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ENGLISH LANGUAGE CARRER

TITLE

THE IMPLEMENTATION OF WORD WALLS TO FOSTER ENGLISH VOCABULARY AMONG EIGHTH YEAR STUDENTS OF BASIC EDUCATION, AT “ADOLFO VALAREZO” INTERNATIONAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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CERTIFIES:

The present research work entitled THE IMPLEMENTATION OF WORD WALLS TO FOSTER ENGLISH VOCABULARY AMONG EIGHTH YEAR STUDENTS OF BASIC EDUCATION, AT “ADOLFO VALAREZO” INTERNATIONAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015. Under the responsibility of the undergraduate student: JULIANA CAROLINA MAZA VALLADARES has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, February 1st, 2016



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THE AUTHOR

DEDICATION

I want to dedicate this work to God, who has helped me a lot in my personal life.

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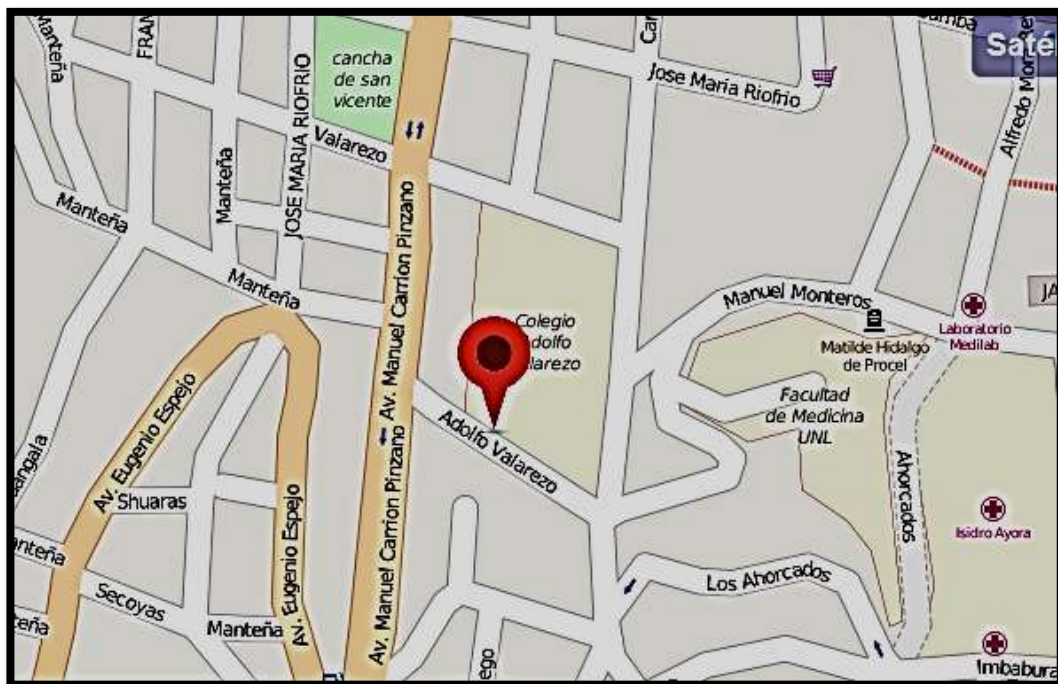
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a. TITLE

THE IMPLEMENTATION OF WORD WALLS TO FOSTER ENGLISH VOCABULARY AMONG EIGHTH YEAR STUDENTS OF BASIC EDUCATION, AT “ADOLFO VALAREZO” INTERNATIONAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

b. RESUMEN

El objetivo de la investigación fue mejorar el Vocabulario de Inglés através de la implementación de palabras de pared. Los métodos: científico, descriptivo y sintético-analítico: sirvieron para analizar y describir los resultados de la investigación. Los instrumentos utilizados para recoger los datos fueron: hojas de observación, pruebas y cuestionarios que se aplicaron a 33 estudiantes de octavo año de educación básica. Los resultados demostraron que los estudiantes redujeron significativamente sus limitaciones en tres aspectos, forma, significado y uso. Escriben correctamente las palabras que escuchan, relacionan el significado de las palabras en contexto y utilizan el vocabulario apropiado demostrando dominio en el uso correcto de vocabulario. En conclusión el uso de las palabras de pared fue efectivo y exitoso debido a que motivó a los estudiantes a participar activamente en las actividades de clase, los estudiantes interactuaron usando las palabras de pared y se desarrollaron por si mismos.

ASBTRACT

This research work had the purpose of fostering English vocabulary through the implementation of word walls. The scientific, descriptive and analytic-synthetic methods were useful in analyzing and describing the results of the research. The instruments used to collect the data were observation sheets, tests, and questionnaires, which were applied to 33 students of eighth year of basic education. The results demonstrated that the use of word walls reduced the students' limitation meaningful in the three aspects: form, meaning, and use. Students wrote correctly the words that they hear, they recognized the meaning of the words in context, and they used the correct vocabulary in communication. In conclusion the use of word walls was effective and successful due to, it motivated the students to participate actively in the class activities, they interacted in the activities using the word walls, and they were involved in their own progress.

c. INTRODUCTION

Nowadays, vocabulary is very essential for the successful comprehension of language. However, most of students have many problems in mastering English words and this makes them unmotivated to study English. Some of the problems that limit the learning of vocabulary are that learners are not able to comprehend the meaning of the words, and have difficulty communicating in English.

At Adolfo Valarezo International High School most of students of eighth-year of basic education face difficulties in the three aspects of English vocabulary because they can not associate the meaning of the words with the pictures, they can not write what they hear in english and they do not know the grammatical functions of the words. These problems students are facing motivated the researcher to search how do the use of word walls foster English vocabulary learning? This is because; word walls can be used to help students in word recognition, spelling, and gramatical functions.

The specific objectives stablished to carry out this research were: to investigate the theoretical references about word walls in different environments and vocabulary learning; to diagnose the issues that limit English vocabulary-learning, to design an intervention plan with the use of word walls which contains a variety of expressions and activities to increase english vocabulary; to apply the intervention plan as part of the classroom activities in order to solve the problems that students have in English vocabulary learning; and, to reflect on the

effectiveness of using word walls to foster english vocabulary among eighth year students at “Adolfo Valarezo” International High school.

The methods used were: the scientific method that provided the necessary information about the two variables supported the results obtained from the data collection and helped to stablish the conclusions; the descriptive method described the stages of the intervention plan; the analytical-synthetic method was used to analyze and explain the results obtained from tests and questionnaires and the statistical method was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires observations sheets and field diary.

The present work contains some parts. At the beginning there is the abstract, it contains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Then comes the introduction, which contains contextualization of the problem, central problems and sub problems, the reason why the theme was chosen, the specifics objectives of the study, the methodology used and finally the content of the thesis. After that there is the literature review, which contains detailed information about the two variables English vocabulary and word walls. The materials and methods section contains the different techniques, materials, instruments that were used and the population who participated in this research. Afterwards there are the results that include tables, figures and logical analysis. Next there is the discussion, which includes a general analysis about results obtained and finally there are the conclusions and recommendations about the

research work, which demonstrate the main achievements and give some suggestions for future works.

d. LITERATURE REVIEW

Vocabulary

Definition of vocabulary

According to Linda Gutlohna (2005) vocabulary is the group or stock of words used in a particular way by a certain group of people. It is simply the words of a language. Moreover, vocabulary always has meaning, there is no vocabulary without its meaning. "Vocabulary is the knowledge of words and word meanings"

To know a word means knowing it in all of the following dimensions:

- The ability to define a word
- The ability to recognize how to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that Word

According to Napa (1991) vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought and the people can communicate their ideas more effectively, however, vocabulary is the total number of words which has been mastered by students to produce a language in communication

According to Hornby (1973) the status of vocabulary has been considerable enhanced this has come about partly as a result of the development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the natural approach.

Steven Stahl (2005) says that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, also implies how that word fits into the world." However, vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

Importance of vocabulary

Barcroft, Sunderman, & Schmitt (2011) argue that vocabulary is the central area in English language teaching because without sufficient vocabulary students cannot understand others people or express their own ideas. However, if the people do not know the meaning of the word, they cannot use the word.

Alali & Schmitt (2012) remark that vocabulary, much more than grammar, is the key to learners understanding what they hear and read in school; and to communicating successfully with other people. For this reason, it is very important for them to quickly build up a large store of words. On the other hand, nowadays the learning of English is compulsory in all high schools, but most of the students are still unaware about the English learning. Meanwhile, the teacher has an important role to raise the students' awareness of English, especially about their vocabulary. Particularly the students develop greater fluency and expressions in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary. Researchers have demonstrated that vocabulary is most effective when students construct their own meaning and are able to visually represent a Word.

Beck et al (2007) affirms that the learning English is so important because

vocabulary is the key to learners understand what they hear, and read in order to quickly build up a large store of words to communicate successfully with other people. Meanwhile, vocabulary for the teacher has an important role to raise the students' awareness of English, the teacher can predict what words the student needs to know for talking about everyday life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use". A strong vocabulary is essential to good reading, because reading and writing are so closely related, essential to writing.

How to teach vocabulary

Steven Stail (2002) suggests that to teach vocabulary with *definitional information* the teacher would use synonyms, antonyms, rewrite definitions to understand sentences, provide example of sentences showing the use of the word, give non-examples, and discuss the new word and words related to it. To teach with *contextual information* the teacher would have students create their own sentences, create scenarios, and create silly questions

Teaching vocabulary

Dr. David W. (2000) argues that teaching vocabulary helps students understand and communicate with others in English, in listing the fundamental features, which need to be included within vocabulary teaching: *the form of the word*, learners also need to be familiar with its grammar, learners should know how to change a word form and when to use it. Teaching *the meaning* includes mainly connecting a word with its equivalent in the real world. It is called denotation, apart from denotation, connotation of the word (associations and

feelings, which arise when the word is heard). Many vocabulary items have several meanings depending on context. To make it even worse, “word meaning is frequently stretched through *the use* of metaphor and idiom”. Furthermore, learners need to be provided with the word sense relations to other words. There are various relationships such as synonyms, antonyms, hyponyms etc.

Strategies to teach vocabulary

The term “vocabulary strategies” refers to “any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one’s knowledge of vocabulary”, Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies, some experts believe that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory. Furthermore, some experts as Thornbury (2004) suggests a good organization of written storage of vocabulary to support retention. Among other strategies, he mentions the use of ‘word walls’, to make vocabulary visual, to involve students in wrestling with personal meanings, to help them understand relationships among words, and to introduce the words to the pleasures of etymology. With the use of word walls the learner can improve the number of words in the communication. Also, he advises that to visualize a picture, to link an abstract word with some mental image, to draw a picture by students have the best outcomes. Besides imaging, there are other memonics, such as making clues from associations with similarly sounding word

and its meaning in the mother tongue.

