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The Importance of Vocabulary in Language Learning and The Vocabulary Teaching Techniques used by Teachers of the Teens English Program at CENIUES, Academic Year 2018.

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CHAPTER 1

1.1 Introduction

This research aimed to highlight the importance of vocabulary and the different vocabulary teaching techniques used to teach English vocabulary to teenage students. Although the importance of vocabulary had been neglected for many decades, during the 80s it became a captivated topic for researchers. So, this study would provide a list of techniques that could be implemented when teaching English vocabulary. The vocabulary teaching techniques are tools that English teachers must use to help students develop their vocabulary. In this study, the teacher's role was very important because students' learning depends not only on what they are taught but also on how they are taught. Therefore, this research was related to education, and it was carried out through a descriptive method and a qualitative study which would provide the necessary information for its development.

This work presents some theories that back up the idea that lexical knowledge is central to English communicative competence. It has been observed that many English learners who have not developed their vocabulary struggle a lot when establishing a conversation. That is why, teachers and students played a vital role in this research work. Teachers need to be aware that students learn in different ways and that using effective vocabulary teaching techniques will have a big impact in their progress. On the other hand, students have to identify which techniques really help them retain new words, and they need to develop their own learning strategies, this will allow them to learn in a more effective way.

In this piece of work, researchers seeked to identify the vocabulary teaching techniques used by teachers of the English program named Centro de Enseñanza

de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES), specifically teachers of the teens English program. In such language program, they not only teach English but also other languages such as French, Japanese and Italian. CENIUES offers classes to children, teens and adults. To collect the data for this research, the research techniques that were used are: observations and surveys; furthermore, the instruments that helped this research are: a check-list and two questionnaires. At the end, the information collected was tabulated and interpreted by the researchers. Thus, the people who participated in the research process were teachers, teenage students of CENIUES and the researchers. To get the necessary information, the researchers formulated some research questions which were the main focus of the study, such questions were oriented on knowing the role of the teacher when instructing vocabulary, knowing the vocabulary teaching techniques that help students learn a word faster, identifying the vocabulary teaching techniques that are more effective when working with teenagers, and others. Accordingly, it is recommended for teachers to spend more time helping learners develop their stock of vocabulary such as phrases, and less time on grammatical structures; to make use of different techniques to introduce vocabulary, to provide students with enough opportunities to encounter words in different contexts, and to adjust their vocabulary teaching methods and techniques according to the level of the students. Effective teachers do not use the same set of vocabulary teaching techniques for every lesson, instead what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust the vocabulary teaching techniques accordingly.

To sum up, when learning English there are many language skills and sub skills that need to be mastered, and vocabulary is one of those sub skills; therefore, the elaboration of this research work would allow the researchers to come up with some final conclusions and recommendations about the vocabulary teaching techniques use in English classrooms when working with teenage students.

1.2 Statement of the problem

For the majority of English learners, the ultimate goal for studying is to be able to communicate in a new language. During the last decades, the traditional linguistic theory considered grammar as the most important factor for achieving fluency. However, in recent years, a growing number of language teachers have come to believe that increasing vocabulary is the key for achieving fluency. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use. According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. In other words, this means seeing the word in multiple contexts. Therefore, it is important that teachers provide students with enough opportunities to encounter words repeatedly and in different contexts.

In English as a second language and English as a foreign language, learning vocabulary plays a vital role for achieving communicative competence. It has been observed that a limited vocabulary in a second language impedes successful communication. The reason for these communication problems is the lack of vocabulary; so, teaching and learning vocabulary is essential for thriving second language use. In the past, teachers used to think that if they gave over attention to vocabulary, learners would have the impression that learning a language was just the accumulation of words. So, teachers tended not to teach vocabulary. Nevertheless, David A. Wilkin (1972) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is to say that without establishing a strong base of vocabulary knowledge a student cannot communicate effectively, and without a knowledge of grammar students can communicate, although not effectively. Currently, most learners acknowledge the importance of vocabulary acquisition. That is why, it is highly recommended for teachers to prepare themselves with various and up-to-date techniques to make the learning of vocabulary possible.

Studies in the area of second language acquisition are very important, they allow discovery of techniques or strategies for teaching. In this research, the researchers wanted to identify which were the vocabulary teaching techniques used by teachers of the teens' English program at CENIUES. It is believed that there is no specific technique that can be recommended above all others (the National Reading Panel, 2000). Also, experts on the area of education believe that in order to make learning possible the age of a student and their English level need to be taken into account when using a specific technique. Moreover, the National panel suggests English teachers to implement a variety of vocabulary teaching techniques to help English learners develop their vocabulary, some of the vocabulary teaching techniques suggested are: stories, videos, dramatizations, games, mind maps, songs, visual stimuli, etc. Current research suggests that visual and audio-visual techniques are extremely effective for vocabulary acquisition. Nowadays, there is more freedom in choosing the vocabulary teaching techniques to be used during English classes, so it would be great to know which were the techniques that teachers at CENIUES use, and if they were using a variety of vocabulary teaching techniques to help students in the development of their lexicon.

To conclude, when learning vocabulary, the role of teachers and their instruction is really important. Teachers are facilitators and guides, they have to know that in order for students to learn new vocabulary and internalize it, it has to be presented in a meaningful way, which means a variety of activities have to be used. Yet some language teachers believe that vocabulary does not need to be actively taught in class, many others believe that the use of different techniques can provide tremendous help to increase learners' vocabulary and language skills. When teachers look for the best activities that will suit students' needs, they highly contribute to students' learning. However, the teacher's job is not only to implement various vocabulary teaching techniques, but also to encourage students to make use of different vocabulary learning strategies and become responsible of their own learning.

1.3 Objectives

The General objectives were:

1. To establish the importance of vocabulary in language learning in the teens English program at CENIUES, 2018.
2. To identify the vocabulary teaching techniques used by teachers of the teens English program at CENIUES, 2018.

The Specific objectives were:

1. To indicate which type of vocabulary teaching techniques teachers of the teens English program at CENIUES use the most.
2. To enquire which vocabulary teaching techniques help teenage students learn a word faster.
3. To know which vocabulary learning strategies teenage students use when learning new words.
4. To determine the role of teachers when teaching vocabulary.

1.4 Justification

Vocabulary teaching techniques play an important role when developing students' lexicon. According to researchers, while grammar is undoubtedly important, it is not a vital part of language. Looking back in the past, for a long time, English teachers used teaching approaches such as the Direct Method and the Audiolingualism which emphasized the primary importance of teaching grammatical structures. Since the emphasis was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught. By the beginning of the 1970s, there was a major change in teaching English. The focus turned from the Direct Method, Audiolingualism and the communicative approach to the lexical approach which emphasized the importance of teaching vocabulary. With this new change, students were exposed to diverse vocabulary and speaking activities. Many words began being introduced during such courses and students were encouraged to express themselves as much as possible. Nowadays, vocabulary has become a hot topic for researchers, and it represents one of the most important skills necessary for teaching and learning a foreign language. This study considered vocabulary as the tool for students in their attempt to use English effectively. When communicating with a native English speaker, when watching a movie without subtitles or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to work with words. That is why, it was highly important to observe whether teachers were making use of a variety of vocabulary teaching techniques to help students succeed in the language or if the lack of implementation of such techniques were affecting students' progress specially to become fluent in the language. It is believed that many students feel comfortable with the basics of the language, but when given a chance to use their new language skills, they seem to spend more time looking up unfamiliar words; therefore, careful attention has to be given to the vocabulary teaching techniques in order to help students become proficient in the language.

1.5 Research questions:

1.5.1 The general questions were:

- ✓ What is the importance of vocabulary in language learning when working with teenage students?
- ✓ Which are the vocabulary teaching techniques implemented by teachers of the teens English program at CENIUES?

1.5.2 The subsidiary questions were:

- ✓ What is the most common vocabulary teaching technique implemented by teachers of the teens English program at CENIUES?
- ✓ Are teachers aware of the variety of vocabulary teaching techniques that exist?
- ✓ Which type of vocabulary teaching techniques visual, verbal, or audio-visual are more effective when working with teenage students?
- ✓ What is the teacher's role in teaching vocabulary?
- ✓ Do students take advantage of the vocabulary teaching techniques used in class?
- ✓ Which are the vocabulary learning strategies used by the students of the teens English program at CENIUES?
- ✓ Does the lack of implementation of vocabulary teaching techniques affect students' development of their lexicon?

CHAPTER 2

Theoretical Framework

The Importance of Vocabulary in language learning and The Vocabulary Teaching Techniques used by Teachers of the Teens English Program at CENIUES, Academic Year 2018.

What is vocabulary.... A general overview

2.1 What is vocabulary? And How different authors definite it?

Many authors have similar definitions about vocabulary. According to Hubbard (1983) vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond and Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. Vocabulary requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use different techniques and strategies to teach vocabulary.

Considering language learning, vocabulary is central to language and of great importance to typical language learner Zimmerman (1998). Without a sufficient vocabulary, one cannot convey his message effectively or express his ideas in both oral and written forms Fauziati (2005). Vocabulary plays a significant role for communication, because the communication would be stopped if people hear or read words that people fail to understand Scott, Jamieson-Noel & Asselin (2003). According to Schmitt (2000), the center of learning and communication is vocabulary. Moreover, Punch and Robinson (1992) considered that the basic elements of communication and words should be increased and further advocated that "vocabulary instruction is a vital focus for teaching at the elementary level". However, Oxford (1990) found that "language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency".

Therefore, to deal with their vocabulary learning difficulties is a big concern. One of the components to master English as a foreign language is vocabulary mastery. It means that the students have ability in understanding and using the words and meaning. So, the greater vocabulary students master, the better they perform their language. By having limited vocabulary, the students will find difficulties mastering English skills.

2.1.1 What role does vocabulary play in language learning?

There has been much research into vocabulary acquisition, teaching and assessment, but there is little agreement about which and how many words are needed to communicate effectively at different proficiency levels. Vocabulary learning should not just be quantitative, focusing on expanding the number of words a learner knows, but also qualitative, focusing on how the words are used pragmatically. For example, “hair” is plural in many languages, but it takes the singular uncountable verb form in English – so students need to learn this so that they aren’t producing incorrect sentences such as: “He has a curly hair.”

2.1.2 The importance of learning vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. In English as a second language (ESL) and English as a foreign language (EFL)

learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing) Nation (2011). Rivers and Nunan (1991) argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, students will be unable to use the structures and functions they may have learned for comprehensible communication.

The knowledge of words meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency.

Thus, vocabulary knowledge helps students with language comprehension. Like Widdowson (1989), McKcown (2009) argues that vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra (1995) suggests that to comprehend a text successfully students need to have sufficient word knowledge to understand what they read. According to Nation, the readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.

In addition, vocabulary helps students with language production. Ilubbard (1983) states that the more words a student knows the more precisely that students can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective ways to teach vocabulary to help students develop their vocabulary knowledge in order to communicate successfully.

