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RAISING STUDENTS' VOCABULARY LEVEL THROUGH TEACHING VOCABULARY LEARNING STRATEGIES AND PROVIDING THEM WITH INTENSIVE PRACTICE

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Approval

The thesis entitled *“Raising students’ vocabulary level through teaching vocabulary learning strategies and providing them with intensive practice”*, presented by Juan Jacinto Zárate Yépez, in accordance with the requirements of being awarded the Degree of Master in Education with Mention in **Teaching English as a Foreign Language**, was approved by the thesis Director: **Mg. María Esther Linares Venegas**, and defended on..... before a Jury with the following members:

President

Secretary

Informant

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INTRODUCTION

While taking my first Teacher Training Course, I was taught that students should read a text and try to guess, from context, the words that were new to them. They should also guess, from context, the meaning of the new words they heard while listening to a conversation. The question is that my fellow instructor never made it clear as to what extent a student knows the so called “context” which will enable them to “guess” the meaning of a new word.

There are many widespread assumptions regarding vocabulary that we –teachers– have taken for granted. Assumptions such as the importance of vocabulary learning to understand a language, exposition to the new vocabulary, and exposition to it in different contexts, ways to practice a new word inside and outside a context, ways to make an item memorable, incidental learning and explicit learning, use of both L1 and L2 to help the student understand and acquire new vocabulary, and others leading to the proper storage and retrieval of a new vocabulary item. Last year, while reading the book *Vocabulary Myths* by Keith S. Folse, I had the idea of integrating some of the ideas I learned into my everyday practice. In this research we use some of the ideas stated by Folse (2002) towards vocabulary learning.

What this research is intended to do is to provide students with target vocabulary within a reading context. After the students have been exposed to the target vocabulary, they will guess the meanings of the new items and after that, they will be given the real meanings of the new words. During a two-week period called the *training period*, they will be

exposed to those vocabulary items several times through a variety of exercises. In this way, the students will become familiar with the meanings and uses of the new items. They will find these items in different contexts and they will need to complete exercises using them and will also manipulate the target words while trying to write their own utterances. Not only will the students recognize the new words in a context, they will also need to apply all what they know so far in order to create their own sentences. It is assumed that the more the practice, the better storage and retrieval of a new vocabulary item. Also, students will be given vocabulary learning strategies such as word families and word derivation from context which will help them understand how words are formed and guess their meaning from context. All the previous process is supposed to lead to a better learning and use of the target vocabulary.

In order to provide an overview of this investigation, the first chapter of this work addresses the problem of this study, its hypothesis, objectives, justification, limitations as well as the antecedents of the study.

The second chapter provides the theoretical background for the study. It deals with vocabulary learning strategies, learning strategies in general, ideas related to vocabulary learning and vocabulary teaching, assumptions towards vocabulary learning, validity and reliability of tests, the use of journals and the autonomous learner.

Chapter three describes the methodology used in this investigation. It includes information related to the type of investigation, its design, variables considered for the study as well a description of the population and the sample group. This chapter describes the instruments used for data collection as well as the instruments employed for training purposes. It provides information related to the types of questions or information each instrument included as well as any modification made after the piloting stage. Finally, there is a reference to the validity and reliability of this study and the instruments used for gathering the data as well as a description of the development of activities.

Chapter four provides detailed information on the results yielded by each of the instruments of data collection in both the testing phase and the training phase including charts when needed. Towards the end of the training phase there is a section in which the worksheets with similar

format are compared. Finally, comments on the data and findings are mentioned.

Chapter five briefly discusses the results of the study and its findings. There is mention to the process followed and the improvement evidenced in the experimental group.

The conclusions to this study as well as the recommendations are stated in the last part of this document.

CHAPTER 1

INVESTIGATION OUTLINE

1.1. Formulation of the Problem

This study proposes the three following ideas:

- Include the teaching of vocabulary organized in relevant topics which will be useful for the subjects of study.
- Provide the students with enough practice of the new vocabulary items so that they can use them in a practical and functional way.
- Provide the students with skills to improve their vocabulary in the future.

Despite the fact that vocabulary has started to be seen as a key factor in the learning of a language and it is being considered vital in communicative settings, we believe that it still needs to be given the real importance it should have in the process of learning a language.

1.2. Hypothesis

1.2.1. General Hypothesis

If students are given intensive practice and taught learning strategies, they will learn what they are expected to.

1.2.2. Specific Hypothesis

If students are given intensive practice and taught strategies to derive words and manipulate them (language manipulation associated to multiple expositions to the target vocabulary) when students are taught a set of words, they will remember and use them more appropriately and eventually learn the items.

1.3. Delimitation of Objectives

1.3.1. General Objectives

The present study aims to raise the level of students' vocabulary level through the teaching of vocabulary learning strategies and providing them with intensive practice of the target vocabulary.

1.3.2. Specific Objectives

- Improve vocabulary learning (storage and retrieval) by exposing the students to the target vocabulary in several ways.
- Put the students in contact with the target vocabulary so that they can use, manipulate and learn the new items
- Provide the students with learning strategies that will enable them to use the new vocabulary in the future.

1.4. Justification of the Investigation

As far as it is possible to remember, teachers tend to teach grammar and focus on communication skills in their daily practice. However, vocabulary is not emphasized as the key component to real communication and understanding of a language. It is presented as something complementary. Most of the times, vocabulary is learned incidentally; consequently it is learned slowly and in a disorganized way.

The idea of providing the students with new lexical items (other than the ones provided by the textbook) organized in topics or “chunks” that will enable them to be functional in real-life situations sounds

interesting to begin with. What is more, it will enable students to organize the language they already know after being presented the vocabulary learning strategies planned for the study.

The lexical items will be presented in topic units, each one containing twenty items to be studied and practiced frequently, thus producing the learning of such items.

1.5. Limitations of the study

Time is thought to be the main limitation to this study. It has been planned to insert the study within the regular class schedule and take time from effective teaching and use it for the study purposes.

The study needs to be done during the planned month respecting the schedule as initially planned since the groups are formed and assigned to the teacher for just one month and after that, the setting changes losing group members or adding new ones.

1.6. Antecedents of the Investigation: Case Studies

1.6.1. Case Study

A study named "*The effects of Focus on Form in the teaching of Spanish-English false friends*" was developed by Chacón in the University of Seville in 2004. The study used two groups of 88 and 72 students all of them Spanish speakers who had not spent much time in L2 settings.

The objective of the study was to compare the benefit in vocabulary teaching/learning of both explicit and implicit focus on form in the learning of complex lexical items. As explained by the author, explicit focus on form includes giving the students the specific translations of the target items as well as metalinguistic explanations. Implicit focus on form implies the use of L2 definitions, synonyms, as well as flooding, which represents an increase of the exposure to the target material. Our study also uses explicit and implicit focus on form as well as increased exposure to the target vocabulary items.

The background of the study makes reference to the difficulty students have to identify mistakes in the meaning of lexical items in L2 that are similar to the ones they know in their L1 based on formal similarities. This fact can create difficulty in the learner. This difficulty ranges from understanding gaps to complete misunderstanding of what is being read/heard/said. The article mentions that the learner will be able to identify such mistakes only if there is enough context to make them realize of an evident problem; the usual situation in this case, is that the mistake goes unnoticed due to the lack of context clues that let the learner notice a mistake. What is more, these mistakes are generalized by most of the learners who share the same L1, making it almost impossible to realize the presence of such mistake. In our study we also consider that context is necessary in order to identify and solve problems understanding lexical items in L2.

The study started with the completion of questionnaires in order to create a profile of the student and explore their personal and academic background. The second step was the application of the **Initial Test (IT)**. The students were given an initial test which represented the first approach of the students to the lexical items they were supposed to know. The following step was the Classroom Intervention Period. During this period, the students of the first group received explicit focus on form. They were given the specific translations of the target items and were also given metalinguistic explanations about the specific problem. The students of the second group received the definitions or synonyms of the target words and had a greater exposition to the target items. There was no metalinguistic explanation; however, the use of the target items in context occurred frequently. This period lasted four weeks and the contents were distributed in weekly blocks. Right after the Classroom Intervention Period, the **Immediate Post Test (IPT)** was given to the sample members. The IPT was aimed at measuring the number of items the students were familiar with by giving the meaning or the translation of such item. The researchers wanted to know which of the two strategies was more successful in the learning of new complex lexical items. Finally, three months after the IPT, the **Delayed Post Test (DPT)** was administered. This let the researcher verify the retention of the words learned. The structure of our study was similar to the one of this case study: we collected personal and academic background information, students were given an initial test, there was an intervention period, then

students were given an immediate post test and finally a delayed post test.

The results of the IPT showed that explicit focus on form, which includes translation of the target items and the use of metalinguistic explanations (why the difference of false friends between L1 and L2) was considerably better than its implicit version (use of synonyms, explanations in L2 as well as flooding). It is necessary to say that both versions of Focus on Form yielded successful results. It is important to mention that the results of the DPT, three months after the end of the intervention period yielded similar results in both groups which averaged the numbers obtained in the IPT. Similarly, in our study the average grade of the delayed post test (Verification Test) was similar to the average grade of the Immediate Post Test.

The study concludes that focus on form enhances the acquisition of new vocabulary considering the fact that teacher intervention is necessary to acquire L2 vocabulary. We agree on the idea that teacher intervention as well as focus on form help the students learn the target vocabulary better.

1.6.2. Case Study 2

The study *Teaching vocabulary through collocations in EFL Classes: The case of Turkey* performed by Ozgul Balci and Abdulkadir Cakir (2011) was aimed at testing if the learning of new vocabulary items had better results using traditional techniques than doing it with the use of collocations. The study was carried out in a state school in Konya, Turkey. There were fifty-nine members in the sample. Their ages ranged from 12 to 14 years old. The design of the study included a pre test and a post test in experimental and control groups.

The rationale for this technique considers that not only is it necessary to know the meaning of a word, but also, it is necessary to know the word and the contexts it can appear in. Another reason is that awareness of the necessity of acquiring collocations is necessary to develop lexical competence. Finally, it mentions that teaching vocabulary without a collocation context is the cause of weak collocation use.

The goal of the study was to test if the results of teaching vocabulary through classical techniques (definition, synonym, antonym, and mother tongue translation) was better than teaching it through collocations. The hypothesis for the study was *"learning vocabulary through collocations is an effective strategy that positively contributes to the development of vocabulary learning."* It was also assumed that the presentation of vocabulary items through collocations enhanced the retention of such items.

The students were given a series of twelve reading texts which contained new expressions to be taught. The students had to say whether they knew the items or not. When a student said that he/she knew one of the words, they were required to write the meaning of such word. The words that were not known to the whole sample were chosen to be taught.

The students were given the texts again, two texts per week for six weeks. The unknown words were given to the students on a list of collocations for each word. The instruction period added up to 24 hours within the six weeks of the study.

The experimental group was taught the new items using the most common collocations for each target word. The control group was taught the new items using traditional techniques (definition, synonym, antonym, and mother tongue translation). The procedure described below was the same for both groups. However, the control group used traditional instruction techniques only.

For the experimental group, after the presentation of the new items, five comprehension questions were answered by the students. At the end of each week, a multiple choice test based on the new items was administered to the students. One week after the end of the training period, a test containing words from the six previous weeks was administered to evaluate retention of the new items.

At the beginning of the study, there was no significant difference between the results of both groups. The retention test showed that the retention of the new items in the members of the experimental group was higher than the retention in the control group. The most important finding in this aspect is that the use of collocations to teach new vocabulary items

causes better learning of the target words and it also enhances their retention.

This study, in some ways, is connected to our study since it considers experimental and control groups, it uses a pre and post test. In our study, the students were also given a reading text which contained the target vocabulary; the students had to write the meaning of the word(s) they knew or thought they knew. Unlike the procedure in the case study, the new items were taught using traditional techniques (definition, synonym, antonym, and mother tongue translation), the difference is that in our study, there was an emphasis on exposure to the target items and explicit teaching of vocabulary learning strategies. Finally, the results of the case study yielded an increase in the retention of the items taught, this improvement was also expected from our study.

1.6.3. Case Study 3

The study *Vocabulary Instruction through Hypertext: Are There Advantages Over Conventional Methods of Teaching?* performed in Israel by Shira Koren (1999). The sample was made up with 129 EFL students (90 females, 39 males). All the sample members were studying their first college year. The average age was 25.

The study was aimed at testing the retention of inferred words and glossed words in a reading context. It also wanted to find the amount of incidental vocabulary learned through the program that was retained in the student's memory three days and three months after the learning took place. An internet program called TEXTFUN was used for this purpose. The program uses hypertext to display the contents of the reading passage.

The students were given a pre-test three lessons before they were taken to the computer lab. The pre-test asked them to write the meanings of 16 target words. The students did not know the meaning of any of the target words. As the students were in the lab, they were asked to read a text and infer the meaning of seven words (marked in blue) which contained clues; they also found nine words in red. The red words had glosses at the end of the text. Three days after the first exercise, the students were given a test in which they had to recall and write the

meaning of the words as they appeared in the context given in the first session.

The study outcomes confirmed the theoretical principle that retention of inferred words is higher than the retention of the glossed ones. Incidental learning of vocabulary is not particularly efficient. It is good to offer systematic vocabulary instruction along with vocabulary learning through reading in order to improve student's learning on new vocabulary items. The study also suggests that the use of an appealing computer program is not a warranty to help in the learning of incidental vocabulary.

TEXTFUN is an internet program (<http://faculty.biu.ac.il/~korens/textfun/shir0.htm>) which allows the user to develop different activities using the same text. The reader chooses the level and skill (vocabulary in context, main idea, inference, etc.). The study focused on the vocabulary in context section only. The vocabulary exercises are divided in two sections Inferred Vocabulary and Glossed Vocabulary. The study showed that the vocabulary items that were presented as Inferred Vocabulary were better remembered than the ones that appeared as Glossed Vocabulary because the students were more exposed to the target words while trying to infer their meaning. In the case of the glossed word, the length of exposure was shorter.

This study is relevant to our study because we wanted to find out how well new vocabulary items were retained after three and four weeks from the beginning of the study. Despite not using computers in our study, the students were given a pre-test and a post test to check retention. The students were asked to read a text and infer the meaning of the words in bold.

Our study and the study of this case study proposed the use of systematic vocabulary instruction as well as vocabulary learning through reading is beneficial for the students' learning of new vocabulary items. In general terms, both studies provided the students with practice in order to help them remember the new words better.

The theoretical background proposed by the case study matches our theoretical assumptions considering that:

- There is connection between vocabulary knowledge and success in reading comprehension (Koren: 1999). This proposes that the more familiar the students are with the vocabulary of a text, the more likely they are to successfully finish the reading task.
- Students need to be familiar with the 95% of the vocabulary of a text in order to understand it successfully.
- Words that are learned intentionally are better retained than words that are learned incidentally since intentional learning requires a conscious effort.
- The use of a dictionary in order to find the meaning of a new word helps retain it better.
- Meanings that are inferred are better remembered than the meanings that are given, however, sometimes the learners make mistakes while guessing the meaning of a new word (Hulstijn, Hollander & Greidanus: 1996)

CHAPTER 2

THEORETICAL BACKGROUND

2.1. Vocabulary Learning Strategies in this Research

2.1.1. Guessing words from context. (Carter and McCarthy: 1988)

“...it is impossible to teach learners all the words they need to know, and so it is important to teach them guessing strategies to tackle unknown words and lose their reliance on dictionaries.”

Students need to be trained to find the meaning of a new word using its contextual clues: if the word is a verb, adjective, noun; if it is positive or negative; and finally guess the meaning of it.

2.1.2. Using Mnemonic Associations (Cohen: 1990)

Cohen suggests a series of possible mnemonic associations that can help us remember a word better. Some of these associations are shown below.

- a. Linking the word to the sound of the word in the native language or in the language being learned.
- b. Placing the word in a topic group to which it belongs to.
- c. Visualizing the word in isolation or in written context.
- d. Linking the word to the situation in which it appeared.

- e. Creating a mental image of the word.
- f. Associating some physical sensation to the word.

2.1.3. Keeping new Words in an Organized Notebook (Folse: 2004)

It is necessary to train students so that they can keep the new words they have been taught in an organized and neat notebook which they can review whenever they need it. This will increase the number of expositions to the word.

2.1.4. Word Analysis (Cohen: 1990)

Word analysis has traditionally been regarded as the most important vocabulary learning strategy. It focuses **attention on the main parts of the word: roots, prefixes and suffixes in order to discover the meaning of a new word**. The drawback to this learning strategy lies on the fact that it may lead the learner to an incorrect meaning of the word in discussion.

2.1.5. Learning of Cognates (Cohen: 1990)

The learning of cognates, at least between English and French/Spanish, is recommended because the number of true cognates adds up to a 90 %. It is recommended to also learn the small number of false cognates (10 %) in order to be sure that the student is using the remaining 90 % of true cognates appropriately.

2.1.6. Use of Dictionaries (Cohen: 1990)

There is a consensus in the idea of leaving the use of a dictionary until the moment the contextual clues are used up. If there is not enough context, or the context is too difficult to draw a conclusion and infer the meaning of the word, or the additional hints provided by the teacher are not enough, then the use of the dictionary is recommended.

However, after guessing the meaning of the word, it is advisable to check it in the dictionary in order to avoid comprehension mistakes.

2.2. Definitions of Language Learning Strategies

2.2.1. Folse and Oxford

“Learning strategies are steps taken by students to enhance their own learning.” (Folse; 2004)

“Learning strategies help learners become more autonomous. Autonomy requires conscious control of one’s own learning processes.” (Oxford: 1990)

2.2.2. Gu (2003)

“A learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. A strategy starts when the learner analyzes the task, the situation, and what is available in his/her repertoire. The learner then goes on to select, deploy, monitor, and evaluate the effectiveness of this action, and decides if s/he needs to revise the plan and action.” (Vocabulary learning in a Second Language: Person, task, contents; and strategies. *TESL-EJ*, 7(2), 1 – 25.)

2.3. Vocabulary Learning

2.3.1. What is Vocabulary?

According to Seal (1991), words (in this case vocabulary) are perceived as the building blocks upon which knowledge of the second language can be built.

It is obvious that vocabulary is one of the basic components of a language. It helps us understand the language, communicate meaning, and be understood.

2.3.2. Why do we Teach Vocabulary?

After reviewing different sources of information we may conclude that we teach vocabulary to:

- increase our students' facility in communication: understand and be understood,
- foster comprehension of the target language in receptive skills,
- foster production in the target language in productive skills,
- deal with new vocabulary more effectively,
- help our students be more independent learners.

2.3.3. How do we Learn Vocabulary?

Literature review suggests different ways to learn new vocabulary. Here are some of them:

2.3.3.1. Direct Instruction

Direct instruction can help students improve their vocabulary. Thanks to direct instruction, students are able to learn and acquire more words (Johnson). The use of direct instruction to present new lexical items should be practiced on a daily basis.

2.3.3.2. Use of Learning Strategies

When students first encounter a new vocabulary item, they may opt for one of the following actions:

- a) They might guess its meaning and usage from available clues.
- b) Other learners might proceed to look it up in the dictionary.
- c) Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks.
- d) Some learners will repeat the new word a number of times until they are comfortable with it.
- e) Others will go beyond simple rote repetition to commit the word to memory.
- f) Some would even try to use the word actively.

Teachers need to make sure the learners develop the ability to learn words on their own. Tools for successful word learning include read-aloud events, direct instruction in the meanings of clusters of words and individual words, systematic teaching of the meaning of prefixes, suffixes, and root words; linking of spelling instruction to reading and vocabulary instruction, teaching of the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works, encouraging wide reading and creating awareness of and a deep interest in language and words (Pikulski and Templeton: 2004). The use of these tools will determine to a large extent how and how well a new word is learned.

2.3.3.3. Vocabulary Practice

Once a word has been presented through direct instruction or encountered by accident (incidental learning), it can be just forgotten or may follow the sequence below to be remembered and finally learned.

2.3.3.3.1. Noticing

The first stage corresponds to the students finding that the item is useful, realizing that the word is necessary to know, having the feeling that it fills a mental gap.

For this process to take place, there has to be decontextualization, the process by which the learner sees the word in isolation after having found it in a context. Once the word has been decontextualized, the students start to negotiate meaning if working as a group, or by starting to guess the meaning from context. Research shows that when the meaning is negotiated, it will be more memorable than when hypothesized.

2.3.3.3.2. Retrieval

Retrieval and rehearsal are central in helping move the information from short-term memory to long-term memory (Padilla 1992). The word

itself from its meaning (receptive retrieval), or the meaning of a given word (productive retrieval) are activated and put into practice.

The intervals between retrievals should increase progressively as time passes. Initially, the revision of target words could be until three times during the same class, and as mentioned in the previous line, the interval between retrievals should become longer. It must be noted that repetition is not retrieval. Retrieval is the process by which learners need to give you the meaning of the word, or use it in their own speaking or writing. (Folse: 2004)

2.3.3.3.3. Creative or Generative Use

In this stage, students will use the word in a context from the one it was found. If the context of the new word –in a generative case- is similar to the original input, low generative (or creative) use is found. If, on the other hand, its new context differs from the original input, we talk about high generative (or creative use) use.

Some of the activities proposed to foster generative use are the following:

- a) True-false (yes-no) exercises.
- b) Odd-word out exercises.
- c) Cloze sentences (unrelated sentences).
- d) Cloze passage (related sentences).
- e) Word forms and word forms in cloze.
- f) Error identification.
- g) Answering questions using target vocabulary.
- h) Writing original sentences.
- i) Writing original stories.

Considering the time availability, the number of target words, the number of students, level of difficulty while correcting, and practical issues (number of copies to be prepared, level of difficulty of a task itself, and students' background) exercise types c, d, e, and h were chosen.

2.3.4. How do we Teach Vocabulary?

2.3.4.1. Unplanned Vocabulary Teaching (Seal: 1991)

“... the extemporaneous teaching of problem vocabulary items that come up without warning in the course of a lesson.”

It involves dealing with vocabulary items brought to light by students as well as materials encountered by chance during the course of the class. It can also be about any extra material the teacher decided to include in his/her class just to cater his/her students' needs for some particular reason not planned at the moment of planning the lesson. In this case, the teaching process is mainly incidental.

2.3.4.2. Planned Vocabulary Teaching (Seal: 1991)

“... the teacher goes into the classroom with an item or a set of vocabulary items that s/he has decided beforehand will be taught during the course of the lesson.”

This type of teaching includes the explanation and use of target words from a text in the coursebook (eg. Vocabulary from a reading exercise), additional material arranged in thematic sets, material associated with the unit that is not particularly part of the course book.

The Planned Vocabulary Teaching requires, firstly, techniques to present new lexical items in a way that they are meaningful and memorable. Using visual aids, creating relations between words, using diagrams, providing examples that work as explanations, understanding from context, among others can be mentioned. Secondly, exercises to check understanding and provide practice are necessary. Fill in the blanks, matching pairs, sorting words into categories, graphic organizers, among others are examples of these exercises. Finally, consolidation through problem solving activities as well as values clarification, story/dialog creation and discussions or role plays is recommended.

2.4. Assumptions towards vocabulary learning; generalized views and our opinion.

In this section we will briefly discuss the general assumptions towards learning vocabulary, what literature about the topic says and our own ideas based on our experience. We mention these ideas because we will somehow use them during the research period. These ideas also generated the interest on the topic. The assumptions will be presented as questions.

2.4.1. Is grammar more important than vocabulary to understand a foreign language?

Folse (2004, p.22) lets us notice that teachers are trained on the supposition that grammar should be explicitly taught and that vocabulary is learned from the context and that direct instruction is not necessary. We have to mention that both, grammar and vocabulary are both necessary for conveying meaning. What is more, something that happens in our real world is that people can make themselves understand if they know the vocabulary they require despite the fact that they lack the grammar for that situation.

2.4.2. Is it a really good idea to use word lists to help students to learn vocabulary?

Research has shown the effectiveness of using word lists for learning new words. Lists containing a new word, a synonym, a translation and an example help the learner to learn them. What is more, there is no evidence that the use of lists has a bad effect in learning new vocabulary. (Folse: 2004).

In our opinion, and despite the fact that we are against the use of lists of isolated words in order to memorize words without a context, we agree on the idea that the use of lists of words based on contextualized items is favorable to learning.

2.4.3. Is it easier and more effective for learning to present vocabulary in semantic sets?

Research has shown that grouping words in semantic sets produces more confusions than clarification. Cross-associational error may occur while learning pairs of words that share semantic characteristics. (George;1972). It is necessary to develop a mnemonic device to keep these words separated and avoid making mistakes while using them. Thus, it can be understood that it is better to learn semantically unrelated words. (Nation; 1990) However, Waring (1997) and Tinkham (1997) suggest that thematic grouping of target vocabulary showed to be positive. It is recommended that *each word should be taught in its own context at different times* (Olsen, 1999).

2.4.4. Should teachers discourage the use of translation to learn new vocabulary?

Rivers and Temperley (1978) mention that the use of translation in class can be detrimental and become a crutch. They also say something most teachers agree with, that we should teach in English and should provide our students with sufficient English input. However, we should remember that translation provides students with an instant updating of the concepts being learned and helps them establish a parallel between L1 and L2 thus enhancing the acquisition of the new items.

It should be noted that according to research conducted on vocabulary learning and retention, word retention appeared to be better while associated to translations rather than pictures (Lotto and Groot; 1998). And according to Laufer and Schmuely (1997), when the vocabulary items had a translation they were better remembered than words that did not have it. Also, *words presented in lists and in sentences were remembered better than words presented in text (paragraphs) and elaborated text (compositions)*.

2.4.5. Is guessing words from context an effective strategy to learn new vocabulary?

We have been traditionally taught that if we do not understand a word, we should continue reading and the meaning of the word will appear soon because the context of it will make it understandable. It is said that the mental effort students make while trying to guess the meaning of a new word makes them remember the word and its meaning.

The problem arises when the “context” has more “new words.” Sometimes it is more difficult to understand the context than the new word. Folse (2004) explains this idea by mentioning that *the greater the number of unknown words in a passage, the less context the reader has to work with to figure out the meaning of the unknown words*. Thus in order to use contextual clues successfully, the learner needs to have a large vocabulary repertoire at hand.

How much context do students know? How much context is necessary to make them functional? Is it necessary to use a dictionary? How will the students be sure that their guesses are right?

It is necessary to remember that according to Hulstijn, Hollander, and Greidanus (1996), for a word to be learned, the students have to focus on its meaning and the connection between its form and its meaning. There should be practice after finding a new vocabulary item if learning of that item is expected.

2.4.6. Are monolingual dictionaries the best for L2 learners?

Practice has taught me that depending on the level of the student, a bilingual or monolingual dictionary should be used. Folse (2004) mentions that there is no empirical evidence to state that monolingual dictionaries are better than bilingual ones while learning a new language. Little or nothing has been studied on this field.

However, it is not only the dictionary the students use, it is the way they use it. Dictionary skills should be taught so that the students know how to work with a dictionary. This will help our students become autonomous learners on the field of vocabulary.

2.4.7. Do good vocabulary learners use one or two very good vocabulary learning strategies?

It is good to remember the fact that learning strategies help learners become more autonomous and that in order to be autonomous, the learner needs to have conscious control of their own learning processes. Research has shown that good language learners use a wide range of learning strategies; moreover, they have personalized them in order to meet their learning requirements. We will mention the three general types in which these learning strategies are grouped. (Oxford:1990).

- a. **Cognitive Strategies:** the ones that help learners associate new and already known information and restructure it. Examples of this cognitive strategy are: guessing from context, analyzing words, taking systematic notes, reasoning inductively and deductively, and reorganizing information.
- b. **Mnemonic Strategies:** help learners connect a new vocabulary item with something they know. They relate the new knowledge to the structure previously created in the mind of the learner in a simplistic way represented by the stimulus-response paradigm. Examples of this strategy are memorizing the meanings of acronyms, rhyming sounds and onomatopoeias, TPR, the locus technique.
- c. **Metacognitive Strategies:** help learners manage themselves as learners, manage the learning process and manage a specific learning task. Metacognitive strategies enhance learner's autonomy and learning.

2.5. Tests

2.5.1. Validity

In terms of Joppe (2000), "Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are." Better explained, it is a way to "determine whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure."

Genesee (1996), refers to *“the extent to which the information you collect actually reflects the characteristic or attitude you want to know about.”* Cohen (1990) refers to it as measuring what is purported to be measured. In this way, validity depends on reliability.

Backman (1990) quoting a text from the American Psychology Association mentions that it is possible to accumulate evidence of different kinds and in different ways; and that validity corresponds to the levels in which evidence backs the inference made from such evidence. It is the inference made to evidence what is validated; tests or data collection instruments are not validated.

There are four types of validity that should be considered:

- a) **Face Validity**, or perceived validity, is based on the premise that a test measures what it has to measure.
- b) **Content Validity**: is referred to the way in which the items in the test correspond to the objectives to be evaluated.
- c) **Construct Validity**: in which the data collection instruments and data collection methodology are closely linked to the theory being studied.
- d) **Convergent Validity** is about testing the same phenomenon or objective in different ways.

2.5.2. Reliability

Joppe (2000) defines reliability as consistency of results over time, implying that a chosen sample will accurately represent the whole population studied, and will produce the same results if the study is replicated under similar methodologies. This means that the results or observations can be replicated or repeated.

Reliability is the answer to avoid nonsystematic fluctuation (Genesee: 1996). It is expected that a reliable test yields consistent

information. In other words, the results of two or more different tests administered following the same procedure, will produce similar results.

In terms of Cohen (1990), “Reliability asks whether a test given to the same respondents a second time would yield the same results.” As a practical application we can say that a test is reliable if it measures what it has to measure in a precise way.

Backman (1990) refers to reliability as an estimation of the variation of test results and the influence of measurement error.

It is made clear that there are several ways in which a measure of communicative language ability can be affected by error. Reliability plays an important role in identifying error and reducing its impact on the measure, so it is crucial to consider the different factors that may affect test performance as well as data collection.

There are three sources of reliability:

- a) **Assessor-Related Reliability or Rater Reliability** in which observations of different observers obtain consistent results. According to Kirk and Miller (1986) "the degree to which a measurement, given repeatedly, remains the same."
- b) **Object-Related or Person-Related Reliability** which depicts problems on the side of the individual providing information for the study, and
- c) **Instrument-related reliability** which deals with the procedures and instruments used to collect the information implying that similar measurements using the same instrument produce similar results.

2.6. Journals

Journals are important in research because they are a direct means of communication between students and teachers. They provide teachers with feedback related to students' backgrounds, the teaching process and learning experiences. They help students express themselves freely and openly. Based on the feedback they provide, journals help teachers shape their teaching according to their student's needs (Genesee: 1996).

Adding to the previously stated we have Celce-Mucia, Goodwin, and McGroarty's (1991) considerations about the advantages of using journals:

- They provide an effective means of communication and reflection.
- Journals focus on the individualization of the student's production and the teacher's feedback.
- They help students develop fluency and confidence in writing.
- They let the teacher and student measure progress over time.
- Journals create a natural and low-risk learning situation which allows students to express freely and try out new ways to express themselves without fear of correction or ridicule.
- Journals lower the affective filter.
- They focus on communication rather than on accuracy-
- Their administration is simple, but practical.
- They provide a first-hand account of teaching and learning experiences.
- They enhance awareness about the way a teacher teaches and a student learns.

2.7. The Autonomous Learner

As teachers, we provide our student with all the possible learning experiences and input. However, learning only happens if the learners want this learning to take place by being involved in the process. Then, it is necessary that the students notice and understand that their learning success does not only depend on having a good teacher, but on having a responsible attitude towards it.

Learning requires classroom instruction, but beyond that, it needs independent practice at home. It requires students reviewing what was taught in class, doing homework, connecting their personal experiences to the language they have been taught, reflecting on their teaching and setting feasible short-term learning goals to achieve. It is necessary to train students to help them become more and more autonomous.

According to Scharle and Szabó (2000), "we may define autonomy as the freedom and ability to manage one's own affairs, which entails the

right to make decisions as well.” Autonomous learners behave responsibly, are consciously making an effort to contribute to their learning. They also act independently of the teacher and do not need to be told what to do.

CHAPTER 3

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation Type

The investigation type chosen for this study was Action Research.

3.1.1. The nature of data

The data was collected through direct observation. Surveys, questionnaires, worksheets, and tests were given to the students.

3.1.2. Interpretive analysis

In order to analyse the data, the information obtained was converted to numbers and grouped in charts showing absolute and relative frequencies. Also central tendency procedures were applied to the data; basically averages, and in some cases means, and modes.

The results were interpreted question by question, first providing an overview of the information presented, and then a conclusion drawn from the evidence shown.

