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"VOCABULARY LEARNING PROBLEMS OF 7th AND 8th GRADE STUDENTS OF PUBLIC SCHOOLS IN LA PAZ"

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POSTULANTE: MARCIA JULIETA JIRA HERNÁNDEZ

TUTORA: Lic. MARIA VIRGINIA FERRUFINO L.

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RESUMEN

Muchos alumnos de 7mo. Y 8vo. de primaria de diferentes colegios públicos de Bolivia, tienen la necesidad de aprender vocabulario para hacer uso del mismo en situaciones de comunicación real en inglés en cursos superiores. Sin embargo, cuando ellos estan aprendiéndo vocabulario, se presentan algunos problemas como por ejemplo olvidar el significado de las palabras o escribir incorrectamente las palabras. Estos problemas de alguna manera dificultan el aprendizaje del idioma puesto que el vocabulario es un instrumento necesario para el desarrollo de las destrezas del idioma.

Considerando esto, el presente estudio descriptivo basado principalmente en el enfoque constructivista, identifica problemas de aprendizaje de vocabulario en alumnos de 7mo. y 8vo. de primaria de colegios públicos de la ciudad de La Paz, considera estrategias usadas por los alumnos para el aprendizaje de vocabulario y propone material que puede ser utilizado para superar estas dificultades. Contribuyendo de esta manera a las materias de Lingüística Aplicada a la Enseñanza, psicolinguística, sociolingúistica, docentes de Inglés y todos aquellos lectores que esten interesados en la enseñanza del idioma ingles en colegios públicos.

Por lo tanto, el capitulo uno contiene la introducción del estudio, justificación, formulación del problema, preguntas de investigación, propone los objetivos y las hipótesis. El capitulo dos presenta el marco teórico basado en la revisión bibliográfica. En el capítulo tres encontramos la descripción de la metodología, características del diseño, procedimiento, población, muestra, el instrumento, validez y confiabilidad .El capítulo cuatro presenta el análisis de datos, interpretación y resultados. Por lo cual, el capitulo cinco contiene la conclusión, confirmación de hipótesis y recomendaciones.

Finalmente, se presenta una propuesta para la enseñanza de vocabulario en el capítulo seis. Esta propuesta esta diseñada considerando los resultados obtenidos en el estudio.

Dedicated with all my love

And recognition to my son,

Javier Octavio

And to the memory of my father,

Demetrio

ACKNOWLEDGEMENTS

ABSTRACT

Many 7th and 8th grade students of different public schools feel the need of learning vocabulary to use it in real communication; however when they try to learn vocabulary , they face problems in this process. Considering this, the present study is aimed to support to linguistics professors, English teachers, English learning books, sociolinguistics and psycholinguistics. Consequently, this research, mainly based on constructivist approach, argues that most of the problems might be related to the meaning, written form and learning conditions. Thus, it describes some vocabulary learning problems students may have as well as it suggests ways to overcome some of these difficulties. It also considers the strategies that students use in order to learn vocabulary in that context.

Accordingly, chapter one introduces the study, sets out the background of the problem and the justification, formulates the research questions, proposes the objectives of the study and formulates the hypotheses. Chapter two presents the theoretical framework. Chapter three describes the methodology of the research, the characteristics of the design, the procedures, population and sample. This also presents the gathering information instruments and the validity and reliability of them. Chapter four is related to the data analysis, interpretation and central findings of the study. Consequently, chapter five presents the conclusion of the study; it confirms the three hypotheses and gives some recommendations for upcoming researches.

Finally, a proposal for vocabulary learning and practice is presented in chapter six. This proposal was designed considering the results of the study and it gives the reader some ideas about easy vocabulary learning activities.

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CHAPTER I

1.1   INTRODUCTION

Due to globalisation and the expansion of information and technologies, there is a strong demand for learning English language worldwide. In this way, the English language has become an essential tool in the development of any society thus; people must be able to understand English since it is an important requirement for any job, scholarship or travel. For these reasons, students from 7th primary grade to graduation must learn English language as a subject of public schools curricula. To this respect, [1]Gloria Anabel Auza says that, there is an absence of an updated curricular design for this subject in Bolivia. Therefore, teachers design their syllabus taking into account their own point of view.

Furthermore, when students learn English vocabulary, they are learning the words, the meaning and their use. However, public school students are limited to one hour and a half period for English classes. Besides that, physical conditions at public schools are also limited in terms of facilities for such learning. In opposition, private school students have English at first primary grades and some workshops to support English language learning. In addition, learning conditions are different. Regarding materials in most of the cases where students have attractive, colourful course books with supplementary material to take it home to practice. They also have access to TV, cable or computer programs for additional practice. And, these students take private lessons at institutions for learning English language.

Likewise, at this level students denote certain attitudes in the process of learning this language, for example: some students are motivated, some of them cannot feel confident when learning a foreign language, or do not assume the necessity for future activities and they pass the course because they have to. However, they will have to fulfil this graduation requirement. Because they will need

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[1] AUZA Pérez, Gloria Anabel, Diagnóstico a cerca del aprendizaje del Inglés en estudiantes de 4to de Secundaria en colegios particulares y fiscales de la ciudad de El Alto de La Paz. 2007

to use so many words in different contexts and they will need to have a great amount of vocabulary in their minds in order to use them when it will be required.

According to this, [2] Williams Marion and Robert L. Burden, say that among the advantages of learning a foreign language it can be mentioned the motivation in English language learning, which will also contribute to attention, interest and involvement in classroom activities, having a good atmosphere for learning. In addition, one of the most difficult challenges in teaching, as constructivists approach states, is finding ways to help students to improve their skills in language learning, that is why teachers are constantly searching new models of language teaching and the best way to teach English at school.

What has been said before is concerned with the problems that students face when learning English language vocabulary. It is aimed to support to English learning books, writers, sociolinguistics, psycholinguistics and linguistics professors, who must realize about the phenomena that is presented in the studied situation. Taking into account the conclusion, it will be an important contribution to the design of the curricula for English language subject at school. It will also contribute to Applied Linguistics in order to design lesson plans oriented to public school student's cultural background.

1.2   JUSTIFICATION

The goals of the present study have come from the considerations of the following facts:

Firstly, this study is related to Applied Linguistics and the subjects of lexicology, semantics, psycholinguistics and sociolinguistics. It is because language students need to learn the lexis of a foreign language; they must learn what words mean and how they are used. Moreover, we will make a survey of the process of

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[2] WILLIAMS Marion and Burden Robert " Psychology for Language Teachers : A Social Constructivists Approach" Cambridge University Press 1997

vocabulary learning at public schools environment regarding the linguistic background (aymara or quechua language).

Secondly, [3] the Bolivian schools curricula is characterized by an intercultural vision: the domain of written and spoken strategies in a native language (Aimara, Quechua, Guaraní, etc) ,the command of written and spoken strategies in Spanish language and the command in written and spoken strategies in English as a foreign language. Besides, the cultural context is different from private schools and this research will be useful for people interested in the process and problems of English vocabulary learning in students in that learning conditions, this because most of the schools in our country are public and it can be the first step to design new programs when teaching English.

In light of the above, this research is intended to describe the problems when learning vocabulary taking into account the constructivist approach because at present it is considered in the Bolivian Educational System. All this because 7th and 8th grades are the first contact that most of the students have with English as a foreign language. At these grades, it is necessary to understand the words, associate them to a symbol and connect them to express ideas. In addition, vocabulary is an important tool to speak and write in a language since it helps students to learn the target language

1.3   STATEMENT OF THE PROBLEM

One of the most important concerns in any society is to support the Educational system. With this regard, teaching innovations in Bolivia were promoted, which were analysed by the [4] National Educational Congress (Sucre, 2006) where they discussed about the English subject as a foreign language in the school's curricula. Moreover, the low quality and results obtained after seven years of English teaching were considered.

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[3] Boletín: educación y culturas. Ministerio de Educación y Culturas Año III N°15. Agosto de 2006
[4] Boletín: educ@bolivia. Ministerio de Educación. Tercera Fase Post Congreso. Año III N 10

Further, [5]Auza Perez Gloria points out that some students denote frustration when they discover that they cannot communicate effectively, some state that they learnt many English words and phrases at their schools. Others say that they studied English for seven years or more at school, and they learnt almost nothing. They learnt many words but they do not know how to communicate an idea, write them correctly or use them in an appropriate context.

Consequently, students do not remember how to write or read the words or phrases that they have learnt at school when they finish it, for that reason most of them have to start learning English at an institute. In addition, we can say that vocabulary involves language knowledge, it is part of the four language skills (speaking, listening, writing and reading) and it is an important tool when learning a foreign language.

According to the [6]Constructivists approach in the Educational Reform, students need to do more than just remember and repeat words; they must be able to know the meaning of a word and how to use it in communication; how to pronounce it; its grammatical structure , how it is related to other words and the way to spell it. It means that there must be a meaningful learning of vocabulary with the following characteristics: a dynamic learning, a motivating teaching, opened classes and a formative evaluation. For this reason, we focus attention on the important role of learning vocabulary in the process of learning English as a foreign language.

To conclude, there are different aspects to take into account when teaching vocabulary of a foreign language at public schools such as cultural background, material, student's motivation, environment, confidence when speaking. Therefore, we think that public school's students must face some kind of problems when learning English vocabulary. As a result of the above considerations, we formulate the following questions:

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5 AUZA Pérez, Gloria Anabel, Diagnóstico a cerca del aprendizaje del inglés en estudiantes de 4to de Secundaria en colegios particulares y fiscales de la ciudad de El Alto de La Paz. 2007
[6] Organización Pedagógica. Documentos Base Reforma Educativa. Unidad Nacional de Servicios Técnicos-Pedagógicos Secretaria Nacional de Educación. (pag.5) Sigla Editores S.R.L. La Paz, 1997

1.4   RESEARCH QUESTIONS:

- What are the most frequent problems in English vocabulary learning that students face?

- How do learning conditions contribute to the vocabulary learning process?

- What are the most useful strategies that students use in order to learn vocabulary?

1.5   OBJECTIVES

1.5.1   GENERAL OBJECTIVE

➢ To identify the most frequent problems in English vocabulary learning that 7th and 8th grade students face at public schools.

1.5.2   SPECIFIC OBJECTIVES

➢ To describe the learning conditions characteristics at public schools.

➢ To find the strategies used by students in order to learn new vocabulary.

➢ To suggest strategies to teach English vocabulary to students at public schools taking account the problems they face.

1.6   HYPOTHESES

Firstly, the hypothetical answers we propose below may conduct us to investigate the problem in a more systematic way. To this respect, [7]Salkind states that a descriptive study is the one that describes a phenomenon at the time a research paper is carried out. In other words, the variables are not or cannot be manipulated as in cause-effect studies. As a result, there is neither independent nor dependent variables.

Secondly, what is apparent from a constructivist view of learning is that individuals construct their own meaning from their learning, they make their own personal sense of the skills and strategies, and the way in which they do it will depend on the other influences that surround them such as learning conditions and motivation.

Finally, taking into account the points stated below, we propose the following hypotheses.

H1:

"There are frequent problems relating the meaning and the written form of words that 7th and 8th grade students face when learning English language vocabulary."

H2:

"Students are motivated; however, learning conditions such as lack of material, student´s attitude towards the language, limited exposure to language outside classroom and student´s cultural background do not contribute to the vocabulary learning process.

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[7] SALKIND, Neil T. Metodos de Investigación. Third. Ed. Prentice Hall Regents, New Jersey. 1998

H3:

"The students´ most useful strategies are the use of dictionary and visuals."

In order to reach the general objective of this research and prove the hypotheses, we took into account teachers' opinions about learning conditions and student´s motivation. In addition, we made a survey of the frequent vocabulary learning problems and the strategies that students prefer when learning vocabulary.

1.6.1   VARIABLES IDENTIFICATION

In this study, we have three hypotheses:

The first hypothesis deals with two variables: **relating the meaning** and **written form.** To this respect, [8]Schmitt and McCarthy agreed that knowledge of the written form and meaning is necessary in order to learn a word; that is why we consider these variables.

H 1:

➢ "There are frequent problems relating the meaning and the written form of words that 7th and 8th grade students face when learning English language vocabulary."

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[8] SCHMITT, Norbert and McCarthy Michael, Vocabulary: Description, Acquisition and Pedagogy. Cambridge University Press 1997

The second hypothesis deals with two variables: **student´s motivation** and **learning conditions**.

H2:

➢ "Students are motivated; however, **learning conditions** such as lack of material, student´s attitude towards the language, limited exposure to language outside classroom and student´s cultural background do not contribute to the vocabulary learning process".

Finally, the third hypothesis deals with two variables: use of dictionary and visual strategies.

H3:

➢ The students´ most useful strategies are the **use of dictionary** and **visuals**.

1.6.2 CONCEPTUAL DEFINITONS

According to [9]Salkind, it is of importance to have this kind of information for we need to be able to precise what we mean by each variable and this process gives us the possibility to do so.

1.6.2.1 Vocabulary

[10]Enrique Fontanillo Merino states that "vocabulary is an order set of terms that belong to a language". It is the set of lexical terms that the speaker uses in

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[9] SALKIND, Neil T. Metodos de Investigación. Third Ed. Prentice Hall Regents, New Jersey. 1998 page. 39
[10] FONTANILLO, Merino Enrique. "Diccionario de Lingüística" E:G. ANAYA S. A. Villafranca,22 . Madrid, España. 1986.

communication. We can say that vocabulary involves knowledge and it is part of the four language skills (speaking, listening, writing and reading) and focus on the word as the primary unit. We will also consider the multi-word item that is a vocabulary item which consists of a sequence of two or more words. To this respect, [11] Moon says that this sequence of words semantically and/or syntactically forms a meaningful and inseparable unit such as the compound words (e.g. car-park and dog house) the phrasal verbs (e.g. tick off and write down), idioms (e.g. spill the beans and rain cats and dogs), fixed phrases (e.g. of course and excuse me), and prefabs (e.g. that reminds me and the point is …).

1.6.2.2 Vocabulary Learning Problems

In this research, we consider that problems are all the difficulties when the student is learning vocabulary. For example, when the student cannot relate the English word with its meaning in Spanish or when the student cannot write the word correctly. Likewise, we consider student´s motivation and learning conditions as relevant points in vocabulary learning problems.

1.6.2.3 Relating the meaning

The Cambridge Advanced Learner's Dictionary , states that " to relate" means to find or show the connection between two or more things. In this research, it is the connection between English and Spanish word´s meaning, for example, "cat" means "gato". Therefore, it is the student's ability to remember, after some time, what the word means in Spanish. So the student will be able to recall the word when it will be necessary in a specific context.

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[11] MOON, Rosamund. Fixed expressions and text: a study of the distribution and textual behaviour of fixed expressions in English. University of Birmingham.

1.6.2.4 Written form

In this research, when we talk about written form, we understand that the student is able to recall the written form (that is spelling) of the English word. It means to write the forming of words with letters in a conventionally accepted order.

To this respect [12]Schmitt and McCarthy agreed that knowledge of form (the spoken and written that is pronunciation and spelling) is necessary in order to know a word. In this research we will test only the written form.

1.6.2.5 Student´s motivation

Success in learning a foreign language will be influenced particularly by student's attitude toward the target language. "Motivation" points out [13]Jeremy Harmer, "is some kind of internal drive that encourages somebody to pursue a course of action" It means that if we can see a goal and it is attractive for us, we will be strongly motivated to do different activities to reach that goal. To this respect, [14]The New Pedagogical practice states that the student must be motivated to construct his or her knowledge. Therefore, in this research we will consider the students motivation when learning vocabulary.

1.6.2.6 Learning conditions

Focus on the constructivist approach, [15]Marion Williams and Robert B, point out that the importance of appropriate conditions for learning to take place cannot be

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[12] SCHMITT, Norbert and McCarthy Michael, Vocabulary: Description, Acquisition and Pedagogy. Cambridge University Press 1997.
[13] HARMER, Jeremy. ¨The practice of English Language Teaching¨ . Chapter 1 Why do people Learn Languages? 3p. 1984.
[14] Organización Pedagógica. Documentos Base Reforma Educativa. Unidad Nacional de Servicios Técnicos-Pedagógicos Secretaria Nacional de Educación. (pag.5) Sigla Editors S.R.L. La Paz, 1997
[15] WILLIAMS Marion and Burden Robert "Psychology for Language Teachers: A Social Constructivists Approach" Cambridge University Press Page. 189. 1997

underestimated. To this respect [16]Morales Moreno Elizabeth says that there are factors related to the learning conditions that interfere in the language learning process. Thus, in this research, we consider learning conditions that do not contribute to the vocabulary learning such as the lack of material, negative student´s attitude towards the language, student´s cultural background influence and the limited exposure to the language outside the classroom.

1.6.2.7 Use of dictionary

When we talk about use of dictionaries as strategies we understand that the students use it in order to discover the meaning of unknown words. At schools, students of English as a foreign language often are confronted with words that they need to clarify before they can continue with the text they are working on. How important the meaning of the words is in the passage, the number of unknown words in the passage, the reason why the student is working on it all these affect whether or not the student may turn to the dictionary for help. At beginner levels students carry with them a bilingual dictionary in order to know the new words´ meaning. In this research we are going to find the frequency student´s use of dictionaries as a strategy to find the meaning of words.

1.6.2.8 Visual strategies

First of all, [17]Ronald Carter and David Nunan, consider that learning strategies are techniques used by learners to help make their learning more effective and to increase their independence and autonomy as learners. Strategies can be employed by learners to assist with the storage of information, to help with

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[16] MORALES Moreno, Elizabeth Roxana. "Aplicación del enfoque comunicativo para mejorar la enseñanza aprendizaje del idioma ingles en 3er curso de Secundaria del colegio mixto Jose David B." page: 20, La Paz, (2004)

[17] CARTER, Ronald and Nunan David "Teaching English to speakers of other languages". Madrid, Spain. Cambridge University Press 2001. 223 p.

the construction of language rules and to help with an appropriate attitude towards the learning situation. In this research we consider learning strategies as all techniques and activities that help students to learn English vocabulary.

Therefore, visual strategies such as flashcards, photographs, blackboard drawings, wall charts and real objects are considered useful for learning concrete items of vocabulary such as food or furniture, and certain areas or vocabulary such as places, professions, people descriptions, actions and activities. Vocabulary taught to beginners.

1.6.3 .3   VARIABLE OPERALIZATION AND ITEM DEVELOPMENT

VARIABLES	OPERATIONAL DEFINITION	INDICATORS	DIMENSIONS	ITEMS
Written form of the word.	The ability of the student to write correctly the learned words. Will be tested in the student´s questionnaire.	The correct spelling of words when writing them.	Written form of the words.	Write the words that the teacher will read: a)) Good morning. b)) One c) Teacher d) English
		The correct recall of the words in written form.	Writing of remembered words.	Write six words in English that you remember. 1 ... ... 2 ... ... 3 ... ... 4 ... ... 5 ... ... 6 ... ...
Relating the meaning of the word.	The ability of the student to remember the meaning of words. Will be tested by the student´s questionnaire.	The correct association of the word with its meaning.	Association of English words with its meaning in Spanish.	Associate the English words with the Spanish words. a)) Black board b)) T-shirt c)) Thirteen d)) Pen e) Twelve
		Writing of the meaning of the word in Spanish language.	Writing the translation.	Write the meaning of the following words: a)) Green b)) Name c)) he

VARIABLES	OPERATIONAL DEFINITION	INDICATORS	DIMENSIONS	ITEMS
Student´s motivation	The student´s confidence that teachers perceive in classes. It will be measured by the teacher´s questionnaire.	The student´s interest perceived by teachers.	Total interest No interest Partial interest	Do your student´s show interest when learning? a)) Yes b)) No c) Partial interest
	The student´s choice of the positive answers in the questions. It will be measured in the student´s questionnaire.	The like or dislike of English subject.	Like Dislike	Do you like the English subject? a)) Yes b)) No Why?
		The importance that the students give to English subject at school.	English is important English is not important	Do you think that English subject is important at school? a)) Yes b)) No Why?

VARIABLES	OPERATIONAL DEFINITION	INDICATORS	DIMENSIONS	ITEMS
Learning conditions	It will be measure by the teachers´ questionnaire.	Students´ socio linguistic background	Student speaking a native language.	Do you have students whose speak a native language? a) Yes b) No
		Materials and activities.	Materials used and activities developed by the teacher.	What activities do you develop to teach vocabulary? a) Sing songs b) Short stories c) Role-plays d) Flashcards e) Drawings f) Dialogues g) Poems h) Translation i) Theater j) Other What motivation activities do you develop to teach vocabulary? a) Play games b) Role plays c) Watch videos d) Short stories e) Theater f) Mimics g) Songs
			The practice of four skills at school.	What skills do you develop to teach English vocabulary? a) Reading b) Writing c) Speaking d) Listening
		Use of course-books	The use of course books.	Do you use a course-book to teach English? a) Yes b) No

		The student's attitude.	The lack of interest in classrooms. The lack of confidence when speaking.	What are the most frequent problems that you find in the language learning process? a) Lack of students' interest. b) Lack of students' confidence when speaking c) The influence of sociolinguistic background. d) Lack of contact with the language at home. e) Lack of useful material.
		Influence of students´ socio linguistic background. In classroom.	Influence of the sociolinguistic background.	
		Limited exposure to language outside the classroom.		
		Material	Lack of contact with the language at home. The lack of useful material.	

VARIABLES	OPERATIONAL DEFINITION	INDICATORS	DIMENSIONS	ITEMS
Use of dictionaries and visual strategies	The use of dictionaries and activities with visual material. It will be measured by the student's questionnaire.	The use of dictionaries when discovering the meaning.	The preference to use the dictionary to discover the meaning of new words.	When you do not know the meaning of a word. You prefer to: a) Look at the dictionary. b) Ask a partner c) Ask the teacher d) Ignore the word e) Try to understand it through the context
		The students' preference for activities with visual materials.	The three activities that students prefer do.	What activities do you prefer to learn vocabulary? a) Singing b) Drawing c) Use of flashcards d) Mimics and gestures e) Solving crosswords f) Solving letter soups g) Translating h) Using real objects i) Games and competition
		The students´ use of visual material or dictionary at home.	The three materials that the students use at home.	Do you use some of these materials to practice English at home? a) Videos b) Computer programs c) English songs d) Short stories e) Dictionaries f) English books g) Other…………
		The students' visual material preference at school.	The three materials that students prefer to use at school.	What material would you like to use in order to learn vocabulary at school? a) Videos b) Computer programs c) Songs d) Short stories e) Dictionaries f) Real objects g) Pictures or drawings h) English books.

1.6.4   SCOPE AND LIMITATIONS OF THE STUDY

First, it should be pointed out that although the study involves vocabulary learning, it pays attention to student´s motivation, learning conditions and strategies that are relevant in the vocabulary learning process. For instance we adopted the social constructivist approach, we understand by this that each individual constructs his or her own reality and therefore learns different things in very different ways taking into account his or her previous knowledge. To this respect, [18] Marion Williams and Robert L. Burden state that four key aspects of the teaching/learning situation are identified: the teacher, the learner, the task and the learning context.

Second, a questionnaire for teachers was designed, in order to gather information about student's motivation and learning conditions (sociolinguistic background, material, resources, exposure to the target language and activities) in vocabulary learning process.

After that, the main part of the research was held in La Paz public schools. A questionnaire for students was applied. Students that belong to 7th and 8th grade were the population. They were 12 to 15 years old. There were boys and girls. Our decision to work with these students is due the first contact with English subject at school is in those levels.

Third, according to [19]Hernandez Sampieri the descriptive method specify the main properties of people, groups, communities or other phenomena. These properties are submitted to an analysis in the investigation.

Therefore, it is a descriptive research, because it intends to describe learning conditions characteristics at public schools. Then, it identifies the frequent problems

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[18] HERNANDEZ R. Sampieri y otros, D.F. 1998" *Metodología de la Investigación*", Mexico. Mc Grown-Hill, Int. Editores, Page.   60.
[19] WILLIAMS Marion and Burden Robert "Psychology for Language Teachers: A Social Constructivists Approach" Cambridge University Press Page. 3-5. 1997

that students face when learning vocabulary such as problems relating the meaning and written form. Due time limitations at English classrooms the oral form was not tested. Then, useful strategies to learn vocabulary at public schools are identified. Finally, some strategies that teachers can apply in order to teach vocabulary are suggested.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND

Nowadays, learning English language has become an essential tool in the development of any society because students need to have English speaking fluency when the opportunity of a job, a scholarship or work is presented. To this respect, [20]The Minister Felix Patzi said that in Bolivia, public education has the English language as a subject since primary seventh grade until secondary fourth grade. So students learn English seven years at school. However the level they reach is not satisfactory enough.

In addition professor, Suzel Cariaga Sosa has talked about learning problems in her research: [21]"Problems encountered in Second Language Teaching in Bolivia" she states that there can be different meanings because of speaker's position, environment and resources and that the student can confuse sometimes these.

From other perspective, there is other research related to English language problems [22] "Problemas de aprendizaje en el idioma ingles en niños y niñas de 7mo grado de primaria del Colegio Hernando Siles Reyes" written by Rene Hebert Morales and he states that the vocabulary is one important tool when learning a language and there can be some problems getting the right meaning. All this because the different meanings and expressions in different contexts.

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[20] Boletín: Educación y Culturas. Ministerio de Educación. Año III N°5. Agosto de 2006. Portada.

[21] CARIAGA Soza, Suzel "Towards a new methodology for teaching a second language for Bolivian students" 1982.

[22] HEBERT Morales, Rene (Trabajo Dirigido) " Problemas de aprendizaje en el Idioma Ingles en niños y niñas del 7mo grado de primaria del la U.E.H.S.R. 1982

Additionally, Morales Moreno Elizabeth,[23] " Aplicación del enfoque comunicativo para mejorar la enseñanza-aprendizaje del idioma Ingles en 3er curso de Secundaria del Colegio Mixto Jose David B" takes into account factors that influence the language learning such as motivation, materials, linguistics aspects , age and she emphasizes in the cultural background because some students can't speak very well the Spanish language and have more problems when learning English because their mother tongue interference.

As we pointed out before, there are some kinds of problems that students face when learning English language vocabulary. For this reason, some linguists have studied different aspects of language learning. One of these aspects is the learning of vocabulary. According to this, [24]Paul Davis and Eric Pearse agreed the importance of vocabulary in communication and the need to give it adequate attention in teaching. Paul Davis and Eric Pearse also state that it is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need. They also say that learners in a classroom often have to make a special effort to memorize words that they seldom use in communication. It may sometimes seem to them that they need the words only for the next text.

For this reason it is important to take into account the meaningful vocabulary learning, where the students learn what is important and relevant for them, taking into account their previous knowledge.

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[23] MORALES Moreno, Elizabeth Roxana. "Aplicación del enfoque comunicativo para mejorar la enseñanza aprendizaje del idioma ingles en 3er curso de Secundaria del colegio mixto Jose David B." page: 20, La Paz, (2004)
[24] DAVIS Paul and Pearse Eric Success in Vocabulary Teaching Oxford University Press 2000 Pag.60

2.2   THE ROLE OF MEANING IN LANGUAGE TECHING

2.2.1   Lexical characteristics of English vocabulary

Some of specific characteristics of the English lexical system   must   be taught. There are two types of characteristics "forms and words" and " meaning categories"

Vocabulary items carry cultural information because meaning is associated with experience and culture is the sum of total people experience. [25]Ronald Carter and David Nunan say that foreign language students have predisposition to categorize meaning in a particular way in their mother language and it may develop problems in their learning, because this predisposition is carried into the foreign language. For the Spanish word "ganar" English has three ways: win, earn and gain. So we can say that there are different meanings because of speaker's position. In addition to this, semantics is considered complex because it is clear that there are different meanings for one word. Native speakers can make the difference but English students not establish such difference:

  e. g.   sink   washbasin

Distinction: Sinks are found in kitchens and used for washing dishes and pans, while washbasins are found in bathrooms and used for personal hygiene.