Baumann, Ware, & Edwards (2007) say that teaching using word walls is important because it is now recognized that no language course can cover all the vocabulary that a learner needs to know by putting the words and figures in the Wall, when all these figures are put together, the prediction is higher.

Kinds of vocabulary

(Cambridge Advanced Learner's Dictionary) Divides the knowledge of vocabulary known by a particular person into two groups: *receptive / passive vocabulary* – it is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expressions. *Productive / active vocabulary* – it is the set of all words that are not only understood, *the passive vocabulary is naturally bigger than the active one.*

Categories of vocabulary

Bogaards and Laufer (2004), affirm that there are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

- Listening vocabulary refers to words learners use to understand what they hear.
- Speaking vocabulary is known as words they use when they speak.
- Reading vocabulary concerns words in prints that they recognise and use to understand what they read.
- Writing vocabulary involves words they use in their own writing.

Meanings and functions of vocabulary

Bogaards and Laufer (2004) affirm that Vocabulary items can be generally categorised into four main groups as ‘receptive (or passive)’, ‘productive (or active)’, ‘meaning/oral’ and ‘literal/written’ vocabulary based on their meanings and functions.

- Meaning/Oral vocabulary refers to words language learners use in order to understand what they hear in speech, and words they use when they speak. This involves both receptive and productive vocabulary
- Literate/Written vocabulary refers to words language learners use in order to understand what they read, and words they use in writing. This, again, includes both receptive and productive vocabulary.
- Receptive vocabulary concerns words language learners use in order to understand what they hear in speech, and words used to understand what they read. It is generally acknowledged that language learners need receptive vocabulary for their listening and reading.
- Productive vocabulary involves words language learners use to express their thoughts and ideas in speaking and writing.

How to evaluate vocabulary

Beck, McKeown, and Kucan (2002) remark that to evaluate vocabulary skill, *rubrics* are usefully able to grade the students’ performance based on some criteria. Those criteria are usually made based on language features of students. The purpose of the criteria is to make all clear for both students and teachers. Students are able to know what the teachers expect to them towards their

performance in English skills such as reading, writing, listening, speaking and vocabulary. The criteria are also useful for the teachers because they show the aspects that the teachers should grade.

The aspects of knowing a Word proposed by National Report (2005) fits into three groups. These include knowing the form of a word; knowing the meaning of a word; and knowing how a word is used.

- Knowing the form of a word includes spelling, sound, and word parts.
- Knowing the meaning of a word involves linking its form and meaning, knowing a concept for a word and what it can refer to, and knowing what other words of related meaning it can be associated with.
- Knowing how a word is used concerns the grammar of the word, including parts of speech and sentence patterns it fits into, collocates of the words, and whether the word is formal or informal, polite or rude, used mainly by children and so on, or has no restrictions on its use. As seen in table below is the list of aspects of knowing a Word.

<p>Form /4 0-1.3= Low 1.4-2.7=Medium 2.8-4=High</p>	<p>Spoken Written Word parts</p>	<p>What does the word sound like? How is the word pronounced? What does the word look like? How is the word written and spelling? What parts are recognisable in this Word?</p>
<p>Meaning /4 0-1.3= Low 1.4-2.7=Medium 2.8-4=High</p>	<p>Form and meaning Concepts and referents Associations</p>	<p>What word parts are needed to express the meaning? What meaning does this word form signal? What word form can be used to express this meaning? What is included in the concept? What items can the concept refer to? What other words does this make us think of? What other words could we use instead of this one?</p>
<p>Use /2 0-0.6=Low 0.7-1.2=Medium 1.3-2=High</p>	<p>Grammatical functions Collocations Constraints on use</p>	<p>In what patterns does the word occur? In what patterns must we use this word? What words or types of words occur with this one? What words or types of words must we use with this one? Where, when, and how often would we expect (register, frequency, etc.) to meet this word? Where, when, and how often can we use this Word?</p>

Total /10	Form	What does the word sound like? How is the word written and spelling?
0-3.3 Low	Meaning	What items can the concept refer to?
0.34-6.6 Medium	Use	In what patterns does the word occur?
6.7-10 High		Where, when, and how often can we use this Word?

Vocabulary and the four language skills

Meara and Milton's (2003) argue that vocabulary and the four language skills, including types, meanings, and functions of vocabulary as well as how many words a language learner needs to know for the four language skills. In order to understand how vocabulary items, work or relate to the four language skills, it will be helpful to make clear first by grouping the skills into two pairs. There are two ways in so doing:

Firstly, listening and speaking are the skills necessary in oral communication, they can be grouped together. For some learners, this is the main focus of their interest. Second, reading and writing can be grouped together since they are the skills necessary in written communication, and this may be the main focus or motivation for other learners. Alternatively, we can group listening and reading together, since they are used to understand language, which was produced by other people.

Word wall

What are word walls?

According to Helen Van (1997) word wall is systematically organized collection of words displayed in large letters on a wall or other large display

places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief. The Word Wall was originally designed to challenge and motivate high achieving in which students develop vocabulary learning.

Word wall is an organized collection of words displayed in large letters on a classroom wall. The words on a word wall most often include words students encounter frequently in their reading and writing, as well as words they frequently misspell. Renee Dastyck (2007) says that word walls are one instructional method that can be utilized effectively to help students in word recognition, meaning and spelling.

Sarah Ratelis (2011) defines word walls are simply lists of words that are aligned with current instruction and posted in a classroom. A word wall as a display of vocabulary words on large cards attached to a designated area of the classroom, a word wall isn't simply a classroom decoration or a bulletin board display, however; it is a strategy for students to use to improve their reading, spelling, and vocabulary skills. Nor is a word wall a static resource; many teachers incorporate specific word wall lessons and activities into their daily routines. A word wall is an organized display of key words that provides visual reference for students through out a unit of study or a term. Teachers and students use these words continually during a variety of activities.

Narvaez (2013) found that teaching with word walls increases when student-

generated material and visual supports including black-line pictures and/or cartoons are arranged to illustrate relationships between words and concepts in order to organize learning.

The most effective word walls include photographs or the actual item (realia) as well as explicit connections between concepts. Teachers may also chose to include visual artifacts from inquiry based science activities to help students remember the activities and to connect labs with scientific concepts.

Why use word walls

Ediger (2005) mentions that the word walls are beneficial to the students, because the students should be *involved in their own progress* of becoming a *better speller*; also they should be part of the discussion of what words get placed on the word wall, and the learning process become meaningful to them.

Walton (2000) choosing words from books and poetry used in the classroom makes the word wall more meaningful to the student because word walls promote *independence for students*, they do not need to ask the teacher how to spell a particular word.

Purposes of Word walls

Rebeca L Walton. Western Washington University (2000) remarks that word walls serve to multiple purposes:

- To support the teaching of key words and subject-specific terminology.
- To promote independence in reading and writing by building vocabulary.
- To provide visual clues and reference for language learners.
- To help students remember connections between words and concepts

How use word walls

Jennifer Cronsberry (2004), cites that word walls can be used in the following stages:

First. Start by choosing the words that will be displayed on the word wall. Choose only the words that you really want your students to learn. Try to limit the number of words you ask students to master during a week, but the number can be adjusted based on the ability level of the group of students. Words can come from any source; the textbook or other reading selections as well as class lectures/presentations are the likely sources.

Second. The word wall should be visible to all students inasmuch as is possible. The words should be written in appropriately large letters with easily distinguished background colors.

Third. The word wall should change almost daily. It is meant to be interactive, not static. It is not simply room décor. New words need to be introduced one by one to students, no more than 5 a day, and probably no more than 10 a week.

Fourth. When you feel that students have a word in their knowledge bank, you may want to consider having students record it in a vocabulary journal or on index card flashcards to use for review later. If you have a way to archive or store the word wall, then it can come in quite handy when reviewing for quarter tests, semester exams, and certainly end-of-course exams. In short, word walls are cumulative. As new words are introduced, familiar words are retained for further study or review later.

Fifth. While the word wall is “active,” teachers should construct ways for the students to interact and manipulate the words.

Areas of application

Jennifer Cronsberry (2004) puts it. This strategy is useful to familiarize students with their reading, vocabulary and the spelling of high-frequency words (which will help them to both read and write these words), and to familiarize students with the definitions of new words. Word walls should only be used as a method for spelling instruction in lower grades. After this point, students should use phonic analysis to spell words instead of relying on a word wall.

Words will be available to word walls aid improve word recognition, spelling, and vocabulary development., the word walls provide reinforcement and continual review of the material.

Activities

Mary Catherine (2014) gives some examples for using a word wall in the classroom.

- Read the room as a class, or in small groups. Using a fun pointer, help the kiddos say the letters of the alphabet and read the words under the letters.
- Show the children how to find, remove, and reattach the words. Encourage the use when drawing pictures for friends, writing in their journals, etc. Help as needed, of course!
- Play silly games using the word wall. “I’m thinking of a word that starts with ‘t’ . . .”, “Who can find the word under C c cat?”, etc.

- When reading a book, ask a child to point to a high frequency word on the word wall (that's also in the book).
- Have children draw a picture and label it with a word wall word. This is especially useful with thematic words.

Advantages

The wall helps learners become excited about words and understand that words are important and can be used over and over again. The word wall helps them to learn the names of letters, and letter-sound relationships. It provides extra exposure and challenge for students who are at many different skill and interest levels. Also Word walls are useful for students because build the word walls themselves, they take ownership of them and value their use." This process supports deeper understanding of science because it provides opportunities for students to interact with the objects on display. Most students' everyday lives reflect the dominance of images. As a result, students have a lot of practice making meaning from information presented as images. Therefore, student participation in creating and maintaining word because Students can supply the items, create the labels, and suggest relevant connections. (Walton 2000)

Students with special needs benefit from practice and repeated exposure to new vocabulary words: Vocabulary Needs Purposeful planning provides opportunities to plan instructional activities that focus on core science ideas, performance expectations, and vocabulary with fidelity—all while heeding district guidelines. It also provides time to understand the grade band endpoints vertically, answering

the questions of what has been taught, what needs to be taught, and what will be taught in future grades.

The advantages of using word wall are:

- a. To support the teaching of important general principals about words and how they work.
- b. To foster reading and writing.
- c. To promote independence on the part of young students as they work with words in writing and reading
- d. To develop a growing core of words that become part of a reading and writing vocabulary.
- e. To provide reference for children during they're reading and writing.
- f. To improve the student's vocabulary.
- g. To make the students enjoy and not bored with the materials.
- h. To make the students practice English for communication and to create using language.
- i. To create a variety of word wall game using teacher's own word.
- j. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

Disadvantages

The disadvantages of using Word Wall are:

- a. The teacher receives no feedback on student's performance because not all of the students understand the meaning of word. So, the students are lazy to do

exercises.

b. Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main.

c. The Word wals is not a good strategy for the students who cannot see, because it is a visual aid to learn English.

d. It is not beneficial for the students who cannot remember the words because the students have to familiarize with the new vocabulary.

e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop the research process successfully were: human resources who participated in the development of this research were 33 students of eighth year, paralel "A" of basic education, the english teacher who helped to monitor student's work, and thesis advisor who helped to give sugesstions to develop and apply the intervention plan. The material resources used were: books, copies, folders, and word walls. Technical materials were: computer that was necessary to type the information needed to develop the project.

