was divided into receptive or productive encounters per lexical item. Then both receptive and productive encounters were added up to find the total number of encounters per lexical item. The total number of encounters was used for both production and recognition in control and experimental.

The information from the tests as a group and per lexical item was contrasted against the information of number of encounters per lexical item. It is important to clarify that not all lexical items had the same number of encounters; some lexical items were met more times than others.

3.5   Informants

Participants in this research both males and females have been learning English for about 14 months in a general English program at the binational center ICPNA Region Centro. Most of the students are ages 14-18 and were divided in two groups: the experimental group which encountered the target lexical items over a period of time of 10 days and the control group which also encountered the lexical items in a period of 10 days.

For the present research two groups of students in a low-intermediate course were necessary to conduct the investigation. Both groups were very similar in that they were groups of students of similar ages, similar background in English, used and had been using a similar course book therefore the contents were the same during the course of the research. With the control group the teacher provided for each lexical item fewer than 7 encounters while in the experimental group the teacher provided multiple encounters for the target lexical items beyond 7 encounters with each.

Students in this present study use a course book which is the standard course book in the English program and which all students and teachers are complied to use. The course book series "World Link" was used by both groups which means that the target lexical items were suggested by the course book in unit 8, lesson B of the course Intermediate Three (I03). The 6 lexical items chosen for this study were prioritized as the targets for the study since they were in the category high frequency words – top 2000.

3.6   Techniques and instruments for gathering the data

3.6.1.   Pre and post-tests

Pre and post-tests were used to determine the point of start right before the first encounter and to determine the progress students had made after the multiple encounters with the target lexical items. In addition, lesson plans and observations (checklist) helped keep track of the number of times lexical items were encountered in each lesson which included any kind of later encounter with the recently learned lexical items either receptive or productively.

The first part of the test was meant to measure the students´ ability to recognize the lexical items and their meanings. Students had to see the gapped sentences and then decide which lexical item best fit the sentence/definition. The second part of the test asked students questions which students had to answer using the target lexical items. As students were asked to produce complete sentences using the target lexical item, they were producing with such lexical items. In this production test, answers which did not make sense were scored as wrong. Only those answers that made sense because they were actually answering the question were scored as correct.

The results of both pre and post-tests were recorded and used to determine whether more encounters would actually bring about better results in recognition and production. The process for recording scores was very simple and was used to serve two purposes. First, the investigation looked at individual lexical items and their raw gains. So to determine progress between the pre and post-tests for individual lexical items, the total of correct answers for each of the lexical items in the pre-test was compared to the results in the post-test. For example, for the lexical item "remain", if in one of the groups 20 correct answers were achieved in the pre-test, such scored was compared to the post-test in which 26 correct answers were found. That means there is a gain of 6 points (raw data/gain). Second, test scores were also analyzed per section: recognition or production. Each student´s scores were recorded for recognition and production. Then all scores for experimental and control and for recognition and production were grouped for analysis. Descriptive statistics and percentages were used to see how the pre-test scores compare to the post-test scores for production and recognition in both groups.

3.6.2. Checklist to record later encounters with lexical items

As it can be seen in the chart that follows, it was used for observation to keep track of the lexical items under study and how these items were encountered in the several activities suggested by the course book, what day these encounters took place, whether the encounters were receptive or productive and how the encounters actually happened as it is described below the target lexical items in each activity in the below chart. The chart shows information for day 1 and the first activity in day 2.

The information collected for the experimental group during the days of study can be found in Appendix 4.

Types of activities	Circle target words presented/practiced/retrieved	Receptive or productive?	
Pre-presentation DAY 1	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	All of the above words were briefly defined		
Vocabulary Link A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Ss read a story and encountered the above words as they read.		
Vocabulary Link B	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	T asked questions including the above words. Only some Ss answered using the target words.		
Vocabulary Link, Ask&Answer	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Ss asked and answered questions that included the above questions. While answering most Ss did not use target words.		
Whole Class Report	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Homework	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Before-Listening	involved, wide range of, remain, take action, stay active, spare-time activity		
Listening A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Listening B	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Workbook	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Ss had to arrange words to make logical sentences.		
Whole class	involved, wide range of, remain, take action, stay active, spare-time activity		
DAY 2	Ss read sentences containing the target words and had to decide if they were TRUE or FALSE in the cse of INVOLVED and WIDE RANGE OF and explain HOW I STAY ACTIVE and answer to the question with REMAIN.	Receptive	Productive

	Ss basically read the statement and answered not using the target words as they answered necessarily.		

The above chart was the observation instrument most important to the present investigation. It is divided in three columns. The first column has the number of days in which the research took place and also has the activities that were used from the textbook in sequential order. The second column has the 6 targets lexical items for each of the activities from the textbook. The third and last column helped record whether the encounter with the lexical items was of a receptive or productive type. Carefully looked at, this observation tool works as a checklist. That is why the teacher in the control and experimental group used this observation form to keep track of every single move they made regarding multiple encounters with the lexical items over the course of the investigation. Highlighted lexical items (in gray) indicate that they were met at that point.

Tied to the use of the observation tool (or checklist) was the use of the lesson plans. Lesson plans designed in advance predicted which type of encounter would be provided. Lesson plans would ensure that the number of expected encounters over a period of time would surely take place. These lesson plans were described in detail and provided a clear path to follow in regards to the encounters that had to be provided. A small sample of a lesson plan can be found in Appendix 3.

3.6.3. Diary

A diary was used by the teacher of the experimental group to record perceptions on how he saw progress in his students, progress which may not sometimes be clearly seen through tests. An example of an excerpt from the diary is below:

"Words were first explained through definitions. Then words were read out loud to students through the stories presented by the book. Then Ss said the words out loud after the T said them. The T emphasized the teaching of the words receptively. It was only later and after Ss had encountered the words at least four times that Ss were asked to produce using some of the target words". (Moisés Day 1)

Also, it has to be clarified that the diary was an "additional tool" which helped the researcher/observer stay on track. To stay on track in this investigation meant that the independent variable "multiple encounters with a lexical item" was taking place as expected.

In this type of research a diary may be seen as a very subjective tool for data gathering which is why it was decided that it would be used referentially only.

3.6.4. Procedure

For the present research two groups of students in a low-intermediate course were necessary to conduct the investigation. Both groups were very similar in that they were groups of students of similar ages, similar background in English, used a similar course book therefore the contents were the same during the course of the research. With the control group the teacher during the 10 days of the study provided fewer than 7 encounters with the lexical items. In the experimental group the teacher provided multiple encounters for the target lexical items in a number higher than 7.

In both groups the target lexical items were the same. Those lexical items were chosen from the course book as they were in the list of the top 2000 high frequency words. The lexical items chosen in this case were, ***involved, wide range of, take action, remain, stay active and spare-time activity***.

Both teachers kept track of the times when the recently introduced lexical items were later encountered by students using the observation form or checklist. Such observation forms were also helpful in that they distinguished the later encounters between productive and receptive encounters as it was explained before. In the chart that follows the highlighted lexical items are those encountered and the highlighted "receptive" indicates that such encounter was of a receptive or productive type.

Types of activities	Circle target words presented/practiced/retrieved	Receptive or productive?	
Pre-presentation DAY 1	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Meanings explained through definitions.		

On the other hand, pre and post-tests were used to see the scores and the gains obtained in both groups as groups and per lexical item.

Once both types of information were obtained for both groups, the information was compared against each other. In the case of gains per lexical item only raw gains were used while descriptive statistics and percentages were used to compare experimental and control groups.

3.6.5. Pre-proofs and pilot studies

Pre-proofs were conducted regarding the teacher teaching the control and experimental groups, also pre-proofs were used to determine the validity of the test to measure the dependent variable.

As it concerns the teacher teaching the control and experimental groups, it was seen that when two different teachers worked with vocabulary during the 10 days, different strategies and techniques were used for receptive and productive encounters so the results obtained would be biased due to this factor. As a result, it was decided that the same teacher should teach both experimental and control groups.

The other pre-proof was conducted in regards to the validity of the test. Was the test measuring what it was supposed to measure? In pre-proofs it was determined that the test was working fine but that it also gave room for guessing especially in part I of the test where students had to choose from a number of options. Therefore, in the present research, students were told that if there were lexical items they did not remember or not know, they should leave that question blank. This important discovery in the pre-proofs led us to take measures and therefore to obtain results that are now more reliable.

Two pilot studies were also conducted previously to find gaps in the research. One of the gaps found was the use of the checklist to follow up on the number of encounters with each lexical item. The first time it was used, the teacher in charge of the control group did not know how to use it and in the second pilot the teacher forgot to keep records daily. Also in one of the studies the teacher in charge of the control group provided more than 7 encounters with most lexical items, something

which that group was not supposed to be doing. They were supposed to provide between 1 and 5 encounters. At some point during the pilot studies, I could see the teacher in the control group trying to outdo the experimental one as though it was a competition. Even when this teacher was told that this was not a competition and that it did not matter whether students got good or bad results on the tests, he still felt what he was being compared so he tried his best during the experiment affecting the final results of the control group. Therefore, the control and experimental groups were taught by the same person in the present study.

3.6.6. Project timetable

	2014										2015					
	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Research topic	■	■														
Conduct pilot research			■	■												
Teach experimental								■								
Teach control											■					
Gather data								■	■	■						
Process data											■	■				
Analyze data												■				
Analyze results													■	■		
Write thesis														■	■	
Submit thesis																■

Chapter 4
Discussion of results

4.1. Preview to the discussion of the results

Multiple encounters with a recently introduced lexical item are fundamental. It's only through later encounters with a lexical item that it can be committed to long term memory and can be learned incrementally. According to Zimmerman, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day. SLA researchers and teachers have typically prioritized syntax and phonology as "more serious candidates for theorizing." Richards (1976, p. 77)

The present study intends to demonstrate that after a new lexical item has been presented to students, it is critical to provide later-multiple encounters with this lexical item to ensure its effective learning. This study looks at recognition and production (of the recently learned lexical items) to demonstrate that later encounters with new vocabulary guarantee more effective learning.

Learning vocabulary is widely recognized as being a critical aspect of learning a new language. As Wilkis puts it, "with grammar little can be conveyed, without vocabulary nothing can be conveyed."

Also, Schmidt has underscored the importance of later encounters with recently introduced lexical items indicating that in the case of vocabulary, the more one engages with a lexical item, the more likely the lexical item will be retrieved in the future. In this present study, lexical items that have recently been introduced to students will be met in both receptive and productive forms. Receptive means that the lexical item is met in listening and reading whereas productive suggests encountering the new lexical items in writing or speaking--words are being used productively.

The control group in the research was provided a number of encounters (fewer than 7 but never 0) with the new lexical items whereas the experimental group was provided more encounters (more than 7). Those "more encounters" with the recently learned lexical items in the experimental group are the most important factor in the research. To see the progress that students have made during the research period students had to take a pre and

post-test. The exams were the same as pre and post-tests, and contained a total of 6 items (questions) each: production and recognition. Each item assessed a different lexical item. Both the pre and post-tests were exactly the same. The pre-test was administered right before the first presentation of the new lexical items by the teacher and the post-test was administered two days after the last encounter with a lexical item.

As the concern of many English teachers is to look for the best tools or ways to ensure effective learning of new vocabulary, the present research will intend to demonstrate if multiple encounters with a new lexical item are actually as effective and necessary for the desired effective learning of vocabulary. Findings and results of this research should shed light into the learning of new vocabulary and how such learning experience can be best fully optimized.

4.2. Data analysis

The focus of data analysis will be on explaining how the observation forms and pre and post-tests were used. These two elements of the research were critical to finding the relationship between multiple encounters and more effective production and recognition. Lesson plans and diary records are only mentioned as they were instruments that supported the research in an indirect way as it was previously explained.

First, the observation tool (checklist) containing the total number of times a lexical item was encountered and whether such encounters were productive or receptive was used. Such information was tallied and as a result a number was obtained. That number obtained was the total number of times a lexical item had been encountered. Just to have further details concerning the type of encounters (receptive or productive) the total number of encounters was divided in total of receptive and total of productive. It was important to consider how the total encounters were made up. The specific information on totals and specifics for receptive and productive encounters can be found in tables 3-6 (R: Receptive, P: Productive).

Second, as for the pre and post-tests, this tool was used to determine what students brought to this experience (pre-test) and what students were able to do with the new lexical items after a period of time and stimuli (post-test). Then, results in the pre and post-tests were used to decide how much progress a student had made during the period of study.

Once more and as it was explained in the previous section, each lexical item was looked at individually and also scores for recognition and production were analyzed as a group. Having said this, I proceed to explain how the gains were obtained for each single lexical item. For example, take the lexical item "wide range of". If "wide range of" in the pre-test obtained a total of 20 correct answers, then 20 was used as the score for "wide range of" in the pre-test. 20 would mean that 20 students got that answer right. If "wide range of" in the post-test got a total of 26 correct answers, then 26 was used as the score for "wide range of" in the post-test. Thus, 26 means that 26 students got this answer right in the post-test. Finally, to obtain the gain for the lexical item "wide range of," pre-tests and post-tests scores were compared obtaining in this case a gain of 6 points.