2.2.2   Lexical meaning

We found it in the dictionary when we want to know a word's meaning. The meaning is given in terms of the relationship between the symbol (word) and our cognitive experience in the real world.

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[25] CARTER Ronald,David Nunam The Cambridge Guide to Teaching English to speakers of other languages. Cambridge University Press 2001. Madrid, Spain.

2.2.3 Grammatical meaning

Whenever a lexical item occurs in a grammatical construction it carries with it grammatical as well as lexical meaning. Both go together. A word such as "luggage" which is uncountable in English but countable in Spanish also causes students difficulty.

2.2.4 Experimental or affective meaning

First, for [26] Ruth Gairns and Stuard Redman, the affective meaning covers the attitudinal and emotional factors which can be expressed in an item of vocabulary. These are often referred to as connotations. There is a special interpretation that is brought to each word by both speaker and hearer because of each person's own particular personal experiences and their experiences are common to the culture to which they are part. To understand a word wholly it is not enough to know the lexical meaning of a word. Some words as "house" are easy to understand, but there are special connotations to the individual speaker and hearer which are part of the meaning of the word. Thus one person can understand some meaning as happy or affectionate and other person may think of the same word as dirty or dangerous.

Second, we do not have to forget that socio-cultural associations of lexical items are difficult for foreign learners. For example, ask a British native speaker what does he/her associate with ´Friday the 13th´ and he will almost certainly say bad luck, broken mirrors. It is the way of life of a culture which may or may not be shared by foreign students. For Brazilian people the word "carnival" can be very exciting but for other cultures like Egyptian people it may be different.

To sum up, we can say that, words are not only symbols of objects in the real world; they also carry connotations involved in the society of which it is related. To

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[26] GAIRNS, Ruth and Redman Stuart. "Working with Words" . Cambridge University Press. Great Britain 1993

understand a word fully, a student must know not only what it refers to, but also where the boundaries are that separate it from words of related meaning.

2.3   CULTURE IN FOREING LANGUAGE LEARNING

To start, for constructivist approach, [27] the importance of the appropriate environmental conditions for learning to take place cannot be underestimated. An understanding of the ways in which aspects of the environment affect learning is particularly important for language teachers and learners. Therefore, one of the primary functions of a language is to describe our environment, so that, we can image of ourselves in a relation to it. The better we can come to understand the cultural context which gives rise to the language we are trying to learn, the more likely we are to come to understand the essential differences between the way in which that language is used and our own.

For that reason, language as a tool of societies reflects the culture of those societies. The relationship between culture and language is an important part of the learning of foreign language because it involves the way in which members of a culture view the world. As a result, the cultural elements and cultural background are taken into account in this research.

2.3.1. The cultural element

First, we consider that language is culture. When one teaches a language, one does not simple teach words –the name of things- and how they are strung together; one teaches more things like how people perceive the world and what their attitudes and preferences are towards such underlying values as time, money, love, work and play. These fundamental aspects of peoples´ culture influence how they use language.

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[27] WILLIAMS Marion and Burden Robert "Psychology for Language Teachers: A Social Constructivists Approach" Cambridge University Press Page. 188. 1997

Second, In Bolivia, there is a predominant language Spanish and the way people use this language reflects their culture and the different social background , some people use this language mixed with aymara ,quechua or guaraní and some use only Spanish.

Finally, to this respect, professor [28]Suzel Cariaga says that culture is reflected in the words and expressions used by its speakers e.g. girl according to the region culture: in Argentina *nena,* Chile *niña,* Santa Cruz *pelada*, Tarija *changa*, *aymara* culture *imilla*. Therefore, it is easier to learn language in an environment where it is the principal language because the learners are immersed in the culture and they have the opportunity of first observation of the situation in which it is used. But when the language is learned in another culture setting as it is English in Bolivia, the teacher has to provide information about that.

2.3.2. Cultural background

Learning a language in another culture is more difficult because students do not have the opportunity to practice it at home and they are not immersed in that world. Learner's own cultural background can influence the way he or she understand the word. Consequently, at a socio-cultural level there are topics that take on a significance in certain countries which is far in excess of their importance to the majority of British English or American English speakers.

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[28] CARIAGA Soza, Suzel "Towards a new methodology for teaching a second language for Bolivian students" 1982.

2.4. LANGUAGE ACQUISITION – LANGUAGE LEARNING

2.4.1. First language acquisition

First language acquisition is a complex process. To this respect, the dictionary [29] En Carta 2009 states that first language is the principal language, the language that somebody learned in infancy.

In addition, young children have certain innate characteristics that predispose them to learn the language. These characteristics include the structure of the vocal tract, which enables children to make the sounds used in language, and the ability to understand a number of general grammatical principles, such as the syntax. These characteristics however, do not predispose children to learn only one particular language. Children acquire whatever language is spoken around them, even if their parents speak a different language.

2.4.2 Second language learning

The term second language has two meanings. First, it refers to the chronology of language learned. A second language is any language acquired later that the native language. Secondly, the term "second language" is used to refer to the level of language command in comparison with a primary or dominant language. For [30] Ronald Carter and David Nunan "English as a Second Language" is used to refer to a situation in which English is being taught and learned in countries, contexts and cultures in which English is the predominant language of communication .For example the teaching of English to immigrants in countries such as United States ,Australia or United Kingdom.

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[29] Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation.
[30] CARTER Ronald, Nunam David. "The Cambridge Guide to Teaching English to Speakers of other languages" Cambridge University Press 2001. Madrid, Spain. 2p.

2.4.3 Foreign language learning

According to [31]Ronald Carter and David Nunan, this language is what we learn at school, because it is not official in our society but it is necessary for travel abroad, either it is part of the school curriculum. Students learn it at school and this is the case of our students in this research. In this case, there is a limited exposure to the language outside the classroom, and often limited opportunity to use it.

2.5   VOCABULARY

[32]Enrique Fontanillo Merino says that "vocabulary is an order set of terms that belong to a language". It's the set of lexical terms that the speaker uses to communication. We can say that: vocabulary involves knowledge and it is part of the four language skills (speaking, listening, writing and reading) and focus on the word as the primary unit. We also take into account the multi-word item that is a vocabulary item which consists of a sequence of two or more words. [33] Moon says that this sequence of words semantically and/or syntactically forms a meaningful and inseparable unit such as the compound words (e.g. car-park and dog house) the phrasal verbs (e.g. tick off and write down), idioms (e.g. spill the beans and rain cats and dogs, fixed phrases (e.g. Of course and excuse me), and prefabs (e.g. that reminds me and the point is …).

2.5.1   The significance of vocabulary

Vocabulary learning is key to reading, to writing, to verbal expression, and in many ways, vocabulary is key to building analytical and critical thinking. Words are

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[31]CARTER Ronald, Nunam David. "The Cambridge Guide to Teaching English to Speakers of other languages" Cambridge University Press 2001. Madrid, Spain. 2p.

[32] FONTANILLO, Merino Enrique. "Diccionario de Linguistica" E:G. ANAYA S. A. Villafranca,22 . Madrid, España. 1986.

[33] MOON, Rosamund. Fixed expressions and text: a study of the distribution and textual behaviour of fixed expressions in English. University of Birmingham unpublished PHD thesis.

spoken, written, and joined together to communicate ideas, express feelings, and make business deal.

To this respect, [34] Ruth Gairns and Stuart Redman consider that a person's vocabulary skills can be measured in terms of building receptive vocabulary (i.e. understanding) words and his productive or expressive vocabulary words .It helps the student to express his or her ideas through words. We use words to speak and listen. We also use words to write, in the way that other and we can read them. People can build their expressive vocabulary in two ways that can get measured: the written vocabulary words or their spoken vocabulary words. That is why vocabulary skills improve reading comprehension and reading fluency.

As a conclusion, we can say that without building a large vocabulary, students cannot read successfully. That is why beginner learners may have the opportunity to discover the vocabulary in a motivating way and develop useful strategies when learning new words.

2.5.2   Vocabulary Learning

First, a definition of learning a word depends crucially on what we mean by a word, but it also depends crucially on how a word is remembered, over what period of time and in what circumstances it can be recalled and whether learning a word also means that it is always retained.

Second, by different levels it is necessary an integration in the learning process of sound levels, visual shape and form, grammatical structure and semantic patterns so that processing occurs in "depth" and not just superficially as may be the case, for example , if a word is learned only in relation to its translation equivalent.

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[34] GAIRNS Ruth and Stuart Redman, "Working with words", Cambridge University USA (1986)

Finally, when we talk about learning vocabulary we consider that the student will be able to remember words and use them automatically when these words will be required.

2.5.3   What does it mean to learn a word?

This deals with how a word is remembered, recalled and if it is always retained. According to [35]Ronald Carter, knowing a word involves knowing its spoken and written contexts of use: its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns. It means knowing the word actively, productively as well as receptively.

2.5.4   How words are learned?

According to [36]Ronald Carter and David Nunan, there are two ways to learn words, the first is directly or called explicit such as word lists, paired translation, equivalents, semantic sets. The other way is through indirect or implicit learning such as exposure to words in the context of reading real texts.

On the other hand, [37]Norbert Schmitt, states that in the vocabulary learning process there are two important steps: The first one is discovering the meaning of words by guessing from previous knowledge of the language, guessing from an L1 cognate, guessing from context, using referential materials such as dictionaries, or asking someone else. The second step is consolidating the meaning through different strategies.

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[35] CARTER Ronald, Nunam David. "The Cambridge Guide to Teaching English to Speakers of other languages" Cambridge University Press 2001. Madrid, Spain. 43p.
[36] CARTER Ronald, Nunam David. "The Cambridge Guide to Teaching English to Speakers of other languages" Cambridge University Press 2001. Madrid, Spain. Page 44-45.
[37] SCHMITT, Norbert, Vocabulary Learning Strategies. University of Nottingham 1997.

Then, [38]Lowes Ricky and Target Francesca state that vocabulary can be worked on different levels:

<u>Cognitive level</u>

Students can process, make decisions about, categorize or rank words.

<u>Affective level</u>

They can associate word with something significant to them; they can express their feelings about words and through words.

<u>Physical level</u>

They can learn the sound and stress pattern or a word, and can give a physical reaction to it

Finally, [39]Norbert Schmitt and Michael McCarthy state that the more cognitive energy a person expends when manipulating and thinking about a word, the more likely it is that they will be able to recall and use it later. It means that the learning must be meaningful.

2.2.5 What is involved in the learning a new word?

To this respect Schmitt and McCarthy agreed that knowledge of the following is necessary in order to know a word:

a) <u>Form</u>: The spoken and written that is pronunciation and spelling.

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[38] LOWES, Ricky and Target Francesca. Helping Students to Learn. Richmond Handbook for English Teachers. page 38 Spain 1998
[39] SCHMITT, Norbert and McCarthy Michael, Vocabulary: Description, Acquisition and Pedagogy. Cambridge University Press 1997.

b) <u>Word Structure</u>: The basic free morpheme (or bound root morpheme) and the common derivations of the word and its inflections.

c) <u>Syntactic pattern</u>: of the word in a phrase and sentence.

d) <u>Meaning:</u> referential (including multiplicity of meaning and metaphorical extensions of meaning), affective (the connotation of the word), and pragmatic (the suitability of the word in a particular situation).

e) <u>Lexical relation</u>: of the word with other words, such as synonymy, antonym or hyponymy.

f) <u>Common collocations</u>: What word is better to use in a specific case.

Finally, we consider that only an educated native speaker can reach this knowledge. However, in the case of language learning, knowing may be partial because there are words which learners know in the sense of knowing what they mean in certain contexts.

2.6   WHAT DO STUDENTS HAVE TO LEARN?

When meeting a new word, students have to learn what the item means and how it is used and became aware of possible inflections and the sentence grammar governing item. We can consider vocabulary knowledge as an integrated whole from which we can artificially separate various kinds of word knowledge for research of discussion purposes. It because when we know a word we have to know its orthographical and phonological form, meanings, grammatical behavior, associations, collocations, frequency and register.

To this respect, [40]John Morgan and Mario Rinvolucri conceive vocabulary learning as a relational process; it could be described as making friends with the words of the target language.

That is why if there was a word that impressed the student it will be easier to remember. If the students associate this word with something familiar or if the word is related with something that the student likes or hates, it will be easier for him or her to remember it. The most important is that the word calls the student attention when it is presented for first time.

2.7   FACTORS TO BE CONSIDERED WHEN TEACHING WORDS

To this respect, [41]Ruth Gairns and Stuart Redman classify the factors in two groups. The external factors and factors within the teacher´s control.

2.7.1   External factors

a) How similar in form is the target item to an equivalent in the student´s own language?

Cognates such as "taxi" or "hotel" should be only cause phonological problems and are thus useful to deal with early teaching beginners; they can give the student a sense of satisfaction as well as allowing him/her to focus on a new phonological system. However false cognates such as "library" may require more attention and it may confuse the student when learning.

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[40] MORGAN John and Rinvolucri Mario. Vocabulary. Oxford University Press 1986.
[41] GAIRNS, Ruth and Redman Stuart. "Working with Words" . Cambridge University Press. Great Britain 1993

b) How easy it is to illustrate the meaning?

There are concrete items that are easy to be represented or demonstrated. However there are abstract items that are more difficult to represent. We can use translation but it is not useful in multilingual classes.

c) What is the student´s learning environment?

Factors such as the intensiveness of the course, the time of day, whether the students are working of studying outside their language classroom will all have some bearing on the vocabulary load which the can handle.

d) What language aptitude do the students have?

Students who fail to adopt effective language learning strategies, or who have a poor memory for language items, or great difficulty with phonology, will probably be unable to absorb as many items as "good" learners. Age will also affect the number of items which can be learnt. For instance, many teachers tend to restrict the number of items when teaching young children.

e) What else dictates the syllabus, apart from the teacher?

Is there a school syllabus to be covered? What is the student´s learning goal? For many teachers, the course book dictates the selection and number of items, and in our experience, students are often overloaded with vocabulary in their course books rather that under loaded.

2.7.2   Factors within the teacher´s control

a)   What else do you intend to cover within the timetable?

If the teacher expects to deal with new structures or functional exponents in the same lesson, then the amount of new vocabulary will have to be severely curtailed.

b)   How much exposure will you give to the item?

The amount of time and effort devoted to exposure, practice and revision are vital factors in retention and in ensuring that items become part of a student´s productive vocabulary.

2.8   METHODS WHEN TEACHING A WORD

2.8.1   Guessing from context vs. explicit teaching

There is a debate about which of these methods of learning vocabulary is most important. Although we consider that is very important to take advantages of both methods. We should take into account the two methods as complementary; we can combine them for better results. Explicit teaching can be very good first introduction to a word; after this the context encountered when reading can lead to new knowledge of its collocation, repeated exposure from reading will help to consolidate the meaning(s) first learned. [42] McCarthy and Carter say that there are a number of spoken language words which emerge as being indispensable for basic communication. Less frequent words, on the other hand, may be best learned by

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[42] MC CARTHY, Michael and Carter Ronald "Vocabulary and Language Teaching" University of Nottingham.

reading extensively, since there is just not enough time to learn them all through conscious study.

Additionally, explicit teaching is probably essential for the most frequent words of any foreign language, since they are prerequisites for language use.

2.8.2 Guessing from context vs. explicit learning

Most of the authors consider that a way to manage the learning huge amounts of vocabulary is through indirect, implicit or incidental learning in context through extensive listening and reading. Explicit vocabulary learning is discouraged. Given the complexities of word knowledge and the range of factors involved in knowing a word, most researchers accept that different types of word knowledge are learned in different ways. But at public schools most of the students do not have the opportunity to read and listen all the time. Otherwise, at beginning levels, strategies of rote memorization, bilingual translation and glossing can be valuable in learning. Thus, in learning the surface forms of basis concrete words, explicit learning may be the best route.

As a result, one way to see the overall task of vocabulary learning is through the distinction between knowing a word and using a word. In other words, the purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises.

2.9 IMPORTANT COMPONENTS IN THE VOCABULARY LEARNING PROCESSS

To this respect, [43]Peter Youngqi Gu establish the important of person, task, context and learning strategies as components in the vocabulary learning process.

2.9.1 Person

The student brings to the language learning situation a wide spectrum of individual differences that will influence the learning rate and the ultimate learning result. The most widely reported learner factors include age, sex, language aptitude, intelligence, prior knowledge, motivation, self-concept or image, personality, and cognitive and learning style.

2.9.2 Task

We consider task as the activity in the classroom which involves language use to achieve vocabulary learning.

Different types of task materials, task purposes, and tasks at various difficulty levels demand different learner strategies. For example, learning words in a word list is different from learning the same words in a passage. Remembering a word meaning is different from learning to use the same word in real life situations. Likewise, guessing from context would mean different things for texts of different levels of new word density.

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[43] YONGQI Gu Peter *Vocabulary Learning in a Second Language: Person, Task, Context and Strategies.* Nanyang Technological University <yqpgu@nie.edu.sg>

2.9.3 Context

Learning context refers to the learning environment. It is the socio-culture-political environment where learning takes place. The learning context can include the teachers, the peers, the classroom climate, the family support, the social, cultural tradition of learning, the curriculum, and the availability of input and output opportunities. Learning context is different from language context which refers to the textual or discourse place in which a particular word or structure can be found. Learning contexts constrain the ways learners approach learning tasks. A learning strategy that is valued in one learning context may well be considered inappropriate in another context.

Another way to view vocabulary learning is to consider it as a process of related sub-tasks. When learners first encounter a new word, they might guess its meaning and usage from available clues. Some learners might proceed to look it up in the dictionary. Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks. Some learners will repeat the new word a number of times until they are comfortable with it. Others will go beyond simple rote repetition to commit the word to memory. Some would even try to use the word actively. Each of these task stages demands meta-cognitive judgment, choice, and deployment of cognitive strategies for vocabulary learning. And each strategy a learner uses will determine to a large extent how and how well a new word is learned.

2.9.4   Strategy

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 own repertoire.

2.10 MOTIVATION

Success in learning a foreign language will be influenced particularly by student's attitude toward the target language. "Motivation" says [44]Jeremy Harmer, "is some kind of internal drive that encourages somebody to pursue a course of action" It means that if we can see a goal and it is attractive for us, we will be strongly motivated to do different activities to reach that goal.

There are two kinds of motivation: intrinsic and extrinsic motivation. In the extrinsic motivation, student's attitude will be influenced by those around him. In order to get grades. It is an external stimulus. It can be obtained by offering privileges, rewards, signs of approval, of pleasant experiences.For example, parents think that the language is prestigious in the society and they encourage their child to learn that language. Consequently, the extrinsic motivation is the result of factors outside the classroom. On the other hand, the intrinsic motivation is related with student's internal criteria for success, curiosity and interest in classroom. It does not need external stimuli to provoke it.

As a conclusion we can say that, there are different ways to motivate students and we do not have to forget that this plays an important role in teaching-learning process. A well motivated student will learn better than a not motivated student. In addition, concentration is related to comprehension and motivation. That is why we can state that students are concentrated in what they are interested.

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[44] HARMER Jeremy. ¨The practice of English Language Teaching¨. Chapter 1 Why do people Learn Languages?
3p. 1984.

2.11   VOCABULARY LEARNING STRATEGIES

First,[45]Ronald Carter and David Nunan, consider that learning strategies are techniques used by learners to help make their learning more effective and to increase their independence and autonomy as learners. Strategies can be employed by learners to assist with the storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation. In this research we consider learning strategies as all techniques that help students to learn English vocabulary.

Second, we consider [46] Peter Youngqi Gu point of view about strategy where he establishes that it starts when the learner analyzes the task, the situation, and what is available in his or her own repertoire. Then, the learner goes on to select specific actions to make learning easier, faster and more enjoyable, more self-directed, more effective and more transferable to new situations.

Third, for[47] Rebeca L. Oxford "Learning strategies help learners   become more autonomous ". Autonomy requires conscious control of one's owns learning processes. The students do not have to ask the teacher all the time when learning a word meaning.

To conclude, taking into account [48] Peter Yongqi Gu point of view, the effectiveness of the strategies depend on: the learner's (motivation, attitude and prior knowledge), the task (e.g. type, complexity difficulty or generality), and the learning environment (e.g. the learning culture, the richness of input and output opportunities)

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[45] CARTER, Ronald and Nunan David "Teaching English to speakers of other languages". Madrid, Spain. Cambridge University Press 2001. 223 p.
[46] YONGQI Gu Peter *Vocabulary Learning in a Second Language: Person, Task, Context and Strategies.* Nanyang Technological University <yqpgu@nie.edu.sg>
[47] OXFOR, Rebeca L. "Language learning strategies" Teaching English to speakers to other languages. Cambridge University Press 2001. Madrid Spain. Chapter 24. 166p.
[48] YONGQI Gu Peter *Vocabulary Learning in a Second Language: Person, Task, Context and Strategies.* Nanyang Technological University <yqpgu@nie.edu.sg>

In the light of the above, vocabulary learning strategies, should include strategies for "using" as well as "knowing" a word.To this respect, there are several classifications of vocabulary learning strategies such as [49] Stoffer´s research that shows nine groups that are clustered:

1. Strategies involving authentic language use.

2. Strategies involving creative activities.

3. Strategies used for self-motivation

4. Strategies used to create mental linkages

5. Memory strategies

6. Visual-auditory strategies.

7. Strategies involving physical action

8. Strategies used to overcome anxiety

9. Strategies used to organize words.

2.11.1 Which strategies do learners use and believe to be helpful?

When studying vocabulary learning strategies as a unified concept, it must not be forgotten that they are for the benefit of students. Thus, we must consider the student´s feelings and what they think are useful strategies when learning vocabulary. To this respect we take into account the analysis of a survey conducted in Japan. It is reported by [50] Schmitt Norbert. There is a classification of vocabulary learning strategies. The first strategies group attends to discover the meaning of words and the second strategies group attempts to consolidate the meaning of words. For instance the following chart will show us the classification where we take into account some of the strategies that can be use in public schools context.

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[49] STOFFER, I. ´ University foreign language students´ choice of vocabulary learning strategies as related to individual differences variables. University of Alabama 1995
[50] SCHMITT, Norbert and McCarthy Michael. Vocabulary: Description, Acquisition and Pedagogy. Cambridge University Press. 1997.Page 221

strategies	
Discovery of word´s meaning	Consolidation of word´s meaning
- Use dictionaries - Ask teacher for meaning - Guess from textual context - Ask classmates for meaning - Skip or pass the word - Analyze pictures or gestures	- Visuals strategies - Verbal strategies - Letter soups and crosswords - Translation - Computer assisted strategies - English language media

2.11.2 How can dictionaries help students to learn words?

Assuming that, the dictionary definitions and examples provide contexts which have been specially written to make it as easy as possible to infer the most likely meaning of the word. In this way dictionaries present a powerful analytic tool in organizing language.

Therefore, the students have a powerful tool at their disposal, not always a perfect tool, but nonetheless a useful one, with which to gain further understanding of the range of use of new language, leading eventually to accurate production, mainly in writing. Teachers often do not train their students in how to use the bilingual dictionary to best advantage. They only ask it as a translator material.

Here we have some examples of ´dictionary work:

a) Highlighting the word where found and glossing its meaning in the margin.

b) Copying the word a number of times while saying it or while visualizing its meaning.

c) Copying the word and then looking up the definition.

d) Copying the word, looking up the definition, and then paraphrasing it.

e) Creating a set of index cards of the words or morphemes and their definitions or words with pictures.

f) Matching words with definitions, in conventional exercises or on computer vocabulary programs.

We can say that the good of dictionary skills, is useful as an independent vocabulary acquisition strategy.

2.11.3 The role of dictionaries in language learning

At schools, students of English as a foreign language often are confronted with words that they need to clarify before they can continue with the text they are working on. How important the meaning of the words is in the passage, the number of unknown words in the passage, the reason why the student is working on it all these affect whether or not the student may turn to the dictionary for help.

Nowadays, most of the teachers discouraged the use of dictionaries, particularly in class. Teacher's disapproval may be caused by students using bilingual dictionaries especially small ones that they can carry around with them. Students do indeed work on and individual word basis, in the worst sense, expecting a one -to-one correlation between the words of their own language and English. If they do not get help over the collocations, typical context, and grammatical possibilities of the word, they can make errors.

However, there is a notion that the dictionary is too easy a solution because it is better for students to work out the meaning of an unfamiliar word by using contextual clues. The uses of English dictionaries were students do not have access to Spanish translation can be good learning resource for students of secondary grades. It is because they can find different examples in the English language and work with context.

2.11.4 A strategy for guessing from context

[51] Ronald Carter and Michael McCarthy describe this strategy like a procedure learners can use to ensure that they are making good use of the available context clues.

The strategy presupposes two things; firstly that the learners are able to follow the ideas in the text they are reading, that is , that they have sufficient command of vocabulary, grammar and reading skills in order to achieve basic comprehension of the text, and secondly that the learners bring some relevant background knowledge to the text.

This strategy consists of five steps:

1. Finding the part of speech of the unknown word.

2. Looking at the immediate context of the unknown word and simplifying this context if necessary.

3. Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

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[51] CARTER, Ronald and Mc Carthy Michael "Vocabulary and Language Teaching" Paul Nation and James Coady Vocabulary and reading 102p.

4. Guessing the meaning of the unknown word.

5. Checking that the guess is correct.

As a result, we can say that to infer the meaning of any particular word encountered in context, it is helpful to know the meanings of the words around it. Sometimes learning a word from context simply requires determining which of several already familiar concepts the word refers to, so it includes the acquisition of new concepts, hypotheses about the meaning of the word, taking into account learners previous experiences.

2.11.5. Techniques used in the presentation of word´s meaning

To this respect [52]Ruth Gairns and Stuart Redman, classify the strategies used in the presentation of new vocabulary items in the following way:

1) Visual techniques

2) Verbal techniques

3) Translation

2.11.5.1 Visual Techniques

a) Visuals.

There are visual techniques such as flashcards, photographs, blackboard drawings, wall charts and real objects. Useful for teaching concrete items of vocabulary such as food or furniture, and certain areas or vocabulary such as

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[52] GAIRNS Ruth and Stuart Redman, "Working with words", Cambridge University USA (1986)

places, professions, descriptions of people, actions and activities. They often lend themselves easily to practice activities involving student interaction.

b) Mime and Gesture.

These are often used to supplement other ways of conveying meaning when teaching items like "to swerve", a teacher might built a situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

2.11.5.2 Verbal Techniques

a) Use of illustrative situations (oral or written)

This is most useful when items become more abstract. To ensure students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept.

b) Use of synonymy and definition:

Teachers often use synonymy with low level students, where inevitably they have to compromise and restrict the length of complexity of their explanations. For example "miserable" means "very sad".

c) Contrast and opposites:

This technique is used with the following structure: "what's the opposite of…" A new item such as "sour" is easily illustrated by contrasting it with "sweet" which would already be known by intermediate level students.

d) Scales

Once students have learnt two contrasting or related gradable items this can be useful way of revising and feeding in new items. If students know "hot" or "cold", for example, a blackboard thermometer can be framework for feeding in "warm" and "cool".

e) Examples of the type

To illustrate the meaning of furniture for example, we can talk about "table, sofa and bed"

2.11.5.3 Translation

Most of the teachers ask students to look for new items. If the student has no teacher or peer to ask, translation can be very effective way of conveying meaning. It can save valuable time that might otherwise spent on a tortuous and largely unsuccessful explanation in English. It is know that some teachers at schools ask students the dictionary as an important material to learn English at schools.

2.11.6 Computer-Assisted Language Learning

Nowadays, the technology has developed different programs to learn vocabulary. Beyond naked drills and exercises, teachers find that grammar and vocabulary games can be very motivating for learners in twos or threes around one computer screen. E.g. puzzle maker. To this respect we can consider that public schools are implementing the computer subject in their program, it will be interesting to know if the computer programs can be a very helpful tool when learning English at schools.

