



UNIVERSIDAD DE SANCTI SPÍRITUS
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RESEACH PAPER

**ENGLISH LANGUAGE VOCABULARY LEARNING IN SEVENTH GRADE
JUNIOR HIGH SCHOOL.**

AUTHOR: ARISMEL RAFAEL MONTAGNE TORRADO.

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THOUGHT

“The limits of my language are the limits of my mind. All I know is what I have words for”

Ludwig Wittgenstein

Résumé

La proposition faite dans cette thèse est le travail avec le vocabulaire au lycée. L'objectif de cette recherche est en rapport avec la proposition de différentes activités pour augmenter le vocabulaire chez les étudiants du lycée. Ces activités proposées aident aux étudiants à maîtriser le vocabulaire comme un habilité très importante de la langue et de la communication. Ce projet de recherche approfondit dans différentes activités qui sont faciles d'accord aux caractéristiques psychologiques des étudiants du lycée à Cuba. Selon les méthodes appliquées, les niveaux d'assimilation ont été aussi pris en compte pour les étudiants et ils sont rattachés aux besoins des étudiants au effort et des attitudes de réflexion. Pour élaborer cette recherche on a fait emploi de quelques méthodes empiriques et théoriques avec l'objectif d'analyser les aspects pris en compte pour enseigner et apprendre le vocabulaire. Le projet aussi réfléchit quelques théories l'enseignement et l'apprentissage en rapport avec l'approche communicative et les compétences linguistiques comme une nécessité à développer.

INTRODUCTION

With the conclusion of the Second World War in 1945 a new age began with a constant development in the scientific, theoretical and economic activity internationally. The expansion of knowledge created a separated and dominated world by the forces of the best technologies and the commerce, which generated a demand for an international language lingua franca.

Nowadays, this thought is still broader and mostly everything has to do with the use of new technologies of the information and the use of the English language. The uses of technologies are a direct contribution to the development of the new society, and it is an indispensable requisite for learning a foreign language.

Technologies are indeed dominant and most of all when it comes to learn the English language or any other language. English has become a lingua franca and it is an urgent task to face with intelligence the big challenges of the humanity in an uneven world.

More than one million impacts are received through the biggest network of communications and 75 % of the information is transmitted in English, for that reason the information, the education and the culture become essential factors to guarantee the economic and social boom, the independence and the sovereignty of the peoples in the world.

In the Caribbean, the trace left by the English colonization influenced significantly the way of life and culture of these peoples, as well as in the economic, political and social fields. English is the channel of communication to keep the ties of cooperation and mutual exchange between the regional organizations like CARICOM and the Association of the States of the Caribbean that assures the survival of these islands where the richest countries try to discriminate them daily.

The education and learning of foreign languages have been an object of study of philosophers, sociologists, psychologists and pedagogues, who coincide in indicating its importance for the communication among different cultures, regions and nations, this historical phenomenon acquires a particular connotation in different periods of the history of the Cuban education.

The first evidences of the English language teaching in Cuba date from the colonial period. In the year 1836, this subject was only taught in some elementary schools and only wealthy persons received it.

With the victory of the Revolution in 1959, changes and transformations took place in the educational system, it influenced the education in languages and the need of being included as part of the many-sided and harmonic formation of the new generations, sustained in the foreign politics of the Party and of the State on the base of friendship, the solidarity and the collaboration with other countries of the world.

In 1961 the teaching of English as a foreign language began in the Languages Schools, also it was included in the Junior High School and in the University Reform of 1962, and this subject was a part of the curriculum of the universities. Immediately as a result of the transformations which were taken part in the Cuban Educational System.

In the academic year 2001-2002 began the Third Educational Revolution which meant a technological and academic turning point in the history of the education in Cuba and the teaching of English as a Foreign Language was paramount by transmitting the TV classes and courses.

Though, it is important to recognize that the teaching of foreign languages in Cuba has been supported with the use of the technology at least in the languages schools and universities.

Today the Junior High School has the challenge of shaping a student able to interact in the English language, for the accomplishment of this task the state and the government have endeavored great efforts and investments to support it.

This basic formation promotes an integral general culture that permits the students know and understand their past, face their present life and their future preparation.

The English teacher takes part in the preparation and design of activities derived from the educational strategy entailed with to interests and needs of his pupils

In regards to this, Specialists like: Vega Gómez, M. C. (2004), Cepero Luis, O. (2005), Rodríguez Pérez, G. and Leiva Miranda, M. O. (2006), Backer K, S. (2007),

They have studied the subject-matter of the teaching learning process of the English language vocabulary in the different educational levels, they have propitiated the theoretical and methodological essential needs to deal with this topic, for all the previously outlined are assumed the following general considerations of the authors above-mentioned:

- The methodological essentials for the fixation of the vocabulary in the English subject as foreign language in the Junior High Schools.
- The steps to introduce the new vocabulary.

Nevertheless, the teaching practice reflects that there are potentialities and limitations with the development of the vocabulary in the English language in the students of the seventh grade of the Integrated School ``Néstor Leonelo Carbonell`` in La Sierpe, some of them are:

Students like the English language, attend classes everyday, do the homework, show interest in lessons, they are disciplined, they like to learn and want to be English language users. They have scarce mastery of the communicative functions, limited use of communicative situations in the foreign language, the activities directed to the recognition, reproduction and production of the new vocabulary are minimal and insufficient, they face difficulties while handling with words, few use of the teaching aids to promote the vocabulary fixing, few knowledge of different areas of the vocabulary and reject the use of technologies to learn the English language.

In order to find a scientific solution to the pedagogical situation described before, the following research **scientific problem** is stated:

How to contribute to the increasement of the vocabulary in the English language in the students of seventh grade from ``Nestor Leonelo Carbonel`` school in La Sierpe?

According to this problem, the following **objective** is determined:

To apply teaching activities directed to the vocabulary learning in the English language in the students of seventh grade from ``Nestor Leonelo Carbonel`` school in La Sierpe

To give a fore solution and for a better organization of the research the following **Scientific questions** are stated:

- 1- What are the theoretical and methodological foundations that support the vocabulary learning in the English language?
- 2- What is the current state of the vocabulary learning in the English language in the students of seventh grade from `` Néstor Leonelo Carbonell `` school in La Sierpe?
- 3- What kind of teaching activities can be applied to increase the vocabulary in the English Language in the students of seventh grade from ``Néstor Leonelo Carbonell `` school in La Sierpe?
- 4- How to validate the results of the applied teaching activities for the increasement of vocabulary in the English Language in the students of seventh grade from ``Néstor Leonelo Carbonell `` school in La Sierpe?

