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ENGLISH LANGUAGE CAREER

TITLE

**USING WORD MAPPING STRATEGY FOR IMPROVING
ENGLISH VOCABULARY WITH 8TH YEAR STUDENTS IN
PARALLEL "C" AT ADOLFO VALAREZO PUBLIC HIGH
SCHOOL, ACADEMIC PERIOD 2013-2014**

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obtain the Bachelor's Degree in
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Language Major

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CERTIFICATION

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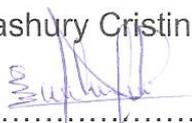
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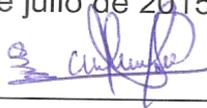
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The Author

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

My parents Holger González and Catalina Betancourt and my beloved brother Rolando González, for being the support in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved. For them I dedicate my love and respect.

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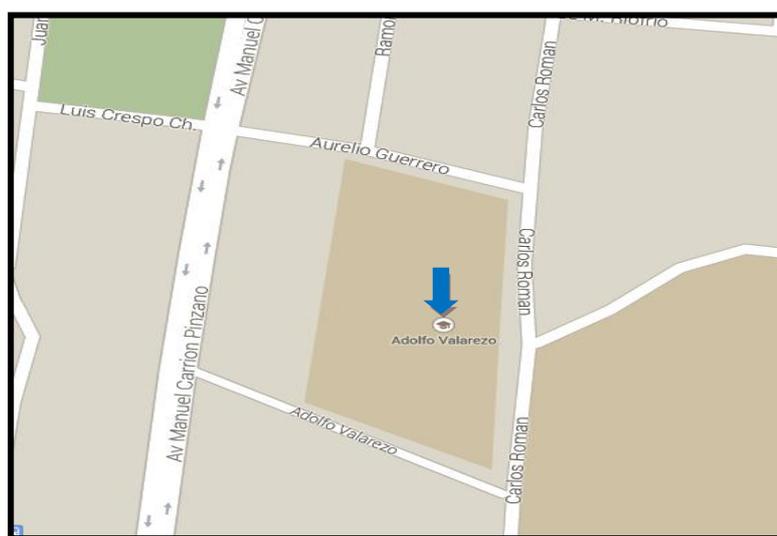
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MAPA GEOGRÁFICO Y CROQUIS



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CROQUIS



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THESIS SCHEME

- i. COVER PAGE
- ii. CERTIFICACIÓN
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENT
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS SCHEME

- a. TITLE
 - b. RESUMEN/ ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
- INDEX

a. TITLE

**USING WORD MAPPING STRATEGY FOR IMPROVING
ENGLISH VOCABULARY WITH 8TH YEAR STUDENTS IN
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b. RESUMEN

Este estudio descriptivo investigó el uso de los organizadores gráficos como una estrategia para mejorar el vocabulario con el 8^{vo} año paralelo “C” en el Colegio Público Adolfo Valarezo. Un plan de intervención con cinco sesiones se llevó a cabo para perfeccionar el vocabulario. El investigador diseñó dos exámenes y cuestionarios los cuales fueron empleados para evaluar el progreso y la aceptación de los organizadores gráficos, los cuales fueron aplicados a treinta y siete estudiantes. Instrumentos adicionales como listas de verificación también fueron utilizadas en cada sesión. Los resultados indicaron que el uso de los organizadores gráficos facilitó de manera significativa el vocabulario, lo cual se vio reflejado en las notas obtenidas en el post- examen y el progreso de los estudiantes durante la intervención. Es necesario concluir que la investigación-acción ayudó a los estudiantes a mejorar su vocabulario y al investigador a perfeccionar sus habilidades en la enseñanza.

ABSTRACT

This descriptive study investigated the improvement of the vocabulary with the use of word mapping strategy with 8th-C year students at Adolfo Valarezo public high school. An intervention plan with five sessions was carried out to improve the vocabulary. Two researcher-made tests and questionnaires were designed to assess the thirty seven students' progress and perception of word mapping use. Additional instruments such as Checklists were also used every session to record the students' achievement. The findings indicated that the use of word mapping strategy facilitated meaningfully the improvement of vocabulary, which was reflected in the noticeable increase of the posttest scores and students' progress during the intervention. It would be fair to conclude that this action research helped the students to improve their vocabulary and helped the researcher to sharpen her teachings skills.

c. INTRODUCTION

This research work was centered on the use of word mapping strategy to improve the vocabulary learning with teenagers from eleven to thirteen years old in a public high school. These students have received five English classes per week however, they feel frustrated because the classroom is small, the room is uncomfortable for the group, there is no warm up activities to motivate students, and the teacher does not use any didactic material to facilitate the learning and has not used any strategies to engage students actively in their own learning. The current study explored research and strategy to facilitate the improvement of the vocabulary learning. The question that was formulated: How does the word mapping strategy improve the English vocabulary with 8th year students in parallel “C” at Adolfo Valarezo public high school?

The study had relevant significances for the University, the students and the researcher. This research has not been done before in the English Language Career of the Universidad Nacional de Loja. Action research is really suitable for education since it helps teachers as researchers to solve their teaching problems “in action”. In addition, this action research is done to enable the researcher to gain experience and knowledge to further professional commitments. This action research was not only helpful for the trainee teacher but also for the students because they feel motivated to learn new vocabulary using word mapping strategy.

The current study worked with a sample of 37 students (8th-C Basic Education) in a public high school. The action research work counted on an intervention plan. It had pre and posttests, pre and post questionnaires and checklist. This intervention was planned based on the students' cognitive process to build up their knowledge. The five lessons were reinforced with activities that enabled students to identify and master new words; they also focused on recalling and understanding them in context.

The organization of this written report is made in sections: The literature review section presents the Vocabulary and Word mapping variables. Most of the vocabulary and word mapping information is taken from authors like: Nation (1990-2006), Oxford (1990) Beck, McKeown, &Kucan, (2002) and contributions of works of similar researches. The materials and methods section detail the design of the investigation, action research, the methods that help this study and the fine points that were considered in the study.

In the results section the findings of the research are detailed. These findings are presented in tables and figures with the corresponding logical analysis. The other section is the discussion that shows the major findings of the research, its importance and the information obtained, and finally the last section deals with the conclusions and recommendations in which the researcher explains what was found in the study and what can be done in the future to improve any situation.

The specific objectives to accomplish the main goal were: to investigate the theoretical references about vocabulary and word mapping strategy, to diagnose the issues that limited the vocabulary learning with eighth year students, to design an intervention plan with the use of word mapping to improve the vocabulary of the students, to apply it as part of the classroom activities in order to solve the limitations in the learning of vocabulary of the eighth year students. Finally, to reflect upon the effect that word mapping had on the vocabulary of the eighth-C year students at Adolfo Valarezo public high school.

This study was also even more detailed by the students of eighth –C year students. It was a great group because they were cooperative, animated, attentive and respectful. Another strength was the classroom teacher and the high school director who enabled the researcher to carry out the intervention. They were friendly, communicative and collaborative. However, in the intervention some limitations emerged such as: the classroom size that made the study harder because there were 37 students in the class and the environment was inappropriate for students because they did not have a specific classroom for the English class. Therefore, the students sometimes felt bored and uncomfortable.

The application of word mapping strategy assured the improvement of students' vocabulary. Besides, students gained some tools to master vocabulary. The pre-test showed that more than half of the students obtained a score (0.4/10)

below the average expected. However, in the post-test, after the intervention, the results indicated that students reached good progress. Most of the students obtained scores higher than the average expected (9.79); it is explained with the mean (3.43) got in the pretest and the posttest (7.71). Consequently, it might be concluded that the students' vocabulary knowledge improved with the use of word mapping strategy, which according to Graves, (2008) "Word Mapping strategy is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships".

The present study was a great practice not only for doing this study but also for gaining experience for the pre-service. During the intervention how the word mapping can help students to improve English vocabulary was the main issue as well as its weakness when applying it. This action research work made the researcher reflect on the importance of using this strategy in the real world. Questionnaires and tests were the resources of data collection used in the intervention. They were essential for getting the quantitative and qualitative data. Doing action research is a necessary effort that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain strategies used in teaching-learning process.

d. LITERATURE REVIEW

VOCABULARY

Definition

Vocabulary refers to words or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context. Schmitt (2000), states that vocabulary is a list of words, usually in alphabetical order and with explanations of their meaning. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatically behavior, written form (spelling), spoken form (pronunciation) and frequency. In contrast of this; Chall (1983), defines vocabulary roughly in light of word recognition, or decoding, and word meaning. Word recognition can be thought of as the medium by which a message is conveyed, and word meaning can be seen as the message itself.

Shepherd (1984), looks vocabulary learning in two ways. He uses the terms "learning vocabulary" and "using vocabulary". In case of vocabulary learning, the ability to associate a word with its definition or a synonym is the criteria for mastery. In the using of vocabulary, the emphasis is placed on using words to interpret the meaning of sentences and to comprehend texts.

IMPORTANCE OF VOCABULARY

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning of meanings is carried lexically; and, therefore, something to be taken into consideration in both Second and Foreign Language Teaching although not the only one that conveys meaning.

There are certainly other elements such as grammar, stress, rhythm, and intonation, tone of voice, pauses, hesitations or silences. Not to mention the use of non-vocal phenomena such as kinesics and proxemics features. Learning a language cannot be reduced, of course, to only learning vocabulary; McCarthy (1990), states that << not matter how well the students learns grammar, not matter how successfully the sounds of second language (L2) are mastered, without words to express a wide range of meanings communication in an L2 just cannot happen in any meaningful way>>. However, Kennedy & Bolitho (1984), explain the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspects of learning and second language, not only in English for General Purposes (EGP) but in English for Specific Purposes (ESP).

Rubin and Thompson (1994), indicate that one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language. They believed that vocabulary knowledge plays an important role in learning a foreign language. Vocabulary is

one element that links the four skills of speaking, listening, reading and writing all together.

Vocabulary is a vital part of each student's life. It affects his thoughts, actions, aspirations, and often his success. O'Rourke (1974), explains that expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent. He points out that the typical approach to vocabulary teaching, as a means of improving comprehension in all areas of learning, is in asking students to learn lists of words and their meanings, or teaching words and meanings as they come up.

By creating language rich learning environments where interesting, unusual, useful, emotional, controversial, and difficult words are noticed and celebrated, students become more attuned and familiarized, so they can use it sophisticated.

VOCABULARY LEARNING AND TEACHING

Vocabulary learning and teaching are essential factors in second and foreign language learning. Achieving communicative proficiency in second and foreign language can be enhanced by developing vocabulary learning and teaching. Likewise, problems in vocabulary learning and teaching can have serious negative effects on learner's success in second language learning. The aspects of vocabulary learning and vocabulary teaching will be discussed in the following sections.

Vocabulary Learning

Vocabulary is a part of every language skill and therefore improving vocabulary learning and teaching will contribute reaching the goal of communicative competence. Even though some people think, vocabulary learning is easy and some people disagree with the fact it is obvious that language learners often have serious problems in remembering the large amounts of vocabulary necessary to achieve fluency in a foreign language.

Phillips (1996), explains clearly that “Vocabulary is best learned when the meaning of the words are illustrated, for example by a picture, an action, or a real object. On the other hand; Hiebert & Kamil (2005), state that vocabulary can never be mastered fully, the expansion and elaboration of it extends across a lifetime since words represent complex and often multiple meanings. In fact, not even native speakers know all the words of their mother tongue or can use them appropriately.

Nation (1990), explains that it is useful to make a distinction between direct and indirect vocabulary learning. He characterizes direct vocabulary learning being a situation in which learners do exercises and activities, such as word building exercises and vocabulary games, focused on the vocabulary. However, in indirect vocabulary learning the learner’s attention is focused on some other feature, which usually is the message conveyed.

Carter & McCarthy (1988), point out that learning vocabulary effectively is closely bound up with a teacher's understanding and learner's perception of the difficulties of words and therefore the role of the teacher must be taken into account also in vocabulary learning. They explain that the difficulty of a word may result from several reasons and due to the vast number of possible reasons and the complexity of the learning process these reasons have been hard to classify appropriately.

Nation (1990), explains three different factors which have influence on making a word difficult to learn. The first is the learner's previous experience of English, their mother tongue since one's first language affects the second language vocabulary acquisition and usually borrowing, and interference between first and second language vocabulary occurs. For instance, learning the function and meaning of a word can be difficult since words rarely correspond exactly to a word of another language. The second factor, which causes difficulties in learning words of a second language, is the way a word is learned or taught. In fact, bad organization in the learning situation can cause problems in learning a word. The third aspect is the intrinsic difficulty of the word that basically means that some words are harder to learn than others. He points out that nouns and adjectives are usually easier to learn than verbs and adverbs. In addition, it is easier to learn and recognize a word for and recall its meaning than to produce the word at suitable time.

Vocabulary in Teaching

Nation (1990), argues that some teachers think that there is no need to teach vocabulary since it can take care of itself. However, vocabulary work can be directed toward useful words and useful skills and therefore it can enhance the second language learning process. On the other hand; Aalto (1994), points out that vocabulary is often neglected in language learning and teaching even though it is agreed that without words there is no communication. However, the teaching of vocabulary has not evolved and learning new words still consists of behavioristic studying of word lists.

Nation (2006), emphasizes that encouraging learner autonomy since like most learning, also vocabulary learning will be most effective if learners take control of their learning and are responsible for it. This means knowing what to learn and how to learn it being simultaneously motivated to do this and eventually putting the knowledge to use. Therefore, language teaching and the actions made by the teacher can have an impact on the learners' approach towards their learning. He proposed some principles for vocabulary learning as follows:

- ❖ The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary.
- ❖ Frequency vocabulary and special purposes vocabulary should get attention across all the fields of teaching and learning vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

- ❖ With low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary.
- ❖ Learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed.
- ❖ Learners should be helped to take responsibility for their own vocabulary learning.

Similarly to Nation's (2006), views on vocabulary learning and teaching also Cookin (2001), points out that much of vocabulary teaching is based on the idea that the most commonly used words of the target language should be taught first. Moreover, Nation argues that opportunities for indirect vocabulary learning should have more time in language education in comparison with direct vocabulary learning activities. In order to indirect vocabulary learning to happen, learners must be interested in the message conveyed through the language.

TEACHING VOCABULARY

Language teachers should have significant knowledge on how to manage an interesting classroom, so that the learners can gain a great success in their vocabulary learning.

Vocabulary is very essential factor for second and foreign language learners; only with enough vocabulary, learners can effectively express their ideas both in

oral and written form. Thus, they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking, listening, writing, and reading as well; Finocchiaro & Bonomo (1973), state that the vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book.

Teachers need a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. Wallace (1982), explains that teaching vocabulary should consider these following factors:

- ❖ *Aims*: The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.
- ❖ *Quantity*: The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.
- ❖ *Need*: In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

- ❖ *Frequent exposure and repetition:* Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well.
- ❖ *Meaningful presentation:* In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.
- ❖ *Situation and presentation:* The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

HOW ARE WORDS LEARNED?