Design of the research

This research work was based on the Action Research proposed by Kemmis and McTaggart (2000) as a constructive enquiry which was effectuated in order to understand, to esses and modificate a situation, at the time the research is conducting and enhance educational practice.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

The **scientific method** facilitated the study of the Use of word walls as a strategy to foster English Vocabulary. Also, it helped in the observations done before to determine the students' knowledge, during the intervention to identify

the progress of students and at the end this one helped to support the analysis of data collection results and determine the possible solution.

The **Descriptive method** enabled to describe the different stages of the intervention plan, also it served to describe the results obtained in the table and graphs and finally to explain and analyze how do the use of word walls foster the English vocabulary.

The **analytic-synthetic** method helped to analyze and interpret the gathered information through the tests, and questionnaire. It also helps to draw up the conclusions was adapted to interpret the data obtained and draw up the conclusions.

The **statistic method** made possible the quantitative from the pre-test and post-test statistical analysis of data received from the observations. it also helped to tabulate the information into tables and figures, and apply the formule $x = \frac{x}{n}$ to obtain the media

Techniques and instruments

To collect the data, tests, observations and diary were designed and applied at the beginning, during and after the application of intervention plan.

Test

Two kinds of tests were used. A pre test that contained five questions were used to collect student's answers, in order to diagnose the level of students' knowledge about vocabulary, at the beginning of the intervention plan. The same pre-test was used as post- test and applied at the end of the intervention plan, to obtain information about students' progress on vocabulary learned. The test was

conducted in class and the researcher gave students a clear explanation and clarified all queries raised.

Observation

Through the observation sheet the researcher observed the students' performance during the lesson. It also was used to determine what had happened in class and then analyzed and reflected upon the findings when the plan ends.

Questionnaire

A questionnaire with three closed questions and two multiple-choice questions was applied to obtain information from students about the use of word walls to foster English vocabulary. It was applied at the beginning and at the end of the intervention plan

Field diary and notes

The researcher used a diary to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Population

The eighth-year students of Adolfo Valarezo International High School were who participated in the development of this research work. They were in level A1, with 5 hours per week. They were 33 students between girls and boys. They were from twelve to thirteen years old.

f. RESULTS

This section details how the objectives of the action research work were accomplished.

The first objective was verified with the theoretical references, which was the basis to design the intervention plan and the instruments, it also was useful to analyse the results gathered and to give some suggestions.

The second objective was fulfilled with the pre test results, which are shown below in table 1 and permitted to diagnose the students' limitations in English vocabulary.

The third objective was accomplished with the design of the Intervention Plan, which included eight lessons with a variety of activities using different kinds of word walls, such as interactive, sight, spelling, writing, literacy and portable word walls, this intervention plan was developed during two months with eighth year students.

The fourth objective was accomplished with the application of word walls and the results gathered from questionnaires, presented below in tables from 2 to 4.

Finally, the fifth objective was verified with the results of the post test that are shown in table 5, that were useful to corroborate the effectiveness of the strategy applied.

Pre-Test Results

Objective two: To diagnose the issues that limit the English vocabulary learning, among eighth-year students at “Adolfo Valarezo” International High School.

a. Table 1.

Pre Test Scores of the Eighth Year Students in English Vocabulary

Student's code	F	M	U	TOTAL
	/4	/4	/2	/10
CBIAV001	1	2	1	4
CBIAV002	2	2	1.5	5.5
CBIAV003	2.5	1	1	4.5
CBIAV004	2.6	2	1	5.6
CBIAV005	0	2	1.5	3.5
CBIAV006	1	2	1.6	4.6
CBIAV007	1	3.2	1.3	5.5
CBIAV008	0	3	1.1	4.1
CBIAV009	1	2.3	0	3.3
CBIAV0010	0	1.6	0.5	2.1
CBIAV0011	0	2.9	1.2	4.1
CBIAV0012	1	2.6	1.6	5.2
CBIAV0013	1	2.9	0.6	4.5
CBIAV0014	1	2.9	1.6	5.5
CBIAV0015	1.5	3.2	1	5.7
CBIAV0016	1	3.2	1.6	5.8
CBIAV0017	1.5	3	1	5.5
CBIAV0018	1	2.9	0	3.9
CBIAV0019	1.6	2.8	1.6	6
CBIAV0020	1	3.2	1.6	5.8
CBIAV0021	1	3.1	1.6	5.7
CBIAV0022	0.5	2.5	0.3	3.3
CBIAV0023	1	3.2	1	5.2
CBIAV0024	1	3.2	1.1	5.3
CBIAV0025	1.5	2.6	1.1	5.2
CBIAV0026	1	2.5	1.3	4.8
CBIAV0027	2	3.1	1.3	6.4
CBIAV0028	1	2.5	1	4.5
CBIAV0029	1	2.6	1.6	5.2
CBIAV0030	1	3.2	1.6	5.8
CBIAV0031	1.5	2.3	0.8	4.6
CBIAV0032	1	3.1	0.5	4.6
CBIAV0033	1	3.2	1.1	5.3
MEAN	1	2.6	1.1	4.79

NOTE. CBIAV=Colegio de Bachillerato Internacional “Adolfo Valarezo”, 001:=student’s code, F=Form, M=Meaning,U= Use

b. Analysis and interpretation

As it is showed in table 1, students got scores below the average expected (7/10). It was reflected by the score mean obtained that was (4.79/10). This is because students had problems in the three aspects of vocabulary. However, the highest score mean gotten was for meaning 2.6/4 which indicates that students had a medium level (see grading scale page 98), this means students could associate the word with its equivalent but not very well. On the other hand, in the aspect of form students got the lowest score mean that was 1/4 which indicates that students had a low level (see grading scale page 98), this is because students had serious problems in spelling the words correctly and they could not write what they listened. Consequently, it is evident students faced serious limitations in English vocabulary learning, specially in the form of the words because they got the lowest score in this aspect, however students could identify the meaning of some words but not of all the words, and as Steven Stahl (2005), says that vocabulary knowledge is the knowledge of a word not only implies a definition, also, implies how that word fits into the world." However, vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a life-time.

Comparison of the Pre-Post Test Questionnaires Results

Objective four: To apply the intervention plan as a part of the classroom activities in order to solve the problems that students have in English vocabulary learning.

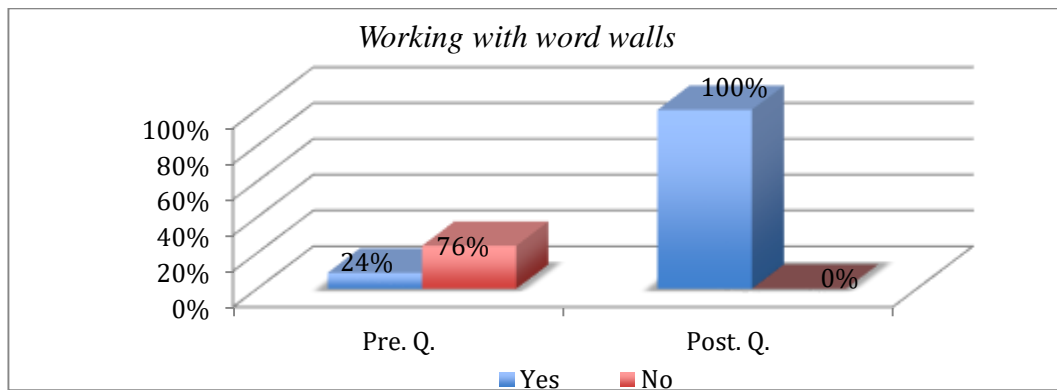
a. Table 2: **Have you ever worked with word walls?**

Working with Word Walls

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	9	24	33	100
No	24	76	0	0

NOTE. f=Frequency, %=Percentage.

b. Figure 1.



c. Analysis and interpretation

The data displayed from this question stated that many students 76% did not work with word walls before the intervention. This indicates students were practicing English vocabulary traditionally, which was a barrier to improve it. But after applying the word walls students enjoyed working with them, they learned vocabulary in an interactive way. And as Renee Dastyck (2007) says that word walls are one instructional method that can be utilized effectively with specific instructional strategies to help students in word recognition, meaning and spelling.

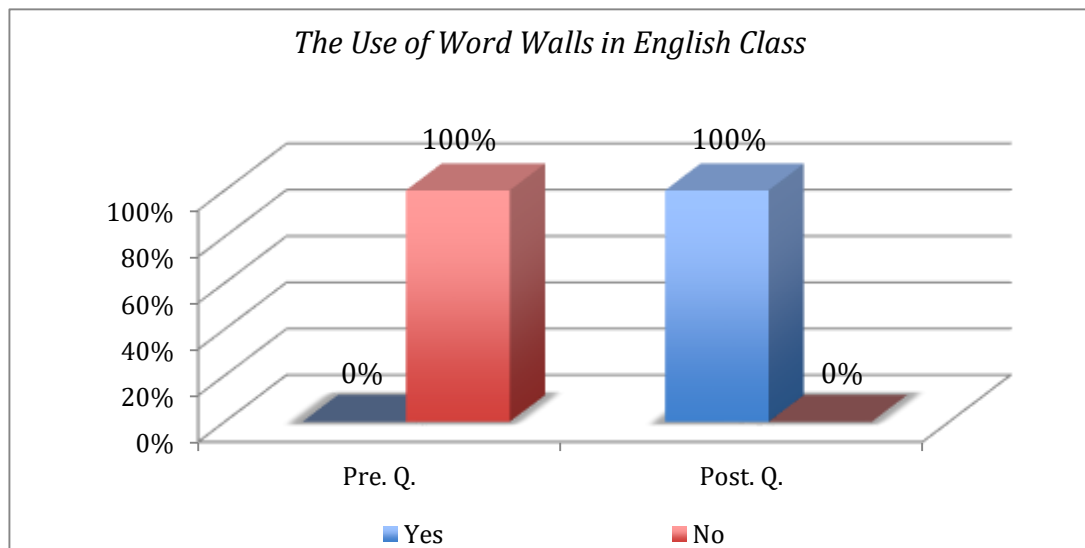
a. Table 3: Does the teacher use word walls to teach vocabulary in English class?

The Use of Word Walls in English Class.