To fulfill the objective of the following **scientific tasks** are stated:

1. Determination of the theoretical and methodological foundations that support the vocabulary learning in the English language.
2. Diagnosis of the vocabulary learning of the English Language in the students of seventh grade from ``Néstor Leonelo Carbonell `` school in La Sierpe?
3. Application of the teaching activities to increase the vocabulary in the English Language in the students of seventh grade from ``Néstor Leonelo Carbonell `` school in La Sierpe?
4. Validation of the results of the applied activities to increase the vocabulary in the English Language in the students of seventh grade from ``Néstor Leonelo Carbonell `` school in La Sierpe?

To carry out the research paper are considered different **researching methods** among them from the theoretical level:

Historical-Logical Analysis: to deepen into the study of antecedents of the vocabulary teaching and learning, as well as the evolution that it has had during different stages.

Analysis- synthesis: to analyze the instruments employed and summarize the elements which were useful in the elaboration of the teaching activities elaborated.

Induction- deduction: to deepen into the development of students related to the vocabulary in the English lessons.

From the empirical methods are used:

Pedagogical observation: to diagnose the problem, related to the increasement of the vocabulary.

Interview: it was employed in order to know about the different interests and motivations students have, related to the subject and the increasement of the vocabulary in English Language, and also, to know what some professors think about the difficulties that exist related to the vocabulary learning.

Documentary analysis: it was made to evaluate and verify the objectives of the syllabus and treatment of the vocabulary, in the teaching-learning process.

Pedagogical test: It was employed to evaluate the process of vocabulary learning of the group in the stage of pre-test and post-test.

Pre- experiment: To prove the effectiveness of the proposal of activities in practice.

Population and Sample:

For the development of this research seventh graders from " Néstor Leonelo Carbonell " school in La Sierpe were selected as population. The sample is class 1, which was intentionally selected. The sample is characterized by being adolescent students between twelve and fourteen years old. The class has 21 students, 7 females and 14 males. There are 9 slow learners, 6 average learners and 5 fast learners. There are not health problems.

Scientific newness:

The scientific innovation of this investigation consists on the proposal of teaching activities that contribute to the vocabulary learning of the English language in the students of the seventh grade (Group 1) of the Junior High School" Nestor Leonelo Carbonel " in La Sierpe. The teaching activities elaborated are characterized by being systematic, interdependent, and flexible. These teaching activities are also made taking into account the students' characteristics, motivations and the curriculum's objectives of the English subject. They are structured in title, objective, time, type of activity, orientation stage, execution stage and control stage. Also, by means of these teaching activities the students can improve their vocabulary and express themselves orally in a correct way by using the right content already studied in the lessons.

DEVELOPMENT

1.1 Theoretical conceptions of vocabulary teaching and learning in Junior High School.

In this chapter some considerations are taken into consideration for the vocabulary learning in Junior High School. Also, are taken into consideration some theories that support vocabulary learning of the English language in non-native environments. Besides, an analysis is made of the outcomes resulted from the diagnose stage of the research.

The introduction of any language course is affected by a great number of contextual variables. One very important variable is the status of English in a given country. Students in non-English environments have limited opportunities to practice the language outside school and no immediate need or clear motivation to use and learn English unlike students who learn English in English environments. It is also important to consider both learners and teachers' attitude to English.

In the conception of the educational Cuban model, the English subject is included in the curriculum of the Junior High School. But to accomplish this purpose it is necessary the use of illustrations of the textbooks, pictures, listening materials, inside the linguistic and methodological conception for learning of the vocabulary; so that the vocabulary groups are located in different areas, such as the family members, belongings, item of clothing, through the different didactic procedures emphasizing the activities for the different moments in the lesson, predominantly in the systematization and application of the knowledge in the vocabulary.

The education of the English language in the Junior High School has a fundamental objective the development of the communicative abilities that permit the students to understand and to express orally about personal information, family life, the school and social activities they daily do. Also, the English Lesson must help the pupils get used to the custom and the culture of some countries where English is spoken.

For the seventh grade Junior High School there is priority with the development of the oral expression, it complements itself with writing and finally with reading, the pronunciation elements are considered inside of the vocabulary of frequent use, which it is introduced through songs, pictures and linguistic games.

The treatment of the vocabulary in the seventh grade takes into consideration the lexical units that must be in relation with the vocabulary of this grade so that students should be able to use the English language in different communicative situations, and the most important thing: to communicate in the foreign language, for that reason the teaching-learning process of the English Language in the Junior High School must propitiate the development of the communicative competition, which presupposes the expression, the interpretation and the negotiation of meanings in the interaction between two or more persons, or between a person and a written or oral text.

The English subject in the Junior High School has the objectives and the contents delimited well, including the grammar and vocabulary for using in each unit by the teacher that permit a better organization of the teaching learning process, but the vocabulary has not received the recognition it deserves in the classroom. Most of the time teachers do not consume time while working with it, most translate words and students just copy them to fill their note books with aspects, they will no longer study, and the teaching of vocabulary is banned from unit to unit. (Nation1999)

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. According to Colorado (2007, as cited in Adger, 2002) The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap.

Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

Reading vocabulary

This refers to all the words an individual can recognize when reading a text.

Listening vocabulary

It refers to all the words an individual can recognize when listening to speech.

Writing vocabulary

This includes all the words an individual can employ in writing.

Speaking vocabulary

This refers to all the words an individual can use in speech.

Another important element to clear up when it comes to vocabulary learning is to define the differences between lexis and lexicon. Lexicon refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication (McCarthy, 1990, as cited in Taylor, 1990). According to McCarthy (1990, as cited in Taylor, 1990) the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neuro-linguistics and the lexis the amount of words someone has in its vocabulary stock.

The inefficiency in the communication, almost always is associated with the limited vocabulary of the students, who must learn it joined with subsystems such as the lexical, the sounds, the grammar and the cultural elements that are related to any act of communication, listening, speaking, reading and writing.

“The vocabulary is the easiest aspect to acquire ... and the easiest to forget”.

(Antich de León, R., 1975:206).

It is considered that students from seventh grade acquire during the lessons most of the vocabulary, nevertheless, in the following meetings they forget the majority of words learned in the previous lesson and they are not able to use these words

in communicative situations created by the teacher. They must make a daily study by practicing all the contents studied in the previous lessons to achieve the fixation of the new vocabulary.

A crucial distinction is often made between knowing a word and using it. Knowing a word does not necessarily entail using the word automatically in a wide range of contexts (McCarthy, as cited in Adger, 2002) since for every vocabulary dimension there is a knowledge dimension and a skill dimension. Evidence suggests that the knowledge aspect requires conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory (Ellis, as cited in Herrel, 2004: 94). Vocabulary learning strategies therefore, should include strategies for using as well as for knowing a word.

1.1.2 The theoretical and methodological foundations for the teaching and learning of vocabulary in the English language in Cuba: methods and approaches:

The Grammar-translation Method based fundamentally on the teaching of foreign languages through the deductive grammar and the conscious practice of exercises of translation; the treatment of the vocabulary is by means of the translation of texts and grammatical structures supported on the content of the vocabulary. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native-language equivalents of target language vocabulary.