Thornbury (2002), indicates that to know a word is one thing but we have to pause on the fact how this knowledge is acquired. Thinking about little children who learn to speak, then they always start with words used for labelling, so that the concept, for example, of a “cat” has a name “cat”. But of course not every animal is a “cat”. The child needs to learn how far to extend the concept of a cat. “In other words, acquiring a vocabulary requires not only labelling but also categorizing skills”. The child has to realize that these common words like “cat” can be replaced by superordinate terms like animals. And to this category also belongs other animals, not just cats. Children have to develop some kind of network building constructing some complex idea.

The most obvious difference is the fact that, by definition, second language learners already have a first language, and not only do they have the words encode, and the complex networks of associations that link these words one with another. Learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network a second mental lexicon.

There are many different methods and approaches how to teach a foreign language, including vocabulary, it is important to mention some of them for teaching youngest learners.

- ❖ What really works especially for young learners is the Total Physical Response method (TPR). Many children are nowadays very hyperactive and physically active and to concentrate for a long time can be very difficult for them.
- ❖ Communicative Language Teaching (CLT) stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate.

LANGUAGE LEARNING STRATEGIES

Learning strategies refers to the steps taken by the students to help the acquisition of, storage, retrieval of information.

O'Malley and Chamot (1990), stated that language learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain information. On the other hand; Oxford (1990), defines *strategies* as operations employed by the learner to aid the acquisition, storage, retrieval and use of information. Besides of this; Brown (2000), exposes that “strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

WORD PLAY

Chiaro (1992), explains that word play includes every conceivable way in which language is used with the intent to amuse. Chiaro uses word play as a blanket term that in addition to the most obvious 'containers' of word play, jokes, also includes the works of famous punsters. Chiaro goes on to say that “the term word play organizes concepts ranging from puns to create funny stories”. As well as Delabastita (1996), describes that wordplay is the general name for the various textual phenomena in which structural features of the language are used in order to bring about a communicatively significant confrontation of two (or more) linguistic structures with more or less similar forms and more or less different meanings.

Typology of wordplay

There are different typologies of wordplay. Delabastita (1996), explains four types of wordplay: homonymy, homophony, homography and paronymy.

Homography.- Homography describes the situation when two words are spelled identically but there is a difference in sound.

Homonymy.- Homonymy refers to the situation where two words have the same sound and spelling but there is a difference in meaning.

Homophony.- Homophony occurs when two words have identical sounds but are spelled in a different way.

Paronymy.- In paronymy two words share close resemblance, but there are slight differences in both spelling and sound.

FUNCTIONS OF WORDPLAY

Wordplay captures the reader's attention because it stands out from the surrounding textual environment. Often the function of wordplay in a text is to amuse the person(s) in the vocabulary of the reading text, namely by producing humor.

The function of wordplay is not always to amuse, As Delabastita (1996), points out that to produce humor, possible functions of wordplay include by adding to the thematic coherence of the text, forcing the reader into greater attention in vocabulary.

The function as benevolent humor, wordplay may also convey biting parody or irony with a certain person or phenomenon becoming the laughing stock.

Flash card

Cross (1991), argues that flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process.

Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English. According to Haycraft, (1978) flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flashcards is related to the characteristics of elementary school students as children who commonly feel interested in something with attractive shapes and color. Besides; Haycraft reveals that flashcards are cards

on which words and/or pictures are printed or drawn. Based on discussions above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.

Types of flash card

Haycraft, (1978) exposes two types of flashcards: They are word flashcards and picture flashcards.

Word flash card: Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual students.

Pictures flash card: Picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substitution drills.

Haycraft & Cross (1978-1991), indicate that there are some advantages of using flashcards in language teaching vocabulary. They are namely: a) Flashcards can be used for consolidating vocabulary; b) Flashcards are

effective that can be used for any level students; c) Flashcards can be arranged to create logical grouping of the target words; d) Flashcards are cost effective/inexpensive.

Lead in

Lead-in is the first and most basic teaching step in English classrooms, and is important for efficient teaching. With an appropriate lead-in, students will be motivated and become more concentrated and interested in English classes.

Arendas (1998), points out that lead in is a technique used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about the vocabulary presented.

Roger & S. Walters, (1983) states that the lead-in language should make the communication between teachers and students free and lively. They suggested a variety of methods of lead-in, which are based on the real life situation, and inducing, which can lead students inductively to solve the problems the teacher give them and construct the internal links of the knowledge through the guiding of the teacher. In the same way; James M · Cooper, (1992) points out that the ultimate goal of lead-in is to stimulate the interest of students for learning and their desire to participate in the class activities. Additionally; Arendas (1998), emphasizes that lead-in is crucial for the structure of the whole class teaching, which plays an important role for learning.

WORD MAPPING STRATEGY

Bromley, Irwin-De Vitis & Modlo (1995), explain that Vocabulary maps are graphic organizers that can be useful in helping a student learn new vocabulary words. This instructional tool comes in a variety of formats from loose webs to structured grids that help student's process information they have gathered and organize their ideas. Similarly; Beck, McKeown, & Kucan, (2002), state that word maps are visual displays of word meanings organized to depict relationships with other words.

Graves, (2008), explains that the Word Mapping strategy is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships. The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. The Word Mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters.

The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words; whereas for other words, it may be more helpful to find examples and non-examples of the words. Sinatra, Stahl-Gemake & Berg (1984), used word maps successfully for vocabulary instruction with students in the elementary grades.

Word maps offer a way for them to demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information. With the variety of words maps that may be used to develop word knowledge, the teacher should select the word map that is most appropriate to understand the content words for developing students' word knowledge around different disciplines.

When to use the strategy

Heimlich & Pittelman (1986), explain that the strategy is most effective when used it to introduce new vocabulary. Most teachers use the Word Mapping strategy to introduce new vocabulary encourages students to develop their word maps by using the new information they acquired through reading.

Strategy modifications for grade levels

Beck, McKeown, & Kucanin (2002), state that word maps may be used at any grade level from kindergarten through the eighth grade and beyond. Teachers of the primary grades adjust the word maps to students' literacy development by exploring fewer word relationships at a time. For the intermediate and middle grades, word maps become more complex as students search for varied word relationships and rich word meanings.

Implementing the Word Mapping Strategy

Reutzel & Cooter (2008), suggest the use of word maps with English language learners for vocabulary instruction because it offers a way for them to demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information.

They explains that teaching vocabulary should consider these following factors:

- ❖ **Select words for vocabulary instruction:** Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the words that are a key to understanding the text.
- ❖ **Project a blank word map on the screen:** Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.
- ❖ **Write the key words on the word map:** In each blank, write and say the key word that will be taught.
- ❖ **Record ideas that have been used to explore the word meanings and relationships:** During the think-aloud, record information about the word in the appropriate space on the word map.
- ❖ **Students share their maps with others:** Have students share their maps with the class. During this sharing period, students use the information on their word maps to develop and expand the class map. Students write new information on the group map and are encouraged.

Why to Use Word Maps?

- ❖ They are useful for helping students develop their understanding of a word.
- ❖ They help students think about new terms or concepts in several ways by asking the following questions
- ❖ They help student build upon prior knowledge and visually represent new information.

How to Use Word Maps

- ❖ Introduce the vocabulary word and the map to the students.
- ❖ Teach them how to use the map by putting the target word in the central box.
- ❖ Ask students to suggest words or phrases to put in the other boxes, which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
- ❖ Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
- ❖ Model how to write a definition using the information on the word map.

Advantages

- ❖ Vocabulary words are often remembered because of meaningful associations rather than repetition.

- ❖ To demonstrate how a word clue or association can be used}
- ❖ Prompt students to list words that begin with the prefix.

TYPES OF WORD MAPS

Word Star

Stamper (2008), explains that let students getting to know an unfamiliar word requires an understanding of its function as a part of speech, its relationship to other words, and its application in a meaningful sentence. Students will use the Word Star organizer to explore different aspects of a word and make it part of their own everyday vocabularies.

How to Use it

Begin by helping students brainstorm a list of unfamiliar words they want to incorporate into their vocabularies. Encourage students to look for “new” words in a fiction book, a content-area textbook, or a magazine or newspaper. List their words on the board. Choose a word on the list, and write it on the top of the star. Provide students with dictionaries, and then enlist their help in finding the following information in a dictionary entry: syllabication, part of speech, synonyms, antonyms, and context sentences. As you find each piece of information for your chosen word, fill in the appropriate spaces in the graphic organizer.

More to Do

Review the words with the class by calling out a part of speech and asking for Word Stars that match it. Continue asking for more examples and information about the words.

Word Jigsaw

Stamper (2010), indicates that students fill out the Word Jigsaw organizer, they will explore the meaning and use of an unfamiliar word. Students will practice using a dictionary to find the word's meaning and part of speech. They will apply the word's meaning by using the word in a sentence about themselves, in a question, and in an opinion.

How to use it

The Word Jigsaw organizer can be used for any content area, but can be especially effective for language arts and social studies. For example, the word protest gains a deeper meaning for students when they apply it to themselves and use it in their opinions. Students could explore a word from a novel through the character it was used to refer to. Ask students to choose a word from their reading and write it at the center of the jigsaw puzzle. Next, have them explore what the word means by writing its definition from the dictionary and by using it in different sentences. Provide dictionaries for students to check the meanings of their words, and then have them fill in the rest of the jigsaw pieces.

Target Word

Purpose

Stamper (2010), states that using a dictionary's definition of a word is often not enough to know the word. To fully understand a new vocabulary word, students also need to know how other words relate to it. Using this organizer, students define a word and identify its synonyms, antonyms, and other related words.

How to Use the it

Write the word cold at the center of the bull's-eye and guide students to explore this simple word. Ask students: What does cold mean? (Having a low temperature), write the definition in the circle around the center. Next, ask students to come up with words that have a similar meaning to cold, such as freezing, cool, chilly, and icy. Write these words in the third circle. Finally, challenge students to come up with words that mean the opposite of cold, such as hot, burning, sizzling, and scorching. Write these words on the outermost circle of the target.

More to Do

Another way to use the organizer is to have students write what the word describes and what it does not describe, instead of its synonyms and antonyms.

e. MATERIALS AND METHODS

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart, (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

Adolfo Valarezo public high school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and carrying out classroom observations as a part of her teaching practicum; therefore, she has insight into the spectrum of English teaching within the school. "Adolfo Valarezo" high school is located in Sagrario Parish and it is organized according to Ecuadorian School System requirements for a basic

education school. Students attending this urban public high school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of Adolfo Valarezo, the treatment of English as a subject within the curriculum of the high school is compulsory and this is reflected in the five class periods devoted to teach it. It has five English teachers as part of its teaching staff.

PARTICIPANTS

The participants of this research were the of 8th “C” year students at Adolfo Valarezo public high school. The size of students was further reduced from 41 to 37 students who voluntary accepted to be part of this study. The student’s age ranged from 11 to 13 years old, they received five periods of English classes per week, each one them is about 40 minutes; they are also working with a certified teacher, who is involved in this study.

Permission to conduct the study was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher and the professor having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the Word Mapping applied in the development of this study. It helped with the observations done before and during the intervention, and it also aided during the anticipation of the possible solution. This particular method supported the data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *Analytic-synthetic method* was used to analyze the obtained results through two questionnaires, two tests and a checklist. It was also used to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made it possible the quantitative statistical analysis of data derived from the two test and questionnaires as well as the qualitative text analysis of the data received from the observations and checklists.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In the Theoretical Framework and Literature Review, extensive reading and scanning techniques were used to facilitate learning and focus on the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

Test

The writer used a test in her study as the instrument for collecting data. The tests were pre-test and post-test, each one had the same four questions. The

purpose of giving a pre and post-test was to know the students' ability in mastering English vocabulary.

Questionnaires

Questionnaires were instruments that the researcher used to gather prior information about students English expectations with the implementation of that strategy.

Checklist

Observation checklists contain the students' progress in understanding vocabulary that was taught by the researcher during the intervention. The researcher can gather information from the activities performed and the answers given during the teaching-learning process. The researcher observed spelling, understanding words, ability to use the vocabulary and the ability to use correctly the strategy

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English high school teacher, the thesis advisor and the researcher. In this research, the target population was 8th "C"

year students at Adolfo Valarezo High School. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of 8th year students parallel "C" at Adolfo Valarezo in order to identify the issues the students were facing. An observation sheet (Annex 1, pag. 133) were filled out at every visit to the class to record the activities and students' work did. The analysis of observations helped to state the problem statement and create a possible solution. In order to respond the questions raised during the observations, a theoretical framework was developed.

An intervention plan, organized in 5 lessons, was designed with the help of the literature framework about the vocabulary in word mapping. Then, the intervention plan was applied from March 31st to April 23rd. During this stage, quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms

cognitive approach. It means that what students needed to perform was considered in order to answer the questions correctly

After collecting the data, it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the group/class in each test $X = \frac{\sum x}{n}$.

The Pearson Correlation coefficient ($r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$) was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results. Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed checklist.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

In this section the data received from questionnaires and tests is presented in tables and figures. An analysis is undertaken after each table or figure.