In the present study 15 students participated in the experimental group and 16 in the control group meaning that for each lexical item the maximum score possible would be 15 or 16 depending on the group. Also, the test administered to students was divided in two parts, one for recognition and one for production.

The gains as described above as raw numbers were correlated to the total number of encounters for each lexical item. This correlation should help determine if multiple encounters with a lexical item were resulting in higher gains.

Also the whole group of students and their respective scores in both the pre and post-tests scores were analyzed for recognition and production. These results were scrutinized using descriptive statistics. This procedure is different from the above in that each student´s scores in the pre and post-tests are compared as a whole in the control and experimental group to identify similarities or differences which could be relevant to the explanation of the results later on. In other words, in the experimental group there were 15 participants who took pre and post-tests. Each pre and post-test was divided in production and recognition with 6 items each. To obtain the results for the groups all the individual scores for recognition or production were looked as a whole, and as a result descriptive statistics were used. For example, the mean was obtained after adding up all the scores in the pre-test recognition, and such mean indicated the average score of the group. The mode indicated the most common scores and so forth.

4.2.1. Results

In turn results will be explained. First, results will be looked at as test scores (pre-tests and post-tests) for recognition and production. Second, results and gains will be explained by looking at individual lexical items in recognition and production as well. In both cases, results to be analyzed come from the same pre-tests and post-tests.

Test results (pre-tests and post-tests)

Each section in the tests, recognition and production, had 6 questions each which means the scores in any case would be ranging from 0 to 6. The scores of all students (experimental and control) were recorded, added up, divided and results for recognition and production and the analysis of the results were obtained.

4.2.1.1. Recognition

Table 1 in recognition clearly shows that the experimental group had higher gains than the control group (mean), from 2.4 in the pre-test to 5.533 in the post-test while the control group starting at 3 improved to 4.25. In other words, the raw gain for the experimental group was 3.13 while the gain for the control was 1.25 (See graph 1). Clearly the gain for the experimental group was much higher. The median, mode and mean in the experimental group are somewhat similar in pre and post-tests indicating that it is a more stable or homogenous group. Also the standard deviation in the experimental group is small compared to the control group indicating less variation of all the scores when compared against the mean.

Table 1.   Recognition

	Recognition			
	Experimental		Control	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
N	15	15	16	16
Mean	2.4	5.533	3	4.25
Mediam	2	6	3	5
Mode	1	6	4	6
R	6	4	6	6
Standard deviation	1.91	1.046	2	2.144
p-value	**0.1131**	**3.367**	**0.2206**	**0.001767**
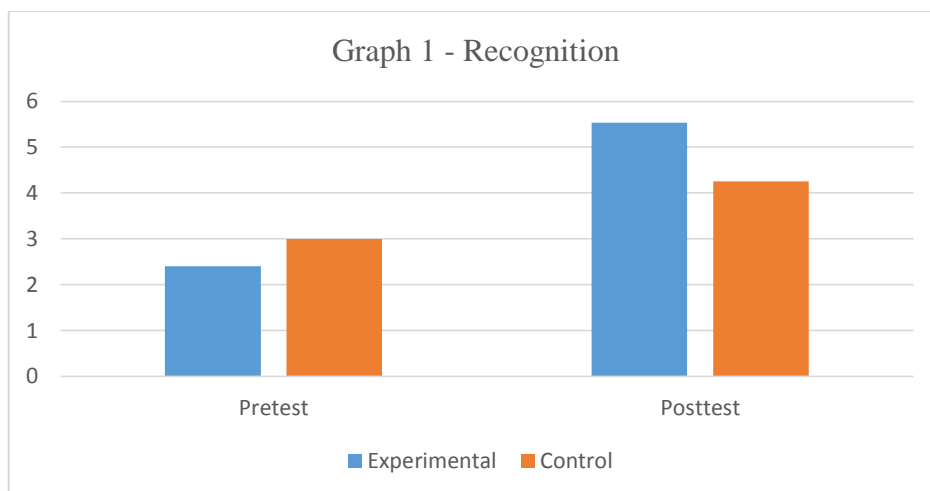
Graph 1. Recognition

Taking a look at the histograms (Appendix 6 and 7), it can be seen that the experimental and control groups have normal distributions which is also confirmed by the Shapiro test (p-value). The Shapiro test gives a p-value = 0.1131 (pre-test experimental) and being a value higher than .05 it means that data are normally distributed. The p-value for the post-test in the experimental group is also greater than .05 making that data normally distributed as well. The p-value for the control group is only normally distributed in the pre-test but not in the post-test.

The means clearly indicate higher gains in the experimental group. Even R is lower in the post-test experimental than in control. This may take us to conclude that more encounters with the lexical items result in higher gains for the experimental group in recognition. Unquestionably, the experimental group went from a situation where in the pre-test on average only 2 questions were answered correctly to a situation (post-test) where almost all questions were answered correctly (5.53). The control group, on the other hand, only went from 3 questions being answered correctly in the pre-test to 4.25 questions answered correctly on the post-test (See graph 1).

4.2.1.2. Production

By looking at the means in Table 2, it can be clearly seen that the experimental group had better gains than the control group in production. However, the gains in both groups 2.734 and 2 for experimental and control respectively may indicate that both groups overall had important gains (See graph 2). On the other hand, the range and standard deviation are slightly lower in the control group but it may not be significant. An important fact to consider is the p-values obtained from the Shapiro test. The p-values are in all cases experimental and control, except in one, greater than .05 indicating that the data are normally distributed. The exception is the p-value for the post-test in the control group with a value below .05. The same was also true in the same post-test in recognition (Table 1). For further information on a visual representation of the data distribution, refer to appendix 8 and 9 to see the histograms.

Table 2.   Production

	Production			
	Experimental		**Control**	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
n	15	15	16	16
Mean	2.933	5.667	3	5
Mediam	3	6	3	5
Mode	1	6	2	5
R	6	4	5	3
Standard deviation	1.98	1.046	1.460	0.89
p-value	0.209	3.886	0.1955	0.01871
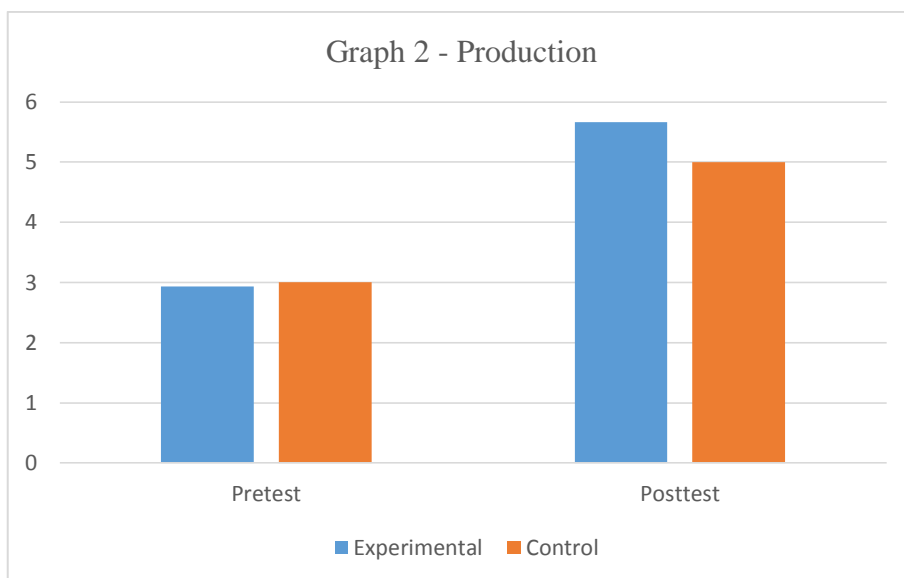
Graph 2.   Production

From the descriptive statistics in table 2, it can also be confirmed that the experimental group slightly outperformed the control group. Thus, more encounters with the lexical items result in more effective learning. Nevertheless, it is not clear yet why the gains in the experimental group are only slightly higher than in the control group. The other question unanswered is why the control group sees important gains (very close to the experimental) given such a few encounters.

Looking at the means in production and recognition, the conclusion is that more encounters result in better gains for recognition and production in the experimental group. The gains are greater in recognition than in production. The reasons or explanations as to why the gains are greater in the experimental group than in the control group are not clear. One possible explanation is that recognition is less demanding cognitively compared to production which is cognitively more demanding.   Another possible explanation for greater gains in recognition than in production in the experimental group may be that students experienced more encounters of the receptive type than the productive type which may have led to the students getting more used to recognition-type activities than production-type activities. However, the reasons are not really clear at this point and more

research may be needed to arrive at more satisfactory conclusions that explain such phenomenon.

Scores per word in pre-tests and post-tests

In this second part of the analysis of the results the goal is to see how many points each lexical item achieved in each of the tests, I will proceed to the analysis of the information as raw data and percentages. For instance, if the lexical item "wide range of" in the pre-test recognition was answered by 7 of 10 students, the score of 7 is recorded for that lexical item in the pre-test recognition. Then this score will be compared to the score for the same lexical item in the post-test recognition. Such scores will be the raw data which will also be converted to percentages to look at the results from one more perspective.

4.2.1.3. Recognition

The lexical item "stay active" was encountered 18 times in all in the experimental group and 4 times in all in the control group (Tables 3 & 4). The gain in recognition for "stay active" as raw data was 10 (from 4 to 14) while the gain for "stay active" in the control group was only 4. If a look is taken at the percentages, it is clear that "stay active" went from 26.7% (pre-test) to 93.3% (post-test) whereas in the control group that lexical item went from 43.75% to only 68.75%. Unquestionably, the number of 18 encounters for "stay active" has made an important difference in the gains in the experimental group compared to the control group.

The lexical item "involved" was encountered 20 times in experimental and 3 times in control. "Involved" shows gains of 5 and 3 (raw data) in experimental and control respectively, which may not be a really greater gain for the experimental given the many encounters it had. However, a closer look at the scores in pre and post-test may shed light into the actual gains for both control and experimental. In the experimental group "involved" was answered correctly (pre-test) by 9 of 15 students while 14 of 15 students

answered it correctly in the post-test. 14 of 15 is an almost-perfect score as most students were answering it correctly. On the other hand, "involved" was in the control group answered correctly by 8 of 16 students in the pre-test. In the post-test, 11 of 16 students answered it correctly. Likewise, the percentages go from 60% to 93.3% in experimental and from 50% to 68.75, showing this that the gains are greater in the experimental group. Again it is confirmed that multiple encounters with a lexical item are ensuring more effective recognition.

"Wide range of" with 18 encounters shows gains of 7 in the experimental group whereas the same lexical item with 4 encounters shows gains of 4 in the control group. Looking at the percentages one can see that in the experimental group the post-test percentage almost doubles the pre-test score (from 46.6% to 93.3) while the same is not true for the control group where the percentage goes from 50 to 75% (See graph 3).
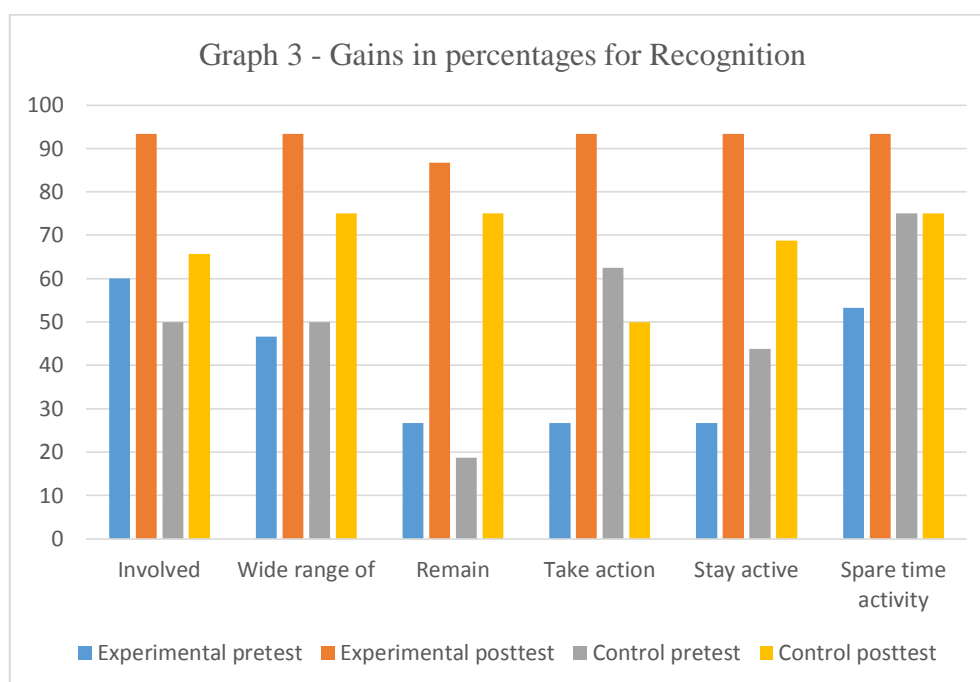
Graph 3.   Gains in percentages for recognition

"Spare-time activity" was met 14 times in the experimental group and 4 times in the control group. The raw gain for experimental is 6 and 0 for control. Once more, 14 encounters is making a difference in the raw gains

while it is also clear that with only 4 encounters for "spare-time activity", there are no raw gains at all in the control group. In the percentages "spare-time activity" in the experimental group goes from 53.3% to 93.3%. In the control group such lexical items remains the same in both tests, 75% to 75%.