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	0	0	33	100
No	33	100	0	0

NOTE. F= Frequency, %= Percentage

b. Figure 2.



c. Analysis and interpretation

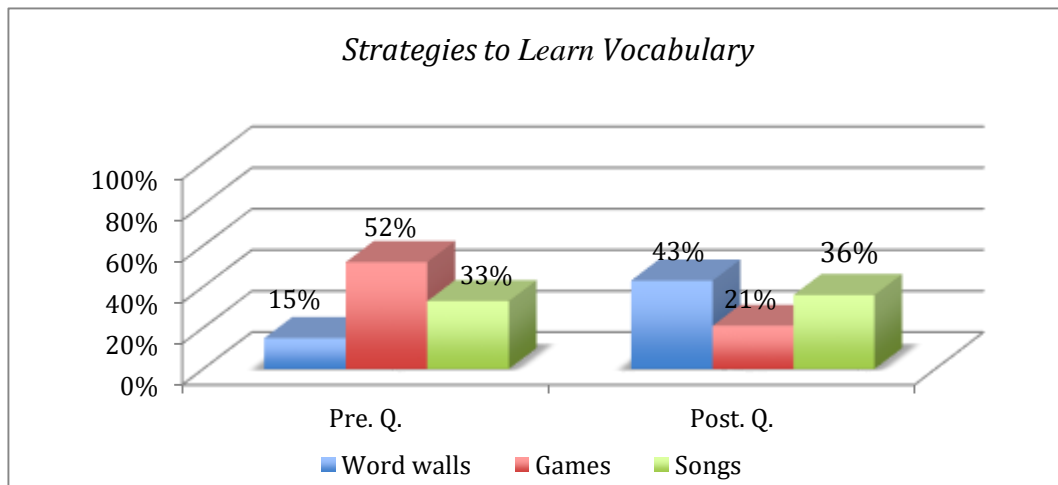
The data collected from table 3, stated that all students said that word walls were not used to teach English vocabulary. This shows that the strategies or activities applied in class were not suitable to offer students practice of vocabulary. But after applying word walls, all students said that word walls were useful to learn English vocabulary. Renee Dastyck (2007) says that word walls are one instructional method that can be utilized effectively to help students in word recognition, meaning and spelling.

Table 4: Which strategies help you to learn vocabulary?

Strategies to Learn Vocabulary

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Word walls	5	15	14	43
Games	17	52	7	21
Songs	11	33	12	36

NOTE. F= Frequency, %= Percentage.



b. Figure 3.

c. Analysis and interpretation

The data collected from table 5 stated that the percentage increased from 15% to 43% in relation to the word walls. Therefore, stated that word walls helped them to learn vocabulary. Thornbury (2004) suggests a good organization of written storage of vocabulary to support retention. Among other strategies, he mentions using ‘word walls’, to make vocabulary visual, to involve students in wrestling with personal meanings, to help them understand relationships among words, and to introduce the words to the pleasures of etymology. With this strategy word walls the learner can improve the number of words they can guess correctly.

Post Test Results

Objective five: To reflect on the effectiveness of using word walls to Foster English vocabulary among eighth year students at “Adolfo Valarezo” International High school.

a. Table 5.

Post Test Scores of the Eighth Year Students in English Vocabulary

	F	M	U	TOTAL
Student's code	/4	/4	/2	/10
CBIAV001	4	3.8	2	9.8
CBIAV002	4	3.8	2	9.8
CBIAV003	3	3.6	2	8.6
CBIAV004	3.5	4	2	9.5
CBIAV005	3.5	4	2	9.5
CBIAV006	4	4	2	1
CBIAV007	2.5	4	2	8.5
CBIAV008	4	3.8	1,6	9.4
CBIAV009	3.5	3.8	2	9.3
CBIAV0010	3	3.6	2	8.6
CBIAV0011	4	3.8	2	9.8
CBIAV0012	2.5	3.6	2	8.1
CBIAV0013	4	3.4	2	9.4
CBIAV0014	3.8	4	2	9.8
CBIAV0015	3.5	4	2	9.5
CBIAV0016	2.5	4	2	8.5
CBIAV0017	0.5	2.6	0,8	3.9
CBIAV0018	4	3.6	1,6	9.2
CBIAV0019	4	3.6	2	9.6
CBIAV0020	3	3.6	2	8.6
CBIAV0021	2	3.8	2	7.8
CBIAV0022	4	4	1,6	9.6
CBIAV0023	1	3.4	1,6	6
CBIAV0024	2.5	3.2	2	7.7
CBIAV0025	4	2.8	2	8.8
CBIAV0026	3	3.2	2	8.2
CBIAV0027	2.3	4	2	8.3
CBIAV0028	4	3.8	2	9.8
CBIAV0029	3	3.6	2	8.6
CBIAV0030	2	3.2	2	7.2
CBIAV0031	2	3.2	2	7.2
CBIAV0032	4	3.1	2	9.1
CBIAV0033	4	3.2	1,1	8.3
MEAN	3.1	3.6	1,8	8.5

NOTE. CBIAV =Colegio de Bachillerato Internacional “Adolfo Valarezo”, 001=student’s code, F=Form, M=Meaning, U= Use

b. Analysis and interpretation

The findings in table 7, shows a significant improvement of the students English Vocabulary knowledge demonstrated with the score mean of 8.5/10, which indicates that the score mean was over expected level 7/10 (see grading scale, 98). It means that students improved in the aspect of meaning because they could associate the picture with the words through word walls, which is corroborated with the mean 3.1/4 showing an excellent level (see grading scale, 98), in the aspect of form students could spell the words correctly and they could write what they listen which is corroborated with the mean 3.6/4 showing an excellent level (see grading scale, 98) and in the aspect of use they knew what words or type of words occur in a sentence, which is corroborated with the mean 1.8/2 showing an excellent level (see grading scale, 98). Consequently, it is evident students' achieved in the improvement of English vocabulary in the three aspects of vocabulary, and as Barcroft, Sunderman, & Schmitt (2011) argue that vocabulary is the central area in English language teaching because without sufficient vocabulary students cannot understand others people or express their own ideas.

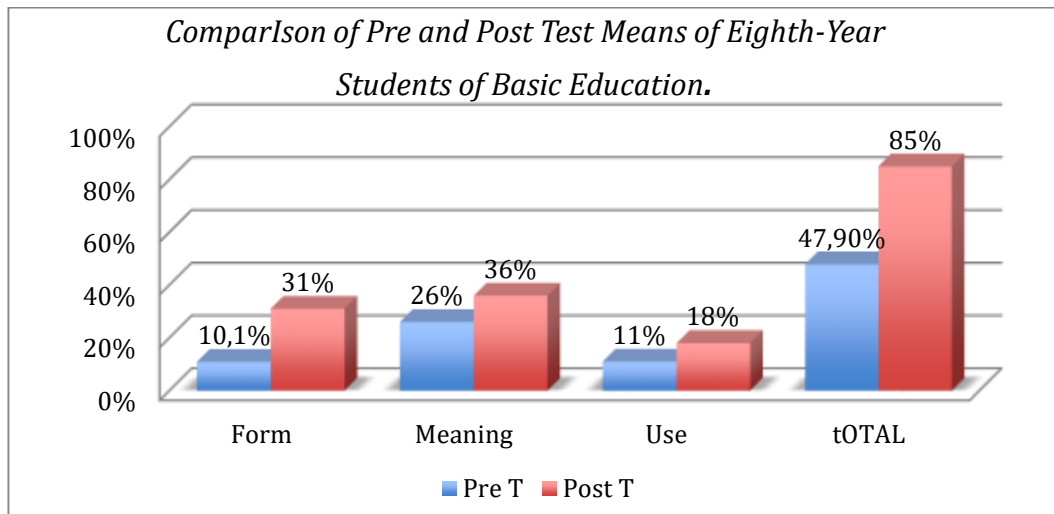
Comparing Pre and Post-Test Means

a. Table 6.

Comparison of Pre and Post Test Means of Eighth-Year Students of Basic Education.

	Pre Test	Post Test
Form	1,09	3,1
Meaning	2,6	3,6
Use	1,1	1,8

b. Figure 4.



c. Analysis and interpretation

After the application of the intervention plan, it can be stated that the resource applied during the development of this work had an important impact in the three aspects of English vocabulary learning. They improved in form from 1.1/4 to 3.1/4. In meaning they improved from 2.6/4 to 3.6/4. And in use they improved from 1.1/2 to 1.8/2. The results demonstrated that the use of word walls in class boot students to reach an excellent level in the aspects: form, meaning, and use because students could associate the meaning with the pictures, in form students could spell the words correctly, and in use they did not have difficulty in recognizing how words or type of words occurred in a sentence, this is why they got a good score in the post test.

g. DISCUSSION

Based on the findings of the research work, results reveal, “The implementation of word walls to foster English vocabulary, shows that it had a very notable impact on enhancing students’ English vocabulary learning. This impact is showed in the findings of the pre-post tests and pre-post questionnaires. Applied to 33 students of eighth year students at “Adolfo Valarezo” International high school. It also indicates the relevant change those students got in English vocabulary after the application of word walls. This change can be seen in the considerable increment of the students mean from the pre-test that was 4.7/10 and in the post test which was 8.5/10 in English vocabulary learning after the intervention.

The findings gathered in the post questionnaire also demonstrated that there was a change about the vocabulary. The researcher’s diary and observation sheet, also revealed, the positive impact this tool caused on student’s vocabulary development. This result was consistent with the literature, which according to Thornbury (2004), suggests a good organization of written storage of vocabulary to support retention. Among other strategies, he mentions using ‘word walls’, to make vocabulary visual, to involve students in wrestling with personal meanings, to help them understand relationships among words, and to introduce the words to the pleasures of etymology. With Word walls the learner can improve the number of words they can guess correctly.

The aspects considered to evaluate student's English vocabulary were meaning, form and use. The pre- test showed that the majority of students could not associate the words with the pictures, they could not spell the words correctly and they did not know what words or type of words occur in a sentence. In the post test after the intervention the findings indicated that the problems mentioned before were overcome positively. As a conclusion through the use of word walls students were motivated to practice English vocabulary in a fun way.

At the beginning of the intervention the students faced difficulties to work using word walls, which was comprehensible because they had practice before with this kind of strategy but the teacher did not obtain good results. But during the application the students' attitude in front of word walls improved little by little, the students' progress was slow, they started to repeat constantly the words that they listen, and they associate what words or types of words occur in a sentence, until they were able to associate the pictures with the words and they could write what they listen and they knew what words or types of words occur in a sentence.

Furthermore, this research had some strengths and limitations while the intervention was applied that enhanced and affected the development of English vocabulary. Some strength in the application were that students felt motivated when using Word walls, the resource was appropriate to work with students because they learned vocabulary in a fun way, the teacher was very collaborative in all the activities planned. Also the time assigned for each lesson was enough to practice the activities. At the end was possible to develop the activities planned

due to students collaborated and enjoyed to practice through games and activities with Word walls, without problems and limitations.