The results of the Pilot, Experimental and control group have been put in charts for better follow-up of the evolution of the grades.

3.2. Design of the Investigation

Once literature about vocabulary learning was reviewed, and study cases related to this area were analyzed, we assumed that the following results were possible to be found after the conduction of an experimental process.

- We, as teachers, do not provide our students with enough exposure, practice, and manipulation of the vocabulary we teach. Exposure, practice, and manipulation of vocabulary items allows the new vocabulary to be stored, retrieved and thus available when needed.
- Our students usually receive the new vocabulary “in context” as part of a sentence or a paragraph; then it is practiced in the book (once or twice and usually in the form of gap filling) and once or twice more –following the same format– in the workbook. This way to practice vocabulary is not enough; there are other strategies that teachers can use to favor vocabulary learning.
- Different sets of L2 target words can be presented and extensive practice can be done in order for students to acquire the new vocabulary items. If the words are presented in thematic sets rather than semantic ones (Folse, 2004), enough exposition, practice and manipulation are provided, learning levels of the target vocabulary will increase.
- Students need formal training in vocabulary learning strategies such as word derivation, association of meaning and matter, memory techniques, among others.

The questions that arose and helped us begin this study were the following:

- Do students know what learning a word is?
- Do students have appropriate vocabulary learning skills?
- Is it possible to present new vocabulary units within the regular teaching time of an ordinary class at the host institution?

- Does constant exposure to vocabulary items in different situations and exercises (repetition) lead to better retention and use of the target vocabulary?

3.3. Population and Study Sample

3.3.1. Identifying characteristics of the sample group

For this study, thirty-four subjects were chosen. They were divided in two groups corresponding seventeen to the experimental group and seventeen to the control group. All the subjects had been studying English for at least a year at the institution, and in most of the cases, they have studied it at school. The average age of the students in the experimental group was 19 and the control group students averaged 20.

The learning scenario chosen corresponds to two classes of the Basic 8 level. The students had previously gone through the Fundamental level (4 cycles) and they were in the eighth month of the Basic level. The assumption was that they had studied English for at least eight months. The class chosen for the Experimental group was the 2:10 PM class. It was made up of 17 students (7 male and 10 female). The Control group was the 12:30 PM class. It was made up of 17 students (7 male and 10 female). Besides studying two units of the Top Notch book, they were given the materials and homework designed for the study. The time dedicated to this study was about 25 minutes three to four times a week.

The study was carried out at the Centro Cultural Peruano Norteamericano. The CCPNA gathers over six thousand students in Arequipa. It also has branches in Tacna, Ilo, and Puno. The institution has two main activities: it promotes cultural activities and also focuses on the teaching of English as a Foreign Language.

3.3.1.1. Ethnography

All the students are Peruvian and were born in the city of Arequipa. There are no minority groups (Indian, black) in the sample.

3.3.1.2. Age and Gender

Table 1. AGE

EXPERIMENTAL GROUP			CONTROL GROUP		
AVERAGE AGE: 19			AVERAGE AGE: 20		
	N	%		N	%
15 – 17	6	35%	15 – 17	4	24
18 – 20	5	30%	18 – 20	4	24
21 – 23	6	35%	21 – 23	6	35
24 – 26	0	0%	24 – 26	3	17
TOTAL	17	100%	TOTAL	17	100%

The members of both groups were teenagers and young adults. Although the 24-26-year-old segment is not present in the experimental group, it does not cause interference in the information collected.

Table 2. GENDER

EXPERIMENTAL GROUP			CONTROL GROUP		
GENDER			GENDER		
	N	%		N	%
MALE	7	41	MALE	7	41
FEMALE	10	59	FEMALE	10	59
TOTAL	17	100%	TOTAL	17	100%

There was coincidence in the number of individuals and their corresponding sex in both groups

3.3.1.3. Educational and L2 Learning Background

3.3.1.3.1. Occupation

Table 3. OCCUPATION

EXPERIMENTAL GROUP			CONTROL GROUP		
Number of Individuals: 17			Number of Individuals: 17		
Occupation	N	%	Occupation	N	%
Student	13	76	Student	14	82
Teacher	1	6	Psychologist	1	6
Lawyer	1	6	Obstetrician	1	6
Office Worker	2	12	Graphic Designer	1	6
TOTAL	17	100	TOTAL	17	100

Most of the individuals of both samples are students. In both cases there were two students who were college graduates and were working on their study fields. It was possible to see –in both groups- that a number of subjects close to the tenth of the sample were qualified workers.

We can infer that the members of both groups were studying English for career-improvement reasons. In the case of the students and college graduates, we can assume that they wish to apply for a scholarship or in the case of the students, they need to fulfill a graduation requirement.

3.3.1.3.2. School Background

Table 4. SCHOOL BACKGROUND

EXPERIMENTAL GROUP			CONTROL GROUP		
Number of Individuals: 17			Number of Individuals: 17		
School Background	N	%	School Background	N	%
Still in High School	1	6	Still in High School	0	0
Finished High School	6	35	Finished High School	1	6
Vocational School / Language Center	2	12	Vocational School / Language Center	2	12
College Student	6	35	College Student	12	70
Finished College / Vocational School	2	12	Finished College / Vocational School	2	12
TOTAL	17	100	TOTAL	17	100

The control group has more college students (70%) considering the fact that its average age is higher than the one of the experimental group. The experimental group has only half of the college students of the control group; however, it contains a similar number of members applying for a place in college.

Both cases have the same number of individuals attending a vocational school or language center. Once interviewed, the individuals revealed they were studying English in order to obtain a diploma and become English teachers at the CCPNA.

There are two graduates in each group. While interviewed, they mention that they wanted to get a promotion at work, and also apply for a scholarship in an English-speaking country.

3.3.1.3.3. English studies at the CCPNA in number of months

Table 5.MONTHS STUDYING ENGLISH

EXPERIMENTAL GROUP			CONTROL GROUP		
Number of Individuals: 17			Number of Individuals: 17		
Number of months at the CCPNA	N	%	Number of months at the CCPNA	N	%
1 – 6	1	6	1 – 6	0	0
7 – 12	15	88	7 – 12	14	82
13 – 18	1	6	13 – 18	2	12
19 – 24	0	0	19 – 24	1	6
Total	17	100	Total	17	100

Most of the members of both groups have been studying English for between seven and twelve months. Considering that the cycle in which the sample members are enrolled is the twelfth month of thirty six, we can assume that these individuals enrolled in the very first cycles of the plan of studies and have continued studying without interruption since then.

The students who have been at the language center for more months than the average time may have repeated some cycles or interrupted their studies for some time. They have probably had to retake some of the cycles they studied previously.

The group of students in the experimental group who report to have studied six or less months at the language center took a placement exam and were sent to a cycle other than the very first one.

3.3.1.3.4. Students who referred having studied English at School

Table 6. STUDIED ENGLISH AT SCHOOL

EXPERIMENTAL GROUP			CONTROL GROUP		
Number of Individuals: 17			Number of Individuals: 17		
Studied English at School	N	%	Studied English at School	N	%
Yes	9	53	Yes	11	65
No	8	47	No	6	35

Despite being a mandatory subject in high-school, some of the members of both groups do not report to have studied English at school. The reason for this answer could be that they do not consider having received a good English instruction in high-school.

3.3.1.3.5. Total time studying English at the CCPNA, other language centers and School

Table 7. TOTAL TIME OF ENGLISH STUDIES

EXPERIMENTAL GROUP			CONTROL GROUP		
Number of Individuals: 17			Number of Individuals: 17		
Total number of months studying English	N	%	Total number of months studying English	N	%
1 – 6	0	0	1 – 6	0	0
7 – 12	4	23	7 – 12	10	59
13 – 18	3	18	13 – 18	4	23
19 – 24	4	23	19 – 24	2	12
25 – 30	0	0	25 – 30	0	0
31 – 36	4	23	31 – 36	1	6
37 - more	2	13	37 - more	0	0

In the Control Group, the one that has a higher average age, more than a half of the students have studied English for a year or less than a year in all their lives. Whereas in the experimental group this answer amounts to less than a quarter of the individuals interviewed.

An almost similar number of students in the experimental (41 %) and control (35%) groups report to have studied English for periods of over a year, but below the two years.

In the experimental group, over a third of the individuals report to have studied English for over two and a half years, whereas less than a tenth report to have done that in the control group. This segment contains the individuals who studied English at school or in a different language center, usually before coming to the one in which we are developing the study.

3.4. Variables

3.4.1. Independent Variable

The practice and use of vocabulary learning strategies the students are given.

3.4.2. 3.4.2 Dependent Variables

The number of words the students remember at the end of the study.

The number of words students can manipulate at the end of the study.

3.5. Techniques and Instruments for Gathering Data

Sixteen were the instruments designed for this research; six were used with both groups, and ten were used only with the experimental group during the training/intervention phase.

These were the instruments used with both groups:

- Survey
- Entrance Test
- Final Test
- Verification Test
- Reading Text: The Career Ladder
- Word List

The instruments used with the experimental group were:

- Worksheet 0 – Write the meaning of the words
- Worksheet 1
- Word Families – Presentation - Instruction
- Word Families – Practice
- Worksheet: Sentence writing 1.
- Word Derivation from Context – Presentation – Instruction
- Word Derivation from Context – Practice
- Worksheet 1 – Replace the words with synonyms
- Worksheet 2 – Fill in the gaps with Target words from the box
- Worksheet: Sentence writing 2

All the instruments were piloted, corrected and improved. They are described in the order they were applied in the following lines. The order of instruments correspond to the number in which the appendixes appear in the *List of Appendixes* section.

3.5.1. Survey

3.5.1.1. Survey - Pilot

The survey consisted of forty-six questions organized in three sections.

The first section was aimed at collecting information about the characteristics of the sample such as sex, age, occupation, educational background and English studies.

The second section was designed to collect information related to the students' ideas, feelings, and beliefs associated with English learning. It contained six sub-sections: Grammar vs. Vocabulary, Understanding words from context, Use of dictionaries, Organization of new vocabulary, Studying and practicing new vocabulary, and Remembering words. Each section consisted of at least four questions. Each question required the student to mention whether they agreed or disagreed with the premise they were reading.

The third section was designed to collect information related to the students' personal cases and experiences with English in terms of vocabulary learning and its usefulness as well as their ideas related to learning vocabulary better. The first four questions were multiple-choice and the two final ones were the open-ended type.

3.5.1.2. Survey - Final Version

After piloting the Survey, some problems were found and corrected. The modifications are as follows:

Yes-No boxes were inserted in question 6.3 to make it easier for the students to answer.

Question 19 was a negative one. It was modified and made affirmative.

In questions 19, 29, 30, 31, 33, and 39, instead of asking for agreement or disagreement, the students were required to answer about frequencies. The words Always, Usually, Sometimes, Seldom, and Never were printed in the corresponding boxes to avoid confusion.

In questions 29, 30, 31, 33, and 39 the frequency adverbs were deleted from the general heading to avoid confusion. The frequency adverbs were inserted in the boxes of each question mentioned as described in the previous paragraph.

In question 41, the number of alternatives increased from 3 to 5.

In question 42, instead of asking the students to number their vocabulary learning sequence, they were asked to mention whether they did those actions or not.

In the case of question 42, letters were added to help data processing. For questions 43 and 44, lines were added to help students check the alternative of their choice.

3.5.1.3. Question types

For both surveys (Pilot and Final Version), most of the questions were multiple choice. Students had to check the alternative that best described their personal situation. Only two of the questions required open-end answers.

3.5.2. Reading Text: The Career Ladder

The text chosen was called *The Career Ladder* and was taken from the book *Vocabulary in Use Intermediate. Self-study reference and practice for students of North American English* by Redman, S. and Shaw E. It was divided in five sections. The target items were highlighted. The source was mentioned.

No modifications were made to the text after the piloting stage.

3.5.3. Worksheet 0 – Write the meaning of the words

Worksheet 0 contained the 20 target words listed one below the other. Next to each word there was a space in which the students had to write the meaning of each word either in English or Spanish, a synonym or an explanation were also accepted. Students were encouraged to guess the meaning if necessary. Students could leave the space blank if they did not have any idea of the word.

No modifications were made to the text after the piloting stage.

3.5.4. Worksheet 1

This instrument was the copy of the worksheet proposed for the reading text *The Career Ladder*. That was the first contextualized practice students had to solve.

The only modification it required was to convert it from two 21 x 18 cm pages to a 21 x 29 cm one. The contents were kept exactly as

designed proposed by Stuart Redman in the book *Intermediate Vocabulary in use* published by Cambridge University Press in 1999.

3.5.5. Word List

The wordlist is a one-page document that contains fifteen words. Each word includes three pieces of information: its meaning in English, its translation to Spanish, and one example.

No modifications were made to the text after the piloting stage.

3.5.6. Entrance Test

3.5.6.1. Entrance Test - Pilot

In order to validate the items to include in the pilot of the entrance exam three test versions were created. All of them contained twenty items and evaluated the same target vocabulary. The vocabulary items appeared in the same sequence in the three test versions. The first version contained multiple choice questions. The second version contained gapped sentences and alternatives in a box. The third version consisted of substitution questions. Students had to find a word with the same meaning as the underlined expressions. The words were divided in three sections: question 1 to 7, 8 to 14, and 15 to 20. Each section was intended to be used in combination with two sections from the other versions so that a test containing three varieties of questions could be assembled.

Once the three sets of questions were validated, the entrance test was assembled. The first seven questions corresponded to the first version, questions eight to fourteen corresponded to the second version and the third part to the third version. As it possible to infer, three different exams were assembled. The first one was called Entrance Test, the second version was named Final Test, and the third version received the name of Verification Test.

The pilot Entrance Test was made up of twenty questions divided in three sections. The first section (questions 1 to 7) was a set of sentences each one containing a gap and four alternatives. Students had

to choose the best alternative a, b, c, or d. The second section (questions 8 to 14) was a set of sentences each one containing a blank and seven alternatives in a box. Students had to choose the correct alternative for each sentence and write it in the corresponding blank. There were no distracters. The third section (questions 15 to 20) consisted of six sentences each one containing an underlined phrase/expression. There were ten alternatives in a box. Students had to read the sentences, identify the underlined expression and replace it with the word that had a similar meaning. This section contained four distracters. In all the sections, no modifications to the words to be used were needed.

3.5.6.2. Entrance Test - Final Version

After piloting the entrance test few changes were made to the exam. It is basically the same as the pilot version. The first and third part did not change. Seven distracters were added to the second part. In all the sections, no modifications to the words to be used were needed.

3.5.6.3. Question types

The three sections of the test contained three different types of questions. The first section contained seven items of multiple choice questions. The second section consisted of seven fill-in-the-blanks items. It contained seven distracters. Finally, the third section of the test contained substitution items. Students had to focus on the underlined expressions and replace them with a word having the same meaning. This section contained six distracters.

3.5.7. Word Families – Presentation - Instruction

This handout contained the presentation of word families and word derivation. It gave students the basics about nouns, verbs and adjectives that can be formed from one base word or *root*. It also contained a list of *prefixes* and *suffixes* used for word derivation. Finally, there was a quick reference to *collocations* and the variation a particle produces in a *phrasal verb*. Adverbs were not included considering the fact that they are usually formed by adding LY.

3.5.8. Word Families – Practice

The worksheet contained eighteen sentences; all of them had a blank space. On the left side, in parentheses, was the word to derive.

After the piloting, the layout was modified to make the worksheet more appealing to the student.

3.5.9. Worksheet: Sentence writing 1

This worksheet was similar to Worksheet 0 (see 3.6.3). It contained the 20 target words listed one below the other and next to each one there was a line. Unlike Worksheet 0, in which students were required to mention the meaning of each word either in English or Spanish or use a synonym or an explanation, in this worksheet the students had to write an example of their own to illustrate the meanings of the words. In this case, a higher level of mental process was required. Students were required not to copy the examples from their handouts.

No modifications were made to the text after the piloting stage.

3.5.10. Word Derivation from Context – Presentation – Instruction

This handout contained a mechanism to help students understand or guess a new word from its context. It contained examples of its application to real situations.

No modifications were needed after the piloting of this instrument.

3.5.11. Word Derivation from Context – Practice

This worksheet contained nineteen words, each word in the context of a sentence. The target words were highlighted. This worksheet provided practice to the mechanism explained to the students in the previous presentation (See 3.6.10.).

No modifications were needed after the piloting of this instrument.

3.5.12. Worksheet 1 – Replace the words with synonyms

This worksheet contained synonyms or descriptions of the twenty target items. It consisted of four paragraphs which were the context for the twenty target synonyms/descriptions. These synonyms/descriptions were highlighted. The twenty target items were in a box on top. There were twenty blank lines numbered 1 to 20 and were aligned with the highlighted word which required a synonym from the box with target items. There were no distracters.

No modifications were needed after the piloting of this instrument.

3.5.13. Worksheet 2 – Fill in the gaps with Target words from the box

This worksheet contained six paragraphs with blank spaces that required to be filled in with the target vocabulary. The target words were in a box on the top part of the page. There were no distracters.

No modifications were needed after the piloting of this instrument.

3.5.14. Final Test

As it can be assumed from the reading of the previous descriptions, this test is one of the combinations of the exams designed at the beginning of the study.

3.5.14.1. Final Test - Pilot

This exam contained twenty items and evaluated the same target vocabulary as in the entrance test. The vocabulary items appeared in the same sequence as in the entrance and final tests.

The pilot Final Test was made up of twenty questions divided in three sections. The first section (questions 1 to 7) was a set of seven sentences and six alternatives in a box. Students had to choose the best alternative to fill the blank. No distracters were included. The second part (questions 8 to 14) was a set of seven sentences each one containing an underlined word or expression. The students had to read the sentences, identify the underlined expression, and replace it with the word that had a similar meaning. This section contained three distracters. The third section (questions 15 to 20) consisted of six sentences each one containing a gap and four alternatives. Students had to choose the best alternative a, b, c, or d. In all the sections, no modifications to the words to be used were needed.

3.5.14.2. Final Test - Final Version

This exam contained twenty items and evaluated the same target vocabulary as in the entrance and final tests. The vocabulary items appeared in the same sequence as in both previous tests.

The Final Test was made up of twenty questions divided in three sections. The first section (questions 1 to 7) was a set of seven sentences and eleven alternatives in a box. Students had to choose the best alternative to fill the blank. Five distracters were included. The second part (questions 8 to 14) was a set of seven sentences each one containing an underlined word or expression. The students had to read the sentences, identify the underlined expression and replace it with the word that had a similar meaning. This section was not modified after being piloted. The third section (questions 15 to 20) consisted of six sentences, each one containing a gap and four alternatives. Students had to choose the best alternative a, b, c, or d. In all the sections, no modifications to the words to be used were needed.

3.5.14.3. Question types

The three parts of the test contained three different types of questions. The first part contained six gapped sentences and eleven alternatives. Five distracters were included. In all the sections, no modifications to the words were needed. The second part contained seven

substitution items. Students had to focus on the underlined expressions and replace them with a word having the same meaning. It contained three distracters. Finally, the third part of the test consisted of seven multiple choice items. Students had to choose the correct alternative to fill in the blanks appropriately.

3.5.15. Verification Test

As it can be assumed from the reading of the previous descriptions, this test is one of the combinations of the exams designed at the beginning of the study.

3.5.15.1. Verification Test - Pilot

This exam contained twenty items and evaluated the same target vocabulary as in the entrance test. The vocabulary items appeared in the same sequence as in the entrance and final tests.

The pilot Final Test was made up of twenty questions divided in three sections. The first section (questions 1 to 7) was a set of seven sentences each one containing an underlined word or expression. The students had to read the sentences, identify the underlined expression and replace it with the word that had a similar meaning. This section contained three distracters. The second part (questions 8 to 14) consisted of seven sentences each one containing a gap and four alternatives. Students had to choose the best alternative a, b, c, or d. The third section (questions 15 to 20) was a set of six sentences and six alternatives in a box. Students had to choose the best alternative to fill the blank. No distracters were included. In all the sections, no modifications to the words to be used were needed.

3.5.15.2. Verification Test - Final Version

This exam contained twenty items and evaluated the same target vocabulary as in the entrance and final tests. The vocabulary items appeared in the same sequence as in both previous tests.

The Final Test was made up of twenty questions divided in three sections. The first section (questions 1 to 7) was a set of seven sentences each one containing an underlined word or expression. The students had to read the sentences, identify the underlined expression and replace it with the word that had a similar meaning. This section contained three distracters. The second part (questions 8 to 14) consisted of seven sentences, each one containing a gap and four alternatives. Students had to choose the best alternative a, b, c, or d. The third section (questions 15 to 20) was a set of six sentences and eleven alternatives in a box. Students had to choose the best alternative to fill the blank. Five distracters were added after the use of the pilot exam. In all the sections, no modifications to the words to be used were needed.

3.5.15.3. Question types

The three parts of the test contained three different types of questions. The first part contained seven substitution items. Students had to focus on the underlined expressions and replace them with a word having the same meaning. It contained three distracters. The second part consisted of seven multiple choice items. Students had to choose the correct alternative to fill in the blanks appropriately. Finally, the third part of the test contained six gapped sentences and eleven alternatives. Five distracters were included. In all the sections, no modifications to the words to be used were needed.

3.5.16. Worksheet: Sentence writing 2

This worksheet was similar to Worksheet 1 (see 3.6.12). It contained the 20 target words listed one below the other and next to each one there was a line. This time, the students had to write an original sentence to illustrate the meanings of the words or, if needed or desired, the students were allowed to use a derivation of the words given. In this case, a higher level of mental process was required. Students were required not to copy the examples from their handouts.

No modifications were made to the text after the piloting stage.

3.5.17. Reliability and Validity

3.5.17.1. Reliability

Based on the definition of reliability stated by Joppe (2000) *"consistency of results over time in which a sample accurately represents the population producing similar results if a study is replicated under similar settings"* we can state that our instruments and design are reliable for the following reasons:

- The study was designed and the instructions for its application were clearly stated.
- The instruments were applied to the control and experimental groups without any modification, so that both groups received the same tests.
- The background of the students was pretty similar in number of years of exposition to the language in the institution of the study and previously.
- The experiment can be replicated, and the results will be similar to the original results.

3.5.17.2. Validity

This study is aimed at measuring the level of retention and words "learned" by the students after a period of training in which they discover new words, are exposed to them a few times, are trained on how to manipulate them, create associations of them, and use them in real examples. In this context, the study measures the entrance levels, and exit levels after the process of training. It is not intended to measure anything different from that nor mention anything different from that topic.

The information collected truly reflects the characteristics of the sample and the characteristics of the population of the host institution.

3.5.17.2.1. Internal Validity

It is possible to say that the internal validity of the sample is present in this study for the following reasons:

- The pilot, experimental and control groups were existing classes at the host institution, all of them with a pretty similar composition, background, schooling, number of months studying English, age, and sex.
- The groups were existing classes of the same level, so they were chosen in order to have similar exposure and treatment conditions.
- The conductor of the study was in charge of the experimental group. The teacher in charge of the control group allowed the conductor of the study to go to his class and perform the tasks associated to such group.

3.5.17.2.2. External Validity

The results of the study can be generalized to the whole population of the institution. It would be a matter of another study to verify if the study can be generalized to other language centers in our city and region.

According to the design of the study, it is possible to say that this will occur.

3.5.18. Procedure

3.5.18.1. Research Design

This is a typical pre/post test experimental/control group research. For the research, a set of words was chosen. The operating part of the research was divided in two phases: the testing phase and the training phase. The testing phase included a survey, the set of words and the tests designed to measure the learning of the set of words. The training phase included the materials designed to expose the students to the target vocabulary and teach them vocabulary learning strategies. The test results as well as the results of the practices from the training phase will be examined in this document.

3.5.18.1.1. The Set of words

The process started with the choice of a set of words integrated in a reading text. The text can be taken from a vocabulary book or it can also be created by the teacher. The text presents twenty highlighted words which are expected to be understood in context.

The set of words led to the preparation of three exams: an entrance exam, an exit exam, and a verification exam for retention checking purposes. The exams focused on the same twenty words. Initially, each exam had twenty questions, and each of the twenty questions had the same format (multiple choice, fill-in-the-blanks, and substitution); however, in order to give more variety of activities to the exams and avoid boredom, or wild guesses due to the repetition of the format, the three exams were combined. The new exams had three sections, two of seven, and one of six questions adding up to twenty.

The students chosen belonged to the pre-intermediate level. Although their characteristics were pretty similar; the groups were not identical.

3.5.18.1.2. The Testing Phase

1. Reading Text: The career Ladder

The reading text contained the target vocabulary in context. It was part of a story and the target items were highlighted. Students took this text with them for reference.

2. Word List

It contained the new words with English definitions, the corresponding L1 translation, and a sample sentence. It was used with both groups. Students took this word list with them for reference.

3. The Survey

The survey was designed in order to a) gather information about the sample (age, instruction level, time studying English, etc.; b) have a first approach to the opinion the students have in relation to vocabulary

learning and the way they are exposed to different vocabulary learning materials as well as the pre, while and post learning activities they are currently using

This survey included questions referred to their preferred way to learn vocabulary, practice exercises, opportunities to practice new vocabulary and feelings related to vocabulary learning. It also let us know how much we, the teachers assume our students know about the topic, and how much they actually know. The survey also helped us have the concrete sample description focusing special interest on the exposure to vocabulary, practice activities, input, storage and retrieval opportunities. The information collected at this stage allowed us to make modifications and corrections to the project being developed and the materials to be used.

4. The Entrance Test

The entrance test was aimed at collecting a first grade after the first exposure to the reading text and the wordlist. The three different types of exercise it contained were thought to give the test variety, avoid boredom and train the students to use different testing formats. Both groups received the test after having read the text and studied the wordlist overnight.

5. The Final Test

The final test was aimed at collecting the grade students got after the training period, after having used the instruments intended to help them practice the target vocabulary and have an overview of vocabulary learning strategies. As in the Entrance Test, the three different types of exercise it contained were thought to give the test variety, avoid boredom and train the students to use different testing formats.

6. The Verification Test

The Verification Test was applied a week after the Final Test. It was aimed at measuring the retention of the target vocabulary. Like the two previous tests, it also contained the three different types of exercise to give the test variety, avoid boredom and train the students to use different testing formats.

3.5.18.1.3. The Training Phase

In order to provide the experimental group with practice and create awareness of the techniques they could use to improve their vocabulary skills a series of materials were created. The materials were the following:

1. Worksheet 0

A worksheet giving the students the new target items requesting them to give a synonym, a definition, or an explanation in English or Spanish using the text to help them use context clues. Since this was the first time the students had to write sentences using the target vocabulary, problems such as inappropriate use of the words, confusion of words, as well as low grades were expected

2. Worksheet 1

Using this worksheet, the students had to a)use a one-word synonym for some of the target words, b)match questions and answers containing some of the target vocabulary, c) complete the blanks with some of the target words, d)complete a chart with word families related to some of the target words, and e) a set of questions for the students to ask and answer and do oral practice of the words involved. This worksheet was part of the text taken from the book Vocabulary in Use (pp. 134-135).

3. Word Families – Presentation - Instruction

This presentation gave students the basics to use word derivation. It contained examples of the same word and its verb, noun and adjectives.

4. Word Families – Practice

This worksheet practiced the contents that were used in class that were related to word families.

5. Worksheet: Sentence writing 1.

This sentence writing worksheet presented the students with the twenty target words. The students had to write a sentence using each target word or a word derived from it.

6. Word Derivation from Context – Presentation – Instruction

This handout showed students how to guess the meaning of a new word from its context. It contained examples and a logical mechanism to do it.

7. Word Derivation from Context – Practice

This worksheet was used along with the presentation of word derivation. Students had to guess the new item from its context thinking about the word category, what similar word it comes from and the probable application of the word.

8. Worksheet 1 – Replace the words with synonyms

A vocabulary practice sheet which presented four texts, each of them with blanks to fill in and alternatives. Distracters were not included.

9. Worksheet 2 – Fill in the gaps with Target words from the box

It was a worksheet that has to be filled in with the appropriate target words. Distracters were not included.

10. Worksheet: Sentence Writing 2

It was the final sentence writing worksheet where the students were given the twenty words, one by one. The students had to write a sentence using the target word or a word derived from it.

At the end of the training period, both groups took the Exit and Verification Tests.

The teacher in charge of the study was the class teacher of the students in the Experimental Group, thus, he conducted the study on his own. This teacher also proctored the exams administered to the Control Group.

3.5.18.2. Development of Activities

A typical cycle in the host institution has twenty days: seventeen class days, two days for evaluation and one for registration. The training period took ten days and it was included in the regular teaching time.

For both groups, the reading text (The Career Ladder) was given to the students on day one. Students read the text and tried to infer the meaning of the words from their context. The use of English and Spanish was allowed; however, no printed material in Spanish was distributed. By the end of the class, the students were given a vocabulary glossary and instructed to study the words and read the text again. The entrance test took place on day 3. It was corrected and the results were recorded on a special form for future analysis.

The day following the entrance test was the beginning of the training phase for the experimental group only. The instruments that were prepared for the training period, presentations and exercises, were used. The instruments have already been described. The results yielded by these instruments will be analyzed in this paper.

At the end of the training phase, the Final Test was administered to the members of the experimental and control groups. It was aimed to identify the progress made by the students. It was corrected and the results were recorded on a special form for future analysis.

One week after the final test, the verification test was applied to the students of the experimental and control groups. It was aimed at assessing the retention of the target words and compare its results with the results from the final and entrance tests. It was corrected and the results were recorded on a special form for future analysis.

The sequence of activities is as follows:

Table 8. SEQUENCE OF ACTIVITIES

Day	Experimental Group	Control Group
1	Survey	Survey
2	Reading text and Glossary of new words	Reading text and Glossary of new words
3	Entrance Test	Entrance Test
4	Worksheet 0 - Write the meanings of the words	
5	Worksheet 1 (from resource book)	
6	Word Families – Presentation - Instruction and Practice	
7	Worksheet: Sentence writing 1.	
8	Word Derivation from Context – Presentation – Instruction and Practice	
9	Worksheet 1 – Replace the words with synonyms	
10	Worksheet 2 – Fill in the gaps with Target words from the box	
11	Worksheet: Sentence Writing 2	
12	Final Test.	Final Test.
17	Verification Test	Verification Test

CHAPTER 4 RESULTS

4.1. Data Analysis

4.1.1. Testing Phase

4.1.1.1. Survey

As mentioned in part 3.5, the survey had forty-six questions organized in three sections. The first section was aimed at collecting general information about the sample. The data collected in the first section was already reported in part 3.5.

The data collected in the second and third sections is the one that is reported below. The items are numbered 7 to 40 for the second section and 41 to 46 for the third section. Items 1 to 6 are not found in this part of the report.

4.1.1.1.1. Survey - Pilot Version

Table 9. SURVEY - PILOT VERSION

Items	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
7	3	16	2	11	2	11	10	56	1	6
8	4	22	9	50	2	11	3	17		
9	11	62	3	16	3	16	1	6		
10			5	28	7	39	6	33		
11	8	44	4	22	3	17	3	17		
12	5	28	10	55	1	6	2	11		
13	1	6	10	56	4	22	3	16		
14	6	33	8	45	2	11	2	11		
15	4	22	11	61	1	6	2	11		
16	5	28	9	50	4	22				
17	1	6	2	11	4	22	8	44	3	17
18	7	39	5	27	2	11	3	17	1	6
19	2	11	3	17	4	22	2	11	7	39
20	3	17	7	39	5	27	3	17		
21	7	39	6	33	2	11	3	17		
22	1	6	2	11	3	17	5	27	7	39
23	7	39	4	22	3	17	3	17		
24	1	6	8	45	5	27	2	11	2	11
25	2	11	8	45	5	27	3	17		
26	4	22	7	39	2	11	5	28		
27	1	6	6	33	2	11	5	28	4	22
28	1	6	7	39	5	27	4	22	1	6
29	2	11	9	50	4	22	3	17		
30	1	6	12	66	2	11	3	17		
31	1	6	7	39	6	33	4	22		
32			8	44	4	22	5	28	1	6
33	3	17	4	22	6	33	2	11	3	17
34	1	6	5	28	4	22	6	33	2	11
35			6	34	4	22	6	33	2	11
36	4	22	9	50	4	22	1	6		
37	9	50	5	27	3	17	1	6		
38	4	22	1	6	8	45	5	27		
39	4	22	10	56	2	11	2	11		
40	2	11	5	28	7	39	4	22		

Interpretation of the survey items:

About Vocabulary and Grammar.

Question 7:

More than half of the individuals in the sample (56 %) disagree with the idea that grammar is more important than vocabulary when they learn a language. However, a little bit more than quarter of them (27 %) still consider grammar more important than vocabulary in the same setting.