In short, the same phenomenon happens with all of the lexical items in the experimental group (recognition) whose gains outdo those of the control group in raw data. All percentages in the post-test experimental clearly show that almost all students,14 of 15, improved to 93.3% which demonstrates how effective their experience with many encounters has been. No lexical item in the post-test percentages (experimental) is lower than the percentages in the control group. As it concerns the raw data in gains only the lexical item "remain" has the same gain in experimental and control.

Something particular to point out is the lexical item "take action" which has a negative gain of about -2 in the control group while the gains in the experimental group are 10. "Take action" was met only twice during the experiment and shows a negative gain in the control group. It may be that perhaps too few encounters with a lexical item instead of helping with recognition does all the opposite. However, it is also strange that such lexical item shows such a negative gain given that it is a cognate so it should actually be easier to recall it as its learning burden is lighter.

All of the results in the experimental group confirm that more encounters are conducive to more effective recognition of the lexical item. It is also important to see facts such as the lexical items "take action" and "stay active" in the experimental group. Both lexical items started at 4 points in the pre-tests which makes them perfect for an analysis of their gains in relation to their respective multiple encounters. "Take action" was met 10 times (the lowest in experimental) whereas "stay active" was met 18 times. However, in their gains and percentages, they achieve the same in the post-tests.

Table 3.   Recognition: Experimental

	TOTAL	TOTAL LATER ENCOUNTERS (RECEPTIVE + PRODUCTIVE)	Pre-test	Post-test	GAIN	Pre-test Percentage	Post-test Percentage
Involved	12R + 8P	20	9 of 15	14 of 15	5	60	93.3
Wide range of	11R + 7P	18	7 of 15	14 of 15	7	46.6	93.3
Remain	8R + 6P	14	4 of 15	13 of 15	9	26.7	86.7
Take action	7R + 3P	10	4 of 15	14 of 15	10	26.7	93.3
Stay active	13R + 5P	18	4 of 15	14 of 15	10	26.7	93.3
Spare time activity	8R + 6P	14	8 of 15	14 of 15	6	53.3	93.3

Table 4.   Recognition: Control

	TOTAL	LATER ENCOUNTERS (RECEPTIVE + PRODUCTIV	Pre-test	Post-test	GAIN	Pre-test Percentage	Post-test Percentage
Involved	2R + 1P	3	8 of 16	11 of 16	3	50%	68.75%
Wide range of	3R + 1P	4	8 of 16	12 of 16	4	50%	75%
Remain	3R + 1P	4	3 of 16	12 of 16	9	18.75%	75%
Take action	2R + 0P	2	10 of 16	8 of 16	-2	62.5%	50%
Stay active	3R + 1P	4	7 of 16	11 of 16	4	43.75%	68.75%
Spare time activity	3R + 1P	4	12 of 16	12 of 16	0	75%	75%

The highest gains for the experimental group happened with "remain", "take action", and "stay active". In the control group the highest gains go for "remain", there are small gains with the other lexical items but all of them below 5 and with a negative gain for "take action". It can clearly be seen that

there is an important difference in the raw gains with the control group averaging 3 and the experimental group averaging 8.

What is clear from the results in the experimental group compared to the control group in recognition is that the gains were higher in the former. This then confirms the hypothesis of the present research. Thus, more than 7 or 10 encounters ensure more effective learning (recognition).

4.2.1.4. Production

Results in production from table 5 and 6 show gains that in some cases were higher in the control group and in some cases higher in the experimental group. In the experimental group, "wide range of", "stay active" and "spare-time activity" have better gains that those items in the control group. "Wide range of" went from 4 to 14 with a raw gain of 10 in the experimental group. In percentages it went from 26.67% to 93.33%. In the control group, the same lexical item went from 8 to 10 only. The percentages show that it went from 50% in the pre-test to 62.5% in the post-test. Clearly, the 18 encounters with "wide range of" in experimental made a difference in the gains in the experimental group.

"Stay active" in the experimental group had a raw gain of 7 (from 7 to 14) and in percentages it went from 46.67% to 93.33%. In the control group this lexical item went from 7 to 13 (gain of 6) and in percentages it went from 43.67% to 81.25%. Even when the experimental group shows greater gains, the control group shows important gains given the fact that this item was met only 4 times compared to 18 in the experimental group.

"Spare-time activity" had 14 encounters in experimental and 4 encounters in control. In experimental, this lexical item had gains of 8 and the percentages went from 46.67% to 100%. The control group saw gains of 4 and the percentages went from 75% to 100%. Even when in percentages they look the same in the post-tests, looking at the raw scores in the pre-test and post-test can shed light into understanding real gains. "Spare-time activity" was only answered by 7 of 15 students in the experimental group pre-test and

by 15 of 15 students in the post-test. On the other hand, this lexical item was answered by 12 of 16 students in the pre-test of the control group and by 16 of 16 in the post-test. The gains were clearly higher in the experimental group.

"Remain" had the same raw gains in both groups, 8. The percentages in the experimental group go from 40% to 93.33% and from 18.75% to 68.75% in the control group. In the experimental group in the pre-test 6 of 15 students answered this correctly while 3 of 16 answered it correctly in the control group. In the post-test, 14 of 15 answered it correctly in experimental while 11 of 16 students answered it correctly in control. It seems then that from this latter perspective, the gains are greater in the experimental group (See graph 4).
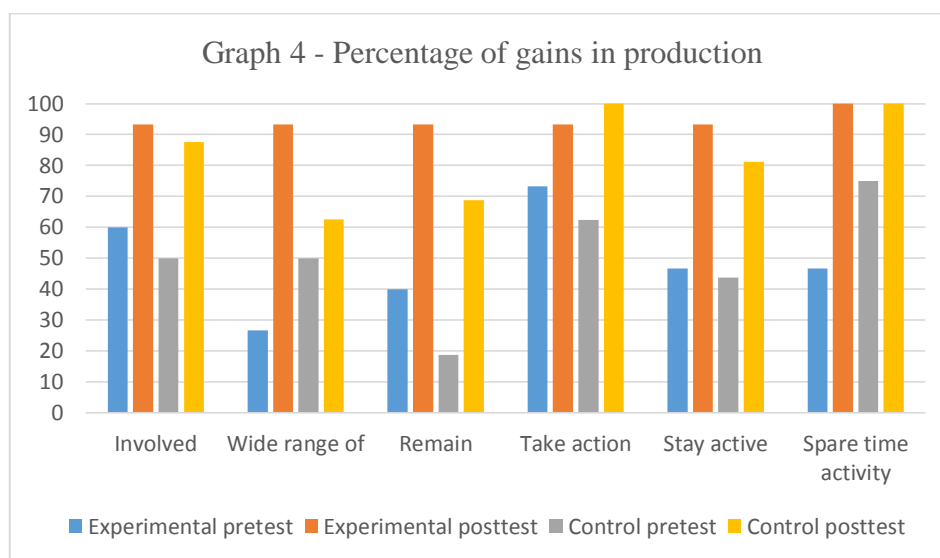
Graph 4.   Percentage of gains in production

On the other hand, "involved", "take action" in the control group showed gains that are higher than those in the experimental group. In percentages "involved" goes from 60% to 93.33% in experimental and from 50% to 87.5% in control. There is no explanation at this point for such important gains in the control group given that this lexical item was met only 3 times compared to 20 in experimental.

"Take action" deserves to be looked at with much care. If we look at the raw gains, in experimental it had only 3 compared to 6 in control. However, it is critical to see at the pre and post-tests scores from both groups to arrive at a fairer conclusion. In experimental, 11 of 15 students answered it correctly in the pre-test and 14 of 15 did so in the post-test which means that almost everyone answered it correctly. In control, 10 of 16 answered it correctly in the pre-test and 16 of 16 answered it correctly in the post-test (See graph 4). In conclusion while almost everyone answered the question correctly in the post-test in experimental, everyone answered it correctly in control. The surprising finding is that given such a small number of encounters in control, the gains are slightly higher than experimental. This is a finding that may contradict the research that indicates that more encounters ensure more effective learning.

Table 5.   Production: Experimental

	TOTAL	TOTAL LATER ENCOUNTERS (RECEPTIVE + PRODUCTIVE)	Pre-test	Post-test	GAIN	Pre-test Percentage	Post-test Percentage
Involved	12R + 8P	20	9 of 15	14 of 15	5	60%	93.33%
Wide range of	11R + 7P	18	4 of 15	14 of 15	10	26.67%	93.33%
Remain	8R + 6P	14	6 of 15	14 of 15	8	40%	93.33%
Take action	7R + 3P	10	11 of 15	14 of 15	3	73.3%	93.33%
Stay active	13R + 5P	18	7 of 15	14 of 15	7	46.67%	93.33%
Spare time activity	8R + 6P	14	7 of 15	15 of 15	8	46.67%	100%

Table 6.   Production: Control

	TOTAL	TOTAL LATER ENCOUNTERS (RECEPTIVE + PRODUCTIVE)	Pre-test	Post-test	GAIN	Pre-test Percentage	Post-test Percentage
Involved	2R + 1P	3	8 of 16	14 of 16	6	50%	87.5%
Wide range of	3R + 1P	4	8 of 16	10 of 16	2	50%	62.5%
Remain	3R + 1P	4	3 of 16	11 of 16	8	18.75%	68.75%
Take action	2R + 0P	2	10 of 16	16 of 16	6	62.5%	100%
Stay active	3R + 1P	4	7 of 16	13 of 16	6	43.75%	81.25%
Spare time activity	3R + 1P	4	12 of 16	16 of 16	4	75%	100%

Looking at the percentages shows in the experimental group that regardless of the percentages in the pre-tests, the results in the post-tests reached 93.33% with 5 lexical items, which means that 14 of 15 students answered the lexical item questions correctly. Only "spare-time activity" achieved 100% in the post-test.

In the control group in the post-test "take action" and "spare-time activity" achieved both 100% which means that all participants in the research answered the questions correctly, a fact that we don´t see in the experimental group except with "spare-time activity". However, by looking at the percentages in the post-tests of all the remaining lexical items in the control group, no one achieves more than 90%. "Involved" and "stay active" achieved 87.5% and 81.25% respectively.

One important conclusion is that still in production the gains (raw) in the experimental group are a little higher compared to those of the control group, 6.83 and 5.33 respectively. Also on average by looking at the percentages one sees that the experimental group produced more homogenous results in all cases. What cannot be explained at this point is the fact that "take action" with only 2 encounters in the control group produces 100% in the post-test while the same item produces 93.33% after 10 encounters in the experimental group.

Even when the results in terms of gains and percentages don´t fully support the idea that more encounters are better in production, it is clear that the experimental group performed better than the control group. However, it may not be clear as to why some lexical items with only 2 encounters produce 100% on a post-test (control) while the same item met 10 times in experimental produces 93%. More research may be needed to find explanations for why even a few number of encounters can still produce important learning (production).

Table 7.   Summary table for recognition and production

	RECOGNITION						PRODUCTION					
	EXPERIMENTAL			CONTROL			EXPERIMENTAL			CONTROL		
		%			%			%			%	
	# ENCOUNT.	Pre	Post	# EN COUNT.	Pre	Post	# ENCOUNT.	Pre	Post	# ENCOUNT.	Pre	Post
Involved	20	60	93.3	3	50	68.7	20	60	93.3	3	50	87.5
Wide range of	18	46.6	93.3	4	50	75	18	26.6	93.3	4	50	62.5
Remain	14	26.7	86.7	4	18.7	75	14	40	93.3	4	18.7	68.7
Take action	10	26.7	93.3	2	62.5	50	10	73.3	93.3	2	62.5	100
Stay active	18	26.7	93.3	4	43.7	68.7	18	46.6	93.3	4	43.7	81.2
Spare time activity	14	53.3	93.3	4	75	75	14	46.6	100	4	75	100
	15.6			3.5			15.6			3.5		

It has to be clarified that the number of encounters is always the same when we talk about recognition and production a fact that can be seen in tables 1-7. The total number of encounters for each lexical item was used for both recognition and production.

Looking at table 7 gives a clearer idea of how recognition and production compare given the number of encounters.

On average the number of encounters for the experimental group was 15.6 and for the control group 3.5. Clearly in recognition the percentages in the post-test are very homogenous and high indicating that most students experienced effective learning of all lexical items. With the control group, in recognition, percentages in the post-test are clearly lower than the control group. Also scores in the control group post-test are not homogenous as in the experimental group.

As it concerns production, the experimental group once more experiences homogenous percentages in the post-test compared to the control

group. Even when the control group has two lexical items with 100% on the post-test all other scores are different ranging from 62.5% to 81.2%. What is strange in the control group is that in all cases the percentages are not really bad scores in the post-tests. In fact, these percentages seem to be pretty decent scores.