2.2 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The former type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the latter one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

2.2.1 Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

2.2.2 Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

2.2.3 Receptive and Productive Vocabulary Knowledge

Nation (2011) distinguishes between receptive and productive language knowledge, and applies this specifically to vocabulary. It is important for an instructor to understand what is involved in knowing a word at both of these levels.

In order to know a word receptively, Nation claims that the learner must be able to recognize the word when it is heard; realize that the word is made up of different morphological parts and be able to relate these parts to its meaning, e.g., "underdeveloped" = [under] + [develop] + [ed]; know the meaning of the word, and also know what the word means in the particular context in which it has occurred; and understand the concept behind the word in order to be able to understand it in a variety of contexts. Similarly, according to Nation, productive knowledge implies that the learner must be able to properly pronounce the word; write the word and spell it correctly; produce the word to express its proper meaning; and correctly use the word in an original sentence.

When we consider what it means to know a word, it becomes apparent why it is necessary to actively teach vocabulary and to recycle the same vocabulary item in multiple contexts.

2.2.4 Types of vocabulary within the receptive and productive vocabulary

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990). Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

- **Reading vocabulary**

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

- **Listening vocabulary**

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

- **Writing vocabulary**

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

- **Speaking vocabulary**

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

2.2.5 Four Major Groups of Vocabulary

Learning English vocabulary is a basic and very important part of learning the language. Learning a new vocabulary word means more than just understanding what the word means. To really learn new English words, the learner must understand them and be able to use the words correctly when speaking or writing. Of course in English there are a lot of words that are defined by the frequency of how they are used by the speakers of the English language, in the following paragraphs there is a description about why they are classified as: high frequency, academic vocabulary, technical words and low frequency words.

1. High frequency words

High frequency words consist of the first 2000 words on the General Service List. The General Service List is a list of the basic vocabulary of English in order of frequency. It was first created in 1953 by Michael West (1953) and has been revised several times since. High frequency words are a small group of words but cover 85% of those used in everyday reading and writing. The first 1000 words are actually the most important. In vocabulary classes the teacher should do everything possible to expose students to high frequency words, they are very important, and whatever method the teacher uses is beneficial. Basically, if learners do not know the first 2000 words, it is almost pointless to teach the rest, learners will not be able to read, write, or comprehend. Of course this may not always be possible in a regular integrated skills or speaking class, but it has been

found that selecting specific graded readers, vocabulary books, or short vocabulary exercises related to the current topic can be most useful.

2. Academic vocabulary

Academic vocabulary encompasses groups of word families that regularly appear across a broad range of academic subjects and fields. The Academic Word ListCoxhead (2000) contains 570 word families. A word family consists of the various forms a word can take. Nation (2008) states “that the 570 word families make up around 10% of the running words in academic text, about 4% in newspapers and less than 2% of novels.” Subsequently, these words deserve serious attention for those going on to academic study, or have specific academic goals. Nation recommends that academic vocabulary is learned both receptively and productively through the four strands including deliberate teaching and study of the words. The teaching of academic vocabulary should be focused directly on those items needed for the intended area or purpose.

3. Technical words

Those words specific to various specialized fields engineering, geology, medicine, etc. In general, they are considered low frequency words, however in relation to their respective fields they can be considered high frequency words. These words should be a part of the study of the subject and taught as they are encountered, not pre-taught by the EFL teacher. According to Nation, it is essential for the learning of technical vocabulary to occur as part of meaning focused input through listening and reading, especially intensive reading pertaining to the particular field.

5. Low frequency words

Low frequency words comprise the vast majority of words in English and therefore are not worth spending time on, there are just too many and the cost benefit ratio is not worth it. The teachers' goal is not to teach actual low frequency words, but rather how to deal with them as they occur. Nation (1990) determined that is more efficient to spend class time teaching learning strategies such as guessing from context, using root words, or memorization techniques. If they are taught, it should be in the context of the specific topic in that instance.

2.3 What does it mean to know a word?

Knowing a word is not an all or nothing situation; it is a complex concept. According to Dale (1989, as cited in Taylor, 1990) the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connotations about words. Dale (1989, as cited in Taylor, 1990) provides a description of the extent of word knowledge in terms of 5 stages:

1. The student has no knowledge about the word.
2. The student has a general sense of the word.
3. The student has a narrow, context-bound knowledge about the word.
4. The student has a basic knowledge of the word and is able to use it in many appropriate situations.
5. The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

Knowing a word implies knowing many things about the word: its literal meaning, its various connotations, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the

morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms (Nagy and Scott, 2000, as cited in Taylor, 1990). For example, a learner who knows the word —write will know that its past tense is /wrote/ and its past participle is /written/. The learner would know that /written/ is spelled with double “t”. The learner will also know when and how to use the various auxiliary verbs appropriately. The learner would know that /writing/ is a verb that is used in the present continuous tense and that /writing/ can also serve as a noun: e.g. the writing is on the wall. The learner would be aware of the various synonyms of writing such as compose, drop a line, record, scribe and draft and also know that its collocations are subject to syntactic modifications such as write effectively and effective writing. The learner will also be able to use the word within various registers.

2.3.1 What the student needs to know about a word

- **What it means**

It is vital to get across the meaning of the word clearly and to ensure that your students have understood correctly with checking questions.

- **The form**

Students need to know if it is a verb / a noun / an adjective etc to be able to use it effectively.

- **How it is pronounced**

This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script in such cases so the students have a clear written record of the pronunciation. It should not be forgotten to drill words that will cause pronunciation problems for the students and highlight the word stresses.

- **How it is spelt**

This is always difficult in English for the reason mentioned above.

Remember to clarify the pronunciation before showing the written form.

- **If it follows any unpredictable grammatical patterns**
For example, man-men / information (uncountable) and if the word is followed by a particular preposition (e.g. depend on)
- **The connotations that the item may have**
Bachelor is a neutral/positive word whereas spinster conjures a more negative image.
- **The situations when the word is or is not used**
Is it formal/neutral/informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? To sum up is usually written whereas mind you is spoken. Is it out dated? Wireless instead of radio.
- **How the word is related to others**
For example, synonyms, antonyms, lexical sets.
- **Collocation or the way that words occur together**
Describing things 'in great detail' not 'in big detail' and to ask a question 'raise your hand' and don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.
- **What the affixes (the prefixes and suffixes) may indicate about the meaning**
For example, substandard sub meaning under. This is particularly useful at a higher level.

2.3.2 How Much Vocabulary does a L2 (Second Language) Learner Need?

About 80 years ago, Ogden (1937) argued that 850 words could allow students to express millions of ideas. Although this number of words might be enough for expressing some ideas in a very simplified way, it is hardly enough for comprehension of a native Speaker's response. Recent research states that a learner must know many more words for comprehension of written or spoken discourse. Laufer (1989) suggested that for reading comprehension, a learner must know around 95% of the lexical items in a text to successfully guess the rest of the

words. Bonk (2000) found that the same 95% of the words enables the majority of participants to achieve good comprehension of listening passages. However, Hu and Nation (2000) insisted that knowledge of 98–99% of the words is necessary, especially for written discourse. To count how many words a learner needs to know to understand 95% or 98% of discourse is necessary to know how many words make up 100% – the number of words that native speakers know. Nation (2006) argues that most well conducted studies estimate the vocabulary size of an educated English native speaker as 17,000–20,000 word families, but L2 learners need to know around 6,000-9,000 word families.

2.3.3 What Makes English Vocabulary Difficult?

In English, like in any other foreign language, some words are easier to learn than others. Easiest of all are the words more or less identical to the students' native language, like for instance, the word "vocabulary." However, students might be trapped in their confidence with which they memorize such identical words, since English has a list of some problematic words, called "false friends". These false friends are words identical in form to certain Romanian words, but completely different in meaning. An example of this would be "sensible." While many students might confidently translate this word simply "sensibil," they will be astonished to find out that, the Romanian equivalent for "sensible" is in fact "rational," while the English equivalent for "sensibil" is "sensitive." This demonstrates the crucial importance of allotting a special lesson for these false friends and of encouraging students to practice them as often as possible.

Another aspect that makes English vocabulary difficult is the pronunciation of certain words. Research shows that words that are difficult to pronounce are more difficult to learn. Many learners find that words with clusters of consonants such as "health" or "crisps" are problematic. Length or complexity of the words is another characteristic of the difficulty of English vocabulary. A long word will be more

difficult to memorize than a short one. Also, variable stress of words such as "necessary" and "necessity" can add to their difficulty. The meaning of the words is another controversial feature of the English vocabulary. When two words overlap in meaning, students are likely to confuse them. An example in this case would be the difference between "make" and "do." These words have the same meaning, but are used in different expressions. People "make a decision", but they "do homework." Students might find the use of these two words confusing.

2.3.4 Main Reasons Why Students Forget the Vocabulary Acquired

It is important that teachers insist on the practice of vocabulary because with all their best will, students forget the words they learn. Jeremy Harmer identifies two main reasons that cause forgetting: interference from subsequent learning and insufficient recycling. Most teachers are aware of the fact that introducing a new vocabulary may imply forgetting the old one. This happens most frequently when words are taught that are very similar to the ones recently acquired because, according to Harmer, the new words have the effect of "overwriting" the previously learnt material. This is the reason why teachers should avoid teaching lexical sets containing words that have similar meanings to the previously ones.

The second cause that triggers forgetting is insufficient recycling of the vocabulary acquired. Research shows that frequent review of learnt material can dramatically reduce the rate of forgetting. Nevertheless, it is not enough to simply repeat words and to reencounter them in their original context. What really helps is to recycle the words in different ways and at equal levels of depth. Research argues that if learners use or encounter the words in a different way from that in which they first met them, then better learning is likely to be achieved. Another important aspect when recycling certain words is for students to make sure that they really understand the meaning and the use of those words. Students might also try to apply the new words to their real life events or activities.

2.4 What is the lexical approach?

In 1720, Jonathan Swift wrote to a young clergyman: “Proper words in proper places make the true definition of a style”. This is exactly what the lexical approach is all about, devising the best possible description of language, language acquisition processes, and language teaching methods that can allow learners to put “proper words in proper places”? It is important to underline the plural form: not a proper word, but proper words. What Jonathan Swift states here is that fluency is not so much a matter of mastering a set of generative grammar rules and a separate list of words. Rather, fluency depends on having access to a stock of lexical items, or chunks in other words; Lewis denies the assumption that once students have mastered sentence frames, they can subsequently insert new words into the “gaps”, thus expanding vocabulary. In this way, they can perhaps produce possible grammatically correct sentences, which, however, are not necessary probable utterances. What students need to communicate effectively is not the possibility of saying “Colorless green ideas slept furiously”, to quote Chomsky’s famous example. What students do need is the ability to produce probable, natural– and therefore successful – language. And this ability mainly depends on mastering lexis.