Question 8:

Almost three quarters of the individuals in the sample (72 %) think that a high grammar will help them communicate ideas better. Just a few of them (17 %) disagree with this idea.

Question 9:

A portion above two thirds of the sample (78 %) considers that both, grammar and vocabulary are important when they learn a language. A few of them (16 %) do not consider the question relevant or have no information about the topic.

Question 10:

Whereas more than a quarter of the sample (28 %) agrees with the idea that vocabulary is more important than grammar when they are learning a language, one third of them (33 %) disagrees with the idea. Please note that the other third of the sample (39 %) has no information or does not care about it.

Question 11:

Two thirds of the sample members (66 %) consider that a high level of vocabulary will help them communicate their ideas better. A bit less than one fifth (17 %) has no idea or does not care. The other 17 % disagrees with this idea.

Comment about Vocabulary and Grammar

There are mixed ideas related to the importance of grammar and vocabulary in the act of communication and understanding of the L2.

However, there is still a slight inclination for grammar, despite the increase in the interest in vocabulary learning.

About Understanding Words from Context

Question 12:

More than three quarters of the individuals interviewed (83 %) consider that they will be able to understand new –unknown– words if they can understand the context. More than a tenth of them (12 %) disagrees with this idea.

Question 13:

A bit less than two thirds of the sample (62 %) think that it is difficult to understand the new words and the context if many of those words are unknown for us. Near a fifth of the individuals (16 %) still think they can understand the new words in the context even if the context contains unfamiliar words. A bit more than a fifth of the sample (22 %) has no idea or does not care.

Question 14:

More than three quarters of the sample (78 %) consider that the fact of having a large vocabulary will be helpful when they need to understand a reading text. A bit more than a fifth of the sample disagrees with this idea. The remaining 11 % has no idea or does not care.

Question 15:

The majority of the sample (83 %) consider that if they have a large vocabulary, it will help them understand a listening passage well. A bit over a fifth of the sample (11 %) disagrees with the idea.

Question 16:

Over two thirds of the sample (78 %) consider that the fact of having a large vocabulary will help them have better speaking skills. The remaining 22 % of the individuals interviewed has no idea or does not care.

Comment about Understanding Words from Context

The students are aware of the importance of vocabulary knowledge in order to better understand unknown vocabulary from context, reading, listening as well as speaking.

About the Use of Dictionaries

Question 17:

It is clearly seen that the students do not have the habit of using an English-English dictionary. Almost half of the sample (44 %) seldom use it when they find a new vocabulary item. Seventeen percent of the sample report to use English-English dictionaries and a similar amount say that they never use one. Still a 22 % has no idea or does not care.

Question 18:

Two thirds of the sample report to use a Spanish-English dictionary when they find a new vocabulary item. Seventeen percent of the individuals does not frequently use that type of dictionary. Six percent of the individuals never use one. There is still a number a bit above the tenth of the sample (11 %) that has no idea or does not care.

Question 19:

Almost a third of the sample (29 %) reports they never use a dictionary. This confirms the information stated in the two previous questions. On the other hand, Over half of the sample (53 %) says they do use a dictionary. There is still a number near a fourth of the sample (24 %) that has no idea or does not care.

Question 20:

More than half of the members of the sample (56 %) report to know how to use a dictionary, understand the symbols and abbreviations, as well as read the examples given. Only a seventeen percent of it mentions not to know what the previous group refers to. A bit more than a quarter of the individuals (27 %) has no idea or does not care.

Question 21:

Almost three quarters of the sample (72 %) mention that they ask their teacher for the meanings of the new words they find in a text. Less

than a fifth of the individuals (17 %) say they do not do it. Eleven percent of them has no idea or does not care.

Question 22:

A bit over a third of the sample (34 %) report not to care about vocabulary. This may suggest that the individuals who answered this question in this way have the idea that vocabulary is not really important while learning a new language or simply are not taking the learning of a new language seriously. On the other hand, the remaining two thirds mention that they do care about vocabulary.

Comment about the Use of Dictionaries

Some students report they use dictionaries to find the meanings of unknown vocabulary items. Other students prefer to ask their teachers for unknown words. It is important to notice that a considerable group of the surveyed students do not care about learning vocabulary.

About New Vocabulary Organization

Question 23:

Almost two thirds of the sample (62 %) have the habit of writing the meanings of the new vocabulary items in Spanish. 17 % of the students do not care or have no idea.

Question 24:

Over a half of the sample prefer to write the meanings of the new words in English. 22 % of the individuals interviewed report not to use English to do so. Over a quarter of the sample (27 %) does not care or has no idea about the question. This may indicate that they use both English or Spanish to write the meanings of the new items on their books or notebooks without any particular preference.

Question 25:

Over a half of the sample report they keep a book with the meanings, definitions and examples of the words they learn. 17 % disagree with this idea. Over a quarter of the sample (27 %) does not care or has no idea about the question.

Question 26:

It is clear that the students interviewed take notes of the new vocabulary items, so most of them (61 %) prefer to write the meanings, definitions and examples of the new words they are learning on their English books. Over a quarter of the sample (28 %) disagrees with this premise. Eleven percent does not care or has no idea about the question.

Question 27:

Almost two fifths of the sample (39 %) say they write the meanings, definitions and examples of the new words they are learning on pieces of paper; however, half of the sample disagrees with this idea. Eleven percent does not care or has no idea about the question and lets us with the idea that they take notes of the new vocabulary items definitions and meanings, but have no preference with the way they do it.

Question 28:

Whereas a number close to half of the sample report to use cards to write the new words that are difficult or important and study/practice them wherever and whenever possible, a number slightly above a quarter of the sample reports they never do it. A twenty-seven percent does not care or has no idea about the question.

Comment about New Vocabulary Organization

The students report they write the meanings of the new words either in English or Spanish. The notes are kept in their books, pieces of paper or in their notebooks.

The students still need to use techniques to learn and practice new vocabulary items: write meanings, definitions, examples, use pictures, and use cards to record the new items if possible.

About Studying and Practicing New Vocabulary

Question 29:

Almost two thirds of the sample (62 %) mention that they study the words they have learned in class. Only a seventeen percent reports not to study them. A bit over a fifth of the sample (22 %) does not care or has no idea about the question.

Question 30

Almost three quarters of the sample (72 %) agree on the idea that they practice each new vocabulary item at least three times in class. A seventeen percent disagrees with this idea. A bit over the tenth of the sample does not care or has no idea about the question.

Question 31

Forty five percent of the sample positively agrees on the idea that they practice each new vocabulary item at least five times in class. Twenty-two percent of the sample disagrees with this idea. A third of the sample does not care or has no idea about the question.

Question 32

Almost half of the students interviewed (44 %) mention that their teachers do not provide them with enough practice which will help them practice the new vocabulary items they are learning. Almost a third of the same sample says the opposite. The remaining 22 % does not care or has no idea about the question.

Question 33

Over a third of the sample (39 %) say they study and practice by themselves after class; for example, they write their own sentences and ask the teacher to check them. A twenty-two percent does no additional practice on their own. The remaining third does not care or has no idea about the question.

Question 34

A bit over a third of the sample (34 %) considers vocabulary easy to learn, and so they do not spend much time studying it. On the other hand, almost half of the sample (44 %) considers vocabulary an important part of the language and spend some time studying it. The remaining 22 % does not care or has no idea about the question.

Question 35

A bit over a third of the simple (34 %) reports to have problems studying the new vocabulary items because it is difficult to practice it in real situations. On the contrary, almost half of the students interviewed (44 %) report the opposite. The remaining 22 % does not care or has no idea about the question.

Question 36

Almost three thirds of the sample (72 %) agree on the idea that it is necessary to understand, and practice a word in different contexts in order to be sure they really know what that word means. Only six percent of the sample disagrees with this idea. The remaining 22 % does not care or has no idea about the question.

Comment about Studying and Practicing new Vocabulary

Most students review the new vocabulary items dealt with in class. They also practice those items between three and five times. A considerable part of the sample says they need meaningful practice in order to learn vocabulary better.

Students need to develop the habit to practice the new vocabulary items used in class. There is great need of meaningful practice of the new items which should include real-life situations.

About Remembering New Words

Question 37

Over three thirds of the sample (77 %) mention that it is easier to remember vocabulary items if they practice them frequently. Only six percent of the sample disagrees with this idea. The remaining 17 % does not care or has no idea about the question.

Question 38

A bit over a quarter of the sample (28 %) say they resort to their memories, they memorize the new words easily. An almost similar number (27 %) disagrees with the idea. It is important to notice that the remaining 45 % of the sample does not care or has no idea about the question.

Question 39

Over two thirds of the sample (78 %) associate new items with something they know (experiences, sounds, images, etc.) in order to learn the easier. Eleven percent of the students interviewed disagree with the

idea. The remaining 11 % does not care or has no idea about the question.

Question 40

Thirty-nine percent of the students report to have problems remembering the new vocabulary items unless they have practiced them at least three times. Twenty-two percent do not consider lack of practice as a problem while remembering new vocabulary items. The remaining thirty-nine percent does not care or has no idea about the question.

Comment about Remembering New Words

The students understand the need for practice of the new vocabulary items to learn it. Association of the new items to experiences, sounds, images, etc. is a strategy students currently use.

About “Remembering” and “Learning” a Word

Question 41

When the students were asked about the numbers they needed to use a word to remember it properly, most of the sample (59 %) answered that at least four times. Some of them (29 %) mentioned that they needed to practice the word at least six times. Only a twelve percent said that two repetitions were enough.

Question 42

The students were given five alternatives and were asked to put them in order and that way provide a logical sequence in which vocabulary should be taught. The sequence given by the students was:

1. Read and listen to the new words/expressions.
2. Repeat the words.
3. Write their own examples.
4. Fill in the blanks in sentences using the new words.
5. Fill in the blanks in paragraphs using the new words.

This question was modified after the piloting stage.

Question 43

The students were asked what to know a word meant for them. Three alternatives were given to them. For almost the two thirds of the sample (71 %), to know a word is to know the meaning of the word and use it in context. Over half of the students (53 %) mentioned that knowing a word was to be able to identify a word when it appeared in a written or listening text. A forty-seven percent of the members of the sample also mentioned that knowing the exact meaning of the word was to know it. This alternative implies knowing only one meaning of the word. It excludes multiple-meaning words.

Question 44

Students were asked and given alternatives about the importance of learning English vocabulary.

Seventy-six percent of them reported that learning English vocabulary was good in order to understand reading texts, listening texts, etc. better. Forty-seven percent of them said that learning vocabulary improved their oral competence (fluency). Almost two thirds (35 %) mentioned that learning vocabulary improved their English level. Finally, only six percent of the sample referred that learning vocabulary helped them to show other that they did know a foreign language: in other words, a self-esteem issue.

Question 45

Students were asked if learning new vocabulary would help them use the four skills better.

Almost everyone in the sample (94 %) said it would make understanding of a reading text easier. They mentioned that it would enable them to know what a specific word would mean in a specific context. It would also let them understand the complete text. They would feel more comfortable and confident while reading a text.

Eighty-eight of the individuals in the sample reported that learning new vocabulary would help them write a text better. They mention that they would be able to express their ideas better and more clearly. They would also be able to use different word for specific contexts (collocations, fixed phrases). Writing itself would be easier if they had a larger vocabulary.

Over three quarters of the sample (76 %) Say that learning more vocabulary would help them listen to a text better. They would feel less confused and more comfortable while listening.

The majority of the students in the sample (88 %) report that learning more vocabulary would help them speak better. They would speak more fluently. They would also be able to express their ideas better and more clearly.

Comment about “Remembering” and “Learning” a Word

Exposure to the new vocabulary is necessary to learn it. Students mention that at least six repetitions are necessary to learn it.

Students consider that to learn a word, they need to know its meaning and use it in context as well as identify it in context.

Students agree on the idea that vocabulary is good to help them understand reading and listening. It also helps them improve oral competence.

Question 46

The students were asked about what they do or what they would do to learn vocabulary better. They provided eight ideas listed below.

- | | |
|--|-----|
| • More written repetition of the new items. | 65% |
| • More oral repetition of the new items. | 47% |
| • Make their own examples/Use new vocabulary in context. | 47% |
| • More listening of target vocabulary. | 29% |
| • More reading of target vocabulary. | 29% |
| • Drawing the new words if possible. | 18% |
| • Use of extra materials. | 6% |
| • Playing games. | 6% |

4.1.1.1.2. Survey - Final Version

1. Survey - Final Version - Experimental Group

Table 10. SURVEY - FINAL VERSION - EXPERIMENTAL GROUP

Items	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
7	1	6	8	47	1	6	7	41		
8	7	41	7	41	2	12	1	6		
9	15	88	2	12						
10	2	12	3	18	5	29	6	35	1	6
11	9	53	5	29	2	12	1	6		
12	4	24	10	58	3	18				
13	4	24	7	40	3	18	3	18		
14	12	70	3	18	2	12				
15	12	70	3	18	1	6			1	6
16	11	64	3	18	3	18				
17	1	6	2	12	5	29	5	29	4	24
18	5	29	6	36	5	29	1	6		
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%
19	4	23	3	18	4	23	3	18	3	18
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
20	2	12	2	12	10	59	2	11	1	6
21	3	18	5	29	9	53				
22	4	24	2	11	5	29	4	24	2	12
23	6	35	6	35	5	30				
24	3	18	5	29	6	35	2	12	1	6
25	2	12	9	52	2	12	3	18	1	6
26	5	29	8	47	3	18	1	6		
27	3	18	5	29	5	29	1	6	3	18
28	6	35	4	23	2	12	2	12	3	18
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	N	%	N	%	N
29	2	12	8	47	6	35	1	6		
30	4	24	4	24	8	46	1	6		
31	1	6	6	35	6	35	3	18	1	6
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
32	1	6	7	41	4	23	3	18	2	12
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%
33	2	12	6	35	7	41	1	6	1	6

	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
34	1	6	7	41	3	18	4	23	2	12
35	3	18	3	18	5	29	5	29	1	6
36	3	18	10	59	4	23				
37	3	18	6	35	7	41	1	6		
38	1	6	9	53	5	29	2	12		
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	N	%	N	%	N
39	3	18	6	35	7	41			1	6
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
40	3	18	4	23	7	41	2	12	1	6

Interpretation of the survey items:

About Vocabulary and Grammar.

Question 7

More than half of the members of the sample pay more attention to grammar than vocabulary when they learn a language. However, there is marked disagreement with this premise. It is clear that a shift in the way of thinking related to the importance of vocabulary versus the importance of grammar while learning a language is taking place.

Question 8

A high number of the members of the sample think that grammar is the vehicle to communication of ideas while learning a language. It is clear that a few of the members of the sample consider that not only grammar is important in order to communicate ideas. It is possible to assume that Vocabulary is one of the vehicles implied.

Question 9

There is consensus about the importance of both grammar and vocabulary at the moment of learning a language. The members of the survey are convinced about the necessity of grammar and vocabulary when they learn a language.

Question 10

There is a slight tendency that lets us imply that the subjects still consider that grammar is more important than vocabulary while learning a language.

Question 11

The members of the sample consider that having a large knowledge of vocabulary will enable them to communicate ideas more successfully. A small segment of the sample does not care about this.

Comment about Vocabulary and Grammar

The comment made for the Pilot Survey is repeated here. There are mixed ideas related to the importance of grammar and vocabulary in the act of communication and understanding of the L2. However, there is still a slight inclination for grammar, despite the increase in the interest in vocabulary learning.

About Understanding Words from Context

Question 12

The majority of the sample considers that the more vocabulary they know, the easier to understand a new word from the context. A significant portion of the sample prefers not to give an opinion, or does not care.

Question 13

The answer to this question, confirms the previous one. There is consistency in the idea that knowing more vocabulary helps learners understand new words from context. A significant portion of the sample prefers not to give an opinion, or does not care. Some individuals still consider that it is possible to understand new words from context easily without having a large vocabulary.

Question 14

The members of the sample confirm the importance of vocabulary knowledge while understanding a reading text. They explicitly mention that the more vocabulary they know, the easier to understand a text. However, there is a low level of lack of knowledge about the topic.

Question 15

As in the previous question, the members of the sample are aware of the importance of vocabulary knowledge in order to understand a listening passage.

This answer implies the knowledge of the pronunciation of the vocabulary items.

Question 16

The answers to this question, as the two previous ones, confirms the idea that vocabulary is important in order to improve the four language skills, speaking in this case.

It is important to mention that a considerable level of lack of knowledge about the issue, or probably lack of interest, is evident in the sample.

Comment about Understanding Words from Context

The students are aware of the importance of vocabulary knowledge in order to better understand unknown vocabulary from context, reading, listening as well as speaking.

It is necessary to mention that some of them show lack of interest in the improvement of vocabulary or learning strategies to do it.

About the Use of Dictionaries

Question 17

The answer to this question lets us see that the members of the sample prefer a bilingual dictionary, probably because of their level. They have been exposed to English for about one year and a half; however, there is not a habit to use monolingual dictionaries. Only a small portion of the sample mentions that they use a monolingual dictionary. It is important to mention that indecision, and disinterest about the topic are present in the sample.

Question 18

We can infer that most students prefer to use a bilingual dictionary. However, a considerable number of the members of the sample show disinterest or indecision about whether to use one or not.

Probably the students prefer a bilingual dictionary because of the common idea that they need to understand all the words in a text in order to feel that they can manage it.

Question 19

It is impossible to conclude that the members of the sample use a dictionary or not. The numbers are not conclusive. However, there is a great deal of disinterest or indecision in the answer.

Question 20

It is clear that just a few members of the sample report they know how to use a dictionary and quite a similar number report they do not. However, we can conclude that there is lack of knowledge about how to use a dictionary, its abbreviations, symbols, etc.

Question 21

A considerable number of the members of the sample report they ask their teachers for the meanings of the new words. However, there is great disinterest about the issue related to the act of obtaining new vocabulary from the teacher.

Question 22

It is not possible to conclude that the members of the sample are interested or not about learning and using vocabulary. The answer to this question lets us see that there is still a need for promoting the learning of vocabulary. Also, it is possible to say that people still consider that grammar is more important than vocabulary.

Comment about the Use of Dictionaries

Students prefer to use bilingual dictionaries and ask their teachers the meaning of the new vocabulary items. The survey lets us see that there is need to teach students how to use a dictionary and understand the symbols dictionaries use.

The students answers reflect lack of interest on the issue of learning vocabulary and the strategies to learn it.

About New Vocabulary Organization

Question 23

Basically, the members of the sample refer that they prefer to use their L1 in order to record a new vocabulary item. However, a considerable amount mentions that it is not important to them, or they don't know about the topic.

Question 24

This answer lets us know that at least half of the sample write the words, not only in Spanish, but also in English. A third of the sample continues without clearly defining a pro or against option. The only conclusion we can arrive to is that the answers to this and the previous questions are quite contradictory.

Question 25

Two thirds of the sample seem to have the habit of recording new words in a special book for future study or reference. One third of the surveyed individuals do not record the new vocabulary on a special book, and even do not seem to care.

Question 26

Three quarters of the sample mention that they record new vocabulary items on their English books. They probably do this because it is easier to study what they did in class, and at the same time review previously studied vocabulary items. One quarter of the sample does not care about recording new vocabulary items on their books.

Question 27

Some of the members of the sample report they keep record of the new vocabulary items on pieces of paper. They put the pieces of paper in different places and they may get lost. A representative number of the sample (about 25 %) does not do this, which lets us imply that they record the new vocabulary items on a special notebook or course book. There is still a considerable number of individuals that do not care about this issue.

Question 28

More than half of the members of the sample use cards in order to study important or difficult items all the time. A considerable part (less than the other half) of the sample do not use this strategy, or do not care about the issue.

Comment about New Vocabulary Organization

The students report they write the meanings of the new words either in English or Spanish. The notes are kept in their books, pieces of paper or in their notebooks.

The students still need to use techniques to learn and practice new vocabulary items: write meanings, definitions, examples, use pictures, and use cards to record the new items if possible.

There is still lack of interest on the issue of learning new vocabulary and learning to learn it.

About Studying and Practicing New Vocabulary

Question 29

Almost all the members of the sample report to study the new vocabulary items studied at least sometimes. The portion of this group who study them frequently adds to the 59 %.

Question 30

Students show great disinterest in the practice of new vocabulary items, even in class. Just half of the sample (45 %) reports they do at least three times while doing the exercises from the study materials. The negative answer to this question is probably due to the fact that they have not noticed that they are practicing the new vocabulary.

Question 31

Over a third of the sample (41 %) indicate they practice the new vocabulary items at least five times in class. A small portion of the sample indicates they practice new vocabulary items, but in an inferior

number to five repetitions. It is still important to mention that a third of the sample does not care about this issue, or probably is not aware of it.

Question 32

A considerable portion of the sample (47 %) mention that their teachers do not provide them with enough number of repetitions (practice) in order to learn the new target vocabulary appropriately. The contradiction appears when almost a third of the interviewed individuals lets us imply that they receive enough practice. There is recurrence of lack of awareness on the topic or disinterest in the issue (23 %)

Question 33

Almost half of the sample (47 %) indicates they conscious and voluntarily practice the new vocabulary items. A considerable number of the members of the sample (53 %) does not practice on their own after class and show disinterest or lack of awareness in the issue.

Question 34

The members of the sample have apposite positions while considering the difficulty of vocabulary. Almost half of the sample consider it is very easy, so it is not necessary to study it as much as other language components. However, over a third of the members of the sample considers it is difficult and requires more time to be studied. Disinterest or disinformation on the topic still appear in a considerable amount.

Question 35

The answers to this question are also opposite. Whereas a group mentions that they have problems studying and using new vocabulary, a similar groups reports it is something easy. There is still high incidence of individuals who refer they are not aware of the issue or do not care.

Question 36

The members of the sample understand the necessity of understanding and practicing a new vocabulary item in order to say that they know its meaning. However, there is still disinterest or disinformation about the topic.

Comment about Studying and Practicing New Vocabulary

A small portion of the students review the new vocabulary items studied in class. That reduced portion of the sample also practice those items between three and five times. A larger portion of the sample show their lack of interest related to studying the new vocabulary items learned in class. A considerable part of the sample says they need meaningful practice in order to learn vocabulary better.

Students need to develop the habit to practice the new vocabulary items used in class. There is great need of meaningful practice of the new items which should include real-life situations.

About Remembering Words

Question 37

The answer to this question also shows two sides of the coin. Whereas over half of the sample (53 %) are convinced that practice of vocabulary makes mastery, the other portion (43 %) do not consider practice important, they are not aware of its importance, or they are not interested in it.

Question 38

This question lets us see the importance of having a good memory in order to (obviously) retain new vocabulary items. Over a half of the sample members (59 %) report to have a good memory which helps them keep the new words at hand. A small number (12 %) of the sample members report to have memory problems, so they do not remember new vocabulary easily. The considerably remaining part (29 %) does not consider the effect of memory important, they are not aware of its importance, or they are not interested in knowing about it.

Question 39

Over half of the sample (94 %) is aware of the idea that associating new words with their representations or things/ideas we understand well is a good technique that helps us remember new words. Not only do they know it, they put it into practice, at least sometimes. However, there is a very small portion that, despite knowing it, does not put the mechanism of association into practice.

Question 40

Two opposite sides are found in the answer to the present question. Over a third of the sample (41 %) mentions that they need to practice a word for at least 3 times in order to avoid problems remembering it. An identical number mentions that they are not aware of that fact or they are not interested in it. Only a small portion of the sample (18 %) mentions that practice is not necessary in order to remember a new word easily.

Comment about Remembering Words

Despite the fact that the students understand the need for practice of the new vocabulary items to learn it, there is still need to create awareness about this issue.

The students use two strategies to learn vocabulary: memorizing, as well as the use of association of the new items to experiences, sounds, images, etc.

About “Remembering” and “Learning” a Word

Question 41

When the students were asked about the numbers they needed to use a word to remember it properly, most of the sample (53 %) answered that at least four times. Some of them (29 %) mentioned that they needed to practice the word at least six times. Only a twelve percent said that eight repetitions were necessary. Only one of the sample members mentioned that two repetitions were enough.

Question 42

The students were given five alternatives and were asked to choose the different activities they do in order to practice vocabulary. Most of the students (82 %) report to keep a book with words, definitions and examples. Almost half of the sample (47 %) say they copy the words two or three times and write their own examples using the new vocabulary items (41 %). A small number (18 %) report they read the words and their definitions two or three times. On the other hand, a quarter of the sample reports not to do anything to practice the vocabulary they study in class.

Question 43

The students were asked what to know a word meant for them. Three alternatives were given to them. More than one alternative was accepted. Two of the answers were around the half of the sample, showing ability to identify a word in a text accounted the lowest score, 47 %; and understanding a word accounted for the second score, 53 %. Over half of the sample (59 %) mentioned that knowing a word is to know its meaning and use it in context. This "knowing" implies only one meaning of the word excluding multiple-meaning words.

Question 44

Students were asked and given alternatives about the importance of learning English vocabulary.

Seventy-six percent of them reported that learning English vocabulary was good in order to understand reading texts, listening texts, etc. better. Forty-seven percent of them said that learning vocabulary improved their oral competence (fluency). Almost one third (35 %) mentioned that learning vocabulary improved their English level and helped them to show others that they did know a foreign language: in other words, a self-esteem issue.

Question 45

Students were asked if learning new vocabulary would help them use the four skills better.

In terms of student confidence, almost a third of the sample members said they would understand a reading text better if they knew vocabulary extensively, whereas only one student (6 %) associated confidence to understanding a text word by word. A considerable part of the sample (24 %) reports that the more new vocabulary items they learn, the more it will enable them to understand words from context.

Eighty-eight percent of the individuals in the sample reported that learning new vocabulary would help them write a text better. They mention that they would be able to express their ideas better, more clearly and accurately. Having a larger vocabulary was reported as a factor to help them use a larger variety of words in different settings (6%). Over a tenth of the sample refers finding it hard to write a text.

A large portion of the sample (88 %) says that a larger vocabulary would make listening activities more easily manageable. Learning more vocabulary would help them listen to a text better (53 %) feel less confused and more comfortable while listening.

The majority of the students in the sample (94 %) reports that learning more vocabulary would help them speak better. They would be able to express their ideas more clearly and accurately (29 %). They would also speak more fluently, express themselves better and feel less nervous when they speak (6%). Over a half of the sample (53 %) did not give a reason for their answer.

Comment about “Remembering” and “Learning” a Word

Exposure to the new vocabulary is necessary to learn it. Students mention that at least six repetitions are necessary to learn it.

Students consider that to learn a word, they need to know its meaning and use it in context as well as identify it in context.

Students agree on the idea that vocabulary is good to help them understand reading and listening. It also helps them improve oral competence and accuracy.

Question 46

The students were asked about what they do or what they would do to learn vocabulary better. They provided the ideas listed below.

- Make their own examples/Use new vocabulary in context. 29%
- Listening and singings to songs. 24%
- Association of the learned words with everyday life or previous knowledge 18%
- Finding the translation of the new words in a dictionary 18%
- Identify the new words and study them afterwards 12%
- More listening, speaking, and reading activities 12%

2. Survey - Final Version - Control Group

Table 11. SURVEY - FINAL VERSION - CONTROL GROUP

Items	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
7	1	6	11	65			5	29		
8	6	35	10	59			1	6		
9	14	82	3	18						
10	4	24	6	35	1	6	6	35		
11	7	41	9	53	1	6				
12	3	18	12	70	1	6	1	6		
13	6	35	9	53	1	6	1	6		
14	8	47	9	53						
15	7	41	10	59						
16	5	29	10	59	1	6	1	6		
17	4	24	6	35	2	12	5	29		
18	7	41	7	41	1	6	2	12		
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%
19	3	18	4	23	8	47	1	6	1	6
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
20	1	6	10	59	5	29	1	6		
21	6	35	6	35	4	24	1	6		
22			5	29			7	42	5	29
23	5	29	6	35	3	18	3	18		
24	3	18	6	35	7	41	1	6		
25	4	24	5	29	5	29	1	6	2	12
26	3	18	8	47	5	29	1	6		
27	3	18	7	41	4	23	2	12	1	6
28	2	12	6	35	5	29	2	12	2	12
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	N
29	2	12	6	35	7	41	2	12		
30	2	12	6	35	7	41	2	12		
31	4	24	6	35	6	35	1	6		

	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
32	1	6	5	29	3	18	5	29	3	18
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%
33	1	6	7	41	5	29	4	24		
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
34	1	6	4	24	3	18	9	52		
35			6	35	7	41	3	18	1	6
36	8	47	7	41	2	12				
37	3	18	10	58	3	18	1	6		
38	3	18	8	47	4	23	2	12		
	Always		Usually		Sometimes		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%
39	2	12	11	64	3	18	1	6	6	
	I strongly agree		I agree		I don't mind / I don't know		I disagree		I strongly disagree	
	N	%	N	%	N	%	N	%	N	%
40	1	6	8	47	8	47				

TABLE 11:

Interpretation of the survey items:

Grammar is considered more important than vocabulary while learning a language. Less than a third of the sample (29%) considers that vocabulary is more important.

About Vocabulary and Grammar.

Question 7

The individuals in the sample still believe that in order to communicate ideas, grammar (and thus accuracy) is more important than vocabulary.

Question 8

The students believe that grammar is essential for good communication. In their opinion, having a high grammar level will enable them to communicate appropriately. Only one of the individuals disagrees with this premise, favoring vocabulary or other language components.

Question 9

Unlike the two other groups surveyed, this sample completely agrees with the idea of the importance of grammar and vocabulary when they learn a language. The individuals understand that favoring just one of the two components is not a good idea. Both are necessary.

Question 10

Over a half of the sample (59 %) considers that vocabulary is more important than grammar while learning a language. A little more than a third of the sample (35 %) thinks the opposite. A small portion of the sample does not have idea of the issue or is not interested about it.

Question 11

Most of the sample considers that vocabulary is important in order to communicate ideas appropriately. We can infer that students understand that in order to communicate an idea functionally, accuracy is not the most important component. However, they think that vocabulary is essential.

Comment about Vocabulary and Grammar.

There are mixed ideas related to the importance of grammar and vocabulary in the act of communication and understanding of the L2. However, there is still a slight inclination for grammar, despite the interest showed for vocabulary learning.

About Understanding Words from Context

Question 12

It is clear that a large majority of the members of the sample understand the importance of knowing vocabulary in order to guess new

words/expressions from context. The more you know, the better you understand the context.

Question 13

This answer confirms the answer to the previous one. When an individual's vocabulary is not large enough, it is more difficult to process the context clues that lead us to understand new vocabulary. The more vocabulary a person knows, the better he/she will understand the context of a communicational situation.

Question 14

The members of the sample unanimously agree on the importance of vocabulary in order to understand a text they read. It is possible to infer that they understand that the more vocabulary items they know, the easier for them to understand unknown items from context.

Question 15

The members of the sample unanimously agree on the importance of vocabulary in order to understand a listening text. It is possible to infer that they understand that the more vocabulary items they know, the easier for them to understand unknown items from context.

Question 16

While the large majority of the sample considers that vocabulary is necessary in order to improve their language skills, a small portion of them reports the opposite, or is not informed about not interested in the topic.

Comment about Understanding Words from Context

The students are aware of the importance of vocabulary knowledge in order to better understand unknown vocabulary from context, reading, listening as well as speaking.

About the use of Dictionaries

Question 17

Over half of the sample (59 %) mentions that they use a monolingual dictionary. It is possible to infer that they have an

acceptable level of English that lets them understand definitions in the L2. Almost a third of it (29 %) mentions that they prefer a bilingual dictionary. A small portion does not use a dictionary, is not aware of its importance or does not care about the topic.

Question 18

Four fifths (82 %) of the sample use a bilingual dictionary. We assume that it is because it is easier to understand the definitions and examples in the L1 than in the L2. Only a small portion confirms that they prefer to use a monolingual dictionary. There is little disinterest or disinformation about the topic.

Question 19

Two fifths of the sample (41 %) makes frequent use of dictionaries, without making distinction between monolingual or bilingual ones. There is low incidence of use of them in a range corresponding to over half of the sample (53 %). A low number (6 %) indicates that they do not use a dictionary for any reason.

Question 20

Almost two thirds of the sample (65 %) mention that they do know how to use a dictionary. This confirms the answers to the two previous questions in which the individuals mentioned that they used dictionaries. A considerable number of the members of the sample (35 %) indicates that they do not know how to use one or do not care about the issue.

Question 21

Over two thirds of the sample (70 %) report they ask their teacher for the meanings of the new vocabulary items. Almost a third of the same sample (30 %) reports they do not ask for those meanings to their teachers, or are not interested in doing so. This answer leads us to understand that they may be autonomous students who do not need the help of the teacher in order to find the meaning of a new word since they know how to use a dictionary.