One commonality between experimental recognition and production is that the percentages in the post-test mostly approximate 100%, only "remain" in the post-test (recognition) scores 86.7%. On the contrary, even when the control group in recognition and production achieve 100% with two lexical items, all other percentages are very heterogeneous. Without a doubt more encounters are ensuring effective learning helping almost all students approximate the best percentages in the post-test, a fact not seen in the control group.

Another important conclusion is that more than 7 encounters are producing very good results in the tests which does not imply that below 7 encounters the learning (production and recognition) will be totally ineffective. Rather, it seems that for the most part more than 7 encounters is a safe path to take to ensure better recognition and production; still below 7 encounters good recognition and production may be effective and perhaps even efficient.

4.2.1.5. Types of encounters

Another important discovery was to find that for the most part in both groups control and experimental, the teacher favored receptive over productive encounters. That´s what the numbers show in the research. In table 8, for both groups, R stands for receptive and P for productive. Each accompanying number to either R or P indicates the number of times a lexical item was met in each form.

Table 8.   Types of encounters

	Control	Experimental
	TOTAL	**TOTAL**
Involved	2R + 1P	12R + 8P
Wide range of	3R + 1P	11R + 7P
Remain	3R + 1P	8R + 6P
Take action	2R + 0P	7R + 3P
Stay active	3R + 1P	13R + 5P
Spare time activity	3R + 1P	8R + 6P

Still, it is hard to determine the reasons why the teacher favors encounters of a receptive type over encounters of a productive type. One reason may be that teachers rely a lot on what they can do for students which is mostly receptive more than on what students can do on their own either using the lexical items to speak or write.

The extent to which encounters of a receptive or productive type have an important effect on more effective recognition and production may be the goal of another research. At first glance, in the present research, more receptive encounters seem to have resulted in more effective recognition and production as previously explained.

4.3.   Discussion of results

The present research has proven that there is a relationship between multiple encounters with a lexical item after an initial encounter and more effective production and recognition of such lexical items. On average the experimental group had 15.6 encounters with each new recently learned lexical item while the control group had 3.5 on average. The latter means that the experimental group had on average 12.1 more encounters with each the new lexical item compared to the control group. Given this scenario and having seen that the experimental group had greater gains in recognition more clearly than in production, it may be concluded that more encounters actually yield more effective learning (recognition and production).

The goal of the research has been to prove to what extent more than 7 encounters actually help with more effective recognition and production. The answer is yes. In both

production and recognition (experimental) the raw scores in the post- tests and the percentages in the same test indicate that for the most part students´ scores approximated the highest scores possible. In other words, having provided many encounters after an initial presentation produces effective results in recognition and production for the majority of students.

Another issue that comes up in this research is the effect of receptive and productive encounters with the new lexical items. It would be important to conduct research to determine whether productive or receptive is more relevant in acquiring new vocabulary. The theory says that productive may be more long-lasting than receptive. The results in this research have shown that for the most part, the teacher conducting the research in the control and experimental group has favored receptive over productive but it could not be concluded that there was a relationship between receptive or productive encounters and more effective learning of the words. Perhaps it may be that a combination of receptive and productive encounters is what yields better results but this has not been a goal of the present research. Likewise, it may be interesting to see if there is a formula that optimizes the combination of receptive and productive encounters. Knowing what percentage of receptive is needed plus what percentage of productive is needed could help arrive at even better results.

Another factor that has not been seen in the research is the role of explanations of new vocabulary items by the teacher. May it be that better explanations of new lexical items should result in better learning of a new lexical item? Could this event explain why some lexical items are better learned than others even when there are fewer encounters? The assumption in this research is that in both the experimental and control groups the teacher provided effective explanations. Then the question one is left with is whether effective explanations by a teacher have an impact on the more effective recognition and production of those lexical items.

Tied to the previous concern is the quality of the encounters. Little has been said in the research about the quality of the encounters. Were there encounters that were higher quality than others? If so what was the effect of those encounters on better recognition and production? Unfortunately that issue has not been taken account in the research.

Finally it has been seen that more than 7 encounters are effective in recognition and production as it can be seen in the very standard raw scores and percentages in the post-tests in the experimental group. However, this should not take anyone to conclude that below 7 encounters all learning will be always ineffective. "Take action" in the control group (production) has proved that even 2 encounters may be effective. However, "take action" started at 10 which means that 10 students answered it correctly in the pre-test. 10 students answering it in the pre-test is not bad because that means that more than 60% of students knew that lexical item. In the post-test all students answered it correctly. May the fact that a good number of students know a lexical item have a positive effect on the learning of their classmates of that lexical item?

The explanations as to which lexical items need more encounters and which fewer encounters for effective production and recognition are unclear at this point. The concept of learning burden may play a fundamental role in the number of encounters a lexical item has to be met. If the learning burden of a lexical item is light then the learning is easier. That could be an idea that may explain why some lexical items that were encountered few times still produced important gains.

All in all, multiple encounters is a desirable concept to consider as vocabulary is taught. Plus, it is advisable to start with a needs analysis of the lexicon student possesses at the start of a new vocabulary learning experience to provide a more accurate number of encounters based on the background knowledge of the students. Fewer encounters may sometimes be fine depending on how much the learner is bringing to the learning of the "new" lexical item.

Conclusions

After looking at the results of the research the following can be concluded about the relationship between a lexical item and its multiple encounters:

Clearly, multiple encounters with lexical items ensure more effective learning as it has been concluded after seeing results in both groups of the research. Then the recommendation for teachers and students is to invest time and effort in providing multiple encounters so that the lexical items are learned more optimally. Research has also supported the idea of multiple encounters with a lexical ítem in an incremental way, that is, lexical items are met in the future, every time in different contexts and every time incrementing the knowledge of the word.

It is also necessary to take into account that even when the theory indicates more encounters as desirable for more effective learning, it may happen that some students do not need as many later encounters to learn new lexical items, a phenomenon observed in the control group mostly. The possible explanations for such phenomenon may be several: background knowledge, aptitude, prominent linguistic intelligence, etc.

It may be an important consideration to take into account for future studies of the same type to reverse the situation of the types of encounters providing more productive encounters than receptive ones to see the outcomes under those conditions. Supposedly, productive makes the learning experience more memorable and long lasting. However, according to Nation (2001, pg. 32), "All things being equal, receptive learning is easier than productive learning."

Another important thing is to conduct the same research in the future under slightly different conditions. The number of encounters for the control group would be the same for all lexical items and the same number of encounters should be the same for the experimental group as well. These conditions may help see which lexical items need more encounters for more effective learning and which ones fewer encounters to still ensure effective learning. This could lead to conclusions such as why some lexical items are learned more easily than others and why others are harder to learn. In *Learning Vocabulary in Another Language*, Nation talks about the effort required to learn a word which he calls learning burden. Then it seems that this is also a key element that could explain why sometimes some lexical items are more easily learned than others.

Taking all of the above into account for future research may ensure more reliable results which can also be generalized to other settings. On the other hand, research on multiple encounters with new lexical items is a topic that more teachers, professors and anyone interested in effective vocabulary learning should consider doing, especially in our context: Perú.

Recommendations

Including cognates should be avoided as the learning burden of such word (s) may interfere with final results. In this case, lexical items such as "take action" should not be included in the research especially if the context is one where a romance language is the first language of the learners participating in the study. If the learning burden is light for certain items and heavy for others, then results of the research may not be as accurate.

Only those students with average scores (mean) in the pre-test in the control and experimental groups should be included in the research. This would avoid outliers in the investigation and that would determine more actual progress (gains) of students in the study.

Some attention may be paid in the future to the type of word classes included in the research to confirm if their learning varies according to how difficult they are; in *Assessing Vocabulary* by John Read, the order is as follows (from easier to more difficult): noun, adjectives, verbs, adverbs. Future research could categorize these types of word classes and follow up on each to confirm or falsify what other researchers have discovered thus far.

In regards to the tests used, especially in the pretests, it should be noted that as Schmidt and McCarthy indicate, if the ideal productive test is to get the subject to produce target words, then almost all of tests formats are inadequate since these tests present subjects with a target word (instead of having them retrieve it) and ask them to show their knowledge *a posteriori*. The pretests and therefore posttets as well should be designed taking the recommendations by Schmidt and McCarthy into account.

The sample size for both groups should be larger than 30 participants as it is strongly recommended by several researchers and the theory of research. If the latter is achieved then the results could be generalized to other settings. Both the control and experimental groups are no larger than 20 students. Also given that the sizes of the groups are very small, some results may be questioned as larger groups are always more suitable for research purposes where any differences in the groups do not affect final results greatly.

The present research chose existing groups of students. Having chosen existing groups could have influenced positively or negatively the final results to some extent, and this is an element to take into account as the results were explained and discussed.

Also, it may be important to be more strict with the lexical items and their gains in the pre-tests. As it has been seen, some lexical items were answered correctly by more than 10 students. This means that the point of departure for the lexical item was already too high. The recommendation is to choose only lexical items that are answered by less than 25% of the groups. I think if we start there then it is more objective to measure the real gains of the lexical items.

These recommendations may need to be taken into account in research of the same kind to generate more solid outcomes in the future.

References

Books

Folse, K. (2004). Vocabulary myths: applying second language research to classroom teaching. Michigan: University of Michigan.

Lessard-Clouston, M. (2013) Teaching Vocabulary. Alexandria, Virginia. TESOL International Association.

Nation, P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

Nation, P. (2008). Teaching vocabulary: strategies and techniques. Boston. HEINLE CENGAGE Learning.

Mckay, S. (2006). Researching Second Language Classrooms. Mahwah, NJ. Routledge.

Read, J. (2000). Assessing Vocabulary. Cambridge: Cambridge University Press.

Schmitt, N. (2000). Vocabulary in language teaching. Cambridge: Cambridge University Press.

Seliger Herbert & Elana Shohamy (1989). Second Language Research Methods. Oxford University Press.

Journals

Harry P. Bahrick, Lorraine E. Bahrick, Audrey S. Bahrick and Phyllis E. Bahrick (1993): "Maintenance of foreign language vocabulary and the spacing effect" Psychological Science, Vol. 4, No 5, 316-321. Retrieved from www.jstor.org

Peters, Elke (October 2013): "The effects of repetition and time of posttest administration on EFL learner's form recall of single words and collocations" Retrieved from http://journals.sagepub.com/doi/abs/10.1177/1362168813505384

Steven A. Stahl and Marilyn M. Fairbanks (Spring 1986): "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis" Review of Educational Research, Vol. 56, No. 1. Retrieved from www.jstor.org

Warwick B. Elley (Spring, 1989). "Vocabulary acquisition from listening to stories" (pg. 174-187). Reading Research Quarterly, Vol. 24, No. 2 Retrieved from www.jstor.org

Websites

González F. B and Norbert Schmitt (2015): "How much collocation knowledge do L2 learners have? The effects of frequency and amount of exposure" ITL International Journal of Applied Linguistics, 166, 94-126. Retrieved from www.norbertschmitt.co.uk

Li Jie and Norbert Schmitt (2009): "The acquisition of lexical phrases in academic writing: A longitudinal case study" Journal of Second Language Writing 18: 85-102. Retrieved from www.norbertschmitt.co.uk

Nakata, Tatsuya (2017): "Does repeated practice make perfect? The effects of within-session repeated retrieval on second language vocabulary" Studies in Second Language Acquisition. Retrieved from www.researchgate.net

Waring Rob and Misaki Takaki (October 2003): "At what rate do learners learn and retain new vocabulary from reading a graded reader?" Retrieved from http://www.nflrc.hawaii.edu/rfl/October2003/waring/waring.html

Zimmerman Cheryl and Norbert Schmitt (2005): "Lexical questions to guide the teaching and learning of words" CATESOL Journal 17, 1: 1-7. Retrieved from www.norbertschmitt.co.uk

Appendix

Appendix 1.   Experimental group – Demographic & Ethnographic information

	Student	Sex	Age	Occupation	Nationality
1	A	Male	14	High school student	Peruvian
2	B	Female	14	High school student	Peruvian
3	C	Female	14	High school student	Peruvian
4	D	Male	15	University student	Peruvian
5	E	Male	14	High school student	Peruvian
6	F	Female	15	High school student	Peruvian
7	G	Female	18	University student	Peruvian
8	H	Female	14	High school student	Peruvian
9	I	Female	15	High school student	Peruvian
10	J	Male	15	High school student	Peruvian
11	K	Female	14	High school student	Peruvian
12	L	Male	14	High school student	Peruvian
13	M	Male	14	High school student	Peruvian
14	N	Female	15	High school student	Peruvian
15	O	Male	14	High school student	Peruvian

The experimental group is a group of 16 students aged 14-18 in its majority. Given their ages most of them are attending secondary schools at the moment of the research. All of them attend private schools in Huancayo and have been studying English for more than a year at ICPNA RC. As a group all of these students are well behaved and very committed. They appreciate well-delivered lessons and lots of feedback from the teacher. They are very participative and will enjoy pair and group work. There's respect among all students although sometimes and as it is typical with young learners they may make fun of one another, which does not happen very often. Before classes, most girls will gather and chat, the same happens with boys who will met before class and will chat among themselves.