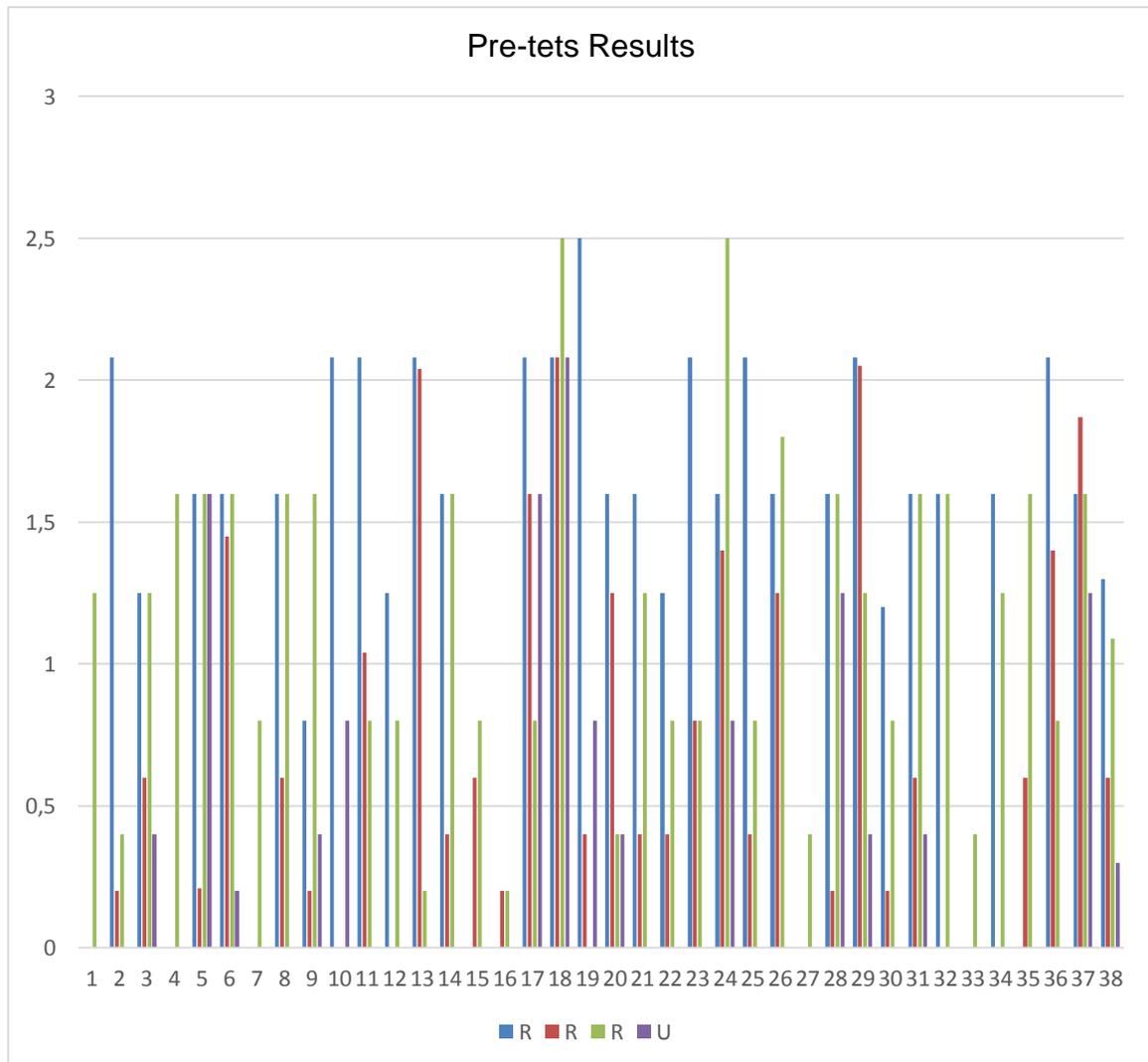
Pre-Test Data

TABLE 1

Ss' Code	R			U	Total /10
	Q. 1	Q. 2	Q. 3	Q. 4	
AV01	0	0	1,25	0	1,25
AV02	2,08	0,2	0,4	0	2,68
AV03	1,25	0,6	1,25	0,4	3,5
AV04	0	0	1,6	0	1,6
AV05	1,6	0,21	1,6	1,6	5
AV06	1,6	1,45	1,6	0,2	4,85
AV07	0	0	0,8	0	0,8
AV08	1,6	0,6	1,6	0	3,8
AV09	0,8	0,2	1,6	0,4	3
AV10	2,08	0	0	0,8	2,88
AV11	2,08	1,04	0,8	0	3,92
AV12	1,25	0	0,8	0	2,05
AV13	2,08	2,04	0,2	0	4,32
AV14	1,6	0,4	1,6	0	3,6
AV15	0	0,6	0,8	0	1,4
AV16	0	0,2	0,2	0	0,4
AV17	2,08	1,6	0,8	1,6	6,08
AV18	2,08	2,08	2,5	2,08	8,74
AV19	2,5	0,4	0	0,8	3,7
AV20	1,6	1,25	0,4	0,4	3,65
AV21	1,6	0,4	1,25	0	3,25
AV22	1,25	0,4	0,8	0	2,45
AV23	2,08	0,8	0,8	0	3,68
AV24	1,6	1,4	2,5	0,8	6,3
AV25	2,08	0,4	0,8	0	3,28
AV26	1,6	1,25	1,8	0	4,25
AV27	0	0	0,4	0	0,4
AV28	1,6	0,2	1,6	1,25	4,65
AV29	2,08	2,05	1,25	0,4	5,81
AV30	1,2	0,2	0,8	0	2,2
AV31	1,6	0,6	1,6	0,4	4,2
AV32	1,6	0	1,6	0	3,2
AV33	0	0	0,4	0	0,4
AV34	1,6	0	1,25	0	2,85
AV35	0	0,6	1,6	0	2,2
AV36	2,08	1,4	0,8	0	4,28
AV37	1,6	1,87	1,6	1,25	6,32
Mean	1,3	0,6	1,09	0,3	3,43

Note: R= remembering; U= understanding; Q= question; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); AV= Adolfo Valarezo public high School

Figure 1



According to the results most of the students achieved a score less than seven points over ten. This would seem to show that many students had difficulties with the assessed vocabulary. The lowest grades in the test were obtained in questions two and four, which are related to remembering and understanding. This implies that students needed to use more strategies that help them to master vocabulary and use it.

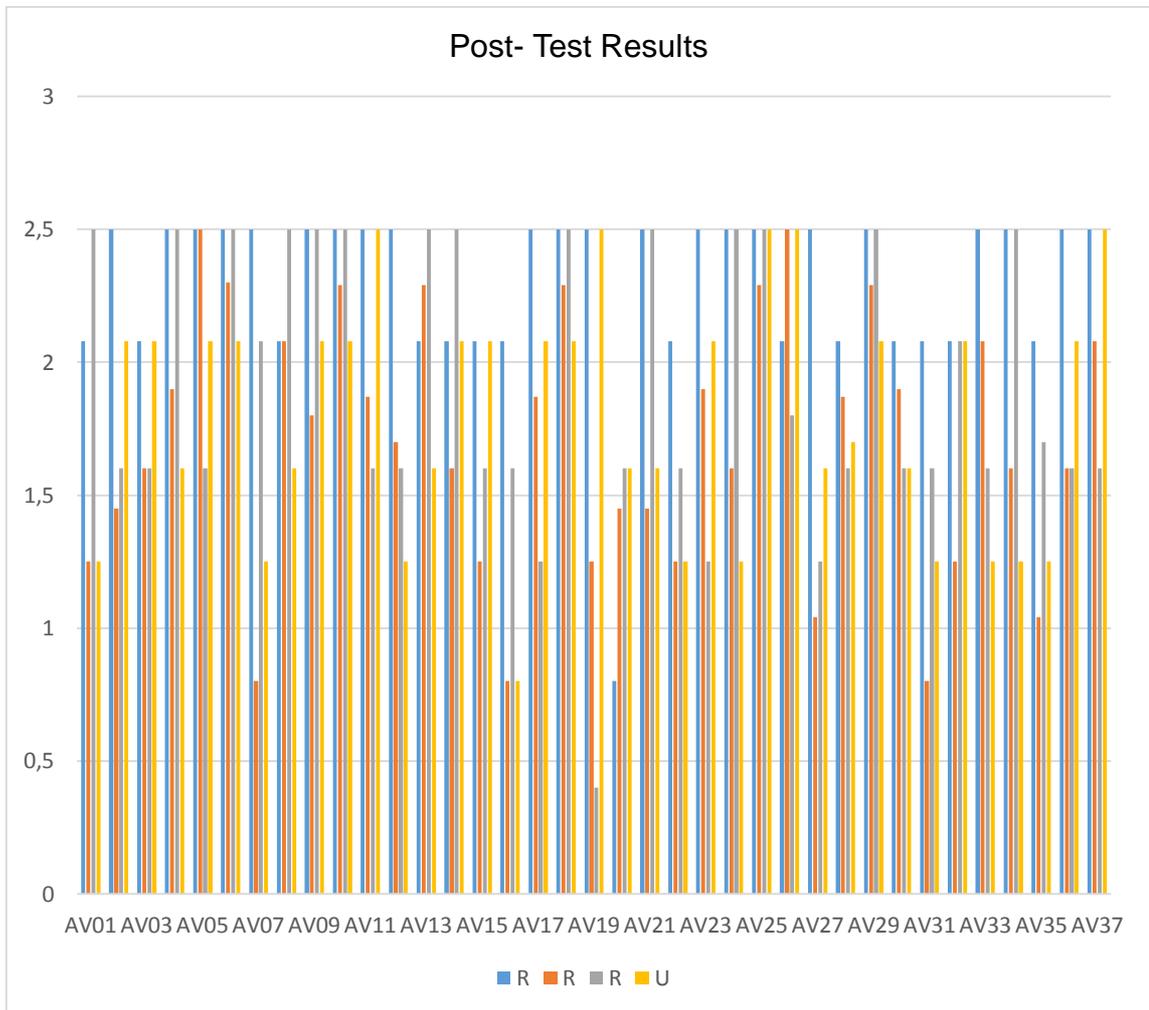
Post-Test Data

TABLE 2

Ss' Code	R			U	Total /10
	Q. 1	Q. 2	Q. 3	Q. 4	
AV01	2,08	1,25	2,5	1,25	7,8
AV02	2,5	1,45	1,6	2,08	7,63
AV03	2,08	1,6	1,6	2,08	7,36
AV04	2,5	1,9	2,5	1,6	8,5
AV05	2,5	2,5	1,6	2,08	8,68
AV06	2,5	2,3	2,5	2,08	9,38
AV07	2,5	0,8	2,08	1,25	6,63
AV08	2,08	2,08	2,5	1,6	8,26
AV09	2,5	1,8	2,5	2,08	8,88
AV10	2,5	2,29	2,5	2,08	9,37
AV11	2,5	1,87	1,6	2,5	8,47
AV12	2,5	1,7	1,6	1,25	7,05
AV13	2,08	2,29	2,5	1,6	8,47
AV14	2,08	1,6	2,5	2,08	8,26
AV15	2,08	1,25	1,6	2,08	7,01
AV16	2,08	0,8	1,6	0,8	5,28
AV17	2,5	1,87	1,25	2,08	7,7
AV18	2,5	2,29	2,5	2,08	9,37
AV19	2,5	1,25	0,4	2,5	6,5
AV20	0,8	1,45	1,6	1,6	4,65
AV21	2,5	1,45	2,5	1,6	8,05
AV22	2,08	1,25	1,6	1,25	6,18
AV23	2,5	1,9	1,25	2,08	7,73
AV24	2,5	1,6	2,5	1,25	7,85
AV25	2,5	2,29	2,5	2,5	9,79
AV26	2,08	2,5	1,8	2,5	8,88
AV27	2,5	1,04	1,25	1,6	6,39
AV28	2,08	1,87	1,6	1,7	7,25
AV29	2,5	2,29	2,5	2,08	9,37
AV30	2,08	1,9	1,6	1,6	7,18
AV31	2,08	0,8	1,6	1,25	5,73
AV32	2,08	1,25	2,08	2,08	7,49
AV33	2,5	2,08	1,6	1,25	7,43
AV34	2,5	1,6	2,5	1,25	7,85
AV35	2,08	1,04	1,7	1,25	6,43
AV36	2,5	1,6	1,6	2,08	7,78
AV37	2,5	2,08	1,6	2,5	8,68
Total	2,29	1,6	1,9	1,7	7,71

Note: R= remembering; U= understanding; Q= question; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); AV= Adolfo Valarezo public high School

Figure 2



Regarding the information above, the data reveals an important improvement in students' vocabulary; the results show that almost all the students' scores increased significantly. Only few students got a slight progress in the evaluated vocabulary with scores less than six. The data also reveals that students had a good understanding of vocabulary. This would seem to indicate that word mapping, used as a strategy, helped students to master the vocabulary taught.

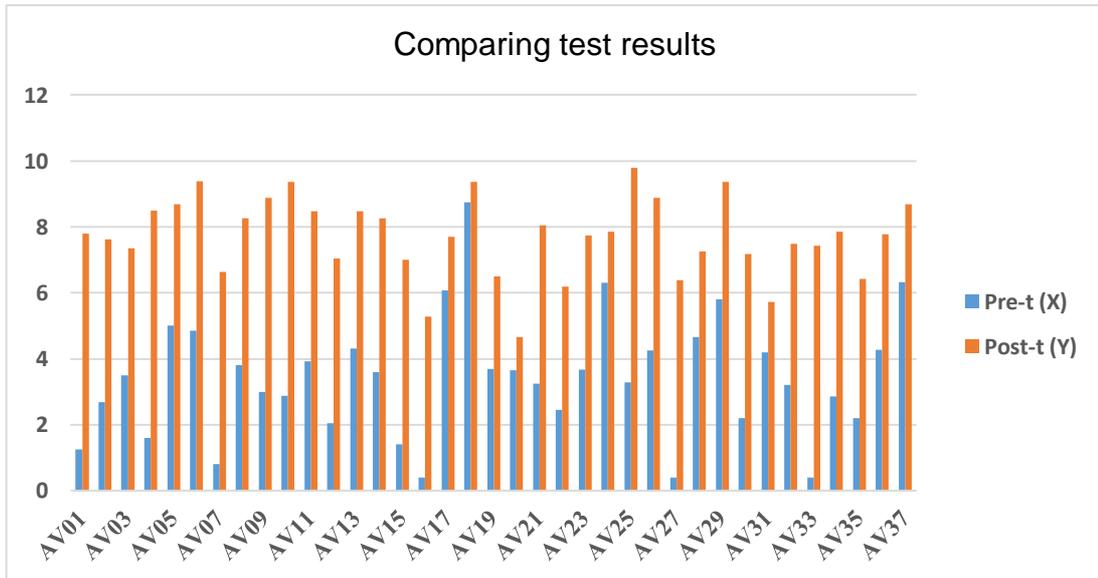
Comparing Test Results

TABLE 3

<u>Ss' Code</u>	<u>Pre-t (X)</u>	<u>Post-t (Y)</u>	<u>(X)(Y)</u>	<u>X²</u>	<u>Y²</u>
AV01	1,25	7,8	9,05	1,6	81,9
AV02	2,68	7,63	10,31	7,2	106,3
AV03	3,5	7,36	10,86	12,3	117,9
AV04	1,6	8,5	10,1	2,6	102,0
AV05	5	8,68	13,68	25,0	187,1
AV06	4,85	9,38	14,23	23,5	202,5
AV07	0,8	6,63	7,43	0,6	55,2
AV08	3,8	8,26	12,06	14,4	145,4
AV09	3	8,88	11,88	9,0	141,1
AV10	2,88	9,37	12,25	8,3	150,1
AV11	3,92	8,47	12,39	15,4	153,5
AV12	2,05	7,05	9,1	4,2	82,8
AV13	4,32	8,47	12,79	18,7	163,6
AV14	3,6	8,26	11,86	13,0	140,7
AV15	1,4	7,01	8,41	2,0	70,7
AV16	0,4	5,28	5,68	0,2	32,3
AV17	6,08	7,7	13,78	37,0	189,9
AV18	8,74	9,37	18,11	76,4	328,0
AV19	3,7	6,5	10,2	13,7	104,0
AV20	3,65	4,65	8,3	13,3	68,9
AV21	3,25	8,05	11,3	10,6	127,7
AV22	2,45	6,18	8,63	6,0	74,5
AV23	3,68	7,73	11,41	13,5	130,2
AV24	6,3	7,85	14,15	39,7	200,2
AV25	3,28	9,79	13,07	10,8	170,8
AV26	4,25	8,88	13,13	18,1	172,4
AV27	0,4	6,39	6,79	0,2	46,1
AV28	4,65	7,25	11,9	21,6	141,6
AV29	5,81	9,37	15,18	33,8	230,4
AV30	2,2	7,18	9,38	4,8	88,0
AV31	4,2	5,73	9,93	17,6	98,6
AV32	3,2	7,49	10,69	10,2	114,3
AV33	0,4	7,43	7,83	0,2	61,3
AV34	2,85	7,85	10,7	8,1	114,5
AV35	2,2	6,43	8,63	4,8	74,5
AV36	4,28	7,78	12,06	18,3	145,4
AV37	6,32	8,68	15	39,9	225,0
Total	126,94	285,31	412,25	556,4	4839,5