Lexis is seen by J. Swift not as a vocabulary list, but as a set of lexical items, most of which are multi-word chunks. Lexical items have the same generative powers as grammar patterns, if not more. They allow the production of natural successful language. This contention is supported by data from statistical analysis of language. Analyzing millions of occurrences of a language, one can indeed draw the conclusion that people do speak in pre-patterned chunks. It thus becomes necessary to identify these chunks and learn to use them correctly.

2.4.1 The role of vocabulary within the Lexical approach

The importance of vocabulary learning was summed up by the linguist David Wilkins: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed “. Vocabulary plays an essential role in language acquisition. The recent development in language teaching has seen a shift from the traditional emphasis on grammatical structures to the perception of language as fundamentally lexical.

There is considerable research evidence that suggests that a great deal of vocabulary is stored in units larger than the individual word. This lexical approach advocates the distinction between vocabulary, constituted of single items, and lexis, which includes not only single words but also multi-word items that are store in the mental lexicon. Thornbury provides the account of different types of chunks and different degrees of “chunkiness “:

- Collocations
- Phrasal verbs
- idioms
- sentence frames
- social formula
- discourse markers

These categories can be further distinguished in terms of fixedness and idioms. Thornburn states that: “fixed chunks are those that do not allow any variation”, such as over the moon, while many chunks are semi-fixed, which means that they are variable to a certain degree, such as nice to see you, good to see you or lovely to see you. Similarly, the idioms may vary from very idiomatic to very transparent in meaning.

Multi-word lexical items are independent units and the ability to chunk the language successfully is vital for understanding of how language works. J. Swift

points out that: “correctly identified lexical phrases in identifiable contexts that are mastered as learned wholes become an important resource to mastering the syntax. The multi-word units stored in the mental lexicon can be immediately accessible and thus provide language users with fluency. Many pre-fabricated formulaic items – chunks - reduce processing difficulty. Lewis further states that, “the larger the chunks are which learners originally acquire, the easier the task of re-producing natural language later.

As was already mentioned, the vocabulary/grammar dichotomy has been replaced, from the lexical point of view, by a spectrum of combinations of word units. Lewis says that words are used in patterns which learners need to notice. He further claims that some words have many more collocates than others. The words range from rare ones - mostly nouns - that carry a lot of meaning and have small collocational fields to the most frequent words which carry very little meaning in themselves, but can be used in many different patterns.

According to J. Swift; an adequate lexicon, apart from individual words, consists of a large number of prepositional phrases, idiomatic expressions, collocations and colligational patterns. There is a scale of language patterns from those which are absolutely fixed and non-generative to those with a high degree of generalization.

In the lexical approach words are considered as more generative than was realized earlier. This lexical attitude also includes a more “grammatical “aspect of words. J. Swift suggests that every word has its own grammar and that a language consists of grammatical lexis, not lexicalized grammar.

2.4.2 How to present vocabulary according to the lexical approach?

Traditionally, the learning theory has suggested that in order to learn words effectively, those words need to be presented in contexts, rather than randomly with emphasis being put on learning sets of words that cover a particular topic or

situation. However, the research shows that this method has usually resulted in the process of creating contextual word lists that consisted almost entirely of nouns.

The lexical approach comes up with an idea of contextualization that involves noting not only the topic in which the word may occur but, more importantly, it notices the co-text with which it can regularly occur. J. Swift further says that this co-text includes words of different word classes that collocate with the word.

There is a much more principled system of introducing and exploiting lexis within the lexical approach. J. Swift claims that learning vocabulary involves a great deal more than simple memorization. According to him, three important factors play a significant role in vocabulary acquisition:

- Correct identification of lexical items
- Vocabulary recording in helpful, non-linear formats
- Transfer from short-term to long-term memory

2.4.3 How to Organize vocabulary according to the lexical approach?

The key factor in the lexical approach is organizing lexis. According to the principle of identifying semantic fields, it is important to record language that characteristically occurs together. Students of all stages are encouraged to identify lexical chunks in a text, particularly collocations, and record them in suitable language patterns. Recording formats play a powerful role as a language learning technique. Lexical items that are appropriately recorded can be later more easily retrieved. Before a lexical item can be effectively recorded, it is important to explore and evaluate its collocation and pragmatic force.

2.5 The communicative language teaching approach

2.5.1 What is the communicative language teaching approach?

Communicative language teaching is a guided idea. The purpose of Communicative Language Teaching is to help students produce authentic language and communicate with others. To produce authentic language does not mean developing speaking skills only. CLT integrates multiple skills, such as listening and writing.

To help students communicate, the teacher needs to provide rich and authentic input. There can be many approaches to achieve Communicative Language Teaching. Task-based teaching is the most common teaching approach. Teachers set up a goal, give students real-life language tasks, and students respond in a meaningful way. In this process, students are motivated to use the language to serve the purpose of communication.

In CLT, meaning exceeds forms, but it does not mean that grammar is not important. Teachers should teach grammar within contexts and through communicative tasks. In this way, grammar is not presented as a list of rigid rules, but natural patterns that students acquire in the learning contexts.

2.5.2 Principles of Communicative Language Teaching approach

Richards (2006) summarizes the following principles of CLT:

- ✚ 'Authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-to-day communication or functional purpose.

- ✚ By teaching language, learner should be able to make out speaker's or writer's intention. So that they will be communicatively competent.
- ✚ There should be connectivity among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life.
- ✚ The target language is a vehicle for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication.
- ✚ One function may have different linguistic forms. As the language is taught for the functional purpose, a variety of linguistic forms are presented together.
- ✚ Students have to learn language properties i.e. cohesion and coherence which are helpful to combine sentences together. It is essential for them as they work with language at the discourse or super sentential (above sentence) level.
- ✚ In CLT, games, role plays, group work, pair work, etc. play an important role as they have certain feature in common to learn language effectively.
- ✚ Errors are tolerated and treated as a natural outcome of the development of communication skills.
- ✚ Proper situations should be created by the teacher so as to promote communication in the classroom.
- ✚ The social contexts of the communicative situations are essential for giving meaning to the utterances.
- ✚ The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the interlocutors.

Canale and Swain's Communicative Competence

Canale and Swain (1983) propose communicative competence, which can be used to interpret and guide second language teaching. Canale and Swain (1980) state communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the

language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic:

1. Linguistic competence means knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

2. Sociolinguistic competence means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect)? When I need to? How do I know what attitude another person is expressing?

3. Discourse competence means knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles.

4. Strategic competence means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? (Canale and Swain, 1980:20).

CLT stresses the need to allow students opportunities for authentic and creative use of the language. It focuses on meaning rather than form; it suggests that learning should be relevant to the needs of the students; it advocates task-based language teaching. Students should be given tasks to perform or problems to solve in the classroom. What's more, CLT emphasizes a functional approach to

language learning (i.e. what people do with language, such as inviting, apologizing, greeting and introducing, etc.). Also, to be competent in the target language, learners should acquire not only linguistic knowledge, but also the cultural background of that language.

2.6 Approach, Method, Procedure and Technique

According to Harmer (2007), “Approach means theories about nature of language and language learning, method means practical realization of an approach, while procedure was ordered sequence of techniques and technique is a single activity and not a sequence of activity.” Based on the meaning explained by Harmer above the researchers chose the word technique to be used in this research question to give a clearer explanation about the way teachers of the teens English program at CENIUES teach vocabulary to their students.

2.6.1 Teaching vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A

good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

2.6.2 What is involved in Teaching Vocabulary?

1. Presentation (outcome: establish an entry in the episodic memory with correct form and basic meaning)

Ways of Presenting the Meaning of New Items (Ur, 1996)

- Concise definition (as in a dictionary; often a superordinate with qualifications)
- Detailed description (of appearance, qualities...)
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites(s) (antonyms)
- Translation
- Associated ideas, collocations.

2. Practice and Consolidation

(outcome: store the item in the long-term memory; turn passive vocabulary into active vocabulary)

Ideas for practice and consolidation

- Songs and games
- Semantic field and semantic mapping
- Key word method
- Vocabulary exercises
- Regular review

3. Lexical/Semantic Development

(outcome: integrate lexical/semantic information into entries; move words from episodic memory to lexicon)

Ideas for lexical/semantic development

- Extensive reading
- Communicative activities

2.6.3 Presenting vocabulary

When teaching vocabulary, teachers normally aim to help students to connect the form of a word with its meaning so that they can get to the meaning if they come across the form (they see or hear the word) and that they can come up with the form (say it or write it) when they have the meaning in mind. When vocabulary is presented, teachers provide the form, spoken and/or written, and give some guide to the meaning through a context, images, objects, mime, sounds and verbal clues or by creating a situation in which the meaning is clarified. This often calls for a lot of teacher creativity, as they try to find ways to clarify meaning without using the mother tongue, but the students can do some of this creative work.

2.6.4 Four Pragmatic Principles for Enhancing Vocabulary Instruction

1. Establish Efficient yet Rich Routines for Introducing Target Words

Intensive, multifaceted vocabulary instruction can take a significant amount of instructional time. Thus, efficient, rich routines for introducing word meanings are critical when teaching a large number of target words.

2. Provide Review Experiences That Promote Deep Processing of Target Words

In addition to the need for efficiency in target word instruction, students benefit from active and deep processing of word meanings. Ongoing review should be used to provide students with multiple exposures to target words and to promote deep processing.

3. Respond Directly to Student Confusion by Using Anchor Experiences

Students can easily become confused when learning new word meanings. Such confusion can spread from student to student, and teachers should thus respond directly to inaccurate usages by providing students with clear anchor definitions and examples.

4. Foster Universal Participation and Accountability

Students with greater vocabulary knowledge can dominate word-meaning instruction, causing other students to become passive. Therefore, it is important to foster universal participation in vocabulary activities and to hold all students accountable for learning word meanings.

2.6.5 How Teaching ESL Vocabulary Can Build Other Skills

Expanding vocabulary leads to improving overall language skills. Even when focusing on lists and rote memorization, vocabulary is a wonderful way to build all the major language skills. That's because building vocabulary in any way

boosts ESL skills such as communication, visualization, memory recall and practical use among others. Think about it: More vocabulary means that students have more words at their disposal to use—plus they'll understand more of the words they hear.

Any lesson can become a vocabulary lesson. Let's say it is time to get away from lists of isolated vocabulary. Let's say a teacher really want to teach students to speak, understand, read and write English while teaching vocabulary lessons. That teacher starts using the practical strategies in the list below (keep reading!) and, each time he/she introduces a new word in a practical way with great, multidimensional activities, the students will be able to improve their pronunciation and knowledge of grammatically-proper word usage as well.

The more words your ESL students know, the more they can apply their language in a practical way. Each new vocabulary word is a new tool to boost students' abilities to speak, write and understand all the English they encounter. In fact, an academic study published in *Reading & Writing Quarterly: Overcoming Learning Difficulties* (2010) discusses the close relationship vocabulary has with comprehension. The teaching techniques below emphasize this close relationship.