These students understand the importance of learning English and will try hard to meet the learning objectives. In fact, since most of these students come from private schools which happen to have good English programs, they come with some strong background in English making the experience within ICPNA RC manageable.

Appendix 2.   Control group – Demographic & Ethnographic information

	Student	Sex	Age	Occupation	Nationality
1	A	Female	16	High school student	Peruvian
2	B	Male	30	Teacher	Peruvian
3	C	Female	18	University student	Peruvian
4	D	Female	15	High school student	Peruvian
5	E	Female	16	University student	Peruvian
6	F	Male	16	High school student	Peruvian
7	G	Female	14	High school student	Peruvian
8	H	Female	19	University student	Peruvian
9	I	Male	22	University student	Peruvian
10	J	Male	22	University student	Peruvian
11	K	Female	27	University student	Peruvian
12	L	Female	21	High school student	Peruvian
13	M	Male	38	Teacher	Peruvian
14	N	Male	14	High school student	Peruvian
15	O	Male	18	University student	Peruvian
16	P	Female	14	University student	Peruvian

The experimental group is a group of 15 students aged 14 - 38. The group is diverse in many respects. Given their ages some of them are attending secondary school, university, or are working. The ones in secondary school attend private schools in Huancayo. The students attending university, do so in Huancayo while 2 of them study in Lima. As a group, a good number of students don't know each other. This class is in January which is a month when students come from Lima and several others go to Lima, so the group is somehow new. They behave very well because they don't know many of their classmates so it's difficult to misbehave. The university students are more responsible and very committed although they are not the best students. While working in pair and group work, these students stay on task and achieve the stated learning goals.

The university students clearly understand the importance of learning English while the secondary school students come because their parents want them to learn English, some of these are motivated more than others.

Appendix 3. I03 – Unit 8, Lesson A

Vocabulary test part I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON´T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are ………………..………. in a situation or activity, you are taking part in it or have a strong connection with it.

2. A ………………………………. things is a big number of different things of the same general type.

3. To ……………………………………. in a particular state or condition means to stay in that state or condition and not change.

4. To …………………………..…………..……….. is to do something for a particular purpose.

5. If you …………………………….………… you continue to move around a lot or do a lot of things.

6. If you do a ……………………………..……….. you have extra time to do it or don´t need to do it.

Vocabulary test part II

II. Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON´T KNOW AN ANSWER, SKIP IT.

1. What´s your favorite **spare-time activity**?

2. What extracurricular activities are you **involved** in at school?

3. What do you do to **stay active**?

4. Does your school offer a **wide range of** extracurricular activities?

5. Do you always **remain** quiet when your friends make fun of you?

6. What **actions** are you going to **take** to improve your English?

Appendix 4.   Teaching lexical items observation form

Intermediate Three I03, Unit 8, Lesson

Target lexical items: involved, wide range of, remain, take action, stay active, spare-time activity

Types of activities	Circle target words presented/practiced/retrieved	Receptive or productive?	
Pre-presentation DAY 1	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	All of the above words were briefly defined		
Vocabulary Link A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Ss read a story and encountered the above words as they read.		
Vocabulary Link B	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	T asked questions including the above words. Only some Ss answered using the target words.		
Vocabulary Link, Ask&Answer	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
	Ss asked and answered questions that included the above questions. While answering most Ss did not use target words.		
Whole Class Report	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Homework	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Before-Listening	involved, wide range of, remain, take action, stay active, spare-time activity		
Listening A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Listening B	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Workbook	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive

		Receptive	Productive
	Ss had to arrange words to make logical sentences.		
Whole class DAY 2	==involved, wide range of==, ==remain==, take action, ==stay active==, spare-time activity Ss read sentences containing the target words and had to decide if they were TRUE or FALSE in the cse of INVOLVED and WIDE RANGE OF and explain HOW I STAY ACTIVE and answer to the question with REMAIN. Ss basically read the statement and answered not using the target words as they answered necessarily.	Receptive	Produc tive
Pre-Presentation	involved, wide range of, remain, take action, stay active, spare-time activity		
Pronunciation A	involved, wide range of, remain, take action, stay active, spare-time activity		
Pronunciation B	involved, wide range of, remain, take action, stay active, spare-time activity		
Pronunciation C	involved, wide range of, remain, take action, stay active, spare-time activity		
Whole Class Report	involved, wide range of, remain, take action, stay active, spare-time activity		
	involved, wide range of, remain, take action, stay active, spare-time activity		
Vocabulary Log	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Workbook	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Before-speaking	involved, wide range of, remain, take action, stay active, spare-time activity		
Speaking	involved, wide range of, remain, take action, stay active, spare-time activity		
Speaking	involved, wide range of, remain, take action, stay active, spare-time activity		
After-speaking	involved, wide range of, remain, take action, stay active, spare-time activity		
Before-speaking strategy	involved, wide range of, remain, take action, stay active, spare-time activity		
Speaking strategy: Useful expressions	involved, wide range of, remain, take action, stay active, spare-time activity		
Role Play	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive

	involved, wide range of, remain, take action, stay active, spare-time activity		
Pre-presentation DAY 3	involved, wide range of, remain, take action, ==stay active==, spare-time activity	==Receptive==	
	Many examples were written with STAY ACTIVE in the PPP and PP		
Language Link A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Wrap-Up	involved, wide range of, remain, take action, stay active, spare-time activity		
Workbook	involved, wide range of, remain, take action, stay active, spare-time activity		
Language Link B	involved, wide range of, remain, take action, stay active, spare-time activity		
Language Link C	involved, wide range of, remain, take action, stay active, spare-time activity		
Language Link D	involved, wide range of, remain, take action, stay active, spare-time activity		
Communication A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Communication B	involved, wide range of, remain, take action, stay active, spare-time activity		
Communication C	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Wrap-Up	involved, wide range of, remain, take action, stay active, spare-time activity		
Workbook DAY 4	involved, wide range of, remain, take action, stay active, spare-time activity		
Lesson B Vocabulary A	involved, wide range of, remain, take action, stay active, spare-time activity		
Vocabulary B	involved, wide range of, remain, take action, stay active, spare-time activity		
Vocabulary C	involved, wide range of, remain, take action, stay active, spare-time activity		
Review	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Listening	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Reading A	involved, wide range of, remain, take action, stay active, spare-time activity		
Reading B	involved, wide range of, remain, take action, stay active, spare-time activity		

		Receptive	Productive
Reading C	involved, wide range of, remain, take action, stay active, spare-time activity		
Language Link A DAY 5	involved, wide range of, remain, take action, <mark>stay active</mark>, spare-time activity	Receptive	Productive
	Ss saw lots of examples in the PP and PPP and SIMPLE PAST on the board.		
Language Link B	involved, wide range of, <mark>remain</mark>, take action, <mark>stay active</mark>, spare-time activity	Receptive	Productive
	T dictated the following words: remain, stay. Ss had to write simple past form of these verbs and others.		
Language Link C	involved, wide range of, remain, take action, stay active, spare-time activity		
Writing	<mark>involved, wide range of, remain</mark>, take action, <mark>stay active, spare-time activity</mark>	Receptive	Productive (stay in answers)
	Ss see sample of piece of writing which includes the words: involved, wide range of, stay active, remain active and spare-time activity.		
Writing	<mark>involved, wide range of, remain</mark>, take action, stay active, <mark>spare-time activity</mark>	Receptive	Productive
	Ss wrote down a composition using involved, wide range of, remain, spare-time activity.		
Communication A	involved, wide range of, remain, take action, stay active, spare-time activity	Receptive	Productive
Communication B	involved, wide range of, remain, take action, stay active, spare-time activity		
Unit Consolidation	involved, wide range of, remain, take action, stay active, spare-time activity		
DAY 6	<mark>involved, wide range of, remain, take action, stay active, spare-time activity</mark>	Receptive	
	Ss heard the words, involved, wide range of, remain, take action, stay active, spare-time activity as dictated by teacher.		
	<mark>involved, wide range of</mark>, remain, take action, <mark>stay active</mark>, spare-time activity	Receptive	
	Ss had to hear the lexical items from the video		
	<mark>involved, wide range of</mark>, remain, <mark>take action, stay active, spare-time activity</mark>	Receptive	Productive

	Ss had to ask and answer questions. Questions included, involved, wide range of, stay active, take actions, spare-time activity		
DAY 7	involved, wide range of, remain, take action, stay active, spare-time activity		
	involved, wide range of, remain, take action, stay active, spare-time activity		
Pronunciation A	involved, wide range of, remain, take action, stay active, spare-time activity		
DAY 8	==involved, wide range of, remain==, take action, stay active, ==spare-time activity==	Receptive	Productive
	Rewrite a composition using involved, wide range of, remain, spare-time activity		
	==involved, wide range of, remain==, take action, stay active==, spare-time activity==	Receptive	Productive
	Ss wrote definitions and examples using involved, remain, spare-time activity, wide range of		
DAY 9	==involved, wide range of, remain, take action, stay active==, spare-time activity	Receptive	Productive
	Ss asked and answered questions with involved, wide range of, remain, take action, stay active. QUESTIONS WERE RECORDED ON THE BOARD.		

Appendix 5. Sample lesson plan

It only describes the activities for a day when the new lexical items were introduced.

1. Unit Consolidation. Provide small pieces of paper for B. Have students work in pairs and find the answers. Then students should explain each of their answers.

2. Video. Do 1, 2. Play video and ask students to fill in the gaps. Then have students report answers to the whole class.

3. State the objective of the activity by saying that today students will learn new words to talk about their free time.

4. As each new word is introduced, show it on the slide for them to connect the form of the word to its pronunciation and meaning:

Outdoor activity

Playing volleyball and soccer in the country is an outdoor activity. When you do outdoor activities, you can do them in the streets or the country. The opposite of outdoors is indoors.

Stay active

I run and play ping-pong to keep active. If you are sick in bed, it´s difficult to keep active. Doctors always recommend keeping active.

Active Member

If you are an active member in a club, you usually participate in many activities. If you are not an active member in a club, you don´t participate in the club activities.

Spare-time activity

A spare-time activity is a fun activity to do. You usually do your spare-time activities when you are free. Ping-pong, reading a book, going to the movies are examples of SPARE-TIME ACTIVITIES.

To be involved in

To be "involved" means "estar involucrado". For example when I was in high school I was involved in the basketball team.

A wide a range of

Some schools offer a wide range of extracurricular activities, they offer painting, karate classes, chess, soccer, swimming, theater, music, cooking, etc.

If you want to college in Lima so can have a wide range of options, so many universities both public and private. If you go to a library you can find a wide range of options for you to read.

Remain

Take Action

1. Now let´s read and answer B. What activity are they involved in?

2. Find the synonyms. Answers: stay active, be involved in, spare-time activity. Explain your answers to a partner.
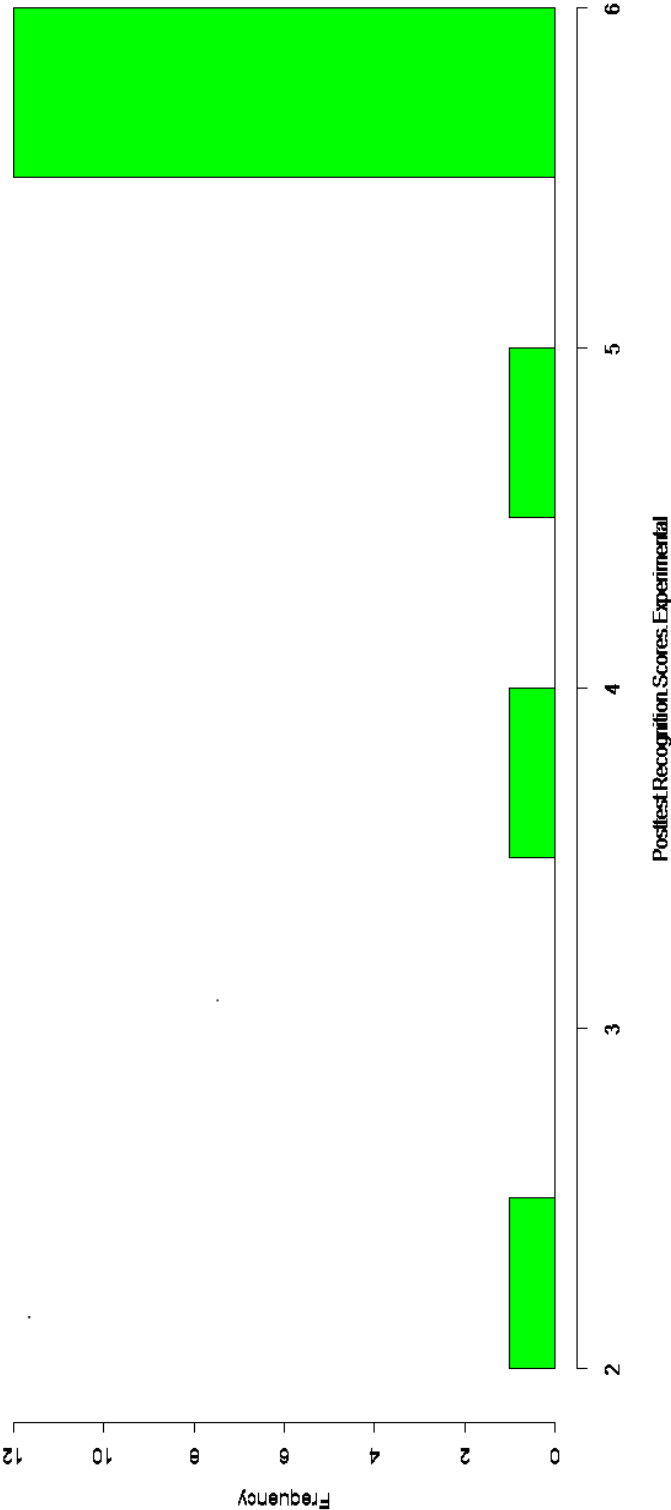
3. Ask & answer:

What do you do to stay active? Are you involved in any sports?
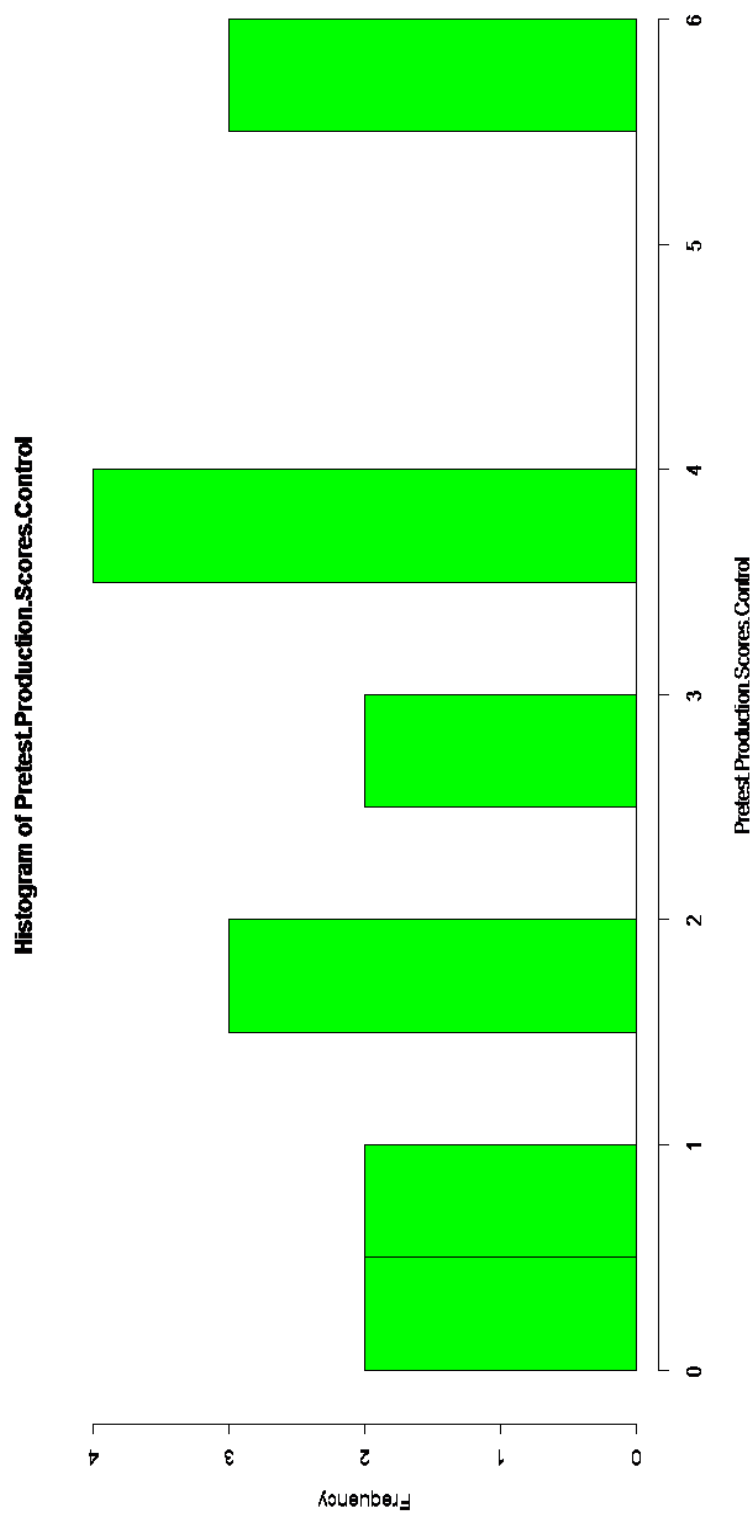
What things do you do in your spare time?

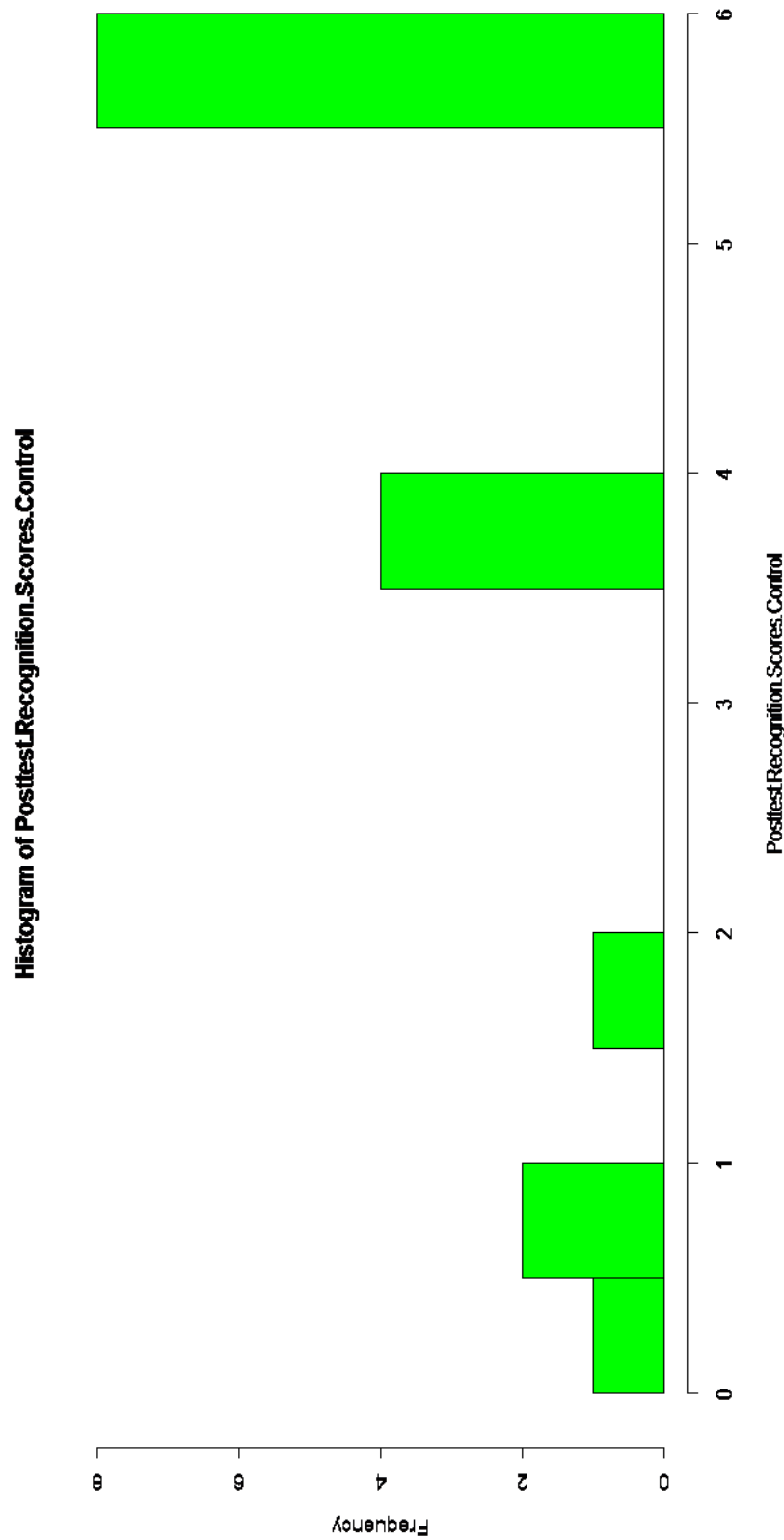**Appendix 6.   Recognition experimental group**
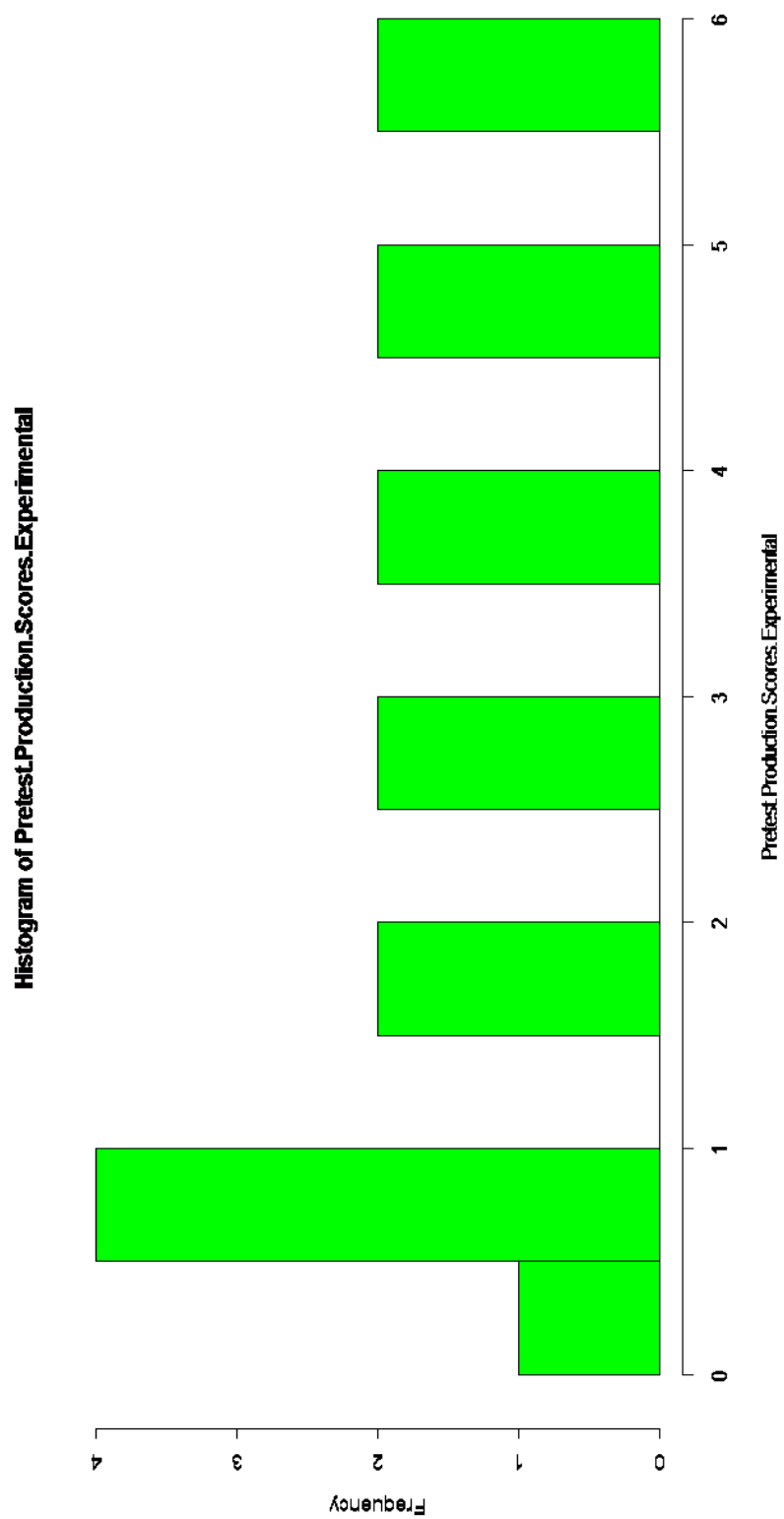