2.11.7 English Language Media

Another original strategy is learning words from English-language media, i.e. films, posters, television programs, songs, and by using aids. For example listening to tapes on which word lists had been recorded to improve understanding of the words and putting English word label on the objects in a learner´s home to help remember them by.

To conclude this point about vocabulary learning strategies, [53]Paul Davies and Eric Pearse state that real objects, pictures, word-square to work on recognition of words, letter-banks, crosswords and puzzles are especially useful for presenting the concrete vocabulary of beginners' and elementary courses. Definitions as well as examples are especially useful for the abstract vocabulary of upper elementary and intermediate courses. Translation, as we have already said, is best used as a last resort. Mime and gesture, using contrast, or antonyms are ways to avoid translation. To sum up, an important point to note about learning vocabulary strategies is present vocabulary in a context, not as isolated words. An appropriate context helps students begin to understand the use of the items as well as its basic meaning.

2.12 WORD LEARNABILITY PROBLEMS

2.12.1 Pronunciation difficulties

Foreign learners can experience phonological difficulties related to phonemes, combinations of phonemes and supra segmental features. What makes some words phonologically more difficult than others is very much determined by the learner's mother tongue. The mother tongue may be responsible for the learner's inability to discriminate between some phonemes and subsequent confusion of

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[53] DAVIS Paul and Pearse Eric Success in Vocabulary Teaching Oxford University Press 2000 Pag.65

words differing precisely in these problematic phonemes. For example, Spanish speaking learner of English may have difficulties between pair like ban/van, day/they. The [54] Oceano Pocket Dictionary says that the English alphabet has 26 letters but 44 sounds. Consequently, it is quite difficult for foreign language students to pronounce all of English sounds.

According to [55] Ruth Gairns and Stuart Redman , it has been admitted that the lack of consistency between spelling and pronunciation makes it exceedingly difficult if not impossible to deal with pronunciation on the written form. For this reason we believe that a rudimentary knowledge of phonemic symbols can greatly assist the learner by providing access to the pronunciation of the new words i.e. through a dictionary, without the constant need of a teacher as intermediary. Knowledge of phonemics does not in itself mean that the students will be able to produce accurate sounds, but the guidance it provides should enable them to approximate the sound to a point where he is at least intelligible.

2.12.2   Orthography

According to [56]Batia Laufer ,word knowledge requires correct pronunciation and correct spelling, then the degree of sound-script correspondence in a word is a facilitation -or difficulty- inducing factor. An English written word, however, may provide no clues to its pronunciation (e.g. Different pronunciation of the letter "o" in love, chose, woman, women and odd).

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[54] Océano Pocket Diccionario. Ingles-Español. Español -Ingles 2007

[55] GAIRNS, Ruth and Redman Stuart. "Working with Words" . Cambridge University Press. Great Britain 1993

[56] LAUFER , Batia What´s in a word that makes it hard or easy: some intra lexical factors that affect the learning of words.. University of Haifa.1996

2.12.3 Length

Laufer also states that, longer words should be more difficult simply because there is more to learn and remember. In addition,[57]Coles found that word length had a strong effect on word recognition, at least in its written form. Long words produced more errors in recognition tasks that shorter ones. Even though all the words were supposed to be familiar to the learner, Cole's findings suggests that longer ones were less well learned that the shorter ones. This is particularly evident with whose L1 had a non-roman script. He also found that word length had a strong effect on word recognition, at least in its written form.

2.12.4 Grammar

It is argued by Laufer, that certain grammatical categories are more difficult to learn than others. Nouns seen to be the easiest; adverbs, the most difficult; verbs and adjectives are somewhere in between.

2.12.5 Semantic features of a word

[58]Laufer takes into account the following semantic features of the word as important in the learning difficulty.

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[57] COLES, M. 1982. Word perception, first language script and learners of English as a second language. Birkbeck College, University of London: MA project.
[58] LAUFER, Batia What´s in a word that makes it hard or easy: some intra lexical factors that affect the learning of words.. University of Haifa.1996 page 149

2.12.5.1 Abstractness

It is often assumed that abstract words are more difficult that concrete words (e.g. "book" is easier to learn than "view"). This words can be presented in context or using different examples.

2.12.5.2 Specificity and register restriction

Learners will prefer words which can be generalized to use in a large number of contexts. In fact, the will over-generalize such words, ignoring register restrictions and collocation restraints, falsifying relationships of synonymy, hyponymy and antonym. So neutral words, which can be used in a variety of contexts and registers are less problematic for production than words restricted to a specific register, or area of use.

2.12.5.3 Idiomatic

Both teachers and learners will admit that idiomatic expressions are much more difficult to understand and learn to use than their non idiomatic meaning equivalents.

2.12.5.4 Multiple meaning

The ideal language can be it in which each form has only one meaning, and each meaning is associated with only one form.

2.13 THE MOST COMMON ERRORS FOUND AMONG SPEAKERS OF SPANISH WHO ARE LEARNING ENGLISH

[59]Nico Wiersema, Laura Perez and Susan Dennen presented a web site that shows the most common errors that they found among Spanish speakers who are learning English, we are going to present some of the most related with the research.

2.13.1 Cognates

In linguistics the cognates are words that have a common origin. It occurs across languages, e.g. English "Night" and German "Nacht", English "car" and Spanish "carro". These words (cognates) have similar meaning in both languages so it is easy for students to get the meaning. But there are several words in Spanish that are similar in English, but have a different meaning, this words are called "false cognates or false friends". Here are a few examples:

- "Actually" is similar to Spanish actualmente; however, actualmente is better translated with e.g. currently, as actually. "Actually" means in reality.

- "Embarrassed" is not the same as embarazada. A translation for "embarrassed" could be "apenado". In some situations, it can be embarrassing to be embarazada, i.e. pregnant.

- "Realize" should not be confused with Spanish "realisar". They mostly do not realize that "realize" also means that you become aware of something.

- "Approve" is sometimes confused with "aprobar": "Teacher, did I approve the exam?" "aprobar" means pass as in 'pass an exam', whereas "approve" means to agree to something.

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[59] WIERSEMA Nico, Laura Perez and Susan Dennen. http://www.angelfire.com/fl/espanglishtips/bloopers.html

- Speakers of Spanish also tend to confuse "win" with "ganar". Teachers frequently read or hear things such as: "They win a lot of money;" instead of "They make / earn a lot of money." You win money in the lottery. Making or earning money refers to your salary/income.

- The word "familiar" exists both in English and in Spanish; however, the meaning is completely different. "Familia" in Spanish refers to a member of your family (in English you would use the word relative(s)). It's a noun."Familiar" in English is an adjective and it means that you know something about something e.g.:

- Are you familiar with Shakespeare's work?

2.13.2 Confusing words

There are many words that sound similar but have different meanings and are spelled differently. Then there are other words that even sound exactly the same, but are spelled differently and have different meanings. Here are some examples:

o guy vs. gay

This one can cause a lot of confusion. The mistake normally occurs in writing only, because students know the difference in pronunciation between guy and gay. They also know the difference in meaning:

guy = boy/ young man as in: he's a very nice guy.
gay = homosexual (it used to mean something like: lively or bright, but that's old fashioned and common in the works of, say, Charles Dickens).

o earn vs. win

The problem with these two words is that both of them are translated into Spanish with "ganar". Thus, you get questions like: "How much do you win?" when

referring to your salary. However, you win money in the lottery and you earn (or make) money at your job.

2.13.3 This/ These

First of all , there's the problem in pronunciation. Spanish speakers tend to pronounce this and these in the same way. Therefore, students frequently use only this in writing. They do not seem to realize that there is also a plural form. This may look obvious, but it is a recurrent problem.

Examples:

Incorrect: "I think all this problems are related to poverty".

Correct: "I think all these problems are related to poverty"

"This" is singular, whereas "these" is plural.

2.14   COGNITIVE PSYCHOLOGY

According to [60] Marion Williams and Robert Burden, the cognitive psychologists are interested in the mental process that is involved in learning. It is concerned with the way in which the human mind thinks and learns. In this approach, the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learnt.

2.14.1 Information processing

The first approach to cognitive psychology that we considered is information processing that is the way in which people take in information, process it and act upon it. Thus, it can be seen factors as attention, perception and memory. The

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[60] WILLIAMS, Marion and Burden Robert. Psychology for Language Teachers: A Social Constructivist 13p. Approach.. Cambridge University press 1997.

researchers claim to be able to predict the kind of mental processes that will be necessary for effective learning to take place and to identify precisely how and where any malfunction is occurring when a person is displaying learning difficulties.

2.14.1.1 Attention

It is well know by teachers that some learners have considerable difficulty in paying attention to their work and that invariably this will have a negative effect on their learning.[61] Marion Williams and Robert Burden describe attention like a process of filtering out and overwhelming range of incoming stimuli and selecting out only those stimuli which are important for further processing.

2.14.1.2 Perception

The students may perceive the things that the teacher is trying to present to him/her.

2.14.1.3 Memory

Another important area to which information processing was related to is memory where Marion Williams and Robert Burden describe the model of memory of Atkinson and Shiffrin. This model describes memory process in terms of a sensory register where stimuli are initially recorded for a brief amount of time before being passed into short-term (or working) memory if attention is given to them. The term working memory is used to refer to whatever one has in mind at any particular time, which tends to be of a short duration, lasting no longer that thirty seconds. Because of the small capacity of most people's working memory, which is usually considerable to be about seven items at any one item, it is necessary to find ways of

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[61] WILLIAMS, Marion and Burden Robert. Psychology for Language Teachers: A Social Constructivist 15p. Approach. Cambridge University press 1997.

breaking down complex material into related ´chunks´ before consigning these to the long-term memory store. The most common way of doing this is by practice, which may take the form of simple repetition or more elaborate means which involve the association of meaning to what is to be remembered.

Memory is important in learning a language because the main problems language learner face is memorizing vocabulary items. However, there is nothing to be gained from overloading learner's short-term memory or in expecting a great deal to be retained from any one session without some form of rehearsal (practice). The long term memory is our capacity to recall information in minutes, weeks and years after the original input. One point about forgetting is the rate at which we forget. It is generally believed that of the information we forget, eighty per cent is lost within twenty-four hours of initial learning.

Finally, [62]Ricky Lowes and Francesca Target states that during a lesson students tend to remember what they hear first and last and to forget a lot of what they hear in the middle.

2.14.2 Why do we forget?

[63]Ruth Gairns and Stuart Redman consider the theory that says that we forget because information stored in the memory falls into disuse unless it is activated fairly regularly. So we need to practice and revise what we learn otherwise the new input will gradually fade in the memory and ultimately disappear. The students have to be in contact with the words that they learn in order to remember them. The activities must be designed with vocabulary in progressive and repetitive way. Otherwise, the students will forget what they learned at the first trimester or last year.

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[62] LOWES, Ricky and Target Francesca, Helping Students to Learn .Richmond Publishing London 1998. Page 23
[63] GAIRNS, Ruth and Redman Stuart. Working with words. Memory and Written Storage. Pag.89 Cmbridge University Press, Great Britain 1993.

2.15   THE EDUCATIONAL REFORM IN BOLIVIA

The Educational Reform in Bolivia was proclaimed on July 7th, 1994 by the president Lic. Gonzalo Sanchez de Lozada. When it refers to teaching, it establishes two ways:

- o   MONOLINGUAL: In its Spanish language, with learning of a mother native language.

- o   BILINGUAL: In its national native language as first language and Spanish as a second language.

In the [64] " Congreso Departamental de Educación" that was in December 2004 the participants agreed that the intercultural and bilingual education develops the student's self-esteem because it recognizes the cultural diversity of the country. For secondary level the students must learn a native language and a foreign language with the domain of the Spanish language. It means that students will learn English in Secondary grade.

2.15.1 New Pedagogical practice

In the[65] "Organización Pedagogica" magazine there is a change that the Educational Reform supports. It is related to transform the structures, modes, materials and pedagogical orientations. So the learning must be dynamic; the teaching motivating; the classroom opened; and the evaluation formative.

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[64] Boletín: educ@boliva. Hacia el Congreso Nacional de Educación 2005. Año II, N 6. Ministerio de Educación
[65] UNST-P (Unidad Nacional de Servicios Técnicos Pedagógicos) Organización- Pedagógica. Documentos Base . Reforma Educativa Sigla Editores S.R.L. marzo 1997

The child learning starts in familiar experiences. The child is interested on things that surround him or her, then he/she experiment them and he/she learns to have communication with his/her family. The people do not learn in isolation. The concepts must be related with the environment. The real cultural or social situation is the basis for the knowledge building.

For that reasons the learning is not an internalization or memorization of data. It is the result of the construction that the student does in his/her interaction with the world. We have to take into account that not all the students learn in the same way but the teacher has the opportunity to be a mediator between the student and learning; an activity organizer; an investigator; a communicator to reach students self confidence when learning. To sum up, the knowledge building is possible when the learning is meaningful for the student and the learning conditions contribute to the vocabulary learning process.

Finally, [66] the constructivists approach states that teachers do not have to forget that students will be influenced by their home culture and the community surrounding them. For this reason the student´s spoken language surrounding is taken into account in this research. The use of different materials and the development of different activities related to the four skills will give the student the opportunity to have a meaningful learning.

2.15.2 The English language teaching curricular design in Bolivia

There is no curricula design for English language as a subject in Bolivia. Therefore, we establish that teachers follow their own point of view and their perspective to design the curricula every year taking into account students needs. Some editorials follow foreign methods and apply some programs but there are few course books that contextualize the vocabulary. If they are colorful good books to teach, they are too expensive for public school. In addition to this, we have to

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[66] WILLIAMS Marion and Burden Robert "Psychology for Language Teachers: A Social Constructivists Approach" Cambridge University Press Page. 189. 1997

consider that if public schools buy course books, they will prioritize the four main subjects (Natural Sciences, Math, Social Sciences and Language) because these subjects have more periods a week , as a consequence ,each English teacher has to prepare his/her own material. We do not have to forget that there are some schools that do not have specialized English teachers. It means that these teachers are teachers of other subjects such as Language subject, Social Sciences, Music subject and they teach English because they have to fulfill the time of working hours.

2.16 THE CONSTRUCTIVIST APPROACH

The generally acknowledge ¨father" of constructivism, [67]Ernst von Glasersfeld argues that education is essentially a political enterprise with two main purposes – to empower learners to think for themselves, and to perpetuate in the next generation ways of acting and thinking that are judged the best by the present generation. He argues, moreover, that all knowledge is instrumental, that is, it is used for particular purposes and is meaningless in isolation. Because of this, learners need to know the reasons why they are required to act in particular ways. In addition, a constructivist approach to education is best put into practice by presenting issues, concepts and tasks in the form of problems to be explored in dialogue rather than as information to be ingested and reproduced.

Consequently, The Ministry of Education takes into account the constructivism as an approach when teaching-learning process at schools. This theory suggests that students learn by their own background. So teachers may have to consider their previous knowledge and teach them making use of it. The teacher must provide the instruments to the student and he or she will build his/her own knowledge. To this respect, [68]Noel Aguirre says that the constructivism refers to every educational process where "the student elaborates and builds new knowledge

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[67] VON Glasersfeld, A Constructivism view of education. Cambridge University Press 1995. page. 177

[68] I .P. S. Instituto de Investigación y Capacitación Pedagógica y Social, y CEBIAE Centro de Investigación y Acción Educativa, "El Constructivismo en la Educación" 1ra. Ed. La Paz, Bolivia, 1997.

from his or her previous knowledge and experience with interaction of the environment". (IPS-CEBIAE 1997:82).

[69]Williams Marion and Burden Robert, present a social constructivist model of the teaching learning process, as shown in figure 1. There, they identify four key sets of factors which influence the learning process -teachers, learners, tasks and contexts. These factors do not exist in isolation. They all interact as part of a dynamic, ongoing process. Teachers select tasks which reflect their beliefs about teaching and learning. Learners interpret tasks in ways that are meaningful and personal to them as individual. The task is therefore the interface between the teacher and learners. Teachers and learners also interact with each other; the way that teachers behave in classrooms reflects their values and beliefs, and the way in which learners react to teachers will be affected by the individual characteristics of the learners and the feeling that the teacher conveys to them. We have to realize that teacher, task and learner are in this way a dynamic equilibrium.

Consequently the context in which the learning takes place will play an important part in shape that happens within it. This includes the emotional environment, the physical environment, social environment, the political environment and the cultural setting.

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[69] MARION Williams and Burden Robert, Psychology for Language Teachers: a Social Constructivist Approach. Cambridge University 1997.
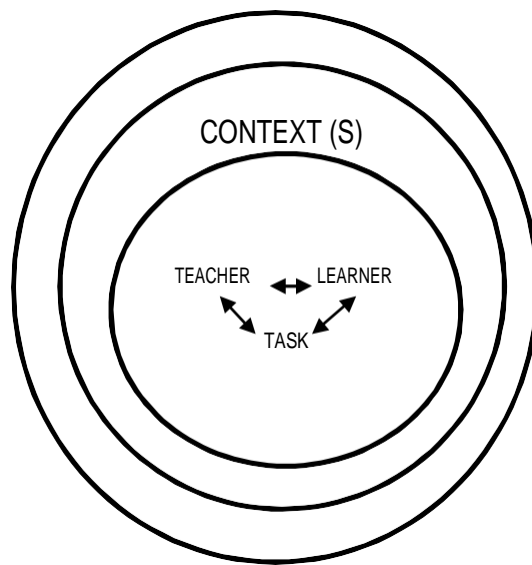
[70]Figure 1: A social constructivist model of the teaching-learning process

In addition, Piaget´s work, as [71]Marion Williams and Robert Burden state, has been his emphasis upon the constructive nature of the learning process, that individuals are actively involved right from birth in constructing personal meaning that is their own personal understanding, from their experiences. As a result learners make their own sense of the world and the experiences that surround them. We come to know things as a direct result of our personal experiences. This theory is more concerned with the process of learning than what is learned. Also it is based on learners passing through a series of learning stages:

- Sensory-motor, for the young infant
- Intuitive or pre-operational stage, for the ages of two to seven.
- Operation, until seven years.
- Concrete operational stage, from seven years
- Formal operational thinking, it happens in the adolescent years.

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[70] MARION Williams and Burden Robert, Psychology for Language Teachers: a Social Constructivist Approach. Cambridge University 1997. Page43

[71] MARION Williams and Burden Robert, Psychology for Language Teachers: a Social Constructivist Approach. Cambridge University 1997.pag. 21

In our research, we consider that when teaching young learners it is more important at this stage to provide experiences in the target language which are related to aspects of the young's world.To sum up, what is apparent from a constructivist view of learning is that individuals construct their own meaning from their learning; they make their own personal sense of the skills and strategies they are taught, and the ways in which they do this depend on the other influences that surround them. For example, motivation is significant in discovering personal authenticity in how to learn.

Summarizing,[72]Marion Williams and Robert Burden present ten basic propositions that have to be considered to be crucial for language teachers.

1.   There is difference between learning and education.

2.   Learners learn what is meaningful to them.

3.   Learners learn in ways that are meaningful to them.

4.   Learners learn better if they fell in control of what they are learning.

5.   Learning is closely linked to how people feel about themselves.

6.   Learning takes place in a social context through   interaction   with other people.

7.   What teachers do in the classroom; will reflect their own   beliefs and attitudes.

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[72] MARION Williams and Burden Robert, Psychology for Language Teachers: a Social Constructivist Approach. Cambridge University 1997.pags. 204-208

8.   There is a significant role for the teacher as mediator in   the language classroom.

9.   Learning tasks represent an interface between teachers   and learners.

10.   Learning is influenced by the situation in which it occurs.

Finally, [73]Von Glasersfeld asserts that constructivism cannot tell teachers new thinks to do, but it may suggest why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination.

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[73] GLASERSFELD, E. Von A Constructivism in Education. Cambridge University Press 1995 . page. 177

CHAPTER III

METHODOLOGY

3.1. THE RESEARCH

To find effective results for this research, the methodology applied is oriented in one direction:

It is a descriptive research since it was intended to analyze the English teachers' opinion towards the problem and it evaluated the problems that students face to learn English language vocabulary. Taking into account [74] Hernandez Sampieri theory about descriptive research, we realize that it measures the variables and describes how they are manifested in real life. It deals with naturally occurring phenomena, using data collected by first hand, being deductive, and it began with preconceived hypotheses and a narrower scope of research. Also through the tool, characteristic of descriptive studies, questionnaires have been designed which allowed us to find important information about vocabulary learning problems.

3.2.   CHARACTERISTICS OF THE DESIGN

First, it is important to understand that a descriptive research considers a set of techniques used to specify, design or describe naturally occurring phenomena without experimental manipulation.

It deals with a natural occurring phenomena, using data which may either be collected by first hand or taken from already existing data sources such as data from

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[74] HERNANDEZ R. Sampieri y otros, D.F. 1998 *Metodología de la Investigación*, Mexico. Mc Grown-Hill, Int. Editores, Page.   60.

other studies, students records, and so on. Therefore, our main purpose is to describe situations and events, which may cause the phenomena. The descriptive method measures and evaluates diverse aspects, dimensions and components of the phenomenon to investigate.

For the reasons stated before, to identify problems in English vocabulary learning, a questionnaire for teachers has been put into practice as well as a questionnaire for students.

3.3. PROCEDURES:

First, the questionnaire for teachers has been designed to gather information about student´s motivation and learning condition characteristics in public schools. This information was useful to support the design of the student's questionnaire. This was mainly advocated to identify typical difficulties in the process of learning vocabulary. The questionnaire was applied to 25 public school teachers at the 13th National Convention for English Teachers (January 13th, 14th, 15th and 16th). Second, a questionnaire for students was designed in order to gather information about English vocabulary learning problems and learning strategies in vocabulary learning process.

3.4. POPULATION AND SAMPLE:

The population is students of schools in La Paz city in the third District of Education where there are 122 public schools.(See appendix xxxi)

To obtain a valid and reliable sample two steps have been followed as described below:

3.4.1   Selection of schools

The sample was taken with the criteria of schools agreement. These were:

Kalajahuira Public School

Pablo Iturri Jurado Public School

Nueva Jerusalem Public School and

Adolfo Costa Du Rels Public School

3.4.2   Selection of grades

It was a probabilistic sample chosen at random. The grades selected were the following:

S CHOOL S	CO URSES	
Nue va Je ru sa le m	7 t h "A "	8 t h "A "
P ab lo It u rri Ju rado	7 t h "A "	8 t h "B "
K a la jahu ira	7 t h "B "	8 t h "B "
A do lf o Co sta Du Re ls	7 t h "B "	8 t h "B "

3.5. SAMPLE SIZE

In order to obtain the sample we consider that there are 604 students. They belong to the 7th and 8th grades of the schools .that agreed to participate in the research, from four schools. Under the 95% of validity and 5 % error margin, we have the following formula:

$$n_\circ = \frac{p\,q\,z}{d}$$

$$n_\circ = \frac{(0.5)(0.5)1.96^2}{(0.5)^2} = 384$$

Adjusting with the formula :

$$n = \frac{n_\circ}{1 + \dfrac{\circ}{}} = 234 \text{ students}$$

Where :

n = sample size
z= confidence level
p = success probability
q = fail probability
N= universe or population

We got 234 students, although it is important to accept that there can be some questionnaires wrong filled or some students that did not attend classes in such a day or some other unexpected situation. Because of that, the sample will have a 20% else. Therefore, we got 281 students from 8 classrooms from 37.5 students approximately. Finally, the sample consists of 257 students under the 5% error margin.

3.6. DESCRIPTION OF POPULATION

The participants of the research are students of 7th and 8th grade at the age of 12 to 15 years old. The research has been held in public schools in La Paz, Bolivia. Students are male and female.
The frequency of the English classes is one hour and a half per week.

3.7 GATHERING INFORMATION INSTRUMENTS

3.7.1   Questionnaire

The questionnaire is a very common means of collecting data. According to [75]Nunan, it enables the researcher to collect data in field setting and the data themselves are more amenable to quantifications that discursive data such as free-form field notes. A questionnaire may have open and closed questions because responses to close questions are easier to collocate and analyze. For this research, it is the most adequate instrument of data gathering. Although it is know that responses to open questions usually give more information and may reflect more accurately what the informant wants to say, close questions are more appropriate for questionnaires because one could ask about some specific aspect. In this research, we have closed and opened questions taking into account the variables.

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[75] NUNAN, David. Research Methods in Language Learning. Cambridge University Press 1992

3.7.2   Purpose of the Questionnaires

The questionnaires are aimed to give information about vocabulary learning problems, teacher's points of view about it and strategies that students use in order to learn vocabulary .These points are investigated in this research work. It is expected to show us what problems the students face when learning vocabulary.

3.7.3   Structure of the Questionnaires

The approach taken for this project was mostly quantitative, involving qualitative variables.

First, the teacher's questionnaire consists of two parts; the first part has 10 questions. The second part has four questions. The first four questions, in the first part, have general questions in order to find teachers with the characteristics we needed (public school teachers whose work with 7th and 8th grade). The six following questions were intended to find the teacher´s points of view about the student´s motivation and learning condition characteristics such as student´s sociolinguistic background, lack of material and student´s attitude. The second part of the questionnaire is intended to gather information about the frequency of learning condition problems. (See appendixes xi and xii)

Second, the student´s questionnaire consists of fifteen questions. There are three general questions related to the English language learning. Two questions concerned with the student´s attitude toward the English language at school. Six close questions related to the learning vocabulary strategies. Finally there are four questions that will enable us to test the student's vocabulary learning problems.

Third, to administer this questionnaire we had to go class by class at the four schools. Before administering the questionnaire, the students were explained about the objectives of the instrument and the questions. In addition, the questions were written in Spanish, so interference of this language will not be a barrier for the

understanding of the questions. Students were also told that answering the questionnaire with true information without copying the answers was very important for the success of the study. Forty-five minutes were given to the students in order to answer the questionnaire. It was not accepted to use a dictionary or note-books to answer the questions.(See appendix xvii and xviii)

Finally, the questionnaire was examined and evaluated by Professor Belmonte, who is a well-known professor in the Statistics career at the University. Then it was examined by teacher Nancy Astorga a language teacher of Andina School.

3.7.4 Pilot Questionnaire

As [76] Judith Bell says, all data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable researchers to remove any item, which are not useful. For this reasons the questionnaire was applied to "Andina" School students of 7th and 8th grade.(See appendix xv) . After that, the last questionnaire was reviewed, evaluated and edited. (See appendix xvii).

3.7.5 Validity and Reliability

As we explained before, the questionnaires went through three stages; they were constructed, they were revised by both non-experts and experts and finally were piloted.

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[76] BELL, Judith. Doing your research project. A guide for first time researchers in education and social science. Second Edition. Open University Press. Buckingham-Philadelphia 1993

3.7.5.1 Validity

This concept can be defined by [77] Salkind Neil, as the quality the instrument shows in terms of measuring what has to measure. It is also accepted that there is no instrument that shows 100% of validity. According to this [78]Hernandez Sampieri say that the validity can be expressed by the construct validity, face validity and the content validity.

3.7.5.1.1 Construct validity

This kind of validity is achieved if an expert or experts go over indicators from the variable operalization that must be expressed in the instrument. To choose both the appropriate number of item in questionnaires and the type of questions require research experience. To reach this type of validity in terms of justifying the outcomes, the instrument, has been studied, compared and analysed by an expert in statistics. I had the honour to have the help of Professor Belmonte. According to his recommendations, there were some changes of the first designed questionnaire and the pilot questionnaire. In order to use terms easy to understand by students teacher Nancy Astorga helped us to design the appropriate words for each question.

3.7.5.1.2 Face validity

This type of validity has to do with how the questionnaire looks. Does it look like a reasonable questionnaire? Do the people who administer the questionnaire think it is a good way or good sample to test?