Vocabulary activities all complement one another in one way or another. Each vocabulary teaching technique that can be implemented in the classroom will have a focus. Maybe focusing on visual stimuli as one teaching technique. Connecting words with visuals may be the main theme, but practical use or contextualization may be the subtle undertone to the lesson which overlaps with vocabulary teaching techniques from other class days. Even brand new vocabulary lessons will feel a little bit familiar, a little bit within the class comfort zone. This is what makes teaching vocabulary so wonderful.

In addition to the techniques and suggested activities below, teachers can use Spelling Classroom to organize and enhance their vocabulary teaching. With games, activity modules and both pre-made and customizable word lists, teachers can easily create an engaging vocabulary learning experience for students at any English learning level.

2.7 Teaching Techniques

In an EFL classroom a range of techniques might be used and those techniques might have different purposes, for example teachers can use a variety of techniques to improve speaking, listening, reading, writing, vocabulary, grammar, pronunciation or other language skill. Particularly, this paper is an attempt to study and explore the various techniques that can be incorporated in the teaching of vocabulary items in an English classroom.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary teaching techniques.

2.7.1 The Techniques in Teaching Vocabulary

This research work aims at investigating the techniques used by a teacher of English in presenting the new vocabulary. Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the

learners (Takac, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words Takac (2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

Some realia used to introduce new vocabulary includes:

- Maps
- Tea sets, dishes, and utensils
- Clothes
- Toy planes, trains, cars, animals, furniture, etc...
- Family photos
- Holiday items (pumpkin, Easter eggs, Halloween or Christmas decorations)
- Plastic fruits and vegetables.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference,

like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Ruska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991).

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. dress, a skirt, trousers etc, and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or "furniture", for example (Harmer 1991).

f. Mime, Expressions and Gestures

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" , " happy"; mime and taking a hat off your head to teach hat and so on.

Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is

commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation (to give indications on syntax, underline specific prosody, explain new vocabulary, etc.) (Tellier, 2007). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001). In addition to supporting comprehension, teaching gestures may also be relevant for learners’ memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008).

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Nation and Coady (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general

context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) agrees with Nation and Coady in considering the specific context as “the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often ‘throw light on’ its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the Unknown item. Similarly, McCarthy (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio Nation (2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner’s ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. Walters (2004) clarified that there are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be

effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takac, 2008). There are always some words that need to be translated and this technique can save a lot of time.

j) Games

Interestingly, Scrivener (2005) says little about the value of games for vocabulary learning. During games, teachers are responsible for creating conditions which enable students to use new lexicon. Indeed, a well-chosen game may help learner acquire English words Allen (1983). To add more, games are helpful because they may make learners feel that new words are essential and valuable because without those words, the object of the activity Cannot be achieved. For example, guessing game creates conditions in which the use of the target language is indispensable for leading the players to the correct conclusion. Allen (1983: 54) also points out that not all games are beneficial for language learning. Board games like checkers cannot do much for vocabulary development as they do not involve the participants to speak any language while playing the game. Not only some games are noisy but they also involve physical activity, and, in the excitement of the game learners forget to speak the target language and express their emotions in the native language. Games which do not help students learn the foreign language should not belong in the class. When integrating a game into a lesson the teachers should always ask themselves whether this game makes learners practice lexicon. There are some games which practice both oral and written forms of words. Bingo, for instance, practices listening and also recognizing the meaning of words either in written forms or as illustrations. Another game, domino, requires learners to match words with parts of sentences or pictures. There are also spelling games like spelling shark or hangman especially for groups.

Teachers can make vocabulary words more fun to learn by turning the process into a game, like charades. Students can take turns acting out one of the vocabulary words, while the other students guess the word. In order for charades with vocabulary words to work, students need some basis in the vocabulary, so teachers should schedule the game of charades a few days after students first get their vocabulary words. Teachers may want to release the word list on Monday, for instance, and make Friday game day.

k) Matching columns

Once the new vocabulary has been taught, a useful way to test if students have understood the meanings of this new vocabulary is to ask them to match new words from one column with definitions from another column.

Testing comprehension is vital before moving onto new vocabulary. The new words are numbered in column one and the definitions are mixed up and lettered in column two. Students can also make up sentences using this technique, matching the beginning of the sentence or phrase from column 1 with the end of the sentence or phrase from column 2.

l) Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

m) Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

n) Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

o) Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

p) Reading

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

q) Writing a story

A larger vocabulary enhances students' writing and reading abilities, so what better way for students to retain words than to use them in stories? Teachers can assign stories on an individual basis, or make it a class project.

By having students incorporate vocabulary words correctly into the text, students get the opportunity to learn proper spelling and definitions, and also how to use the words in context.

r) Word cards and Word association

Teachers can use devices for vocabulary teaching such as simple flash-cards or word-cards. The teacher writes the English language word on one side of the card and a sentence containing the word, its definition, its synonyms and pronunciation on the other. Word cards can be an excellent memory aid.

This is also a handy way for students to carry their new vocabulary around with them to look at whenever they have the opportunity.

Another successful method of teaching vocabulary is the word association technique. If words are stored individually, they are more difficult to remember as they have no context.

But if the words are stored together in commonly used phrases and sentences, they are more readily absorbed. Putting words with collocational partners in this way helps the students to relate connected words together.

s) Online Videos

Another visual way to teach vocabulary is to find videos that showcase the words used in lesson. Videos created for people learning English as a second language are also ideal for teaching younger students words with which they have had little or no exposure. YouTube Teachers' Language Arts section is a good place to look for video content that is safe for classroom viewing.

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

t) Songs

Eken (1996: 46) enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.

u) Dramatization

This can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. In this case the teacher can assign students to put in practice any vocabulary lesson covered in class.

v) Repetition.

Most learning vocabulary needs repeated attention to the item that being taught (Nation, 2001). By keeping students' attention with the vocabulary being taught, students can easily remember the meaning of the vocabulary and use it in a sentence correctly. Usually this technique will be used to reinforce the materials that had been given by the teacher. The repetition will make the vocabulary stay on the students' mind and make the students become fluent enough to spell the words

that had been taught by the teacher. “Repetition is important because it helps the learner build their knowledge of a word to the point of fluency” (Coxhead, 2006).

w) Giving Commands

It is a very useful technique to teach vocabulary because when we were a kid, we had many experiences receiving commands in early years to learn the mother tongue, those experiences seem to play an important role in learning vocabulary (Allen, 2008). Of course we have to understand that not all of the vocabulary can be taught using Commands. However, there are certain vocabularies that teachers can best use it in order to make the students understand the material easily such as; when teachers want to teach about verbs.

x) Total Physical Response (TPR)

The TPR is a technique where the teachers demonstrate the word in front of their students. By using the TPR technique it will make students feel relax and as a result it will make the students remember the material being taught. It seems that demonstrating an action is the best way explaining verbs (Allen, 2008).

2.7.2 How the majority of vocabulary teaching techniques are classified?

There are many techniques of presenting new vocabulary items to learners, and they can be used in any vocabulary lesson. These are verbal techniques, visual techniques, and audio-visual techniques.

- **Verbal techniques**

Techniques of verbal presentations may also take many arrangements. When vocabulary items are more abstract, it is advisable to use illustrative situations. The teacher presents a situation in which a specific word is used and then, learners speculate what the word is. The lecturer may ask comprehension checking questions as to check if students grasped the concept. Learners may also be encouraged to use the new word or phrase in various contexts. Another form of verbal techniques is providing students with a synonym or a definition. Synonyms are both used with low level learners and with higher level ones. When it comes to a definition, if it is alone, it is frequently incomplete as a means of conveying meaning and without any doubt contextualized instances are in most cases required to explain the limits of them (Gairns and Redman 1986). Finally, the authors add that in order to represent the meaning of super ordinates such as 'furniture', the lecturer may use the technique of exemplifying the given word with word as 'table', 'chair' and 'sofa' (Gairns and Redman 1986: 74).

- **Visual techniques**

When thinking about visual aids, the most common way of presenting vocabulary to learners is showing visuals to students. Visuals are flashcards, blackboard drawings, flashcards, photographs, wall charts and also realia. These aids may be used while teaching concrete vocabulary items, such as furniture, food, professions, and places, descriptions of people, activities and actions. Using visuals may be quite efficient because seeing pictures helps to remember new words better. Additionally, the teacher can also use mime and gestures to convey the meaning of lexical items. Gestures, for example, may be quite a good idea when introducing action verbs to learners (Gairns and Redman 1986). Talking about advantages of visuals aids in one form or another that help the student enter an imaginative experience beyond the classroom". "Pictures can be employed to

enrich the context, add vividness and reduce boredom” (Rijavec ,1991). Beyond question, visuals are indispensable when working with young learners who cannot write the order of a new word.

- **Audio-visual techniques**

The use of Audio-visual materials has largely proven to be very much effective in teaching a second language. In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great deal of importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly due to the increasing emphasis on communicative techniques, and it is also obvious that the use of video is a great help for second language teachers in stimulating and facilitating the target language. Language learning is generally a complex process. In this process, language teachers cannot be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines.

According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning.

River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.

2.7.3 The importance of visuals aids in Second Language Acquisition.

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000). According to Bamford (2003), it must be taken in to account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009). It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives. Visual aids can be a helpful tool in the language classroom as Mannan (2005) points out they 'help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable students to make learning more concrete, effective, interesting, inspirational, meaningful and vivid'. Visual material or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998). Visual materials are catching to students especially for children and teenagers.

Watkins and Brobaker have collected in their paper several studies from different researches that conclude that visuals clarify and enhance students learning, and that this information is recognized and remembered for longer durations than verbal information alone. Early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) seem to agree with the idea that the memory for picture-word combination is superior to memory for words alone or

pictures alone (Pettersen, 2004). Branch and Boom explains that memory for pictures is superior to memory for words and this effect has been called the Pictorial Superiority Effect (as cited in Pettersen, 2004). More recent researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004). Some other researches as Barry (1998) has claimed that persuasion tend to be accomplished in both children and adolescents almost exclusively through imagery, and that those images and visuals speak directly to us in the same way experience does: holistically and emotionally. Taking this into account Piaget and Inhelder (2000) states that young students have little knowledge of the living world and developing conceptions. Therefore, they need more visual information to represent their thoughts.

Moriarty (1994) also claims that human beings develop their visual language skills before the verbal language development and serves as the foundation for the last one. This is a possible explanation for the need of pictorial information rather than textual among young students (Arif and Hashing 2009). Paivio (2009) had already explained this with his theory based on the idea that cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning. Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words. Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2004). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang agrees with these benefits and adds others such as promoting creativity, serving as mental scaffolding and fostering a esthetic appreciation (as cited in Carney and Levin, 2002). Studies carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it's a great help for students, given that they can understand 30% more than without the visual support. Following this path, researchers suggest that visuals can be used to enhance the meaning of the message conveyed by the speakers thanks to the paralinguistic cues.