Histogram of PretestRecognition.Scores.Experimental
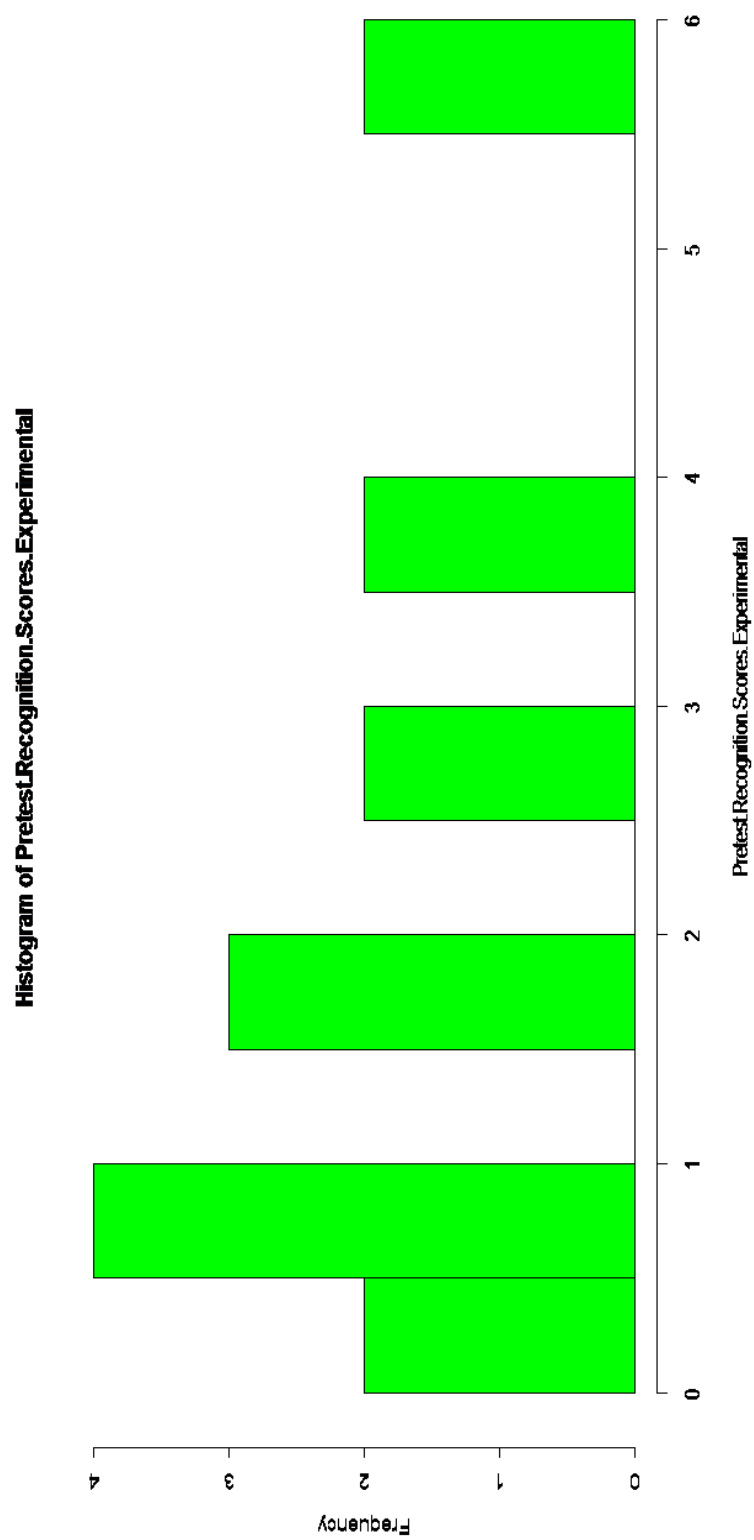
Histogram of Posttest.Recognition.Scores.Experimental

Appendix 7. Recognition control group

Histogram of Pretest.Production.Scores.Control

Histogram of Posttest Recognition Scores Control

Appendix 8. Production experimental group

Histogram of Pretest.Production.Scores.Experimental

Histogram of Posttest.Production.Scores.Experimental
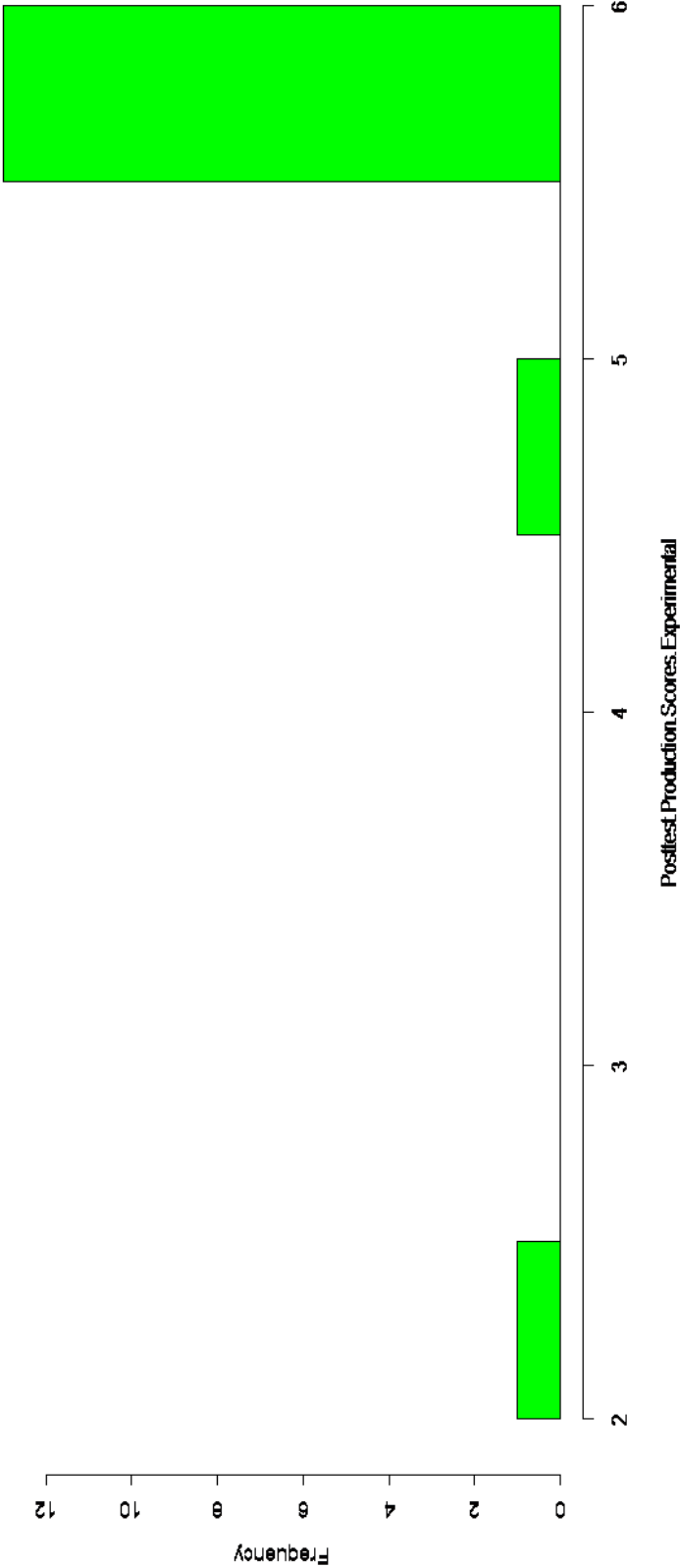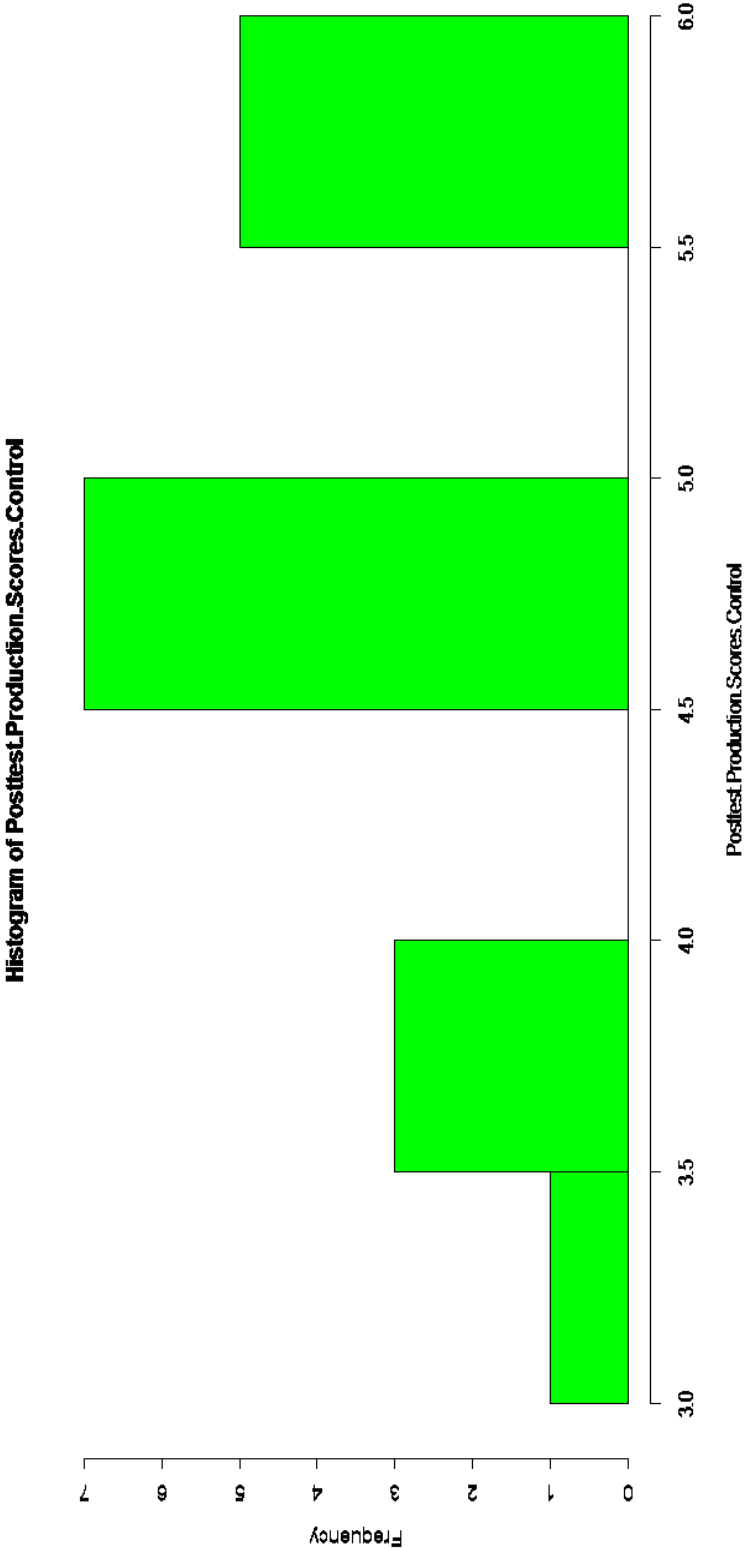
Appendix 9. Production control group

Histogram of Pretest.Production.Scores.Control

Histogram of Posttest.Production.Scores.Control
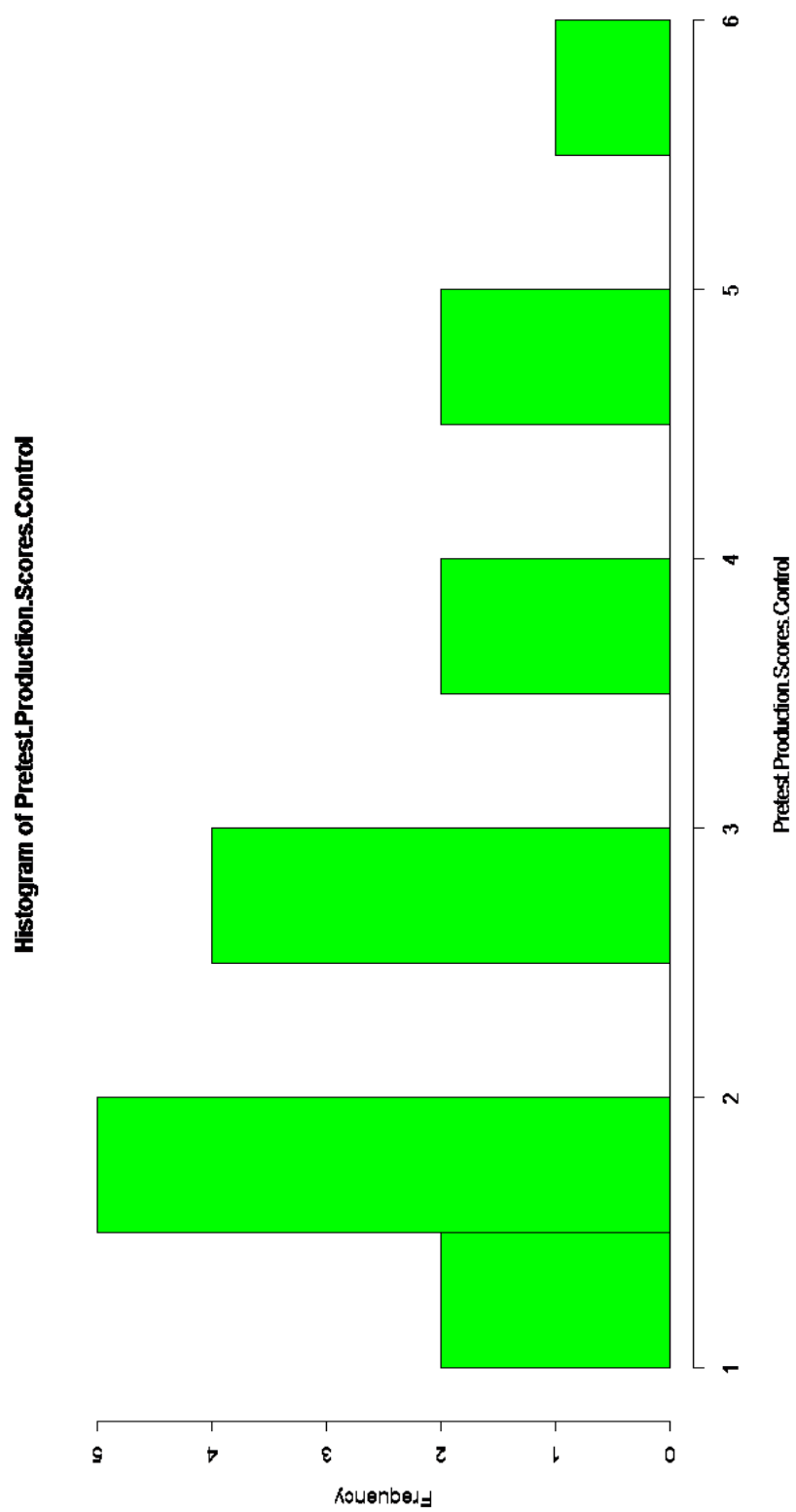
Appendix 10.   Pre test sample – Experimental

Marco Guardamar

ID3 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

i.   See the words above and match each with its respective definition.