In order to reach this goal we asked some schoolteachers about how the test looks like. With their help, we made some corrections.

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[77] SALKIND, Neil T. Metodos de Investigación. Third. Ed. Prentice Hall Regents, New Jersey. 1998 page. 126
[78] HERNANDEZ R. Sampieri y otros, D.F. 1998" *Metodología de la Investigación*", Mexico. Mc Grown-Hill, Int. Editors, Page 251.

3.7.5.1.3 Content validity

This refers to the ability that the interviewer has in order to determine if the tester has reached the level the institution expects. First, we reviewed questionnaires related with our research and take some possible items to measure our variables. Second, Public schools 7th and 8th grade have the beginners level. For this reason we asked the four schools´ teachers to provide us the syllabus content in order to know the vocabulary that the students learned before the test. Having that information, we choose the words to be tested in the questionnaire.

3.7.5.2 Reliability

According to [79]Salkind N, we must top down the following aspects.

The first one has to do with observed data or the data that is collected through this instrument that shows a specific score. The second one is related to the real data that can never be collected despite the best instrument for there are internal and external influences in the process of collecting the information and the real information about phenomena.

This expert affirms that the closer, the scored data (the collected information about a phenomenon) and the real scored data (the real information about the phenomenon) are, the more reliable the outcomes come to be.

In order to achieve this principle, there are different steps the instrument goes through.

The score data or the observed one can be influenced by two factors based on the expert mentioned above.

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[79] SALKIND, Neil T. Metodos de Investigación. Third. Ed. Prentice Hall Regents, New Jersey. 1998 page. 215

The results are influenced by the method which is used at the moment of applying the instrument or by the characteristics the sample universe shows at this stage. For that reason, this influence is minimized.

First, regarding the method employed and the characteristics the sample universe, it has to be said that the questionnaire to students has been applied in four days at the four schools. The questionnaires have been answered in the classrooms, when students had English classes, so it can be said that students were not pressured to answer in a certain way. The questionnaire for teachers has been applied during the 13th English teacher´s Convention.

Second, as it can be observed, there are two sources of information in the research: students and teachers.

Third, according to [80]Judith Bell, reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. In this research, we adopted the test-retest (administering the same test some time after the first). In other words, another way to increase more reliability is to apply the same questionnaire to the same sample universe in a different time. For that reason the student questionnaire was applied again to the same sample in November 18th, 19th, 20th and 21st, 2008 (see appendix xxix, xxx). A total of 253 students answered the second time questionnaire; the results of it showed the same results. To this respect, we can see comparisons of the answers in the data analysis and interpretation of the study.

Finally, the number of items in student's questionnaire is fifteen and one of the principles in research states that the more items there are in an instrument, the more reliable it becomes, and the number of questions compensates this so the data collection becomes both practical and more reliable.

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[80] BELL, Judith. Doing your research project. A guide for first time researchers in education and social science. Second Edition. Open University Press. Buckingham-Philadelphia 1993 page. 65

CHAPTER IV

DATA ANALYSIS

4.1. DATA ANALISIS AND INTERPRETATION

First, to fulfil the objectives outlined earlier, this research is intended to identify frequent difficulties students have to overcome when learning English vocabulary in the process of vocabulary learning.

Second, the study is addressed to school´ teachers who have to cope with socio-cultural and educational background, which may contribute or interfere in the process of teaching English as a foreign language, as well as some other constraints that are also part of this analysis.

Third, higher or lower levels of motivation are considered in the research since this aspect plays an important role when boys and girls at the age of 12 to 15 have English as a compulsory subject in their Curricula.

Besides that, we are concerned to analyze to what extent limitations, in terms of materials availability, length of time for English classes, limited number of specialized teachers and other factors, exert influence on the possible results of the process.

We also intended to gather information concerned with student's motivation and learning conditions. For example, the contact opportunity with English language at home, activities, material and the strategies that students prefer to learn English language vocabulary. All these aspects are considered relevant aspects to be analyzed.

The study has been carried out in two stages as follows:

Firstly, information gathered from English teachers working at public schools through a questionnaire and the corresponding interpretation and conclusions.

Secondly, information gathered from students corresponding to the seventh and eighth grades (Primary education) at public schools located in the District 3th in La Paz, Bolivia.

Finally, in order to reach the reliability of the study, the student's questionnaire was applied again in November 2008 to the same sample.

The collection of information has been scheduled as described below:

MONTH	WEEK	PLACE	RESPONDENTS
January	2 nd/3 rd Week	English Language Teacher's Convention Oruro city	25 public school teachers
June	1 st/2 nd week	La Paz public schools, 7 th and 8 th grades	257 students

4.1.1 Teachers' Questionnaire

The following answers were obtained of 25 public school teachers that worked with 7th and 8th grades teaching English language in different cities of Bolivia.

The first four questions were intended to know general information such as if they work with 7th or 8th grade, if they work in a public or private school and so on. For that reason that questions are not mentioned.

4.1.1.1 First Part

Q ue st ion 5 :

Is there student´s interest when learning English?

- yes
- partial interest
- no

72%
24%
4%
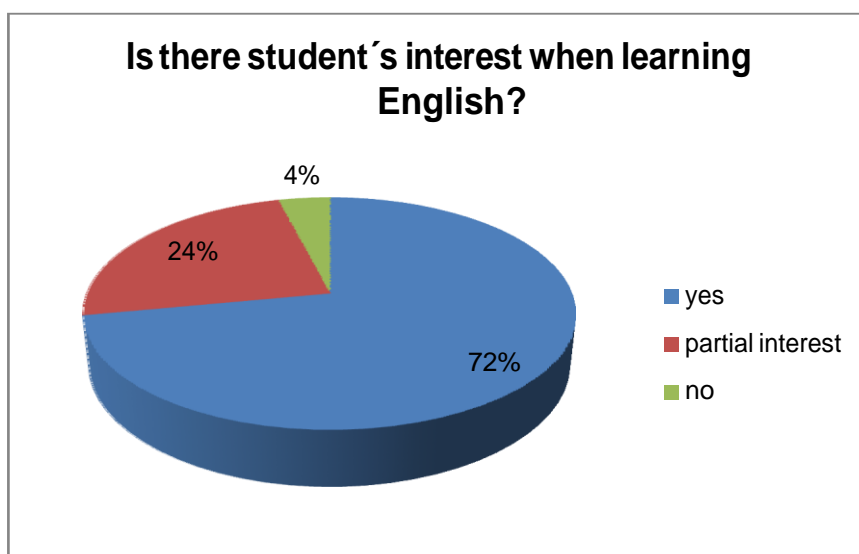
Cha r t N° 1

The 72% of teachers reported that there is a positive interest on learning English, while the 24% reported a partial interest and the 4% of teachers assume that there is no student's interest. Consequently, we can say that most of the students are motivated to learn English language.

Are there students that speak a native language?

28%

72%

yes

no
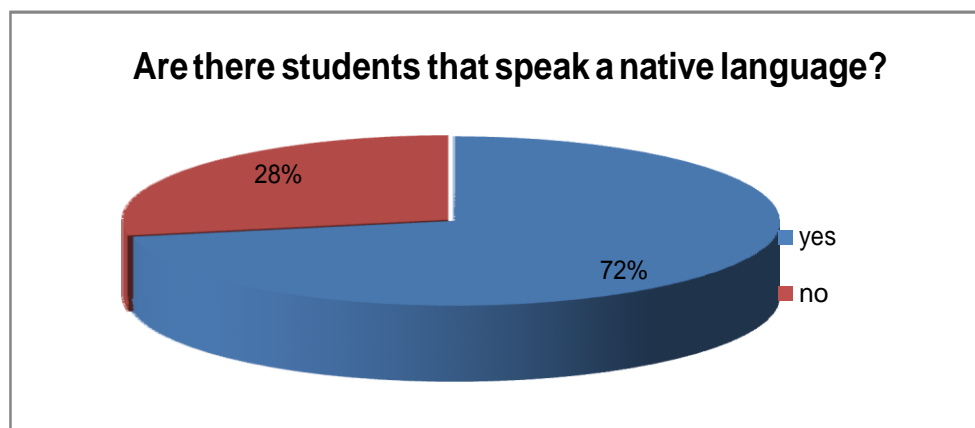
Cha rt N°2

The 72% of teachers reported that in their classes there are students that speak a native language like Aymara or Quechua. The 28 % of teachers answered that there are not students that speak a native language. In this way, most of the students have some contact with native languages at home and their relatives speak a native language. Therefore, most of the students only have contact with Spanish or a native language. The students do not have the opportunity to speak English with anybody at home.

Question 7:

Do you use coursebooks with your students?

24%

76%

yes

no
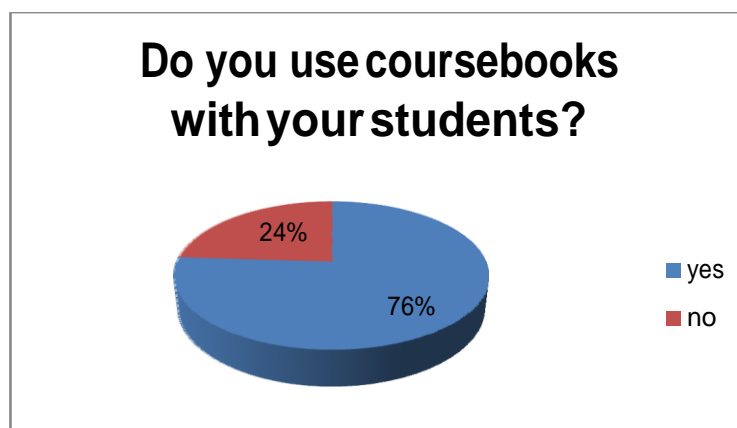
Cha rt N°3

The 76% of the teachers use a course book with their students, while the 24 % do not use a course book. Because of this, we can assume that public schools have access to English course books but most of them are photocopies.

Do your students use dictionary?

20%

80%

- yes
- no
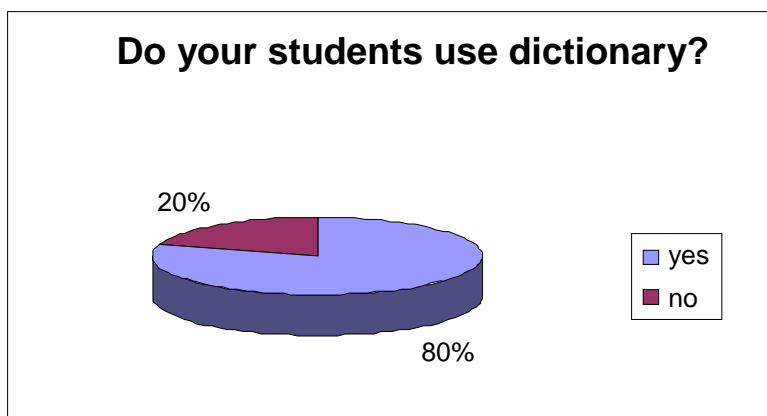
Cha rt N°4

The 80% of teachers ask for dictionaries as supplementary material for learning vocabulary. Because they assume its importance to look for the meaning of new words that students do not understand. Opposite to this, some teachers (the 20 %) do not give an importance to the use of dictionaries.

Q ue st ion 9 :

What strategies do you use to teach vocabulary?

- songs - role-play - short-stories

23%   47%

30%
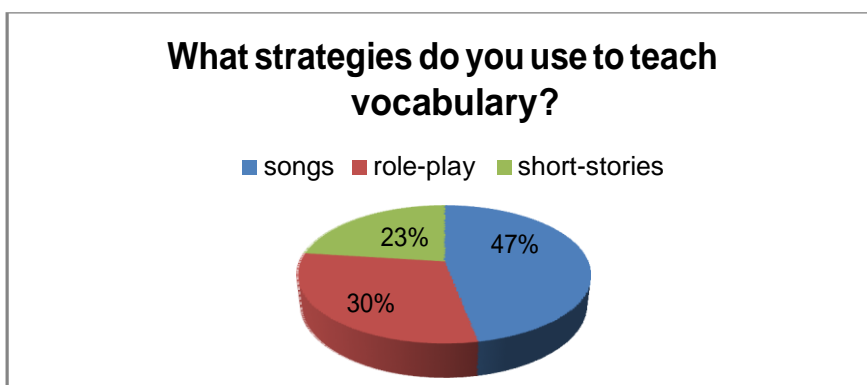
Cha rt N°5

The most frequently used strategy by teachers is teaching by songs. In second place, we found role-plays with 30%, finally the third strategy most used is telling short stories with 23%.
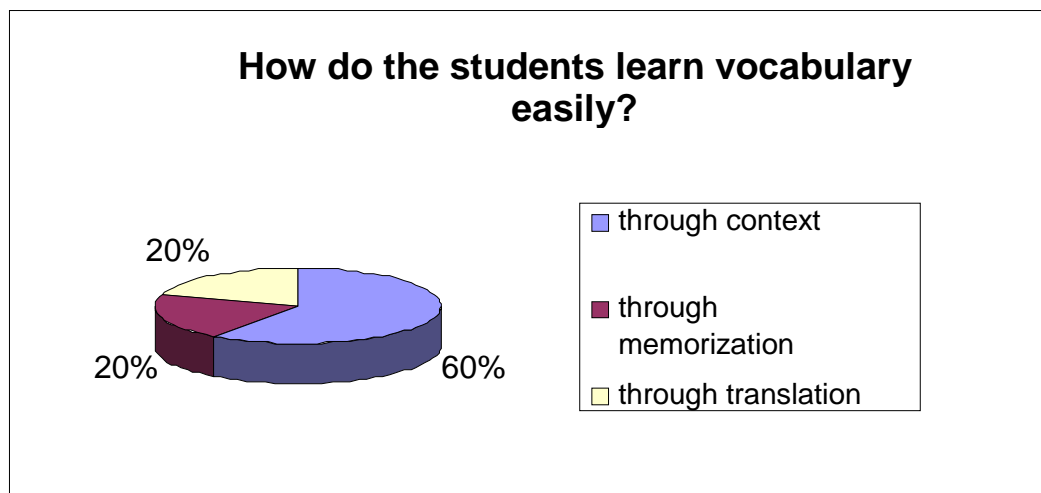
Chart N°6

For the 60% of teachers it is easier to learn vocabulary through context, for the 20% of teachers it is very helpful to learn by memorization, finally 20 % of teachers reported that is easy to learn vocabulary through translation.
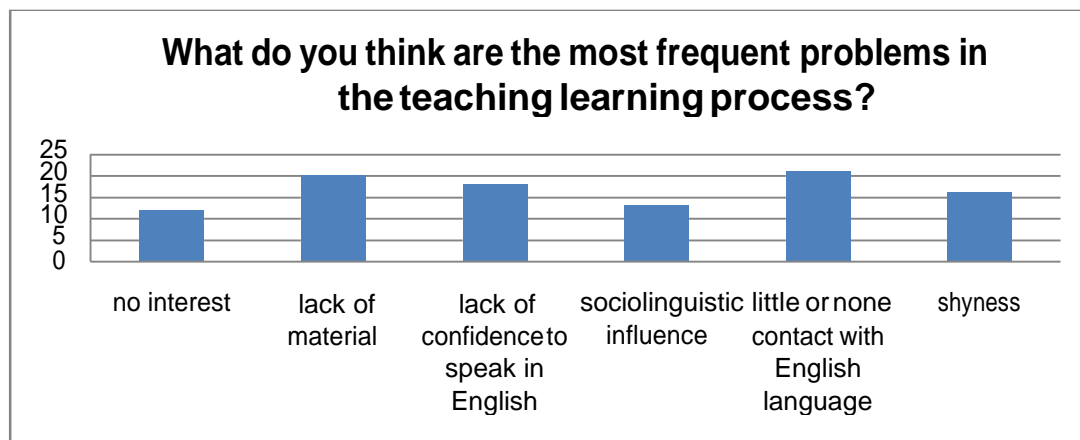
4.1.1.2 Second Part

Question: 1

What do you think are the most frequent problems in the teaching learning process?

25
20
15
10
5
0

no interest — lack of material — lack of confidence to speak in English — sociolinguistic influence — little or none contact with English language — shyness

Chart N°7

It can be assumed that the three more common problems related to learning conditions in the vocabulary learning process are first the lack of contact with English language at home, second the lack of appropriate English material and third the student's lack of confidence to speak in English.

Question 2:

This question was intended to know what are the skills more developed at 7th and 8th grades. This answer will show us the kind of activities more developed at English language classes.

What skills do you develop in the classroom?

26
25
24
23
22
21
20

WRITING   SPEAKING   READING   LISTENING
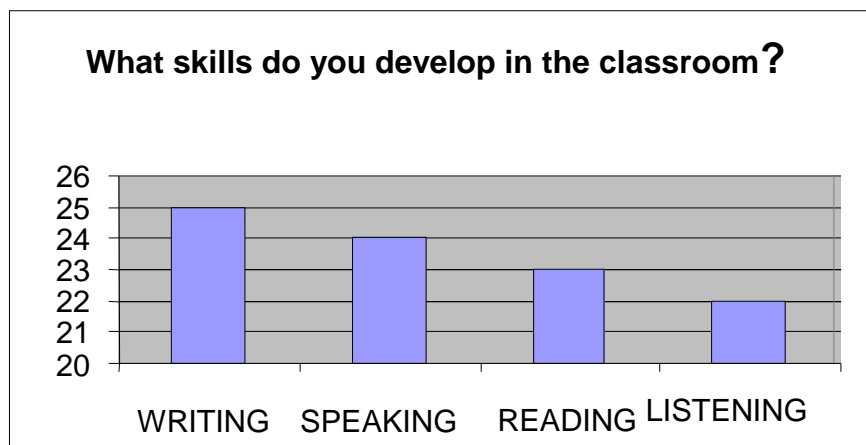
Chart N°8

Because of the answers, we establish that the most developed skill in English subject is writing and the less developed skill is listening. It can be because of the time a week for English classes (an hour and a half). The students do not have the opportunity to listen real audio CDs. all the classes.
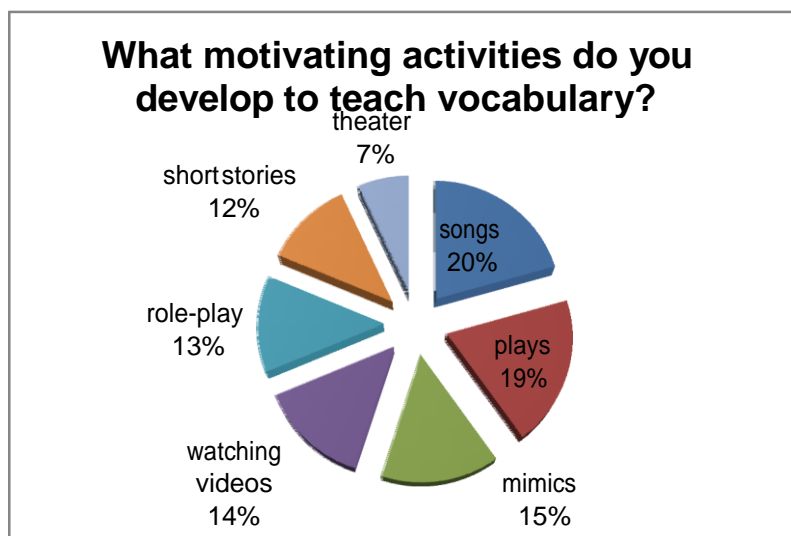
Question N°3:

What motivating activities do you develop to teach vocabulary?

- theater 7%
- short stories 12%
- role-play 13%
- watching videos 14%
- mimics 15%
- plays 19%
- songs 20%

Chart N°9

Teachers assume that songs are the most motivating activities for students. Next, plays and mimics are also motivating, then comes watching videos in English, then role-play and short stories and theater is the less practiced activity.

Some other motivating activities mentioned by teachers are: repetition of meanings, copying texts, translating, drawing, spelling, reading, interpreting flash cards, compositions, letters soups, puzzles, watching television, and games such as bingo , snakes and ladders.

We can establish that some learning conditions do not contribute to the vocabulary learning process. For example, taking into account teacher´s answers students like to listen to music but listening is the activity less developed at public schools. It should be emphasized here that the results of the answers show that most of the teachers do not develop listening activities.

In addition, the lack of an English subject curricula for schools, material limitations, lack of contact with the language at home do not contribute to the vocabulary learning process. As a result, students have a very limited practice of English only at school.

As a conclusion we can say that there are many activities to develop but the physical constraints and time are the most frequent problems teachers and students have to face when learning English language vocabulary.

4.1.2. **Students Questionnaire**

Once the research data has been collected with the questionnaire, we got the following results.

QUESTION N ° 1: Do you like English subject?

This question was intended to evaluate a positive or negative attitude of the students towards the study of English language at school.

Do you like the English subject?

| | 150 | 7th | 8th | | | | |
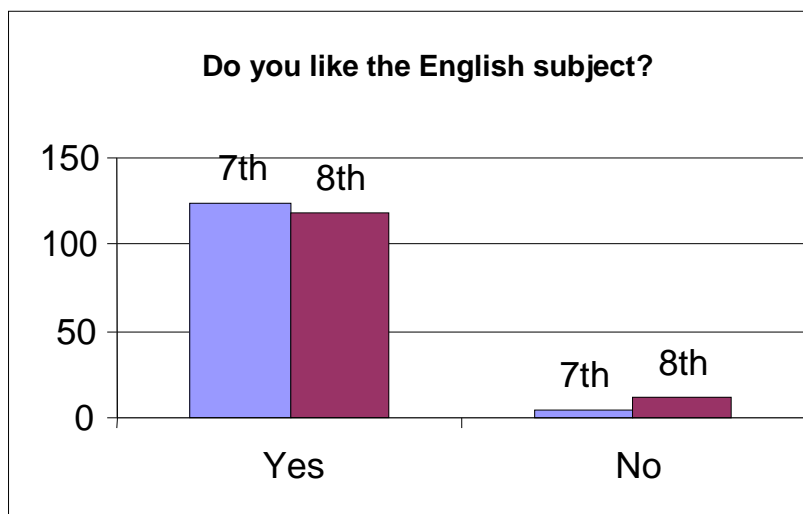
Chart N°10

We can establish that students at 7th grade have a more positive attitude than 8th grade. However, both of them like English language (94%). Therefore, we can say that they are motivated when they come to school. (See appendix xxxiv, crosstab N°1)

In order to have a justification for the first question we asked them to support their answers with possible reasons. Thus, the following results have been oriented

to answer: why do they like the language? It was also important to know if there is extrinsic and intrinsic motivation.

Why do you like or dislike English subject?
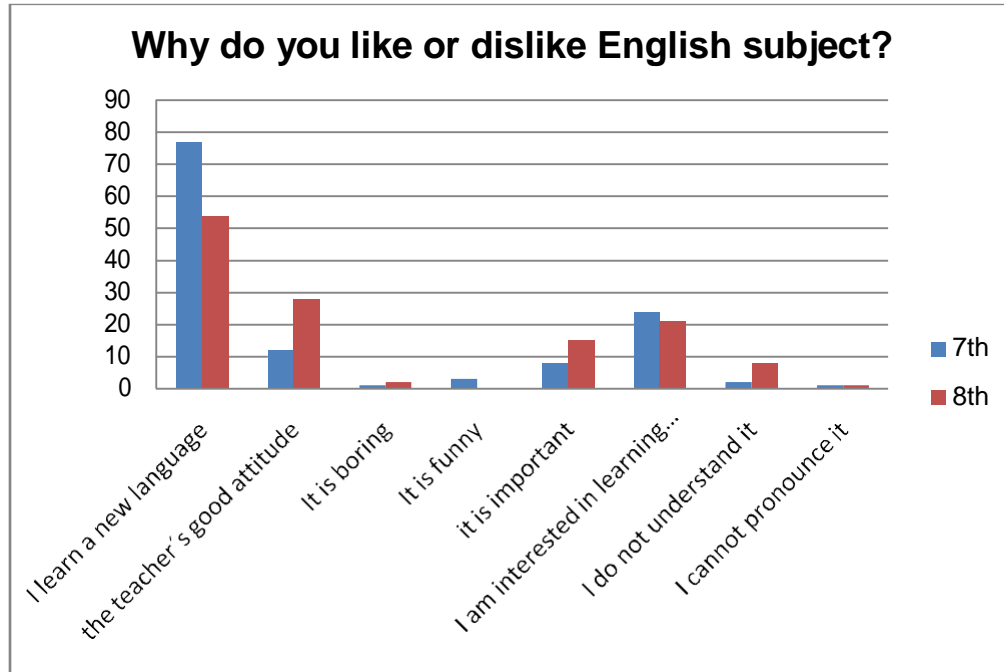
Cha r t N° 11

The most common answer with the 51 % was "yes" because they are, in a certain way aware that they are learning a new language. It is important to emphasize here that 7th and 8th grade students are interested in English language as a subject at schools and that the teacher´s attitude motivates them.

On the other side, the answer "no" was due the fact that they cannot understand this new language. However, the answers with negative attitudes were few.

QUESTION N ° 2:

This question attempted to understand the point of view of students about English language at school and the level of motivation they have (higher of lower levels of motivation).

Do you think that English language subject is important at school?
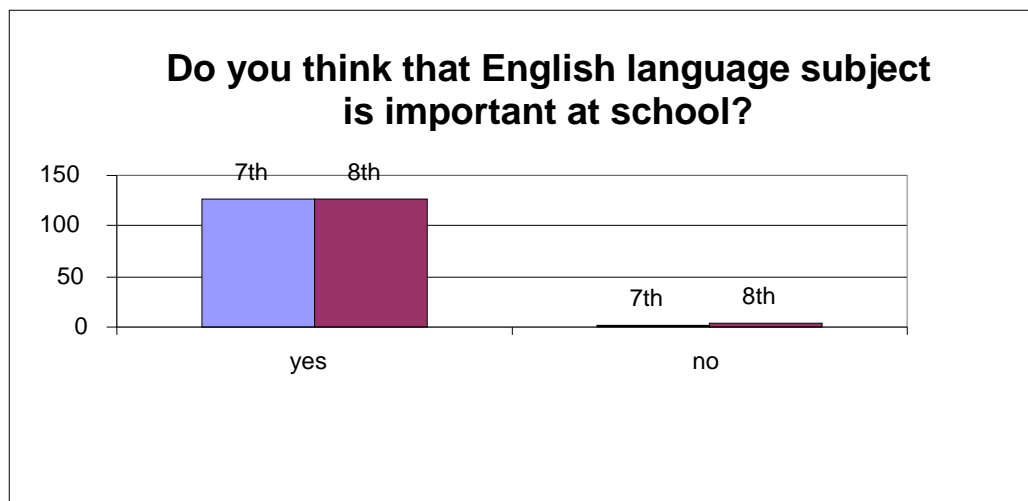
C HART N°12

Most of students (98, 4 %) realize that English language is an important subject at school. Chart N °12 shows us that there is high students' motivation as we can see appendix xxxv, crosstab 3.

In order to know the justification of the "yes" or "no", we asked the students to give reasons for the answers and they showed that English subject is not only one subject of the school curricula. It is important for their future life and it will give them the opportunity to have communication with foreign people.