Question 22

About three quarters of the sample say that vocabulary is important for them. They understand the need they have of it in order to increase their language level. A considerable number, around a third of the sample, (29 %) indicates that they are not interested in vocabulary.

Comment About the use of Dictionaries

Students prefer to use bilingual dictionaries and ask their teachers the meaning of the new vocabulary items. The survey lets us see that there is need to teach students how to use a dictionary and understand the symbols dictionaries use.

The students answers reflect lack of interest on the issue of learning vocabulary and the strategies to learn it.

About New Vocabulary Organization

Question 23

Almost two thirds of the members of the sample (64 %) indicate that they record the meanings of the new vocabulary items in L1. The remaining third (36 %) reports that they do not record new vocabulary items or are not interested in the topic. This remaining portion probably does record the new items in L2.

Question 24

The answers to this question let us see a slight difference in favor of the agreement in recording new vocabulary items in L2. The remaining group indicates that they do not record the new items in L2, however, it doesn't mean that they do not record these items in L1.

Question 25

Over half the sample understands the need of keeping the new vocabulary items on a special book for reference. However, a considerable amount (47 %) does not keep these new items on a special book, does not know how to do it, or does not care about recording these new items.

Question 26

Almost two thirds of the sample (65 %) mention that they record the new vocabulary items by writing them on their English books. A considerable amount (35 %) does not keep the new items on their student's books, does not know how to do it, or does not care about recording these new items.

Question 27

The answer to this question is pretty similar to the answer to question 25. Over half the members of the sample (59 %) report they keep the new vocabulary items. However, they do it on a sheet of paper that is not kept in a special place and runs the risk of getting lost. A considerable number (41 %) does not keep these items on a piece of paper, does not know how to do it, or does not care about recording these new items. It is possible to infer that some of them record the new vocabulary items on a special book or on their students' books.

Question 28

It is possible to observe that despite the fact that a large portion of the sample (47 %) records the difficult or important new vocabulary items on cards in order to have them at hand and study it whenever possible, a larger portion does not do it, does not know how to do it, or does not care about it.

Comment about New Vocabulary Organization

The students report they write the meanings of the new words either in English or Spanish. The notes are kept in their books, pieces of paper or in their notebooks.

The students still need to use techniques to learn and practice new vocabulary items: write meanings, definitions, examples, use pictures, and use cards to record the new items if possible.

There is still lack of interest on the issue of learning new vocabulary and learning to learn it.

About Studying and Practicing New Vocabulary

Question 29

A considerable number of the members of the sample (47 %) has the habit of studying the new vocabulary items learned in class after class on a frequent basis. However, a larger portion (53 %) does it with a reduced frequency.

Question 30

Almost half of the members of the sample (47 %) accept the fact that they practice the new vocabulary items at least three times, two in class, one at home. They do it on a frequent basis. The rest of them (53 %) lets us know that the group in mention does not practice the vocabulary item regularly. The question here is if the students are encouraged or not to practice the new vocabulary items.

Question 31

The answer to the present question lets us see that over a half of the members of the sample (59 %) frequently practice the new items at least five times. The remaining part does this practice, but with a lower incidence.

Question 32

A large portion of the sample (47 %) mention that their teachers provide them with enough practice materials. However, it is important to notice that a considerable number (35 %) reports that they are neglected that practice. Almost a fifth of the sample (18 %) seem not to care.

Question 33

A considerable number of the members of the sample (47 %) reports to practice the new vocabulary items independently and also seeking the help of their teachers on a regular basis. The rest of the sample (53 %) does the practice with a lower incidence.

Question 34

Over a half of the members of the sample understands that it is not easy to learn vocabulary, so it is necessary to set some time aside in order to study it. However, almost a third of the sample (30 %) considers that vocabulary learning is so easy that it is not necessary to study. A quantity near the fifth of the sample (18 %) is not informed about the issue or does not care about it.

Question 35

A 30 % of the individuals who said, in question 34, that "vocabulary was easy and did not require much study" is confirmed in this question when they say they disagree with the premise of this survey

item. Almost a third of the sample (35 %) mentions that they do have problems at the moment of study. There is still a large number of the members of the sample who report not to worry about this item.

Question 36

The members of the sample (88 %) are aware of the fact that there is more to knowing a word than just is not only memorizing its meaning and spelling. The person who considers knows a vocabulary item should be able to understand it and use it in different contexts.

Comment about Studying and Practicing New Vocabulary

A small portion of the students review the new vocabulary items studied in class. That reduced portion of the sample also practice those items between three and five times. A larger portion of the sample show their lack of interest related to studying the new vocabulary items learned in class. A considerable part of the sample says they need meaningful practice in order to learn vocabulary better.

Students need to develop the habit to practice the new vocabulary items used in class. There is great need of meaningful practice of the new items which should include real-life situations.

About Remembering New Words

Question 37

A majority of the members of the sample (76 %) understand the need to practice in order to remember a vocabulary item. Almost a quarter of the sample (24 %) consider this premise as false or does not care about it.

Question 38

Almost two thirds of the sample (65 %) mentions that they have a good memory and have the ability to memorize new words easily. About a third of the sample does not have a good memory or does not care about the issue.

It is possible to infer that the members of the sample are aware of the importance of memory when they learn a language.

Question 39

Three quarters of the sample use association on a regular basis in order to improve their memorization of words. Almost a quarter of the sample (24 %) uses memory association but with a lower frequency.

Question 40

There are contrasting ideas about the number of times a vocabulary item is repeated and the facility to remember it. A slight majority considers that practicing new vocabulary items at least three times enables them to remember them more easily. On the other hand, a number slightly below the half (43 %) reports not to have information or interest on the topic.

Comment about Remembering New Words

Despite the fact that the students understand the need for practice of the new vocabulary items to learn it, there is still need to create awareness about this issue.

The students use two strategies to learn vocabulary: memorizing, as well as the use of association of the new items to experiences, sounds, images, etc.

About “Remembering” and “Learning” a Word

Question 41

When the students were asked about the numbers they needed to use a word to remember it properly, most of the sample (53 %) answered that at least four times. Some of them (18 %) mentioned that they needed to practice the word at least six or two times. Only a six percent said that eight and ten repetitions were enough.

Question 42

The students were given five alternatives and were asked to choose the different activities they do in order to practice vocabulary. Over half of the students report they read the words and their definitions two or three times (65 %); write their own examples using the new vocabulary items (59 %); and keep a book with words, definitions and examples

(53 %). A smaller portion (41 %) say they copy the words two or three times. Only one student (6 %) reported not to do anything to practice the vocabulary studied in class.

Question 43

The students were asked what to know a word meant for them. Three alternatives were given to them. For almost a third of the sample (35 %), to know a word is to simply understand its meaning and also be able to identify a word when it appeared in a written or listening text. A forty-seven percent of the sample, answered that knowing a word was to understand its meaning and be able to use correctly.

Question 44

Students were asked and given alternatives about the importance of learning English vocabulary.

Eighty-two percent of them reported that learning English vocabulary was good in order to understand the language from reading and listening texts better. Sixty-five percent of them said that learning vocabulary improved their oral competence, fluency. Almost a third (35%) mentioned that learning vocabulary improved their English level. Finally, an eighteen percent of the sample referred that learning vocabulary helped them to show other that they did know a foreign language.

Question 45

Students were asked if learning new vocabulary would help them use the four skills better.

Below a half of the sample (41 %) said it would make understanding a reading text easier causing them to feel more confident about the language. They also mentioned that it helped them recognize new words from context helping them improve their association of words.

About two thirds of the individuals in the sample (65 %) reported that learning new vocabulary would help them write a text better. They mention that they would be able to express their ideas better as well as do better while taking a test (24 %). They would also be able to use different word accurately (12 %) and use more words in different contexts (6 %).

Over a half of the sample (59 %) say that learning more vocabulary would help them listen to a text better. They would understand all the words in the text and practice pronunciation as well (12 %). They also mention having difficulties while listening (12 %).

The majority of the students in the sample (82 %) report that learning more vocabulary would help them speak better. They would express their ideas better (35 %), speak more fluently (29 %), and be better understood by others (18 %).

Comment about “Remembering” and “Learning” a Word

Exposure to the new vocabulary is necessary to learn it. Students mention that at least six repetitions are necessary to learn it.

Students consider that to learn a word, they need to know its meaning and use it in context as well as identify it in context.

Students agree on the idea that vocabulary is good to help them understand reading and listening. It also helps them improve oral competence and accuracy.

Question 46

The students were asked about what they do or what they would do to learn vocabulary better. They provided ideas listed below.

- Make their own examples/Use new vocabulary in context. 59%
- More listening, speaking, and reading activities 47%
- More written repetition of the new items. 24%
- Listening and singing to songs. 6%
- Finding the translation of the new words in a dictionary 6%

4.1.1.2. Entrance Test

4.1.1.2.1. Entrance Test - Pilot Version

Part I

Table 12. ENTRANCE TEST - PILOT VERSION - PART I

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
1	3	18	6	35	5	29	3	18
2	3	18	6	35	6	35	2	12
3	9	53	2	12	5	29	1	6
4	3	18	1	6	5	29	8	47
5	5	29	1	6	9	53	2	12
6	2	12	13	76	2	12	0	0
7	6	35	1	6	6	35	4	24

In this part of the exam, the students were given seven incomplete sentences with four alternatives to choose from. The results of this section are explained below.

In general, the number of students who scored correctly in questions 1, 2, 3, and 7 was below a third of the sample.

The number of students who scored correctly in questions 4 and 5 was about half of the sample.

Only question 6 was answered correctly by a large number of the sample members, three quarters of it.

For questions 1, 2, 3, and 7, the mistake was associated with a word that had a similar meaning, but did not work out in the given context (1), a word that was assumed as similar, however it was different (2, 3, 7).

In the case of questions 4 and 5, the mistake was connected to a word that was assumed as similar, but actually was not (4), and a word that looked similar, but had the opposite meaning.

Question 6 was easy to understand from context considering that it is a common expression by itself. The mistakes were associated to two opposite words among themselves that did not have a logical connection with the correct answer.

Part II

Table 13.ENTRANCE TEST - PILOT VERSION - PART II

	Correct	%	Incorrect	%
8.	15	88	2	12
9.	9	53	8	47
10.	9	53	8	47
11.	14	82	3	18
12.	12	71	5	29
13.	8	47	9	53
14.	17	100	0	0

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives without distracters was provided.

In the case of question 14, the students understood clearly the expression *apply for*. We can suppose that they were exposed to this item many times outside the class and in previous cycles.

The students scored questions 8, 11, and 12 correctly in a proportion of over two thirds. The items *(be) retired* (8), *(be) promoted* (11), and *(be) in charge of* (12) appeared to be familiar to the students despite the fact that some of the sample subjects needed practice with this item.

The mistakes found in questions 8, 11, and 12 are associated to individual words, not to expressions.

Questions 9 and 10, received correct answers in a proportion slightly above a half of the sample. The expressions "*training course*," and "*job prospects*" showed to be more difficult to understand than the ones in the previous group.

In question 9, confusion of words was highly unlikely logically speaking. However, it occurred in a proportion of almost a half of the sample.

In question 10, logically speaking, the possible words to be confused appeared to be *experience* and *training*. However, the combinations were not possible.

Question 13 is the only item that received correct answers in a proportion below the half of the sample. The item was difficult to understand.

The confusion occurred while completing the sentence "*Anita has excellent qualifications, but she didn't get the job because she didn't have enough experience.*" The students used the alternatives *prospects* and *training*, which were not correct.

It can clearly be seen that the absence of distracters caused this exercise to be easy to solve. Distracters were included in the final version of the tests.

Part III

Table 14. ENTRANCE TEST - PILOT VERSION - PART III

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%
15	6	35	0	0	1	6	0	0	10	59	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	1	6	1	6	0	0	1	6	2	12	0	0	12	70
17	0	0	2	12	0	0	8	47	0	0	1	6	0	0	0	0	6	35	0	0
18	0	0	1	6	9	53	0	0	1	6	2	12	4	23	0	0	0	0	0	0
19	0	0	5	29	0	0	1	6	0	0	5	29	6	36	0	0	0	0	0	0
20	0	0	1	6	0	0	5	29	0	0	2	12	1	6	7	41	0	0	1	6

TABLE 14:

In this section, the students were given six sentences. A part of each sentence was highlighted, and underlined and target items to replace those parts were displayed in a box of alternatives. This box contained distracters. The results are explained below.

Question 15

More than half of the sample (59%) answered this question correctly and understood the meaning of trainee. This word was confused by the intended distracter "*learner*" which in a way describes a person who is learning something, but not receiving preparation for a job as intended in this item. The relative frequency for this mistake was 35%. The remaining 6 % chose "*abandoned*" as their answer, we assume it was just a wild guess.

Question 16

Almost three quarters of the sample answered this item right (70 %). We assume this happened because the word abroad is becoming quite common in student circles. It can clearly be seen that the remaining 29% just guessed the answer since there was no evident logical distracter.

Question 17

The answer to this question can not be considered correct for the low level of incidence it presents (47 %). The students understood that *raise*, meaning *increase the wage of a worker*, meant the same as augment, which in this case acted as a logical distracter accumulating 35 % of the frequency. The 18 % remaining were simply wild guesses. The individuals who chose *took over* and *got over* simply made wild guesses.

Question 18

In this case, *leave a job* had quit as its equivalent. This fact was understood by only a quarter of the sample (23 %). The 76 % remaining were wrong answers. The answer that accumulates the highest frequency is abandoned (53 %), which appears to be similar, but is not a logical answer based on the context. The remaining 23 % of wrong answers were just wild guesses.

Question 19

The expression *take control of a situation* and its equivalent *take over* accumulated only 29 % of the correct answers in the sample. The intended distracter *got over*, shows a 29 % of frequency and the not intended distracter *quit* that could have been associated to the situation described, but did not have anything to do with the idea accumulated a 36%. These two distracters were thought as correct by the students who in a way or another associated them with the situation, especially alternative G (36 %). The 6% remaining depicts a wild guess.

Question 20

The idea of *challenge*, meaning *a difficult and demanding situation* accumulated a 41 % of correct answers. There was no intended distracter for this item, however it gave the students reasons to think and make wild guesses in a 59 %. We can conclude that this item was difficult to understand.

4.1.1.2.2. Entrance Test - Final Version

1. Entrance Test - Final Version - Experimental Group

Part I

Table 15. ENTRANCE TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART I

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
1.	4	24	5	29	6	35	2	12
2.	2	12	11	65	3	18	1	5
3.	0	0	0	0	15	88	2	12
4.	0	0	5	29	2	12	10	59
5.	0	0	2	12	11	64	4	24
6.	0	0	15	88	2	12	0	0
7.	0	0	2	12	4	24	11	64

In this part of the exam, the students were given seven incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 1 has the lowest incidence of correctness. Only five students (29 %) of the sample members answered this correctly. Alternative C

Questions 2, 4, 5, and 7 counted a similar number of correct answers, around 60 %.

Questions 3 and 6 scored the highest incidence of correct answers, 88 %.

The mistakes in question 1, which had certain similarity with the correct answer, added up to almost three quarters of the answers.

In question 2, the students confused the words *practitioner* and *assistant* with *intern*. the mistakes counted 17 % in each case.

In question 3, the students considered that the word *employees* had the same meaning as *staff* and *members* in the context of this sentence. Around a tenth of the sample (12 %) made mistakes in this case.

Question 4 accumulates almost two fifths of the frequencies of wrong answers (41 %). The students mistook the expression *job performance* and mistakenly answered job average (29 %), and job level (12 %).

Question 5 adds up to above a third of the wrong answers (36 %). the concept *be fired for being lazy* was associated with its opposite ideas, and *be prized* (12 %). The expression *be missed* accumulated a 24 % of the wrong answers.

Question 6 presents a low incidence of mistakes, 12 %. The expression *be unemployed* was mistaken by *be promoted*.

In question 7, the students chose the wrong collocation, work *half-time*, 24 %. Few of them (12 %) chose an alternative that contradicted the general meaning of the sentence, *full time*.

Part II

Table 16. ENTRANCE TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART II

	Correct	%	Incorrect	%
8.	7	41	10	59
9.	7	41	10	59
10.	8	47	9	53
11.	7	41	10	59
12.	5	29	12	71
13.	12	71	5	29
14.	8	47	9	53

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives with five distracters was provided. It is necessary to report that only one out of the seven items provided had a larger proportion of correct answers.

Questions 8, 9 and 11 had identical results. Both were wrong in a proportion close to the two thirds of the sample (59 %). Students had difficulty to identify the expressions *be retired* and *training course*. Only two fifths of the sample (41 %) gave correct answers.

In question 10, a portion slightly over a half of the sample (53 %) scored incorrectly. The remaining portion (47 %) gave correct answers. The expression *job prospects* caused confusion; most students chose the expression *job possibilities*.

Question 11 shows low understanding of the expression *be promoted* (41 %). The context of this sentences was mistaken and the expression *be responsible* was used. The use of that alternative was completely incomprehensible.

Question 12 has the lowest number of correct answers (29 %), the counterpart (adds up to a 71 % of the sample. The expression *be in charge* of was confused by the expression *be responsible*, which lacked the preposition *for*.

Question 13 presented the expression *have work experience*. This was the only item that accumulated a high proportion of correct answers (71 %).

Question 14 required the expression *apply for a job* and accumulated a 47 % of the frequencies. Again, this item accumulated more wrong answers than correct ones.

Part III

Table 17. ENTRANCE TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART III

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%	K	%	L	%	NA	%
15.	0	0	5	29	0	0	1	6	0	0	0	0	1	6	2	12	1	6	1	6	0	0	6	35	0	0
16.	0	0	0	0	0	0	0	0	0	0	3	18	2	12	0	0	2	12	5	29	0	0	0	0	5	29
17.	0	0	0	0	2	12	2	12	0	0	2	12	1	6	7	41	1	6	0	0	1	6	1	6	0	0
18.	2	12	0	0	6	35	5	29	0	0	0	0	2	12	1	6	1	6	0	0	0	0	0	0	0	0
19.	10	59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	0	0	3	18	0	0	3	18
20.	0	0	0	0	0	0	0	0	10	59	0	0	0	0	0	0	2	12	0	0	2	12	2	12	1	6

In this section, the students were given six sentences. A part of each sentence was highlighted, and underlined and target items to replace those parts were displayed in a box of alternatives. This box contained distracters. The results are explained below.

Question 15

Only about a third of the sample (35 %) answered this question correctly and understood the meaning of trainee. This word was confused by the intended distracter "*learner*" which in a way describes a person who is learning something, but not receiving preparation for a job as intended in this item.

Question 16

Almost a third of the sample (29 %) answered this item right. We assume this happened because the word abroad is becoming quite common in student circles. A similar proportion did not answer the question. Some students (18 %) associated the expression stranger with abroad and answered this item incorrectly. Almost a third of the sample did not answer this item.

Question 17

This question accumulated over a third of correct answers (29 %). The remaining portion has scattered wrong answers. Only a small portion of the students understood that *raise* meant *increase the wage of a worker*. The distracter *augment* did not receive the expected amount of answers being used only by a 6 % of the sample.

Question 18

In this case, *leave a job* had *quit* as its equivalent. This fact was understood by only about a quarter of the sample (29 %). The 71 % remaining were wrong answers. The answer that accumulates the highest frequency is abandoned (35 %), which appears to be similar, but is not a logical answer based on the context. The remaining 36 % of wrong answers were just wild guesses.

Question 19

The expression *take control of a situation* and its equivalent *take over* accumulated over a half of the answers of the sample members (59 %). The intended distracter *got over*, was not chosen by any of the

students. The not intended distracter *augment* depicts wild guesses (18 %). Eighteen percent of the students did not answer this item.

Question 20

The idea of *challenge*, meaning *a difficult and demanding situation* accumulated only 12 % of correct answers. There was no intended distracter for this item, however it gave the students reasons to think and make wild guesses in an 83 %. The item was not answered by 1 student (5 %). We can conclude that this item was difficult to understand.

2. Entrance Test - Final Version - Control Group

Part I

Table 18. ENTRANCE TEST - FINAL VERSION - CONTROL GROUP - PART I

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
1.	4	24	8	47	5	29	0	
2.	3	17	10	59	2	12	2	12
3.	3	17	0		13	77	1	6
4.	2	12	0		9	53	6	35
5.	2	12	3	17	12	71	0	
6.	2	12	14	82	0		1	6
7.	0		0		5	29	12	71

In this part of the exam, the students were given seven incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 1

This question was answered correctly by almost half of the individuals (47 %). Only that portion of the sample understood the meaning of “a job that *involves* traveling.” More than half of the participants did not show understanding of the correct expression. 24 % considered *demande*d as the correct answer, and 29 % did so with *featured*.

Question 2

Above half of the individuals (59 %) understood and used the word *intern* in the context “...get a job as a law intern in order to gain experience...” The use of other distracters caused confusion and showed

that a considerable portion of the sample (41 %) did not understand meaning of the word in context.

Question 3

A considerable part of the sample (77 %) used the word *employees* properly in the context of this sentence. The distractor "*How many staff are there in this office?*" appears to have caused confusion to 17 % of the sample members. Despite the mistake, they understood the evident connection between *employees* and staff members.

In question 4, the expression *keep somebody's job performance* was understood and used properly by only a third of the sample members (35 %). The individuals mistook this word combination and chose the wrong alternative *job level* 53% and *job average* (12 %).

In question 5, a large portion of the sample (71 %) answered correctly and understood the meaning of *be fired for being lazy*. The wrong answers add up to a 29 % showing incoherence in the use of *be prized for being lazy*(17 %) and *be prized for being lazy* (12 %).

Question 6 was answered correctly by a large majority (82 %) of the sample. People made a decision based on the context of the sentence: "*...how many people are unemployed in Peru?*" "*Millions.*" In this case, the options "*demoted*" (12 %) and "*rewarded*" (6 %) are not possible.

Almost three quarters of the sample (71 %) provided the correct answer to this question. They used the expression *part-time job* appropriately in context. Almost a quarter of the sample (29 %) used *half-time*, which lead us to think that they person used translation to answer this question.

Part II

Table 19. ENTRANCE TEST - FINAL VERSION - CONTROL GROUP - PART II

	Correct	%	Incorrect	%	NA	%
8.	9	53	8	47		
9.	9	53	8	47		
10.	4	23	11	65	2	12
11.	10	59	7	41		
12.	6	35	11	65		
13.	11	65	6	35		
14.	5	29	12	71		

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives with five distracters was provided.

In question 8, a number a little below half the sample (53 %) gave a correct answer understanding the idea of retirement at the age of 60. The other part of the sample (47 %) used the false friend *jubilee* instead of *retired*.

In question 9, a number a little below half the sample (53 %) gave a correct answer understanding the idea of a *training course*. The remaining individuals (47 %) gave wrong answers. The wrong answers seem to have been given after making wild guesses.

In question 10, almost two thirds of the sample (65 %) provided a wrong answer. In context, these individuals completed the sentence "*Without a university degree, your job __ won't look good*" with the word "*possibilities*" instead of the correct word, "*prospects*" (23 %). A 12 % of the sample members skipped this question.

In question 11, almost two thirds of the sample (59 %) gave the correct answer. The idea of "*being promoted after years of hard work and receiving additional responsibility*" was not completely understood by this group given the fact that a 29 % used the words *postulate*, *prized* and *in charge*.

In question 12, there is still a low level of correct answers. A number slightly above a third of the sample (35 %) answered correctly. It can be concluded that the meaning of the expression *be in charge of* was not clearly understood. The wrong alternative chosen for this case was *be responsible*, however, the preposition *for* was missing.

In question 13, about two thirds of the sample (65 %) answered correctly and understood to the idea of "*having excellent qualifications, but not getting a job because of not having enough experience*." The other third of the sample (35 %) considered that *training* was the alternative to choose, however, this one contradicted what was expressed in the context: *excellent training*.

In question 14, there is still a low level of correct answers (29 %). It can be concluded that the meaning of the expression "apply for a job" was not clearly understood. The wrong alternative chosen for this case was *postulate*, letting us know that the students resourced to translation while answering this item.

Part III

Table 20. ENTRANCE TEST - FINAL VERSION - CONTROL GROUP - PART III

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%	K	%	L	%	NA	%
15.			6	35							2	12									1	6	7	41	1	6
16.																			16	94					1	6
17.							1	6					1	6	7	41					6	35			2	12
18.					1	6	11	64					2	12	1	6									2	12
19.	4	24											10	58	1	6									2	12
20.	2	12							6	35							6	35					2	12	1	6

In this section, the students were given six sentences. A part of each sentence was highlighted, and underlined. Target items to replace those parts were displayed in a box of alternatives. This box contained distracters. The results are explained below.

Question 15

A considerably small portion of the sample (41 %) answered this question correctly and understood the meaning of *trainee*. In a proportion similar to the correct answer (35 %), the students used the intended distracter "*learner*", which in a way describes a person who is learning something, but not receiving preparation for a job as intended in this item. Stranger and augment appear to have been wild guesses and add up to 18 % of the sample. One person preferred not to answer the question.

Question 16

Almost all the members of the sample answered this item correctly (94%%). We assume this happened because the word abroad is becoming quite common in student circles and also because there was no evident logical distracter. One member of the sample (6 %) did not answer this item probably because they found the meaning of this word difficult to understand.

Question 17

A number below half the sample (41 %) answered correctly. The students understood that *raise*, meaning *increase the wage of a worker*,

meant the same as augment (35 %), which in this case acted as a logical distracter. A 12 % of the sample made wild guesses and a similar number skipped the question.

Question 18

In this case, *leave a job* had *quit* as its equivalent. This fact was understood by almost two thirds of the sample (64 %). Almost a quarter of the sample used an incorrect alternative got over, raise or abandoned, being abandoned the logical distracter. Two students (12 %) did not answer this item.

Question 19

The expression *take control of a situation* and its equivalent *take over* accumulated only 24 % of the answers. A large portion of the sample (58 %) seems to have made a wild guess or got confused since the alternative *got over* is not logical. One student (6 %) used the alternative raise which is not logical either. Two students (12 %) did not answer the question.

Question 20

The idea of *challenge*, meaning *a difficult and demanding situation* accumulated almost a third (35 %) of the correct answers. The other two thirds of the sample did not provide the correct answer and used the intended distracter *competition* (35 %), as well as *trainee* and *took over* (24 %). One person did not answer this question.

4.1.1.3. Final Test

4.1.1.3.1. Final Test - Pilot Version

Part I

Table 21. FINAL TEST - PILOT VERSION - PART I

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%	NA	%
1.	0		5	29	0		0		0		0		12	71	0		0		0		0	
2.	1	6	0		0		12	71	0		0		0		0		0		0		4	23
3.	0		1	6	0		0		0		1	6	0		15	88	0		0		0	
4.	1	6	1	6	0		0		9	53	5	29	0		0		1	6	0		0	
5.	11	64	1	6	0		0		0		0		0		0		3	18	2	12	0	
6.	2	12	0		0		0		0		1	6	0		0		2	12	12	70		
7.	0		0		17	100	0		0		0		0		0		0		0		0	

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 1

Only a small portion of the of the sample members (29%) answered correctly. The remaining students used an expression that had no connection with the meaning of the word. A large portion of the sample did not understand the meaning of this word.

Question 2

This item was easier to be understood by the students. The question was properly answered by almost three quarters of the sample. Almost a quarter of the sample members (23 %) did not understand it and preferred to skip it. Only one person (6 %) thought that *a person who works for free in order to gain experience* was a person who had been fired.

Question 3

A large majority of the sample members (88 %) understood the meaning of this word properly and associated *staff members* with *employees*. Two students (12 %) did not understand the meaning of this word and made mistakes while answering this item. They substituted staff members by *involved* and performance proving that they did not understand the word.

Question 4

Only about a quarter of the sample members (29 %) answered this item properly. The most common mistake, made by about half of the sample (53 %), was the substitution of *good production at work* by *promoted*. The three remaining individuals (18 %) associated this item with *fired*, *involved* and *demanded*.

The negative result of this lets us see that the association of *production at work* with *performance* is not clear.

Question 5

Two thirds of the sample (65 %) answered this question right. The students wrongly associated *be dismissed* with *demanded* (18 %),

unemployed (12 %) and finally *involved* (6 %), which seems to be a wild guess.

Question 6

In this item, the association of *be without a job* with *be unemployed* was appropriate. Almost two thirds of the sample (64 %) answered the question right. On the side of the wrong answers, two students (12 %) substituted the expression *be without a job* for *fired* and *demande*. One student (6 %) used the word *performance* as an answer. One student (6 %) did not answer this item.

Question 7

This item was clearly understood and properly used by the students. Probably it is because it is a word that is commonly used in the students' L1.

Part II

Table 22. FINAL TEST - PILOT VERSION - PART II

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
8.	7	41	0		10	59	0	
9.	7	41	5	29	3	18	2	12
10.	1	6	2	12	1	6	13	76
11.	17	100	0		0		0	
12.	4	24	12	70	0		1	6
13.	0		1	6	15	88	1	6
14.	10	59	1	6	1	6	5	29

Question 8

Almost two thirds of the sample members (59%) used the item properly. The remaining 41% confused the expression *retired* for *jubilees*, a distracter that sounds like the answer in Spanish. The confusion with this item was significant.

Question 9

The item *training course* caused a great deal of confusion being answered appropriately only by a small portion of the sample (18%). The mistakes are as follows: Above a third of the sample members (41%)

answered trainee course, becoming this the most frequent mistake followed by *trainer* course (29 %) and *train* course (12 %).

Question 10

The answer to this item appears to have been easily understood. A large portion of the sample (76 %) used the expression *job prospects* correctly. The mistakes are related to the use of words that appear to be similar, but do not collocate appropriately. Two students (12 %) used *job probabilities*, and two students used *job alternatives* and *job options* each one respectively.

Question 11

The expression *be promoted* was properly used by all the sample members (100 %). This item was easy to remember probably because there is connection with the same idea in the students L1.

Question 12

Almost three quarters of the sample (70 %) showed understanding of the expression *be in charge of*, probably because they used it approximately one year ago. Almost a quarter of the sample (24 %) answered *be responsible of* which was the intended distracter. One student (6 %) answered *be boss of* revealing a wild guess.

Question 13

A large group of the sample members (88 %) answered this item correctly. The expression *have enough experience* was easily used by this group of students. The two students (12 %) who gave wrong answers used *did not have enough relationships* (6 %) and *did not have enough knowledge* (6 %).

Question 14

A little above the half of the sample (59 %) answered the item correctly. While designing the instrument, this alternative was thought to be one of the easiest ones to include, though. The group of students who gave wrong answers did not use the expression *apply for a job*, but answered *request a job* (29 %), *opt for a job* (6 %) and *try a job* (6 %).

Part III

Table 23. FINAL TEST - PILOT VERSION - PART III

	Correct	%	Incorrect	%
15.	13	76	4	24
16.	14	82	3	18
17.	11	65	6	35
18.	13	76	4	24
19.	10	59	7	41
20.	10	59	7	41

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives without distracters was provided.

Question 15

The item *trainee* was understood in context by over two thirds of the sample (76%). The 24% remaining used the word *practicant* which was the intended distracter.

Question 16

A large number of the sample (82%) members made a connection between *work in other countries* and *work abroad*. The remaining members of the sample seem to have made wild guesses since there were no intended distracters for this item.

Question 17

The word *increase*, in the context of *receive an increase*, was understood and used properly by two thirds of the sample (65%). The students who answered this question wrong used the intended distracter *augment*.

Question 18

The idea of *giving up a job* was easily understood by a large portion of the sample (76%). The remaining portion (24%) used the combination *took over a job*, which in this context was no appropriate because the reason to give up was the excess of stress.

Question 19

The expression *get over*, understood as take control of something, was properly used by over half of the students (59%). This expression was mistaken by over a third of the sample members (41%) who used the expression quit a job.

Question 20

The context for this sentence was "*after breaking a regional record, the athlete was ready for a new challenge.*" Almost two thirds of the sample members answered it right (59%) showing understanding of the item. Over a third of the sample members (41%) used "*...the athlete was ready for a new competitor*" which is out of context.

4.1.1.3.2. Final Test - Final Version

1. Final Test - Final Version - Experimental Group

Part I

Table 24. FINAL TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART I

	A	B	C	D	E	F	G	H	I	J
1.	0	15 88	0	1 6	1 6	0				
2.	0	0	0	16 94	1 6					
3.	0	0	0	1 6	0	0	0	16 94		0
4.	0	0	0	0	0	16 94	0	0	1 6	0
5.	15 88	0	0	1 6		0	0	0	0	1 6
6.	1 6	0	0		0	0	0	0		16 94
7.		0	17 100	0		0	0	0	0	0

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 1

The substitution of *include* by *involve* was clearly understood by a large number of the sample members (88 %). Only two students (12 %) provided wrong answers, one (6 %) substituted include by *promoted*, and one (6 %) *intern* which clearly show were wild guesses.