Note: Pre-T= pre-test; Post-t=post-test; AV= Adolfo Valarezo public high School

Figure 3



N = the number of the students $\sum X$ = the sum of total score of X item
 $\sum Y$ = the sum of total score of Y item $\sum XY$ = the sum of X and Y items

$N = 37$ $\sum X = 126,94$ $\sum Y = 285,31$
 $\sum XY = 412,25$ $\sum X^2 = 556,4$ $\sum Y^2 = 4839,5$

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}} = 1 a - 1$$

$$r = \frac{(37)(412,25) - (126,94)(285,31)}{\sqrt{[37(556,4) - (126,94)^2][37(4839,5) - (285,31)^2]}}$$

$$r = \frac{15.253 - 36.217}{\sqrt{[(37.556) - (16.113)][(179.061) - (81.401)]}}$$

$$r = \frac{20.964}{\sqrt{(21.443)(97.66)}}$$

$$r = \frac{20.964}{\sqrt{2.094.1233}}$$

$$r = \frac{26.964}{45.761}$$

$$r = 0.58$$

The results from the pre-test to post-test show the improvement of students' vocabulary. In the first test most of the students failed questions numbers two and four. This would indicate that students had not used strategies to practice vocabulary therefore they were unable to write the evaluated vocabulary words. However, in the post-test the majority of the students answered all questions correctly. This seems to show that the word mapping strategy helped students overcome the difficulties they had with the assessed vocabulary. The Pearson correlation coefficient used to find out the relationship between the learning outcomes before (x) and after (y) the intervention plan showed a remarkable positive change 0.58 from the average. It can be noted that the average score of the pre-test was 3.43 and the average score of the post-test was 7.71.

QUESTIONNAIRES

To add to the qualitative data, the researcher used a questionnaire. The purpose of giving the questionnaire is to support the primary data.

Qualitative data

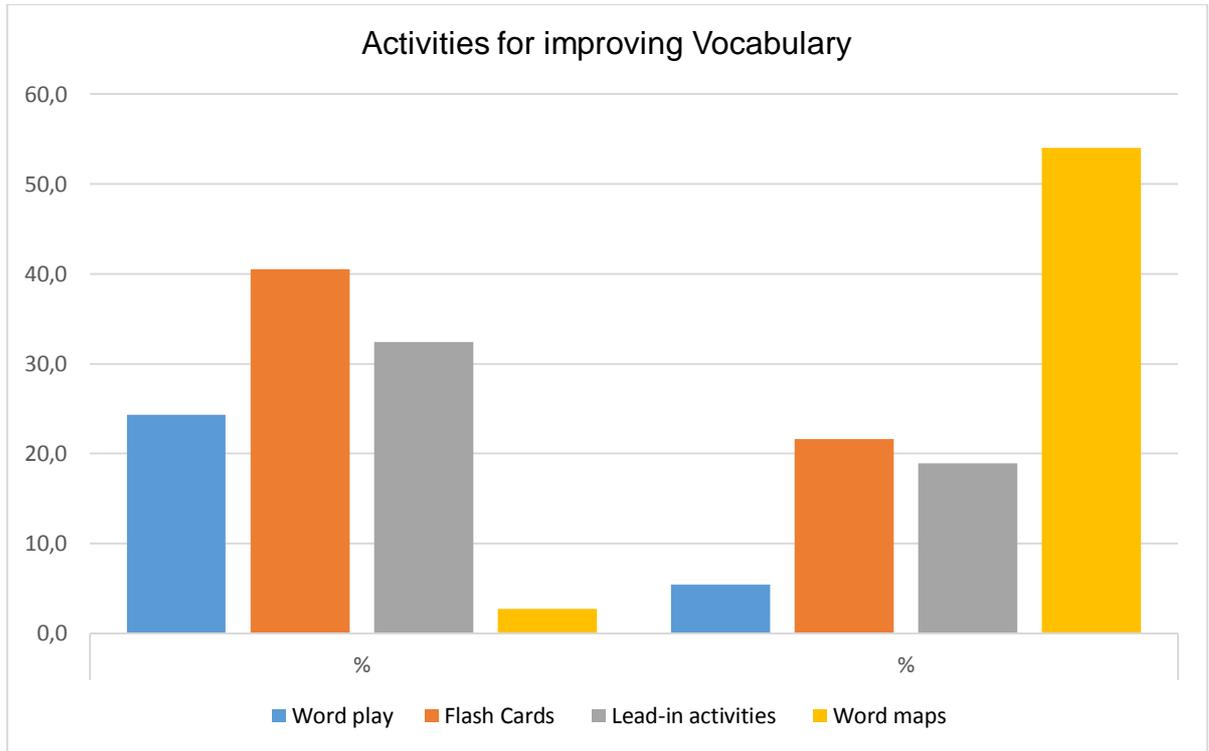
QUESTION 1 Which of these strategies/activities do you use to improve vocabulary?

TABLE 4 Activities for improving Vocabulary

RESOURCES	PRE-Q		POST-Q	
	f	%	f	%
Word play	9	24,3	2	5,4
Flash Cards	15	40,5	8	21,6
Lead-in activities	12	32,4	7	18,9
Word maps	1	2,7	20	54,1
Total	37	100	37	100

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 4



Regarding the information in the Table four, almost all of the students pointed out that the most used resource in the English classes was the flash cards - before the intervention. In the results in the post questionnaire the most used strategy was word mapping. It might seem to indicate that the students needed a new strategy to master vocabulary besides the flash cards. It is important to include word mapping because it provided a greater contribution in the enrichment of the students vocabulary. According to Phillips (1996), vocabulary is best learned when the words are well illustrated with pictures or graphics, allowing the teacher to integrate into their teaching a variety of strategies which motivate students to learn new words.

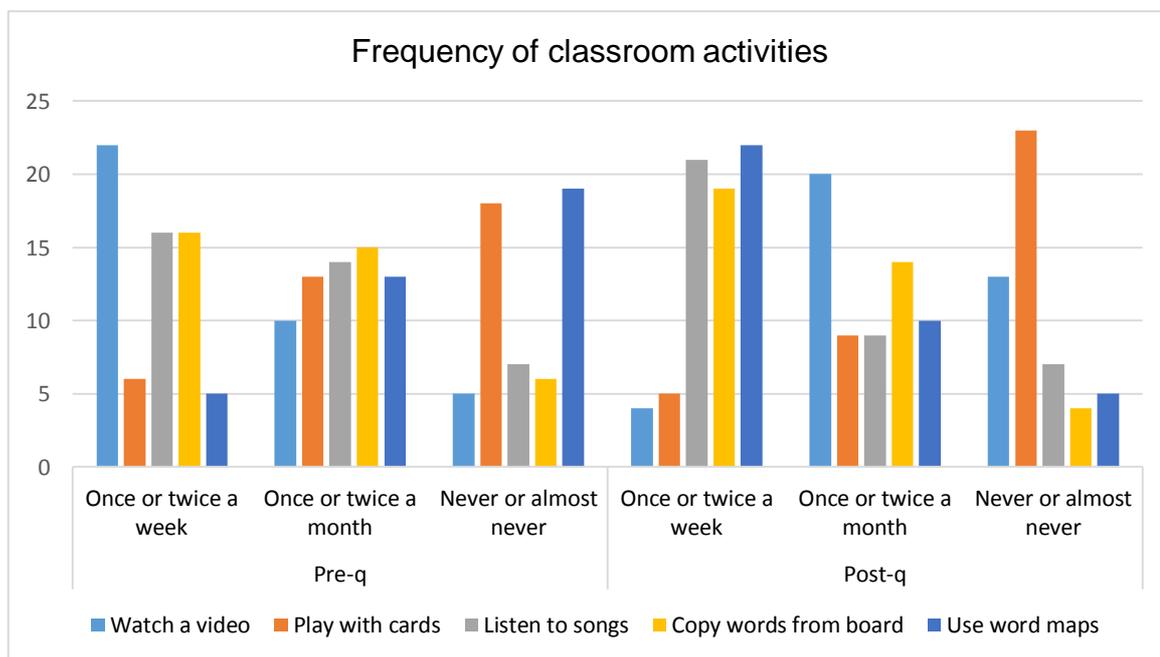
QUESTION 2 How often do you utilize the following in English classes to learn vocabulary?

TABLE 5 Frequency of classroom activities

Choices	Pre-q					Post-q			
	Once or twice a week	or a month	Once or twice a month	or a	Never or almost never	Once or twice a week	Once or twice a month	or a	Never or almost never
Watch a video	22		10		5	4	20		13
Play with cards	6		13		18	5	9		23
Listen to songs	16		14		7	21	9		7
Copy words from board	16		15		6	19	14		4
Use word maps	5		13		19	22	10		5

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 5



According to Table three, more than half of the students indicated that the activities the teacher uses once or twice a week is watching a video to acquire vocabulary. Nevertheless, after the intervention, a word mapping strategy was applied to practice vocabulary and the students were motivated to use it. It may

show that the use of classroom activities or strategies such as word mapping facilitated students to master vocabulary in class. According to Oxford (1990), using different strategies contributes to reaching the goal of communicative competence.

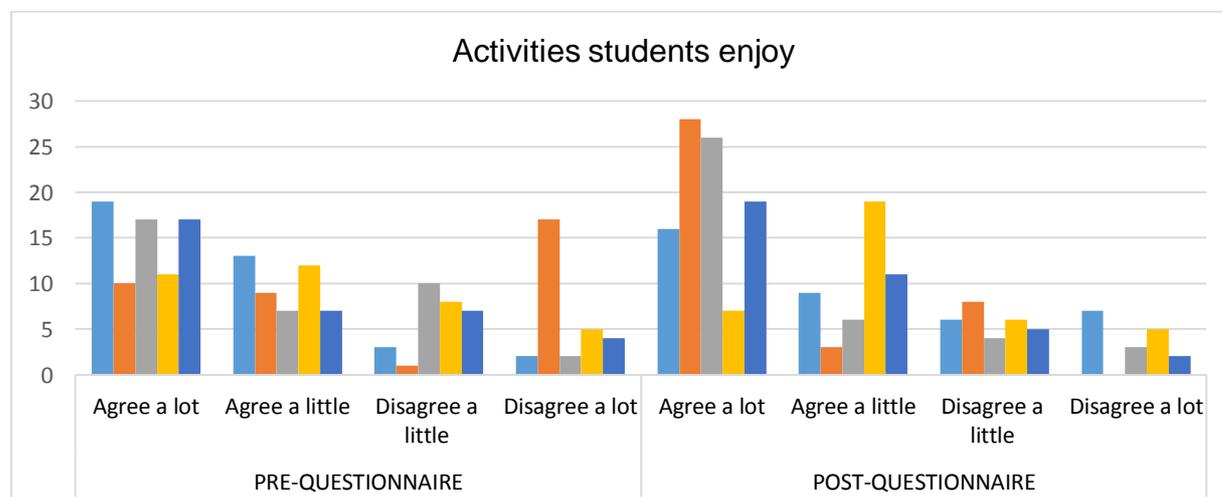
QUESTION 3 What do you think? Indicate how much you agree with these statements.

TABLE 6 Activities students enjoy

CHOICES	PRE-Q				POST-Q			
	Agree a lot	Agree a little	Disagree a little	Disagree a lot	Agree a lot	Agree a little	Disagree a little	Disagree a lot
Watching videos is fun to learn vocabulary.	19	13	3	2	16	9	6	7
I like to use word maps to learn vocabulary.	10	9	1	17	28	3	8	0
I do not like to memorize the vocabulary without sense	17	7	10	2	26	6	4	3
I enjoy coping the new words from the board	11	12	8	5	7	19	6	5
I love to use any didactic material to master the vocabulary	17	7	7	4	19	11	5	2

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 6



As it can be seen from the table above, most of the students agree that watching videos and the use of any didactic material were the most useful activities utilized in English classes for improving vocabulary. However in the post-questionnaire almost all of the students' attitude toward the strategy had changed. It can be deduced that the use of the strategy of word mapping in class not only helps to improve students' vocabulary but also raises their interest in learning new English words. According to Bromley, Irwin-De Vitis & Modlo, (1995), vocabulary maps are graphic organizers that can be useful in helping students learn new vocabulary words. This tool provides a variety of formats from loose webs to structured grids which helps students process information.

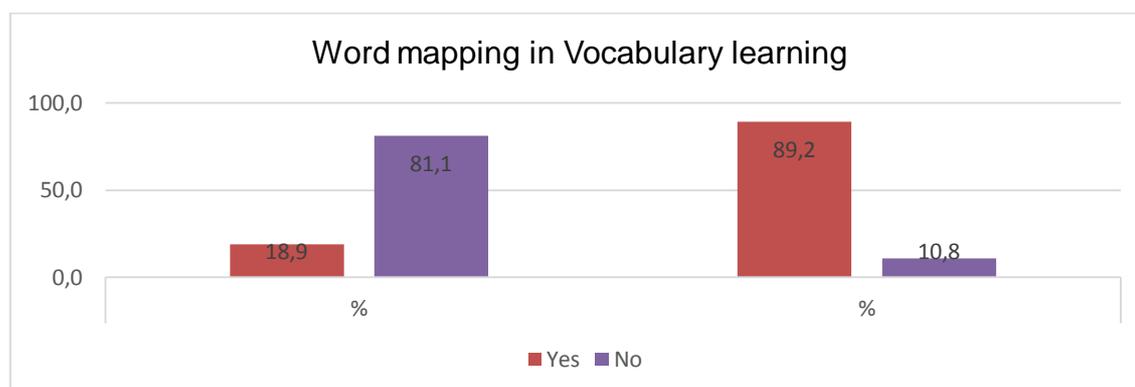
QUESTION 4 Have you ever worked with words maps to improve vocabulary?

TABLE 7 Word mapping in vocabulary learning

Choices	PRE-Q		POST-Q	
	f	%	f	%
Yes	7	18,9	33	89,2
No	30	81,1	4	10,8
Total	37	100	37	100

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 7



The data from the pre-questionnaire shows that before the intervention, many of the students had not used word mapping strategy in vocabulary learning. In the post-questionnaire almost all students incorporated into their learning the strategy given. It seems that word mapping helped students to overcome their difficulties in learning English vocabulary. According to Heimlich and Pittelman (1996), the strategy is more effective when used at the beginning of the class to introduce vocabulary. The students feel motivated because they can use the word maps for learning words obtained from reading, for instance.