Another important thing to note is that visuals may help in order to build mental models, and communicate relationships among content objects in a more efficient way than words can alone (Clark and Lyons, 2004). According to Canning-Wilson (1997) the importance of the visual aids is highlighted when focusing on the way language is processed. Clark and Lyons (2004) explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. When the visual and phonetic information is received then it is organized to form a cohesive idea. Finally, this idea must be integrated with active prior knowledge from long term memory. As it is seen, the two memories work together in complementary ways, to form what is called an updated mental model that will be stored in long-term memory, where it lasts indefinitely (Clark and Lyons, 2004). The virtual capacity of the working memory is affected by how much related the knowledge of the long-term memory is with the domain studied. The more it is related, the more is the virtual capacity. Taking into account that in a learning environment this related knowledge may not be too much, cognitive overload can take place if the working memory cannot process all the new information during learning. In order to avoid this cognitive overload, the two subcomponent of the working memory should be used in their best way. One of these subcomponents is specialized in visual input and the other one in auditory input. For example, if a graphic is explained by words presented in audio, learning the new information is better than if the words are presented in text (Clark and Lyons, 2004) the mental models that have been mentioned before are the schemas stored in the long-term memory and are the basis of thinking, and visuals are claimed to help building them.

2.7.4 Significance of Teaching Vocabulary through Audio Visual Aids

Learning and teaching vocabulary successfully can be realized through using audio visual aids. According to Morgan and Rinvoluceri (2004), "With vocabulary, students need to meet, use, and reflect on words many times, in different contexts

and settings before they can be said to have truly learnt a word or phrase". Several reasons, audio visual materials help students to remember the words better, to recall vocabulary for usage in speaking and writing as well as it helps the teacher to make the lesson more interesting and beneficial. Students' intention and curiosity about learning new words are also stimulated when they are exposed to real life contexts. Bringing technology into classroom makes teaching easiest, attractive and excited. In addition, teaching English vocabulary using audio visual aids will be appropriate to EFL learners since it provides an entertainment to the students therefore it will not only lead the language learning learnable but also enjoyable. Moreover, teaching vocabulary is quite difficult for teachers because there are a lot of words and learners cannot remember or use the words they have taught. Teaching vocabulary involves more than teaching the definition of technical or unfamiliar words in texts, teachers need to foster an environment where students feel comfortable using what they know and understand. At this sense, Raphael confirmed that making learning fun is a key to any teaching situation and specially to teaching vocabulary. Thus, creating an attractive and comfortable environment is crucial for facilitating teaching vocabulary; teachers have to release the above fact that integrating teaching aids such as audio visual aids will provide excellent tools that makes teaching and learning process effective.

The use of different audio-visual material in class must be focus on helping students to use vocabulary and facilitate teaching and learning process. By using audio-visual aids, teacher may practice such activities in classroom for instance:

- ✓ Pictures may be used in teaching the meanings of new words through word picture association. It may be used as stimuli to conversation and other similar oral activities. In this sense, the picture is used in a more meaningful and „real-life communicative“ way than being just displayed for students to say what they can actually see.
- ✓ The teacher explains the construction of language in diagram, using textbook, using board or OHP. Teacher for instance use slides or PowerPoint presentation

present the words how to use, pronounces, spell, and its meaning. It is beneficial for the learners" difficulties words in language used to express meaning.

✓ Using audio aids: accordingly, the best way perhaps, of introducing new words for students is to read texts or listen to audio tracks and hear those words in action (Harmer, 2007).

✓ In watching video activity, students are asked to take English genre movie after that they analyze the dialogue or conversation in the video or movie, like the grammar, expression, etc.

✓ Showing a short film without sound and asking students to discuss what dialogue they would expect to hear; it reinforces learners to think, imagine and produce thoughts, ideas through words in way.

✓ The teacher should be creative and up to date giving new world of entertaining media surrounds them and develops rapidly among them because they provide the user with motion pictures (video) and audio which is enable to dramatize events. It provides the users a large amount of freedom. They can do anything they want to improve their vocabulary mastery. Moreover, using the media can give help to the students to relax and remember things faster and better. They encourage, entertain, teach, and promote fluency.

✓ Encouraging students to compose and edit on computer screen, using word processing tools such as dictionary and thesaurus. "Computer technology can be used effectively to help teach vocabulary." (Hiebert& Kamil, 2005).

✓ By using television in EFL classroom, it can serve many advantages in helping the students to learn new vocabulary. Learners who saw English programs, video, were able to acquire and produce acceptable vocabularies than the learners who read only the narratives or those who read both the narratives and definitions. The great value of television lies in its combination of sounds, images, and sometimes text in the form of subtitles; this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

2.7.5 Vocabulary learning strategies

Beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes key word technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest a lot of techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memory. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners; on the other hand, share their notebook methods would be a great idea for students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the

notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place.

Moreover, in presenting one planned vocabulary item, the teacher usually combines more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006).

2.8 The teacher's role in teaching vocabulary

The teaching process does not involve only giving instructions. It is how to teach language elements, how to create techniques, activities and how to make learners do these activities enthusiastically. Therefore, the teacher has an important role since he is one of the main elements in the teaching and learning processes. The teacher, however, has to have considerable knowledge of applied linguistics, psycholinguistics and professional skills. The linguistic skills mean that the teachers should understand the nature of the language they are teaching. Also, they should have the ability to use it. The psycholinguistics and professional skills mean that the teacher should have a considerable amount of knowledge about the psychology of learning and theories of teaching and learning languages. Moreover, the teachers must know some methods and techniques of teaching languages. The teachers should also know how to use teaching aids. They must take into consideration the individual differences among the learners because learners have different abilities and interests.

2.8.1 List of roles:

- **Planer:** prepares the lesson before teaching, anticipates problems and selects, designs, and adapt materials.

- **The Prompter:** The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.
- **Involver:** makes sure all the learners are taking part in the activities.
- **Monitor:** goes around the class during individual, pair and group work activities, checking learning and providing support as necessary.
- **Facilitator:** provides opportunities for learning, helps learners to access resources and develop learner autonomy.
- **Language resource:** can be used for learners for help and advice about language during the language input and practice phase.
- **And other such as: trainer,** controller, authority and motivator.

The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is in charge of each student's overall academic program.

2.8.2 Ten effective vocabulary instruction

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Moreover, the students will not need to produce every word they learn, they will just need to recognize them and use them. Hence; selecting what to teach, based on frequency and usefulness to the needs of each particular student is essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them. Here are some effective vocabulary

instructions to be used at the time of teaching and also some aspects to be avoided in the teaching process:

1. Select words to teach
2. Use strategies to engage students in word study.
3. Help students to come up with their own definitions.
4. Assess students use of words in authentic writing and speaking
5. Teach students morphological strategies to figure out words they do not know, in addition to context-clue strategies.
6. Use symbols and pictures to help bring vocabulary to life.
7. Highlight and use a word wall in classroom instruction.
8. Use and apply vocabulary words regularly (versus isolated practice)
9. Allow opportunities for wide reading so students are exposed to words all the time in a variety of books.
10. Model the use of academic language at all times, setting high expectations for language use.

2.8.3 Ten things to avoid when giving vocabulary instructions

1. Assign long lists of words (six to eight a week is recommended) but never teach about the words selected.
2. Have students look up lists of words in a dictionary. Write arbitrary sentences or copy the words multiple times.
3. Have students simply copy definitions.
4. Give students matching tests that show only memorization of definitions.
5. Tell students to use only context clues to figure out unknown words.
6. Lack the use of visual cues in the classroom to assist with vocabulary instruction.
7. Lack or measure a word wall in the classroom.
8. Spend a large chunk of language arts time working on vocabulary in isolation.

9. Teach only whole-class books/texts with controlled vocabulary study.
10. Use “kid” language around students and allow students to speak “kid” back.

2.9 Conclusion about the theory of teaching vocabulary

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” (Harmer 1993). One of the most challenging parts of language learning is the acquisition of vocabulary. Students complain that they cannot remember the words they have learned. To solve this problem, teachers can attempt to include different vocabulary teaching techniques into their classes. Meanwhile, this research aims to present an overview about the different teaching vocabulary techniques in order to fulfill the individual differences in each student. An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students’ level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency ...etc may affect their learning, so teachers need to be aware of these differences when applying teaching techniques.

Learning makes English as a second language educators and curriculum designers more sensitive to their roles in teaching and learning vocabulary. Using different vocabulary teaching techniques and strategies facilitates the involvement of all the students in the class session; some of the benefits of using vocabulary teaching techniques when working with teenage students are: sharing answers, freedom to participate, paying attention, giving the examples, encouraging to take part in the lesson, participating as volunteers, interacting with each other in a low-risk, warm-up activity, utilizing the new words in the example, working on the vocabulary and pronunciation. Teachers can further teach their students

vocabulary learning strategies and provide opportunities to encounter words repeatedly and in more than one context.

Based on the importance of vocabulary in language learning and the different vocabulary teaching techniques, the purpose of this research was to establish importance of vocabulary teaching techniques implemented by teachers of the teens English program at CENIUES, to indicate the type of vocabulary teaching techniques mostly used in the classroom, to determine the role of the teacher when teaching vocabulary, to inquire about the vocabulary learning strategies used by teenage students, to find out if teachers are aware of the variety of vocabulary teaching techniques that exist, and to find out which vocabulary teaching techniques work best with teenage students.

CHAPTER 3

Methodology

3.1 Research Methodology

This chapter not only defined the research methods used to conduct the study but also explained how the necessary data and information to address the research objectives and research questions were going to be conducted, collected, presented and analyzed. Moreover; reasons and justifications for the research design, research instruments, data sources, data collection techniques, and instruments were described.

3.1.1 Type of research - Qualitative research

This research project met the methodological conditions of a qualitative and quantitative research. Qualitative because It seeked to understand and describe a given research problem or topic from the perspective of the observation of behaviors, taking in consideration the opinion of the teachers and students of CENIUES, and quantitative because it uses numerical data to represent some information gathered. This type of study would help to collect the information about the sample taken from the teens program at CENIUES, University of El Salvador, year 2018.

3.1.2 Type of method Qualitative Descriptive- research

This research project was based on a descriptive research, as an appropriate way to collect data; since a descriptive research method involves a collection of

techniques and instruments used to collect data and also help to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. Nevertheless, the descriptive research is used to establish the existence of phenomena and until what degree such phenomena affect the development of research questions being studied. In this case, the use of a descriptive method to study the vocabulary teaching techniques allowed the researchers to acquire the necessary information to answer the research questions.

3.1.3 Sampling and population

- **Population**

The group of people that were observed by the researchers are teens of the English program at CENIUES, academic year 2018.