Question 2

The substitution of *a person who works for free in order to gain experience* by *intern* returned a positive result in almost all the sample members (94 %). It was clearly understood and used appropriately. One student (6 %) gave a wrong answer using *promoted* letting us see that it was a guess.

Question 3

In this item, *staff members* had to be substituted by *employees*. The substitution of items proved to be successful since 94 % of the students gave correct answers. There was only one wrong answer (6%), *intern*. This student shows lack of understanding of the word.

Question 4

The students had to substitute *production at work* by *performance*. A large portion of the sample (94 %) showed understanding and proper use of the words involved. Only one student (6 %) made a mistake and confused *performance* with *demand*.

Question 5

The use of the equivalence of *be dismissed* and *be fired* was the objective of this item. A large portion of the sample (88 %) provided correct answers showing that they understood and used the target items. Two students (12 %) gave the opposite answer mentioning that someone can *be promoted for being unemployed* or *promoted which are not correct at all*.

Question 6

In this item, the students had to substitute *be without a job* by *be unemployed*. A large portion of the sample (94 %) substituted the expressions correctly. Only one student (6 %) made a mistake in this question. This student used *fired* instead of *unemployed*, which was not possible because of the context of the sentence.

Question 7

The students had to substitute *work 3 or four hours a day* by *work part-time*. It was answered correctly by the whole sample.

Part II

Table 25. FINAL TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART II

	Altern. A	%	Altern. B	%	Altern. C	%	Altern. D	%
8.	1	6	0		16	94	0	
9.	3	18	0		14	82		
10.	1	6			0		16	94
11.	17	100						
12.	1	6	15	88	1	6	0	
13.	0		0		17	100	0	
14.	16	94	1	6				

In this part of the exam, the students were given seven incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 8

The item *be retired* was understood by a large majority of the sample members (94 %). Only one student (6 %) answered it wrong by using the intended distracter jubilee, which is a form that sounds like the correct L1 word.

Question 9

Over three quarters of the sample (82 %) answered this item appropriately. It can be assumed that the group of students who approached this item successfully, was exposed to this item (*training course*) before this vocabulary experiment. The remaining 18 % were wrong answers; they used *trainee course* instead of *training course*.

Question 10

The objective of this question was to use the expression *job prospects*; the students had to choose *prospects* as the correct alternative. In fact, a large portion of the students (94 %) answered it correctly. The only wrong answer (6 %) was referred to the choice of *job alternatives* (6 %), impossible in this context.

Question 11

The objective of this item was to use the expression *be promoted* in a context of after years of hard work. The whole sample answered this question correctly.

Question 12

The objective was to use the expression *be in charge of* in context. A large portion of the sample (88%) used it appropriately. The remaining 22% was divided in two groups of 6% each. The former used *responsible of* and the latter used *in control of*.

Question 13

The objective of this item was achieved by the whole sample. It shows clear understanding of the expression *have (enough) work experience*.

Question 14

The objective of this item was to use the expression *apply for a job* instead of *opt for a job*, *try a job* or *request a job*. A large portion of the sample (94%) had correct answers showing understanding of the item. The remaining student chose the wrong alternative *opt for* (6%).

Part III

Table 26. FINAL TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART III

	Correct	%	Incorrect	%
15.	10	59	9	41
16.	17	100		
17.	16	94	1	6
18.	15	88	2	12
19.	14	82	3	18
20.	14	82	3	18

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives with five distracters was provided.

Question 15

In this item, the students were expected to complete the sentence using the word *trainee*. Over a half of the sample (59%) answered this

item appropriately. The students who answered this question wrong used *practicant*, the intended distracter.

Question 16

The students had to complete the sentence using the word *abroad*. All the sample members answered the item correctly.

Question 17

The students had to complete the sentence using the expression *receive a raise*. A large portion of the sample (94%) answered correctly showing understanding of the target expression. The student who made a mistake (6 %) used the combination receive *an increase*.

Question 18

The students were expected to complete the sentence with the expression *quit a job*. A large portion of the sample (88 %) did it properly showing understanding of the item. The remaining students used the alternatives *resume* and *took over*, which are considered as wild guesses.

Question 19

The objective of this item was to use the expression *take over* a situation. Above three quarters of the sample (82 %) answered correctly. The remaining part (18 %) used *resume* and *quit*.

Question 20

The objective of this item was to use the expression *be ready for a new challenge*. Above three thirds of the sample members (82 %) answered this item correctly. The remaining students (18 %) used the word increase.

2. Final Test - Final Version - Control Group

Part I

Table 27. FINAL TEST - FINAL VERSION - CONTROL GROUP - PART I

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%	NA	%
1.			9	53					5	29							3	18				
2.			1	6			11	65											5	29		
3.					3	17	1	6							11	65					2	12
4.	1	6									14	82	1	6			1	6				
5.	9	53	1	6					4	24							3	17				
6.	2	12	3	17	1	6	3	18									1	6	6	35	1	6
7.					14	82			3	18												

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 1

The substitution of *included* by *involved* was clearly understood by a above half of the sample members (53 %). However, a considerable number of students (47 %) used *promoted* (29 %) and *demand* (18 %). Promoted had no relation with the item, but demanded was a logical distracter. It was clearly showed that students made wild guesses.

Question 2

The substitution of *a person who works for free in order to gain experience* by *intern* returned a positive result in a considerable portion of the sample members (65 %). It was understood and used appropriately. Six students (35 %) used the wrong alternatives *unemployed* (29 %) and *involved* (6 %), letting us see that the students just guessed the answers.

Question 3

In this item, *staff members* had to be substituted by *employees*. A considerable number of students (65 %) provided correct answers. There were four wrong answers (23 %), *part-time* (17 %) and *intern* (6 %). It is possible to refer to lack of understanding of the word in the case of the students who made mistakes. One student did not answer this item.

Question 4

The students had to substitute *production at work* by *performance*. A large portion of the sample (80 %) showed understanding and proper use of both items. Three students (18 %) made mistakes and confused *performance* with *fired* (6 %), *abroad* (6 %) and *demande* (6 %) which leads us to think that they guessed the answers.

Question 5

The use of the equivalence of *be dismissed* and *be fired* was the objective of this item. About half of the sample members (53 %) provided correct answers showing a partially low level of understanding of the target items. Eight students (47 %) used wrong alternatives *promoted* (24 %), *demande* (17 %), and *involved* (6 %). The item *promoted* gives the opposite meaning to the sentence, making it impossible to be used. *Demande involved* are completely out of context.

Question 6

This item was confusing for the students. They had to substitute *be without a job* by *be unemployed*. Only a third of the sample (35 %) substituted the expressions correctly. The mistakes involve the use of *involved* (18 %) and *intern* (18 %), *fired* (12%), *part-time* (6 %) and *demande* (6 %). The intended distracter was the word *fired*; the other alternatives were out of context.

Question 7

The students had to substitute *work three or four hours a day* by *work part-time*. Since this is an expression students are often exposed to, it was answered correctly by a large portion of the sample (82 %). The remaining students (18%) gave a wrong answer and used *promoted*. This proves that students tend to guess when they do not know the answer.

Part II

Table 28. FINAL TEST - FINAL VERSION - CONTROL GROUP - PART II

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
8.	5	29	2	12	7	41	3	18
9.	7	41	1	6	8	47	1	6
10.	1	6	4	24	5	29	7	41
11.	12	70	1	6			4	24
12.	1	6	10	58	2	12	4	24
13.	5	29			11	65	1	6
14.	12	70	2	12	3	18		

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 8

The item *be retired* was understood only by some sample members (41 %) letting us know that this word was not practiced enough despite its previous appearance in the course. The remaining part (59 %) is made up of wrong choices such as *jubilees* (29%), *ex-workers* (18 %) and *unemployed* (12 %). In the first case, *jubilees* was the intended distracter for its similarity with the L1 spelling. *Ex-workers* and *unemployed* way are not appropriate for the case.

Question 9

The objective of this item was to use the expression *training course*. The students had to choose training as the correct alternative. A number below half the sample (47 %) answered this item correctly. Probably those students were exposed to the word in different opportunities outside the class. The remaining 53% gave wrong answers being the choice of *trainee* the most common, and expected, mistake (41%) followed by unemployed and ex-workers (6 % each).

Question 10

The objective of this question was to use the expression *job prospects*; the students had to choose *prospects* as the correct alternative.

A relatively low portion of the sample members (41 %) answered it correctly. The wrong answers, adding up to 69 %, were referred to the choice of *options* (29 %), *probabilities* (24 %), and *alternatives* (6 %). None of them would be suitable in context.

Question 11

The objective of this item was to use the expression *be promoted* in a context of *after years of hard work*. A considerable portion of the sample (70 %) answered this question correctly. The remaining sample members (30 %) made mistakes using *employed* (24 %) and *fired* (6 %). None of the subjects used the intended distracter (be demoted).

Question 12

The objective was to use the expression *be in charge of* in context. A portion slightly above a half of the sample (58 %) used it appropriately. This lets us see that there was not enough practice with the target items, so the students made mistakes in a larger portion than the students in the experimental group. The remaining part of the group used *boss* (24 %), *in control* (12 %), and *responsible of* (6 %).

Question 13

The objective of this item was achieved by a considerable portion of the sample (65 %), however, it does not compare to the hundred percent of correct answers in the experimental group. It shows that the expression *have (enough) work experience* was understood and properly used. The mistakes were related to the wrong use of the word *connections* (29 %), and *knowledge* (6 %).

Question 14

The objective of this item was to use the expression *apply for a job* instead of *opt for a job*, *try a job* or *request a job*. A considerable portion of the sample (70 %) had correct answers showing understanding of the item. The remaining students chose the wrong alternatives *try* (18 %) and *opt for* (12 %).

Part III

Table 29. FINAL TEST - FINAL VERSION - CONTROL GROUP - PART III

	Correct	%	Incorrect	%	NA	%
15.	6	35	11	65		
16.	15	88	2	12		
17.	7	41	8	47	2	12
18.	9	52	7	42	1	6
19.	3	18	13	76	1	6
20.	3	18	14	82		

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives with five distracters was provided.

Question 15

In this item, the students were expected to complete the sentence using the word *trainee*. Only a portion slightly above a third of the sample (35 %) answered this item appropriately. The students who answered this question wrong (65 %) used *practicant*, the intended distracter.

Question 16

The students had to complete the sentence using the word *abroad*. A large portion of the sample (88 %) answered the item correctly. Only two students (12 %) answered incorrectly. This result is associated to the fact that that word is commonly used outside class.

Question 17

The students had to complete the sentence using the expression *receive a raise*. The correct and incorrect answers do not reach half of the frequencies being 41 % the former and 47 % the latter. The students who made mistakes used the alternative *receive an increase*.

Question 18

The students were expected to complete the sentence with the expression *quit a job*. Above half of the sample (52 %) answered properly showing understanding of the item. The remaining students (42 %) used the alternatives *resume* and *took over*, which are considered as wild guesses. One student did not answer the item.

Question 19

The objective of this item was to use the expression *take over* a situation. A very low portion of the sample (18 %) answered correctly. The remaining part (76 %) used *resume* and *quit*. One student did not answer. The item was hard to understand and there was not enough practice to make it memorable.

Question 20

The objective of this item was to use the expression *be ready for a new challenge*. A very low portion of the sample (18 %) answered correctly. The remaining portion (82 %) used the expression *took over*.

4.1.1.4. Verification Test

4.1.1.4.1. Verification Test - Pilot

Part I

Table 30. VERIFICATION TEST - PILOT VERSION - PART I

	Correct	%	Incorrect	%	NA	%
1.	6	35	9	53	2	12
2.	10	59	7	41		
3.	10	59	6	35	1	6
4.	10	59	7	41		
5.	9	53	8	47		
6.	11	65	6	35		
7.	8	47	8	47	1	6

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives without distracters was provided.

Question 1

In this item, the students were expected to complete the sentence using the word *involved* meaning *included*. Only a third of the sample (35 %) answered this item appropriately. The students who answered this question incorrectly (53 %) used *practicant*, the intended distracter. Two students (12 %) did not answer this item.

Question 2

The students had to complete the sentence using the word *intern*. Almost two thirds of the sample (59%) answered the item appropriately. The students made mistakes using the alternatives *staff* (29 %) and *student* (12 %).

Question 3

The students had to complete the sentence using the word *employees*. Almost two thirds of the sample (59 %) answered the item appropriately. About a third of the sample (35 %) made mistakes and used the word *staff*. One student (6 %) did not answer the question.

Question 4

The students were expected to complete the sentence with the expression *job performance*. Almost two thirds of the sample (59 %) answered the item appropriately. The remaining portion (41 %) made incorrect wild guesses.

Question 5

The objective of this item was to use the expression *be fired for being lazy*. The figures of correct and incorrect answers are pretty similar. The correct answers add to 53% and the incorrect ones represent 47 %.

Question 6

The objective of this item was to use the expression *be unemployed*. Almost two thirds of the sample members (65 %) answered this item correctly. The remaining students (35 %) used the word *fired*, which does not apply to the context.

Question 7

The objective of this item was to use the expression *part-time job*. Correct and incorrect answers received the same number of answers (47 %). One student did not answer this item. Despite being a commonly used word, the students did not understand how to use it in context.

Part II

Table 31. VERIFICATION TEST - PILOT VERSION - PART II

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%	NA	%
8											3	18					12	70			2	12
9	4	24			5	29							8	47								
10	10	58	2	12			2	12											3	18		
11										1	6				4	24			12	70		
12							13	76									1	6			3	18
13			14	82									3	18								
14	3	18								12	70										2	12

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 8

The item *be retired* was understood by over two thirds of the sample members (70 %) letting us know that the members of this group had some knowledge if it. It had also appeared previously in the course. The wrong alternative used was *unemployed* (18 %). Which is not appropriate for the case. One student did not answer the question.

Question 9

The objective of this item was to use the expression *training course*. The students had to choose *training* as the correct alternative. A number below half the sample (47 %) answered this item correctly. Probably those students were exposed to the word in different opportunities outside the class. The remaining 53 % gave wrong answers were for *introduction* (29 %), and *prospects* (24 %).

Question 10

The objective of this question was to use the expression *job prospects*; the students had to choose *prospects* as the correct alternative. About half of the sample members (58 %) answered it correctly. The wrong answers, adding up to 69%, were referred to the choice of *promoted* (18 %), *experienced* (12 %), and *in charge* (12 %). None of them would be suitable in context and are regarded as wild guesses.

Question 11

The objective of this item was to use the expression *be promoted* in a context of *after years of hard work*. A considerable portion of the sample (70 %) answered this question correctly. The remaining sample members (30 %) made mistakes using *demoted* (24 %), the intended distracter, and *unemployed* (6 %).

Question 12

The objective was to use the expression *be in charge of* in context. A large portion of the sample (76 %) answered the question correctly. One student (6 %) used *retired*, which is an incorrect answer. Three students (18 %) did no answer the item.

Question 13

The objective of this item was achieved by a considerable portion of the sample (82 %). It shows that the expression *have (enough) work experience* was understood and properly used. The mistakes were related to the wrong use of the word *training* (18 %), which can be regarded as a distracter.

Question 14

The objective of this item was to use the expression *apply for a job* instead of *opt for a job*, *try a job* or *request a job*. A considerable portion of the sample (70 %) had correct answers showing understanding of the item. The remaining students chose the wrong alternatives *prospects* (18 %) which appears to be wild guess. Two students (12 %) did not answer this item.

Part III

Table 32. VERIFICATION TEST - PILOT VERSION - PART III

	Alternative A		Alternative B		Alternative C		Alternative D	
15	4	24	10	58			3	18
16	3	18	10	58	4	24		
17	6	35			11	65		
18	8	47	6	35			3	18
19	8	47	7	41	2	12		
20	3	18			6	35	8	47

In this part of the exam, the students were given six incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 15

This question was answered correctly by over half of the individuals (59%). That portion of the sample understood "trainee," meaning a person who graduated from college and is learning to do a specific job. Almost a quarter of the sample (24 %) considered *learner* as the correct answer, and 18 % did so with *apprentice*, which acted as distracters.

Question 16

Above half of the individuals (59 %) understood and used the word *abroad* in the context "...in another country." The use of other distracters caused confusion and showed that a considerable portion of the sample (24 %) used *foreign*, and the remaining group (18 %) used outside showing in both cases the interference of a word in L1.

Question 17

A considerable part of the sample (65 %) used the word *raise* properly in the context of this sentence. The distracter "*augment*," closely linked to the meaning of the word in L1 appears to have caused confusion to the remaining 35 % of the sample members.

In question 18, the expression "*quit* a job because of stress" was understood and used properly by almost half of the sample (47 %). The individuals mistook this word combination and chose the wrong alternatives he *retired his job* (35 %) and *he abandoned his job* (18 %).

In question 19, almost half of the sample (47 %) answered correctly and understood the meaning of *take over* meaning take control of a business or a situation. A quite similar frequency (41 %) used *controlled* and the remaining 12 % used *managed*.

Question 20 was answered correctly by almost half of the sample (47 %). The rest of the sample made wild guesses based on the context of the sentence: "*after breaking a record, the athlete was ready for a new ...*" In this case, the options "*competence*" (35 %) and "*demand*" (18 %) are not possible.

4.1.1.4.2. Verification Test - Final version

1. Verification Test - Final version - Experimental group

Part I

Table 33. VERIFICATION TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART I

	Correct	%	Incorrect	%
1	15	88	2	12
2	9	53	8	47
3	16	94	1	6
4	15	88	2	12
5	14	82	3	18
6	16	94	1	6
7	17	100	0	0

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives with distracters was provided.

Question 1

In this item, the students were expected to complete the sentence using the word *involved* meaning *included*. Almost all the sample members (88 %) answered this item appropriately. Two students (12 %) answered this question incorrectly using *practicant*, the intended distracter.

Question 2

The students had to complete the sentence using the word *intern*. Over half of the sample (53 %) answered the item appropriately. The students made mistakes using the alternatives *staff* (23.5 %) and *student* (23.5 %).

Question 3

The students had to complete the sentence using the word *employees*. Almost all the sample (94 %) answered the item appropriately. One student (6 %) answered incorrectly *staff*.

Question 4

The students were expected to complete the sentence with the expression *job performance*. Almost all the sample (88 %) answered the item appropriately. The remaining portion (12 %) made incorrect wild guesses.

Question 5

The objective of this item was to use the expression *be fired for being lazy*. A large portion of the sample (82 %) answered the item appropriately. The remaining portion (18 %) made an incorrect wild guess.

Question 6

The objective of this item was to use the expression *be unemployed*. Almost all the sample (94 %) answered the item appropriately. The remaining portion (6 %) used an expression that had no connection with the context.

Question 7

The objective of this item was to use the expression *part-time job*. The item was answered correctly by all the sample. This result was aided by the exposition to the word inside and outside the class.

Part II

Table 34. VERIFICATION TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART II

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%
8											1	6					16	94		
9					6	35							11	65						
10	16	94			1	6														
11															1	6			16	94
12							15	88			1	6			1	6				
13	2	12	14	82									1	6						
14									17	100										

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a box. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 8

The item *be retired* was understood by almost all the sample members (94 %) letting us know that the members of this group had some knowledge of it. It had also appeared previously in the course. The wrong alternative used was *unemployed* (6 %). Which is not appropriate for the case?

Question 9

The objective of this item was to use the expression *training course*. The students had to choose *training* as the correct alternative. About two thirds of the sample (65 %) answered this item correctly. Besides the exposition to this item in class, probably those students were exposed to the word in different opportunities outside the class. The remaining 35 % gave wrong answers, basically *introduction*.

Question 10

The objective of this question was to use the expression *job prospects*; the students had to choose *prospects* as the correct alternative. Almost all the sample members (94 %) answered it correctly. One student (6 %) used *promoted*, which is not suitable for the context and is assumed as a wild guess.

Question 11

The objective of this item was to use the expression *be promoted* in a context of *after years of hard work*. Almost all the sample members (94 %) answered this question correctly. Only one student (6 %) gave a wrong answer and used *demoted* (6 %), the intended distracter.

Question 12

The objective was to use the expression *be in charge of* in context. A large portion of the sample (88 %) answered the question correctly. One student (6 %) used *unemployed*, and another one (6 %) used *demoted*, both incorrect answers.

Question 13

The objective of this item was achieved by a considerable portion of the sample (82 %). It shows that the expression *have (enough) work experience* was understood and properly used. The mistakes were related to the wrong use of the word *prospects* (12 %) and *training* (6 %). *Training* is the logical as a distracter.

Question 14

The objective of this item was to use the expression *apply for a job* instead of *opt for a job*, *try a job* or *request a job*. All the members of the sample had correct answers showing understanding of the item.

Part III

Table 35. VERIFICATION TEST - FINAL VERSION - EXPERIMENTAL GROUP - PART III

	Alternative A	%	Alternative B	%	Alternative C	%	Alternative D	%
15	2	12	12	70	3	18		
16			15	88	2	12		
17	6	35			11	65		
18	15	88	1	6			1	6
19	13	76	3	18	1	6		
20	1	6			4	24	12	70

In this part of the exam, the students were given six incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 15

This question was answered correctly by a large portion of the sample (70 %). That portion of the sample understood "trainee," meaning a person who graduated from college and is learning to do a specific job. Almost a third of the sample (30 %) considered *beginner* (18 %) and *learner* (12 %) as the correct answer.

Question 16

A large portion of the sample (88 %) understood and used the word *abroad* in the context "...in another country." The use of other distracters caused confusion and led two individuals (12 %) to use *foreign*, showing the interference of a word in L1.

Question 17

A considerable part of the sample (65 %) used the word *raise* properly in the context of this sentence. The distracter "*augment*," closely linked to the meaning of the word in L1 appears to have caused confusion to the remaining 35 % of the sample members.

In question 18, the expression "***quit** a job because of stress*" was understood and used properly by a large portion of the sample (88 %). The individuals mistook this word combination and chose the wrong alternatives *he retired his job* (6 %) and *he abandoned his job* (6 %).

In question 19, around three quarters of the sample (76 %) answered correctly and understood the meaning of *take over* meaning take control of a business or a situation. The remaining part of the sample (24%) used *controlled* (18 %) and *managed* (6 %).

Question 20 was answered correctly by almost three quarters of the sample (70%). The rest of the sample (30 %) made wild guesses based on the context of the sentence: "*after breaking a record, the athlete was ready for a new ...*" In this case, the options "*competence*" (24 %) and "*demand*" (6 %) are not possible.

2. Verification Test - Final version - Control group

Part I

Table 36. VERIFICATION TEST - FINAL VERSION - CONTROL GROUP - PART I

	Correct		Incorrect		NA	
1	7	41	10	59		
2	5	29	12	71		
3	12	71	5	29		
4	4	23	12	71	1	6
5	5	29	11	65	1	6
6	7	41	10	59		
7	16	94	1	6		

In this section, the students were given seven sentences with a blank to be filled in with a word or expression. A box of alternatives without distracters was provided.

Question 1

In this item, the students were expected to complete the sentence using the word *involved* meaning *included*. A portion slightly higher than a third of the sample (41 %) answered this item appropriately. The

students who answered this question incorrectly (59 %) used *fired* (18 %) and *prized* (41 %).

Question 2

The students had to complete the sentence using the word *intern*. Almost one third of the sample (29 %) answered the item appropriately. The students made mistakes using the alternatives *staff* (41 %) and *student* (30 %).

Question 3

The students had to complete the sentence using the word *employees*. Above two thirds of the sample (71 %) answered the item appropriately. About a third of the sample (29 %) made mistakes and used the word *staff*.

Question 4

The students were expected to complete the sentence with the expression *job performance*. Almost a quarter of the sample (23 %) answered the item appropriately. The remaining portion (71 %) made incorrect wild guesses using full-time (29 %), staff (35 %) and unemployed (6 %). One student did not answer the question.

Question 5

The objective of this item was to use the expression *be fired for being lazy*. A portion slightly above one quarter of the sample (29 %) answered correctly. The wrong answers add up to 71 %; 42 % for *unemployed* and 29 % for *prized*. The intended distracter was the latter..

Question 6

The objective of this item was to use the expression *be unemployed*. A portion slightly above a third of the sample (41 %) answered this item correctly. The remaining students (59 %) used the word *fired* (24 %), *staff* (24 %) and *prized* (11 %), which do not apply to the context.

Question 7

The objective of this item was to use the expression *part-time job*. Almost all the sample members answered correctly (94 %). One student (6 %) gave a wrong answer. This means that it is a commonly used word which students frequently find.

Part II

Table 37. VERIFICATION TEST - FINAL VERSION - CONTROL GROUP - PART II

	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	I	%	J	%
8											3	18					14	82		
9					10	59							7	41						
10	6	35	2	12	2	12							4	23	2	12			1	6
11							4	23			2	12					1	6	10	59
12	1	6					8	47							5	29			3	18
13	3	18	14	82																
14	2	12			2	12	1	6	11	64					1	6				

In this section, the students were asked to substitute the underlined word/expression with one of the alternatives from a **box**. The meaning of the new sentence had to be the same as the meaning of the original sentence. The box contained three distracters.

Question 8

The item *be retired* was understood by a large portion of the sample members (82 %) letting us know that the members of this group had some knowledge of it. It had also appeared previously in the course. The wrong alternative used was *unemployed* (18 %). Which is not appropriate for the case.

Question 9

The objective of this item was to use the expression *training course*. The students had to choose *training* as the correct alternative. A number below half the sample (41 %) answered this item correctly. Probably those students were exposed to the word in different opportunities outside the class. The remaining 59 % gave wrong answers using *introduction*.

Question 10

The objective of this question was to use the expression *job prospects*; the students had to choose *prospects* as the correct alternative. A portion slightly above a third of the sample members (35 %) answered it correctly. The wrong answers, adding up to 65 %, were referred to the choice of *training* (23 %), *experience* (12 %), *introduction* (12 %), *demoted* (12 %) and *promoted* (6 %). None of them would be suitable in context and are regarded as wild guesses.

Question 11

The objective of this item was to use the expression *be promoted* in a context of *after years of hard work*. Almost two thirds of the sample (59 %) answered this question correctly. The remaining sample members (41 %) made mistakes using *in charge* (23 %), the intended distracter, *unemployed* (12%) and *retired* (6 %).

Question 12

The objective was to use the expression *be in charge of* in context. Almost half of the sample (47 %) answered the question correctly. The remaining portion (53 %) made mistakes and used the alternatives *demoted* (29 %), *promoted* (18 %) and *prospects* (6 %)

Question 13

The objective of this item was achieved by a considerable portion of the sample (82 %), It shows that the expression *have (enough) work experience*, was understood and properly used. The mistakes were related to the wrong use of the word *prospects* (18 %), which can be regarded as a wild guess.

Question 14

The objective of this item was to use the expression *apply for a job* instead of *opt for a job*, *try a job* or *request a job*. Almost two thirds of the sample (64 %) had correct answers showing understanding of the item. The remaining students (36 %) chose the wrong alternatives *prospects* (12 %), *introduction* (12 %), *in charge* (6 %) and *demoted* (6 %) which appear to be wild guesses.

Part III

Table 38. VERIFICATION TEST - FINAL VERSION - CONTROL GROUP - PART III

	Alternative A		Alternative B		Alternative C		Alternative D	
15	4	23	10	59	3	18		
16	2	12	13	76	2	12		
17	3	18	2	12	10	58	2	12
18	9	52	2	12	3	18	3	18
19	7	41	6	35	3	18	1	6
20	1	6	4	24	5	29	7	41

In this part of the exam, the students were given six incomplete sentences with four alternatives to choose from. The results of this section are explained below.

Question 15

This question was answered correctly by over half of the individuals (59 %). That portion of the sample understood "trainee," meaning a person who graduated from college and is learning to do a specific job. Almost a quarter of the sample (23 %) considered *learner* as the correct answer, and 18% did so with *BEGINNER*, which acted as distracters.

Question 16

Above three quarters of the sample (76 %) understood and used the word *abroad* in the context "...in another country." The use of other distracters caused confusion and showed that a considerable portion of the sample (12 %) used *foreign*, and *outside* (12 %) used outside showing in both cases the interference of a word in L1.

Question 17

A portion above half of the sample (58 %) used the word *raise* properly in the context of this sentence. The distracter "*augment*," closely linked to the meaning of the word in L1 appears to have caused confusion to an 18 % of the sample. The rest of the frequencies are evenly distributed with the alternatives *upturn* and *growth* (12 %).

In question 18, the expression "*quit* a job because of stress" was understood and used properly by over half of the sample (52 %). The individuals mistook this word combination and chose the wrong alternatives he *finished his job* (18 %), *he abandoned his job* (18 %) and *he retired his job* (12 %).

In question 19, a portion below half of the sample (41 %) answered correctly and understood the meaning of *take over* meaning take control of a business or a situation. One third of the sample (35 %) used the incorrect alternative *controlled*. The remaining portion used *managed* (18 %) and *handled* (6 %).

Question 20 was answered correctly by a number below half of the sample (41 %). The rest of the sample made wild guesses based on the context of the sentence: "*after breaking a record, the athlete was ready for a new ...*" In this case, the options "*competence*" (29 %), "*sensation*" (24 %) and "*demand*" (6 %) are not possible.

4.1.2. Training Phase

Eight worksheets were used during the training phase. They were administered to the students during class time. They were collected, graded and returned to the students for reference. It was made clear to the students that these grades would not affect their official grades since this was an experiment.

4.1.2.1. Worksheet 0

The results obtained after the application of this first training instrument are shown below. The average grade was low as expected. Only one student (5.9 %) obtained a high score (14-20). The majority of the students (82.35 %) needed between 16 and 20 minutes to solve the worksheet.

Table 39. WORKSHEET 0 - GENERAL DATA

Number of Students	17	
Average Grade	7.94	
Distribution of Grades		%
Low (0-6)	7	41.2
Mid (7-13)	9	52.9
High (14-20)	1	5.9
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	3	17.65
16-20	14	82.35
21-25	0	0

In this worksheet, the students had to give a synonym, a definition, or an explanation of the words given. As it can be seen in the following

chart, the vast majority of the students (65.3 %) preferred to answer the items of the worksheet in their L1 (Spanish), whereas only a small portion of them (11.17 %) did it in L2.

The average percentage of correct and incorrect answers is above a third of the sample for each side, with 37.65% of correct answers and 38.82% for the incorrect ones. A considerable portion of the sample chose not to answer the questions.

The words that were understood and easier to remember were *promoted* (100 % answers and 76.47 % correctness), *experience* (100 % answers and 64.71 % correctness), *part-time job* (94.12 % answers and 70.59 % correctness) and *retired* (94.12 % answers and 76.47 % correctness).

The words that were the hardest to understand and remember were *prospects* (94.12 %) and *applied for* (70.59 % wrong).

Table 40. WORKSHEET 0 - RESULTS

	English		Spanish		No Answer		Correct		Incorrect	
	Fa	%	Fa	%	Fa	%	Fa	%	Fa	%
1. (an) intern	5	29.41	9	52.94	3	17.65	6	35.29	8	47.06
2. experience	7	41.18	10	58.82	0	0	11	64.71	6	35.29
3. applied for	2	11.76	15	88.24	0	0	5	29.41	12	70.59
4. trainee	1	5.88	5	29.41	11	64.71	1	5.88	5	29.41
5. training	4	23.53	8	47.06	5	29.41	4	23.53	8	47.06
6. prospects	3	17.65	14	82.35	0	0	1	5.88	16	94.12
7. a raise	2	11.76	8	47.06	7	41.18	2	11.76	8	47.06
8. promoted	2	11.76	15	88.24	0	0	13	76.47	4	23.53
9. in charge of	2	11.76	9	52.94	6	35.29	7	41.18	4	23.53
10. under him	2	11.76	11	64.71	4	23.53	8	47.06	5	29.41
11. a new challenge	1	5.88	14	82.35	2	11.76	5	29.41	10	58.82
12. abroad	1	5.88	4	23.53	12	70.59	1	5.88	4	23.53
13. quit	2	11.76	11	64.71	4	23.53	5	29.41	8	47.06
14. involved	0	0	12	70.59	5	29.41	10	58.82	2	11.76
15. job performance	0	0	13	76.47	4	23.53	4	23.53	9	52.94
16. fired	0	0	11	64.71	6	35.29	5	29.41	6	35.29
17. unemployed	1	5.88	10	58.82	6	35.29	9	52.94	2	11.76
18. part-time job	1	5.88	15	88.24	1	5.88	12	70.59	4	23.53
19. took over	1	5.88	13	76.47	3	17.65	6	35.29	8	47.06
20. retired	1	5.88	15	88.24	1	5.88	13	76.47	3	17.65
Average	2	11.17	11	65.30	4	23.53	6	37.65	7	38.82

4.1.2.2. Worksheet 1

The results obtained after the application of this worksheet are shown below. The average grade was 16.12 (high) given to the fact that the students were allowed to solve the worksheet at home and were also allowed to use the wordlist and reading text given to them beforehand. Most students (76.5 %) scored high; only four (23.5 %) scored mid grades. The exercise was not timed.