Grammar is learned deductively on the basis of grammar rules and examples. Literary language is regarded as superior to spoken language. Work is highly structured, with the teacher controlling all activities. The teacher supplies correct answers when students cannot. (Prator and Celce-Murcia, 1979:3) listed the major characteristics of Grammar-Translation:

- Classes are taught in the mother tongue, with little active use of the target language;

- Much vocabulary is taught in the form of lists of isolated words;
- Long, elaborate explanations of the intricacies of grammar are given;
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words;
- Reading of difficult classical texts is begun early;
- Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis;
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue;
- Little or no attention is given to pronunciation.

The Reading Method is emphasized in the development of this basic skill in which importance is granted to the control of the vocabulary in the texts.

The Psychological Method consists in the mental representation and in the association of ideas; the lexicon is learned through sentences about the daily activities by means of situations related to the experiences of the students and in the employment of dramatization, as well as audio-visual aids, which propitiate the increase of the vocabulary in a short time.

The Direct Method is considered at present as an approach, according to Irizar Valdés, A. (1996) the teaching of languages must be based on the practice and she conceives learning of the language of similar form to the mother tongue, taking as main objective the development of the skill of thinking about the foreign language exclusively. The characteristic features of this method are the practical direction in the teaching of foreign language, the ignoring of the existence of the mother tongue, use of visual aids and various exercises both written and oral. The method is called direct because it aims to establish a direct connection between the words in the foreign language and their denotations.

The audio-lingual method developed with the advent of audio tapes. This method is based on the belief that language learning is the acquisition of correct language

habits. The language learner actually hears and mimics native speakers on audio tapes, often used with earphones in a language lab setting. Lessons begin with a sample dialogue to be recited and memorized. This is followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced is reinforced. The teacher directs and controls students' behavior, provides a model and reinforces correct responses.

Characteristics of the Audio-Methods:

- New material is presented in dialogue form;
- There is dependence on mimicry, memorization of set phrases, and over learning;
- Structures are sequenced by means of contrastive analysis taught one at a time;
- Structural patterns are taught using repetitive drills;
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation;
- Vocabulary is strictly limited and learned in context;
- There is much use of tapes, language labs, and visual aids;
- Great importance is attached to pronunciation;
- Very little use of the mother tongue by teachers is permitted;
- Successful responses are immediately reinforced;
- There is a great effort to get students to produce error-free utterances;
- There is a tendency to manipulate language and disregard content.

Psychologists, linguists, and language teachers have been interested in vocabulary learning strategies for a long time (Levenston, 1979:12). Numerous studies have been conducted comparing the effects of different vocabulary presentation strategies. In fact, the vocabulary field has been especially productive in the last three decades. In regards to this specialists like: (Acosta Rodolfo, 1996). (Coady

and Huckin, 1997: 234-243), (Schmitt and McCarthy, 1997: 57-68), (Atkins, 1998: 83), (Wesche and Paribakht, 1999: 97), (Read, 2000: 64), (Schmitt, 2000: 58), (Nation, 2001: 131) Vega Gómez, M. C. (2004), Cepero Luis, O. (2005), Rodríguez Pérez, G. Leiva Miranda, M. O. (2006), Backer K, S. (2007), have studied the teaching learning process of the English language vocabulary.

Graves (2000, as cited in Taylor) defines “vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual”. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (as cited in Herrel, 2004) extends Graves’ definition further by stating that lexicon organizes the mental vocabulary in a speaker’s mind. An individual’s mental lexicon is that person’s knowledge of vocabulary (Krashen, as cited in Herrel, 2004). Miller (as cited in Zimmerman,2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardener (2009, as cited in Adger) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor)

According to (Acosta Rodolfo, 1996: 47): Vocabulary is the system formed by all the words and equivalent of these. The term, word is defined as the basic unit of the language, which comes from the association of a meaning with a group of sounds, which is used in a grammatical function given”

According to (Herbert & Kamil, 2005:23): **Vocabulary** is the foundation on which a language is taught. Vocabulary is “the knowledge of the meanings of words” .In other words, it can be said that vocabulary constitutes information coded in language meaning. There are two different manners of conveying information through language: oral and written.

The two forms that conceive vocabulary are the oral and the written form, in which oral represents the receptive skill that allows learners to understand or recognize the words, and the productive skill which allows students to write or to speak by using different vocabulary.

Oral vocabulary is the set of words in which a person knows the meaning when speaks or reads aloud. Written vocabulary is a set of word meanings encoding information that is meant it will be read silently. Vocabulary, then, refers to well-known words that are used and recognized frequently by a person. For this reason, vocabulary is important in the English language teaching process because it seeks to engage a successful language learner who is able to recognize and produce communicative functions. In oral and written form, vocabulary acquisition helps improve spontaneous communication in class, supporting the teaching and learning of other language skills, such as listening, writing, reading, and speaking (Chengqian, 2009:321).

Between the precedents in the education of the English language in the Junior High School in Cuba, the contributions assumed are: the words are not learned by using the textbook, the student must learn the new words orally before using it.

On the other hand Frye Phillips expresses the learning of the vocabulary in the English language in Cuba is carried out by means of colloquialisms, and simple forms or learned phrases, by means of words, actions and pictures, this aspect is considered between the linguistic and methodological essentials for the formation of the vocabulary of the English language.

Also it is emphasized during the first ten lessons the new words must be introduced orally before the students visualize its spelling through the textbook and both the teacher and the student familiarize themselves with the procedure of transmitting ideas by means of actions. (Frye Phillips, A., 1912:4)

According to the criterion of Finocchiaro and Brumfit (1983:68) the components of the lexical subsystem must present oneself as communicative expressions, fixed formulae and words of content (nouns, verbs, adjectives, adverbs)

According to the criterion of Antich de León when the teacher introduces a new material it is necessary to use acquaintances grammar forms and vice versa, which demonstrates that the grammar and the vocabulary must be related as subsystems. (Antich of León, R., 1986:195)

Teacher before presenting any content must give students the grammar and vocabulary that he is going to use in the following lessons to prepare them to assimilate better the new contents.

When considering the language as the material wrapping of thought, dialectically the language is formed in the relation with the sensations and perceptions of the world to achieve the cognition because the simplest expression, far from reflecting a constant and rigid relation between sound and meaning, constitutes, actually, a process. (Vigotsky, L.S., 1987:180)

On the other hand Rodríguez Pérez, G. and Leiva Miranda, M, (2006:7) refer to different forms that can be used for the development and fixation of the vocabulary, which are taken in consideration as **theoretical and methodological sustenance:**

- To offer the concepts of the new words by means of drawings or typical actions.
- To explain the meaning of the word always in English.
- To work with synonyms and antonyms of the word, to contrast the new words.
- To ask the students to form words from the already introduced one and to use games to construct the vocabulary.
- To use similar words to construct the vocabulary, to combine the word in the prosody, and to realize questionnaires based on the new words.