This program opens spaces to the large amount of people who want to learn a second language specifically English, French, Japanese or Italian. The cost of such courses is more affordable compared to other academies in the country. Moreover, the teachers of CENIUES are teaching professionals graduated mostly from the University of El Salvador (UES).

- **Sample**

The sample frame was focused on students registered in the teens English courses at CENIUES, year 2018.

- **Sample frame**

The sample frame was composed by teenage students from 13-17 years old attending classes on Sundays in the morning shift.

There were two groups that researchers observed in order to collect the data; those were the group number 16 and the group number 17. The amount of students that contributed to this research was 33 students. For this research, the sample frame was observed for seven weeks, the observation took place on Sunday mornings.

3.1.4 Techniques and instrumentation

Techniques:

In descriptive research; the techniques used to collect data can be categorized in terms of the relative degrees of explicitness in which the data collection and instruments require the response of the subject being studied. So, in this research project the researchers used the following techniques:

- **A Survey:**

It is the collection of data attained by asking individuals questions either in person or paper. Conducting surveys is one form of primary research, which is the gathering data first-hand from its source.

Surveys are useful to collect data from large groups of subjects. The items on surveys and questionnaires may consist of questions or other stimuli that either limit responses to a very narrow range of possibilities or allow more latitude in response.

In this case, the information that researchers gathered using this technique is basically a general idea of the techniques used by teachers when introducing new vocabulary. To make this possible a set of questions were designed in order to identify the techniques that teachers use, and to know which ones are more effective.

- **The observation:**

This type of technique is used as means of gathering information for research, and it is defined as perceiving data through senses: sight, hearing, tastes, touch and smell. The researchers used it to gather information or data needed to describe the aspect of vocabulary teaching techniques being studied which could not be described accurately without observation. The type of observation that researchers used was the non-participant observation.

Instrumentation:

The term instrumentation refers to the entire process of collecting data in a research, there are many research instruments that can be classified in many ways, some of the most common are: interviews, observation forms, checklist, questionnaires, self-report, and performance tests. So in this research project; researchers used the following instruments: questionnaire and check list.

- **Questionnaire:**

The questionnaire is the commonly used instrument for collecting research data from the participants of a study. The main objective is basically seeking the opinions of individuals in a sample or a population on issues directly related to the topic of the research study.

Students were asked to complete a set of statements which were related with personal opinion as well as what they perceive about the vocabulary teaching techniques used by the teacher at CENIUES. Also, a questionnaire was designed for teachers in order to see what vocabulary teaching techniques they use and if they are aware of the variety of vocabulary teaching techniques that exist.

- **Check list:**

The researchers used a check list for the students and a check list for the teachers, which will bring information such as if the teachers make use of different

vocabulary teaching techniques and how the students react to this vocabulary teaching techniques. The check list included some statements such as: teachers' techniques for teaching vocabulary, students' attention in the class, students' participation, students' comprehension, students' strategies on vocabulary learning and so on. The items of the check were divided in charts according to the types of vocabulary teaching techniques in order to facilitate the process of gathering information.

3.1.5 Data analysis

A data analysis plan is a roadmap for how the researchers are going to organize and analyze the data collected and it should help the researchers to achieve three objectives that relate to the goal and purpose for what is being studied in the research project:

1. To answer the research questions with the information gathered.
2. To examine the meaningful and symbolic content gathered on the instrumentation process.
3. To compare the opinions of different demographic groups, the data analysis allows the researchers to understand, explain and interpret the opinions of the sample about the problematic being studied. In this research the data was analyzed in the following way:

Analysis of the questionnaire: In order to analyze the data collected on the questionnaire, the researcher used MS Excel & MS Word. The responses were analyzed and reported using statistical techniques such as graphics (bars and circle) to tabulate the results of this study. The percentage obtained for each question on the questionnaire was analyzed, and at the same time researchers provided an interpretation of the result in order to generate some recommendations about the use of vocabulary teaching techniques in the classroom.

Analysis of the checklist: In the target sample, the researcher used a check list under the observation technique, with some statements that were useful to identify which vocabulary teaching techniques do teachers from the teens English program at CENUES use the most ; the statements on the checklist would identify some factors at the end of the research which might be useful to establish some recommendations about the use of vocabulary teaching techniques in the classroom, and also to provide some conclusions according to the observations during the development of the classes.

CHAPTER 4

Presentation of the results

4.1 DATA ANALYSIS AND INTERPRETATION

4.1.1 Questionnaire for the teachers

Data analysis:

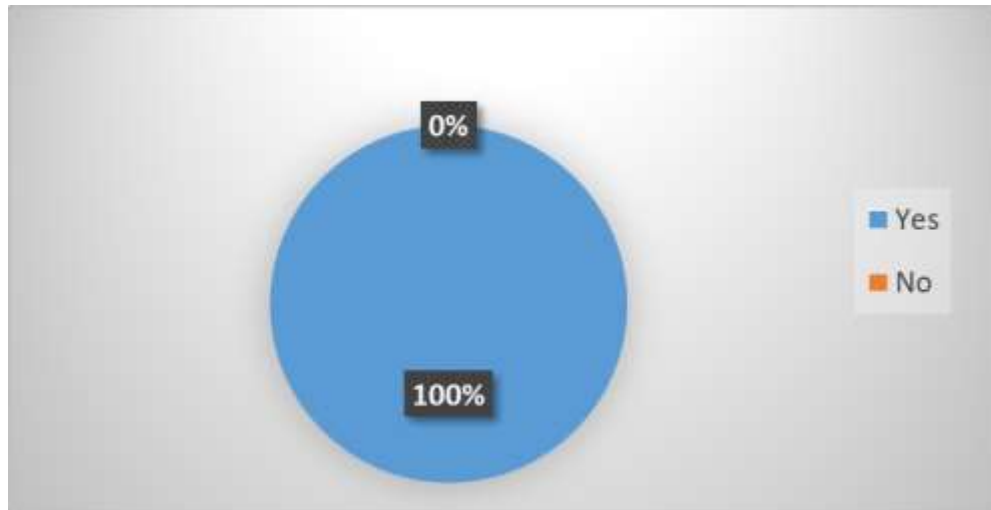
Questionnaire for the teachers

During the research study carried out in the teens English program at CENIUES, one of the techniques applied for the data collection was a survey. Therefore, a questionnaire with a total of 9 questions was carried out. Among the inquiries formulated there were 7 questions with multiple choice answers and 2 open questions to be answered according to the teachers' experience and opinions. The objective of this survey was to get teachers' opinions about the implementation of vocabulary teaching techniques used in the classroom.

From the Advanced English levels in the teens program: theoretical group number 16 and 17; the teachers in charge seemed to be interested in the topic and agreed to help by taking the survey and providing their own opinion for the data collection process.

GRAPH N°1, QUESTION 1

Are you aware of the variety of vocabulary teaching techniques that exist?



Analysis:

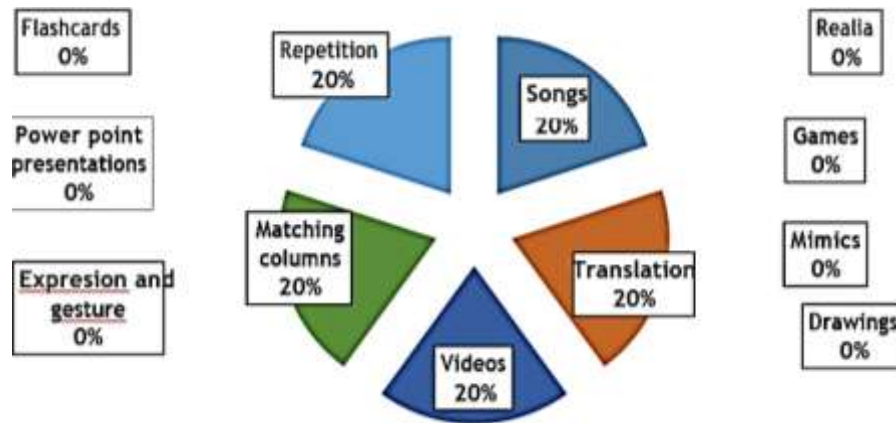
According to the sample taken, 100% of the teachers are aware of the variety of vocabulary teaching techniques that exist.

Interpretation:

With this result, it can be interpreted that teachers know that there is a variety of vocabulary teaching techniques which can be implemented when teaching vocabulary. Taking into account this result; it is correct to think that teachers implement some vocabulary teaching techniques at the time they are teaching vocabulary in class. The vocabulary teaching techniques are tools that teachers use in order to help students develop their vocabulary. The vocabulary is very important for accomplishing a good communication with different people in different environments. For that reason, teachers know that the different techniques for teaching vocabulary depend on the lessons of the activities that they implement in the different classes.

GRAPH N°2, QUESTION 2

Which of the following vocabulary teaching techniques are you familiar with?



Analysis:

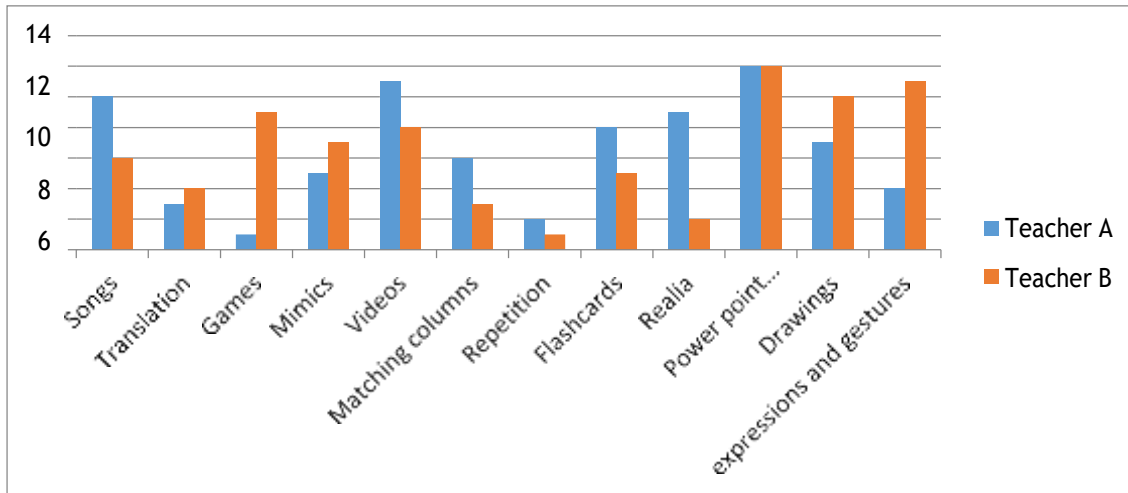
Based in question two, the Teachers answered that they are familiar with 5 vocabulary teaching techniques which are repetition, songs, matching columns, videos and translation.

Interpretation:

There is a variety of vocabulary teaching techniques, but according to this result, teachers are familiar with 5 vocabulary teaching techniques. These are repetition, songs, matching columns, videos and translation. According to the National Reading Panel, there is no specific technique that can be recommended above all, for that reason the techniques employed by teachers depend on different factors. In other words, teachers are not familiar with some techniques due to the lack of equipment or factors that they face in different classes.