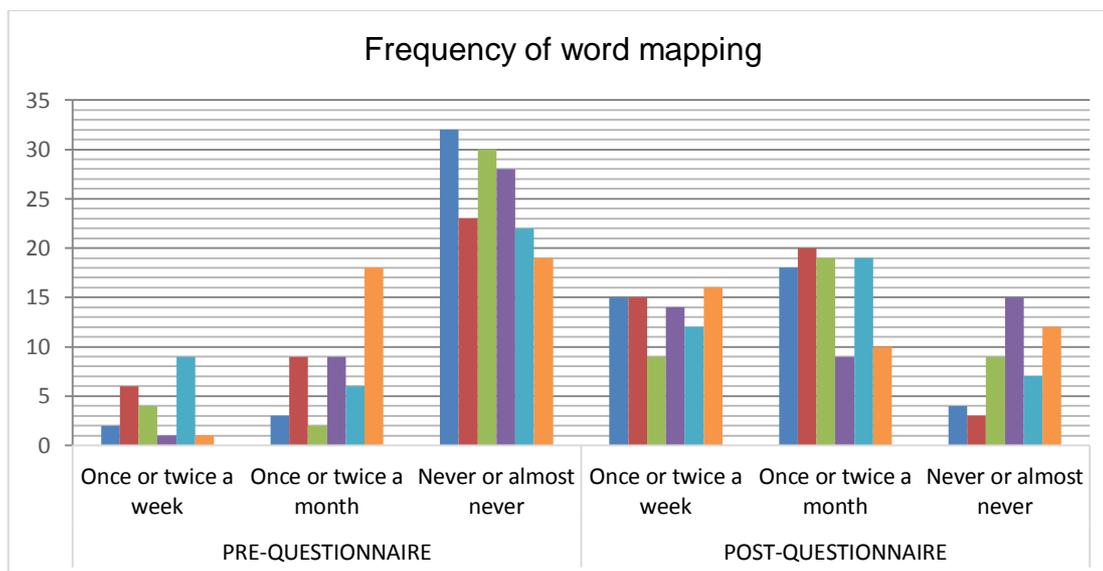
QUESTION 5 How often do you use word mapping in English class to learn the vocabulary?

TABLE 8 Frequency of word mapping strategy

CHOICES	PRE-Q			POST-Q		
	Once or twice a week	Once or twice a month	Never or almost never	Once or twice a week	Once or twice a month	Never or almost never
a. My teacher uses word maps to introduce it	2	3	32	15	18	4
b. My teacher writes the words on the board with word maps	6	9	23	15	20	3
c. My teacher uses word maps to show the written form	4	2	30	9	19	9
d. Students use different word maps to master it	1	9	28	14	9	15
e. I write sentences using it that makes sense for me.	9	6	22	12	19	7
f. I complete information that I have in the textbook with word maps.	1	18	19	16	10	12

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 8



As it can be seen in the table above, in the pre-questionnaire almost all of the students had never used word mapping strategies in learning vocabulary. However in the post questionnaire most of the students accepted the strategy as a good tool for learning words. One can conclude that students enjoy filling word maps and that learning while having fun is a very successful strategy. According to Graves (2008), word mapping is one of the most powerful strategies for teaching vocabulary because it engages students in thinking about word relationships.

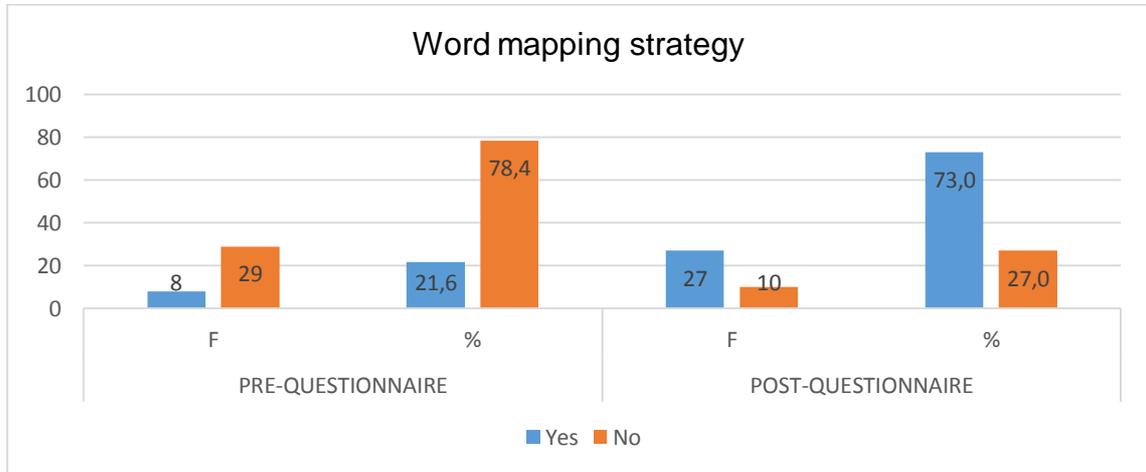
QUESTION 6: Does the word map strategy help you understand better the vocabulary?

TABLE 9 Word mapping strategy

CHOICES	PRE-Q		POST-Q	
	f	%	f	%
Yes	8	21,6	27	73,0
No	29	78,4	10	27,0
Total	37	100	37	100

Source : Eight – C year students at Adolfo Valarezo public high school
 Researcher: Cristina González Betancourt

Figure 9



With reference to the information shown above, it can be seen that in the pre-questionnaire more than half of the students answered that word mapping did not help them to better understand the vocabulary. Nevertheless, in the post-questionnaire almost all the students agreed that the strategy helped in understanding words. It might be deduced that word mapping allows students to associate words with their meanings, and therefore the understanding of words is effective. According to Reutzler & Cooter (2008), the use of word maps with English Language learners for vocabulary instruction offers students a way to demonstrate and connect their prior knowledge to new concepts.

g. DISCUSSION

The use of word mapping to improve English vocabulary was the strategy used in this study. The research carried out with eight-C year students at Adolfo Valarezo Public High school showed that students' knowledge on assessed vocabulary changed considerably after the intervention. The findings in the pre and post tests indicate the progress the students had with the intervention. The results were consistent with the literature by Nation in 1990 who found that the opportunities for vocabulary learning should have more time in language education. The outcomes from pre and post questionnaires were positive showing the growth in the understanding of vocabulary by using word mapping. The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words.

The findings of the research revealed an important change in the improvement of students' vocabulary. This change can be seen in the great increment in the students' scores from the pre-test (3.4/10) and the post-test (7.7/10). Thus, it is proved that the students' vocabulary knowledge improved with the use of word mapping. These findings were consistent with Phillips (1996) who states that, vocabulary is best learned when the meanings of the words are illustrated, for example by a picture, an action, or a real object.

The results of the questionnaires reveal interesting data about how students master vocabulary in class. The pre-questionnaire showed that most of the

students used flash cards to improve their vocabulary. However, through observation, the researcher noticed that with the use of flash cards, students did not learn words as well as they might as learning vocabulary sometimes seems to be difficult and boring. However, in the post questionnaire, after the intervention -with the introduction of word mapping-, the students revealed some improvement in their vocabulary. During the teaching and learning process, more than half of the students were motivated to perform different activities using word maps. These findings are supported by Heimlich & Pittelman (1986) who indicate that the Word Mapping strategy to introduce new vocabulary encourages students to develop their word maps by using the new information they acquire.

The optimistic behavior and positive attitudes for improving vocabulary through word maps were expressed by the participants. Even though the students had problems at early stages, they were able to overcome these problems and enjoyed the lesson. During the study, most of the students were motivated and animated when performing activities using word maps. On the other hand, there were some negative effects using this strategy i.e.: some participants stated that they felt the strategy would be more effective in other subjects, consequently during the intervention, some participants felt bored. The environment was inappropriate for students because they do not have a specific classroom for English classes. Finally, there is not much information associated with the word mapping strategy in teaching English vocabulary, consequently it was hard for the researcher to acquire information.

Writing this study was constructive for the researcher in several ways. First of all, the researcher gained a better insight into the matter, became familiar with many interesting points of view and facts from the participants. Moreover, the researcher learned how to further optimize the process of teaching vocabulary using word maps. Likewise, the study brought to light the students' enthusiasm about such innovative strategies that notably inspired and motivated them when learning English vocabulary. Finally, but not least important this action research study was excellent practice not only for undertaking this research but also for gaining experience as a qualified teacher in the future.

h. CONCLUSIONS

Based on the findings and discussion in the previous sections, it can be concluded that the use of word mapping to improve vocabulary is an effective strategy.

The issues that limit vocabulary learning regarding the use of Word Mapping Strategy with 8th-C year students are that they are unfamiliar with its usage.

The five lessons used for the intervention plan were designed to address the issues faced in vocabulary learning. They focus on the students' cognitive process in order to build up their knowledge. Each lesson considers this approach and helps with the use of word mapping as a strategy.

Word Jigsaw and Word Star strategies were implemented to improve the vocabulary learning of 8th – C year students. The Word Jigsaw at the beginning of the intervention has had a progressive effect on improving the students' vocabulary, helping them in their acquisition and learning skills, and enabling them to learn the meaning of particular words. Near the end of the intervention Word Star was implemented, which allowed students to become familiar with each particular word and make sentence questions whilst using the new words. Consequently, word maps would seem to encourage students in the learning of new words.

The use of word maps as part of classroom strategies, meaningfully reduces the students' limitations. This is demonstrated in the students' collaboration and

willingness to participate in each lesson and the progress they achieve through performing their tasks. The change of the mean scores from the pre- test (3.43) and post-tests (7.71) shows the positive impact that the word maps had in this intervention.

To conclude the present study, the use of word mapping has proved to be an excellent strategy to encourage 8th – C students to improve their English vocabulary. The findings of the research indicate that participants were able to learn vocabulary more quickly in a more relaxed and cooperative way.

i. RECOMENDATIONS

According to the research findings, the researcher proposes some suggestions for English teachers, students, other researchers and institutions.

- ❖ Teachers should apply suitable strategies for teaching and learning English vocabulary and also be aware of how important and useful they are to improve students' knowledge. Teachers should include into their teaching word maps, because it engages students into their own learning.
- ❖ Teachers should have to choose the right amount of lessons in designing an intervention plan to use word mapping strategy. The correct number of lessons taken to teach that strategy leads to get a success on the intervention planned.
- ❖ Researchers suggest that word mapping strategy must be implemented in the teaching-learning process, because it reduces the limitations that students have in learning a foreign language. Since word maps were focus on learning the words in context, spelling and meaning, it can raise their vocabulary by completing the spaces in the word maps.
- ❖ Teachers should use Word mapping in English classes because students can enjoy learning, so that participants can master the new words easily.

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k. ANNEXE



Universidad Nacional de Loja

ÁREA DE LA EDUCACIÓN EL ARTE Y
LA COMUNICACIÓN

English Lenguaje Career

THEME

USING WORD MAPPING STRATEGY FOR IMPROVING
ENGLISH VOCABULARY WITH 8TH YEAR STUDENTS IN
PARALLEL "C" AT ADOLFO VALAREZO PUBLIC HIGH
SCHOOL, ACADEMIC PERIOD 2013-2014

Thesis project required for obtaining
the Bachelor's Degree in Sciences of
Education, English Language Major

AUTHOR: MashuryCristina González Betancourt

LOJA-ECUADOR

2015

a. THEME

USING WORD MAPPING STRATEGY FOR IMPROVING ENGLISH VOCABULARY WITH 8TH YEAR STUDENTS IN PARALLEL "C" AT ADOLFO VALAREZO PUBLIC HIGH SCHOOL, ACADEMIC PERIOD 2013-2014

b. PROBLEM

BACKGROUND

The present research work will be carried out at “ADOLFO VALAREZO” high school. It is located in the Sagrario Parish in the east of the city of Loja. The educational center was created in 1964 by the ministerial decree No. 3231 of October 28th of the same year. It began as a High School annexed to the faculty of philosophy, literature and science education at the National University of Loja.

Nowadays, the institution has about 1000 students distributed in the eighth, ninth and tenth years of basic education, and the first, second and third years of Bachillerato. Each year has four parallels “A”, “B”, “C”, “D” well distributed. It also counts with 57 full time teachers; all of them have degrees in different educational areas. The high school also counts with eleven administrative staff.

The objective of this institution is to connect students in learning-teaching processes, in which the interaction among all the education community actors be sustained in a system of values, ethical and social coexistence that allows to work in a family and social environment.

CURRENT SITUATION OF THE RESEARCH PROBLEM

The English classroom of 8th year parallel “C” at the “Adolfo Valarezo” high school has 41 students, boys and girls, and one English teacher. They receive five periods of English classes per week; each period is about 40 minutes.

Through the observations the researcher was surprised by a lot of things that can influence in students learning process to acquire a foreign language for instance: the classroom is small, the room is uncomfortable for the group, there is no warm up activities to motivate students, teacher does not use any didactic material to facilitate the learning and does not use any strategy to engage students actively in their own learning.

Since the first time that she has observed the English classes, she could realize that the big problem among students performance is the lack of vocabulary. Students do not have enough vocabulary to do the task that makes them lose interest in learning the language. It also affects when they do assignments in their workbook or while they practice activities with their classmates. Most of them at that moment are unable to do activity and they do not feel confident to start any task.

From the issues before mentioned, the researcher's goal is to improve English vocabulary as a way of student's development and improvement in the language. So to learn English is also necessary that students have enough time and personal enthusiasm to master the language.

RESEARCH PROBLEM

How does the word mapping strategy improve the English vocabulary with 8th year students in parallel "C" at Adolfo Valarezo public high school, academic period 2013-2014?

DELIMITATION OF THE RESEARCH

a) Temporal

The research work will be carried out from Academic Period 2013 and 2014

b) Spatial

The research work will be carried out at National Adolfo Valarezo high school academic period 2013-2014.

c) Observations units

People who will be involved to give the corresponding information about the research theme are:

- The researcher
- The students at Adolfo Valarezo High School

d) Sub problems:

The sub problems divided of the general problem are:

- ✓ What kind of theoretical references about vocabulary strategies and are Word mapping effective to help 8th year students at Adolfo Valarezo public high school, academic Period 2013-2014?

- ✓ What are the issues that limit the vocabulary learning with 8th year students at Adolfo Valarezo public high school, academic Period 2013-2014?

- ✓ What are the important phases of the intervention plan that address the current issues of the vocabulary learning on 8th year students at Adolfo Valarezo public high school, academic Period 2013 and 2014?

- ✓ Which word mapping strategies are implementing to improve the vocabulary learning on 8th year students at Adolfo Valarezo high public school, academic Period 2013- 2014?