Table 41. WORKSHEET 1 - GENERAL DATA

Number of Students	17	
Average Grade	16.12	
Distribution of Grades		%
Low (0-6)	0	0
Mid (7-13)	4	23.5
High (14-20)	13	76.5

The detail of the answers is given in this section

Table 42. WORKSHEET 1 - RESULTS

I. Write a <u>one-word synonym</u> for each of these words/phrases	Correct		Incorrect		No Answer	
	F	%	F	%	F	%
2. someone who does an unpaid job to gain experience = INTERN	14	82.35	3	17.65	0	0
3. out of work = UNEMPLOYED	15	88.24	2	11.76	0	0
4. left the company = QUIT	15	88.24	2	11.76	0	0
5. given a better position in the company = PROMOTED	15	88.24	2	11.76	0	0
6. future possibilities in a job = PROSPECTS	15	88.24	2	11.76	0	0
7. stopped working forever = RETIRED	15	88.24	2	11.76	0	0
8. workers in a company = STAFF	15	88.24	2	11.76	0	0
9. an increase in salary = RAISE	15	88.24	2	11.76	0	0
10. in a foreign country = ABROAD	15	88.24	2	11.76	0	0
Average	15	87.59	2.11	12.41	0	0
II. Find the logical answer on the right for each question on the left.	Correct		Incorrect		No Answer	
	F	%	F	%	F	%
1. Why did they fire him? - b. Because he was late for work every day.	16	94.12	1	5.88	0	0

2. Why did they promote him? - e. Because he was the best person in the department.	14	82.35	3	17.65	0	0
3. Why did he apply for the job? - d. Because he was out of work.	14	82.35	3	17.65	0	0
4. Why did he retire? - a. Because he was nearly 65.	15	88.24	2	11.76	0	0
5. Why did he resign? - c. Because he didn't like his boss.	16	94.12	1	5.88	0	0
Average	15	88.24	2	11.76	0	0
III. Complete these sentences with a logical word or phrase.	Correct		Incorrect		No Answer	
	F	%	F	%	F	%
2. She just started her first job and needs a lot of TRAINING.	13	76.47	4	23.53	0	0
3. I'm bored with my job. I need a new CHALLENGE.	15	88.24	2	11.76	0	0
4. She has more than a hundred workers under HER.	13	76.47	3	17.65	1	
5. I didn't know he was the new manager. When did he take OVER?	12	70.59	5	29.41	0	0
Average	13	77.94	3.5	20.59	0.25	0

IV. Complete this word-building table. Use a dictionary to help you.

	General Noun				Person Noun			
	Correct		Incorrect		Correct		Incorrect	
VERB	F	%	F	%	F	%	F	%
promote	11	64.71	6	35.29	5	29.41	12	70.59
employ	15	88.24	2	11.76	15	88.24	2	11.76
resign	12	70.59	5	29.41	10	58.82	7	41.18
Train	13	76.47	4	23.53	15	88.24	2	11.76
Average	13	75	4	25	11	66.18	6	33.82

This is the worksheet provided by the author of the book. In the first section, in which the students had to read a definition and write the word that suited such definition, it was clear, as expected, that the vast majority of the sample (87.59 %) provided correct answers. Despite this, some students had problems understanding the definition of *intern* (17.65 %), as well as *unemployed*, *quit*, *promoted*, *prospects*, *retired*, *staff*, *raise*, and *abroad* in an 11.76 % each of them.

In the second section, where the subjects had to read a question with *why* and a target word/expression and then match it to an answer

with *because*, the majority of the sample (88.24 %) gave correct answers. The students had problems providing reasons for the words *promote* and *apply for a job* (17.65 %), *retire* (11.76 %), as well as *resign*, and *fire* (5.88 %).

In the third section, which required the students to read a set of sentences and complete the blanks in them with a target word, a portion slightly above three quarters of the sample (77.94 %) gave correct answers. The problems at the moment to supply the answer for the gaps in the sentences correspond to *over* in the context of *take over* (29.41 %), training (23.53 %), *be under somebody* (17.65 %) explaining a working relation of line of command and *challenge* (11.76 %).

In the last section, section four, the students were given a verb which had to be transformed into a general noun and into a person noun. For both sections, it was clear that the results were lower than in the previous sections having an average grade of 75.00 % for the *general noun* and 66.18 % for the *person noun*. *Promote* was the most difficult word to derive receiving wrong answers in a 35.29 % for the general noun and 70.59 % for the person noun. *Resign* was also, but not as difficult as the previous item, receiving 29.41 % and 41.18 % of wrong answers for the *general* and *person noun* respectively. *Train* was more difficult to convert into a general noun (23.53 % of wrong answers) than into a person noun (11.76 %).

As mentioned above, despite the use of the materials given to the students to help them understand and use the words as well as the high grade of the worksheet, its average grade (16.12/20) could have been higher. This lets us see that the students were confused by some of the items, or their contexts, or probably got tired towards the end of the practice.

4.1.2.3. Word Families – Practice

The results obtained after the application of this training instrument are shown below. The average grade was low as expected, 6.77 out of 20 points. Only one student (5.8 %) obtained a high score (14-20), the rest of the sample members was divided in two identical groups which scored low (0-6) and mid grades (7-13) each. The majority of the students (64.71 %) used between 16 and 20 minutes to solve the worksheet.

Table 43. WORD FAMILIES - PRACTICE - GENERAL DATA

Number of Students	17	
Average Grade	6.77	
Distribution of Grades		%
Low (0-6)	8	47.1
Mid (7-13)	8	47.1
High (14-20)	1	5.8
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	2	11.76
16-20	12	70.59
21-25	3	17.65

The detail of the answers is given in this section.

Table 44. WORD FAMILIES - PRACTICE - RESULTS

	Correct		Incorrect		No Answer	
	Fa	%	Fa	%	Fa	%
1. intern	8	47.06	9	52.94	0	0
2. experience	5	29.41	12	70.59	0	0
3.a. apply	4	23.53	13	76.47	0	0
3.b. apply	5	29.41	12	70.59	0	0
4.a. train (Person noun)	2	11.76	15	88.24	0	0
4.b. train (General noun)	10	58.82	7	41.18	0	0
5. raise	6	35.29	11	64.71	0	0
6. promote	11	64.71	6	35.29	0	0
7. charge	8	47.06	9	52.94	0	0
8. prospect	1	5.88	16	94.12	0	0
9. challenge	1	5.88	16	94.12	0	0
10. broad	8	47.06	9	52.94	0	0
11. quit	3	17.65	14	82.35	0	0
12. involve	4	23.53	13	76.47	0	0
13. performance	6	35.29	11	64.71	0	0
14. employ	7	41.18	10	58.82	0	0
15. fire	5	29.41	12	70.59	0	0
16. time	2	11.76	14	82.35	1	5.88
17. retire	9	52.94	7	41.18	1	5.88
18. take	0	0	17	100	0	0
Average	5	30.88	12	68.53	0.1	0.59

In this part of the training stage, the students were given incomplete sentences with blanks to fill in. They also were given a word to derive in order to fill that gap. In general terms, the students had a low average of correct answers (30.88 %) being the derivation of *promote* the one with the highest score (64.71 %) followed by *train* as a general noun (*training*) (58.82 %) and *retire* (52.94 %).

The average of incorrect answers was very high (68.53 %) with problems in the derivation of the five following words: *prospect* and *challenge* (94.12 %), *train* (88.24 %) as well as *quit* and *time* (88.35 %).

At this point of the research, it is expected that the results will increase in the following stages.

4.1.2.4. Worksheet: Sentence writing 1

The results obtained after the application of this training instrument are shown below. The average grade started to increase at here and it was 9.94 out of 20 points. The grades obtained by about a half of the students (53 %) correspond to the middle level (7-13). The rest of the sample was divided in two equal groups of 23.5 %, low (0-6) and high (14-20) each. A single majority of the students (52.94 %) used between 16 and 20 minutes to solve the worksheet.

Table 45. WORKSHEET: SENTENCE WRITING 1 - GENERAL DATA

Number of Students	17	
Average Grade	9.94	
Distribution of Grades		%
Low (0-6)	4	23.5
Mid (7-13)	9	53.0
High (14-20)	4	23.5
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	4	23.53
16-20	4	23.53
21-25	9	52.94

The detail of the answers is given in this section.

Table 46. WORKSHEET: SENTENCE WRITING 1 - RESULTS

	Correct		Incorrect		No Answer	
	Fa	%	Fa	%	Fa	%
1. intern	9	52.94	8	47.06	0	0
2. experience	10	58.82	5	29.42	2	11.76
3.a. apply	7	41.18	4	23.53	6	35.29
3.b. apply	8	47.06	4	23.53	5	29.41
4.a. train (Person noun)	9	52.94	4	23.53	4	23.53
4.b. train (General noun)	7	41.18	7	41.18	3	17.64
5. raise	9	52.94	5	29.41	3	17.65
6. promote	8	47.06	7	41.18	2	11.76
7. charge	9	52.94	4	23.53	4	23.53
8. prospect	4	23.53	4	23.53	9	52.94
9. challenge	11	64.71	2	11.76	4	23.53
10. broad	5	29.41	7	41.18	5	29.41
11. quit	2	11.76	8	47.06	7	41.18
12. involve	2	11.76	8	47.06	7	41.18
13. performance	7	41.18	3	17.64	7	41.18
14. employ	5	29.41	8	47.06	4	23.53
15. fire	5	29.41	5	29.41	7	41.18
16. time	7	41.18	5	29.41	5	29.41
17. retire	7	41.18	5	29.41	5	29.41
18. take	9	52.94	3	17.65	5	29.41
Average	7	41.20	5	31.20	5	27.60

In this worksheet, the students were given the same 20 words used in *Worksheet 0*. The students had to write a sentence to illustrate the meaning of each word, the word *illustrate* was explained to the students as a sentence giving an example, a definition or an explanation of the words given.

The average percentage of correct and incorrect answers yields 41.20 % and 31.20% respectively. A considerable portion of the sample (27.60 %) chose not to answer the questions.

The words that were used appropriately in the creation of a sentence as required by the exercise were *challenge* in the context of *a new challenge* (64.71 %), *experience* (58.82 %), as well as *intern*, *training*, *a raise*, *in charge of*, and *retired* (52.94 %).

The words that were used incorrectly in the creation of a sentence as required by the exercise were *intern*, *quit*, *involved*, and *fired* (52.94 %). The word *intern* appears in both the correct and incorrect categories. This means that the word still causes confusion to the students and needs additional practice.

The words that have the highest frequencies in the "No Answer" category are *be under somebody* with the meaning of a relationship of authority (52.94 %) as well as *quit*, *involved*, *job performance*, and *unemployed* (41.18 %).

4.1.2.5. Word Derivation from Context – Practice

The results obtained after the application of this worksheet are shown below. The average grade was 4.35 (low). The exercise from the worksheet required a kind of information processing students were not accustomed to, it was a long exercise which probably tired them. Only two students (11.76 %) scored mid grades. The exercise was not timed, but it took over 30 minutes.

Table 47. WORD DERIVATION FROM CONTEXT – PRACTICE - GENERAL DATA

Number of Students	17	
Average Grade	4.35	
Distribution of Grades		%
Low (0-6)	15	88.24
Mid (7-13)	2	11.76
High (14-20)	0	0

The detail of the answers is given in this section.

Table 48. WORD DERIVATION FROM CONTEXT – PRACTICE - RESULTS

	Word Category						Guess Probable Meaning						Synonym/Connection					
	C		I		NA		C		I		NA		C		I		NA	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	6	35.29	6	35.29	5	29.42	5	29.41	2	11.77	10	58.82	6	35.29	8	47.06	3	17.65
2	1	5.88	12	70.59	4	23.53	1	5.88	5	29.41	11	64.71	3	17.65	11	64.70	3	17.65
3	11	64.71	2	11.76	4	23.53	6	35.29	0	0	11	64.71	10	58.82	4	23.53	3	17.65
4	7	41.18	4	23.53	6	35.29	1	5.88	3	17.65	13	76.47	2	11.76	7	41.18	8	47.06
5	8	47.06	5	29.41	4	23.53	0	0	4	23.53	13	76.47	5	29.41	7	41.18	5	29.41
6	8	47.06	3	17.65	6	35.29	2	11.76	4	23.53	11	64.71	7	41.18	4	23.53	6	35.29
7	4	23.53	3	17.65	10	58.82	0	0	5	29.41	12	70.59	0	0	5	29.41	12	70.59
8	9	52.94	2	11.77	6	35.29	5	29.41	0	0	12	70.59	4	23.53	5	29.41	8	47.06
9	6	35.29	2	11.77	9	52.94	0	0	4	23.53	13	76.47	1	5.89	6	35.29	10	58.82
10	7	41.18	4	23.53	6	35.29	1	5.89	6	35.29	10	58.82	4	23.53	9	52.94	4	23.53
11	2	11.77	6	35.29	9	52.94	0	0	7	41.18	10	58.82	1	5.89	6	35.29	10	58.82
12	5	29.42	6	35.29	6	35.29	0	0	8	47.06	9	52.94	3	17.65	5	29.41	9	52.94
13	4	23.53	3	17.65	10	58.82	3	17.65	4	23.53	10	58.82	1	5.88	4	23.53	12	70.59
14	3	17.65	9	52.94	5	29.41	0	0	7	41.18	10	58.82	4	23.53	6	35.29	7	41.18
15	2	11.76	4	23.53	11	64.71	0	0	5	29.41	12	70.59	2	11.77	5	29.41	10	58.82
16	4	23.53	5	29.41	8	47.06	2	11.76	3	17.65	12	70.59	3	17.65	6	35.29	8	47.06
17	9	52.94	3	17.65	5	29.41	3	17.65	2	11.76	12	70.59	5	29.41	7	41.18	5	29.41
18	7	41.18	4	23.53	6	35.29	2	11.76	3	17.65	12	70.59	4	23.53	6	35.29	7	41.18
19	6	35.29	2	11.77	9	52.94	4	23.53	1	5.88	12	70.59	4	23.53	3	17.65	10	58.82
X	6	33.74	4	26.32	7	39.94	2	10.84	4	22.60	11	66.56	4	21.37	6	35.29	7	43.34

In this worksheet, the students were given a sentence which contained a highlighted item and three blank lines in which they had to fill in information to help them understand the item. In the first blank, they had to find out the category of the word, noun, verb, adjective, etc. In the second line, they had to guess the probable meaning of the word. In the third line, the students had to find a synonym or a connection with the context in which they found the word; they also confirmed their guess from line two.

The students preferred not to answer the items of the worksheet. This is evident because the highest average frequency of each of the three groups, Word Category, Guess Probable Meaning, and Synonym/Connection, corresponds to "No Answer" in 39.94 %, 66.56 % and 43.34 % respectively. The results are negative because if the percentages corresponding to "Incorrect" and "No Answer" are added, the result found is 66.26 %, 89.16 % and 78.63 % for the groups mentioned above.

In each group, the items that received the highest correct frequencies are as follows:

- In the Word Category group, *unable* (64.71), *lead* (52.96) and *part-time* (52.94 %) are the top ones.
- In the Guess Probable Meaning group, *unable* (35.29 %) and *lead* (29.41 %) accumulate the highest frequencies.
- In the Synonym/Connection group, *unable* (58.82 %) and *wage* (41.18 %) received the highest frequencies.

Unable was associated with *be able to do something*, *lead* was associated with *leader*, *part-time* was a common background word and *wage* was described in a sentence that contained enough context to make it clearly understandable.

4.1.2.6. Worksheet 1 – Replace the words with synonyms

The results obtained after the application of this training instrument are shown below. The average grade increased considerably, 14.40 out of 20 points. A large portion of the sample (70.6 %) obtained high scores (14-20), the remaining part of the sample members scored mid grades (7-13). The majority of the students (76.47 %) used between 16 and 20 minutes to solve the worksheet.

Table 49. WORKSHEET 1 – REPLACE THE WORDS WITH SYNONYMS - GENERAL - DATA

Number of Students	17	
Average Grade	14.40	
Distribution of Grades		%
Low (0-6)	0	0
Mid (7-13)	5	29.4
High (14-20)	12	70.6
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	2	11.76
16-20	13	76.47
21-25	2	11.76

The detail of the answers is given in this section.

Table 50. WORKSHEET 1 – REPLACE THE WORDS WITH SYNONYMS - RESULTS

	Correct		Incorrect	
	Fa	%	Fa	%
1. intern	13	76.47	4	23.53
2. experience	13	76.47	4	23.53
3. applied for	7	41.18	10	58.82
4. trainee	11	64.71	6	35.29
5. training	8	47.06	9	52.94
6. prospects	11	64.71	6	35.29
7. raise	15	88.24	2	11.76
8. promotion	14	82.35	3	17.65
9. in charge	15	88.24	2	11.76
10. under	8	47.06	9	52.94
11. challenge	10	58.82	7	41.18
12. abroad	16	94.12	1	5.88
13. quit	7	41.18	9	52.94
14. involved	14	82.35	3	17.65
15. job performance	9	52.94	8	47.06
16. fire	12	70.59	5	29.41
17. unemployed	11	64.71	6	35.29
18. part-time	17	100	0	0
19. over	16	94.12	1	5.88
20. retired	17	100	0	0
Average	12	71.77	5	27.94

In this worksheet, the students were given four texts containing highlighted and underlined words or expressions. These words or expressions had to be substituted by the target words that were shown as alternatives in a box.

The average percentage of correct and incorrect answers adds to 71.77 % and 27.94 % respectively. All the items were answered.

The words that were substituted appropriately in the text were *retired* and *part-time* (100 %), *abroad* and *over* in the context of *take over* (94.12 %), as well as *in charge* and *a raise* (88.24 %).

The words that were substituted incorrectly in the text were applied for (58.82%), as well as *under* in the context of *under somebody's authority, quit* and *training* (52.94 %).

4.1.2.7. Worksheet 2 – Fill in the gaps with Target words from the box

The results obtained after the application of this training instrument are shown below. The average grade increased slightly compared to the previous one, 14.88 out of 20 points. A large portion of the sample (70.6 %) obtained high scores (14-20), the remaining part of the sample members scored mid grades (7-13). Most of the students (88.24 %) used between 16 and 20 minutes to solve the worksheet.

Table 51. WORKSHEET 2 – FILL IN THE GAPS WITH TARGET WORDS FROM THE BOX - GENERAL - DATA

Number of Students	17	
Average Grade	14.88	
Distribution of Grades		%
Low (0-6)	0	0
Mid (7-13)	5	29.4
High (14-20)	12	70.6
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	1	5.88
16-20	15	88.24
21-25	1	5.88

The detail of the answers is given in this section.

Table 52. WORKSHEET 2 – FILL IN THE GAPS WITH TARGET WORDS FROM THE BOX -
RESULT

	Correct		Incorrect		No Answer	
	Fa	%	Fa	%	Fa	%
1. intern	6	35.29	11	64.71	0	0
2. experience	16	94.12	1	5.88	0	0
3. apply	17	100	0	0	0	0
4. trainee	8	47.06	9	52.94	0	0
5. training	10	58.82	7	41.18	0	0
6. prospects	12	70.59	3	17.65	2	11.76
7. raise	16	94.12	1	5.88	0	0
8. was promoted	17	100	0	0	0	0
9. in charge	10	58.82	7	41.18	0	0
10. under	12	70.59	5	29.41	0	0
11. challenge	11	64.71	6	35.29	1	5.88
12. abroad	17	100	0	0	0	0
13. quit	17	100	0	0	0	0
14. involved	17	100	0	0	0	0
15. job performance	14	82.35	3	17.65	0	0
16. fired	13	76.47	4	23.53	0	0
17. unemployed	15	88.24	2	11.76	0	0
18. part-time	11	64.71	6	35.29	0	0
19. over	6	35.29	11	64.71	0	0
20. retired	12	70.59	5	29.41	0	0
Average	13	75.59	4	23.82	0	0.88

s

In this worksheet, the students were given six texts containing blank spaces and the target words in a box so that the students could complete the text.

The average percentage of correct and incorrect answers adds to 75.59 % and 23.82 % respectively. Some students did not answer some items, but the numbers are not relevant.

The words that were used appropriately to complete the text and that accumulate the highest figures were *apply*, *abroad*, *quit*, *involved*, and *be promoted* (100 %), as well as *experience* and *a raise* (94.12 %).

The words that were substituted incorrectly in the text and that accumulate the highest figures were *intern* and *over* in the context of *get over* (64.71%), as well as *trainee* (52.94 %).

4.1.2.8. Worksheet: Sentence Writing 2

The results obtained after the application of this training instrument are shown below. The average grade increased considerably if compared with Sentence Writing 1, 15.53 out of 20 points. The grades obtained by over three quarters of the sample (76.5 %) correspond to the high level (14-20), the remaining percentages correspond to the mid level (17.6 %) and low level (5.9 %). Almost all the students (94.12 %) used between 16 and 25 minutes to solve the worksheet.

Table 53. WORKSHEET: SENTENCE WRITING 2 - GENERAL DATA

Number of Students	17	
Average Grade	15.53	
Distribution of Grades		%
Low (0-6)	1	5.9
Mid (7-13)	3	17.6
High (14-20)	13	76.5
Time (Minutes)		%
1-5	0	0
6-10	0	0
11-15	2	11.76
16-20	5	29.41
21-25	10	58.82

The detail of the answers is given in this section.

Table 54. WORKSHEET: SENTENCE WRITING 2 - RESULTS

	Correct		Incorrect		No Answer	
	Fa	%	Fa	%	Fa	%
1. (an) intern	13	76.47	3	17.65	1	5.88
2. experience	15	88.24	2	11.76	0	0
3. applied for	14	82.35	3	17.65	0	0
4. trainee	12	70.59	5	29.41	0	0
5. training	14	82.35	3	17.65	0	0
6. prospects	11	64.71	6	35.29	0	0
7. a raise	13	76.47	4	23.53	0	0
8. promoted	15	88.24	2	11.76	0	0
9. in charge of	16	94.12	1	5.88	0	0
10. under him	11	64.71	3	17.65	3	17.65
11. a new challenge	15	88.24	2	11.76	0	0
12. abroad	15	88.24	2	11.76	0	0
13. quit	10	58.82	6	35.29	1	5.88
14. involved	12	70.59	3	17.65	2	11.76
15. job performance	12	70.59	5	29.41	0	0
16. fired	15	88.24	2	11.76	0	0
17. unemployed	14	82.35	3	17.65	0	0
18. part-time job	15	88.24	2	11.76	0	0
19. took over	13	76.47	3	17.65	1	5.88
20. retired	11	64.71	6	35.29	0	0
Average	14	78.24	3	19.41	0	2.35

This was the last worksheet of the study. The students were given the same 20 words used in *Worksheet 0* and *Sentence Writing 1*. The students had to write an original sentence to illustrate the meaning of each word. They were discouraged from copying the examples from their handouts. Derivations of the words given were also accepted.

The average percentage of correct and incorrect answers yields 78.24 % and 19.41 % respectively. Some students did not answer some items, but the numbers were not relevant.

The words that were used appropriately in the creation of the sentences as required by the exercise and that accumulated the highest frequencies were *in charge of* (94.12 %) as well as *experience*, *promoted*,

challenge in the context of "*a new challenge*," *abroad*, *fired*, and *part-time job* (88.24 %).

The words that were used incorrectly in the creation of a sentence as required by the exercise and that accumulated the highest frequencies were *prospects*, *quit*, and *retired* (35.29 %) as well as *trainee* (29.41 %).

The words that have the highest frequencies in the "No Answer" category are *be under somebody* with the meaning of a relationship of authority (52.94 %) as well as *involved* (11.76 %), and finally *intern*, *quit*, and *took over* (5.88 %).

4.1.2.9. Worksheet with a similar format

There are two groups of worksheets created for this research aimed at comparing the progress in using the target words to write sentences and using the appropriate words to complete a text with blank spaces. Such comparisons are shown below.

4.1.2.9.1. Sentence Writing 1 and 2

It is clear that the students were able to use the target words better in the second time they were required to. The average grade increased from 9.94 to 15.53 points out of 20; the grade increased 5.59 points which represents an increase of 28 %.

The distribution of grades also shows improvement. The grades in the "low" section decreased from 23.5 % to 5.9 %. The grades in the "mid" section decreased from 53 % to 17.6 %. The grades in the "high" section increased from 23.5 % to 76.5 %.

It is also clear that with the second worksheet, the students required more time to solve the worksheet, approximately five more minutes than with the first one.

Table 55.SENTENCE WRITING 1 AND 2 - GENERAL DATA

	Sentence Writing 1	Sentence Writing 2
Number of Students	17	17
Average Grade	9.94	15.53

Distribution of Grades		%		%
Low (0-6)	4	23.5	1	5.9
Mid (7-13)	9	53.0	3	17.6
High (14-20)	4	23.5	13	76.5

Time (Minutes)		%		%
1-5	0	0	0	0
6-10	0	0	0	0
11-15	4	23.53	2	11.76
16-20	4	23.53	5	29.41
21-25	9	52.94	10	58.82

The detail of the answers is given in this section. Only the percentages are shown.

Table 56. SENTENCE WRITING 1 AND 2 - RESULTS

	Correct		Incorrect		No Answer	
	SW1	SW2	SW1	SW2	SW1	SW2
1. intern	52.94	76.47	47.06	17.65	0	5.88
2. experience	58.82	88.24	29.42	11.76	11.76	0
3. applied for	41.18	82.35	23.53	17.65	35.29	0
4. trainee	47.06	70.59	23.53	29.41	29.41	0
5. training	52.94	82.35	23.53	17.65	23.53	0
6. prospects	41.18	64.71	41.18	35.29	17.64	0
7. raise	52.94	76.47	29.41	23.53	17.65	0
8. promotion	47.06	88.24	41.18	11.76	11.76	0
9. in charge	52.94	94.12	23.53	5.88	23.53	0
10. under	23.53	64.71	23.53	17.65	52.94	17.65
11. chalenge	64.71	88.24	11.76	11.76	23.53	0
12. abroad	29.41	88.24	41.18	11.76	29.41	0
13. quit	11.76	58.82	47.06	35.29	41.18	5.88

14. involved	11.76	70.59	47.06	17.65	41.18	11.76
15. job performance	41.18	70.59	17.64	29.41	41.18	0
16. fire	29.41	88.24	47.06	11.76	23.53	0
17. unemployed	29.41	82.35	29.41	17.65	41.18	0
18. part-time	41.18	88.24	29.41	11.76	29.41	0
19. over	41.18	76.47	29.41	17.65	29.41	5.88
20. retired	52.94	64.71	17.65	35.29	29.41	0
Average	41.20	78.24	31.20	19.41	27.60	2.35

It is clear that students improved their use of most of the target items; the percentage of correct answers increased, the percentage of incorrect answers decreased as well as the percentages of the unanswered ones.

The percentage of incorrect increased in three items, *trainee* (+5.88 %), *job performance* (+11.77 %) and *retired* (+17.64 %).

Also, the percentage of unanswered items increased in two cases, *intern* (+5.88 %) and *under somebody's authority* (+35.29 %).

4.1.2.9.2. Target Words: Replace the Words with Synonyms and Fill in the gaps with words from the box.

By the time the students took the first worksheet of this group, they had already been exposed to the target vocabulary at least six times. Then the students were able to use the target words properly and the average grade was high (14.40 out of 20 points). The results of the second worksheet of the group improved slightly, only 0.48 points, which represents an increase of 2.4 %.

The distribution of grades was the same in both worksheets of the group.

There was no significant time variation to solve both worksheets.

Table 57.TARGET WORDS - GENERAL DATA

	Replace the Words with Synonyms		Fill in the gaps with words from the box	
Number of Students	17		17	
Average Grade	14.40		14.88	
Distribution of Grades		%		%
Low (0-6)	0	0	0	0
Mid (7-13)	5	29.4	5	29.4
High (14-20)	12	70.6	12	70.6
Time (Minutes)		%		%
1-5	0	0	0	0
6-10	0	0	0	0
11-15	2	11.76	1	5.88
16-20	13	76.47	15	88.24
21-25	2	11.76	1	5.88

The detail of the answers is given in this section. Only the percentages are shown.

Table 58.TARGET WORDS - RESULTS

	Correct		Incorrect		No Answer	
	RWS	FIG	RWS	FIG	RWS	FIG
1. intern	76.47	35.29	23.53	64.71	0	0
2. experience	76.47	94.12	23.53	5.88	0	0
3. applied for	41.18	100	58.82	0	0	0
4. trainee	64.71	47.06	35.29	52.94	0	0
5. training	47.06	58.82	52.94	41.18	0	0
6. prospects	64.71	70.59	35.29	17.65	0	11.76
7. raise	88.24	94.12	11.76	5.88	0	0
8. promotion	82.35	100	17.65	0	0	0
9. in charge	88.24	58.82	11.76	41.18	0	0
10. under	47.06	70.59	52.94	29.41	0	0
11. chalenge	58.82	64.71	41.18	35.29	0	5.88
12. abroad	94.12	100	5.88	0	0	0
13. quit	41.18	100	52.94	0	0	0
14. involved	82.35	100	17.65	0	0	0
15. job performance	52.94	82.35	47.06	17.65	0	0
16. fire	70.59	76.47	29.41	23.53	0	0
17. unemployed	64.71	88.24	35.29	11.76	0	0

18. part-time	100	64.71	0	35.29	0	0
19. over	94.12	35.29	5.88	64.71	0	0
20. retired	100	70.59	0	29.41	0	0
Average	71.77	75.59	27.94	23.82	0	0.88

It is clear that the percentage of correct answers obtained by the students improved slightly (+2.4 %). Also, the percentage of incorrect answers decreased slightly. The percentage of unanswered items increased slightly as well.

It was observed that in this worksheet, the percentage of correct results of six words decreased. The six words that gave students problem at the moment of solving this worksheet are *trainee* (from 64.17 % to 47.06 %; -17.65 %), *in charge* (from 88.24 % to 58.82 %; -29.42 %), *part-time* (from 100 % to 64.71 %; -35.29 %), *over* in the context of *take over* (from 94.12 % to 35.29 %; -58.83 %), and *retired* (from 100% to 70.59 %; -29.41 %).

Also, the percentage of unanswered items increased in two cases, *prospects* (11.76 %) and *a new challenge* (+5.88 %).

4.2. Findings and Comments

4.2.1. About the Student Survey

1. The data found in the survey and entrance test results of the experimental group reflected that the students were not well aware of the use of strategies to learn vocabulary. As expected, it was necessary to train the students on strategies to help them learn vocabulary.
2. It was found that students did know that having extensive vocabulary would help them understand and communicate ideas in L2. However, a considerable group still gave more importance to grammar.
3. Despite the fact that some students use dictionaries to find the meanings of new vocabulary items, there is still a need to teach them

how to use a dictionary effectively. This includes, the use of abbreviations, symbols, order of appearance of meanings, etc.

4. The students need to use (or refine their use of) techniques that would enable them to learn and practice vocabulary in class and independently: organization using meanings, definitions, examples, pictures, associations, storage of items in cards, lists, etc.
5. It was found that the students need to develop the habit to practice the new vocabulary items used in class. This leads us to focus the need of providing them with meaningful practice of the new items in different real-life contexts.
6. It was also found that the students were not really interested in learning new vocabulary items nor the strategies that would help them learn vocabulary independently. It can be assumed that vocabulary is taken for granted, or that it can be learned just by being in contact with English during class time. This leads us to the conclusion that there is still need to create awareness towards the need to practice the new vocabulary items they find in class and in independent study situations.
7. Exposure to the language as well as directed practice of the target language are the key to learning new vocabulary items, structure, phonetic patterns, culture, etc. It can be inferred that low grades or the failure in the achievement of the objectives of a language program are due to the lack of practice students are subject to.
8. All the students, including the ones who show disinterest, confirmed the fact that having a large vocabulary will help them understand, use and communicate in L2.