Moreover, it is necessary to note the progress in English vocabulary that students experimented using Word walls. Students felt really engaged and motivated in order to improve English vocabulary. They were amazed and enthusiastic with activities applied with this method. For that reason, students were able to improve their English vocabulary demonstrating in last findings gotten from the post-test and questionnaires.

h. CONCLUSIONS

- The difficulties that limited the English Vocabulary learning of eighth year students of basic education, were the three aspects assessed: Form, Meaning and Use. Furthermore, the activities that they had in their books were not enough to develop English.
- The use of word walls reduced the students' limitation meaningfully in the three aspects of vocabulary: form, meaning, and use, because students at the end of the intervention plan wrote correctly the words that they heard, they recognized the meaning of the words in context, and they used the correct vocabulary in communication. Due to the 'word walls', made vocabulary visual, involved students with personal meanings, helped them understand relationships among words.
- The use of word walls strategy was effective and successful due to it motivated the students to participate actively, to interact in the activities and to be involved in their own progress.

i. RECOMMENDATIONS

- Teachers should make a previous research on students knowledge in order to identify the students' weaknesses, and designe a plan based on the needs and interests of students that attempts to overcome the students learning difficulties
- Teacher should be able to employ various strategies; techniques and materials for teaching English vocabulary, such as word walls all of them should be suitable with the language standards levels. In order to improve the three aspects of vocabulary: form, meaning and use.
- Teachers should work most of the time on the development of English vocabulary using word walls, because they help the teacher to create contexts in which the language is useful and meaningful according to each aspect of vocabulary. Also word walls keep students interest in learning English vocabulary, and help them to keep the concentration on their subject, because the knowledge of a word not only implies a definition, also implies how that word fits into the world.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CARRER

THEME

THE IMPLEMENTATION OF WORD WALLS TO FOSTER ENGLISH VOCABULARY AMONG EIGHTH YEAR STUDENTS OF BASIC EDUCATION, AT “ADOLFO VALAREZO” INTERNATIONAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

Thesis as a previous requirement to obtain the Bachelors’ Degree in Sciences of Education, English Language Specialization

AUTHOR

JULIANA CAROLINA MAZA VALLADARES

Loja-Ecuador

2015

a. THEME

THE IMPLEMENTATION OF WORD WALLS TO FOSTER ENGLISH VOCABULARY AMONG EIGHTH YEAR STUDENTS OF BASIC EDUCATION, AT “ADOLFO VALAREZO” INTERNATIONAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015

b. PROBLEM STATEMENT

Background

“Adolfo Valarezo” International High School appeared in 1964 as an extension of Universidad Nacional de Loja, and its name is in honor of Dr. Adolfo Valarezo Sarmiento. Over time Dr. Homero Pozo Velez was the first holder Rector of the high school.

In October 2013 the High school was accredited by the IBO (International Baccalaureate) to offer the International Baccalaureate. Nowadays Adolfo Valarezo offers the general unified Baccalaureate, focusing on to be an educational institution recognized for academic excellence at local, national and international level, that meets all standards of educational quality, forming students with logical, critical and creative thinking. Also the students assimilate values and apply knowledge of science to build their life projects, and contribute to the harmonious and equitable development of society. Furthermore, the mission of this institution is to train students in the Basic Education of Superior Level, Bachillerato of Science and international Baccalaureate, based on the principles of Critical Pedagogy, with a model of logical action, with systems oriented to values and human development for the service of society.

Today the rector is Lic. Digna Riofrio and the Vicerector is Dr. Enrique Mendoza. The institution has 1300 students, 61 teachers and 6 administrative staff. This institution is located to the west of Loja city, in the Sucre parish, El

Pedestal neighborhood, on Adolfo Valarezo street between Western Avenue and Carlos Román Hinostroza street.

Current situation of the research problema

Vocabulary is very essential for a successful comprehension of the English language; this is to speak better or composed a good writing. Also, students are required to increase their vocabulary 1000-1500 word every year, so in three years students will be able to master their vocabulary around 4000 words (Clark, D.M, &Fairburn. C.G.), n.d.). However, most of the students have many problems in mastering English words and this situation makes them lazy to study English. Some of the problems that limited learning vocabulary is that learners are not able to comprehend the meaning of the words in the text; they are not able to understand English words from speakers, they cannot compose their writing activities, and get difficulty to communicate in English.

Nowadays the problems in learning vocabulary are bigger than the time before, for this reason the teachers should apply some strategies in teaching vocabulary. One of these strategies is the use of Word walls. Word walls are groups of words that are displayed on a wall, bulletin board, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students seating area. Also the Word walls are an excellent way for teachers to help the learners in the development and reinforcement of vocabulary. As a new word is

learned it is written in large print on a sentence strip or piece of paper and hung up on the wall in a location where the student is likely to see it often.

In the eighth year of Basic Education at “ADOLFO VALAREZO” International high school, the class observations done, reflect that the English learning process is not developed properly and students are confronted with various problems. The learners can not associate the words to express an idea, do not comprehend the meaning of the words, and, they cannot compose their writing task successfully therefore they do not have clear how to use a word, in sentences, expressions and writing paragraph. These problems obviously are an obstacle for the development of students vocabulary and the learning of English.

This is why the researcher considers that the use of strategies such as Word walls, will give excellent results on the acquisition of vocabulary and it will permit learners to increase their vocabulary fluently.

Research problem

Based on the before mentioned problems the researcher has stated the following research problem.

How do the use of word walls foster the english vocabulary among eighth year studentsof basic education, at “Adolfo Valarezo” international high school. in loja city, during the academic year 2014-2015

Delimitation of the research

Temporal

This research will be carried out during the academic year 2014-2015

Spatial

The research will be developed at “ADOLFO VALAREZO” International High school.

Observation units

For the development of this Project, It will be needed the collaboration of the English teacher and students of eight year.

Sub problems

- What kind of theoretical references about word walls are effective to foster English vocabulary learning of eighth year students at “ADOLFO VALAREZO” International high school during the academic year 2014-2015.
- What are the issues that limit the English vocabulary learning of eighth, year students at “ADOLFO VALAREZO” International high school?
- What are the phases of the intervention plan that guide the current issues of eighth year students about vocabulary learning.
- What are the word walls implemented to foster English vocabulary learning?
- How do word walls as part of the classroom activities solve the English vocabulary problems of eighth year students at “Adolfo Valarezo” International High School.

c. JUSTIFICATION

This research Project has been selected to implement Word walls as a strategy to increase vocabulary, among students of eighth year of basic education at “ADOLFO VALAREZO” International high school. It is because Word walls, is an organized collection of words displayed in large letters in the classroom Wall, providing multiple vocabulary experiences, visual clues and reference for language learners. Also, it is useful for teachers because it permits students incorporate the new words through interactive activities.

This research work is significant because it might provide students an interactive way for learning English vocabulary. Word walls are the best strategy for developing a high vocabulary frequency. Also, the teacher gets the attention of students immediately through visual clues and reference. Finally the researcher can have the opportunity to enjoy and interact in different ways with the students, using the new vocabulary, and getting experience into the educational field and as a pre professional teach.

This research Project is a requirement that “Universidad Nacional de Loja “demands to get the bachelor’s degree in Science of Education, English Language specialization and also for the accreditation of the subject.

d. OBJECTIVES

General objective

To foster English vocabulary through the implementation of Word walls, among eighth year students of basic education at “Adolfo Valarezo” International high school, in Loja city, during the academic year 2014-2015

Specific objectives

- To investigate the theoretical references about Word walls in different environments and vocabulary learning.
- To diagnose the issues that limit English vocabulary learning, among eighth year students at “Adolfo Valarezo” International High school.
- To design an intervention plan with the use of word walls which contains a variety of expressions and activities to increase English vocabulary.
- To apply the intervention plan as part of the classroom activities in order to solve the problems that students have in English vocabulary learning.
- To reflect on the effectiveness of using word walls to Foster English vocabulary among eighth year students at “Adolfo Valarezo” International High school.

e. THEORETICAL FRAME

Vocabulary

Definition of vocabulary

According to (Lindiamond, Linda Gutlohna D, n.d.) Vocabulary is the group or stock of words used in a particular way by a certain group of people regarding their language. It is simply the words of a language; also vocabulary refers to a word. However, there are some words, which are categorized into their parts of speech. Moreover, vocabulary always has meaning, there is no vocabulary without its meaning.

“Vocabulary is the knowledge of words and word meanings” To know a word means knowing it in all of the following dimensions:

- The ability to define a word
- The ability to recognize how to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that Word

According to Napa (1991) vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought the more words they learn. The more ideas people should have, so people can communicate the idea more effectively.

Vocabulary is the total number of words which has been mastered by students to produce a language in communication

According to Hornby (1973) the status of vocabulary has been considerable

enhanced this has come about partly as a result of the development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the natural approach.

Several authors argue that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed.

The knowing of vocabulary does not mean only knowing of word in isolation. It also means to know the words that tend to co-occur, which is another type of relation between vocabulary items, called collocation. This collocation is defined as a word or phrase which is frequently used with another word or phrase. Using collocations helps to sound English naturally and improves style of written and spoken language (Celce-Murcia, 2001).

Also, (Steven Stahl, 2005) states that, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a life time. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

Importance of vocabulary

(Barcroft, Sunderman, & Schmitt, 2011, p. 571 , n.d.) Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Also when learning a new language, learners expose to new words. if they do not know the meaning, then they can not use the word.

(Alali & Schmitt, , 2012) Vocabulary, much more than grammar, is the key to learners understanding what they hear and read in school; and to communicating successfully with other people. For this reason, it is very important for them to quickly build up a large store of words. (It is a reason why the learning of English is obligatory). On the other hand, Nowaday the learning of english is compulsory in all high schoos, but most of the students are still unaware about the English learning. Meanwhile, the teacher has an important role to raise the students' awareness of English, especially about their vocabulary. Particularly the students develop greater fluency and expressions in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary. Researchers have demonstrated that vocabulary is most effective when students construct their own meaning and are able to visually represent a Word.

Teacher confirms that vocabulary is important to predict what words the student needs to know for talking about everyday life, people and things surrounding them. “When such words are learnt, the new language can immediately be put to use”. A strong vocabulary is essential to good reading and

writing, they are so closely related. essential to writing. In addition, it is of vital importance of the mastering vocabulary, for being successful in life. A large vocabulary is more specifically predictive and reflective of high levels of reading achievement.

Teaching vocabulary

(Dr. David W. , n.d.) Besides knowing the form of the word, learners also need to be familiar with its grammar. Another aspect in teaching vocabulary is the word formation, learners should know how to change a word form and when to use it. Teaching the meaning includes mainly connecting a word with its equivalent in the real world. It is called denotation. Apart from denotation, connotation of the word (associations and feelings, which arise when the word is heard) should be taught.

(Thornbury , 2004:) Many vocabulary items have several meanings depending on context. To make it even worse, “word meaning is frequently stretched through the use of metaphor and idiom”. Furthermore, learners need to be provided with the word sense relations to other words. There are various relationships such as synonyms, antonyms, hyponyms etc.

Another challenge the learner will face when learning a new item is collocation.

That means the learner needs to know which words can be used in connection with each other and how.