- ✓ How do word mapping strategies as part of the classroom activities reduce the limitation of the vocabulary learning on 8th year students at Adolfo Valarezo public high school, academic Period 2013 -2014?

c. JUSTIFICATION

Without some knowledge of vocabulary, neither language production nor language comprehension would be possible (Anglin, 2011). According the author mentioned before the growth of vocabulary knowledge in one of the essential pre-requisites for language acquisition. The following action researcher is about using word mapping strategy to improve vocabulary with 8th year students parallel “C” at Adolfo Valarezo public high school. This work will assist the researcher to learn more about the word mapping, will allow the teacher to support students in the learning-teaching process based on interactive words mapping and finally this strategy will help the researcher to gain practice and learn more from the experience.

The strategy that the research is going to use is word mapping, the students who use it claim to have considerable improvement in reading comprehension, written expressions and vocabulary development. It also promotes students' activate exploration of word relationship, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. Graves (2008) states “*The word mapping strategy is one the most powerful approaches to teaching vocabulary because it engages students thinking about word relationship*”

Therefore the strategy support the researcher to practice their teaching in a modern and successful way, focus on the following aspects correct

management and use of the strategy through interactive and well elaborates maps, with these students will take the essential and necessary formation for their training and personal development in vocabulary.

Finally, this action research will help the researcher to get the accreditation of Social research design course as important requirement of English Language Career; furthermore, to obtain to some conclusions and recommendations through a previous intervention applied which will be possible to solve the issues revealed before.

d. OBJECTIVES

General objective.

- ❖ To improve English vocabulary through word map strategy with 8TH year students at Adolfo Valarezo public high school, academic period 2013-2014.

Specific objectives.

- ✓ To investigate the theoretical references about Word mapping as a strategy and vocabulary learning in the English language to help 8TH year students parallel "C" at Adolfo Valarezo, academic period 2013-2014.
- ✓ To diagnose the issues that limit the vocabulary learning with 8TH year students parallel "C" at Adolfo Valarezo, academic period 2013-2014.
- ✓ To elaborate an intervention plan with the use of Word map to improve vocabulary with 8TH year students parallel "C" at Adolfo Valarezo, academic period 2013-2014.

✓ To apply the intervention plan as a part of the classroom activities in order to solve the limitations in vocabulary learning with 8TH year students parallel “C” at Adolfo Valarezo, academic period 2013-2014.

✓ To reflect upon the effect that the word map strategy had on 8th year students in vocabulary with 8TH year students parallel “C” at Adolfo Valarezo, academic period 2013-2014.

e. THEORETICAL FRAMEWORK

1. Vocabulary

1.1. Definition

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meaning. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge (Schmitt, 2000).

Shepherd (1984) looks at vocabulary learning in two ways. He uses the terms "learning vocabulary" and "using vocabulary". In case of vocabulary learning, the ability to associate a word with its definition or a synonym is the criteria for mastery. In the using of vocabulary, the emphasis is placed on using words to interpret the meaning of sentences and to comprehend texts.

Similarly, Chall (1983) defines vocabulary roughly in light of word recognition, or decoding, and word meaning. Word recognition can be thought of as the medium by which a message is conveyed, and word meaning can be seen as the message itself.

As some authors argued above, vocabulary can be seen in several ways. Vocabulary refers to words or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context.

1.2. Importance of vocabulary

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning of meanings is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching- although not the only one that conveys meaning.

There are certainly other elements such as grammar, stress, rhythm, and intonation, tone of voice, pauses, hesitations or silences. Not to mention the use of non-vocal phenomena such as kinesics and proxemics features. Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that McCarthy(1990) explains that << not matter how well the students learns grammar, not matter how successfully the sounds of second language (L2) are mastered, without words to express a wide range of meanings communication in an L2 just cannot happen in any meaningful way>>. However, in spite of the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspects of learning and second language, not only in English for General Purposes (EGP) but in English for Specific Purposes (ESP) as well (Kennedy & Bolitho, 1984). This lack attention is not only characteristic of older grammatical syllabuses but more recent communicates approaches. On the contrary, the emphasis is rather

placed on structures, Dubin & Olshtain(1986) states << functions are notions and communicative strategies>>

Rubin and Thompson (1994) considered the significant role of vocabulary in communication as stating that “one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language”. They believed that vocabulary knowledge plays an important role in learning a foreign language. Vocabulary is one element that links the four skills of speaking, listening, reading and writing all together.

According Chall (1993) indicates that word recognition vocabularies are important and highly predictive of achievement in other aspects of reading connected oral and silent reading and reading comprehension, literal and inferential.

Vocabulary development is a vital part of each student’s life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. In a world, expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent (O'Rourke,1974).

1.3. Vocabulary Instruction

Spraggins (1986) cited on her investigation to Dale (1969) who states that there is currently no science of vocabulary development. The classroom teacher has

no real guidelines to help with this vital part of a student's educational experience.

O'Rourke (1974) further points out that the typical approach to vocabulary teaching, as a means of improving comprehension in all areas of learning, is in asking students to learn lists of words and their meanings, or teaching words and meanings as they come up.

Effective vocabulary instruction is multidimensional and intentional. It is most effective when addressed on a school wide basis and then practiced with consistent intensity across grades or subjects and within grade level classrooms. A school wide or district wide commitment to research based vocabulary instruction can ensure that there are consistent practices in all classrooms and that there is a cumulative effect on the development of students' vocabulary across subjects and over the years. By creating language rich learning environments where interesting, unusual, useful, emotional, controversial, and difficult words are noticed and celebrated, students become more attuned to language and accustomed to using sophisticated and academic language. A well-conceived plan for effective vocabulary instruction should include teacher input and will require training for all teachers.

Throughout the activities that take place during intensive vocabulary instruction, students should be given sufficient opportunities and encouraged to communicate with English-proficient speakers for it is in this way that second languages are predominately acquired (Ellis, 2005).

1.4. Vocabulary Learning and Teaching

Vocabulary learning and teaching are essential factors in second and foreign language learning. Achieving communicative competence in second and foreign language can be enhanced by developing vocabulary learning and teaching. Similarly, problems in vocabulary learning and teaching can have serious negative effects on learner's success in second language learning. The aspects of vocabulary learning and vocabulary teaching will be discussed in the following sections.

1.4.1. Vocabulary Learning

As Phillips (1993:68) states that, "the best way to learn vocabulary is when the meaning of the word is illustrated for example by a picture or real objects. There are four language skills: listening, reading, speaking and writing (Oxford, 1900, p. 5). The main objective of language learning has usually been seen as achieving communicative competence.

Vocabulary is a part of every language skill and therefore improving vocabulary learning and teaching will contribute reaching the goal of communicative competence. Even though some people think, vocabulary learning is easy and some people disagree with the fact it is obvious that language learners often have serious problem remembering the large amounts of vocabulary necessary to achieve fluency in a foreign language. In fact, some authors points out that

the understanding of a language diminishes significantly if one fourth of content words (nouns, verbs, adjectives and adverbs) are unfamiliar to the reader.

Vocabulary can never be mastered fully, the expansion and elaboration of it extends across a lifetime since words represent complex and often multiple meanings (Kamil & Hiebert 2005). In fact, not even native speakers know all the words of their mother tongue or can use them appropriately. Besides, individuals have different sets of vocabulary and they use them for different purposes.

Vocabulary includes perceiving and productive vocabulary, perceiving vocabulary refers to the form of the word through listening or reading and retrieving its meaning and productive vocabulary incorporate expressing meaning through speaking or writing and producing appropriate forms.

According to Nation (1990), it is useful to make a distinction between direct and indirect vocabulary learning. He characterizes direct vocabulary learning being a situation in which learners do exercises and activities, such as word building exercises and vocabulary games, focused on the vocabulary. However, in indirect vocabulary learning the learner's attention is focused on some other feature, which usually is the message conveyed. Nations continues that if the amount of unknown words remains low in messages, considerable vocabulary learning can occur even though the learner's attention is not fully directed toward vocabulary learning.

There are several features which have an effect on vocabulary learning and can make learning a word difficult. Carter & McCarthy (1988, p. 13) point out that learning vocabulary effectively is closely bound up with a teacher's understanding and learner's perception of the difficulties of words and therefore the role of the teacher must be taken into account also in vocabulary learning. Carter and McCarthy (1988, p. 13) continue that the difficulty of a word may result from several reasons and due to the vast number of possible reasons and the complexity of the learning process these reasons have been hard to classify appropriately.

As Nation (1990), comments the three different factors which have influence on making a word difficult to learn. The first is the learner's previous experience of English and their mother tongue since one's first language affects the second language vocabulary acquisition and usually borrowing and interference between first and second language vocabulary occurs. For instance, learning the function and meaning of a word can be difficult since words rarely correspond exactly to a word of another language.

The second factor, which causes difficulties in learning words of a second language, is the way a word is learned or taught. In fact, bad organization in the learning situation can cause problems in learning a word.

The third aspect is the intrinsic difficulty of the word that basically means that some words are harder to learn than others. He points out that nouns and

adjectives are usually easier to learn than verbs and adverbs. In addition, it is easier to learn to recognize a word for and recall its meaning than to produce the word at suitable time. A teacher cannot have a great impact on reducing the intrinsic difficulty but he or she can be aware of it and try to recognize it when it occurs (Nation I. , 1990, p. 49).

According to Nation this “un-teaching” is rather common. Consequently, teaching can have three effects; positive, neutral and negative. When the effect is positive, the learners move closer to mastering the language. When the effect is neutral, nothing is learned. When the effect is negative, learning occurs but the learning will have a negative impact on what has been taught before or on what will be taught in the future (Nation I. , 1990, p. 49)

Nation (1990:45) continues that the relationship with other words can also cause problems in the learning of a new word. He summarizes that the more similar items are, the more likely they are to be closely associated with each other. For example, words, which in some sense are close to each other, such as long, and short, which are both adjectives and are antonyms, having the opposite meaning, can easily become hard to learn if they are presented together for the first time. This can cause problems since learner may mix the meanings of these two words because they are closely related.

1.4.2. Vocabulary in Teaching

As Nation (1990:1) explains, some teachers think that there is no need to teach vocabulary since it can take care of itself. However, vocabulary work can be directed toward useful words and useful skills and therefore it can enhance the second language learning process. Aalto, (1994, pág. 93) points out that vocabulary is often neglected in language learning and teaching even though it is agreed that without words there is no communication. However, the teaching of vocabulary has not evolved and learning new words still consists of behavioristic studying of word lists.

Nation (2006, p. 498) emphasizes encouraging learner autonomy since like most learning, also vocabulary learning will be most effective if learners take control of their learning and are responsible for it. In my opinion, this means knowing what to learn how to learn it being simultaneously motivated to do this and eventually putting the knowledge to use. Therefore, language teaching and the actions made by the teacher can have an impact on the learners' approach towards their learning.

Principles of vocabulary learning and teaching by Nation (2006:498) include the following:

- 1) The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary.

- 2) High frequency vocabulary and special purposes vocabulary should get attention across all the fields of teaching and learning vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
- 3) With low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary.
- 4) Learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed.
- 5) Learners should be helped to take responsibility for their own vocabulary learning.

Similarly to Nation's (2006) views on vocabulary learning and teaching also Cook (2001, p. 58) points out that much of vocabulary teaching is based on the idea that the most commonly used words of the target language should be taught first. In 1990 Nation argues that opportunities for indirect vocabulary learning should have more time in language education in comparison with direct vocabulary learning activities. In order to indirect vocabulary learning to happen, learners must be interested in the message conveyed through the language. In addition, the message should include some items that are just outside the

learner's present language proficiency and vocabulary knowledge. Nevertheless, these items should be understandable from the context in order to indirect vocabulary learning to take place. Nation (1990:178) also affirms that indirect vocabulary can be encouraged by exposure to large amounts of reading and listening material. Through this exposure the learners have an opportunity to practice vocabulary learning strategies.

1.5. Teaching vocabulary

Vocabulary is very important for second and foreign language learners; only with enough vocabulary, learners can effectively express their ideas both in oral and written form. Thus, they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should have significant knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finocchiaro & Bonomo, 1973, p. 38).

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

- ❖ Aims: The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.
- ❖ Quantity: The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.
- ❖ Need: In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.
- ❖ Frequent exposure and repetition: Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

- ❖ Meaningful presentation: In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

- ❖ Situation and presentation: The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

1.6. How are words learned?

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

David Wilkins, linguist

To know a word is one thing but we have to pause on the fact how this knowledge is acquired. Thinking about little children who learn to speak, then they always start with words used for labelling, so that the concept, for example, of a cat has a name cat. But of course not every animal is a cat. The child needs to learn how far to extend the concept of a cat. “In other words, acquiring a vocabulary requires not only labelling but also categorizing skills.” (Thornbury, 2002). The child has to realize that these common words like cat can be replaced by superordinate terms like animals. And to this category also belongs other animals, not just cats. Thornbury states that the children have to develop some kind of network building constructing some complex idea.

The most obvious difference is the fact that, by definition, second language learners already have a first language, and not only do they have the words encode, and the complex networks of associations that link these words one with another. Learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network – a second mental lexicon.

There are many different methods and approaches how to teach a foreign language, including vocabulary. I will mention just some of them that can be used for teaching young learners:

- ❖ To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a house. We need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.
- ❖ A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used, there are no translations. Only target language is used in the classrooms and only complete sentences are used. Culture is considered an important aspect.
- ❖ What really works especially for young learners is the Total Physical Response method - TPR. Very many children are nowadays very

hyperactive and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a variety of activities is very appreciated by them.

- ❖ Communicative Language Approach (Teaching) – CLT – stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate.

1.7. Language Learning Strategies

Learning strategies refers to the steps taken by the students to help the acquisition of, storage, retrieval of information. O'Malley and Chamot (1990) specified that language-learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain information. Whereas, Fearch & Kasper (1980) point out that learning strategies are the particular techniques which learners use when trying to handle the Second language and Foreign language input so as to enhance the linguistic background. Oxford (1990) defines *strategies* as operations employed by the learner to aid the acquisition, storage, retrieval and use of information. Brown (2000) says that; "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information, they are contextualized "battle plans" that might vary from moment to moment or day to day or year to year". Applying strategies that would be within the students' sphere of consciousness

whether the students were giving them peripheral or focal attention at that time can have a direct payoff on the students outcomes (if spelling is systematically introduced and reinforced it can help students to improve their performance). Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning.

1.7.1. Direct Language Learning Strategies

Oxford (1990) in her reaserach about statregies classification indicates that they are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language.

1.7.1.1. Memory strategies

As Oxford (1990) states memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less.

1.7.1.2. Cognitive strategies

Oxford in 1990 identifies it as one of the most popular strategy into language learning. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions.

1.7.1.3. Compensation strategies

Oxford (1990) clarifies that as a learners the use of compensation strategies for comprehension of the target language when they have insufficient knowledge of

the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing.

Compensation strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message.