4.2.2. About the Students Journals

As it can be seen in the reflections students wrote in their journals and in their self-assessment forms, as the experiment progressed, the students became more aware of the different strategies available to improve their learning of vocabulary. Given the fact that learning takes place anywhere, the students also realized the importance of learning to learn

independently. Students discovered (or rediscovered) some of the tools they can use in order to become successful in improving their vocabulary.

4.2.3. About the Training Phase

In general terms, the average grades of the exercises given to the students during the training phase range from 4.35 to 15.53 with a total average of 11.24 out of 20 points. Graph 1 shows the progress of the students during the training phase, it also shows the average grade of each exercise and their rising tendency.

It is also clear that the grades of half of the exercises are below the passing score (11 points out of 20) and the other half is above it. Graph 1 shows the grades the students got during the training phase.



Graphic 1. Progress During Training Phase: The graphic shows the evolution of the average grades during the training phase.

We will explain the reasons of the grades behavior in the following lines:

- *Worksheet 0* was the first worksheet given to the students just after the reading exercise. Students had to write the meanings, a translation or an explanation of the target words selected for this study. Being the first approach students had to most of the words displayed caused confusion due to their lack of vocabulary.

- *Word Families - Practice* used the target words, but in this case derivation, not memorization was required. Since this exercise required additional mental processing, and considering that this was the third time students were exposed to the target items, it was expected that the students would score low.
- *Worksheet: Sentence Writing* required the students to provide an original example or explanation using the target words. Again, memorization was necessary; however, language manipulation and the use of additional "background" vocabulary was more important to have at hand.
- *Word Derivation from Context - Practice* did not focus on the target items (actually only two of the target items were included in the worksheet). The intention of this worksheet was to help students practice the mechanism used in order to understand a word from context: understand the word category, associate the new item with an item from our vocabulary background or find a connection of what is being read and the real word and finally guess the meaning of the unknown/new item. The students tried to solve the exercise quickly and did not give it the importance it required. Also, their background vocabulary proved to be insufficient to cope with successfully the new items.

The four worksheets that have passing grades are the following:

- *Worksheet 1* was done using the reading text and the word list. Students were able to check the two reference documents while solving it as a way to reinforce their exposure to the target items.
- *Worksheet 1 - Replace the Words with Synonyms* required the students to substitute twenty underlined words expressions which similar alternatives from a box. The students had been exposed to the target words four times previously. They had also been required to manipulate the target words, so they were expected to have a good performance with this worksheet.
- *Worksheet 2 - Fill in the gaps with target words from the box* contained twenty alternatives the students had to place in the corresponding blanks. Since the students had been exposed to the target words five times, and this worksheet only required the

association of the word with its context, the results yielded were positive.

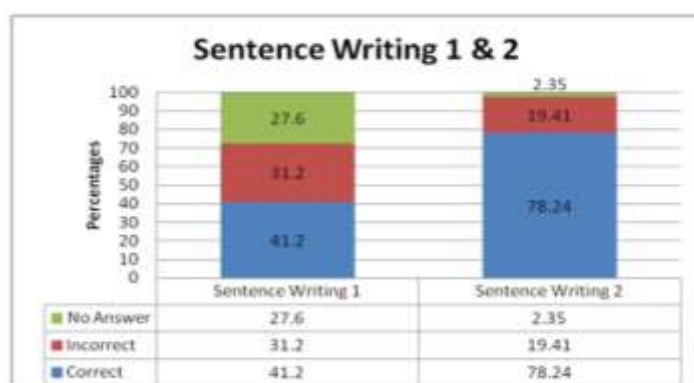
- *Worksheet - Sentence Writing 2* required the students to write an original sentence with each target word. This time the result was better because the students had had the opportunity to write similar sentences previously.

4.2.3.1. About the worksheets with a similar format

4.2.3.1.1. Sentence Writing 1 and 2

The students had to write original sentences using the twenty target items in both worksheets. There was vocabulary practice and time between the application of these two worksheets. The comparative graph below shows that the number of correct items improved in a 37.04 %, the quantity of wrong answers decreases in 11.79 % and the unanswered items decreased in 25.25 %.

The results obtained let us see that the practice given to the students helped them improve their vocabulary. Also, the time space between the application of the worksheets gave students time to reflect on the materials used; the exposure to the format, helped them be prepared for the following time they would use such format.

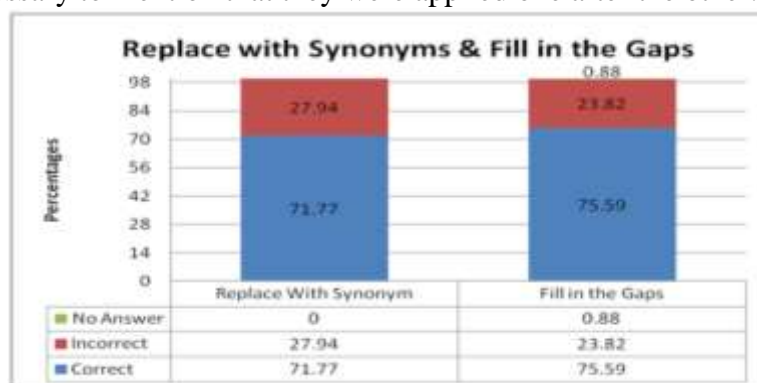


Graphic 2. Sentence Writing 1 & 2: The graphic shows the improvement of the students's sentence writing towards the end of the study.

4.2.3.1.2. Replace the Words with Synonyms and Fill in the gaps with words from the box

The students had to look at a text, find the underlined words or expressions and find an equivalent word or expression in the box of alternatives in the first worksheet. For the second worksheet, they had to read a text with blank spaces and choose the appropriate word from the box of alternatives. Both exercises were administered close to the end of the study.

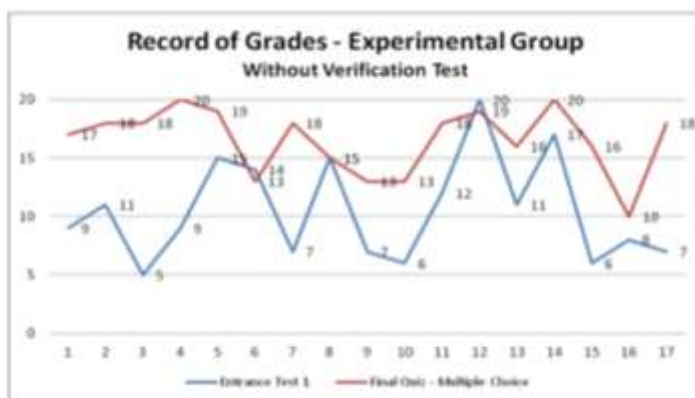
Considering the time of the study when these two worksheets were applied, the positive results obtained were expected, and so was the little improvement found from the first to the second: correct answers +3.83%, wrong answers -4.12 %, an insignificant amount of unanswered items. It is necessary to mention that they were applied one after the other.



Graphic 3. Replace with Synonyms & Fill in the Gaps: The graphic shows the results obtained in the use of the target words towards the end of the study.

4.2.4. About the Tests Administered

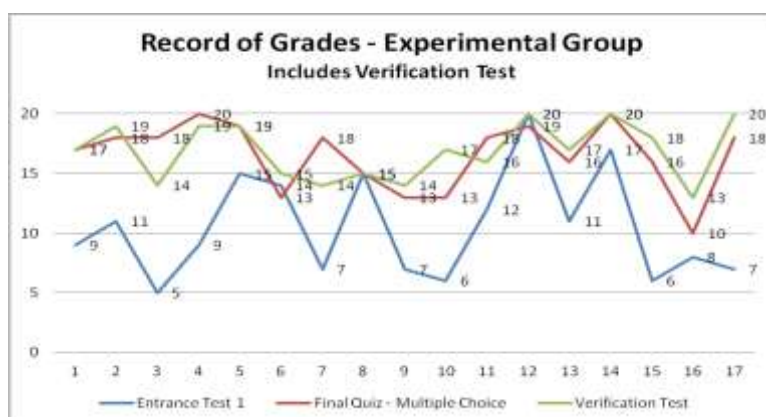
The study considered an entrance test and a final test. In general terms, the grades of the experimental group improved 6 points on average, from 10.5 in the entrance test to 16.5 points in the final test. This improvement was due to the use of vocabulary learning strategies as well as the exposure to the target items through frequent practice using different worksheet formats.



Graphic 4. Record of Grades - Experimental Group (without verification test): The grades obtained at the beginning of the experiment (Entrance Test) and after exposure to the target vocabulary, practice and use of vocabulary learning strategies (Final Test) show improvement.

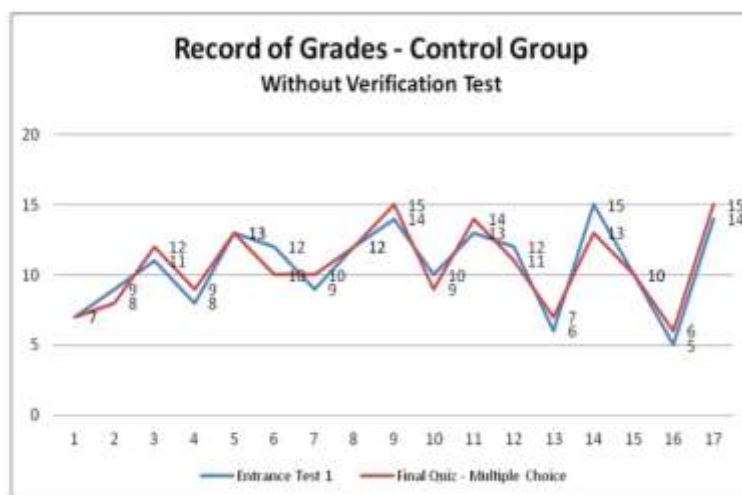
After a week of the final exam, the verification exam was applied. The average grade of the verification exam was 16.9 out of 20 points, a slightly higher grade than the one obtained at the final test (16.5 out of 20 points). The grade improved in a 2.5 %.

As expected, practice and exposure to the target items as well as the training of the students in vocabulary learning strategies caused these positive results. The graders of the verification test let us see that there was retention of the items a week after the end of the training phase, when all practice had ceased.



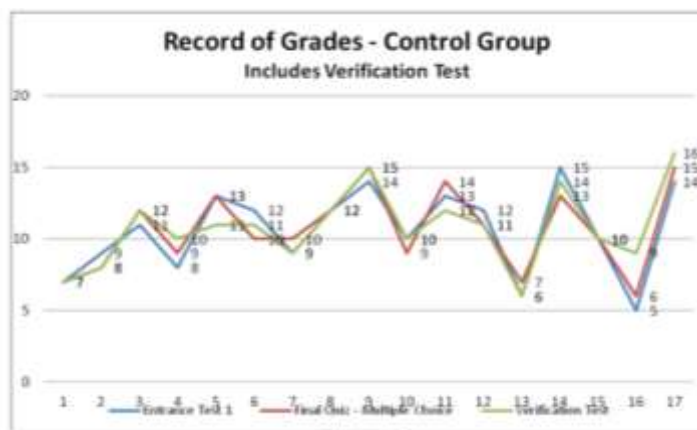
Graphic 5. Record of Grades - Experimental Group (with Verification Test): One week after the Final Test, the Verification Test was applied. It yielded a slightly improved average grade (16.9) than the one obtained in the Final Test (16.5).

As opposed to the results obtained by the Experimental group, the grades obtained at the beginning of the experiment (Entrance Test) and at the end of it (Final Test) do not differ, being their average identical (10.6 out of 20 points). As expected, improvement is not evident because there was no teacher intervention (training in vocabulary learning strategies), nor exposure to the target items including their practice.



Graphic 6.Record of Grades - Control Group (without Verification Test): The grades of the entrance and final test do not differ. Students were not exposed to the target items nor were trained on vocabulary learning strategies.

One week after the Final Test, the Verification Test was applied. As expected, it yielded a similar mean grade (10.8) as the one obtained in the Final Test (10.6). The mean grade of the Verification Test improved in a 1%. The control group was did not receive practice on the target words nor training in vocabulary learning strategies, thus the results obtained were expected.



Graphic 7. Record of Grades - Control Group with Verification Test: The results of the three exams did not show meaningful improvement due to the lack of training on vocabulary learning strategies and exposure to the target items.

CHAPTER 5

DISCUSSION OF RESULTS

As we can see from the theory, the use of learning strategies in general provides students with an important tool that lets them be responsible of their own learning process. Teachers should try to be familiar with topics related to learning strategies in order to raise students' awareness towards these strategies, thus helping them be more autonomous.

Practice is also crucial in the learning process since it prepares the student to use whatever is being learned in different contexts. Because of this, additional practice (meaningful and directed practice) should be given to the students during the learning process.

When we planned this study, we considered the two previous ideas and put them into practice. The two stages of the study, Testing Phase and Training Phase) yielded data that will be discussed in the following lines.

The survey lets us know that the students needed to raise their awareness in the use of vocabulary learning strategies in order to increase their vocabulary. Associated to this was the fact that they understood the fact that it was possible to understand a word from its context; however, they were not aware that their background language was low and would lead them to misunderstandings while guessing from context. It was also evident that students considered their textbooks and their teachers as their main source of vocabulary, not being sure about how to use a dictionary

appropriately and effectively. It was found that the students required to develop learning independence through the use of learning strategies and individual practice if the new vocabulary.

In terms of motivation, it was found that the students had lack of interest in learning new vocabulary and vocabulary learning strategies. Some students were in their comfort zone with the vocabulary input from their books. It was necessary to make them see how important vocabulary is. It is necessary to mention that despite their understanding that vocabulary is necessary for understanding a language and communicating ideas, they still consider that grammar is essential for these matters, and as a result, they pay more attention to it.

It was also found that students need additional practice of the target language in general. It can be inferred that low grades or the failure in the achievement of the objectives of a language program result from the little practice students are given. It is necessary to mention that in many cases, the only practice students receive is the one that accompanies the textbook; students need to get meaningful practice in order to internalize what they are studying.

The Entrance Test, Final Test and Verification Test let us see that exposure to the target vocabulary items in terms of practice as well as training in vocabulary learning strategies led to an increase in the retention of the new vocabulary items. It is also evident that the members of the Control Group did not increase their grades in the Final or Verification Test.

The increase in the results, which involves better retention, use of the vocabulary items as well as manipulation of the words, was evident during the training phase. As explained in the previous chapter, despite the low and high grades the training exercises yielded, an increase in the students' performance was evident. Please refer to 4.3.2.

The data referred to in the previous paragraphs can be found in the following chart.

Table 59. GRADE RECORDING FORM: THE GRADES OF THE MEMBERS OF THE EXPERIMENTAL GROUP INCREASED AFTER THE EXPOSURE TO THE LANGUAGE (THROUGH ADDITIONAL PRACTICE) AND THE TRAINING OF THE STUDENTS IN VOCABULARY LEARNING STRATEGIES.

Grade Recording Form				
Experimental Group				
		Entrance Test 1	Final Quiz - Multiple Choice	Verification Test
1	Student 1	9	17	17
2	Student 2	11	18	19
3	Student 3	5	18	14
4	Student 4	9	20	19
5	Student 5	15	19	19
6	Student 6	14	13	15
7	Student 7	7	18	14
8	Student 8	15	15	15
9	Student 9	7	13	14
10	Student 10	6	13	17
11	Student 11	12	18	16
12	Student 12	20	19	20
13	Student 13	11	16	17
14	Student 14	17	20	20
15	Student 15	6	16	18
16	Student 16	8	10	13
17	Student 17	7	18	20
	X	10.5	16.5	16.9

Control Group				
		Entrance Test 1	Final Quiz - Multiple Choice	Verification Test
1	Student 1-C	7	7	7
2	Student 2-C	9	8	8
3	Student 3-C	11	12	12
4	Student 4-C	8	9	10
5	Student 5-C	13	13	11
6	Student 6-C	12	10	11
7	Student 7-C	9	10	9
8	Student 8-C	12	12	12
9	Student 9-C	14	15	15
10	Student 10-C	10	9	10
11	Student 11-C	13	14	12
12	Student 12-C	12	11	11
13	Student 13-C	6	7	6
14	Student 14-C	15	13	14
15	Student 15-C	10	10	10
16	Student 16-C	5	6	9
17	Student 17-C	14	15	16
	X	10.6	10.7	10.8

To sum up, the results obtained verify the hypothesis as well as the achievement of the objectives planned for this research project. The grades obtained by the students in the Experimental Group let us see that after the exposure to the target items through intensive practice and their training in vocabulary learning strategies there was increased retention and learning of such items.

CONCLUSIONS

At the beginning of the study, it was clear that the students lacked vocabulary learning strategies and background language to understand new vocabulary items from the context. If this idea were generalized, we would be able to say that our students need training on vocabulary learning strategies. They also need to improve their vocabulary so as to let them infer new vocabulary from context reducing the risk of misunderstandings. The students also needed additional exposure to the target words. This exposure to the target words was given in the form of practice worksheets.

After the completion of study, it was found that exposure, practice, and manipulation of vocabulary items allow the new vocabulary to be stored, retrieved and available when needed. What is more, it proved that it is possible to provide meaningful exposure, practice, and manipulation of the vocabulary a teacher wishes to equip his/her students with during regular class time as done during the project.

The results showed a considerable increase in the number of words remembered after the training phase. The verification test let us see that the retention of the vocabulary items was similar to the one in the Final Test. It is necessary to consider that the Verification test was applied one week after all training and evaluative activities had ended.

It is evident that once the vocabulary learning strategies have been taught, the teaching and practice of new vocabulary is faster and allows the teacher to work with a larger number of word sets during the term.

Depending on the time available, the difficulty of the words, the materials prepared, and the students' interests, as well as length of the materials, between one and three vocabulary units can be used in a typical 18-day "cycle" at the host institution.

The study backs the assumption that students need formal training in vocabulary learning strategies such as word derivation, association of meaning and matter, memory techniques, ways to store newly learned words, among others in order to improve their vocabulary. It is clear that a considerable number of students do not give learning strategies the importance they should be given. The study provided the members of the experimental group with these strategies and yielded a positive outcome.

The study also proved that students had shallow knowledge of vocabulary learning strategies. It was necessary to correct the false assumptions and guide students towards the appropriate learning strategies that will enable them be independent and successful learners. Students were able to realize the importance of becoming autonomous learners and stop being teacher-dependent. It is impossible to change a dependent person into independent in four weeks, however, the first steps toward such independence were taken.

From a practical point of view, this study has let us see that it is possible to present new vocabulary to the students throughout the complete structure of the program of studies in order to help them improve their vocabulary. Applying what was learned during this project, it will be possible to expose the students to selected target vocabulary, provide them with intensive practice and periodical recycling so that the new learning can be consolidated and easily accessible whenever necessary. This represents additional work for the teacher, but its results are favorable for the students.

Once the target words have been learned, periodical reviewing will be necessary in order to help students remember the newly learned items and the previously learned ones. This will help them have all the learned items at hand enabling a faster storage-retrieval process.

As seen during the study, it is necessary to train the students on vocabulary learning strategies as well as language learning strategies during the first stages of L2 learning. Once this is done, the teacher can

provide students with selected vocabulary units to help the students acquire additional words and expressions.

From an institutionalized point of view, a plan for vocabulary improvement can be designed and developed during the whole length of the study program. The implementation of an institutional plan of vocabulary improvement is crucial because it will guide the development of the actions to be developed during the length of the study program regarding vocabulary. This plan will cover vocabulary/learning strategies, presentations, selected vocabulary units, worksheets, progress quizzes, review units/worksheets, etc. If this program is developed by an institution, the desired vocabulary can become part of the curriculum.

Another fact that can be concluded from the study is that similar programs can be implemented in class according to the needs of the students. For instance, listening, writing for academic purposes, presentation skills, among others can be included as complements to the regular curriculum bringing it beyond the textbook creating a more enriching experience for the students.

It is evident that living in an ELF context, all additional practice of the FL is more than welcome, for this reason, let us insist on the fact that institutional participation via preparation and implementation of improvement plans is necessary in order to boost the level of students' skills in different areas. This could be regarded as a complementary cross curricular content which would benefit the students. Of course, these plans represent a plus for the student and need careful budgetary planning.

Raising the students' vocabulary level is possible through intensive practice and the teaching of vocabulary learning strategies. This study proved its feasibility and effectiveness.

RECOMMENDATIONS

This study has let us see that it is possible to work on teacher-led or institutional improvement plans for students' language skills. This project covered vocabulary only; however, it would be a good idea to design a longer one (4-5 months) in which strategies for all the skills (listening, speaking, reading, writing and vocabulary) can be taught and practised.

This study has also let us see that time constraints are the most difficult to cope with: there were regular materials to teach, plus the surveys, tests and practice established for the project. Despite this issue, it is possible to teach additional vocabulary sets to the students in regular class time.

About the replicability of the project, it would be a good idea to perform this same study in different language centers in the city and region in order to compare the results and generalize conclusions.

On the side of the teacher, it would also be necessary to develop teacher's awareness in the importance of student's autonomy. We propose a study in which we choose two groups of teachers who have the same knowledge base and who are at the same level of knowledge and teaching. Then, one group of teachers would get additional training in teaching learning strategies. That group of teachers would be required to teach their students such learning strategies. The results of both groups of students could be compared.

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APPENDIX 1 - Student Survey

SURVEY

I. SAMPLE INFORMATION

1. NAME:
2. SEX: Male Female
3. AGE:
4. OCCUPATION:
5. GENERAL STUDIES:
 - 5.1 I study in high school.
 - 5.2 I have finished high school.
 - 5.3 I study in a vocational college / language center.
 - 5.4 I study in college / university.
 - 5.5 I have finished college / vocational college.

6. ENGLISH STUDIES

- 6.1 I have studied English at this institute for months now.
- 6.2 I study English in a different institution as well. (Name of institution:)
- 6.3 I study (or I studied) English at school. Yes ☐ No ☐
- 6.4 In general, I have studied English for months. (Please provide an estimated time)

II. ANSWER THE FOLLOWING QUESTIONS. CHECK THE BOX THAT BEST DESCRIBES YOUR PERSONAL OPINION / EXPERIENCE.

Grammar vs. Vocabulary	I strongly agree	I agree	I don't mind / I don't know	I disagree	I strongly disagree
7. Grammar is more important than vocabulary when you are learning a language.					
8. You can communicate ideas better if you have a high level of grammar.					
9. Both vocabulary and grammar are important when you learn a new language.					
10. Vocabulary is more important than grammar when you are learning a language.					
11. You can communicate ideas better if you have a high level of vocabulary.					
Understanding words from the context					
12. You can understand new words if you understand the context.					
13. Sometimes it is difficult to understand the new words and the context because we don't know many of those words.					
14. Having a large vocabulary would help me understand a reading text better.					
15. Having a large vocabulary would help me understand a listening passage better.					
16. Having a large vocabulary would help me have better speaking skills.					
Use of dictionaries					
17. When I find a new vocabulary word, I use an English-English dictionary					
18. When I find a new vocabulary word, I use an English-Spanish dictionary					
19. I use a dictionary.	Always	Usually	Sometimes	Seldom	Never
20. I know how to use a dictionary: I understand the symbols, I know what the numbers and abbreviations mean, I usually read the examples given, etc.					
21. I ask my teacher for the meanings of new words.					
22. I don't care about vocabulary.					
New vocabulary organization					
23. I write the meanings of the new words in Spanish.					
24. I write the meanings of the new words in English.					
25. I keep a book with meanings, definitions, and examples of the words I learn.					
26. I write the meanings, definitions, and examples of the words I learn in my English book.					
27. I write the meanings, definitions, and examples of the words I learn on pieces of paper I put anywhere.					
28. If the words are very difficult or important, I write them on cards and take them with me so that I can practice them wherever I am.					
Studying and practicing new vocabulary					
29. I study the words I've learned after class.	Always	Usually	Sometimes	Seldom	Never
30. I practice new vocabulary items at least three times in class (presentation, book exercise and workbook exercise)	Always	Usually	Sometimes	Seldom	Never

31. I practice new vocabulary items at least five times in class (presentation, book exercise, workbook exercise, additional materials provided by my teacher.)	Always	Usually	Sometimes	Seldom	Never
32. Most teachers do not provide us with enough practice material that will help us practice the vocabulary we are learning.					
33. I study the new words and practice by myself after class. (I write my own examples, ask my teacher to correct them, ask my teacher for more examples.	Always	Usually	Sometimes	Seldom	Never
34. Vocabulary is very easy, so I do not spend much time to study it.					
35. I have problems while studying and using new vocabulary because I find it difficult to practice it.					
36. It is necessary to understand and practice a word in different contexts to be sure you know what it means.					
Remembering new words					
37. The more I practice the easier to remember a vocabulary item.					
38. I have a very good memory, so I memorize new words easily.					
39. I associate the new words with something I know well in order to remember a word better.	Always	Usually	Sometimes	Seldom	Never
40. When I don't have enough practice with the new vocabulary (less than 3 times), I find it hard to remember the new words.					

III. MULTIPLE CHOICE. CHOOSE THE ALTERNATIVE THAT BEST DESCRIBES YOUR PERSONAL CASE OR ANSWER THE OPEN QUESTIONS

41. At least, how many times should you use a word if you want to remember it properly?
a. 2 b. 4 c. 6 d. 8 e. 10
42. I do the following in order to practice new vocabulary and learn it. (You can check more than one alternative)
☐ a. I write my own examples using the new vocabulary.
☐ b. I copy the words twice or three times
☐ c. I keep a book with words, definitions and examples.
☐ d. I read the words and definitions twice or three times.
☐ e. I do nothing.
43. For me, the expression "I **KNOW** this word" means that ___. (Check all the ones that apply)
☐ a. I know the exact meaning of the word.
☐ b. I know the meaning of the word and I can use it in context.
☐ c. The word appears in a reading text or listening exercise and I can identify it.
44. It is good to learn English vocabulary because ___. (Check all the ones that apply)
☐ a. I can understand the language better. (texts, listenings)
☐ b. It improves my English level.
☐ c. It improves my oral competence (fluency)
☐ d. I can show others that I know a foreign language.
45. I will ___ easier if I know a lot of vocabulary. (Answer in English or Spanish)
- 44.1. understand a text YES___ NO___ WHY? _____
- 44.2. write a text YES___ NO___ WHY? _____
- 44.3 listen to a text YES___ NO___ WHY? _____
- 44.4 speak YES___ NO___ WHY? _____
46. In your opinion, what would you do (or what do you do) to learn vocabulary better?
- _____
- _____
- _____

Prepared by Juan J. Zárate Y.

APPENDIX 2 - Reading Text: The Career Ladder

Vocabulary Set 1

Identifying

Please, read the following text

The career ladder

A. Getting a job

While Ray was in his last year of college, he became an **intern** to gain **experience** at a local company. Before he graduated, he **applied for** a job in the accounting department of the same company. He got a job as a **trainee**. He didn't earn much money, but they gave him a lot of **training**.

Note: Training is an uncountable noun, so you cannot say "a training." Experience is uncountable when it means skill or knowledge.

B. Moving up

Ray worked hard and his **prospects** looked good. After his first year he got a **raise**, and after two years he was **promoted**. After five years he was **in charge of** the accounting department with five other employees **under him**.

C. Leaving the company

By the time Ray was 30, however, he decided he wanted a **new challenge**. He was interested in working **abroad**, so he **quit** his job and started looking for a new job with a bigger company. He found a job with an international company, which **involved** a lot of foreign travel. He was excited about the new job and at **first** he really enjoyed the traveling, but...

D. Hard times

After about six months, Ray started to dislike moving around constantly, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his **job performance** was not satisfactory either, and he was **fired** a year later.

After that, Ray was **unemployed** for over a year. He had to sell his car and move out of his new house. Things were looking bad, and finally Ray had to accept a **part-time job** as a chef's assistant at a restaurant.

E. Happier times

To his surprise, Ray loved working at the restaurant. He made lots of friends and enjoyed learning to cook. After two years he became chef, and two years later he **took over** the restaurant. Later he opened a second restaurant, and after ten years he had five restaurants. Ray **retired** at the age of 60, a rich man.



(Source: REDMAN, Stuart; Intermediate Vocabulary in Use; Cambridge University Press; 1999.)

APPENDIX 3 - Worksheet 0 – Write the meaning of the words

Vocabulary Set 1 – Worksheet 0 – Word Meanings

- Write the meanings of the given words on the lines. Give a synonym, a definition, or an explanation. You can use English or Spanish.
- Try to guess the meanings if necessary.
- Leave the space blank only if the word is too difficult to understand.

1. (an) intern _____
2. experience _____
3. applied for _____
4. trainee _____
5. training _____
6. prospects _____
7. a raise _____
8. promoted _____
9. in charge of _____
10. under him _____
11. a new challenge _____
12. abroad _____
13. quit _____
14. involved _____
15. job performance _____
16. fired _____
17. unemployed _____
18. part-time job _____
19. took over _____
20. retired _____

APPENDIX 4 - Worksheet 1

Exercises

I. Write a one-word synonym for each of these words/phrases.

1. dismissed = *...fired...*
2. someone who does an unpaid job to gain experience =
3. out of work =
4. left the company =
5. given a better position in the company =
6. future possibilities in a job =
7. stopped working forever =
8. workers in a company =
9. an increase in salary =
10. in a foreign country =

II. Find the logical answer on the right for each question on the left.

- | | |
|----------------------------------|--|
| 1. Why did they fire him? | a. Because he was nearly 65. |
| 2. Why did they promote him? | b. Because he was late for work every day. |
| 3. Why did he apply for the job? | c. Because he didn't like his boss. |
| 4. Why did he retire? | d. Because he was out of work. |
| 5. Why did he resign? | e. Because he was the best person in the department. |

III. Complete these sentences with a logical word or phrase.

1. I don't want a full-time job. I'd prefer to work *...part-time...*
2. She just started her first job and needs a lot of
3. I'm bored with my job. I need a new
4. She has more than a hundred workers under
5. I didn't know he was the new manager. When did he take?

IV. Complete this word-building table. Use a dictionary to help you.

<i>Verb</i>	<i>General noun</i>	<i>Person noun(s)</i>
retire	<i>retirement</i>	<i>retiree</i>
promote		
employ		
resign		
train		

V. Do you have a job in a company? If so, answer these questions. If possible, ask another person the same questions.

1. What does your job involve?
2. Are you responsible for anything or anyone?
3. Have you had much training from the company?
4. Have you been promoted since you started in the company?
5. Do you usually get a good pay raise at the end of each year?
6. How do you feel about your future prospects in the company?

(Source: REDMAN, Stuart, *Intermediate Vocabulary in Use*, Cambridge University Press, 1999.)

APPENDIX 5 - Word List

Word List	
1. intern an unpaid job for a short time	practicante My brother is a law intern. He worked long hours, but he never got any money from the law firm.
2. experience skill or knowledge you get from doing a job	experiencia new professional should have experience in order to get a good job.
3. applied for wrote an official request for a job	postular Charlie applied for the job they advertised. He was hired.
4. trainee a very junior person in a company	novato / en entrenamiento All trainees need to attend this workshop.
5. training help and advice in learning the job	entrenamiento They will tell you what your job is about at the training session.
6. prospects future possibilities in the job	propuestas Without a good education, you will not have any good job prospects.
7. a raise more money	aumento After getting a Master's degree, Johnny got a pay raise.
8. promoted given a higher position with a higher salary and more responsibility	promovido After getting a Master's degree, Johnny was promoted. He was promoted and became the boss of his department.
9. in charge of responsible for / the boss of	a cargo de A pilot is in charge of the plane he flies.
10. employees workers	empleados There are 100 workers in this factory.
11. a new challenge a new, exciting situation	un nuevo reto After graduating, Jim was ready for a new challenge.
12. abroad in foreign countries	el extranjero He lives abroad, in Spain.
13. resigned officially told the company he was leaving his job quit his job	renunciar After ten years as the head of the office, he resigned. He quit his job after the scandal.
14. involved included	involucra, incluye His job involved working long hours under very dangerous conditions.
15. job performance how well he did his work/job	desempeño laboral Tom's job performance was excellent and he was awarded the worker of the year prize.

(Source: REDMAN, Stuart; *Intermediate Vocabulary in Use*; Cambridge University Press; 1999.)