The following chart shows us the results of the answers we obtained.
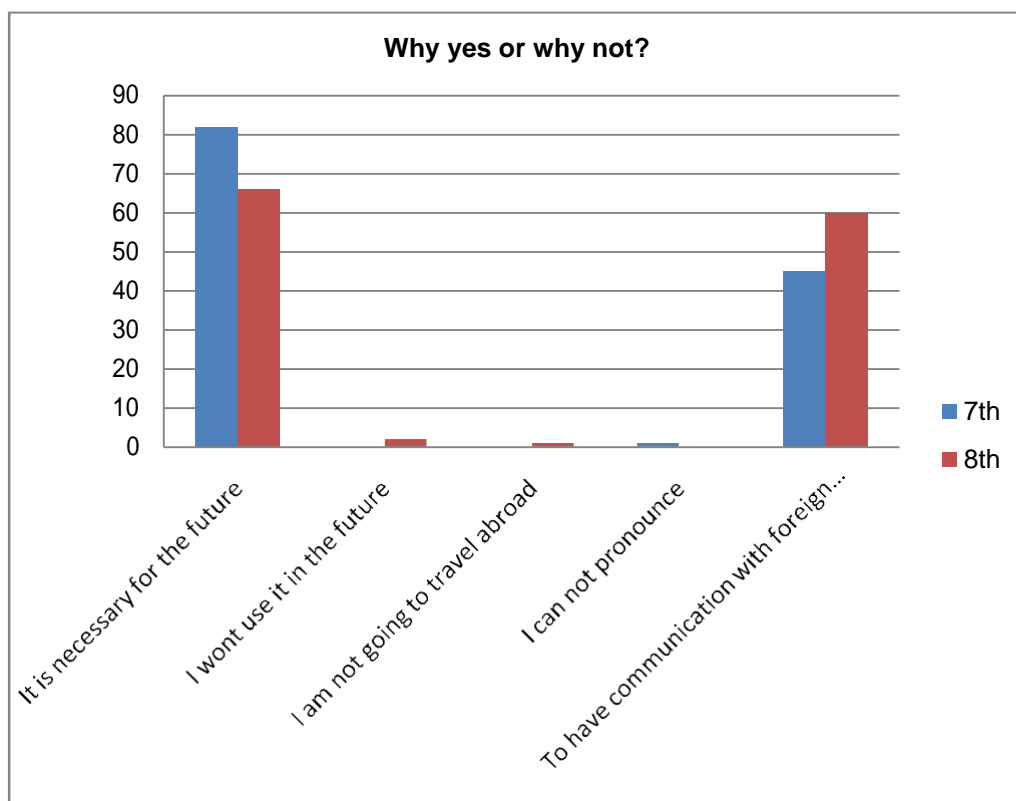
C HART N°13

One of the most important reasons given is the fact that they want to study and to practice English because they will use this language in the future (57, 6%). Another important reason was to establish relationships with foreigners (41%). Few students consider that English language is not important.

As a result, we can state that students of 7th and 8th grade are motivated to learn English language as a subject. There is a positive student´s attitude toward the language.

QUESTION N 3:

The third question tried to gather information about if the students are conscious about learning the English language with its culture.

Do you learn about the American and British culture?
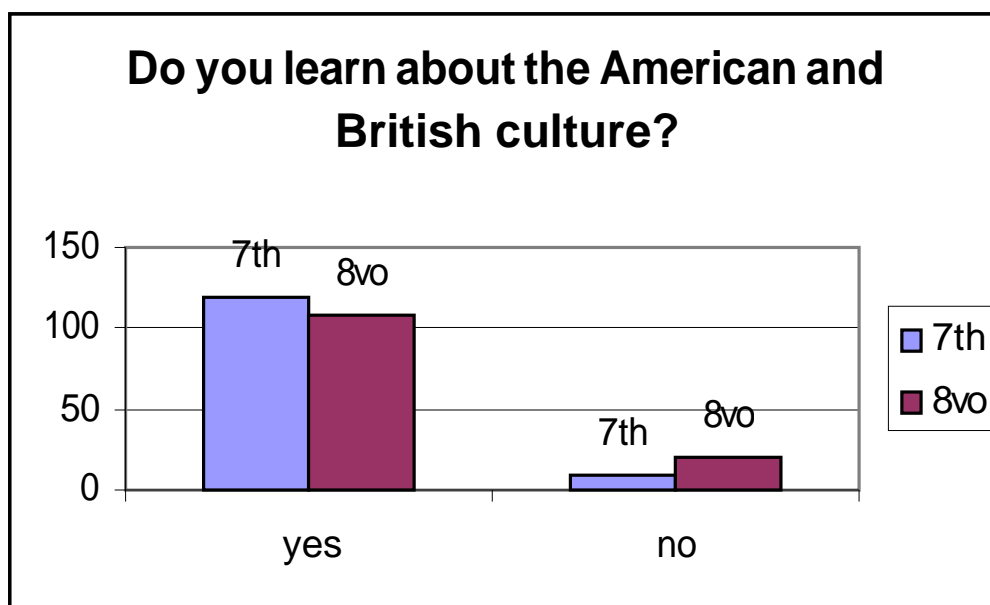
C HART N°14

88 % of the students assume that they are learning about a new culture when learning English language. 12% of them are not conscious about it. Consequently, most of them are able to identify differences or similitude between their own culture and the target language culture.

QUESTION N ° 4:

This question was intended to identify favourite activities of the students to learn new vocabulary. We got two charts where we can see the 7th and 8th grade differences:

7th grade:
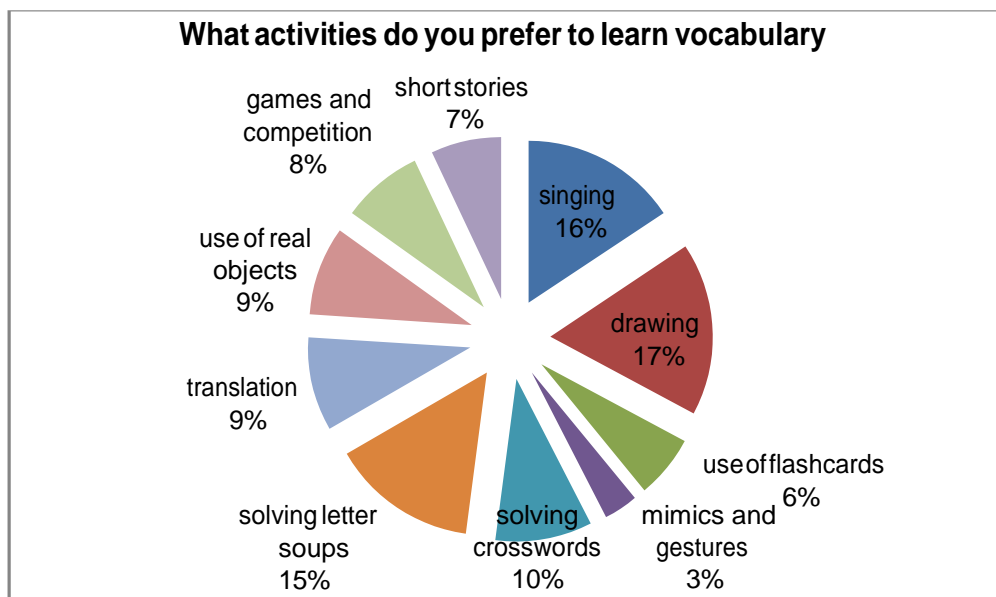
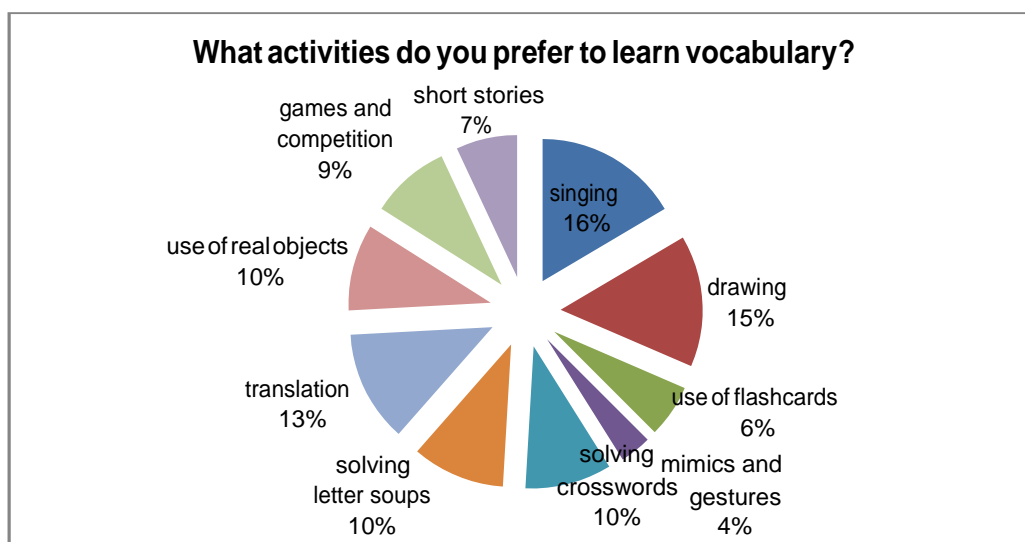

CHART N°15

8th grade:

CHART N°16

We can see that seventh grades three preferred activities are drawing, singing and solving letter soups. On the other hand, 8th grades three preferred activities are: singing, drawing and translating. As a result, we can establish that the beginners like to learn new vocabulary through drawing, singing and solving letters soup or translation. There are few differences between both grades and it is very interesting to realize that they prefer more pictures and songs to learn English vocabulary than any other activities. The following chart shows the general results:
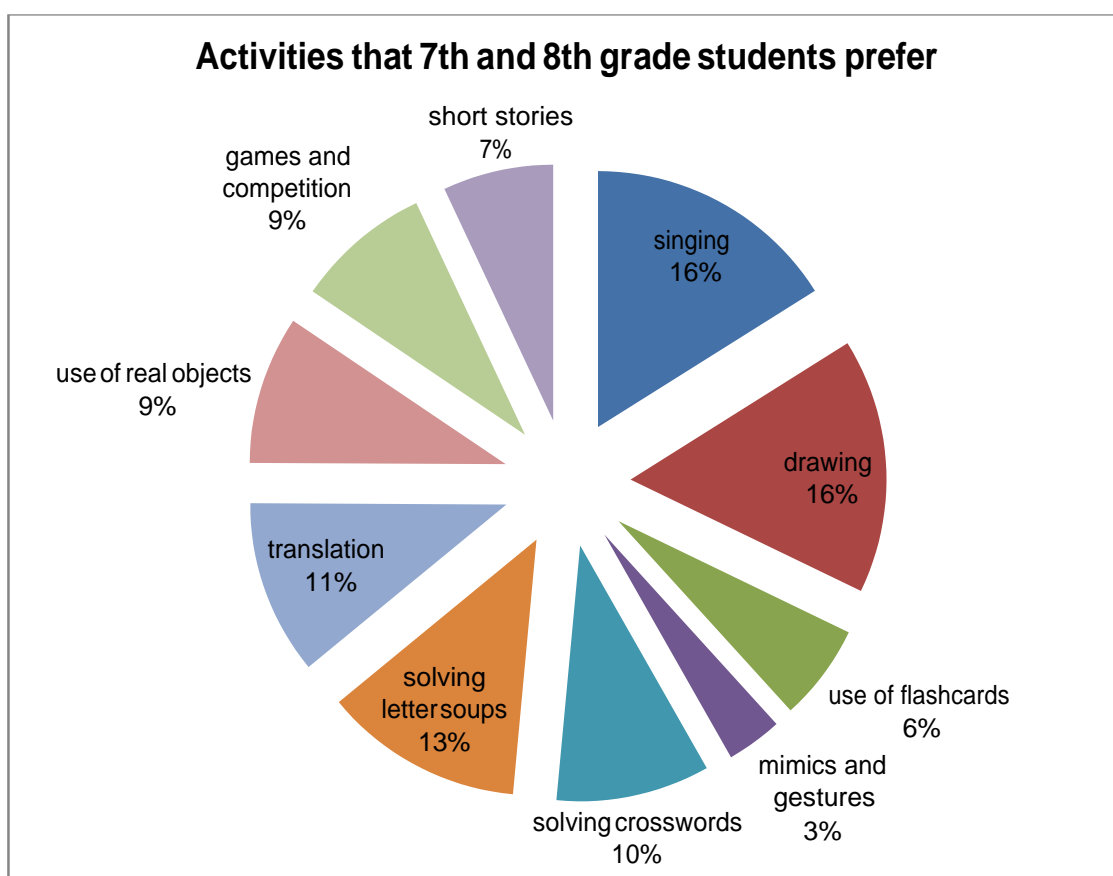

Activities that 7th and 8th grade students prefer

- short stories 7%
- games and competition 9%
- use of real objects 9%
- translation 11%
- solving letter soups 13%
- solving crosswords 10%
- mimics and gestures 3%
- use of flashcards 6%
- drawing 16%
- singing 16%

CHART N°17

QUESTION N 5:

To the question about where do students prefer to do their home works, we found the following results:
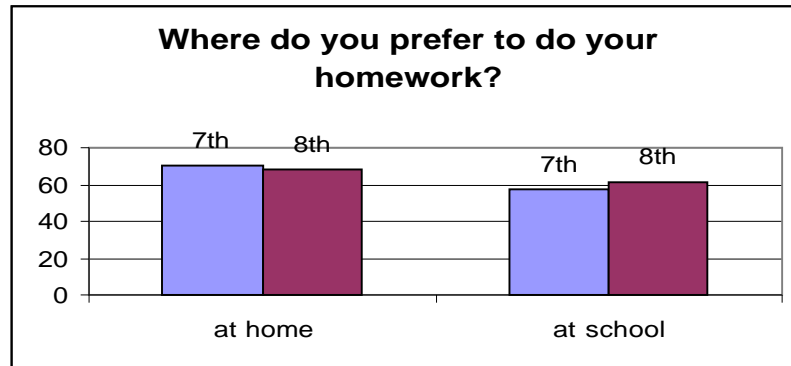
Where do you prefer to do your homework?

CHART N°18

In general, the 54 % of students prefer to do homework at home and the 46 % prefer to do homework at school .There is a difference in averages between 7th and 8th grade but we can establish that both of them prefer home to do their home works. (See appendix xxxvi, crosstab 6)

QUESTION N ° 6:

There are different ways in which the students prefer to work in classes the following question is guided to find: what is the best way to organize students to teach vocabulary.

How would you like to work in the classroom?
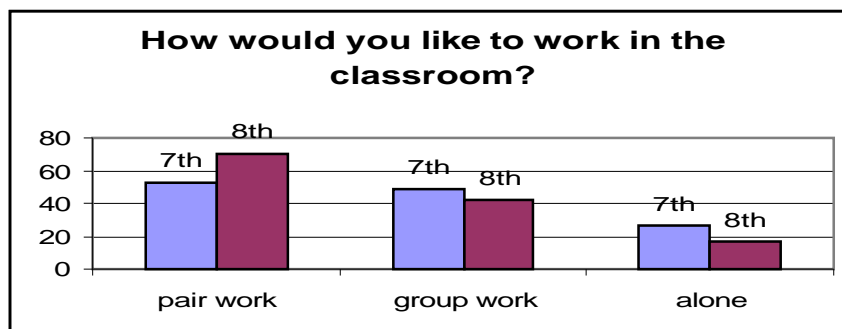
C HART N°19

In general, the preferred classroom dynamics is pair work (48%) working in groups is preferred by the 35 % and the last option is to work on their own, without partners. For this reason, it is important to prepare activities for pair work. This chart shows us that both grades prefer pair work. It is interesting because teachers can prepare different pair work activities.
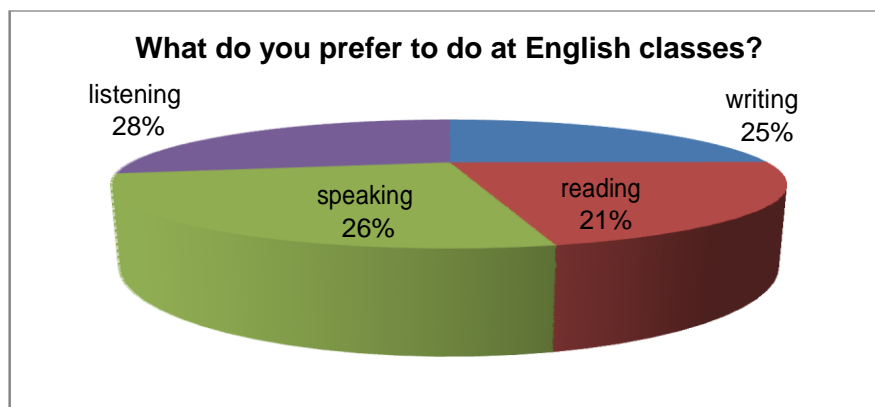
QUESTION N ° 7:

Question 7th was guided to know: what is the skill that students prefer to perform when learning vocabulary. 8th grade students agreed with 7th grade students with listening skill then speaking, writing and the less skill they preferred to develop was reading.

What do you prefer to do in English?

|	writing	reading	speaking	listening
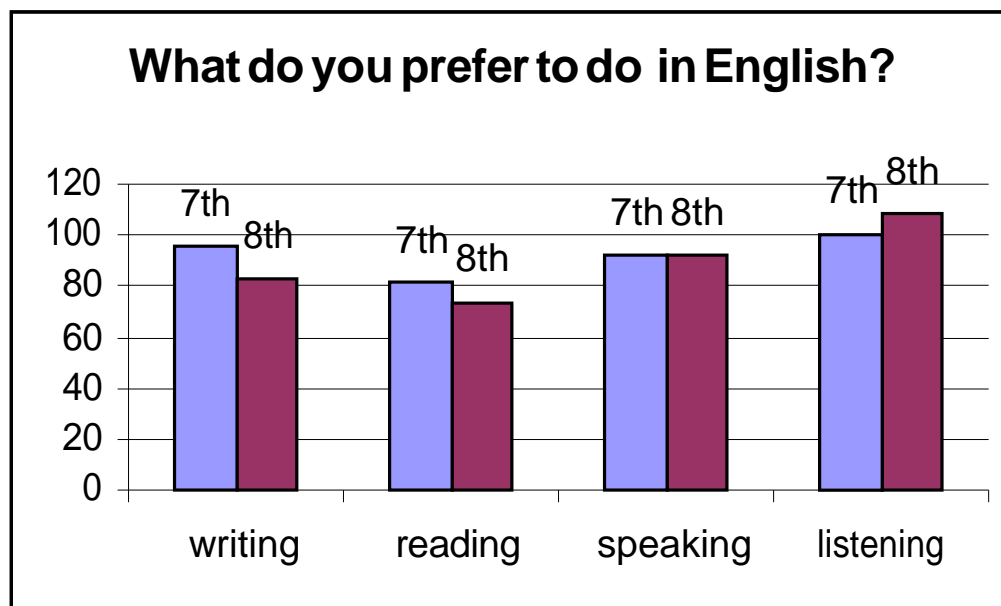
C HART N°20

With this other chart, we have a general view. Therefore, we can conclude that the listening skill is the most preferred by students with 28 % and that the less preferred is reading with 21%. (See appendix xxxviii, crosstab 9)

What do you prefer to do at English classes?

listening 28%

writing 25%

speaking 26%

reading 21%

C HART N°21

Q UESTION N ° 8 :

This question will fulfil the general objective outlined earlier of the research:

What is more difficult for you?

Understanding the meaning
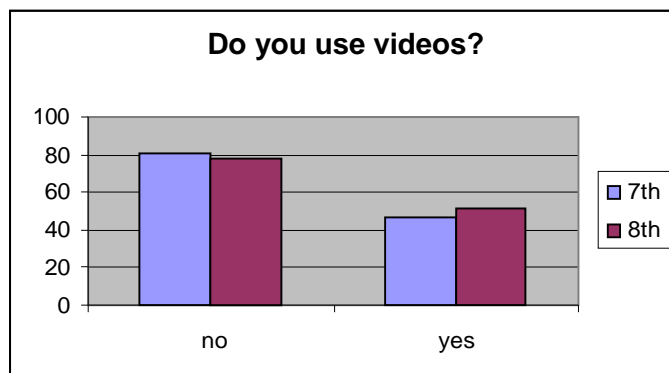
Pronunciation

writing the word
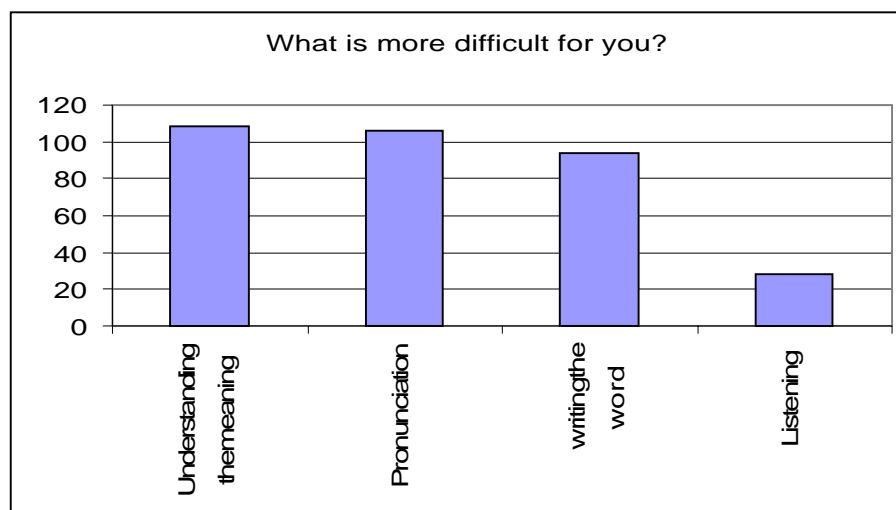
Listening

C HART N°22

W e can establish that understanding the meaning is one of the most common problems for students and pronunciation is the second one, then, comes writing and finally listening that seems to be the less difficult for them.

QUESTION N ° 9

Do you use some of this material to practice English at home?

Do you use videos?

C HART N°23

Of 257 students, 62% of them do not have videos at home to practice English and the 38% of students have videos to practice English. Thus, we can say that most of them do not have the opportunity to practice English with videos.

Do you use computer programs?

	yes	no
7th	35	93
8th	39	90
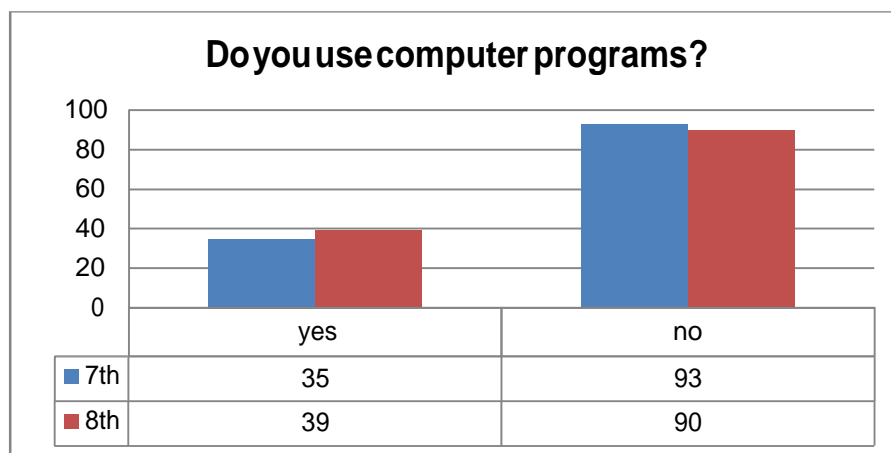
C HART N°24

The 71% of students do not have computer programs to practice English at home. While 28% of the students have these audio visual aids. We can conclude that most of them cannot practice with computer games at home.

Do you practice English with songs at home?
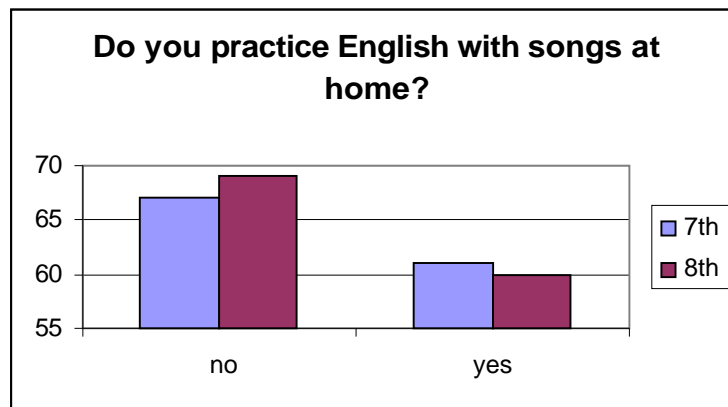
C HART N°25

The 53 % of students do not practice English with songs at home so they do not have that material .The other 47% of students practice English with songs. Here we can realize that 8th grade have more opportunities to practice English with songs. (See appendix xl, crosstab 13)

**Do you read short stories in English at home?**
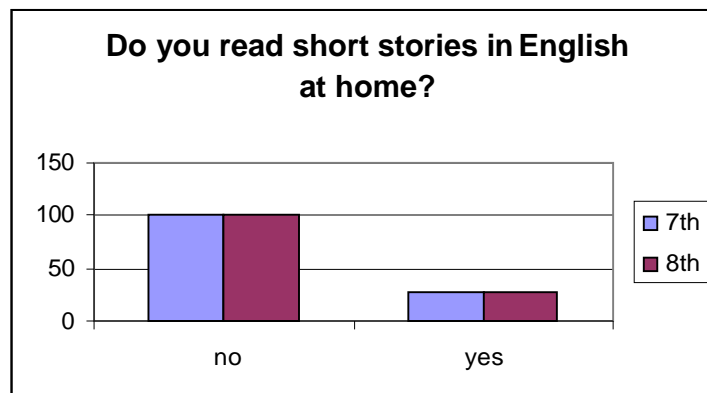
C HART N°26

The 78% of students do not practice with reading materials. In addition, the 22% practice English through reading short stories. We can establish that students do not have reading material at home.
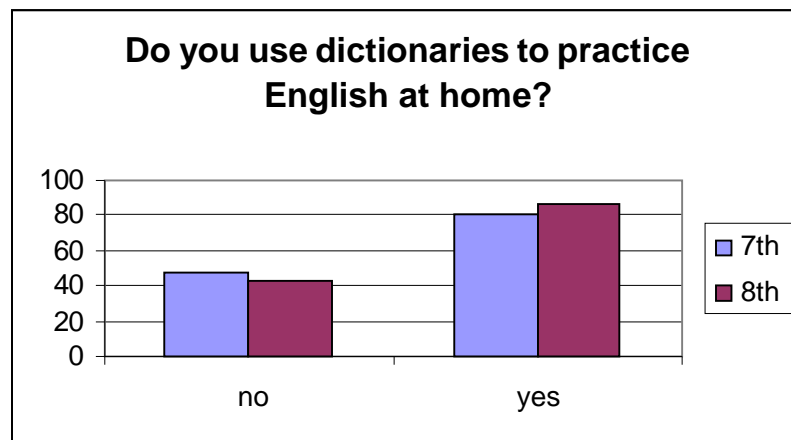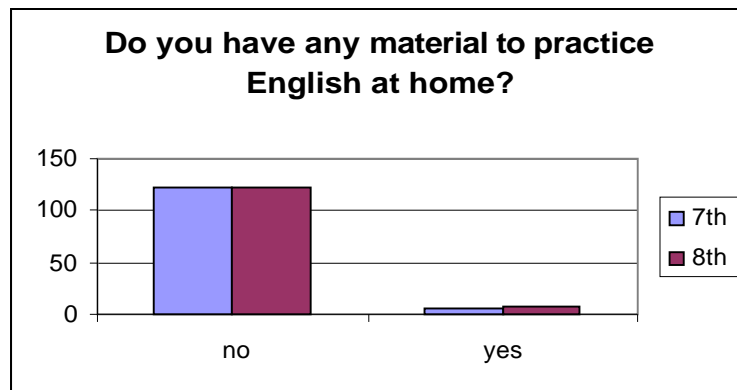
C HART N°27

Most of the students have access to dictionaries to practice English at home (65 %.). Therefore, we can say that the dictionary is the most accessible material that students have at home.
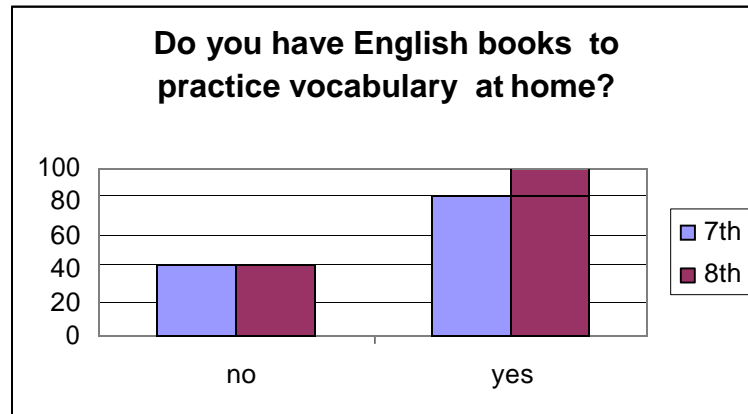
C HART N°28

The 67 % of students practice English through English books and the 33% do not practice English at home with books. Therefore, we infer that most of the students have access to some book in English at home. (See appendix xli, crosstab 16)
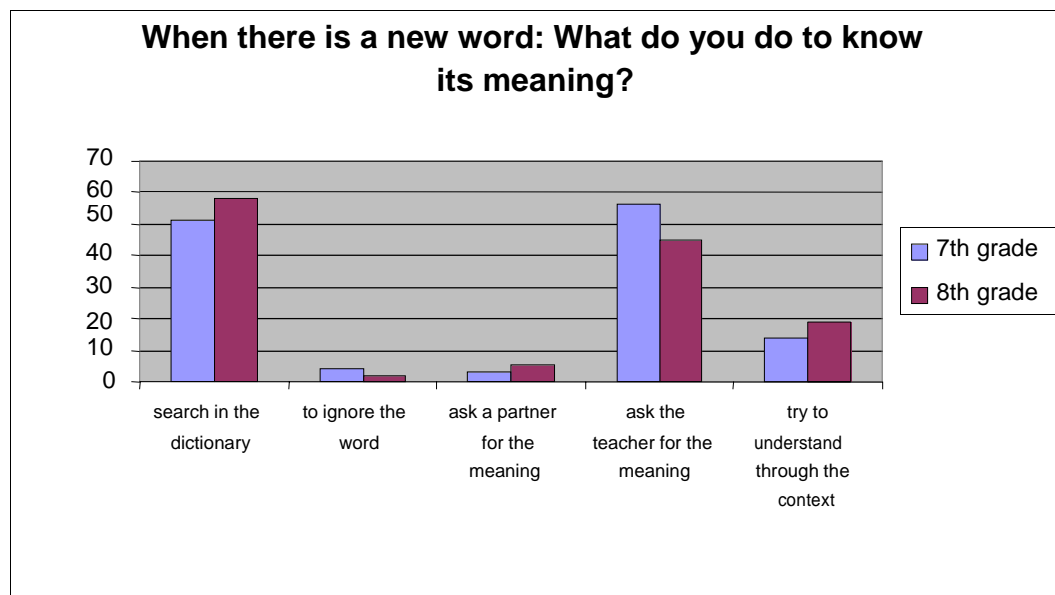
C HART N°29

Here we find that students do not have extra material to learn English at home because the 95 % of students answered not. As a conclusion, we can say that dictionaries and English books are the most accessible material that the students have to practice English at home. (See appendix xli, crosstab 17)

QUESTION N ° 10:

This question will help us to understand the student´s strategy preference to discover the meaning of new vocabulary.