How to teach vocabulary

(Steven Stail, n.d.) to teach with definitional information the teacher would use synonyms, antonyms, rewrite definitions in easier to understand sentences, provide example sentences showing use of the word, give non-examples, and discuss the new word and words related to it. To teach with contextual information the teacher would have students create their own sentences, create scenarios, and create silly questions. These activities have proven to be effective when teaching students word-learning strategies.

(Kriete & Bechtel, 2002) Suggested that to create a word rich environment teachers should look at the classroom from the students' perspectives. Teachers should sit on their students' seats and see what is seen when looking around the room, what is heard, and what books are available. These ones were all important components in creating a word rich environment for students. However, the physical space needed to post words, and suggested classroom walls as a useful space, particularly when students were involved in creating the words posted on walls. They also suggested "a small area of the room be devoted to words, word card files, wordplay and riddle books, dictionaries and thesauri, and games for word use". The authors recommended talking to students about what words they use and how to use them.

Strategies to teach vocabulary

(Thornbury , 2004:) The term "vocabulary strategies" refers to "any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-

learned words, and to expand one's knowledge of vocabulary". Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies some experts believe that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory.

(Thornbury , 2004:) Reason the positive impact of personalization, imaging and retrieval. He also suggests a good organization of written storage of vocabulary to support retention. Among other strategies, he mentions using 'word walls', to make vocabulary visual, to involve students in wrestling with personal meanings, to help them understand relationships among words, and to introduce them to the pleasures of etymology. With this strategy the learner can improve the number of words they can guess correctly. Thornbury advises to visualize a picture or Word for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue. Teaching this kind of strategy is important because it is now recognized that no language course can cover all the vocabulary that a learner needs to know by putting the words and figures in the wall, when all these figures are put together, the prediction is that an average reader will acquire about 1000 new words each year. It would be relatively easy to replicate this work in an L2, and to do a systematic study of the factors that affect the take up rate of L2 words encountered in meaningful contexts.

How to evaluate vocabulary

(Beck, McKeown, and Kucan , 2002) To evaluate vocabulary skill, rubrics are usefully able to grade the students' performance based on some criteria. Those criteria are usually made based on language features of students. The purpose of the criteria is to make all clear for both students and teachers. Students are able to know what the teachers expect to them towards their performance in English skills such as reading, writing, listening, speaking and vocabulary. The criteria are also useful for the teachers because they show the aspects that the teachers should grade.

The aspects of knowing a word proposed by (National Report, 2005) fit into three groups. These include knowing the form of a word; knowing the meaning of a word; and knowing how a word is used.

- Knowing the form of a word includes spelling, sound, and word parts.
- Knowing the meaning of a word involves linking its form and meaning, knowing a concept for a word and what it can refer to, and knowing what other words of related meaning it can be associated with.
- Knowing how a word is used concerns the grammar of the word, including parts of speech and sentence patterns it fits into, collocates of the words, and whether the word is formal or informal, polite or rude, used mainly by children and so on, or has no restrictions on its use. As seen in table below is the list of aspects of knowing a Word.

Form /4 0-1.3= Low 1.4-2.7=Medium 2.8-4=High	Spoken Written Word parts	What does the word sound like? How is the word pronounced? What does the word look like? How is the word written and spelling? What parts are recognisable in this Word?
Meaning /4 0-1.3= Low 1.4-2.7=Medium 2.8-4=High	Form and meaning Concepts and referents Associations	What word parts are needed to express the meaning? What meaning does this word form signal? What word form can be used to express this meaning? What is included in the concept? What items can the concept refer to? What other words does this make us think of? What other words could we use instead of this one?
Use /2 0-0.6=Low 0.7-1.2=Medium 1.3-2=High	Grammatical functions Collocations Constraints on use	In what patterns does the word occur? In what patterns must we use this word? What words or types of words occur with this one? What words or types of words must we use with this one? Where, when, and how often would we expect (register, frequency, etc.) to meet this word? Where, when, and how often can we use this Word?

Note: R= Receptive; P= Productive (Nation 2005, p. 584)

Total /10 0-3.3 Low 0.34-6.6 Medium 6.7-10 High	Form Meaning Use	What does the word sound like? How is the word written and spelling? What items can the concept refer to? In what patterns does the word occur? Where, when, and how often can we use this Word?
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Vocabulary and the four language skills

Vocabulary and the four language skills, including types, meanings, and functions of vocabulary as well as how many words a language learner needs to know for the four language skills. In order to understand how vocabulary items work or relate to the four language skills, it will be helpful to make clear first by grouping the skills into two pairs. There are two ways in so doing:

Firstly, listening and speaking are the skills necessary in oral communication, they can be grouped together. For some learners, this is the main focus of their interest. Second, reading and writing can be grouped together since they are the skills necessary in written communication, and this may be the main focus or motivation for other learners. Alternatively, we can group listening and reading together, since they bear used to understand language, which was produced by other people. To this extent, listening and reading are known as receptive skills, and speaking and writing are productive skills. (Nation,, 2005)

Kinds of vocabulary

(Cambridge Advanced Learner's Dictionary) The division of the knowledge of vocabulary known by a particular person into two groups: receptive / passive vocabulary – it is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expressions productive / active vocabulary – it is the set of all words that are not only understood, but also used meaningfully when creating new sentences. The passive vocabulary is naturally bigger than the active one.

Categories of vocabulary

(Bogaards and Laufer, 2004) There are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

- Listening vocabulary refers to words learners use to understand what they hear.
- Speaking vocabulary is known as words they use when they speak.
- Reading vocabulary concerns words in prints that they recognise and use to understand what they read.
- Writing vocabulary involves words they use in their own writing.

Meanings and functions of vocabulary

(Bogaards and Laufer, 2004) Vocabulary items can be generally categorised into four main groups as ‘receptive (or passive)’, ‘productive (or active)’, ‘meaning/oral’ and ‘literal/written’ vocabulary based on their meanings and functions.

- Meaning/Oral vocabulary refers to words language learners use in order to understand what they hear in speech, and words they use when they speak. This involves both receptive and productive vocabulary. For listening, if they lack meaning/oral vocabulary knowledge, they would have difficulties in what they are hearing in authentic situations or from authentic texts. That is, they probably miss the points of what they are listening to. ((Pikulski & Templeton, 2004) Affirm that language learners who have large speaking vocabulary generally tend to have

large listening, reading, and writing vocabulary, and vice versa.

- Literate/Written vocabulary refers to words language learners use in order to understand what they read, and words they use in writing. This, again, includes both receptive and productive vocabulary. Receptive vocabulary involves being able to recognise it when it is seen. When one reads, he or she needs a number of vocabulary items to understand texts he or she is reading. Likewise, when one writes, he or she needs a number of vocabulary items to produce his or her ideas in the writing texts.
- Receptive vocabulary concerns words language learners use in order to understand what they hear in speech, and words used to understand what they read. It is generally acknowledged that language learners need receptive vocabulary for their listening and reading. The better one's vocabulary knowledge, the easier one would find it to understand the conversation or a large amount of reading.
- Productive vocabulary involves words language learners use to express their thoughts and ideas in speaking and writing. Since both speaking and writing are productive skills, the relationship between vocabulary and expression of speech and writing that "An extensive vocabulary, besides empowering us to give expression to a wide range of thoughts, also enables us to vary our forms of expression, and so make our speech or our writing more pleasing to hear or more interesting to read.

Word wall

Definition of word walls

According to Helen Van (1997) Word Wall is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief. The Word Wall was originally designed to challenge and motivate high achieving students to develop vocabulary-learning mastery. Based on the statements, The Word Wall is systematically organized collection of words displayed in large letters on a wall or a strategy to reinforce.

Word walls often include curriculum-related vocabulary words as well. Word walls are one instructional method that can be utilized effectively with specific instructional strategies to help students scaffold prior knowledge, while teaching such skills as word recognition and spelling. Pinnell and Fountas believe that having learning activities sequenced around word walls "provide a rich context for active, ongoing learning that meets the needs of many different children". The original idea behind the word wall was that children would become skilled at vocabulary and spelling, and consequently that their writing would improve. (Renee Dastyck , 2007).

(Sarah Ratelis, 2011) Define Word walls are simply lists of words that are aligned with current instruction and posted in a classroom. A word wall is a display of vocabulary words on large cards attached to a designated area of the classroom. This could be a wall, bulletin board or even the door.

A word wall isn't simply a classroom decoration or a bulletin board display, however; it is a strategy for students to use to improve their reading, spelling, and vocabulary skills. Nor is a word wall a static resource; many teachers incorporate specific word wall lessons and activities into their daily routines. A word wall is an organized display of key words that provides visual reference for students through out a unit of study or a term. Teachers and students use these words continually during a variety of activities.

(Marion Dunkerley, n.d.) "The word walls are constant learning cues for the students," Melba Smithwick told Education World. Smithwick is Haas's campus-based staff developer and a former math teacher at the school. "Because students build the word walls themselves, they take ownership of them and value their use." One source defines word walls as "a display area in the classroom strictly devoted to high-frequency vocabulary that will be used or is being used during the course of a particular unit of study." Fortunately, word walls are flexible and therefore allow teachers to decide how to display, arrange, and use them in their classrooms. In short, they are visual scaffolds that temporarily assist students in independent reading and enhanced comprehension.

(Narvaez, 2013) Find that teaching potential of word walls increases when student-generated material and visual supports including black-line pictures

and/or cartoons are arranged to illustrate relationships between words and concepts in order to organize learning. However, traditional word walls are simply lists of words that are aligned with current instruction and posted in a classroom. This is a good beginning. The most effective word walls include photographs or the actual item (realia) as well as explicit connections between concepts. Teachers may also choose to include visual artifacts from inquiry based science activities to help students remember the activities and to connect labs with scientific concepts. This process supports deeper understanding of science because it provides opportunities for students to interact with the objects on display. We live in a visual society. Most students' everyday lives reflect the dominance of images. As a result, students have a lot of practice making meaning from information presented as images. Therefore, student participation in creating and maintaining word walls is crucial. Students can supply the items, create the labels, and suggest relevant connections. Table 1 contains the word wall rubric that was generated by teachers and subsequently used to guide word wall construction. It outlines the criteria needed to transform a good, traditional, word wall, a list of words, into a powerful

Importance of Word walls

(Ediger, 2005) The Word walls are beneficial to the teacher and the students, because the students should be involved in their own progress of becoming a better speller; also they should be part of the discussion of what words get placed on the word wall, and the learning process become meaningful to them.

(Walton , 2000) Choosing words from books and poetry used in the classroom makes the word wall more meaningful to the student because word walls promote independence for students, they do not need to ask the teacher how to spell a particular word.