APPENDIX 6 - Entrance Quiz for Pilot and Control Group

Vocabulary Set 1 – Entrance Quiz

Name: _____ City: _____ Alt: _____ Date: _____

I. Fill in the gaps with the appropriate alternative. Write a, b, c, or d next to the number.

- ___ 1. My father used to have a job which _____ traveling around the world.
a. demanded b. involved c. including d. featured
- ___ 2. Joe got a job as a law _____ in order to gain experience and apply for a better job in the future. He was not really happy because he didn't earn more than a tip every week.
a. practitioner b. intern c. assistant d. prospect
- ___ 3. How many _____ are there in this office?
a. staff b. works c. employees d. members
- ___ 4. Tom kept his job _____ for two years and received a prize.
a. percentage b. average c. level d. performance
- ___ 5. Martha was _____ for being lazy.
a. hired b. prized c. fired d. missed
- ___ 6. Do you know how many people are _____ in Peru? *Millions*.
a. demoted b. unemployed c. promoted d. rewarded
- ___ 7. I used to have a(n) _____ job when I was a college student. I just worked 4 hours a day.
a. all-time b. full-time c. half-time d. part-time

II. Fill in the gaps in order to complete the sentences. Use words from the box. There are additional alternatives you will not need to use.

jubilee - prospects - prized - apply for - training - possibilities - in charge - retired
 courage - postulate - responsible - experience - promoted - entertainment

8. My parents are _____. They stopped working at the age of 60. Now they get money from the government.
9. All new staff members must take a 48-hour _____ course. There they will learn how this business works.
10. Without a university degree, your job _____ won't look good.
11. After many years of hard work, Johnny was finally _____. He was given additional responsibility as well.
12. I would like to know who is _____ of the finance department.
13. Anita has excellent qualifications, but she didn't get the job because she didn't have enough _____.
14. When I read the advertisement I knew I would like to _____ the job. The pay is great and I am highly qualified.

III. Read the sentences. Then, replace the underlined word/phrase with an alternative from the box. Write the letter of the alternative on the line next to the number. There are additional alternatives.

a. took over b. learner c. abandoned d. quit e. competition f. stranger
 g. got over h. raise i. challenge j. abroad k. augment l. trainee

- ___ 15. After Joan graduated from college, she was accepted as a(n) person who receives help and advice while learning a job.
- ___ 16. A: I would like to find a job in another country.
B: Why?
- ___ 17. Public employees haven't received a(n) increase in the money they earn in about four years. That means \$1,200 a month for 48 months!
- ___ 18. My boss left his job because his job was too stressful.
- ___ 19. When the president got sick, the vice president took control of the government.
- ___ 20. After breaking a regional record, the athlete was ready for a new difficult and demanding situation. She wanted to break the world record.

Prepared by Juan F. Zúñiga Y.

APPENDIX 7 - Word Families – Presentation - Instruction

Word Families

To improve our vocabulary we can use derivation of words. Once we know a basic word, it is possible to form new ones starting from the basic word. This is what we call *DERIVATION* of words.

Verb	Noun	Adjective
Retire: to stop working, usually because you have reached a certain age. <i>Most people retire at 65.</i>	Retiree: someone who has stopped working, usually because of their age. <i>The government doesn't provide good health care to retirees.</i> Retirement: when you stop working, usually because of your age. <i>He became an expert golfer after his retirement from politics.</i>	Retired: having stopped working, usually because of your age. <i>Both my parents are retired now.</i>

☉ As you can see, the basic word is **RETIRE**. We will call this word the **ROOT**.

Verb	Noun	Adjective
Employ: to pay someone to work for you. <i>The factory employs over 2000 people.</i>	Employee: someone who is paid to work for someone else [= worker]. <i>Government employees will start a new strike in two weeks.</i> Employment: the condition of having a paid job. <i>She was offered employment in the sales office.</i> Unemployment: the number of people in a particular country or area who cannot get a job. <i>The unemployment rate remained at 5.2%.</i> the unemployed: [plural] people who have no job. <i>The government is working on a strategy to help the unemployed.</i>	Employable: having skills or qualities that are necessary to get a job. <i>The training scheme aims to make people more employable.</i> Unemployed: without a job, out of work. <i>I've only been unemployed for a few weeks.</i>

☉ As you can see, some letters or groups of letters can be added before the root. We call these groups **PREFIXES**.
Common prefixes: *un-, re-, mis-, a-, dis-, in-, im-, etc.*

☉ Some letters or groups of letters can be added after the root. We call these groups **SUFFIXES**.
Common suffixes: *-e, -ment, -ed, -ing, -able, -tion, -ation, etc.*

Verb	Noun
Train: to teach someone the skills of a particular job or activity, or to be taught these skills. <i>All staff will be trained in customer service skills.</i>	Trainee: someone who is being trained for a job. <i>The trainees start next week.</i> Trainer: someone who trains people or animals for sport or work (coach). <i>Tony is a racehorse trainer. Diana works as a teacher trainer.</i> Training: the process of teaching or being taught the skills for a particular job or activity. <i>Police drivers have to undergo intensive training.</i>

Noun
Intern: someone, especially a student, who works for a short time in a particular job in order to gain experience. <i>I got a job as an intern in order to gain experience on my field.</i> Internship: a job that lasts for a short time, that someone, especially a student, does in order to gain experience. <i>This internship aims to provide you with all the necessary tools you need to be a successful doctor.</i>

Noun	Adjective
Experience: knowledge or skill that you gain from doing a job or activity, or the process of doing this. <i>He had no previous experience of managing a farm.</i> Inexperience: lack of experience. <i>The accident was a result of her inexperience.</i>	Experienced: possessing skills or knowledge because you have done something often or for a long time [= inexperienced]. <i>He is our most experienced pilot. He can't make mistakes.</i> Inexperienced: not having had much experience. <i>Inexperienced pilots usually cause accidents.</i> Experiential: based on experience or related to experience. <i>We mainly use experiential approaches to learning.</i>

Verb	Noun	Adjective
Perform: to do something to entertain people, for example by acting a play or playing a piece of music. <i>The children perform two plays each school year.</i>	Performance: how well or badly a person, company etc does a particular job or activity. <i>There is going to be a training program to improve employees' performance.</i> <i>* when someone performs a play or a piece of music</i> <i>The orchestra will give two more performances this week.</i> Performance-related pay: money that you earn for your work, which is increased if you do your work very well <i>Marketing specialists receive an annual performance-related pay. A check with many zeros.</i> Good/top/poor etc performer: a) someone who does a particular job or activity well or badly: <i>Top performers are rewarded with bonuses in this company.</i> b) a product, business etc that makes a lot of money, or that makes very little money: <i>Newcastle Brown soda is an outstanding performer in the British beverage market.</i> the performing arts: arts such as dance, music, or drama. <i>The Oscar is the most popular performing arts award.</i>	performance-enhancing drug/product/supplement etc: a drug or product that is used illegally by people competing in sports events to improve their performance. <i>Seven of the 12 winners tested positive for performance-enhancing drugs.</i>

Verb	Noun	Adjective
Promote: (passive) to give someone a better, more responsible job in a company [≠ demote]. <i>Helen was promoted to senior manager.</i> <i>*to help something to develop or increase.</i> <i>a meeting to promote trade between Taiwan and the U.K.</i> <i>etc.</i>	Promotion: a move to a more important job or position in a company or organization. <i>I want a job with good prospects for promotion.</i> Promoter: 1. someone who arranges and advertises concerts or sports events. <i>Sports promoters make millions organizing sports matches around the country.</i> 2. someone who tries to persuade people to support or use something. <i>Some promoters of solar energy brought these brochures for you.</i>	Promotional: promotional films, events etc advertise something. <i>This is a five-minute promotional video.</i>

☺ We also need to keep in mind that some words work with specific sets of words and not with others. We call this COLLOCATION.

**Be in charge of*

NOT Be in charge for

**Get / receive a raise*

NOT get / receive an augmentation

**apply for a job*

She applied for a job with the local newspaper.
We need to apply for planning permission to build a garage.

apply to

I applied to two universities and was accepted by all of them.

☺ When we talk about Phrasal verbs, we should remember that the particle changes the meaning of the phrasal verb.

Take over	→	to take control of something	Soon, they took over the company.
Take after	→	to look or behave like an older relative.	Jenny really takes after her mother.
Take off	→	a. remove take something ↔ off to remove a piece of clothing [≠ put on]: b. if an aircraft takes off, it rises into the air from the ground c. success	He sat on the bed to take his boots off. I felt quite excited as the plane took off.

APPENDIX 8 - Word Families – Practice

Word Families Worksheet Name: Date:

Complete the sentences with a word derived from or associated with the word in parentheses.

1. (intern) I did my _____ in a mining company.
2. (experience) Marco is a(n) _____ teacher. He just started teaching two days ago.
3. (apply) I _____ a very expensive university and considering my high grades I was advised to _____ a scholarship.
4. (train) All _____ will need to take a _____ before being considered permanent staff.
5. (raise) These days, the Rotary Club is _____ money for charity.
6. (promote) I got a _____. I was a common employee, and now I'm a supervisor.
7. (charge) The head of this department is _____ fifteen people.
8. (prospect) Julie is a _____ teacher. We are giving her a class next month. Now she's observing senior teachers.
9. (challenge) I would like to do something _____ at work. I'm sick of doing the same old grind.
10. (broad) got a job _____ in The UK.
11. (quit) I'm _____ this job. I don't like it at all.
12. (involve) We really appreciate your _____ in your children's learning process.
13. (performance) The company executives need to know how well you _____ at work.
14. (employ) Due to the global crisis, _____ levels have doubled or tripled. It's very difficult to find a job these days.
15. (fire) Because of her being late she _____. She lost her job.
16. (time) I have always wanted to get a _____ job. I'd like to work here the entire day, not just hours.
17. (retire) My mom is 64, she's near the _____ age.
18. (take) 18. When will the new board of directors _____ the company?

Prepared by Juan J. Zárate Y.

APPENDIX 9 - Worksheet: Sentence writing 1

Vocabulary Set 1 – Sentence Writing # 1

Write a sentence to illustrate each of the words below. Do not use the examples from your copies. You *must* create all the sentences you write.

1. (an) intern () _____
2. experience () _____
3. applied for () _____
4. trainee () _____
5. training () _____
6. prospects () _____
7. a raise () _____
8. promoted () _____
9. in charge of () _____
10. under him () _____
11. a new challenge () _____
12. abroad () _____
13. quit () _____
14. involved () _____
15. job performance() _____
16. fired () _____
17. unemployed () _____
18. part-time job () _____
19. took over () _____
20. retired () _____

Designed by Juan J. Zárate Y.

APPENDIX 10 - Word Derivation from Context – Presentation – Instruction

Word Derivation and Context

It is possible to “understand” or “guess” new words from the context. The words around the “new word” can help us guess its meaning. How can we do this? Let’s follow these steps:

1. Ask yourself questions about the category of the word: Is it a noun, verb, adjective, adverb?
2. Guess the probable meanings of the word. Associate it with some previous knowledge. It probably comes from ..., so it means
3. Try to find a synonym or a connection of the word with the general idea of the text you’re reading.

⊗ Unfortunately, if you do not have a large “previous” vocabulary, this process will fail. How can you overcome it? Just learn new vocabulary and practice it very often. Remember that **the more vocabulary you learn, the easier it will be for you to understand future “new” words in context.**

Examples:

- ✓ When I got to the employment office, I had to fill in an **application**. |
 1. *an application* a/an is for something countable.
→ *application* must be a **noun**.
 2. *Application* probably comes from APPLY, so it may mean a request for a job(?)
 3. It must be for a job because I went to an *employment office*.
- ✓ If you don’t feel fine when you exercise wearing jeans why don’t you wear a **training suit**?
 1. *a training suit* a/an is for something countable.
→ *training suit* must be a **noun**.
 2. *Training suit* probably comes from TRAIN/TRAINING and SUIT/SUITS, so it may mean some kind of clothes related to sports.(?)
 3. It must be some kind of clothes you wear to exercise. Just look at the context.
- ✓ I found the exercise a bit **challenging**. It took me more time than it usually does and made me think my answers twice.
 1. *challenging* has a modifier: *a bit*
→ *challenging* must be an **adjective**.
 2. *Challenging* probably comes from CHALLENGE, so it may mean something difficult or something that requires concentration. It doesn’t seem to have a negative meaning.(?)
 3. It must be something difficult, but interesting at the same time. At least, that can be understood from the context.

As you can see, it is possible to guess the meanings of the new words from their contexts, but what if you do not know that context?

Let’s learn new vocabulary every day. Reading is a good alternative.

Juan J. Zárate Y.

APPENDIX 11 - Word Derivation from Context – Practice

Exercise on Word Derivation and Context

Find the meanings of the words below. Follow the procedure we've just learned. Please, do not use a dictionary.

1. She refused to be **treated** by an intern and demanded to see a qualified doctor.

Treated means:

1.
2.
3.

2. This job would **suit** someone experienced in dealing with the public.

Suit means:

1.
2.
3.

3. Some of the children seem **unable** to apply what they have learned.

Unable means:

1.
2.
3.

4. Two 16-year-old trainees have been **sponsored** for a two-year college-based training course in Edinburgh.

Sponsor means:

1.
2.
3.

5. He had no job and no **prospect** of getting one.

Prospect means:

1.
2.
3.

6. The president has promised a raise in the minimum wage. \$/ 450 is not enough for anyone to live on.

Wage means:

1.
2.
3.

7. She was suddenly denied job interviews and **passed over** for promotion.

Pass over means:

1.
2.
3.

8. Dr Jenkins **leads** a team of researchers at the Plant Institute. He's in charge of the coordination and result evaluation.

Lead means:

1.
2.
3.

9. Dr. Jones is the leader of the **potholing** group. He's a specialist in cave investigation. He has 10 people under him.

Potholing means:

1.
2.
3.

10. The president is ready to **mount** a challenge for the reelection.

Mount means:

1.
2.
3.

11. Commercial secrets can't be spread abroad. Confidentiality is a requirement in this business.
Spread abroad means:
1.
 2.
 3.
12. Quit **fooling around** and pay attention.
Fool around means:
1.
 2.
 3.
13. School officials say they welcome **parental** involvement.
Parental means:
1.
 2.
 3.
14. Have you ever heard a **live** performance of Beethoven's Seventh Symphony?
Live means:
1.
 2.
 3.
15. She was fired due to some job **misdemeanors**. The first time she came drunk and the second she shouted at her boss.
misdemeanor means:
1.
 2.
 3.

16. They were glad to be working, especially in these years of **drought** when so many people were unemployed because of the lack of water.
Drought means:
1.
 2.
 3.
17. One-day workshops for new part-time academic **staff** were piloted in June.
Part-time means:
1.
 2.
 3.
18. He's **invested** a lot of money in the company since he took over last May.
Invest means:
1.
 2.
 3.
19. William, now approaching his seventies, wanted to retire but his **savings** were insufficient to allow him to do so.
Savings means:
1.
 2.
 3.
- | Juan J. Zárate Y.

APPENDIX 12 - Worksheet 1 – Replace the words with synonyms

Vocabulary Practice # 4

(Target Vocabulary 2)

Replace the underlined words/expressions with the alternatives from the box.

quit	raise	training	prospects	unemployed
part-time	was promoted	intern	abroad	trainee
applied	experience	over	fire	challenge
involved	in charge	under	retired	job performance

- a. My father used to have a job which included traveling around the country. About four or five times he was sent to other countries to do business. He got a better position in the company because he was a very good worker and kept his production level very high. He ended up being the responsible of the sales department. Along with it came a very substantial increase in his salary. He had 20 people working for him. He worked for the same company for many years, but he didn't like the job very much and resigned. And started his own business. Now he is a person who has stopped working because of his age. he's 70.
- _____ (1)
 _____ (2)
 _____ (3)
 _____ (4)
 _____ (5)
 _____ (6)
 _____ (7)
 _____ (8)
 _____ (9)
- b. After I graduated I got a job as a(n) person working for free in order to gain experience. Before I started work, I attended a(n) induction / immersion course in which I learned how to do the work I was supposed to do. I got a lot of skills and knowledge about the job, so I feel I'm very well prepared to do anything. Now I can happily see that my job possibilities have no limit. I have asked a job at the United Nations as an economy specialist. I feel I am ready for a new adventure that requires all my effort. I'm sure I will never be out of work.
- _____ (10)
 _____ (11)
 _____ (12)
 _____ (13)
 _____ (14)
 _____ (15)
 _____ (16)
- c. I started a new job last week. Now I am a person who is learning the basic concepts about the job. I just work to pay my English tuition, so I only need to work four hours a day.
- _____ (17)
 _____ (18)
- d. When the new principal took control of the school, she decided to dismiss the lazy teachers.
- _____ (19)
 _____ (20)

Prepared by Juan J. Zárate Yépez

APPENDIX 13 - Worksheet 2 – Fill in the gaps with Target words from the box

Vocabulary Practice

(Target Vocabulary 3)

Fill in the blanks. Use the words from the box.

quit	raise	training	prospects	unemployed
part-time	was promoted	intern	abroad	trainee
apply	experience	over	fired	challenge
involved	in charge	under	retired	job performance

- a. I'll tell you about my story as a teacher. Everything started when I decided to take a _____ course after I finished the advanced program. I thought it was just going to help me improve my English. At the end of that course, the principal called me to his office and offered me a _____ job as a teacher. I worked four hours and I had a lot of time to prepare lessons. I was a _____ for about one year and a half until the principal decided I had learned the job.
- b. In order to gain experience, Johnny got a job as an accounting _____ after he graduated. Once he learned how to work as a good accountant and got enough _____, he decided to _____ for a job as a General Accountant at a very big corporation. He had to travel _____ very often, and that's how he traveled around the Americas and Europe.
- c. I _____ my job because I didn't like it at all. It _____ a lot of responsibility and very long hours, even on weekends. Now I am _____, so I need a job urgently. I remember that I was _____ of the business department and in the future I was going to be the person who would take _____ the company. Why did I give up?
- d. Sonia used to be the sales assistant, but she _____ and now she is the sales manager of the company. She got a _____ too. She used to earn \$/ 2000 and now she earns \$/ 3000. Her new position also includes a lot of responsibility. The whole sales department is _____ her.
- e. When I worked, my _____ was always impeccable. I was the most productive employee of the company. I was also ready to start new projects and accept a new _____ when it was necessary. Now, at the age of 75, I am _____ and I remember the days when I was a young worker of this company.
- f. Susana's boss _____ her last week. He just said he didn't need her services anymore. She's not worried about losing her job because she has many job _____. Two companies offered her a job as soon as they discovered she was free.

Prepared by Juan J. Zárate Yáñez

APPENDIX 14 - Final Quiz for Pilot and Control Groups

Vocabulary Set 1 – FINAL QUIZ
Name: _____ Cycle: _____ Shift: _____ Date: _____

I. Fill in the gaps in order to complete the sentences. Use words from the box.

prized - fired - unemployed - fired - intern - part-time - staff - performance - student - involved - full time - employees

1. My father used to have a job which _____ traveling around the country.
2. Joe got a job as a law _____ in order to gain experience and apply for a better job in the future. He was not really happy because he didn't earn more than a tip every week.
3. How many _____ are there in this office?
4. Tom kept his job _____ for two years and received a prize.
5. Martha was _____ for being lazy.
6. Do you know how many people are _____ in Peru? Millions.
7. I used to have a(n) _____ job when I was a college student. I just worked 4 hours a day.

II. Read the sentences. Then, replace the underlined word/phrase with an alternative from the box. Write the letter of the alternative on the line next to the number. There are additional alternatives.

a. prospects	b. experience	c. introduction	d. in charge	e. apply for
f. unemployed	g. training	h. denoted	i. retired	j. promoted

8. My parents are people who stopped working at the age of 60. Now they get money from the government.
9. All new staff members must take a 48-hour basic induction course. There they will learn how this business works.
10. Without a university degree, your job possibilities won't look good.
11. After many years of hard work, Johnny was finally given a higher position in the business. He was given additional responsibility as well.
12. I would like to know who is the head of the finance department.
13. Anita has excellent qualifications, but she didn't get the job because she didn't have enough practical knowledge related to the job.
14. When I read the advertisement I knew I would like to go to get the job. The pay is great and I am highly qualified.

III. Fill in the gaps with the appropriate alternative. Write a, b, c, or d on the line next to the number.

15. After Joan graduated from college, she was accepted as a(n) _____. Soon she learned the job perfectly.
a. learner b. trainee c. beginner d. apprentice
16. A: I would like to find a job in another country.
B: Why would you like to work _____?
a. outside b. abroad c. foreign d. stranger
17. Public employees haven't received a(n) _____ in about four years. That means \$1,200 a month for 48 months!
a. magnet b. upturn c. raise d. growth
18. A: Why did your boss resign?
B: He _____ his job because it was too stressful.
a. quit b. retired c. finished d. abandoned
19. When the president got sick, the vice president _____ the government.
a. took over b. controlled c. managed d. handled
20. After breaking a regional record, the athlete was ready for a new _____. She wanted to break the world record.
a. demand b. situation c. competence d. challenge

Prepared by Joan I. Zúrate E.

APPENDIX 15 - Verification Test for Pilot and Control Group

Vocabulary Set I - VERIFICATION TEST

Name: _____ Cycle: _____ Shift: _____ Date: _____

I. Read the sentences. Then, replace the underlined word/phrase with an alternative from the box. Write the letter of the alternative on the line next to the number. There are additional alternatives.

a. fired	b. involved	c. part-time	d. intern	e. promoted
f. performance	g. abroad	h. employees	i. demanded	j. unemployed

1. My father used to have a job which included traveling around the country.
2. Joe got a job as a person working for free in order to gain experience and apply for a better job in the future.
3. How many staff members are there in this office?
4. Tom kept his good production at work for two years and received a prize.
5. Martha was dismissed for being lazy.
6. After giving up her job because of the scandal, Marcela was without a job for six months.
7. I used to work for 1 or 4 hours a day when I was a college student.

II. Fill in the gaps with the appropriate alternative. Write a, b, c, or d on the line next to the number.

8. My parents are _____. They stopped working at the age of 60. Now they get money from the government.
a. jubilees b. unemployed c. retired d. ex-workers
9. All new staff members must take a 48-hour _____ course. There they will learn how this business works.
a. trainee b. trainer c. training d. train
10. Without a university degree, your job _____ won't look good.
a. alternatives b. probabilities c. options d. prospects
11. After many years of hard work, Johnny was finally _____. He was given additional responsibility as well.
a. promoted b. fired c. demoted d. employed
12. I would like to know who is _____ of the finance department.
a. responsible b. in charge c. in control d. boss
13. Anita has excellent qualifications, but she didn't get the job because she didn't have enough _____.
a. connections b. relationships c. experience d. knowledge
14. When I read the advertisement I knew I would like to _____ the job. The pay is great and I am highly qualified.
a. apply for b. opt for c. try d. request

III. Fill in the gaps in order to complete the sentences. Use words from the box.

resumed - took over - competitor - abroad - quit - controlled - raise - increase - trainee - challenge - practicum

15. After Joan graduated from college, she was accepted as a(n) _____. Soon she learned the job perfectly.
16. A: I would like to find a job in another country.
B: Why would you like to work _____?
17. Public employees haven't received a(n) _____ in about four years. That means \$1200 a month for 48 months!
18. A: Why did your boss resign?
B: He _____ his job because it was too stressful.
19. When the president got sick, the vice president _____ the government.
20. After breaking a regional record, the athlete was ready for a new _____. She wanted to break the world record.

Prepared by: Juan J. Zárate V.

APPENDIX 16 - Worksheet: Sentence writing 2

Vocabulary Set 1 – Sentence Writing # 2

Write an original sentence to illustrate each of the words below. Do not use the examples from your copies. You can use a derivation of the given words.

1. (an) intern _____
2. experience _____
3. applied for _____
4. trainee _____
5. training _____
6. prospects _____
7. a raise _____
8. promoted _____
9. in charge of _____
10. under him _____
11. a new challenge _____
12. abroad _____
13. quit _____
14. involved _____
15. job performance _____
16. fired _____
17. unemployed _____
18. part-time job _____
19. took over _____
20. retired _____

Designed by Juan J. Zárate Y.

APPENDIX 17 - Samples of students' journals

Individual 1: Female, 17

Sex: M ☒ F Age: 17 1

1. What do you expect to learn from these "vocabulary special classes."
2. How easy or difficult for you is learning new vocabulary?

① I want to learn vocabulary, many new words and using new things. I want to learn to remember the words and practice words. I want to be a better student. Teacher, are you sure this is possible?

② We practice in class, but in the exam we make mistakes. I think vocabulary is not easy. I think it is easy, but really, it isn't. I memorize the words, but I make mistakes. It is difficult.

Sex: M ☒ F Age: 17 2

1. After these days working with vocabulary learning strategies, do you think it easier to learn and practice new vocabulary? Why?
2. How do you feel about the vocabulary learning strategies we studied in class?

① It is easier to learn vocabulary. I can remember, speak, and write. And that is good for my memory. I can practice more frequently. Vocabulary strategies are great!

② I feel more confident with vocabulary. I remember better. I associate ideas better. The strategies we studied in class really help.

Sex: M ☒ F Age: 13 3

1. Can you learn vocabulary independently, or do you need to learn it in class?

2. How important is vocabulary in the learning of a language?

① Yes. I can learn new vocabulary at home. I don't need to be in class to learn. I can keep new words in a notebook and study in all places.

② It is very important. You can communicate with vocabulary. It is more important than grammar.

Individual 2: Male, 19

Sex: ☒ M F Age: 19

1

1. What do you expect to learn from these "vocabulary special classes."
2. How easy or difficult for you is learning new vocabulary?

1. Ways to learn vocabulary and remember it all the time. I want to have better vocabulary. I want to speak better.

2. It is easy and difficult. We use it in class and it is easy. The day of the exam it is difficult. I forget the words. I read the words, but I forget.

Sex: ☒ M ☐ F Age: 19

2

1. After these days working with vocabulary learning strategies, do you think it easier to learn and practice new vocabulary? Why?
2. How do you feel about the vocabulary learning strategies we studied in class?

1. Yes! vocabulary is easier now. I can remember better. I can write in a book and draw pictures and use examples. I can repeat the words many times.

2. They are very good! I learned a lot. I feel better when I use new vocabulary. Thank you teacher.

Sex: ☒ M ☐ F Age: 19

3

1. Can you learn vocabulary independently, or do you need to learn it in class?
2. How important is vocabulary in the learning of a language?

1. I am free to learn new vocabulary. I can learn independently. I don't need the teacher for vocabulary.

2. Vocabulary is very important. It is as important as grammar. You can speak better with more vocabulary.

Individual 3: Female, 21

Sex: M ☒ F Age: 21...

1

1. What do you expect to learn from these "vocabulary special classes."
2. How easy or difficult for you is learning new vocabulary?

I WANT TO LEARN HOW TO LEARN
VOCABULARY AND USE IT EVERYDAY.
I WANT TO HAVE BETTER VOCABULARY.

NOT VERY DIFFICULT. I LEARN THE WORDS
WE STUDY IN CLASS. SOMETIMES I MAKE
MISTAKES, BUT IT IS OK.

Sex: M ☒ F Age: 21...

2

1. After these days working with vocabulary learning strategies, do you think it easier to learn and practice new vocabulary? Why?
2. How do you feel about the vocabulary learning strategies we studied in class?

YES, LEARNING STRATEGIES FOR VOCABULARY
ARE GOOD. THEY HELP ME LEARN BETTER.
I CAN PRACTICE AT HOME. I DON'T NEED
TO ASK MY TEACHER.

I LIKE THE STRATEGIES. NOW I CAN
LEARN MORE WORDS.

Sex: M (F)

Age: 21.

3

1. Can you learn vocabulary independently, or do you need to learn it in class?

2. How important is vocabulary in the learning of a language?

I CAN BE MORE INDEPENDENT WITH
VOCABULARY. THE TEACHER HELPS, BUT
I CAN LEARN BY MYSELF. I CAN LEARN
VOCABULARY IN MANY PLACES, NOT ONLY
THE CLASS.

VOCABULARY IS VERY NECESSARY FOR COMMUNICATION
AND LEARNING. GRAMMAR AND VOCABULARY ARE VERY
IMPORTANT TO UNDERSTAND ENGLISH.

APPENDIX 18 - Grade Control Sheet

APPENDIX 18 - Grade Control Sheet																								
Experimental Group											Male: 8				Female: 9									
			Entrance Test 1	Entrance Test - Sentences 1 - 7	Entrance Test - Sentences 8 - 15	Entrance Test - Sentences 16 - 20	Time Taken	1. Worksheet 0 - Write the meanings of the words	2. Worksheet 1 - Resource Book Practice (Homework-using the	3. Word Families - Practice	4. Worksheet - Sentences Writing 1	5. Word Derivation from Context - Practice	6. Worksheet 1 - Replace the words with synonyms	7. Worksheet 2 - Fill in the gaps with target words from the box	8. Worksheet - Sentence Writing 2	Final Test - Multiple Choice	Final Test - Sentences 1 - 7	Final Test - Sentences 8 - 15	Final Test - Sentences 16 - 20	Time Taken	Verification Test	Verification Test - Sentences 1 - 7	Verification Test - Sentences 8 - 15	Verification Test - Sentences 16 - 20
1	Student-1	M	9	6	1	2	16	5	13	3	14	8	10	17	18	17	6	5	6	9	17	6	6	5
2	Student-2	M	11	5	3	3	16	8	18	12	16	5	17	16	18	18	7	7	4	8	19	7	6	6
3	Student-3	F	5	2	2	1	19	8	17	11	11	6	17	15	11	18	5	7	6	11	14	4	6	4
4	Student-4	F	9	4	2	3	19	9	19	11	17	5	20	19	20	20	7	7	6	13	19	6	7	6
5	Student-5	M	15	6	5	4	15	13	19	9	12	5	18	18	20	19	6	7	6	6	19	7	6	6
6	Student-6	F	14	6	4	4	14	4	11	7	4	2	16	14	14	13	3	4	6	11	15	4	6	4
7	Student-7	M	7	5	2	0	17	5	13	10	11	6	17	16	17	18	6	7	5	11	14	7	5	2
8	Student-8	F	15	6	5	4	12	11	19	4	7	0	15	15	16	15	4	6	5	14	15	4	6	5
9	Student-9	F	7	4	3	0	19	6	17	3	5	5	9	9	4	13	6	2	5	11	14	5	6	3
10	Student-10	F	6	4	2	0	19	3	8	1	9	5	14	13	7	13	4	4	5	11	17	6	5	6
11	Student-11	F	12	6	4	2	17	7	16	4	10	5	10	13	18	18	6	6	6	10	16	6	7	3
12	Student-12	M	20	7	7	6	11	13	20	9	12	8	17	17	18	19	6	7	6	10	20	7	7	6
13	Student-13	M	11	5	3	3	18	5	16	2	0	1	10	11	12	16	4	6	6	13	17	5	6	6
14	Student-14	M	17	6	6	5	16	18	17	14	2	3	18	18	18	20	7	7	6	6	20	7	7	6
15	Student-15	F	6	3	2	1	14	7	18	2	17	3	9	14	20	16	5	5	6	9	18	5	7	6
16	Student-16	F	8	5	1	2	17	5	16	3	9	1	13	12	14	10	4	3	3	14	13	4	5	4
17	Student-17	M	7	2	5	0	18	8	17	10	13	6	14	16	19	18	7	6	5	13	20	7	7	6
	Σ		179	82	57	40	277	135	274	115	169	74	244	253	264	281	93	96	92	180	287	97	105	84
	X		10.53	4.82	3.35	2.35	16.3	7.94	16.12	6.76	9.94	4.35	14.4	14.9	15.5	16.5	5.47	5.65	5.41	10.6	16.9	5.71	6.18	4.94

APPENDIX 19 - Progress During Training Phase

						Male: 8		Female: 9		
	NAME	Sex	1. Worksheet 0 - Write the meanings of the words	2. Worksheet 1 - Resource Book Practice (Homework-using the	3. Word Families - Practice	4. Worksheet - Sentences Writing 1	5. Word Derivation from Context - Practice	6. Worksheet 1 - Replace the words with synonyms	7. Worksheet 2 - Fill in the gaps with target words from the box	8. Worksheet - Sentence Writing 2
1	Student-1	M	5	13	3	14	8	10	17	18
2	Student-2	M	8	18	12	16	5	17	16	18
3	Student-3	F	8	17	11	11	6	17	15	11
4	Student-4	F	9	19	11	17	5	20	19	20
5	Student-5	M	13	19	9	12	5	18	18	20
6	Student-6	F	4	11	7	4	2	16	14	14
7	Student-7	M	5	13	10	11	6	17	16	17
8	Student-8	F	11	19	4	7	0	15	15	16
9	Student-9	F	6	17	3	5	5	9	9	4
10	Student-10	F	3	8	1	9	5	14	13	7
11	Student-11	F	7	16	4	10	5	10	13	18
12	Student-12	M	13	20	9	12	8	17	17	18
13	Student-13	M	5	16	2	0	1	10	11	12
14	Student-14	M	18	17	14	2	3	18	18	18
15	Student-15	F	7	18	2	17	3	9	14	20
16	Student-16	F	5	16	3	9	1	13	12	14
17	Student-17	M	8	17	10	13	6	14	16	19
	Σ		135	274	115	169	74	244	253	264