These aspects expressed before are related to the socio-psycho-pedagogical characteristics of the students, because to know a word in the foreign language the student needs to recognize it in its verbal and written form, the student must relate

it to grammatical appropriate forms, pronounce it, write it correctly and combine it with other words to try to use it in the appropriate level of formality by means of real situations.

Students pick up new words at an amazing pace in both their first and second language and they can understand the concept of words well before the concept of grammar. They are interested in the meaning and function of the new language in order to play a game, sing a song, or act out a story.

The teacher, therefore, should present the vocabulary as varied as possible, he can introduce things students can see, feel, play with, touch, and experience every day. Meaning can be made apparent without the use of the first language. Teachers can use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks, the pictures, and posters.

When appropriate, teachers can bring in real objects such as guavas, carrots, baskets, bags, hats, bottles, and cups. Pictures and picture cards are often supplied with young learners' course books together with a set of games and exercises for use. These can also be made at home or teachers can ask students help make them.

The teacher must have a good knowledge about his students, their special needs as well as the objective of the language to have success. Since the teacher is the main source of the language, the way the teacher speaks has great importance. The teacher should answer the questions with a full sentence. Since Students understand things in a more holistic way than adults and concentrate much more on the totality of the message itself and not on the messages individual components, there is no need for the teacher to slow his speaking speed. Play a key role because their decisions can make a real difference with regard to the success of a particular program.

Techniques for explaining the meaning of new words to Students

- By demonstration or pictures
- using an object
- using gesture
- performing an action
- using photographs
- drawing diagrams on the board
- pictures from books
- analytical definition (to these moving images, from TV, video or computer should be added) by verbal explanation
- putting the new word in a defining context (e.g. we use a pen to write)

The translating into another language explanation is useful when introducing abstract ideas such as person, place, and so on. It requires from the learner to do some mental work in constructing a meaning for the new foreign language word. The more learners have to think about a word and its meaning, the more likely they are to remember it. The immediate translation of a new word takes away from the students any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind. Need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. For example, when explaining the word tomato: banana is a fruit. It is a banana. Vocabulary should be accurate, and the students should be given enough information to prevent confusion.

When it comes to vocabulary the author of this paper proposes some aspects to be taken into account. Teachers have to know what is the real stage of the use of lexical units in which students are, the work uses the following Assessment Scale to clarify its scientific position in what vocabulary is concerned due to the difficulty

of referring to the mastery of the lexicon in the English language. So this work considers mastery of vocabulary as a complex process which takes into consideration the following levels:

Level 1

- 1- Mastery of the vocabulary area about personal information.
- 2- Usually able to describe houses, places, objects, persons physically and morally and the mastery of the adjectives to do it.
- 3- Usually able to conjugate verbs.
- 4- Usually able to express what they are doing at a moment.
- 5- Usually able to use antonyms.
- 6- Usually able to use synonyms.
- 7- Mastery of the vocabulary area about weather.
- 8- Usually able to describe the different types of clothes.

Level 2

- 1- Few mastery of the vocabulary area about personal information.
- 2- Few use of adjectives to describe houses, places, objects, persons physically and morally.
- 3- Little use of the verbs.
- 4- Little production of learned patterns about actions that are happening at moment .
- 5- Little use of antonyms.
- 6- Little use of synonyms
- 7- Few use of the vocabulary about weather.
- 8- Little mastery of the adjectives to describe clothes.

Level 3

- 1- Limited use of the vocabulary area about personal information.
- 2- Not use of adjectives to describe houses, places, objects, persons physically and morally.
- 3- Not use of the verbs.
- 4- Not handling of learned patterns about actions that are happening at moment of speaking.
- 5- Not use antonyms
- 6- Not use of synonyms.
- 7- Limited use of the vocabulary related with weather.
- 8- Limited of the adjectives to describe clothes.

2.1 Initial stage analysis of the employed tools and instruments in the diagnosis.

After the employment of different tools and techniques the following results were obtained. Interview (annex 3), in the item directed to motivation for the English subject nine students (42.85%) were motivated to learn the subject and 12 students (57.14%) were not motivated.

In the item related to express themselves orally 6 students (28.57%) liked the oral activities however, the rest of them, 15 students (71.42%) never liked the oral activities.

In the third item related to the importance of talking in the English Language, there are 11 students (52.38%) who considered important to talk in English, even though the rest of students 10 (47.61%) did not like to talk because it was very difficult for them to express orally.

In the fourth item related to comprehension of the English Language all the students said that they could not understand everything that the teacher was saying because the majority of them did not receive English lessons in the primary school.

In the fifth item related to learn new English words, the majority of them 17(80.95%) liked to learn new words and the rest of the students 4(19.04%) did not like to learn words.

In the sixth item related to, how many words they master, the whole group did not know how many words they master.

In the case of the **pedagogical Test** (annex 4) the results obtained by the investigation demonstrated that there are difficulties in the vocabulary mastering process:

In the first item related to reproduction of the basic vocabulary of the grade there were 2 students (9.52%) able to reproduce it, they belong to Level 1. There were 2 students (9.52%) able to reproduce partially the basic vocabulary of the grade, they are in level 2. The rest of them 17 (80.95%) were not able to reproduce it, they are in Level 3.

In the case of the second item related to reproduction of the lexical and phonetic patterns there were 2 students (9.52%) able to reproduce it they are in level 1. In the level 2, there was just 1 student (4.76%). The rest of students 18 (85.71%) were not able to reproduce the lexical and phonetic patterns, they are in level 3.

In the third item related to spontaneous communication in the oral and written form there was just 1 student (4.76%) that belonged to level 1. There were 3 students (14.28%) able to communicate ideas partially they are in level 2 and there were 17 students (80.95%) who could not communicate spontaneous ideas in the activities.

In the pedagogical observation the following pointers were considered:

- 1- Personal Information.
- 2- Adjectives to describe persons, places and objects.
- 3- Verbs conjugation.
- 4- Present Continuous Tense.
- 5- Uses of antonyms
- 6- Uses of synonyms
- 7- Weather vocabulary use.
- 8- Clothes vocabulary use.

In the first pointer directed to talk about personal information seven students (33 %) belonged to level 1, three students (14.28%) were in level 2 and eleven students (52.38 %) belonged to level 3.

In the second item directed to the use of adjectives to describe places, persons and objects only three students belonged to level 1 (14.28%) they could describe persons, places and objects, only two students were in the level 2 (9.5%) and sixteen students belonged to the level 3.

Referring to verbs conjugation, just only one student (4.7%) was able to conjugate verbs and belonged to level 1, three students (14.28%) were in level 2 and seventeen students (80.95) were in level 3.