1. If you are _take action_ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A .... things is a big number of different things of the same general type.

3. To _Involved_ in a particular state or condition means to stay in that state or condition and not change.

4. To _spare time activity_ is to do something for a particular purpose.

5. If you .... you continue to move around a lot or do a lot of things.

6. If you do a .... you have extra time to do it or don't need to do it.

0/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

2. What extracurricular activities are you involved in at school?

3. What do you do to stay active?
I always try to read a book.

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?
- I usually use the dictionary
- I try to remember the word.

1/6

90

103 – Unit 8, Lesson A

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

my spare time activity is playing with ...... friends

2. What extracurricular activities are you involved in at school?

X

3. What do you do to stay active?

I stay active

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

16

---

103 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are take action in a situation or activity, you are taking part in it or have a strong connection with it.
with some of ......

2. A .... things is a big number of different things of the same general type.

3. To stay active .... in a particular state or condition means to stay in that state or condition and not change.

4. To .... is to do something for a particular purpose.

5. If you .... you continue to move around a lot or do a lot of things.

6. If you do a spare time activity .... you have extra time to do it or don't need to do it.

2|6

I03 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are _involved_ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A _wide range_ things is a big number of different things of the same general type.

3. To _stay active_ in a particular state or condition means to stay in that state or condition and not change.

4. To .... is to do something for a particular purpose.

5. If you .... you continue to move around a lot or do a lot of things.

6. If you do a _spare-time_ .... you have extra time to do it or don't need to do it. activity

Alejandro Araya Ojeda

3/6

VOCABULARY TEST PART II

I. Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

2. What extracurricular activities are you involved in at school?

3. What do you do to stay active?

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

Do my homework and practice a lot

1/6

I03 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are ...Spare time.. in a situation or activity, you are taking part in it or have a strong connection with it. ~~activity~~

2. A .... things is a big number of different things of the same general type.

3. To ..remain.... in a particular state or condition means to stay in that state or condition and not change.

4. To ..stay active.. is to do something for a particular purpose. ~~[X]~~

5. If you .... you continue to move around a lot gr do a lot of things.

6. If you do a ...involved... you have extra time to do it or don't need to do it.

ᴧ/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

My favorite spare-time activity is to dance marinera.

2. What extracurricular activities are you involved in at school?

I' involved in basketball in my high school. team

3. What do you do to stay active?

I usually play sports three times a/week.

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

I'm going to read books in English.

4/6

Appendix 11. Post test sample – Experimental

103 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are _interested_ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A _wide range of_ things is a big number of different things of the same general type.

3. To _remain_ .... in a particular state or condition means to stay in that state or condition and not change.

4. To _take action_ is to do something for a particular purpose.

5. If you _stay active_ you continue to move around a lot or do a lot of things.

6. If you do a _activity_ .... you have extra time to do it or don't need to do it.

4/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite **spare-time activity**?
My favorite spare-time is to play soccer.

2. What extracurricular activities are you **involved** in at school?
I'm involved Basketball team.

3. What do you do to **stay active**?
I usually run every morning.

4. Does your school offer a **wide range of** extracurricular activities?
Yes, my school have extracurricular activities.

5. Do you always **remain** quiet when your friends make fun of you?
I usually remain quiet.

6. What actions are you going to **take** to improve your English?
- I do the homework.
- I try to learn new words.

6/6

Mario Cardenas

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?
My favorite spare-time is play volleyball

2. What extracurricular activities are you involved in at school?
I involved in Dance

3. What do you do to stay active?
I run all the saturday

4. Does your school offer a wide range of extracurricular activities?
No, It doesn't. Because my school think that is not important

5. Do you always remain quiet when your friends make fun of you?
No, I don't, I fun with them

6. What actions are you going to take to improve your English?
I do the homework

6/6

---

103 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are remain in a situation or activity, you are taking part in it or have a strong connection with it.

2. A wide range of things is a big number of different things of the same general type.

3. To involved in a particular state or condition means to stay in that state or condition and not change.

4. To stay active is to do something for a particular purpose.

5. If you take action you continue to move around a lot or do a lot of things.

6. If you do a spare-time activity you have extra time to do it or don't need to do it.

2/6

Arroyo Ojeda Alejandro

103 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are ...involved... in a situation or activity, you are taking part in it or have a strong connection with it.

2. A ...wide range... of... things is a big number of different things of the same general type.

3. To ...remain... in a particular state or condition means to stay in that state or condition and not change.

4. To ...take action... is to do something for a particular purpose.

5. If you ...stay active... you continue to move around a lot or do a lot of things.

6. If you do a ...spare-time... you have extra time to do it or don't need to do it. activity

6/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

My favorite spare-time activity is playing the drums

2. What extracurricular activities are you involved in at school?

I involved in the soccer team

3. What do you do to stay active?

I usually exercise.

4. Does your school offer a wide range of extracurricular activities?

Yes, like "confirmación" or sports clubs.

5. Do you always remain quiet when your friends make fun of you?

No, I usually talk with them or just kick them.

6. What actions are you going to take to improve your English?

Well I'm going to practice a lot.

6/6

Nicole Camarena Alparzaga

I03 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are **involved in** in a situation or activity, you are taking part in it or have a strong connection with it.

2. A **wide range of** things is a big number of different things of the same general type.

3. To **remain** In a particular state or condition means to stay in that state or condition and not change.

4. To **take action** ~~knowledge~~ is to do something for a particular purpose.

5. If you **stay active** you continue to move around a lot or do a lot of things.

6. If you do a **spare-time activity** you have extra time to do it or don't need to do it.

6/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

My favorite spare-time activity is play basketball.

2. What extracurricular activities are you involved in at school?

I'm involved in many sports like basketball and swim.

3. What do you do to stay active?

I eat healthy food for stay active.

4. Does your school offer a wide range of extracurricular activities?

Yes, for example sports, band, theater, languages and others.

5. Do you always remain quiet when your friends make fun of you?

Not, I'm a serious person.

6. What actions are you going to take to improve your English?

I'm going to learn new words and I'm going to listen to music in English.

6/6

Appendix 12.   Pre test sample – Control

CASTRO VELIZ CARLOS

CASTRO VELIZ CARLOS ENRIQUE

VOCABULARY TEST PART II

1. Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

My favourite spare time activity is practicing tennis

2. What extracurricular activities are you involved in at school?

I'm not involved in any extracurricular activity

3. What do you do to stay active?

For staying active everymornings I have a good breakfast

4. Does your school offer a wide range of extracurricular activities?

Yes, I dont, My school offer a wide range extracurricular

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

I'm taking some actions like
to see films in English or text
to understand songs in English

4 / 6

IO3 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

1. See the words above and match each with its respective definition.

1. If you are ...involved... in a situation or activity, you are taking part in it or have a strong connection with it.

2. A ...wide range of... things is a big number of different things of the same general type.

3. To ...remain... in particular state or condition means to stay in that state or condition and not change.

4. To ...take action... to do something for a particular purpose.

5. If you ...stay active... you continue to move around a lot or do a lot of things.

6. If you do a ...spare-time activity... you have extra time to do it or don't need to do it.

6 / 6

98

William Vázquez Mercado

I03 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are _____ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A _____ things is a big number of different things of the same general type.

3. To _____ in a particular state or condition means to stay in that state or condition and not change.

4. To _____ to do something for a particular purpose.

5. If you _____ you continue to move around a lot or do a lot of things.

6. If you do a _____ you have extra time to do it or don't need to do it.

9/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

2. What extracurricular activities are you involved in at school?

3. What do you do to stay active?

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

9/2

S. Alan B.

IO3 – Unit B, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

i. See the words above and match each with its respective definition.

1. If you are .... in a situation or activity, you are taking part in it or have a strong connection with it.

2. A .... things is a big number of different things of the same general type.

3. To .... in a particular state or condition means to stay in that state or condition and not change.

4. To .... is to do something for a particular purpose.

5. If you .... you continue to move around a lot or do a lot of things.

6. If you do a .... you have extra time to do it or don't need to do it.

9/0

I. Alan G.

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

2. What extracurricular activities are you involved in at school?

I participe in a club ecelegista

3. What do you do to stay active?

I play football or visit my friends

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

I listen music in English

9/6

Daniel Postino Palancca.

I03 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

I. See the words above and match each with its respective definition.

1. If you are _____ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A _____ things is a big number of different things of the same general type.
A wide range of

3. To _____ in a particular state or condition means to stay in that state or condition and not change.

4. To _____ is to do something for a particular purpose.
Involved (crossed out)

5. If you _____ you continue to move around a lot or do a lot of things.
take action (crossed out)

6. If you do a _____ you have extra time to do it or don't need to do it.

9/12

Daniel Postino Palancca.

VOCABULARY TEST PART II

I. Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?
My favorite spare-time is my cellphone and my tablet.

2. What extracurricular activities are you involved in at school?
I involved to be in sport and English exam.

3. What do you do to stay active?

4. Does your school offer a wide range of extracurricular activities?

5. Do you always remain quiet when your friends make fun of you?
Yes, I do because I have listen her opinion as my friends.

6. What actions are you going to take to improve your English?
My actions improve my English my vocabulary.

9/12

Appendix 13.   Post test sample – Control

Angie C. K.

IO3 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide range of, remain, take action, stay active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

i.   See the words above and match each with its respective definition.

1. If you are ...remain... in a situation or activity, you are taking part in it or have a strong connection with it.

2. A ...wide range of... things is a big number of different things of the same general type.

3. To ...invoved... in particular state or condition means to stay in that state or condition and not change.

4. To ...take action... is to do something for a particular purpose.

5. If you ...stay active... you continue to move around a lot or do a lot of things.

6. If you do a ...spare-time activity... you have extra time to do it or don't need to do it.

4/6

Angie C. R.

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?

My spare-time activity is listening to music.

2. What extracurricular activities are you involved in at school?

3. What do you do to stay active?

I do exercises to stay active.

4. Does your school offer a wide range of extracurricular activities?

No, it doesn't offer a wide range activities. I'm in a college.

5. Do you always remain quiet when your friends make fun of you?

6. What actions are you going to take to improve your English?

3/6

Carlos Castro V.

103 – Unit 8, Lesson A

VOCABULARY TEST PART I

Involved, wide-range-of, remain, take-action, stay-active, spare-time activity. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SIMPLY SKIP IT.

See the words above and match each with its respective definition.

1. If you are __involved__ in a situation or activity, you are taking part in it or have a strong connection with it.

2. A __wide range of__ things is a big number of different things of the same general type.

3. To __remain__ in a particular state or condition means to stay in that state or condition and not change.

4. To __take action__ is to do something for a particular purpose.

5. If you __stay active__ you continue to move around a lot or do a lot of things.

6. If you do a __spare-time__ future activities you have extra time to do it or don't need to do it.

6/6

VOCABULARY TEST PART II

Answer the following questions using the words in bold. PLEASE AVOID GUESSING. IF YOU DON'T KNOW AN ANSWER, SKIP IT.

1. What's your favorite spare-time activity?
My favorite spare-time activity is play video games

2. What extracurricular activities are you involved in at school?
I'm not involved in anything

3. What do you do to stay active?
I do sport every day

4. Does your school offer a wide range of extracurricular activities?
Yes it does, especially in sports

5. Do you always remain quiet when your friends make fun of you?
No I don't, because I don't like it

6. What actions are you going to take to improve your English?
I'm going to pay more attention in my English classes

5/6