C HART N°30

7th grade students prefer to ask the teacher first or search the meaning in dictionaries. 8th grade students prefer to look for meanings at dictionaries and ask the teacher. Both of them prefer to ask the teacher or look for meanings in dictionaries.

The general chart below shows us that the 34% prefer to search in the dictionary, the 33% prefer to ask the teacher as a second option. The last choice is to ignore the word. Most of them try to find new vocabulary meaning.
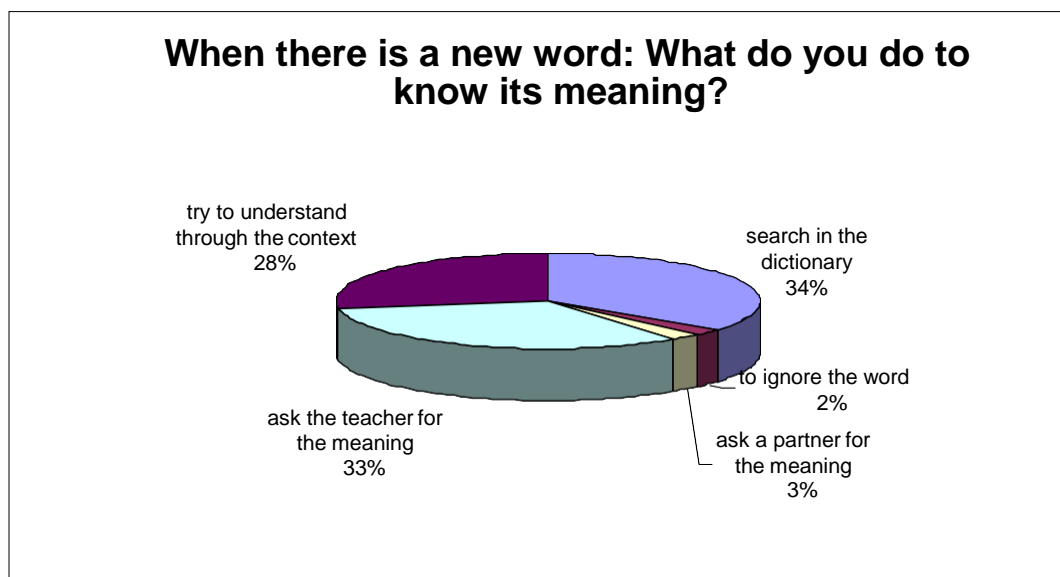
When there is a new word: What do you do to know its meaning?

try to understand through the context
28%

search in the dictionary
34%

to ignore the word
2%

ask a partner for the meaning
3%

ask the teacher for the meaning
33%

CHART N°31

QUESTION N ° 11:

This question was guided to find the strategies that the students follow in order to discover and practice the meaning of new vocabulary and the material that they prefer to use. The following chart shows us that public school students prefer to learn English vocabulary first through videos with the 19, 2%, English songs with the 15 % and English books with the 15% too.
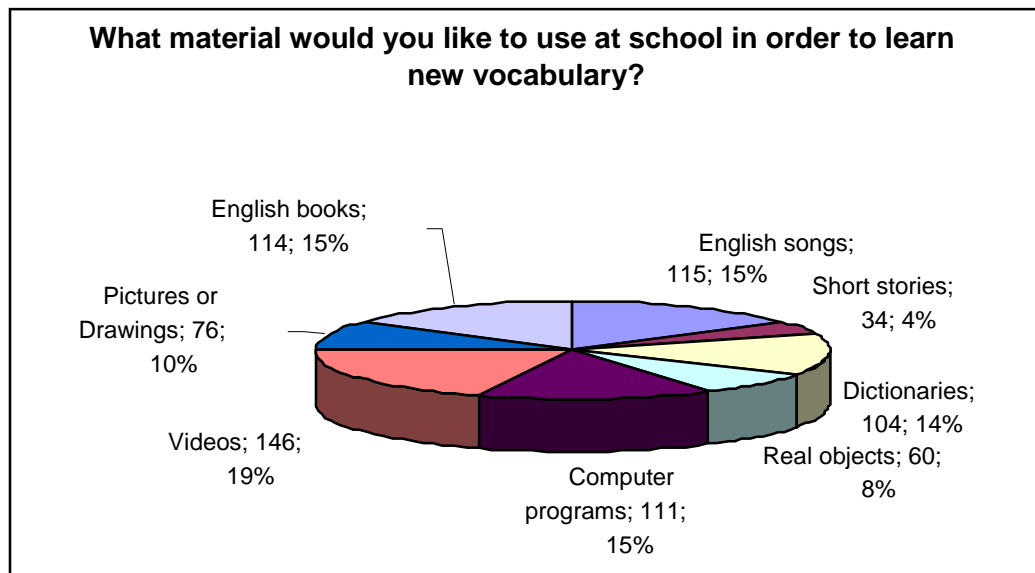
What material would you like to use at school in order to learn new vocabulary?

English books; 114; 15%

English songs; 115; 15%

Short stories; 34; 4%

Pictures or Drawings; 76; 10%

Dictionaries; 104; 14%

Videos; 146; 19%

Real objects; 60; 8%

Computer programs; 111; 15%

CHART N°32

If we make a difference between 7th and 8th grade we got the following chart:

What material woud you like to use at school in order to learn new vocabulary?

frecuency of preferences

7th grade
8th grade

English songs | Short stories | dictionaries | Real objects | Computer programs | videos | Pictures or drawings | English books
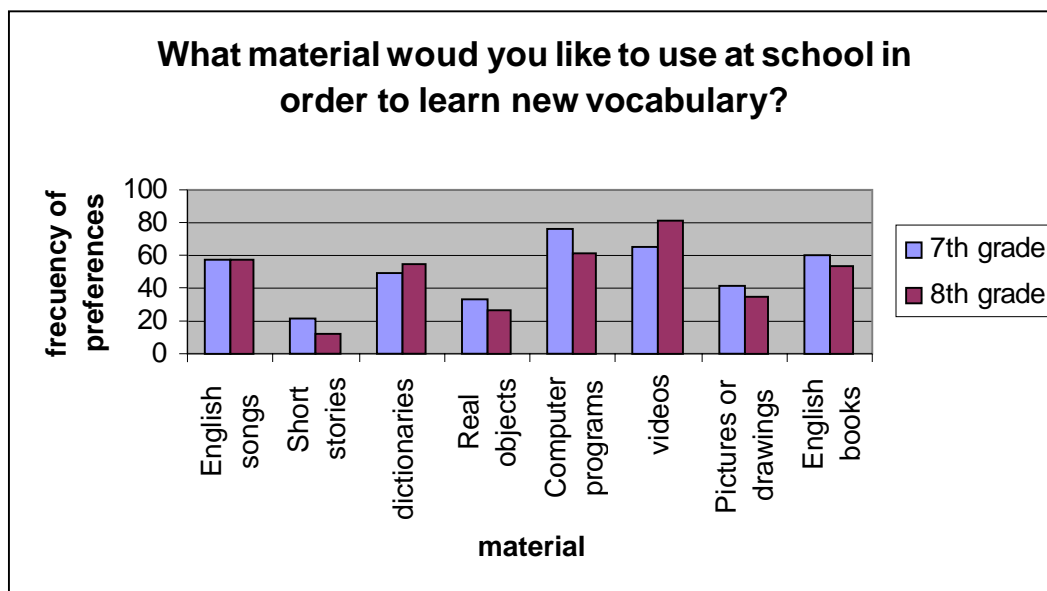
material

CHART N°33

For 7th grade students the three preferences are computer programs, videos and English books. For 8th grade students it is better to learn through videos, English songs and English books.

QUESTION N ° 12

The following tests will help us to identify the problems that students face when they associate the English word with its Spanish meaning. All of words were taken from trimester syllabus.

Associate "blackboard" with its meaning in Spanish.
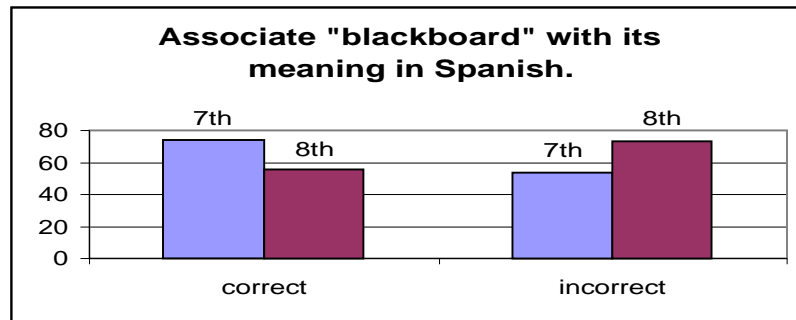
C HART N°34

In general, we can say that most of the students associate it correct with the 51 %.However; we found that there is a difference between 7th and 8th grades because the 58% of students at 7th grade answered correctly and the 42% from 8th grade answered incorrect. That means that the students at 8th grade maybe forgot the meaning of that word because they learned it at 7th grade. (See appendix xliii crosstab 20)

Associate "t-shirt" with its meaning in Spanish.
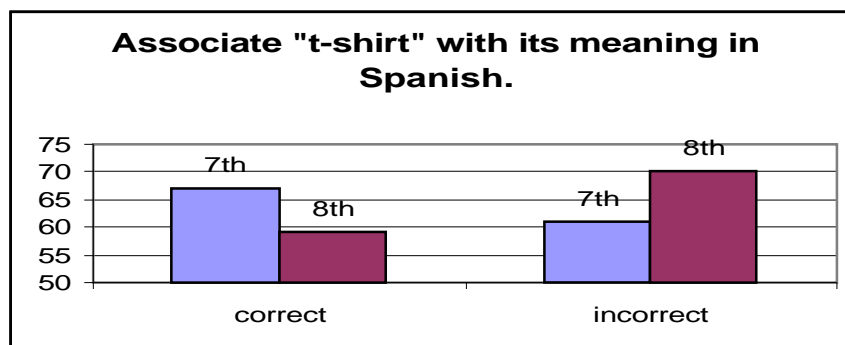
C HART N°35

In gene ra l, mo st of t he st ude nt s cho se t he in co rre ct op t ion . A ga in , t h e 8th g rade ha s t he highe r pe rcen t a ge of in co rre ct an swe rs wit h the 54%. (S ee appe ndix xliv, cro sst ab 21).

**Associate "thirteen" with its meaning in Spanish.**
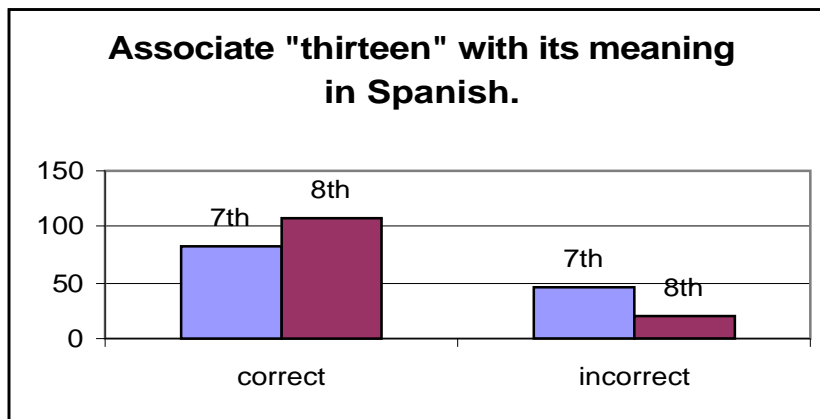
C HART N°36

In this case most of the students, the 74 % answered correctly and the 26 % incorrectly. The 8th grade has the higher percentage of correct answers with the 84% and the 64 % correct at 7th grade

Associate "pen" with its meaning in Spanish.
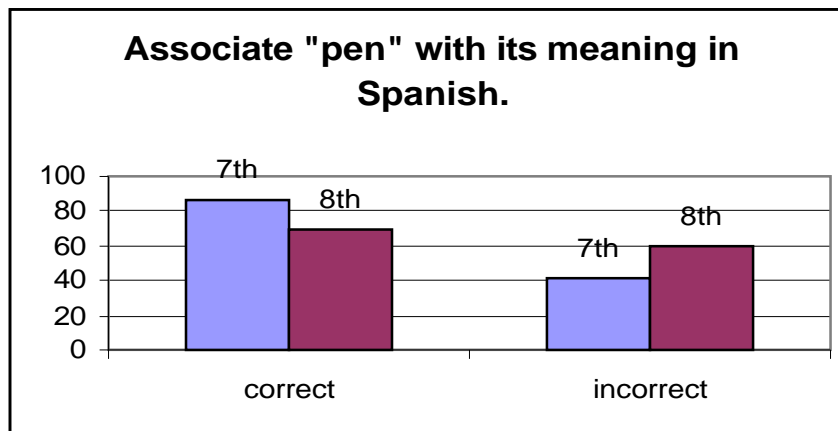
C HART N°37

This chart shows us that in general most of the students know the meaning of the word with the 61% of correct answers and the 39% incorrect. Once more, the 7th grade has more correct answers than 8th grade, with the 68%of correct answers.

Associate "twelve" with its meaning in Spanish.
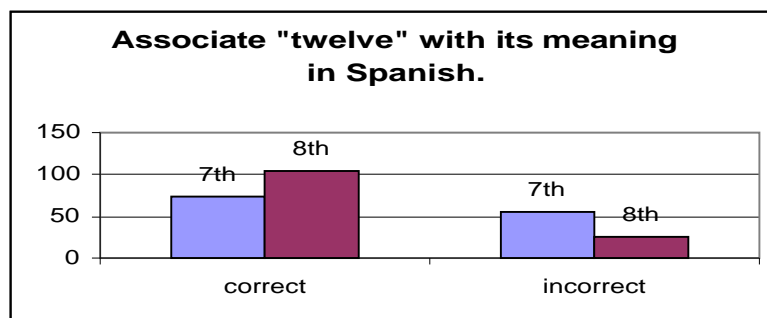
CHART N°38

In general, 69 % of students associated well the meaning and the 31% of students did not associate it correctly. The eight grades have more correct answers (81 %) and 19% incorrect. However, the 7th grade has the 58% of correct answers and 42 % of incorrect answers. As a conclusion, we can say that most of the students forget the meaning after some time if they do not have contact with it. That is the case of 8th grades; they forgot the meaning of some words that they learned the last year. So recalling the meaning of words is a problem of students because they forget the meaning.

QUESTION N ° 13

This question was intended to know if the students listen and write correctly or not words that they learned before.
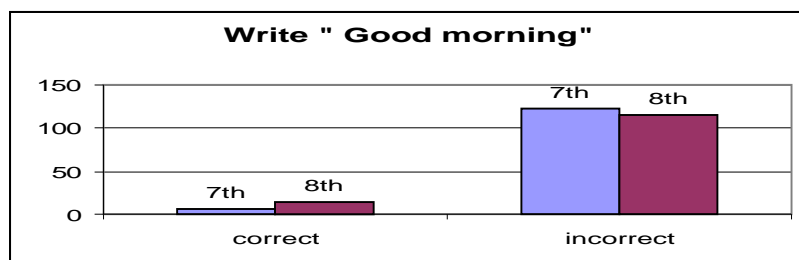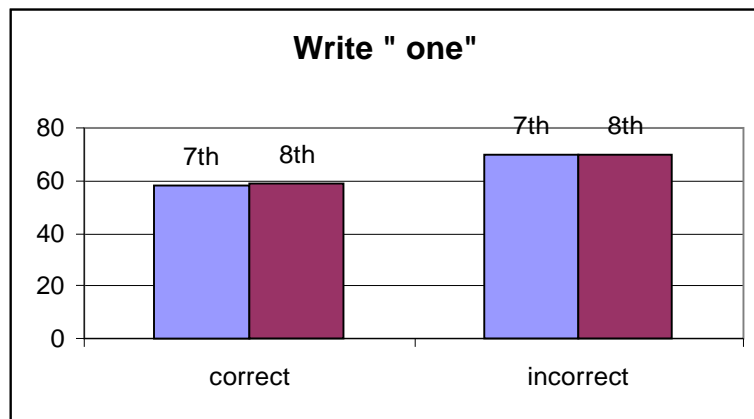
Write " Good morning"

CHART N°39

In this chart we can see that most of the students (92%) did not write correct the words and that the 8% wrote them correctly. (See appendixes xx, xxii, xxiv and xxvi - N°13)

Write " one"

C HART N°40

The 55% of students do not know how to write "one" and the 45% of students know how to write it. Most of them know the meaning but they do not know how to write it. (See appendix xx- N°13)
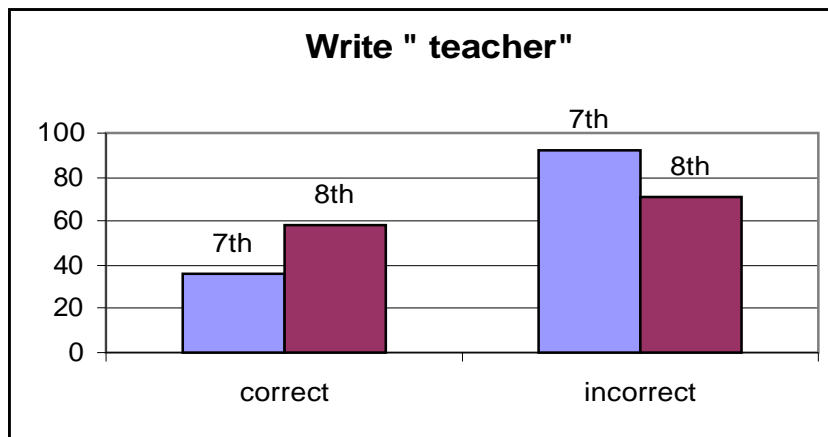
Write " teacher"

C HART N°41

In general, the 63% of students do not know how to write "teacher" and the 37% know it. The 7th grade has more answers that are incorrect: 72% and the 8th grade has 55 % of incorrect answers. It is a very nice example because they listen and speak that word all the English classes to call their teacher, but they do not know how to write it (appendixes xx N°13).
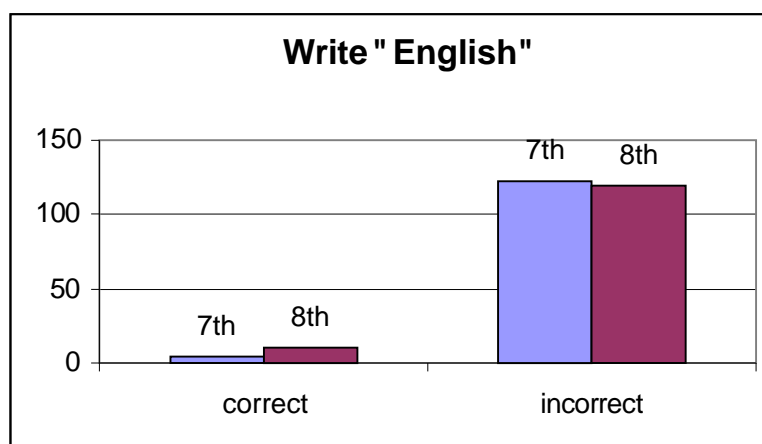
C HART N°42

Most of students know the meaning of this word but we can realize that most of them do not know the spelling of the words, (94%) of wrong spelling and only the 6 % of right spelling. 7th grade students have a higher average of incorrect answers with the 96 % and only 4 % of correct writing. As a conclusion, we can establish that students have problems to remember the spelling of the words, most of them know the meaning of the words but it is very difficult for them to write them correctly. As we can see in the following summarizing chart:
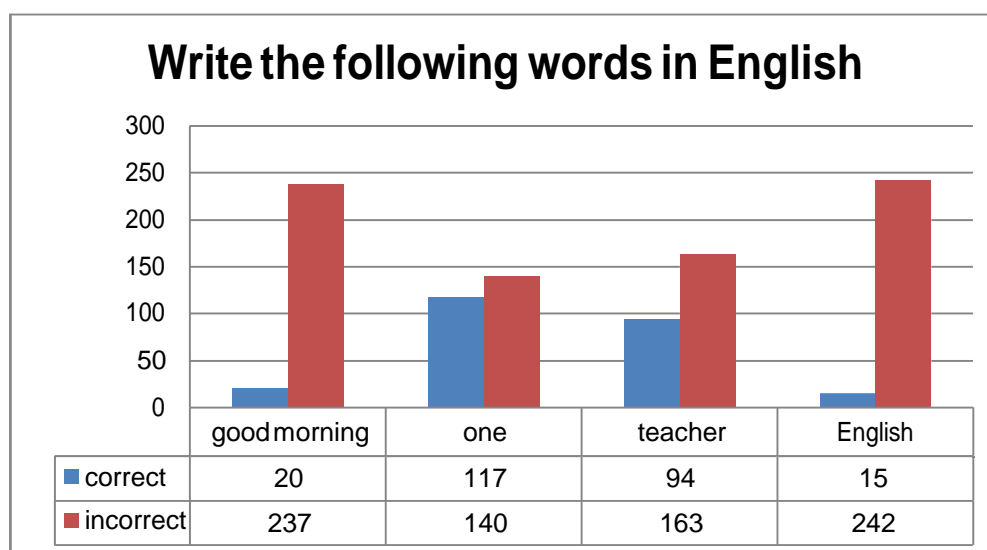

	good morning	one	teacher	English
correct	20	117	94	15
incorrect	237	140	163	242

CHART N°43

We also present a chart that is a comparison between the test and the re-test and it shows the same results between them. Students do not write the words correctly in both tests. Here we can realize that in both cases students have problems to write words correctly.

Write the following words in English
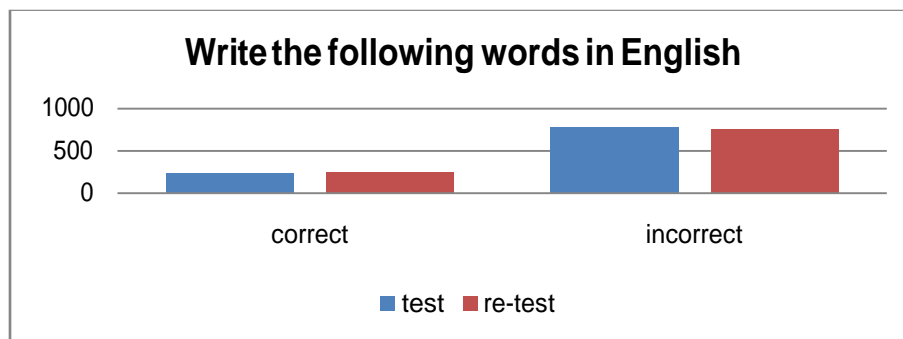
CHART N° 44

QUESTION N ° 14:

This test was guided to know if the students remember the meaning of written words.

write the meaning of: "green"
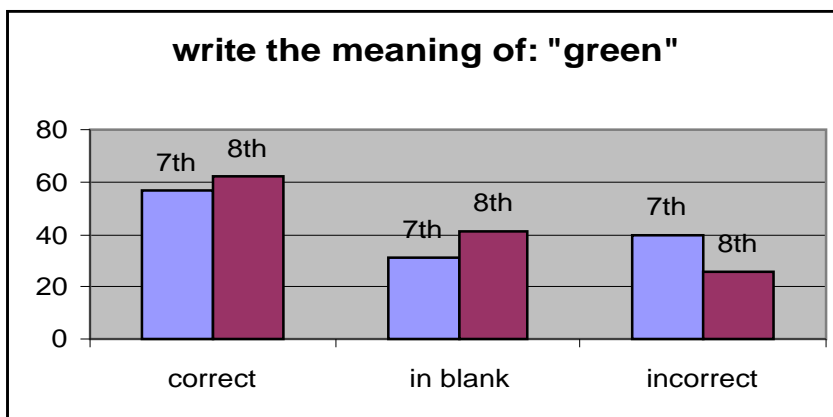
CHART N°45

In this case, the 45% of students wrote the correct meaning of the word, the 31% wrote the incorrect meaning and 24% did not write. If we take into account the blanks as incorrect answers we realize that 55% of students do not know the meaning of the word "green". (For example, see appendix xx, N°14 and xxx N°14)

Write the meaning of: "name"
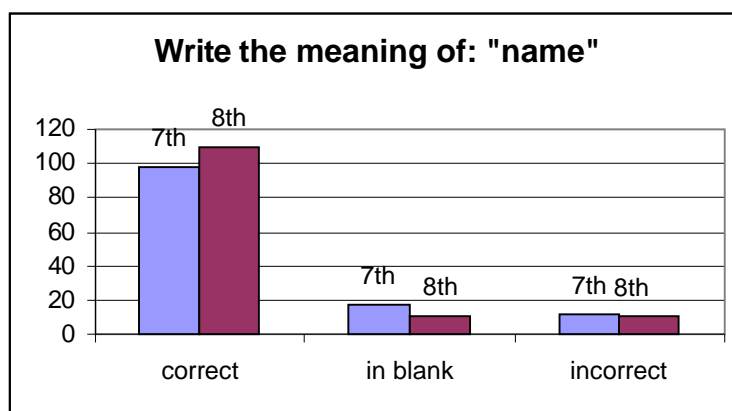
CHART N°46

The 81% of students wrote the correct translation, but the 11% did not write it, and the 9% wrote the incorrect translation.