GRAPH N°3 QUESTION 3

From the following vocabulary teaching techniques; what is the most common one that you use in your classes? Write from 1= most used – 12=least used



Analysis:

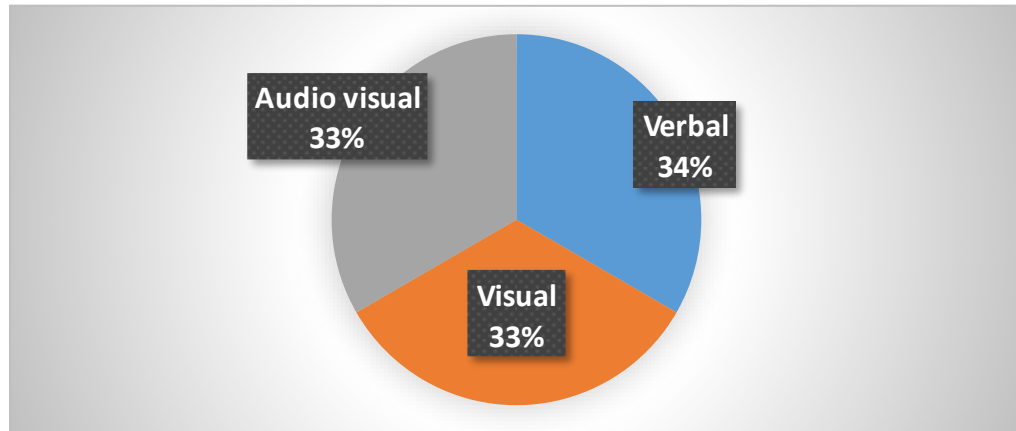
According to teachers' sample, they have different perspectives of the variety of teaching vocabulary techniques, for that reason there is a non-uniform interpretation.

Interpretation:

The experts on the area of education believe that in order to make learning possible the age of a student and their English level has to be taken into account when using a specific technique. In this observation both teachers use different techniques when they develop their class. Teacher A used games most of the time as a teaching technique when developing vocabulary during class, but Teacher B used repetition as the most used teaching technique when teaching vocabulary in the class. There is an agreement in the least used teaching technique that is Power point presentation. Teachers have to know that to help students learn vocabulary, they could use different teaching techniques to present the vocabulary in a meaningful way, which means a variety of activities have to be used in order to provide the necessary help, to increase learners' vocabulary and language skills.

GRAPH N° 4, QUESTION 4

Which vocabulary teaching techniques are more effective when working with teenagers?



Analysis:

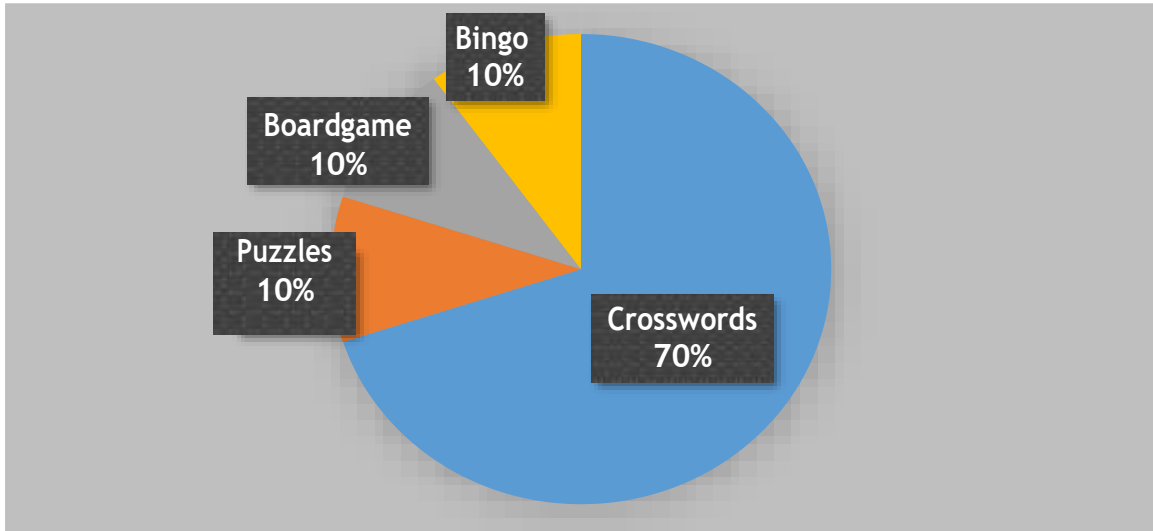
Based on 80% of the teachers responded that verbal vocabulary teaching techniques are more effective when they are working with teenagers, but there is a 10% who considers that visual teaching techniques are more effective, and also there is an extra 10% that cogitate that audio visual techniques are more effective when they are teaching vocabulary interpretation.

Interpretation:

Looking at graph number 4, teachers think that the most effective vocabulary teaching techniques are verbal teaching techniques when they are working with teenagers, because verbal techniques are presented with many arrangements due to the difficulties on defining vocabulary items that are abstract; for that reason, they could use illustrative situations and learners figure out what the word is. Nevertheless, teachers can ask probing questions to check if students grasped the concept. Furthermore, another form of verbal techniques is providing students with a synonym or a definition.

GRAPH N° 5, QUESTION 5

From the followings games which one do you implement in order to have students practice vocabulary?



Analysis:

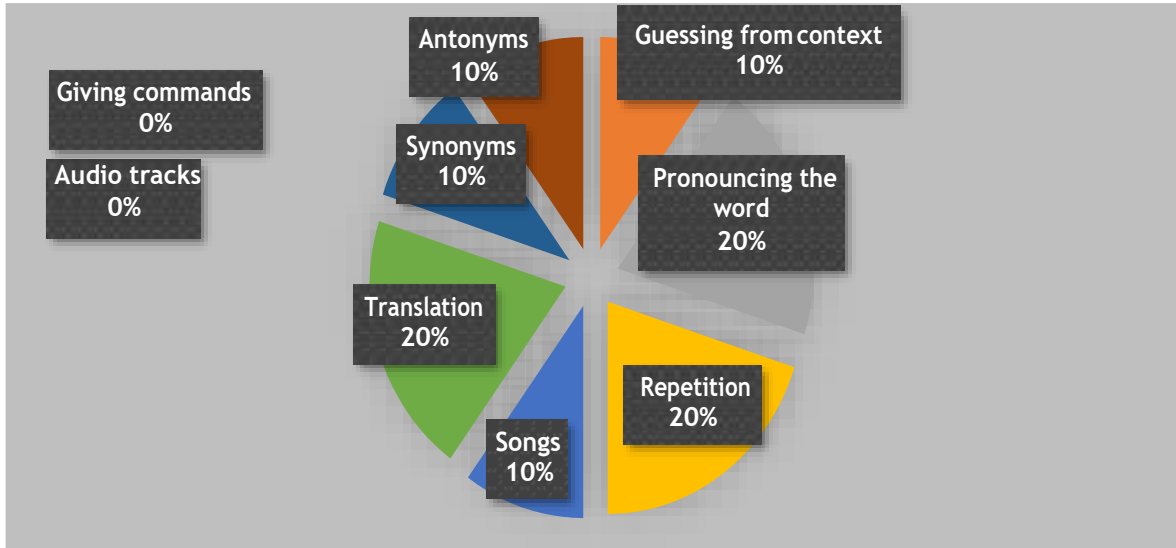
In this question, 70% of the teachers implement crossword games in their classes to practice vocabulary, there is a 10% that implement bingo, another 10% that make use of board games and the last 10% use puzzles.

Interpretation:

Games are used as methods or techniques to involve students in learning. Chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. In this graph there is a 70% that represents that teachers are in agreement that crossword is a game that they can apply in class. There are more games that teachers sometimes implement in classes, for example: puzzles, board games and bingo. However, teachers at CENIUES implement crosswords to have students practice vocabulary. According to Childers (1996); crossword have been shown to be effective teaching tools of terminology, definitions, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts.

GRAPH N° 6, QUESTION 6

Which verbal techniques do you consider are more effective when teaching vocabulary?



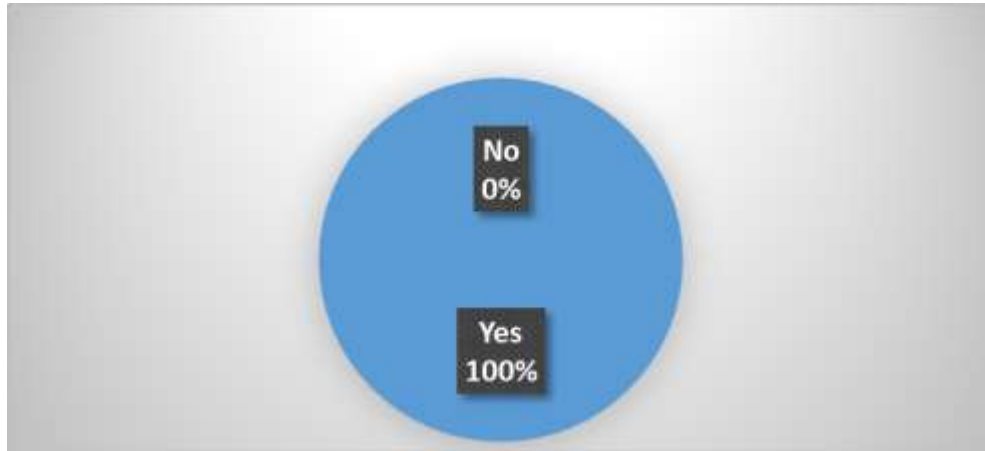
In addition, 20% deem that it is translation, another 10% conclude that it is synonym, also a 10% suppose that it is antonyms and the last 10% believe that it is guessing from context.

Interpretation:

Teaching vocabulary takes an essential part when students start to learn a second language, such as pronouncing the words, repetition and translation like it is presented in the graph. The highest percentages show the techniques that have a greater impact in students. Teaching vocabulary is a process or a way to make students learn words presented by the teacher. As a result, the students can respond teacher's command. English beginners must be exposed to concrete reference subject of events that can be seen, heard, or felt while the language is being used.

GRAPH N° 7, QUESTION 7

Do you consider visual stimuli as vocabulary teaching techniques more effective than the rest of techniques?