Referring to the correct use of the present continuous tense, just only two students (9.5%) used it correctly, two students (9.5%) were in level 2 and seventeen students (80.95) were in level 3.

In the fifth pointer directed to the use of antonyms, nobody belongs to level 1 and level 2, 21 (100%) students belong to level 3.

Referring to the correct use of synonyms, nobody belongs to level 1 and just only 1 student (4.7%) had a little mastery about synonyms, they are level 2 and twenty students (95.2%) belong to level 3.

Referring to the correct use of vocabulary about the weather, just only one student (4.7%) was able to use them and belongs to level 1, two students (9.5%) are in level 2 and eighteen students (88.71) are in level 3.

Referring to the correct use of vocabulary about Clothes, just only one student (4.7%) was able to use them and belongs to level 1, two students (9.5%) are in level 2 and the rest nineteen students (88.71) belong to level 3.

3.1 Teaching activities theoretical background from a communicative perspective.

This chapter is related to the theoretical backgrounds of the teaching activities in foreign language teaching, specifically in the English language. The activities put into practice and the result analysis of the initial and final stage of the research.

The conceptual aspect in within the socio-cultural psychology in relation to the activity that is considered in this work is based on the theories given by A.N. Leóntiev who is the major figure on this theory and deepened afterward by A.R.Luria; P.Y. Galperin; V.V. Davíдов, and V.P. Zínchenko, among others.

The activity remarks the relation between the subject and the object where: the human beings while transforming the object transform themselves and the relation with the object is presented to the subject just as it is, as relation and thus regulates the activity.

The constituent elements of the activity are: the orientation, departs from determined necessities, motives and tasks and the execution, that consists of realizing actions and operations related to the needs, the motives and the task as such. In all human activity there must be a clear end, and the realization and attainment conditions.

L.S. Vygotsky in his theories of the human activity considers the social as essential of the psychological and the character as mediator of the human mind through the

instrument and the sign, meaning psychological instrument. In the psychogenetic theories the superior behavior forms are established, that is, the so called superior psychic functions. The child does not only assimilate the content of the socio-cultural experience but also the cultural thinking means, the procedures and the cultural behavior.

This genetic law of the social behavior states that every psychic function appears two times in the individual first as an interpsychical category and then inside the child as intrapsychical category. The development of the psychical functions begin first with the external actions.

According to this theory can be stated that the activity is the main force that enhances the psychic. There are two concrete types of the human activity, the practice directed to the external and the theory directed to the internal, the theoretical activity arises and it is developed and influenced by the objects in the human practice and it contributes in such a way that the objects reach the most effective form. The theoretical activity leads to the development of the critical-verbal thinking.

Any activity comprises a series of actions directed to an end, but the choice for the accomplishment of it requires of the following elements the action, the determination of the concrete content and the activities adaptation to the given moment which constitutes tasks of the investigated-orientated activity of the human beings.

Teaching activities propitiate learning in a more effective way, The use of these activities for learning a new language have been supported by different authors who give teaching activities different conceptions and definitions. This work relates the concepts and definitions given by the most relevant specialist in this field.

Leontiev, (1981:223) defines an **activity** “as the real process that includes various actions and operations, by means of which he or she responds to his or her needs, keeps a relationship with reality and states certain attitude toward such reality”.

An activity, from a philosophic view point can be considered as a specific human way of active relation with the world around, which content is based on the world

transformation according to an objective. It demands certain differences between the subject and the activity object. Every activity includes in itself, certain means, result and consequently its conscious character. It is the real motor force of the social progress and a condition for the society to exist (Philosophical- Encyclopedic Dictionary, 1984:151)

In relation to the same, it is also stated that teaching activities are the way to interact dynamically with the reality through which is established the real link between the man and the world he lives. Through activities, man influences over nature, objects and other people. (Petrovski, A.V., 1981: 197).

To Rubinstein, S. L. (1977:59), "Every activity of man comes from himself as personal as a subject of that activity". Hence, they postulate results basic for the planning and the development of this educative labor since the formation of the qualities expected to be seen in the students, they must be done with their active participation in the activity.

In this sense, Rubintein, S.L. (1977:91) expressed: "(...) activities are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the set reality. The activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, the activity is a process in which transformations occur between the subject and the object with the end of pleasing the needs of the subject."

Gonzalez, V. (2001:91) stated that: "we call activity to those processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards that reality (...) in the form of activity occurs the subject-object interaction, thanks to which the psychic reflects permit the set interaction originate".

On the other hand, Carlos M. Alvarez de Sayaz (1999:66) defined activity as: "(...)

the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for the pleasing of their own needs. It is through the activity that man can transform and get to know the world.

Teaching activities are derived according to its difficulty and complexity level, and the levels of assimilation of the students, so some are for recognition, reproduction and production.

Besides, students in the activity assimilate the knowledge that guarantee intellectual development, it also demands the work with methods with which students dominate peculiar activities. (Danilov, 1986: 6).

So it can be stated that teaching activities consists in obtaining learning processes and knowledge, preparing man for life. The activity makes up a complex system that has certain components and different kinds of manifestations.

Teaching activities, one of the most effective ways for oral practice, have been approached by different authors and have been defined in different stages. Studies realized coincide that they have a great importance in the learning process; they contribute to the instruction and education of the personality and to the development of the reflexive thought.

On the other hand, teaching activities are planned, and oriented by the teacher and they are executed by the students, they can be in class or outdoor class, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001:35).

Several works related to teaching activities among them: Labarrere (1996), Álvarez de Zayas (1997, 1999, 2004) state some points of coincidence in the conception and formulation of the teaching activities. For the application of these, the teacher should take into account the following parameters:

- What elements of thought need to reveal.

- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative demands.
- The conditions in which they are developed.
- What sociocultural aspects involve the students

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated, Caballero, E. (2002:43-44). Sufficient, because they assure the necessary practice. So, if the student is going to learn she/he will learn to do it in an effective way and when she/he is prepared to put the difficulties away, then learning is granted.

Varied, because they have different demand levels to promote the intellectual effort in the students, from a simple exercise to the solution of a problem, from the formulation of a hypothesis to the search of solutions.

Differentiated, because they are within the range of everybody's capacities, they facilitate the attention of the individual needs of the students and the students do not need a great amount of effort to do them.

Without a doubt, the analyzed criteria before show a double functionality of the teaching activities taking into account each of the levels that intervene in the teaching learning process, for example:

- 1) - As a means to learn (students).
- 2) - As a means to direct the learning process (teachers).

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items

they can use in different communicative situations keeping in mind the uses to which the language is put and through the major role given to speech activities.