Write the meaning of: "he"
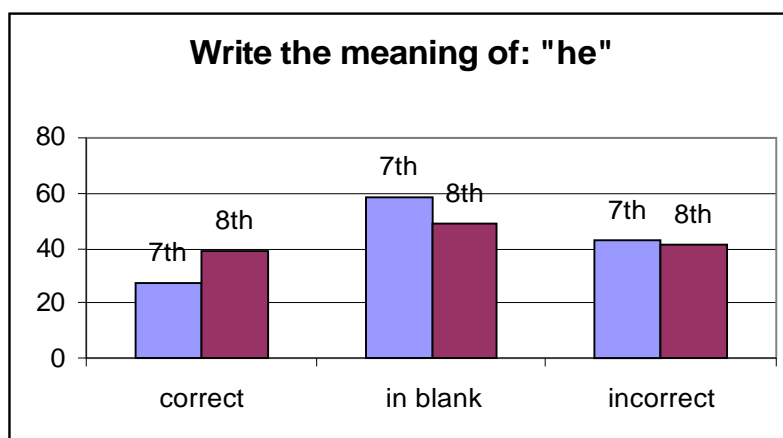
CHART N°47

The 42% of students did not write the meaning so we can infer that they did not know the meaning, the 33% wrote incorrectly and only the 26% of students wrote it correctly. Taking into account the results we can establish that most of the students forgot the meaning of the word "he". (For example, see appendix xx, and xxx, N°14).

In addition, the following chart shows a general view of the results we gathered of question 14:

Write the meaning of the following words

	correct	in blank	incorrect
green	46,3%	28,0%	25,7%
name	80,5%	10,9%	8,6%
he	25,7%	41,6%	32,7%

CHART N°48

Finally, the following chart shows a comparison between the results of the question 14 of the test and the re-test. Here we can realize that there is a similitude.

Answers written by students

	correct	in blank	incorrect
test	392	206	173
re-test	394	200	163
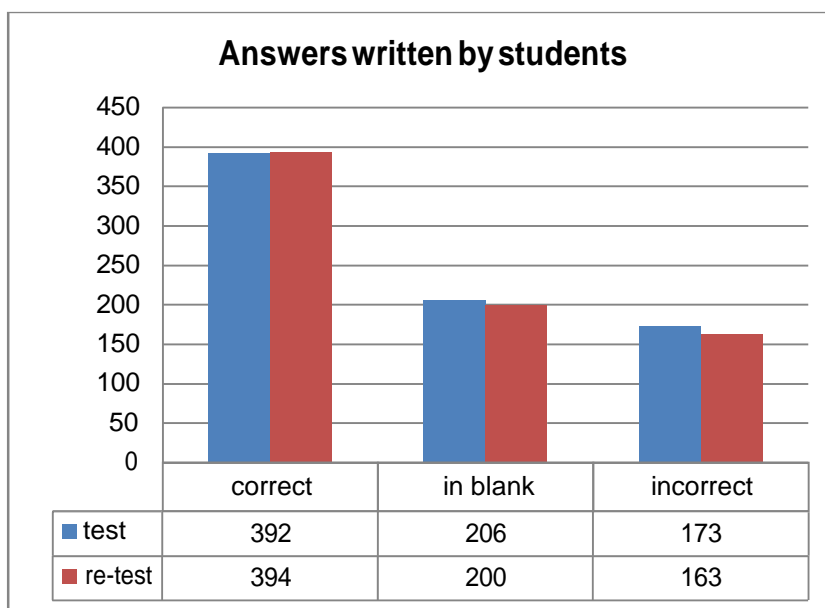
CHART N°49

According to the chart 49, we can establish that students forget the meaning of the words proposed if there is not a reference. This result was proved by the re-test that showed the same proportions.
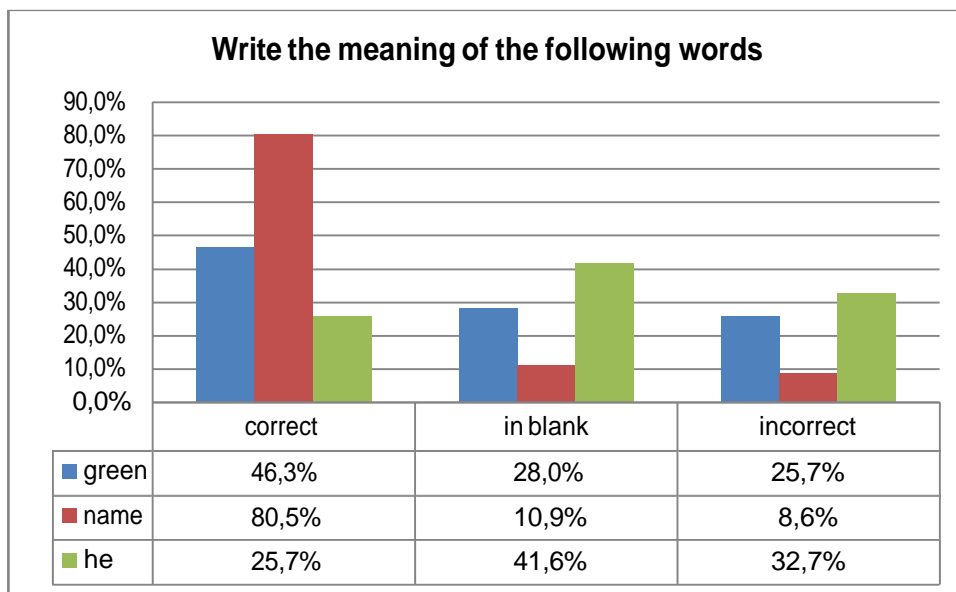
QUESTION N ° 15

This question is guided to know how much of English vocabulary do the students have in their minds with its correct meaning. The students were not allowed to use a dictionary or an English book to solve the questions. It means that they had to recall the words and their meanings. (For the crosstabs, see appendixes xlviii, xlix, and l)

Write a word in English with its meaning.

Chart showing correct, in blank, and incorrect values for word 1 through word 6. Y-axis from 0 to 140.
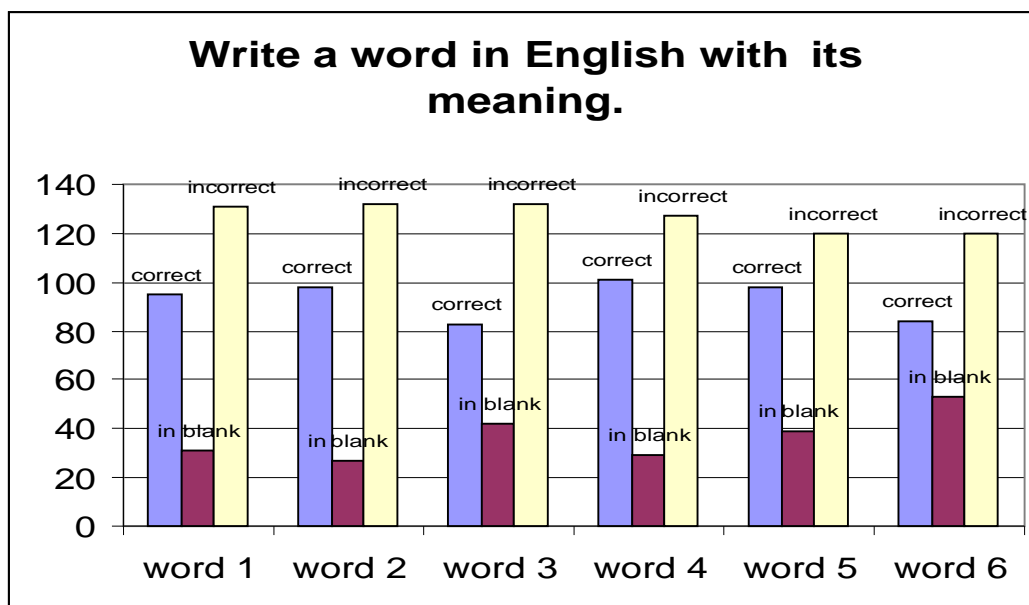
CHART N°50

This chart shows us that most of students wrote incorrect words and its meaning, some of them wrote the English word but with a wrong meaning. The spelling also was one important factor because some of them know the meaning but did not write the English word correctly.

As a result, we can say that most of the students have problems with spelling and remembering the right meaning of the words. Finally, the re-test showed the same answers as we can see in the following chart (For example, see appendix xxxviii and xxx)

Write a word in English with its meaning

	correct	in blank	incorrect
test	559	221	762
re-test	545	213	760

CHART N°51

4.2 CENTRAL FINDINGS OF THE STUDY

The central findings of this research are related to the objectives of itself that is why we divided it in two parts. Firstly, the frequent problems that students face when learning English language taking into account the students and teachers questionnaires. Secondly, we found the strategies that the students use in order to learn vocabulary.
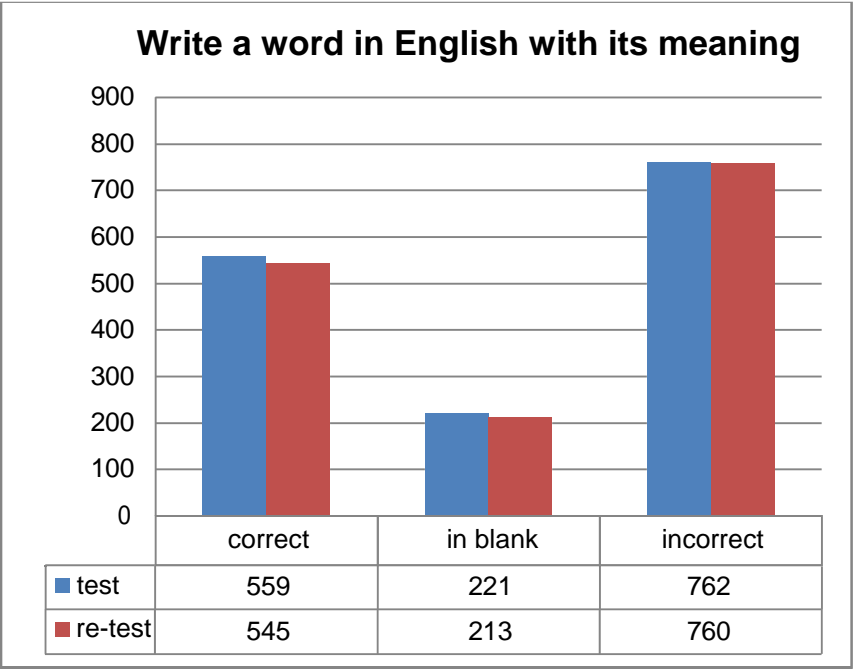
4.2.1 Frequent problems that students face when learning vocabulary

As a result, the data we collected revealed that the most frequent problems that the students face when learning vocabulary are:

a) <u>Writing problems</u>

Students have problems to remember the correct written form of words as we can see in appendix xx, N°13. Most of the students do not know how to write a very common word such as "teacher". Although most of them know the meaning of "teacher", they do not know how to write it correctly.

This is supported by the answers of the student´s questionnaire question 15, where most of the students remembered words but they did not write these words correctly. (See appendix xx, N° 15).

b) <u>Relating the words meaning</u>

There is the presence of the problem of relating English and Spanish meanings. However, it is not in a great percentage.

It is easy for students to match English and Spanish words. However, there are problems to remember the meaning without a help or reference. Most of the students answered incorrectly or did not answer. For this, we assume that students have problems to relate the meaning of words.

Finally, taking into account students points of view in question eight we can say that understanding the meaning is one of the most common problems for them, pronunciation of words is the second one, then, writing and finally listening that seems to be the less difficult for them.

c) Learning condition problems

Taking into account teachers points of view in the teacher's questionnaire about vocabulary learning problems the following learning conditions are not helpful when learning vocabulary:

❖ Few or none contact with language at home

Most of the students do not have the opportunity to practice English at home because they speak Spanish or a native language with their relatives. They do not have the opportunity to speak English with someone at home.

❖ Lack of useful material

For teachers, the lack of useful materials is a problem in the vocabulary learning process. We proved this with student's questionnaire too. There, we found that students only have some books or a dictionary as materials to learn English at home. Therefore, most of the students do not have access to media material.

❖ Lack of confidence to speak in English

For teachers, students' insecurity to speak in English is a problem. Most of the students do not want to speak because they do not know the correct pronunciation of words .They also do not feel confident when speaking in front of their partners in other language. This problem may be a consequence of the student´s age.

4.2.2   Useful Vocabulary Learning Strategies

When there is a new word and students do not know the meaning, they choose the following strategies to discover and practice the meaning.

a) Searching the meaning in the dictionary

First, when the students do not know the meaning of a word, they prefer to discover the meaning of it searching in the dictionary. The 42% of them answered that they use a bilingual dictionary in order to find an equivalent in their mother tongue. The second option is to ask the teacher for the meaning of the word.

b) Drawing pictures

The student's preferences about how to remember the meaning of words are through visual materials like pictures of the words to remember them.

c) Singing

Most of the students prefer to learn new vocabulary singing songs in English. It also would be motivating for them.

This answer is reinforced by the teacher's questionnaires; because they answered that, they develop song activities to motivate students. Teachers also accepted that songs are a good strategy to motivate vocabulary learning.

d) Solving letter soups

The students enjoy discover or remember the meaning of words by solving letter soups. We realize that they are discovering the language and they like to discover words and remember them proving their memory.

As a conclusion, we can establish that the most frequent strategies to learn vocabulary are searching the meaning of words in the dictionary, drawing pictures, singing and solving letter soups. In addition, it is important to say that students prefer pair work activities.

4.2.3. Material that students would like to use at school when Learning Vocabulary

Students would like to learn English by videos, computer programs, songs and English books at schools.

To sum up this, we can say that students learn in different ways because they have different intelligences. This is a guide to give some ideas about how to prepare material according to students learning conditions and their preferences.

CHAPTER V

CONCLUSIONS

5.1.   EVALUATION OF DATA

Once, the research data have been collected with the questionnaires to teachers and students , we can establish the data validity because it has followed reliable statistical parameters, in order to confirm the results it has charts of answers with its percentages and recount.

5.2. OBJECTIVES ACHIEVEMENT

5.2.1 General Objective

The general objective has been stated to identify the most frequent problems when learning vocabulary. Regarding this, we have found that students face the following frequent problems:

- Written form

  It was very interesting to see that some students know the word meaning when they listen to it, but they do not know how to write it. That is the case of the word ´teacher´ where the 63 % of students did not know how to write it correctly.(See appendix xxvi) Students confuse the spelling of words and they recall their mother tongue (Spanish) to write something similar. For example, when we asked them to write a word that they remember most of them wrote words such as ´gat´ translating like *gato*, ´uan´ translating like ´uno´, ´fader´ like padre, ´*mandey*´ like *Lunes,* ´*naranje*´ like naranja, ´sidau´ translating like ´gracias´. The re-test showed the same problems as we can see in appendix xxx, N°15 . Finally, it is important to emphasize that some teachers at schools do not correct the students writing. Appendix iii shows a picture taken in one of classrooms that belong to the sample schools. There

we can see a picture created by a student but there is a mistake in the writing. However, the teacher did not correct the mistake. Consequently, the students practice with this picture but they are learning in a wrong way the writing.

- Relating the meaning

For students, to relate English and Spanish meanings is also a problem. Here we found that students repeat words as if they were ´parrots´ but they do not associate them with their meaning when they do not have a reference. In the case of 8th grades, they forgot words that they have learnt last year.

- Considering students points of view, for them it is more difficult to understand words meaning and pronounce words when learning vocabulary.

5.2.2. Specific Objectives

➢ To describe the learning conditions characteristics at public schools.

According teacher's points of view the characteristics of learning conditions do not contribute to the vocabulary learning process in this way we can say that they are considered problems.

We analysed them and most of them are related to outside classroom factors such as the lack of opportunities to practice English at home because they do not have appropriate material and nobody speaks English with them. Consequently, students do not practice vocabulary. On the other hand, inside the classroom, the time is not enough (1 hour a half per week); most of the students have contact with a native Bolivian language and do not feel confident when speaking English because they do not know pronunciation.

Although, most of the students in those grades are motivated to learn the language and they are aware of learning other culture, students only practice English at school. English class at school is the only opportunity to recall learned words because the most useful material that they have at home are dictionaries and books but most of them are not well used.

> ➢ To identify the strategies used by students in order to learn new vocabulary

First, most of the teachers ask students to bring dictionaries to the classroom and at home, most of the students have a dictionary to search word meanings. Consequently, for students it is easy to discover the meaning of new words searching it in a bilingual dictionary or asking the teacher. Finally, we can say that most of the students work with dictionaries to discover the meaning of words.

Second, the skill that students prefer to develop when learning vocabulary is listening and the less preferred by students is reading. The lack of interest towards reading may be due the fact that they do not know the meaning of words or the pronunciation at that level. Also, drawing, singing and solving crosswords are amongst the favourite activities of students at this stage.

Third, singing songs is one of the most frequent activities that teachers and students have chosen. For this reason, we think that this is the most successful activity. There are other activities such as drawings, solving letter soups, crosswords, watching videos and computer programmes considered by teachers.

Finally, we do not have to forget that students learn what is significant for them. Therefore, the material must be very didactic and related with their age and context. In the next chapter, we mention some activities that can be helpful when teaching vocabulary to 7th and 8th grade students.

5.3 HYPHOTESES CONFIRMATION

H1:

"There are frequent problems relating the meaning and the written form of words that 7th and 8th grade students face when learning English language vocabulary."

This hypothesis was confirmed because relating the meaning and the written form of words are frequent problems that 7th and 8th grade students face when learning English vocabulary.

H2:

"Students are motivated; however, learning conditions such as lack of material, student´s attitude towards the language, limited exposure to language outside classroom and student´s cultural background do not contribute to the vocabulary learning process".

The second hypothesis was confirmed too. There are motivated students at 7th and 8th grade but learning conditions such as few or none contact with language at home, lack of material and students insecurity to speak in English are problems that do not permit successful vocabulary learning.

H3:

The students´ most useful strategies are dictionary and visuals.

It was confirmed that most of the students use a dictionary to discover the meaning of unknown words. In addition, students use visuals such as pictures as useful strategies. However, we found that songs are also good strategies to develop with 7th and 8th grade students.

5.4   RECOMENDATIONS:

This research can continue in order to design a syllabus for schools, because it has important data about student's preferences.

There should be a curriculum design for English language at schools in order to follow a progressive teaching at schools.

The factors that affect the efficient vocabulary learning can be faced through audiovisual materials.

It would be interesting to design a syllabus related to computer programmes and videos in order to improve   pronunciation problems.

Different kinds of drawing material can be designed in order to help students get the meaning.

Teachers can make songs presentations at different school activities giving students the opportunity to apply what they have learned.

Future researchers can take into account the most common errors and mistakes of students.

Vocabulary learning problems in Secondary grade students of private schools may be an interesting research to develop.

CHAPTER VI

VOCABULARY LEARNING AND PRACTICE PROPOSAL

6.1   INTRODUCTION

Taking into account the results of the study, we realize that it is necessary that teachers use some kind of material in order to improve vocabulary learning at schools. This material must be related with student's preferences when learning vocabulary.

To this respect, for constructivism, the students learn what is meaningful for them and they construct their knowledge taking into account their previous knowledge and context. For that reason teachers have to develop different activities to motivate students and create a good environment for learning.

6.2.   OBJECTIVES OF THE PROPOSAL

➢ To suggest vocabulary learning activities and strategies.
➢ To introduce the English language vocabulary for communication.

6.3.   JUSTIFICATION OF THE PROPOSAL

This proposal was designed on the basis of the experience we had during the study we conducted with 7th and 8th grade students. The vocabulary learning activities are suggested thinking on these teachers who have the interest in a meaningful and didactic teaching. First, the suggested material can be a model to design related materials. Second, it can be used as a supplementary material to teach vocabulary at schools. Finally, it takes into account the results of the research and it tries to give some ideas to deal with vocabulary learning problems each class.

6.4 VOCABULARY LEARNING AND PRACTICE PROPOSAL

6.4.1 Learning words by pictures
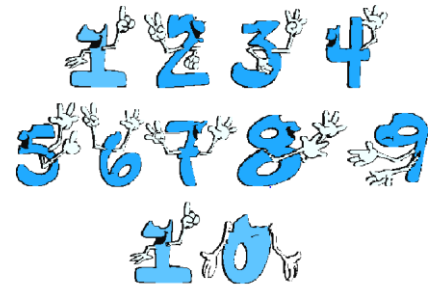
According to [81]Nicola Baxter, small and young students love looking at pictures and naming what they see. It can be even more fun if they share a word note- book with a lesson note-book. Students will enjoy finding each image in the pictures and they can talk about it gaining confidence.

To this respect, professors [82]Oscar Rodriguez and Claudia Virreyra B. say that there are people who think in images and pictures. These people are often very aware of objects, shapes, colors and patterns in their environment. They like to draw, paint make interesting designs and work with colored constructions.

Finally we can say that pictures help students to understand the meaning easily. In that case, teachers can ask students to make a Pictionary, some posters or make sentences about pictures they are looking at.

The following sheets are examples that teachers can use in order to teach vocabulary by pictures.

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[81] BAXTER, Nicola First 1000 words. Armadillo Books. Singapore 1999.
[82] RODRIGUEZ, Oscar and Virreyra Claudia. "Teaching English applying multiple intelligences. 13th National Convention for English Teachers. Oruro 2008.

Mon Tue Wed Thu Fri Sat Sun

Date / /

C + A + P = CAP

M + A + P = MAP

L + A + P = LAP

Please write!

CAP ----------------------------------

MAP ----------------------------------

LAP ----------------------------------

W rite adjectives for this man

He is……………………………………..
He is……………………………………
He is …………………………………..
He is …………………………………..
He is……………………………………

young   old   fat   big

thin   ugly

handsome   elegant

Color the picture with the correct color pencil
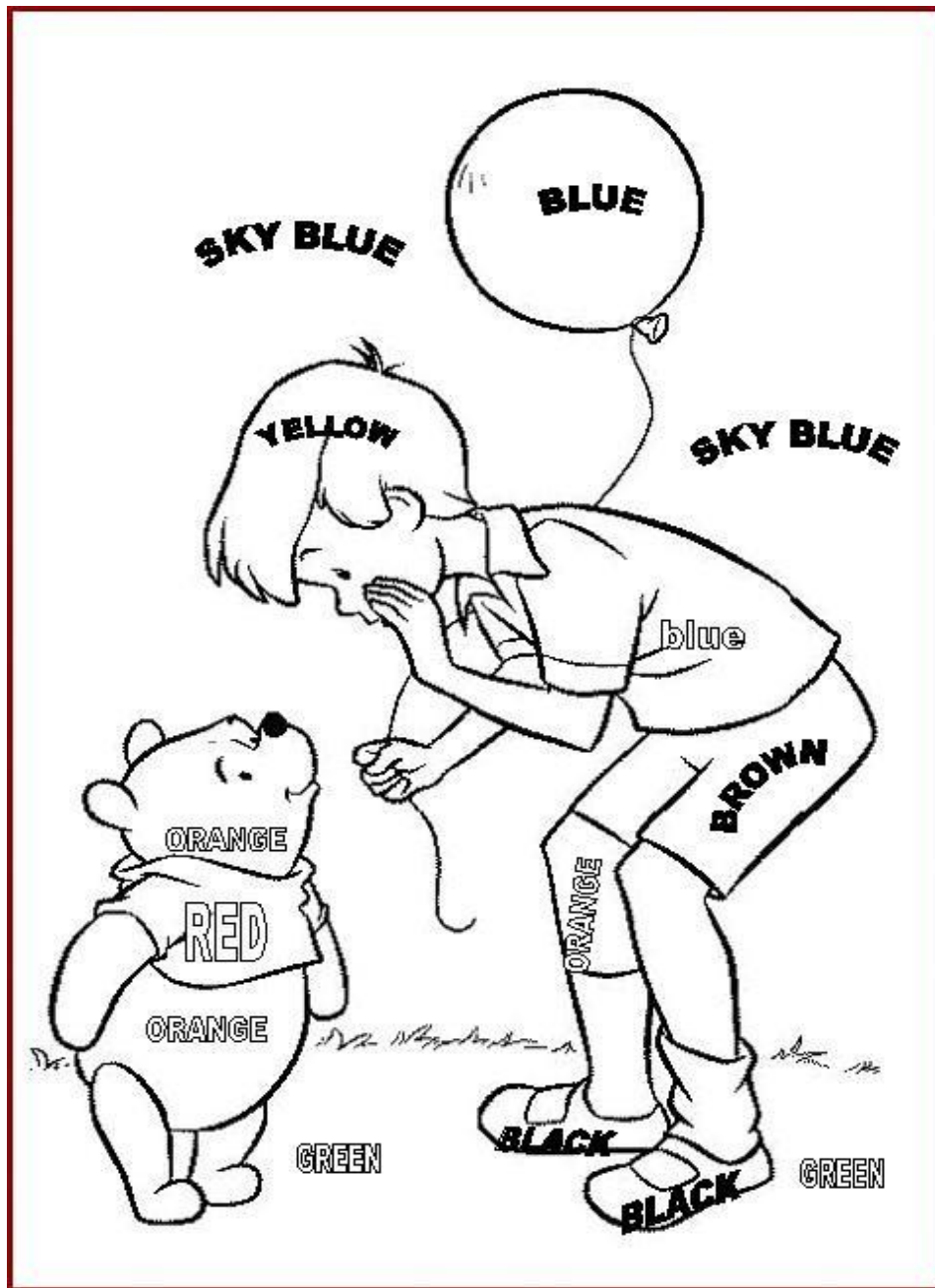
PARTS OF MY BODY

PARTS OF MY BODY

S ou r ce : h tt p/ / . p ek eg i f s . c om / p ek em undo / di bu j o
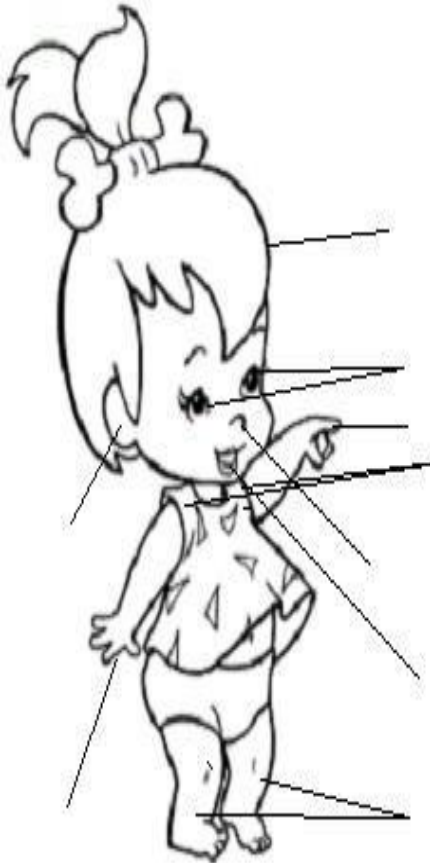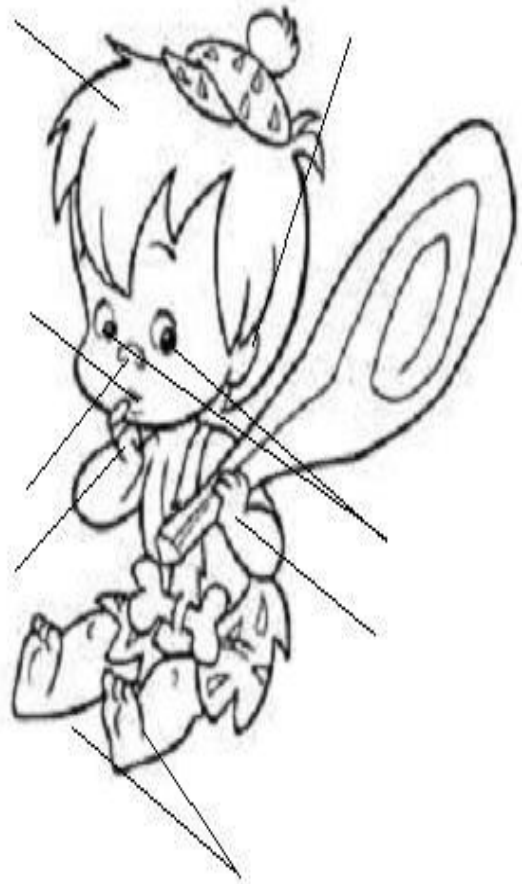
Match the words and the pictures:

sing a song

read

go to

eat a sandwich

play basketball

speak

write

sleep

Complete the sentences:

This is/These are

This   is   my   hair

These are my   eyes

_____ ___ __ ears

_____ __ __ nose

_____ __ __ mouth

_____ ___ __ teeth

_____ __ __ tongue

Source: www.kidsinglish.com/.../worksheets.htm

Look at the pictures and complete the sentences:

It's a sh____

They are j____

It's a j____t

They are s_____s

It's a t__-s____

jeans stockings shirt
jacket tee-shirt

Complete the sentences:

It's a / They are ...s

___ ___ backpack

____ ___ eraser_

___ ___ book

____ ___ ruler_
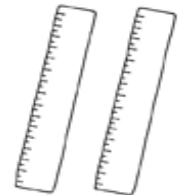
___ ___ lunchbox
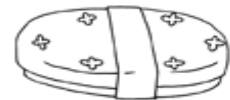
____ ___ pencil_
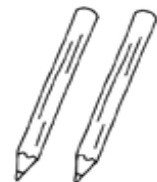
___ ___ pencil case

Source: www.kidsinglish.com/.../worksheets.htm

Complete the words and match them with the pictures:

p_ct_r_
fr_dg_
st_v_
t_bl_
ch__r
b_d
comp**u**t**e**r
T_
s_f_
b_th

bed picture chair sofa table
~~computer~~ stove fridge TV bath

Source: www.kidsinglish.com/.../worksheets.htm

Complete the sentences with the correct adjectives:
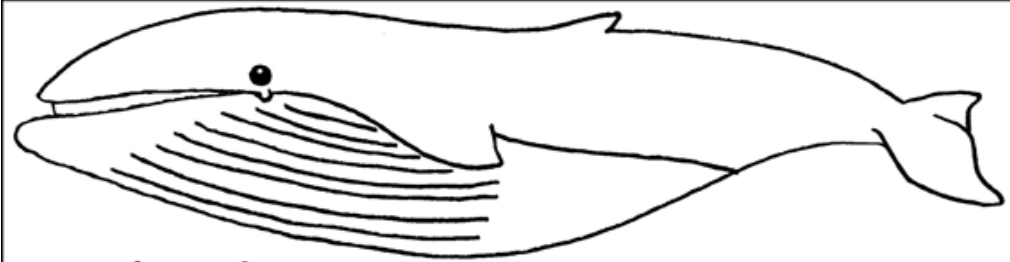
It's b_ _.