Purposes of Word walls

(Rebeca L Walton. Western Washington University, 2000) Word walls serve to multiple purposes:

- To support the teaching of key words and subject-specific terminology.
- To promote independence in reading and writing by building vocabulary.
- To provide visual clues and reference for language learners.
- To help students remember connections between words and concepts

How use word walls

(Jennifer Cronsberry, 2004) Word walls can be used in the following stages:

First Start by choosing the words that will be displayed on the word wall. Choose only the words that you really want your students to learn. Try to limit the number of words you ask students to master during a week, but the number can be adjusted based on the ability level of the group of students. Words can come from any source; the textbook or other reading selections as well as class lectures/presentations are the likely sources.

Second. The word wall should be visible to all students inasmuch as is possible. The words should be written in appropriately large letters with easily distinguished background colors.

Third. The word wall should change almost daily. It is meant to be interactive, not static. It is not simply room décor. New words need to be introduced one by one to students, no more than 5 a day, and probably no more than 10 a week.

Fourth. When you feel that students have a word in their knowledge bank, you may want to consider having students record it in a vocabulary journal or on index card flashcards to use for review later. If you have a way to archive or store the word wall, then it can come in quite handy when reviewing for quarter tests, semester exams, and certainly end-of-course exams. In short, word walls are cumulative. As new words are introduced, familiar words are retained for further study or review later.

Fifth. While the word wall is “active,” teachers should construct ways for the students to interact and manipulate the words. Word walls are useless unless students are “doing” the word wall. As noted earlier, having a word wall up in the classroom does not make it a success. Teachers have to plan activities that invite students to develop deeper understandings of the words on the word Wall, teachers add at least five words a week to their word walls on a regular basis; many more words are added spontaneously, as the need arises.

Areas of application

(Jennifer Cronsberry, 2004) This strategy is useful to familiarize students with the spelling of high-frequency words (which will help them to both read and write

these words), and to familiarize students with the definitions of new and/or academic words. Word walls should only be used as a method for spelling instruction in lower grades. After this point, students should use phonic analysis to spell words instead of relying on a word wall.

Words will be available to word walls aid improve word recognition, spelling, and vocabulary development., the word walls provide reinforcement and continual review of the material. It is used widely in the primary grades, but a word wall is not just a great primary-grade learning tool. Teachers across the grades use word walls throughout the curriculum. Many elementary and middle schools require teachers to include word walls in their classrooms.

Young children are very visual learners, "Some might be stronger visual or auditory learners, but they all are affected by what they see. Daily, they show their excitement and curiosity about new items, pictures, or words in their learning environment, if you are using a word wall for spelling instruction, you should use the 100 most frequently used words in the English language (like about, does, and said). You can use Fry's 300 Instant Sight Words, which includes the 100 most frequently used words, and also identifies which words cannot be decoded using English spelling conventions. Some teachers put students' names on the word wall at the beginning of the year as well.

If you are using a word wall for vocabulary instruction, there are a variety of words you can use, including: Powerful Words (analyze, compare, contrast, describe, evaluate, explain, formulate, infer, predict, summarize, support, and

trace) and other instructional words (**demonstrate, interpret, justify, prove, and review**).

Activities

(Mary Catherine , 2014) A classroom word wall has many uses. A wide variety of activities and games can be used to help reinforce vocabulary words that appear on the wall. Included activities shared by teachers who use word walls in their classrooms. A word wall is pointless if you stick words on it and then never refer to them again. There are a few ways to keep students engaged with the words throughout the year, making your word wall useful and meaningful:

(Galih Ariffansyah. , 2013) Says that Students with special needs benefit from practice and repeated exposure to new vocabulary words. Have students create personal word walls that are portable. Students design their own interactive word walls from a blank file folder. Using the four sides of the folder, they post words from their classroom word wall on their portable word wall as well as new words they learn. Spelling words -- taken from lists of sight words students should know Word walls should be student generated, not commercially prepared.

New information should be added on a regular -- even daily -- basis. Content-area material from the curriculum rather than randomly selected words should be utilized. Word walls should be referred to often so students come to understand and see their relevance.

Extensions for gifted students: These students may want to add drawings next to their words on the sentence strips. Adaptations for learning disabled: Working in groups and options to use drawings will provide more guidance.

Frequent checks for understanding should be made by the teacher them on demand, at home and in school. ((Patricia Antonacci & Catherine M. O'Collaghan, 2012: 108))

(Mary catherine , 2014) gave some examples for using a word wall in the classroom. This list isn't exhaustive by any means!

- Read the room as a class, or in small groups. Using a fun pointer, help the kiddos say the letters of the alphabet and read the words under the letters.
- Show the children how to find, remove, and reattach the words. Encourage the use when drawing pictures for friends, writing in their journals, etc. Help as needed, of course!
- Play silly games using the word wall. "I'm thinking of a word that starts with 't' . . .", "Who can find the word under C c cat?", etc.
- When reading a book, ask a child to point to a high frequency word on the word wall (that's also in the book).
- Have children draw a picture and label it with a word wall word. This is especially useful with thematic words.

Advantages

The advantages of using word wall are:

- a. To support the teaching of important general principals about words and how they work.
- b. To foster reading and writing.
- c. To promote independence on the part of young students as they work with

words in writing and reading

- d. To develop a growing core of words that become part of a reading and writing vocabulary.
- e. To provide reference for children during their reading and writing.
- f. To improve the student's vocabulary.
- g. To make the student's enjoy and not bored with the materials.
- h. To make the students practice English for communication and to create using language.
- i. To create a variety of word wall game using teacher's own word.
- j. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

Also, the Word wall helps learners become excited about words and understand that words are important and can be used over and over again. The word wall helps them learn the names of letters, ABC order, and letter-sound relationships. It provides extra exposure and challenge for students who are at many different skill and interest levels."

Students with special needs benefit from practice and repeated exposure to new vocabulary words: Vocabulary Needs Purposeful planning provides opportunities to plan instructional activities that focus on core science ideas, performance expectations, and vocabulary with fidelity—all while heeding district guidelines. It also provides time to understand the grade band endpoints vertically, answering

the questions of what has been taught, what needs to be taught, and what will be taught in future grades.

Disadvantages

The disadvantages of using Word Wall are:

- i. The teacher receives no feedback on student's performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises.
- j. Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main

The Word wall is not a good strategy for the students who can not see, because it is a visual aid to learn english. Also, for the students who can not remember the words because the students have to familiarize with the new vocabulary

f. METHODOLOGY

Design of the Research

The present research work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of word walls with the purpose to foster the learning of English Vocabulary.

Methods, techniques and instruments

Methods

The following general methods will be applied along the Research:

The scientific method will facilitate the study of appropriate resources to improve vocabulary learning. Also, it helps in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The Descriptive Method will be useful to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-synthetic method will be used to analyze and interpret the obtained results through the tests and questionnaires. It also will help to draw up the conclusions.

The Statistics method will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting, proposed by (Kemmis, 2000).

This process, will help the researcher to see if any necessary modification or amendment would be necessary to improve student's vocabulary learning.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

To collect the data, tests, observations and a diary will be designed and applied at the beginning, during and after of the intervention plan.

Tests

Two kinds of tests will be used. A pre-test of multiple-choice questions will be used to collect student's answer, in order to diagnose the level of students'

knowledge about vocabulary, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on vocabulary learned during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised. This kind of test is according the topics of the textbook of 8th year International high school

Observation sheet

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire

A questionnaire with three closed questions and two multiple choices will be applied to obtain information from students about the use of word walls to foster vocabulary. It will be applied at the beginning and at the end of the intervention plan

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their vocabulary.

During the development of the lessons a variety of activities will be introduced to practice and improve students' vocabulary. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of eighth year of Basic Education, will be who participate in the development of this action research. In eighth year “A” there are 38 students. They are between eleven and twelve years old. The students receive five hours of English per week

Intervention plan

Alternative:

The implementation of word walls to foster english vocabulary among eighth year students of basic education, at “Adolfo Valarezo” international high school in Loja city, during the academic year 2014-2015.

Objective:

To foster the english vocabulary through the implementation of word walls, among eighth year students at “ADOLFO VALAREZO”. International High school in Loja city, during the academic year 2014-2015

Introduction:

The intervention plan will be carried out from Thursday, April 2nd, to Friday, June 26th, 2015

The goal of the intervention plan is to make English vocabulary easy and enjoyable through:

- Working in group activities
- Performing funny activities with new vocabulary
- Working individually on pronunciation and spelling activities

Also, it includes eight lessons with a set of word walls, which are based on the topics students are studying. Each lesson is developed considering three steps: Engage, Study and Activate (ESA). Engage: This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. Study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text. Activate, this step describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. Taken from Jeremy Harmer book. How to Teach English (2011).

Engage: This step will be developed:

- Building background knowledge, using interactive, sight, literate, writing and portable word walls related to the topic; emphasizing key vocabulary.

Study: it will be developed

- Working in groups studying specific words.
- Working on pronunciation and intonation of words.
- Working on spelling and meaning of words.

Activate: it will be developed

- Performing vocabulary in a funny way
- Performing the new vocabulary in a written way.
- Working individual or in groups pronouncing some words.

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Pre test, and questionnaire.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
ONE	<p>Students will be able to answer the pre-test.</p> <p>Students will be able to answer the questionnaire.</p>	<p>Answering the pre-test about: Verb TO-BE, Nationalities, Professions, Family, Clothes, and Food. Questionnaire</p>	<p>-Teacher explains students the questions of of the pre-test, and pre Questionnaire.</p> <p>-Teachers gives the pre test and pre questionnaire</p> <p>-Students answer the pre-test About: Nationalities, Professions, Family, Clothes, Food, Verb TO-BE, and Questionnaire.</p> <p>At the end of the pre-test teacher shares with students the correct answers.</p>	<p>-Test</p> <p>-Questionnaire</p>

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
TWO	Students will be able to conjugate in a proper way the verb TO-BE Students will be able to express ideas.	Verb TO-BE	<p>ENGAGE -Teacher presents students the new topic through a collage using interactive word walls -Teacher explains students how is the conjugation of each verb. (Am is, are)</p> <p>STUDY -Teacher asks students make six groups of five students -Teacher asks to each group conjugate the verbs (AM, IS, ARE) with the correct pronoun, using the word walls, in a determined space on the wall. -Two groups have to conjugate the verb to be using AM, the two others groups have to conjugate with ARE, and the last groups have to conjugate with IS. -Teacher asks students explain their work.</p> <p>ACTIVATE -Students express ideas about themselves using in a proper way the verb TO-BE -Students explain their work</p>	-Interactive word walls

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
THREE	Students will be able to write the new vocabulary about nationalities Students will be able to express sentences using nationalities.	Nationalities	<p>ENGAGE</p> <ul style="list-style-type: none"> -Teacher introduces the vocabulary using sight word walls -Teacher uses two spaces in the wall, in one space of the wall teacher puts the flags of seven countries and in the other space of the wall teacher puts the name of seven nationalities. <p>STUDY</p> <ul style="list-style-type: none"> -Teacher asks students to repeat the names of the countries and nationalities. -Teacher makes groups of five people. -Each group have to write five sentences using nationalities -Each member of the group has to read one sentence. <p>ACTIVATE</p> <ul style="list-style-type: none"> -Students express sentences using nationalities 	-Book -Sight Word wall

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
FOUR	Students will be able to write the professions. Students will be able to express information using professions.	Profession s	<p>ENGAGE -Teacher presents the new topic about professions through a collage of writing word walls.</p> <p>STUDY -Teacher asks students repeat the new vocabulary -Teacher asks students say two professions. -Teacher gives to each member of the class the names of two professions in order to students write two sentences using them. -Teacher asks students to read aloud the sentences.</p> <p>ACTIVATE -Students write sentences using professions. -Students provide information about professions using the new vocabulary</p>	-Book -Writing word wall

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
FIVE	Students will be able to identify the members of the family in a family tree. Students will be able to describe the members of the family.	Family	<p>ENGAGE</p> <ul style="list-style-type: none"> -Teacher review the last topic using Literacy word walls. -Teacher Introduces the new vocabulary using literacy word walls. <p>STUDY</p> <ul style="list-style-type: none"> -Teacher asks students to repeat vocabulary about family. -Teacher shows students the word walls about family and students say the names - Teacher asks students to make a genealogic tree in their notebook, in order to students explain it. <p>ACTIVATE</p> <ul style="list-style-type: none"> -Students say the members of the family. -Students give information about their family 	<ul style="list-style-type: none"> -Book -Literacy word wall -Questionnaire -Notebook.