3.1.2 Characteristics of the proposed teaching activities.

They are based on the objectives for the English subject in seventh grade. The teaching activities offer an alternative in order to achieve the objective stated in this research. Also, by means of these teaching activities the students can improve their vocabulary learning and express themselves orally in a correct way by using the right content already studied in the lessons. These teaching activities are also made taking into account the students' characteristics, motivations and the curriculum's objectives of the English subject for seventh graders. Basically the activities have three stages the orientation carried out by the teacher, the execution supported by the actions done by the students and the control with the participation of both in the attainment of the wanted goals.

Due to the outcomes obtained during the initial stage, the activities are to be done during the free practice lessons in each unit. The activities are structured as follows, title, objective, time, procedure and assessment.

Activity 1

Title: Introducing yourself

Objective: To increase the vocabulary related to personal information.

Type of Lesson: Free practice lesson.

Time: 20 minutes

1-orientation stage: the teacher gives students new names, students write the new name on a piece of paper, the teacher selects a piece of paper and models what

students have to do, the teacher checks if students know what to do, then asks a student to do what they have to do, once all students know what to do, then comes the second stage execution.

2-execution stage: one student will select a piece of paper with one of his classmates' new name then he/she has to find who the person is, by asking questions such as: Are you mike? Who are you? What's your name? How do you call yourself? What's her/his name? When the student finds the person that he has been looking for, the student must introduce himself and another student must continue the same way, until the last student introduces himself. Once they have a match they continue asking personal information questions ones each other.

3-control stage: Students must communicate each other orally by using the correct communicative functions and vocabulary given in the previous lessons. The activity will be evaluated orally by the teacher, he takes down notes of the main mistakes and achievements made by the students and correct them at the end of the activity.

Activity 2

Title: Match the adjectives

Objective: to increase the vocabulary related to adjectives for object, animals, persons description

Type of lesson: free practice lesson.

Time: 20 minutes

Orientation stage: Teacher writes three adjectives on the board and asks students to suggest things which could be described by these adjectives.

Important dangerous heavy

Execution stage:

In pairs, ask the students to jot down three adjectives and as many things as they can think of which those adjectives could describe. Take three adjectives chosen by one pair of the students, write them on the board and ask the class to suggest things which the words might describe. Compare and discuss the pair's suggestions with those of the class.

Control stage:

The students must select the correct group for each noun selected by them. The activity will be evaluated orally by the teacher, for an afterward analysis and assesses them individually according to quantity of nouns they used, the teacher takes down notes of the main mistakes and achievements made by the students and correct them at the end of the activity.

Activity 3

Title: Match the nouns.

Objective: to increase the vocabulary related to nouns that refer to animals, objects and persons.

Type of lesson: free practice lesson

Time: 20 minutes

Orientation stage: Teacher writes two columns of adjectives and nouns and asks students to suggest combination For example: A black cat.

A black cat

An expert doctor

A brilliant student

An intelligent dog

An important museum

A fast Car

Execution stage: Students will select different combinations, for example a black doctor, and the teacher will draw a line to join the two words. See how many the class can make. If someone suggests an unusual or strange combination, they have to justify it- can you justify an expert cat for example?

Control Stage:

The activity will be evaluated orally by the teacher, he takes down notes of the main mistakes and achievements made by the students and correct them at the end of the activity.

Activity 4

Title: Match the Verbs

Objective: To increase the vocabulary related to verbs in present.

Type of lesson: free practice lesson.

Time: 20 minutes

Orientation stage: The teacher shows some pictures with different type of animals, persons or objects and the students must express what the pictures characters can do with verbs. For example: The teacher shows a picture where appears a dog with a ball.

Execution stage: Students must say as many actions as a dog can do

Student A: The dog runs after the ball.

Student B: It barks at night.

Student C: It jumps very high.

Student D: The dog digs in the ground.

Student E: It moves its tail.

Control stage:

The activity will be evaluated orally by the teacher, he takes down notes of the main mistakes and achievements made by the students and correct them at the end of the activity.

Activity 5

Title: What's happening?

Objective: to increase the vocabulary related to actions which are happening at the moment.

orientation stage: Teacher shows the pictures. For example:

Then teacher asks the student; what are the pictures characters doing?

Execution stage: Students must express what the pictures characters are doing.

Picture cards



For example:

A boy is drinking water.

The mouse is eating cheese.

Control stage:

Meanwhile students are talking, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their answers, taking into consideration the pronunciation of the words and proper use of vocabulary.

Activity 6

Title: Brainstorm.

Objective: To increase the vocabulary related to weather.

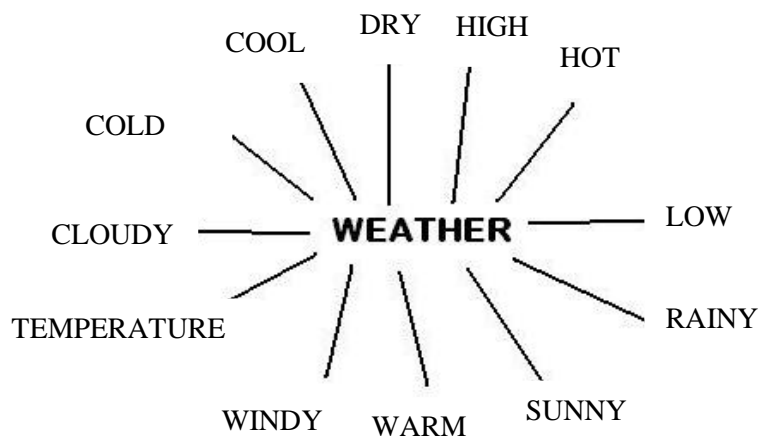
Type of lesson: Free practice lesson

Time: 10 minutes

Orientation stage: teacher takes a word the class recently learned and asks the students to suggest all the words they associate with it. Write each suggestion on the board with a line joining it to the original word, in a circle, so that you get a sunray effect.

Execution stage: Students must suggest as many words as they can.

For Example:



Control Stage:

The students must select the correct group for each noun selected by them and for an afterward analysis and assesses them individually according to quantity of words they used correctly.

Activity 8

Title: Brainstorm.

Objective: To increase the vocabulary related to clothes.

Type of lesson: Free practice lesson

Time: 10 minutes

Orientation stage: Teacher takes a word the class recently learned and ask the students to suggest all the words they associate with it. Write each suggestion on the board with a line joining it to the original word, in a circle, so that you get a sunray effect.

Execution stage: Students must suggest as many words as they can.

For Example:



Control stage:

Meanwhile students are talking, the teacher correct them if they mispronounce a word and assesses them individually according to their answers, taking into consideration the pronunciation of the words and proper use of vocabulary.

Activity 9

Title: Synonyms

Objective: to increase the vocabulary.

Type of lesson: Free practice lessons

Time: 10 minutes

Orientation stage: teacher writes a list of words with its synonyms and antonyms and the student must form as many pairs of synonyms as possible, using the words in the list.