It's sm _ _ _.
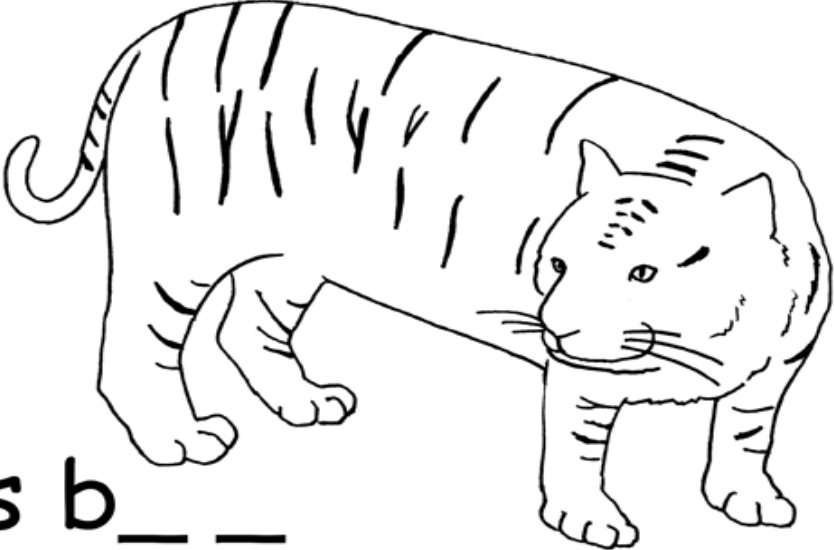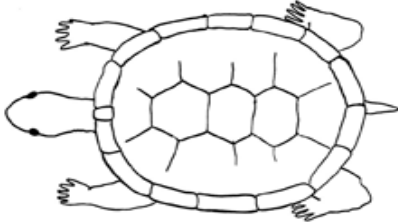
It's sc_ _ _.

It's c_ _ _.

small big cute scary

Complete the sentences with the
correct adjectives:

It's sm _ _ _
and sc_ _ _.

It's b_ _
and f_ _ _.

It's sh_ _ _
and sl_ _.

| big | scary | slow |
| fast | short | small |

Source: www.kidsinglish.com/.../worksheets.htm

Name _____

1	2	3	4
one	two	three	four

5	6	7	8	9	10
five	six	seven	eight	nine	ten

Name _____

11	12	13	14	15	16
eleven	twelve	thirteen	fourteen	fifteen	sixteen

17	18	19	20
seventeen	eighteen	nineteen	twenty

S ou r ce: h tt p/ /. m yf i r s t sc ho ol . c om
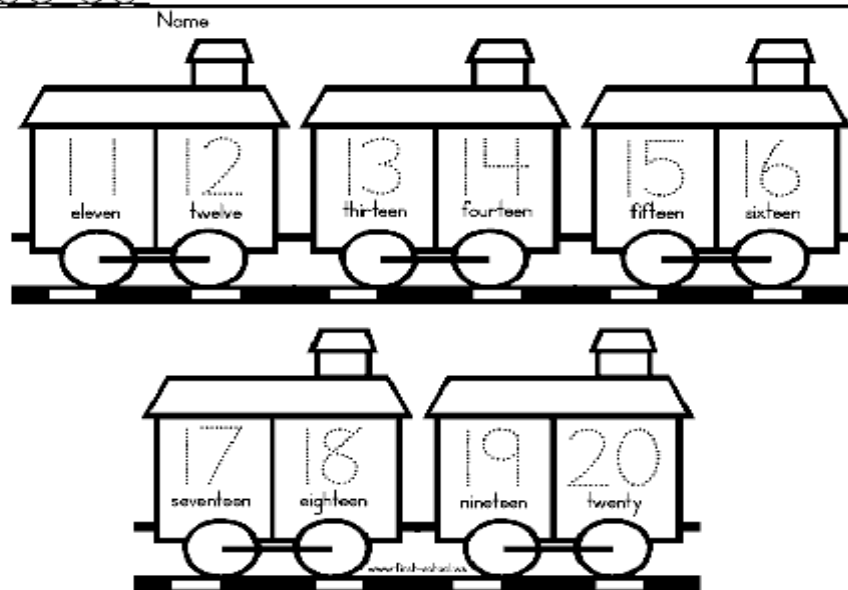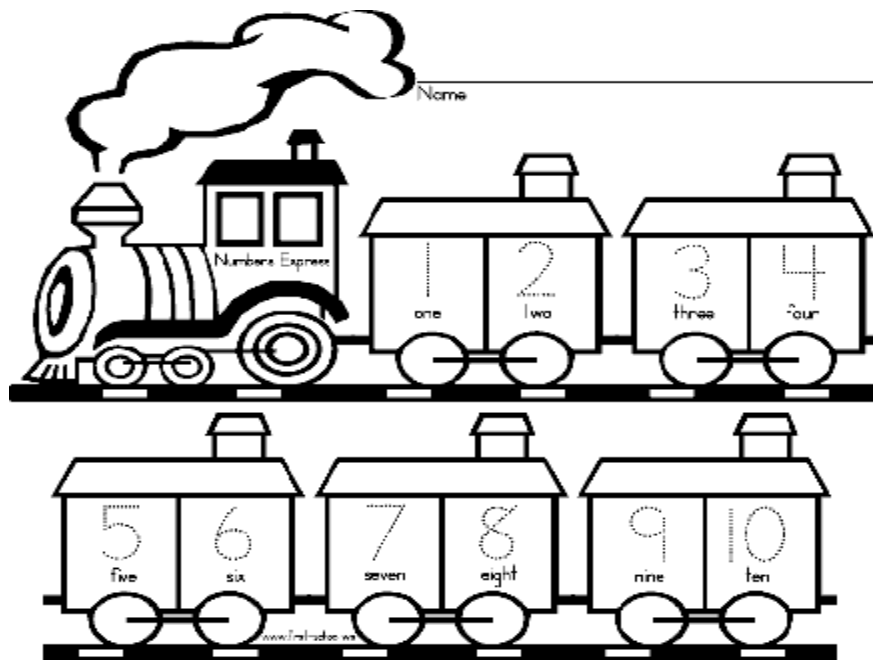
Write the colors in English, multiply and color the picture

2x10
2x10
2x15
2x10
10x2
3x2
4x7
7x4
2x30
1x30
1x60
7x4
1x35
7x4
7x5
2x20
4x7
6x2
2x10
2x15
2x30
2x10
1x60
2x3
3x2
3x4
4x3
2x10
35x1
5x7
3x4
4x3
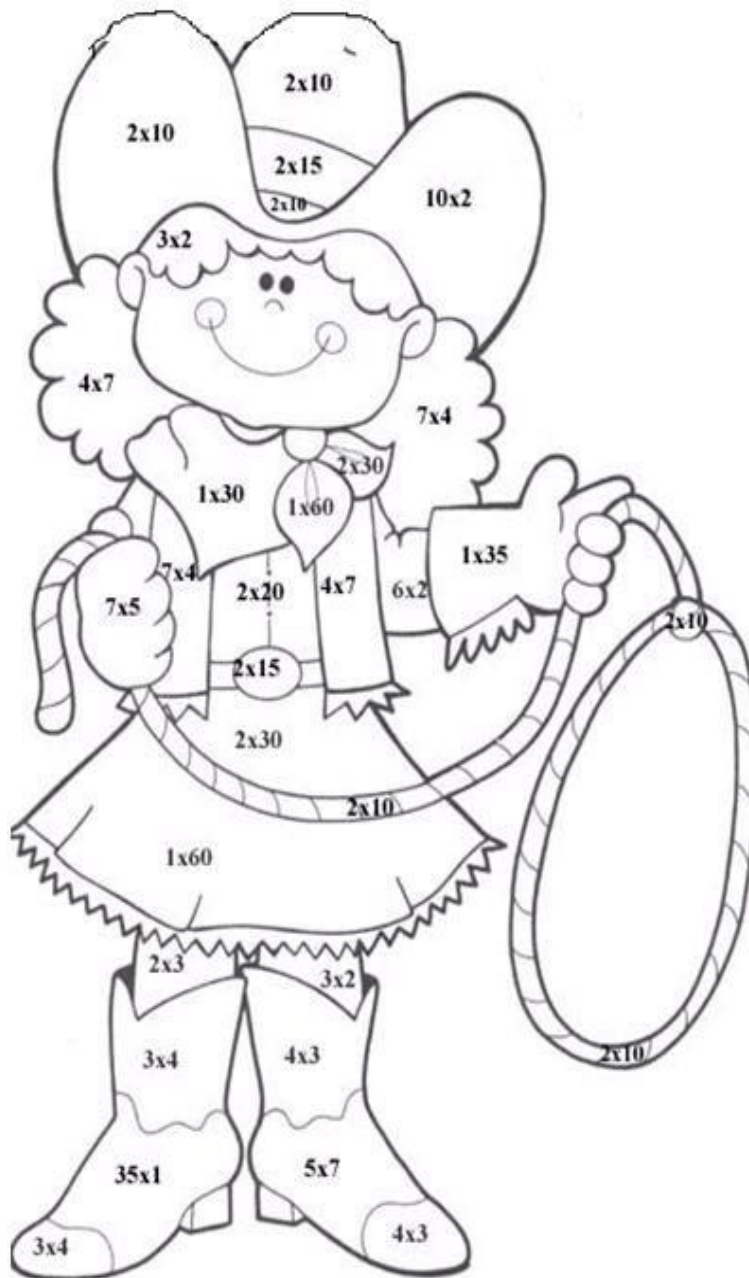
◯ = 6 white_____

● = 12 y_____

● = 20 o_____

● = 28 b_____

● = 30 r_____

● = 35 g_____

● = 40 b_____

● = 50 p_____

● = 60 p_____

Picture taken from: http://. Coloriage-enfants.com

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6.4.2 <u>Learning words by songs (Let the music turn you on)</u>

First, according to [83]Professor Alexander Vargas Middagh, songs for English language teaching are motivating strategies; they are a real source of English language. They contain formal language, informal language, specific vocabulary, body language, slangs, idioms, at the same time the speakers are from differ social and economic group. All these aspects give the students the opportunity to learn a real language. In addition, students can practice English at home and remember easily the meaning of words and pronunciation.

 Second, vocabulary needs to be revised again and again. Well, what could be better than studying vocabulary by listening to your favourite songs? Read the lyrics first and try to understand them. Students do not have to translate the lyrics word by word; just they have to try to find out what the song is all about. Students can pick some words or phrases from the song that they would like to learn. If necessary, look up their exact meaning in a dictionary.

Finally, to learn the vocabulary, all students have to listen to the song again and again; that shouldn't be a problem if it is one of their favourite songs. According to [84]Gary Anderson, it seems that all teenagers are interested in pop songs, so exploit that interest by bringing music – and the feelings that can be expressed through songs – into the classroom.

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[83] VARGAS, Alexander. Songs for ELT. 12th National Convention for English Teachers. Cochabamba. January 2007
[84] http://www.cambridge.org/elt/englishinmind/teacher_resources/teaching_teenagers. htm Twelve Things to Keep in Mind when Teaching Teenagers

It is important for teachers to prepare all the necessary material taking into account the following points:

- ➢ English level
- ➢ Time
- ➢ Topic
- ➢ Quality
- ➢ Integrate the activity with the lesson

BOULEVARD OF BROKEN DREAMS
by Green Day

I walk a lonely road,
The only one that I have ever known,
Don't know where it goes
But it's home to me and I walk alone.

I walk this empty street
On the Boulevard of Broken Dreams,
Where the city sleeps
And I'm the only one and I walk alone.

I walk alone,
I walk alone,
I walk alone,
I walk a...

My shadow's the only one that walks beside me.
My shallow heart's the only thing that's beating.
Sometimes I wish someone out there will find me.
Till then I walk alone.

I'm walking down the line
That divides me somewhere in my mind.
On the border line
Of the edge and where I walk alone.

Read between the lines
what's up and everything's alright.
Check my vital signs
To know I'm still alive and I walk alone.

I walk alone,
I walk alone,
I walk alone,
I walk a...

My shadow's the only one that walks beside me.
My shallow heart's the only thing that's beating.
Sometimes I wish someone out there will find me.
Till then I walk alone.

I walk alone,
I walk a...

I walk this empty street
On the Boulevard of Broken Dreams,
Where the city sleeps
And I'm the only one and I walk a...

My shadow's the only one that walks beside me.
My shallow heart's the only thing that's beating.
Sometimes I wish someone out there will find me.
Till then I walk alone...

to walk	Es un verbo genérico que significa caminar. Para aprender distintas formas de caminar.
lonely	solitario. **Alone** es solo, sin compañía.
the only one	el único
shadow	sombra
beside me	a mi lado. No debe confundirse con **besides** que significa "además".
shallow	llano, liso, poco profundo
to beat	latir
to find	encontrar
till	hasta que. Es una forma coloquial de **until**.
on the border line	al límite
edge	borde
to read between the lines	leer entre líneas
vital signs	signos vitales

S ou r ce: h tt p: / / www . ego4u . c o m / en / c r am- up / l ea r n i ng / s ongs ´

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<u>Breaking Free</u>

Circle the verbs:

High School Musical Lyrics

Troy:
We're soaring, flying
There's not a star in heaven
That we can't reach

Gabriella:
If we're trying
So we're breaking free Troy:
You know the world can see us
In a way that's different than who we are

Gabriella:
Creating space between us
'Til we're separate hearts

Both:
But your faith it gives me strength
Strength to believe

Chorus #1
Troy:
We're breaking free
Gabriella:
We're soaring'
Troy:
Flying'
Both:
There's not a star in heaven
That we can't reach
Troy:
If we're trying
Both:
Yeah, we're breaking free
Troy:
Oh, we're breaking free
Gabriella:
Ohhhh
Troy:
Can you feel it building

Like a wave the ocean just can't control
Gabriella:
Connected by a feeling
Ohhh, in our very souls
Both:
Rising 'til it lifts us up
So everyone can see

Chorus #2
Troy: We're breaking free
Gabriella: We're soaring'
Troy: Flying
Both:
There's not a star in heaven
That we can't reach
Troy:
If we're trying
Yeah we're breaking free
Gabriella:
Ohhhh running'
Troy:
Climbing'
To get to that place
Both:
To be all that we can be
Troy:
Now's the time
Both:
So we're breaking free
Troy:
We're breaking free
Gabriella:
Ohhh , yeah

Troy:
More than hope
More than faith
Gabriella:
This is true
This is fate
And together

Both:
We see it coming
Troy:
More than you
More than me

Gabriella:
Not a want, but a need
Both:
Both of us breaking' free

Chorus #3
Gabriella: Soaring
Troy: Flying'
Both:
There's not a star in heaven
That we can't reach
If we're trying
Troy: Yeah we're breaking free
Gabriella:
Breaking free
Were running
Troy:
Ohhhh, climbing
Both:
To get to the place
To be all that we can be
Now's the time
Troy: Now's the time
Gabriella: So we're breaking free
Troy: Ohhh, we're breaking free
Gabriella: Ohhhh

Both:
You know the world can see us
In a way that's different than who we are

S ou r ce : H i g h S c ho ol L y r i c s » B l o g A r c hi v e » B r ea k i n g F r e e. h tm

6.4.3 Learning words solving letter soups

When preparing lessons, teachers start by planning the main items they want to include. Once the teachers have prepared the main components, and made sure it is learning-rich, varied and interesting, teachers may find some extra material to make it into a smooth, integrated unit.

In this case, letter soups give a quick warm –up or sometimes feed-back for the beginning or the end of the class to get the students into the right mood of learning. Letter soups help students to remember the spelling of words, they can be funny. It is easier for students to practice spelling of words discovering them in a letter soup or by some crosswords. It can be made in 10 minutes or more.

Days of the Week

Q D Y G E R G G W H
S O T Y Y K T E N U
A T H U R S D A Y P
T W K J E N K A Y P
U X Y P E S D A A K
R O A S P N D L Y C
D L D U U N V A Q Q
A A I S O I W J Y O
Y B R M Y P S F G J
W F F R S H N G G P

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

6.4.4 <u>Learning words by videos</u>

First of all, a video is a set of images in motion. A video length could be short (a few minutes) or it could be long (more than two hours). It could have a soundtrack or it could be voiceless. The soundtrack could be music, dialogues or noises. There are many kinds of videos for example, videos clips, movies, cartoons, series, documental, advertisements, instructional videos, movie trailer, biographies, etc.

Second, according to [85]Professor Alexander Vargas, the advantages of videos are the following:

- ✓ The students are going to feel interested and the mood for watching a video
- ✓ It is a real source
- ✓ You can use it for different levels
- ✓ It teaches not only language (grammar, vocabulary, pronunciation). You can take advantage of a video to teach culture, technology, real life problems, accents,
- ✓ It can be relaxing, this is because the student usually has to be quiet while watching a video
- ✓ It can take the students out of the class. This because when you see a video you see other environment, other city or country, other people, other society and culture.

Third, there are some disadvantages that teachers can deal with when planning to watch a video:
- ▪ The lack of schools equipment. Teacher can bring it to class.
- ▪ The time. Teacher can look for a short length video.

Finally, the teacher should choose the video carefully. It is not necessary that the teacher likes the video because the students are the ones that must like it. The video has to be

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[85] VARGAS, Alexander. Funny videos for funny classes. 13th National Convention for English Teachers. Oruro. January 2008

interesting and easy to understand or suitable for the students English level. The video must be well recorded and checked by the teacher at least once. It should not be too long. To be more exact, it should be a little sorter that the class period. Consequently, we present some activities that teachers can develop in classes to teach vocabulary by videos.

ACTIVITIES

1. Watch a video to tell it to somebody
2. See a video to practice pronunciation of words
3. Complete sentences about a video with the correct word
4. Copy new words or expressions
5. Deduce the meaning of some words or expressions
6. Describe the characters or setting
7. Copy some information of the video
8. Use a video in Spanish with subtitles in English for vocabulary comparisons.
9. Watch the video with audio and subtitles in English.
10. Watch the video in English and try to understand the message.
11. Work with videos for English teaching.

6.4.5 Using stamp is a great way to teach meanings

You can use stamps to check student´s activities and encourage them to learn what the stamp means. It can be an interesting way to introduce new vocabulary and the meaning of it is going to be practiced each class. Students love to wonder about the meaning of a stamp in their home works or practices.

Here we have some example of stamps that teachers can use in order to check the homework.
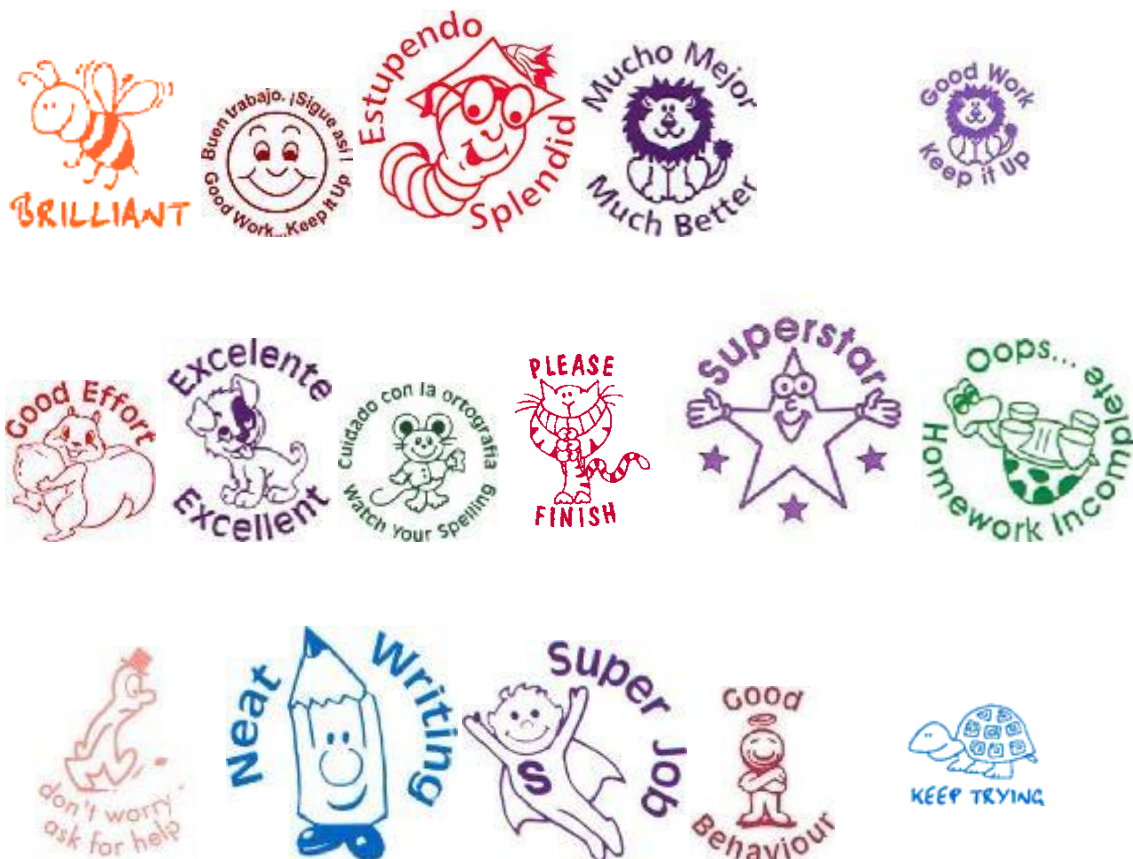
Source:

http://www.teacherstamps.co.uk/onlinesales/product.php?product_id=225&category_id=3&=12

Please Sign & Return

INCOMPLETE PLEASE FINISH

RE-THINK RE-DO RETURN

PLEASE CORRECT

NO NAME... NO FAME!

GREAT JOB !

Don't Stop Now... Finish Your Work !

SUPER SPELLER

NEATER PLEASE

Completed with Teacher's *Help*

Source:
http://www.teacherstamps.co.uk/onlinesales/product.php?product_id=225&category_id=3&=12

Please Color

Corrected for:
___ Capitalization
___ Punctuation
___ Grammar
___ Spelling
___ Content Only

YOUR PAPER NEEDS: _____

__ A Title   __ Paragraphs
__ An Introduction   __ Capitalization
__ Topic Sentences   __ Punctuation
__ Better Grammar   __ Correct Spelling
__ A Conclusion   __ To Be Rewritten

MODIFICATIONS PROVIDED:
☐ TEACHER ASSISTED
☐ EXTRA TIME REQUIRED
☐ SHORTENED ASSIGNMENT
☐ PEER ASSISTED
☐ WORKED WITH VOLUNTEER
☐ BELOW GRADE LEVEL ASSIGNMENT
☐ COMPLETED TOGETHER IN CLASS

EXCELLENT

To The Parents Of:
_____

Extra Credit

VERY GOOD WORK

NO HOME WORK

NO WORK NO CREDIT

TERRIFIC

THIS ESSAY NEEDS: _____

__ A Title   __ No Fragments
__ An Introduction   __ Pronoun/Antecedent
__ An Attention Grabber   __ No Run-Ons
__ A Thesis Statement   __ Subject/Verb Agreement
__ Topic Sentences   __ Transition Words
__ Paragraphs   __ Correct Grammar
__ A Conclusion   __ Correct Spelling
__ Organization   __ Punctuation
__ Support & Elaboration __ To Be Neater
__ To Stay On Topic
__ To Be Expanded   TOTAL SCORE _____

This Book Belongs To:

NAME

_____

Source: http://www.teacherstamps.co.uk

6.4.6. How to introduce some vocabulary related to target language culture

In this research we talked about the importance of culture when learning a foreign language. That is why, when teaching words, teachers can use supplementary material to teach some aspects of the target language. Coloring activities, patriotic symbols or landmarks can give student a brief idea about the target language culture. As well as it encourage the general knowledge of the student. They can make some comparisons and talk about their culture and the target culture characteristics in common or differences. Here we have some examples:

Who is he?
When is Valentine´s day?

Picture taken from F:/Images/ GCORP4/CELBRTE/CELBR 365.WMF

Write in English, cut and practice:

17	6	8
13	20	12
11	18	14

Source: http//.kidzone.ws

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    =3&=12

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RESEARCH CLASSROOM PICTURES

Kalajahuira School: 7th grade

Pablo Iturri School: 8th grade

Nueva Jerusalem School 8th grade

Adolfo Costa Du Rels School: 7th grade

The following pictures show some strategies that students use to practice vocabulary, but there is a mistake in writing.