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
SIX	<p>Students will be able to say the ingredients to prepare a fruit salad and vegetable salad.</p> <p>Students will be able to classify the names of the fruits and vegetables.</p> <p>Students will be able to write the ingredients to prepare a fruit salad and vegetable salad.</p>	Food	<p>ENGAGE</p> <p>-Teacher Introduces the vocabulary about food using spelling word walls</p> <p>-Teacher uses two spaces in the wall, in one space of the wall teacher puts the fruits’ names, and in the other space of the wall teacher puts the vegetables’ names.</p> <p>STUDY</p> <p>-Students repeat the new words after the teacher.</p> <p>-Teacher asks students to make two groups.</p> <p>-One group has to write the ingredients to prepare a vegetable salad, and the other group has to write the ingredients to prepare a fruit salad.</p> <p>-Teacher asks students to say the ingredients.</p> <p>ACTIVATE</p> <p>-Students expose in an oral way the ingredients to prepare a fruit salad and vegetable salad.</p>	<p>-Book</p> <p>-Spelling word walls</p>

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
SEVEN	Students will be able to write the names of clothes Students will be able to say the names of clothes.	Clothes	<p>ENGAGE -Teacher introduces the vocabulary about clothes using portable word walls.</p> <p>STUDY - Students repeat the new words after the teacher. -Teacher asks students to make groups of three people. -Each group has to write the clothe they are wearing in. -Teacher asks groups to expose for the class their work.</p> <p>ACTIVATE -Students describe in oral way what they are wearing. -Students write what they are wearing.</p>	-Book -Portable word walls,

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the implementation of Word walls foster the English vocabulary learning among eighth year students of basic education, at “ADOLFO VALAREZO” International high school in Loja city, during the academic year 2014-2015.

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

WEEK	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
EIGHT	Students will be able to answer the post-test and questionnaire questions.	Post-test	<ul style="list-style-type: none"> -Teacher reviews all the topics studied through a collage using interactive, sight, writing, literacy, spelling and portable word walls. -Teacher explains the questions of the post-test and questionnaire to the students. -Teacher gives the post-test and questionnaire to students. -Students answer the post-test about nationalities, professions family, clothes and food. - At the end of the post-test and questionnaire, teacher shares with students the correct answers. 	<ul style="list-style-type: none"> -Test -Questionnaire -Word walls

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

g. TIME LINE

PHASES ACTIVITIES		2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		X												
	Project approval		x												
	Appointment of the thesis advisor		x												
ACTION	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
THESIS PROCESS	data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								Xxxx	xxxx	xxxx				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxxx		
	Corrections													xxxx	
	Public presentation and incorporation														Xxxx

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

The researcher

The eighth year students of Basic Education.

English teacher

Materials

Board

Markers

Technical

Computer

Internet

Budget

RESOURCES	COST
Internet	\$40,00
Print of reports	\$20,00
Print of the Project	\$30,00
Print of final report and thesis	\$150,00
Unexpected expenses	\$50,00
Total	\$290,00

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation

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ANNEXES

OBSERVATION SHEET				
Observer:				
Date:				
Things to be observed	ACTIVITIES	YES	NO	REWORKS
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

Researcher Field-diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do the students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

Rubric to evaluate vocabulary

<p>Form /4 0-1.3= Low 1.4-2.7= Medium 2.8-4= High</p>	<p>Spoken Written Word parts</p>	<p>What does the word sound like? How is the word pronounced? What does the word look like? How is the word written and spelling? What parts are recognisable in this Word?</p>
<p>Meaning /4 0-1.3= Low 1.4-2.7= Medium 2.8-4= High</p>	<p>Form and meaning Concepts and referents Associations</p>	<p>What word parts are needed to express the meaning? What meaning does this word form signal? What word form can be used to express this meaning? What is included in the concept? What items can the concept refer to? What other words does this make us think of? What other words could we use instead of this one?</p>
<p>Use /2 0-0.6= Low 0.7-1.2= Medium 1.3-2= High</p>	<p>Grammatical functions Collocations Constraints on use</p>	<p>In what patterns does the word occur? In what patterns must we use this word? What words or types of words occur with this one? What words or types of words must we use with this one? Where, when, and how often would we expect (register, frequency, etc.) to meet this word? Where, when, and how often can we use this Word?</p>

(Nation 2005, p. 584)

<p>Total /10 0-3.3 Low 3.4-6.6 Medium 6.7-10 High</p>	<p>Form Meaning Use</p>	<p>What does the word sound like? How is the word written and spelling? What items can the concept refer to? In what patterns does the word occur? Where, when, and how often can we use this Word?</p>
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UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAREER
 TEST

Name.....

Date.....

PRE-TEST

As an undergraduate of the English language career the research is doing an action research work about “The implementation of word walls to foster English vocabulary among the students of eighth year of Basic Education parallel “A” at “Adolfo Valarezo” international high school in Loja city, during the school year 2014-2015”. This study will help you to develop vocabulary at the English language learning. For that reason I ask you politely the question in real and responsible way.

1. Complete the name of the clothe.



J _ c k _ t

J _ a _ s

S _ I _ t

B l _ u _ e

2. Classify the food

**Onion, carrots, lettuce, apple, banana, potatoe,
strawberrv. tomatoes.grapes pear.**

Fruits	Vegetables

3. Rewrite the sentences with the verb to be. (is, are, am)

She/a/is/doctor

Are/a/You/secretary

He/policeman/is/a

It/a/cat/is
I/am/a/student

4. Match the nationality with the correct meaning.

Mexican	A person who is from Ecuador
American	A person who is from Mexico.
Ecuadorian	A person who is from China
Chinesse	A person who is from USA
Canadian	A person who is from Canada

5. Listen and circle the correct word.

a. pilot	b. Architect	c. Teacher
a. taxi driver	b. Bus driver	c. Doctor
a. secretary	b. Student	c. Designer
a. actor	b. nurse	c. Salesman



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Name.....Date.....

QUESTIONNAIRE

As an undergraduate of the English Language Career the research is doing an action research work about “The implementation of word walls to foster English vocabulary among the students of eighth year of Basic Education parallel “A” at “Adolfo Valarezo” international high school in Loja city, during the school year 2014-201”. This study will help you to develop vocabulary at the eighth language learning. For that reason i ask you politely the question in real and responsible way.

1) Have you ever worked With Word walls?

Yes () No ()

2) Do you think that Word Walls help you to learn vocabulary?

Yes() No ()

3) Does the teacher use Word Walls to work with vocabulary in English class?

Yes() No ()

4) In the English class the vocabulary learning is ?

Interesting () funny () boring ()

5) Which strategies help you to learn vocabulary?

Word walls () games () Songs ()

Matrix

Theme: **The implementation of word walls to foster english vocabulario learning among the students of eighth year of basic education, at “Adolfo Valarezo” international high school in Loja city, during the school year 2014-2015.**

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main (Research) Problem: How do the use of Word walls foster the English vocabulary among eighth year students of basic education, at “Adolfo Valarezo” International high school. In Loja city, during the academic year 2014-2015</p> <p>Sub-problems</p> <p>What kind of theoretical references about word walls are effective to foster English vocabulary learning of eighth year students at “ADOLFO VALAREZO” International high school during the academic year 2014-2015. What are the issues that limit the English vocabulary learning of eighth, year</p>	<p>General To foster English vocabulary through the implementation of Word walls, among eighth year of basic education at “Adolfo Valarezo” International high school, in Loja city, during the academic year 2014-2015</p> <p>Specific</p> <ul style="list-style-type: none"> • To investigate the theoretical references about Word walls in different environments and vocabulary learning. • To diagnose the issues that limit the English vocabulary learning, among 	<p>ENGLISH VOCABULARY</p> <ul style="list-style-type: none"> - Definition of vocabulary - Importance - Teaching Vocabulario - Kinds of Vocabulary - How to teach Vocabulary - Strategies to teach Vocabulary - How to evaluate Vocabulario <p>WORD WALLS</p> <ul style="list-style-type: none"> - Definition of word walls - Importance of word walls - How to use Word 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> - Observing the English classes - Stating the background of problem - Describing current situation - Locating and reviewing the literature - Creating a methodological framework for research - Preparing an intervention plan <p>Intervention and observation.</p> <ul style="list-style-type: none"> - Applying, observing and monitoring students’ performance according to the 	<p>Questionnaires</p> <p>Tests</p> <p>Observation sheet</p> <p>Field diary and notes</p>

<p>students at “ADOLFO VALAREZO” International high school?</p> <p>What are the phases of the intervention plan that guide the current issues of eighth year students about vocabulary learning.</p> <p>What are the word walls implemented to foster English vocabulary learning?</p> <p>How do word walls as part of the classroom activities solve the English vocabulary problems of eighth year students at “Adolfo Valarezo” International High School.</p>	<p>eighth year students at, “Adolfo Valarezo” International High school.</p> <ul style="list-style-type: none"> • To design an intervention plan with the use of word walls which contains a variety of expressions and activities to increase english vocabulary. • To apply the intervention plan as part of the classroom activities in order to solve the problems that students have in English vocabulary learning. • To reflect on the effectiveness of using word walls to Foster English vocabulary among eighth year students at “Adolfo Valarezo” International High school. 	<p>walls</p> <ul style="list-style-type: none"> -Areas of application -Activities - Advantages -Disadvantages 	<p>intervention plan</p> <p>Presentation of research findings.</p> <ul style="list-style-type: none"> -Reflecting, analyzing and answering the proposed inquiries - Organizing the final report. 	
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