Execution stage: Students should form as many pairs of synonyms as possible with this list:

For example:

Fat	Handsome	Big
Old	Tall	Clever
Ugly	good looking	Huge
Slender	Short	Amazing
Strong	Weak	wonderful
Young	marvelous	Attractive
Pretty	Beautiful	
Thin	Intelligent	

Control stage:

Meanwhile students are talking, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their answers, taking into consideration the pronunciation of the words and proper use of vocabulary.

Activity 10

Title: Opposites

Objective: to increase the vocabulary.

Type of lesson: Free Practice

Time: 10 minutes

Orientation stage: Teacher writes on board or dictates a series of six to ten words which have fairly clear opposites and asks the students to work in pair.

Execution stage: students help each other to think of and note down the opposites. Check, and supply any words the students do not know. At the end of the activity all the pairs of opposites have been written on the board, erase the original words you gave and see if the students can recall them from the ones remaining.

For example:

Elementary

foot: head, hand

drink: eat

hard: soft, easy, gentle

cold: hot

far: near

father: mother, son

full: empty
boy: girl, man
old: new, young
fat: thin
short: long, tall
light: dark, heavy
buy: sell
summer: winter

clean: dirty
right: wrong, left
black: white
wife: husband
broad: narrow
arm: leg
begin: end
small: large, big

Control Stage:

Meanwhile students are copying on the board, the teacher takes down notes of the main mistakes for an afterward analysis and assesses them individually according to their answers, taking into consideration the word spelling and proper use of vocabulary.

3.1.2 Comparative result analysis of the initial and final of the research.

In the final diagnose of this work the following result (see annex 4) were obtained: The **final pedagogical test** (see annex 3) permitted the author of this work, determined that:

In the first pointer directed to the personal information before the application of the activities seven students (33.3 %) belonged to level 1, three students (14.8%) were in level 2 and eleven students (52.38%) belonged to level 3; after the application nineteen student (90.4%) belong to level 1, two students (9.5%) are in level 2 and nobody is in level 3. The activities directed to the personal information show the effectiveness and pertinence of the design and structuring of this type of activities for this level.

In the second item directed to the correct use of adjectives to describe places, persons and objects before the application of the activity only three students

(14.28%) could use adjectives they were in level 1, two students (9.5%) were in level 2 and the last sixteen students (76.19%) belonged to level 3; after the application of the activities eleven students (52.38%) are in level 1, two students (9.5%) are in level 2 and there are eight students (38.09%) who belong to level 3. The activities directed to the correct use of adjectives increased the amount of vocabulary in this area, propitiated the students the possibility to demonstrate their potentials and vocabulary learning abilities through the use of activities which are somewhat different to those they are accustomed to in class.

In the third item directed to Conjugate verbs before the application of the activity just only one student (4.7%) was in level 1, three students (14.28%) were in level 2 and the last seventeen students (80.95%) belonged to level 3; after the application of the activity ten (47.61%) are in level 1, two students (9.5%) are in level 2 and nine students (42.85%) belong to level 3. The activities directed to conjugate verbs, although there are still nine students in level 3, show that through creative thinking and communicative situations entailed to the students' realities verb structuring can be learned easier and faster.

Referring to the correct use of the present continuous tense before the application of the activity, two students (9.5%) were able to use it, they belonged to level 1, two students (9.5%) were in level 2 and seventeen students (80.95%) were in level 3; after the application of the activity fifteen students (71.42%), they belong to level 1, four students (19.04%) are in level 2 and just only two students (9.5%) are not able to use the present continuous tense well, they are in level 3. The activities directed to the correct use of the present continuous tense are effective for the fulfillment of the objective of the level and also propitiate a conscious ideas interchange among the students and the teachers.

In the case of the use of antonyms before the application of the activities nobody belonged to level 1 and level 2, 21(100%) students belonged to level 3; after the application of the activities there are eleven students (52.38%) in level 1, five students (23.80%) belong to level 2, and five students (23.80%) belong to level 3.

The activities directed to the use of antonyms show the need of working with homonyms in classes and the opportunities this topic offers students for the broadening of their own vocabulary.

Referring to correct use of synonyms, before the application of the activities nobody belonged to level 1 and just only one students (4.7%) had a few mastery about synonyms, who was in level 2 and twenty students (95.2%) belonged to level 3; after the application of the activities there are ten students (47.61%) in level 1, two students (9.5) and nine students (42.85%) belong to level 3. The activities directed to the use of synonyms demonstrate how fruitful and enjoyable these activities are for the pupils and the possibilities they offer to internalize the new words.

When referring to weather vocabulary use, before the application of the activity just only one student (4.7%) used correctly the vocabulary about the weather he belonged to level 1, two students (9.5%) were in level 2 and eighteen students belonged to level 3; after the application of the activity thirteen students (61.90%) belong to level 1, four students (19.04%) are in level 2 and four students (19.04%) belong to level 3. The activities directed to the weather vocabulary use are effective for the fulfillment of the aim.

Regarding the use of clothes vocabulary before the application of the activity only one student (4.7%) belonged to level 1, one student (4.7%) belonged to level 2 and the last nineteen students (90.41%) belonged to level 3; after the application of the activities twelve students (57.14%) are in level 1, three students (14.28%) belong to level 2 and six students (28.5%) belongs to level 3. The activities directed to the clothes vocabulary use are effective and doable, they allow students to interchange ideas and thoughts in a rational way in respect to the area analyzed.

CONCLUSION

-in the bibliographical analysis done by the researcher has been detected that vocabulary teaching and learning was supposed to be granted with the use of the communicative approach and that few studies had been conducted to this area in the mid-twenties. Also, during the bibliographical consultation has been shown that now this area is gaining space among the theorists, the linguists and the pedagogues and that vocabulary teaching and learning is having the space it deserves in the teaching of foreign languages. It is important to remark that words make up a language, so with no words languages cannot be used.

-in the diagnose stage could be detected that students have potentialities and weaknesses in language learning mostly in what concerns this work vocabulary learning, this stage of the research permitted to remark aspects such as: students do not master the vocabulary of the units, do not have vocabulary learning strategies, do not give vocabulary the importance it deserves, do not recycle the vocabulary, abuse of the memorization, do not give an appropriate use to the technological they have to learn new words, and most important do not know how to intertwine the new words to new communicative situations.

- The teaching activities elaborated are characterized by being systematic, interdependent, and flexible. These teaching activities are also made taking into account the students' characteristics and motivations. They are structured in title, objective, time, type of lesson, orientation stage, execution stage and control stage.

- After the application of the final pedagogical test the indicators selected showed mobility from lower per cents to higher per cents. All the indicators related to the vocabulary mastery, before the application of the final pedagogical test there were approximately 8.86% of the students in level 1; 8.90% in level 2 and 82.14% in level 3; and after the application of the final test there are 60.10% in level 1, 14.27% of the sample in level 2 and the rest 25.58% in level 3.