2. WORD MAPPING STRATEGY

Vocabulary maps are graphic organizers that can be useful in helping a student learn new vocabulary words. This instructional tool comes in a variety of formats from loose webs to structured grids that help student's process information they have gathered and organize their ideas (Bromley, Irwin-De Vitis, & Modlo, 1995).

Word maps are visual displays of word meanings organized to depict relationships with other words (Beck, McKeown, & Kucan, 2002). The Word Mapping strategy, or semantic mapping, is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008). The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge

related to words. The Word Mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters.

The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words; whereas for other words, it may be more helpful to find examples and non-examples of the words. Sinatra, Stahl-Gemake, & Berg (1984) used word maps successfully for vocabulary instruction with students in the elementary grades.

Further, other authors suggest the use of word maps with English language learners for vocabulary instruction because it offers a way for them to demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information.

With the variety of words maps that may be used to develop word knowledge, the teacher should select the word map that is most appropriate to understand the content words for developing students' word knowledge around different disciplines.

2.1.1. *When to use the strategy*

Heimlich & Pittelman (1986) explains that the strategy is most effective when used it to introduce new vocabulary. Most teachers use the Word Mapping

strategy to introduce new vocabulary encourages students to develop their word maps by using the new information they acquired through reading. Students add new ideas and words to further build word knowledge and extend understanding of word relationships. Unknown authors indicates when text is already taught, the teacher may use the students' words maps to determine how much knowledge building is required before students start to use the new vocabulary.

2.1.2. *Strategy modifications for grade levels*

Beck, McKeown, & Kucan (2002) states that word maps may be used at any grade level from kindergarten through the eighth grade and beyond. Teachers of the primary grades adjust the word maps to students' literacy development by exploring fewer word relationships at a time.

For the intermediate and middle grades, word maps become more complex as students search for varied word relationships and rich word meanings. As older and more proficient readers learn the process of mapping words, they will use them independently and more creatively.

2.1.3. *Implementing the Word Mapping Strategy*

Reutzel & Cooter (2008) suggest the use of word maps with English language learners for vocabulary instruction because it offers a way for them to

demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information.

They explain that teaching vocabulary should consider these following factors:

- ❖ **Select words for vocabulary instruction:** Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the words that are a key to understanding the text.

- ❖ **Project a blank word map on the screen:** Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.

- ❖ **Write the key words on the word map:** In each blank, write and say the key word that will be taught.

- ❖ **Use a think-aloud to model how to explore relationship between words:** Use the think-aloud strategy to (a) demonstrate how to explore word relationship; (b) think about the meaning of the key word or related words; (c) model how to further the meaning of the word by examples and no examples, or synonyms and antonyms of the word; (d) find the definition of the word in a glossary or dictionary and find its use in context or a discussion with another student about the word's meaning; and (e) draw a picture of the word to illustrate its meaning in context.

- ❖ **Record ideas that have been used to explore the word meanings and relationships:** During the think-aloud, record information about the word in the appropriate space on the word map.

- ❖ **Students share their maps with others:** Have students share their maps with the class. During this sharing period, students use the information on their word maps to develop and expand the class map. Students write new information on the group map and are encouraged.

2.1.4. Why use word maps?

- ❖ They are useful for helping students develop their understanding of a word.

- ❖ They help students think about new terms or concepts in several ways by asking the following questions:

- ❖ They help student build upon prior knowledge and visually represent new information.

2.1.5. How to use word maps

- ❖ Introduce the vocabulary word and the map to the students.

- ❖ Teach them how to use the map by putting the target word in the central box.

- ❖ Ask students to suggest words or phrases to put in the other boxes, which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"

- ❖ Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.

- ❖ Model how to write a definition using the information on the word map.

2.1.6. Advantages

- ❖ Vocabulary words are often remembered because of meaningful associations rather than repetition.

- ❖ To demonstrate how a word clue or association can be used, tell students that the prefix tele- means "at a distance" and is used to describe instruments that operate over distance.

- ❖ Prompt students to list words that begin with the prefix

2.1.7. Types of word maps.

2.1.7.1. Word Star

➤ Purpose

Stamper (2008) explains that let students getting to know an unfamiliar word requires an understanding of its function as a part of speech, its relationship to other words, and its application in a meaningful sentence. Students will use the Word Star organizer to explore different aspects of a word and make it part of their own everyday vocabularies.

➤ How to Use it

Begin by helping students brainstorm a list of unfamiliar words they want to incorporate into their vocabularies. Encourage students to look for “new” words in a fiction book, a content-area textbook, or a magazine or newspaper. List their words on the board. Choose a word on the list, and write it on the top of the star.

Provide students with dictionaries, and then enlist their help in finding the following information in a dictionary entry: syllabication, part of speech, synonyms, antonyms, and context sentences. As you find each piece of information for your chosen word, fill in the appropriate spaces in the graphic

organizer. Distribute copies of the Word Star graphic organizer and ask students to select one word on the list as their “word star” (a word other than the one you has already used). Have them write their chosen word at the top of the star and find the necessary information in their dictionaries.

➤ **More to Do**

Review the words with the class by calling out a part of speech and asking for Word Stars that match it. Continue asking for more examples and information about the words.

2.1.7.2. Word Jigsaw

➤ **Purpose**

According to Stamper (2010) as students fill out the Word Jigsaw organizer, they will explore the meaning and use of an unfamiliar word. Students will practice using a dictionary to find the word’s meaning and part of speech. They will apply the word’s meaning by using the word in a sentence about themselves, in a question, and in an opinion.

➤ **How to use it**

The Word Jigsaw organizer can be used for any content area, but can be especially effective for language arts and social studies. For example, the word

protest gains a deeper meaning for students when they apply it to themselves and use it in their opinions. Students could explore a word from a novel through the character it was used to refer to.

Distribute copies of the Word Jigsaw graphic organizer to students. Ask students to choose a word from their reading and write it at the center of the jigsaw puzzle. Next, have them explore what the word means by writing its definition from the dictionary and by using it in different sentences. Provide dictionaries for students to check the meanings of their words, and then have them fill in the rest of the jigsaw pieces. Let students color in the pieces of their jigsaw with crayons or markers if they wish. Post the jigsaw puzzles on classroom walls to share vocabulary knowledge.

2.1.7.3. Target Word

➤ Purpose

Stamper (2010) states that using a dictionary's definition of a word is often not enough to know the word. To fully understand a new vocabulary word, students also need to know how other words relate to it. For example, what words have a similar meaning? What words mean the opposite thing? Using this organizer, students define a word and identify its synonyms, antonyms, and other related words.

➤ **How to Use the it**

Make a transparency of the Target Word organizer and display it on an overhead projector. Write the word cold at the center of the bull's-eye and guide students to explore this simple word. Ask students: What does cold mean? (Having a low temperature) Write the definition in the circle around the center. Next, ask students to come up with words that have a similar meaning to cold, such as freezing, cool, chilly, and icy. Write these words in the third circle. Finally, challenge students to come up with words that mean the opposite of cold, such as hot, burning, sizzling, and scorching.

Write these words on the outermost circle of the target. Distribute copies of the graphic organizer to students. Invite students to choose a word to explore. You may want to start them off with easy words or challenge them to use more difficult words such as; those they might find in their textbooks or independent reading books.

Provide students with dictionaries and thesauruses to use for reference. Don't limit students to using single-word synonyms or antonyms for the outer rings. Encourage them to use phrases if it helps them define the word better.

➤ **More to Do**

Another way to use the organizer is to have students write what the word describes and what it does not describe, instead of its synonyms and antonyms.

e. METHODOLOGY

DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of Word mapping strategies for improving vocabulary in 8th year students parallel “C” and see the reflections of her intervention.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The *Scientific method* will facilitate the study of the Word mapping strategy applied in the developing to improve vocabulary. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The *Descriptive method* will enable 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 the investigation.

The *analytic-synthetic method* will be used to analyze the obtained results through the questioners, observations and field diary. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The *statistic method* will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations, interviews and teacher's diary.

This work will use the research spiral cycles proposed by (Kemmis, 2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then

contribute to the researching practitioner's continuing professional development (Koshy, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him/her reflect upon her teaching and improve his/her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his/her students' language learning.

TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observation of students' performance during class and two sets of structured questionnaires will be used to collect data in this study. Quantitative data will come from the questionnaires and test and qualitative data will come from the observations. All the data will be triangulated to confirm validity.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of choice questions to identify the students' performance in the language. This will allow the students to provide a wide range of responses. This questionnaire will be conducted in class so that researcher give a clear explanation to students and clarify all enquiries raised. In addition, one hundred percent return rate should be ensured.

Observation

The researcher will carefully observe students' performance during lessons. She will use an observation checklist to record what has happened in class that helps her investigate, analyze and reflect upon her findings when the project comes to an end.

Test

Two sets of face-to-face tests will be used. A pre-test and post-test will be used to collect students' answers about the vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Tests will be conducted in class so that researcher gives a clear description to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires, observations and test. Two test will be applied; one at the beginning of the study to collect data on students'. A variety of activities will be introduced to improve the student's vocabulary. A check list will be used as instrument to help the researcher to observe students' performance during class. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

Finally, the second test will be applied to check the overall students' progress after the intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be disseminated among the teachers, the partners and the school.

Tabulation

The tabulation of data will be done with the data collected in the two test conducted. A logical analysis will be done with the information received.

Organization

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

Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

POPULATION SAMPLE

The participants of this research are students of 8th year students parallel "C" at Adolfo Valarezo (41 native Spanish speakers) who voluntary accepted to be part of this study, the student's age range from 11 to 13 years old, the time average is five class per week, each one them have 40 min, they also are working with practical teacher, who is not involved in it. All of students have low English language level, due that they do not have enough practice for language in class.

INTERVENTION AND OBSERVATION

Lessons

Objective: To improve English vocabulary through word map strategy with 8 th year students at Adolfo Valarezo public high school, academic period 2013-2014.				
	OBJECTIVES	ACTIVITIES	PROCEDURE	RESOURCES AND INSTRUMENTS
Lesson one	To take the questionnaire and pre-test 1st period	Giving a questionnaire and pre-test	<ul style="list-style-type: none"> ✓ Researcher first gives a sheet of paper with the questionnaire ✓ Then she explains to students about the questionnaire is refer and how they can develop it. ✓ Next, she takes a pre-test to assess the student's vocabulary. 	Sheets of paper Pen Questionnaire and test
	To familiarize the word jigsaw map with the vocabulary known 2nd period	Completing the word jigsaw with the teacher's help	<ul style="list-style-type: none"> ✓ Researcher reviews the vocabulary. ✓ Researcher asks students to say words learned in the previous topic (breakfast, dress, school and teeth. ✓ Researcher explains how to make a word jigsaw with the vocabulary known and complete it with the word before mentioned. ✓ Next, the researcher displays on the board a word jigsaw, it is a square divided in four parts, each one has different category (definition, question, sentence and picture). ✓ Researcher uses a word (breakfast) before listed to complete the word jigsaw, she writes the word at the middle of the map. ✓ Once the word is in the middle, she copy description in one side, in the other side writes a sentences, in the other side she makes a question and finally stick or draw a picture related with the word ✓ Researcher gives a handout to students. ✓ Students work individually on the handout to complete the map, follow the instructions to researcher. 	Markers Sheets of paper Pencil Eraser
Lesson two	To identify the new vocabulary 1st period	Using word jigsaw to practice new vocabulary	<ul style="list-style-type: none"> ✓ Researcher introduces the new vocabulary (bank, restaurant, mall, bookstore, movie theater, supermarket) related with the places on the city using flash cards. ✓ Researcher says the places aloud and students repeat after her to practice pronunciation ✓ Researcher displays the flash card on the board and students try to describe them. ✓ Students come to the board, after they have to choose a flash card with the correct description and stick next to the word before display on the board. ✓ Researcher start to use the word jigsaw with a word listed (supermarket). ✓ She writes a sentence with that word (the supermarket is a place to buy many things), after that she makes a question with it (where is the supermarket?) ✓ Researcher gives a handout with other words and students have to complete correctly each category. 	Word map sheets Pencil Eraser Flash cards
	To master the vocabulary learned through word jigsaw	Practicing the vocabulary.	<ul style="list-style-type: none"> ✓ Researcher reviews students' vocabulary learned (bank, restaurant, mall, bookstore, Movie Theater, supermarket). ✓ Researcher pronounces those loud and students repeat after. ✓ Researcher draws a word star map on the board and with students help complete the word jigsaw and she elicits the words that students say to do the activity. 	Word map sheets Pencil Eraser

	2nd period		<ul style="list-style-type: none"> ✓ Researcher gives a handout with the any word (Movie Theater and students have to fill the map by their own. ✓ Researcher asks students to challenge themselves by answering the question write on the word jigsaw map. ✓ Teacher checks the answer orally and gives a feedback to improve students practice in vocabulary. 	
Lesson three	To recognize the new vocabulary by using word start Map. 1st period	Using the Word Jigsaw map to explore unfamiliar words.	<ul style="list-style-type: none"> ✓ Researcher introduces the new vocabulary (bus stop museum zoo, drugstore post office park) related with the places on the city using sheets of paper with and picture. ✓ Researcher says the places aloud and students repeat after her. ✓ Researcher displays the cards on the board and students try to describe them. ✓ Students come to the board, and they have to choose a card with the correct description and stick next to the word before display on the board. ✓ Researcher start to use the word star with words listed (drugstore). ✓ She writes a sentence with that word (it is a place where you can buy medicine when you are sick), after that she makes a question with it (where is the Supermarket?) ✓ Researcher gives a handout with other words and students have to complete correctly each category. 	<p>Word map sheet</p> <p>Pencil</p> <p>Eraser</p>
	To practice the vocabulary taught using word star. 1st period	Applying word Start to practice the vocabulary learned	<ul style="list-style-type: none"> ✓ Researcher brings handouts with the map taught, and then students must to follow the instructions to fill it. ✓ Then she writes the word on the board. ✓ Next, she draws a map on the board and start to fill it with the vocabulary (places of the city) by using a different word. ✓ Students Apply the steps before learned to fill the map and they start to do the activity ✓ Researcher gives the handout and fill the maps with all words listed ✓ Researcher check the students' progress during the activity 	<p>Word map sheet</p> <p>Pencil</p> <p>Eraser</p>
Lesson four	To use the word star to master the vocabulary learned 2nd period	Practicing the vocabulary learned with word star	<ul style="list-style-type: none"> ✓ Researcher presents a Word Jigsaw star on the board. ✓ Researcher starts describe the map to students and explains how to fill it. ✓ Next, she uses one word to complete each side of the map. First, she writes the word at the middle of the map. ✓ After that, she writes the meaning of the word in one side and with the same word writes a sentence about her to make sense the map. ✓ Then she uses the word to make a question and finally she draws a picture that is a visual representation on the last side to fill correctly the map. ✓ Students design a Word star to work by their own; they could select a word listed to practice the vocabulary. ✓ Students identify the categories in the map done to write them in the correct side. ✓ Researcher monitoring the student's activity. ✓ Students write on each side of the map a definition, sentence question and draw a picture to demonstrate understanding of the words and practice to vocabulary ✓ Students place these main parts on each space of the map to finish the activity, if they want they may use notes to remember the step to fill it appropriately. 	<p>Word map sheet</p> <p>Pencil</p> <p>Eraser</p>
	To use both word jigsaw map and word star to remember the vocabulary	Exercising and application of word mapping with the vocabulary	<ul style="list-style-type: none"> ✓ Researcher brings a handout with the vocabulary listed (places of the city) and maps. ✓ Then she divides the class in two teams, each one of them Have to use one. ✓ Researcher gives the handout with the words listed and maps. ✓ Students have to have to word by themselves to complete the map. ✓ Researcher reviews the maps completed and write some feedback at the back, if it were necessary 	<p>Word map sheet</p> <p>Pencil</p> <p>Eraser</p>

	2nd Period			
Lesson five	To take the post-test 1st period	Taking the Post assessment test	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<p>Researcher gives the post-test and explains the content of it.</p> <p>Students have to complete the post-test with the vocabulary learned</p> <p>Students fill in the questionnaire</p>
				<p>Pen</p> <p>Test</p> <p>Questionnaire</p>

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g. BUDGET AND FINANCING

RESOURCES

Human

- ✓ Researcher
- ✓ Students of 8th year at Adolfo Valarezo high school

Material

- ❖ Bibliography
- ❖ Copies
- ❖ Books
- ❖ Office Implements
- ❖ Paper
- ❖ Dictionary

Technical

- Computer
- Internet
- Flash memory
- Printer

Budget

Computer	\$ 450,00
Internet	\$ 100,00
Impression and photocopies	\$ 150,00
Unexpected expenses	\$ 200,00
TOTAL	\$ 900,00

Financing

The financing project costs coming from the present action research will be assumed completely by the researches authors.