RECOMMENDATION

It is recommended the necessity of continuing in the search of different strategies and activities to reinforce this subskill of the language and present them in scientific events where the outcomes must be shown.

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ANEX 1

Pedagogical Test

Objective: to evaluate the initial state of the vocabulary in the students.

Individual activity:

Write a paragraph about yourself taking into account these sentences:

- What is your name?
- How old are you?
- What is your town like?
- What is your friend doing?
- What is your friend like?
- What is the weather like in Cuba?
- What are your friends wearing?
- What do you do at school in the morning?

Annex 2

Initial Pedagogical Test results:

L1-Adequate

L2-Regular

L3-No adequate

Pointers	Sample	L1	%	L2	%	L3	%
1- Personal Information.	21	7	33	3	14.28	11	52.38
2-Adjectives to described persons, places and objects.	21	3	14.28	2	9.5	16	76.19
3- Conjugates verbs	21	1	4.7	3	14.28	17	80.95

4- Present Continues Tense.	21	2	9.5	2	9.5	17	80.95
5-uses antonyms	21	0	-	0	-	21	100
6- Uses synonyms	21	0	-	1	4.7	20	95.2
7- Weather vocabulary use	21	1	4.7	2	9.5	18	85.71
8-Clothes vocabulary use.	21	1	4.7	1	4.7	19	90.47

Annex 3

Interview

Objective: to verify the students' interests towards the subject and what is the current state of the vocabulary in the English Language.

1. ¿Te sientes motivado a aprender inglés?
2. ¿Te gusta expresarte oralmente en el idioma inglés?
3. ¿Consideras importante hablar en inglés en las clases de dicha asignatura?
¿Por qué?
4. ¿Comprendes bien todo lo que el profesor y tus compañeros hablan en el aula en la asignatura de inglés?
5. ¿Te gusta aprender palabras en inglés?
6. ¿Sabes cuantas palabras dominas en el idioma inglés?

Annex 4

Observation guide

Grupo: ____ Grado: ____

Objective: to diagnose the problem, related to the increasement of the vocabulary.

Items

Reproduction of the basic vocabulary of the grade.

Reproduction of the lexical and phonetic patterns.

Spontaneous communication in oral and written form.

Annex 5

Final Pedagogical Test

Objective: to evaluate the final state of the students' vocabulary mastery when presenting a dialogue by means of a given situation.

Make a dialogue in pairs taking into account these questions:

- What is your name?
- How old are you?
- Where do you live?
- What's your address?
- What is your town like?
- Who do you live with?
- What is your mother's name?
- What is your father's name?
- What is your mother like?
- What are you doing?

- What's the weather like in Cuba?
- What kind of clothes you like to wear?
- When do you get at home what do you do?

Annex 6

Final Pedagogical test result:

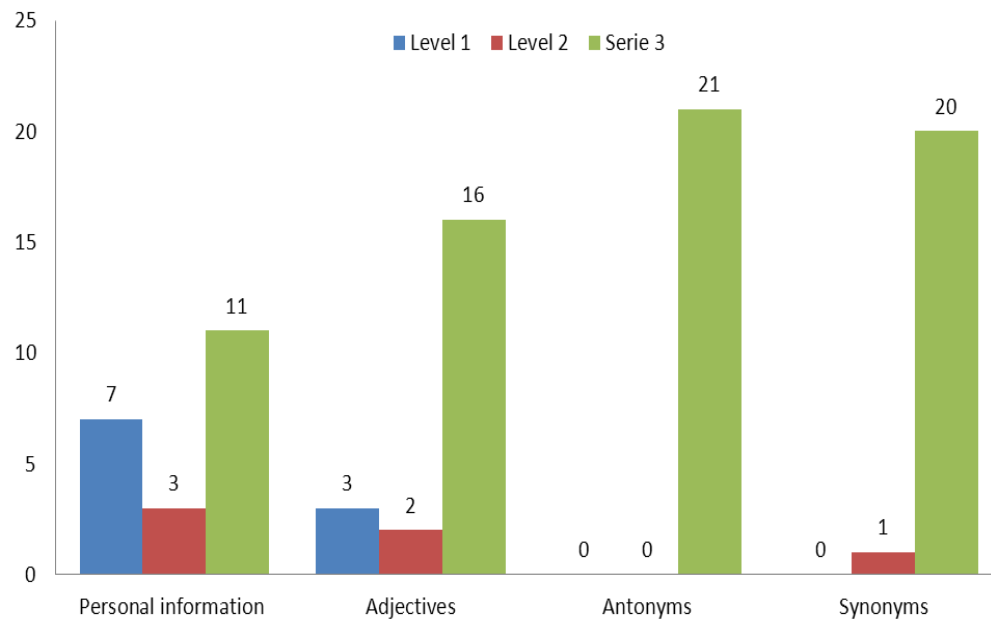
	L1-Adequate	L2-Regular	L3-No adequate					
Pointers	Sample	L1	%	L2	%	L3	%	
1- Personal Information.	21	19	90.4	2	9.5			
2-Adjectives to described persons, places and objects.	21	11	52.38	2	9.5	8	38.09	
3-Conjugates verbs	21	10	47.61	2	9.5	9	42.85	
4-Present Continues Tense.	21	15	71.42	4	19.04	2	9.5	
5- Uses antonyms	21	11	52.38	5	23.80	5	23.80	
7-use of synonyms	21	10	47.61	2	9.5	9	42.85	
7- Weather vocabulary use	21	13	61.90	4	19.04	4	19.04	
8-Clothes vocabulary use.	21	12	57.14	3	14.28	6	28.57	

Annex 7

Initial and Final Pedagogical Test Result and Comparison

Comparison: Initial and Final Test													
		L1-Adequate				L2-Regular				L3-No adequate			
Pointers	Sample	I	%	F	%	I	%	F	%	I	%	F	%
1- Personal Information.	21	7	33	19	90.4	3	14.28	2	9.5	11	52.38	0	0
2-Adjectives to described persons, places and objects.	21	3	14.28	11	52.38	2	9.5	2	9.5	16	76.19	8	38.09
3-Conjugates verbs	21	1	4.7	10	47.61	3	14.28	2	9.5	17	80.95	9	42.85
4-Present Continues Tense.	21	2	9.5	15	71.42	2	9.5	4	19.04	17	80.95	2	9.5
5-Uses Antonyms	21	0		11	52.38	6	28.57	5	23.8	7	33.33	5	23.8
6 -Uses synonyms	21	0		10	47.61	1	4.7	2	9.5	20	95.2	9	42.85
7- Weather vocabulary use	21	1	4.7	13	61.90	2	9.5	4	19.04	18	85.71	4	19.04
8-Clothes vocabulary use.	21	1	4.7	12	57.14	1	4.7	3	14.2	19	90.41	6	28.5

PEDAGOGICAL TEST



FINAL PEDAGOGICAL TEST