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➤ **ANNEXES**

QUESTIONNAIRE

Read each question carefully, and pick the answer you think is best, make an X to your answer.

1. Which of these strategies/activities do you use to improve vocabulary?

- Word play _____
- Flash cards _____
- Lead-in activities _____
- Word maps _____

2. How often do you do these things in an English class to learn the vocabulary?

RESOURCES	Once or twice a week	Once or twice a month	Never or almost never
Watch a video			
Play with cards			
Listen to songs			
Copy the words from board			
Use word maps			

3. What do you think? Tell how much you agree with these statements.

CHOICES	Agree a lot	Agree a little	Disagree a little	Disagree a lot
Watching videos is fun to learn vocabulary.				
I like to use word maps to learn vocabulary.				
I do not like to memorize the vocabulary without sense.				
I enjoy copying the new words from the board				
I love to use any didactic material to master the vocabulary				

4. Have you ever worked with words maps to improve vocabulary?

Yes ()

No ()

5. How often do you do these activities in your English class to learn the vocabulary?

CHOICES	Once or twice a week	Once or twice a month	Never or almost never
a. My teacher uses word maps to introduce it			
b. My teacher writes the words on the board with word maps			
c. My teacher uses word maps to show the written form			
d. Students use different word maps to master it			
e. I write sentences using it that makes sense for me.			
f. I complete information that I have in the textbook with word maps.			

6. Do the word map strategy help you to understand better the vocabulary?

Yes ()

No ()

Why.....

PRE TEST

1. Unscramble words. Write words correctly.

kanb _____
 tauresant _____
 rapk _____
 viemoheteart _____
 seummu _____
 koob _____

2. Look at the map and write the correct word about places of the city in correct order

The map shows a grid of streets. 'Main Street' runs horizontally across the top. 'First Street' and 'Second Street' run vertically on the left and right sides, respectively. 'Central Avenue' runs horizontally across the bottom. Numbered boxes containing icons are placed at various intersections and locations:

- Box 1: Grocery store (bottom right)
- Box 2: Money (top right)
- Box 3: Zoo (top middle)
- Box 4: Cinema (middle right)
- Box 5: Restaurant (top middle)
- Box 6: Post office (middle left)
- Box 7: Post office (bottom left)
- Box 8: Toy store (bottom middle)
- Box 9: School (bottom middle)
- Box 10: Bank (middle right)
- Box 11: Park (top left)
- Box 12: Library (middle left)

- | | |
|----------|-----------|
| 1) _____ | 7) _____ |
| 2) _____ | 8) _____ |
| 3) _____ | 9) _____ |
| 4) _____ | 10) _____ |
| 5) _____ | 11) _____ |
| 6) _____ | 12) _____ |

3. Match the places with their description

- | | |
|------------------|---|
| 1) Drugstore | A. a place where you watch movies |
| 2) Museum | B. a place with lots of stores and restaurants |
| 3) Movie Theater | C. a place where you buy and eat food |
| 4) Zoo | E. a place where you see artwork and other exhibits |
| 5) Restaurant | F. a place where you see different kinds of animals |
| 6) Mall | G. a place where you buy medicine |

4. Complete the sentences with the correct word

- 👉 I like to save my money in a _____
- 👉 I leave a letter in a _____
- 👉 I went to the _____ and choose this book for you.
- 👉 On weekends they spent a lot of time in a _____ they were relaxing.
- 👉 Yesterday I saw you at _____ you were looking for the bus
- 👉 I bought this thing for the house in the _____

Thank you 😊

POST TEST

1. Unscramble words. Write words correctly.

kanb _____
 tauresant _____
 rapk _____
 viemoheteart _____
 seummu _____
 koob _____

2. Look at the map and write the correct word about places of the city in correct order

The map shows a grid of streets. 'Main Street' runs horizontally across the top. 'First Street' and 'Second Street' run vertically on the left and right sides respectively. 'Central Avenue' runs horizontally across the bottom. Numbered boxes containing icons are placed at various intersections and locations:

- Box 1: Grocery store (bottom right)
- Box 2: Money (top right)
- Box 3: Zoo (top middle)
- Box 4: Cinema (middle right)
- Box 5: Restaurant (top middle)
- Box 6: Car wash (middle left)
- Box 7: Post office (bottom left)
- Box 8: Toy store (bottom middle)
- Box 9: School (bottom middle)
- Box 10: Bank (middle right)
- Box 11: Park (top left)
- Box 12: Library (middle left)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

3. Match the places with their description

- | | |
|------------------|---|
| 1) Drugstore | A. a place where you watch movies |
| 2) Museum | B. a place with lots of stores and restaurants |
| 3) Movie Theater | C. a place where you buy and eat food |
| 4) Zoo | E. a place where you see artwork and other exhibits |
| 5) Restaurant | F. a place where you see different kinds of animals |
| 6) Mall | G. a place where you buy medicine |

4. Complete the sentences with the correct word

- 👉 I like to save my money in a _____
- 👉 I leave a letter in a _____
- 👉 I went to the _____ and choose this book for you.
- 👉 On weekends they spent a lot of time in a _____ they were relaxing.
- 👉 Yesterday I saw you at _____ you were looking for the bus
- 👉 I bought this thing for the house in the _____

Thank you 😊

CHECK LIST

CODE	Degree of Completion and Development				
	Spelling		Understanding Words	Ability to use the vocabulary	Ability to use correctly the strategy
	Weaknesses	Strengths			
AV01					
AV02					
AV03					
AV04					
AV05					
AV06					
AV07					
AV08					
AV09					
AV10					
AV11					
AV12					
AV13					
AV14					
AV15					
AV16					
AV17					
AV18					
AV19					
AV20					
AV21					
AV22					
AV23					
AV24					
AV25					
AV26					
AV27					
AV28					
AV29					
AV30					
AV31					
AV32					
AV33					
AV34					
AV35					
AV36					
AV37					

<i>Observation Sheet</i>				
<i>Observer:</i>	<i>date:</i>			
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Suggestions to the activities done	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			

MATRIX

Theme: USING WORD MAPPING STRATEGY FOR IMPROVING ENGLISH VOCABULARY WITH 8TH YEAR STUDENTS IN PARALLEL “C” AT ADOLFO VALAREZO PUBLIC HIGH SCHOOL, ACADEMIC PERIOD 2013-2014.

Problem	Objectives	Theoretical frame	Methodological design(action research)	Instruments
<p>Main (Research) problem:</p> <p>✓ How does the word mapping strategy improve the English vocabulary with 8th year students in parallel “C” at Adolfo Valarezo public high school, academic period 2013-2014?</p>	<p>General</p> <p>✓ To improve English vocabulary through word map strategy with 8th year students at Adolfo Valarezo public high school, academic period 2013-2014.</p>	<ul style="list-style-type: none"> ❖ REVIEW THE LITERATURE ❖ 1. VOCABULARY ❖ 5.1 DEFINITION ❖ 5.2 IMPORTANCE OF VOCABULARY ❖ 5.3 VOCABULARY INSTRUCTION ❖ 5.4 VOCABULARY LEARNING AND TEACHING ❖ 5.4.1 Vocabulary in learning ❖ 5.4.2 Vocabulary in teaching ❖ 5.5 TEACHING VOCABULARY ❖ 5.6 HOW WORDS ARE LEARNED ❖ 5.7 LANGUAGE LEARNING STRATEGIES ❖ 5.7.1 Learning strategies 	<p>Preliminary investigation</p> <p>Observing the English classes</p> <p>Stating the background of problem</p> <p>Describing current situation</p> <p>Locating and reviewing the literature</p> <p>Creating a methodological framework for research</p> <p>Preparing an intervention plan</p> <p>Intervention and</p>	<p>Questionnaire</p> <p>Pre-Tests</p> <p>Post-test</p>
<p>Sub-problems</p> <p>✓ What kind of theoretical references about vocabulary strategies and are Word mapping effective to help 8th year students at</p>	<p>Specific</p> <p>✓ To investigate the theoretical references about Word mapping as a strategy and vocabulary learning in the English language to help 8th year</p>			

<p>Adolfo Valarezo public high school, academic Period 2013-2014?</p> <p>✓ What are the issues that limit the vocabulary learning with 8th year students at Adolfo Valarezo high public school, academic Period 2013-2014?</p> <p>✓ What are the important phases of the intervention plan that address the current issues of the vocabulary learning on 8th year students at Adolfo Valarezo public high school, academic Period 2013 and 2014?</p> <p>✓ Which word mapping strategies are implementing to improve the vocabulary</p>	<p>students parallel “C” at Adolfo Valarezo public high school, academic period 2013-2014.</p> <p>✓ To diagnose the issues that limit the vocabulary learning with 8th year students parallel “C” at Adolfo Valarezo public high school, academic period 2013-2014.</p> <p>✓ To elaborate an intervention plan with the use of Word map to improve vocabulary with 8th year students parallel “C” at Adolfo Valarezo public high school,academic period 2013-2014.</p>	<ul style="list-style-type: none"> ❖ 5.7.2 Direct language learning strategies ❖ 5.7.2.1 Memory strategies ❖ 5.7.2.2 Cognitive strategies ❖ 5.7.2.3 Compensation strategies ❖ 5.8 WORD MAPPING STRATEGY ❖ 5.8.1 When to use this strategy ❖ 5.8.2 Strategy modifications for levels ❖ 5.8.3 Implementing word mapping strategies ❖ 5.8.4 Why use word maps? ❖ 5.8.5 HOW TO USE WORD MAPS? ❖ 5.8.6 Advantages ❖ 5.9 Types Of Words Maps ❖ 5.9.1 Word Start ❖ 5.9.2 Word Jigsaw ❖ 5.9.3 Target Word 	<p>observation</p> <p>Applying, observing and monitoring students’ performance according to the intervention plan</p> <p>Presentation of research findings</p> <p>Reflecting, analyzing and answering the proposed inquiries</p> <p>Organizing the final report</p>	<p>Check list progress</p>
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<p>learning on 8th year students at Adolfo Valarezo high public school, academic Period 2013- 2014?</p> <p>✓ How do word mapping strategies as part of the classroom activities reduce the limitation of the vocabulary learning on 8th year students at Adolfo Valarezo high public school, academic Period 2013 -2014?</p>	<p>✓ To apply the intervention plan as a part of the classroom activities in order to solve the limitations in vocabulary learning with 8th year students parallel "C" at Adolfo Valarezo public high school, academic period 2013-2014.</p> <p>✓ To reflect upon the effect that the word map strategy had on 8th year students in vocabulary with 8th year students parallel "C" at Adolfo Valarezo public high school, academic period 2013-2014.</p>			
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INDEX

➤ CERTIFICATION	ii
➤ AUTORÍA	iii
➤ CARTA DE AUTORIZACIÓN	iv
➤ ACKNOWLEDGEMENTS	v
➤ DEDICATION	vi
➤ MATRIZ DE ÁMBITO GEOGRÁFICO	vii
➤ MAPA GEOGRÁFICO Y CROQUIS	viii
➤ THESIS SCHEME	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	8
VOCABULARY	8
Definition	8
IMPORTANCE OF VOCABULARY	9
VOCABULARY LEARNING AND TEACHING	10
Vocabulary Learning	11
Vocabulary in Teaching	13
TEACHING VOCABULARY	14

HOW ARE WORDS LEARNED?	16
LANGUAGE LEARNING STRATEGIES	17
WORD PLAY	18
Typology of wordplay	19
FUNCTIONS OF WORDPLAY	19
Flash card	20
Types of flash card	21
Lead in	22
WORD MAPPING STRATEGY	23
When to use the strategy	24
Strategy modifications for grade levels	24
Implementing the Word Mapping Strategy	25
Why to Use Word Maps?	26
How to Use Word Maps	26
Advantages	26
TYPES OF WORD MAPS	27
Word Star	27
How to Use it	27
More to Do	28
Word Jigsaw	28

How to use it	28
Target Word	29
Purpose	29
How to Use the it	29
More to Do	29
e. MATERIALS AND METHODS	30
f. RESULTS	37
g. DISCUSSION	51
h. CONCLUSIONS	54
i. RECOMMENDATIONS	56
j. BIBLIOGRAPHY	57
k. ANNEXES	60
a. THEME	61
b. PROBLEM	62
c. JUSTIFICATION	66
d. OBJECTIVES	68
e. THEORETICAL FRAMEWORK	70
Vocabulary	70
Definition	70
Importance of vocabulary	71
Vocabulary Instruction	72

Vocabulary Learning and Teaching	74
Vocabulary Learning	74
Vocabulary in Teaching	78
Teaching vocabulary	80
How are words learned?	82
Language Learning Strategies	84
Direct Language Learning Strategies	85
Memory strategies	85
Cognitive strategies	86
Compensation strategies	86
WORD MAPPING STRATEGY	87
When to use the strategy	88
Strategy modifications for grade levels	89
Implementing the Word Mapping Strategy	89
Why use word maps?	91
How to use word maps	91
Advantages	92
Types of word maps.	93
Word Star	93
Word Jigsaw	94
Target Word	95

f. METHODOLOGY	97
g. TIME TABLE	106
h. BUDGET AND FINANCING	107
i. BIBLIOGRAPHY	109
INDEX	122