Analysis:

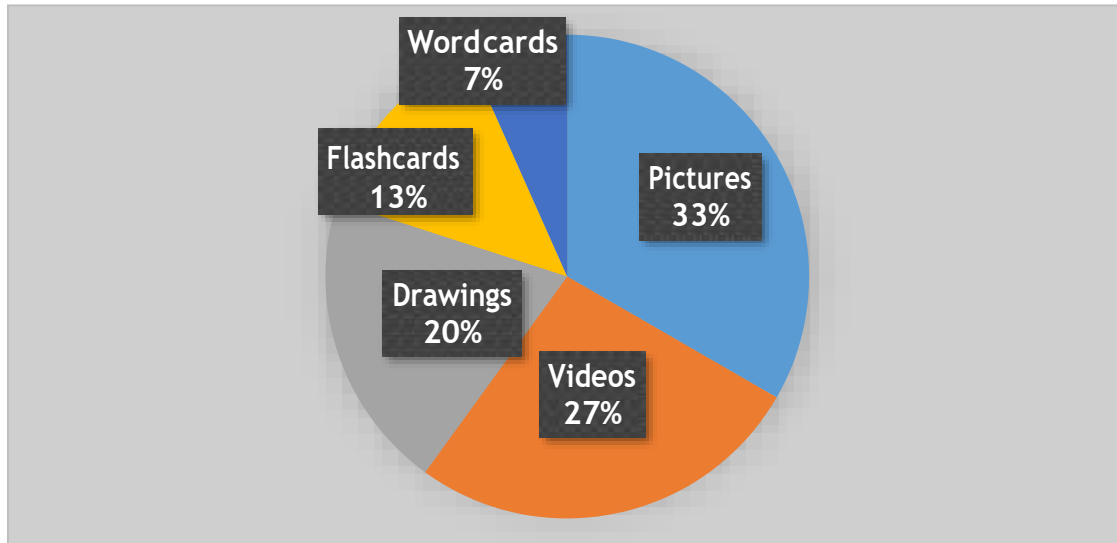
According to the results 100% of the teachers are in agreement that visual stimuli are effective because students understand better with this technique, but also they think that the visual aids can be another tool when they are teaching vocabulary or abstract words so that students could get a better understanding of them.

Interpretation:

Teachers can make their own visual aids or use pictures from magazines, visual support helps learners understand the meaning and help to make the word more memorable. This graph demonstrates that teachers from CENIUES consider that visual teaching techniques are more effective than the rest of the techniques because Visual stimuli connect students' knowledge to a new story, and in the process, help them learn new words. Furthermore, teachers agree that the use of visuals can enhance language teaching and also they help teachers to bring the real world into the classroom. There are vocabularies that can be introduced by using illustrations or pictures due to the fact that they are excellent explaining the meaning of unknown words clear.

GRAPH N° 8, QUESTION 8

Which visual stimuli do you consider help students to elicit ideas about the meaning of a word? Write from 1=most used – 5 least used



Analysis:

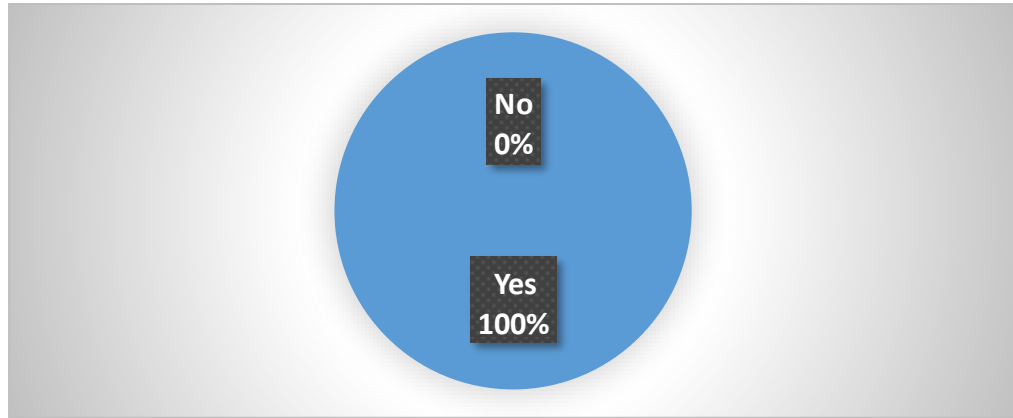
In this question the 33% of the teachers consider that students elicit ideas about words using pictures, a 27% think that it is video, also 20% determine that it is drawings, then 13% estimate that it is flashcard and concluding with a 7% believe word cards help students elicit the meaning if the new words.

Interpretation:

Students sometimes do not understand some words at the time that teachers teach vocabulary. For this reason, visual and audio-visual techniques are a great aid to create an easy way to the students in which they feel comfortable with the vocabulary that they are learning. The sample teachers believe that pictures are most used for helping students to elicit ideas about the meaning of a word. However, they think that word cards are least used. According to Rijavec (1991) Pictures can be employed to enrich the context, add liveliness and reduce boredom for that reason teachers apply these visual stimuli in each of their class.

GRAPH N°9, QUESTION 9

Do you consider vocabulary as the most important sub- skill that students need to master for communicating effectively?



Analysis:

According to the sample taken, 100% of the teachers in charge of the advanced English classes, group 16 and 17 consider that vocabulary is the most important sub- skill that students need to master for communicating effectively.

Interpretation:

The previous graph demonstrates that teachers consider vocabulary as the most important sub- skill that students need to master for communicating effectively. Due to, if students have a lack of vocabulary, they will not be able to communicate effectively. Their ideas will be incomplete or they will try to make up words and their partners or another speaker will not understand. Also, teachers think that students should learn synonyms or antonyms for getting more words at their disposal and use them. Voltaire (1752) purportedly said, “Language is very difficult to put into words.” teachers believe English students generally would agree, but learning vocabulary also helps students master English for their purposes.

4.1.2 Questionnaire for the students

Data analysis:

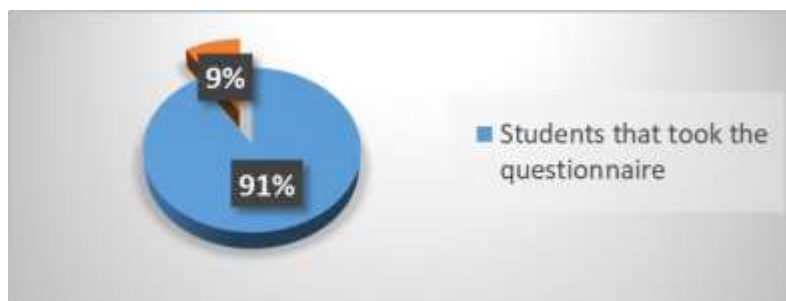
Questionnaire for the students:

During the research study carried out in the teens English program at CENIUES, one of the techniques applied for the data collection was a survey which consisted in a questionnaire that was designed with a total of 11 questions. Among the inquiries formulated there were 7 closed questions and 4 multiple choice questions to be answered according to the student's opinion. The objective was to get students opinions about the vocabulary teaching techniques used by the teacher in the classroom.

From the 33 students of the English Advanced course of the teens program - theoretical group number 16 and 17 - only 30 students completed the questionnaire. Three of the students did not attend the class the day the questionnaire was carried out. However, the students who answered the questionnaire seemed to be interested in the topic and agreed to help by taking it and providing their own opinion for the data collection process.

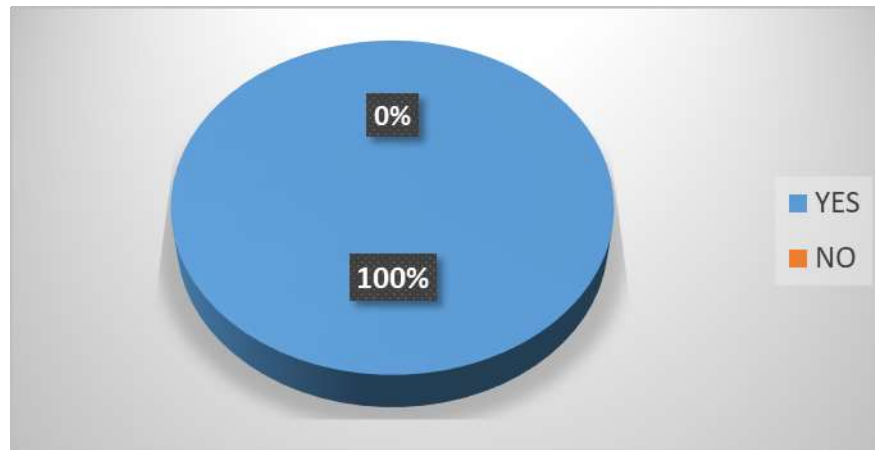
GRAPH N° 1, target sample

As it is observed in the graph, From the total of 33 students from the advanced English class group 16 and 17, morning shift, the 100 % represent the 30 students who took the questionnaire and showed to be interested in the research topic that was going to be carried out. The other 3 students (9%) did not attend the class, but the results gotten from the 30 students were more than useful to get all the data required to carry out the process of the research study.



GRAPH N° 2, QUESTION 1

Do you think it is important to learn vocabulary when you are part of an English class?



Analysis:

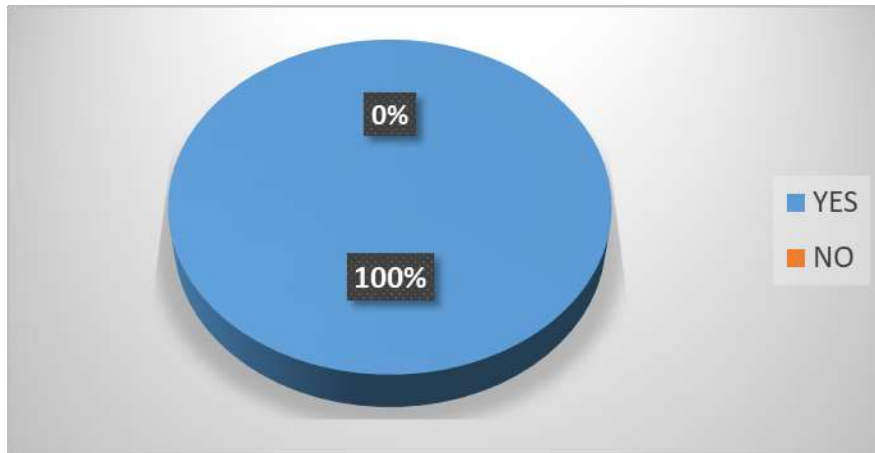
In the survey carried out at CENIUES with a sample of 30 students of the Advanced English group 16 and 17, 100% of the students consider that it is important to learn vocabulary when they are part of an English class.

Interpretation:

According to the results, all students recognize the importance of learning vocabulary in order to succeed in the language, in this case English. Therefore, with the highest result, it can be interpreted that the use of vocabulary teaching techniques will have a big impact in students' progress because they will help them increase their vocabulary knowledge, and this will enable them to express their ideas in a more spontaneous way. According to many researchers without a sufficient vocabulary knowledge, one cannot convey his message effectively or express his ideas in both oral and written forms. Therefore, vocabulary is one of the most important sub-skills that students need to master.

GRAPH N° 3, QUESTION 2

Do you consider that by using vocabulary teaching techniques teachers help you to get more vocabulary?



Analysis:

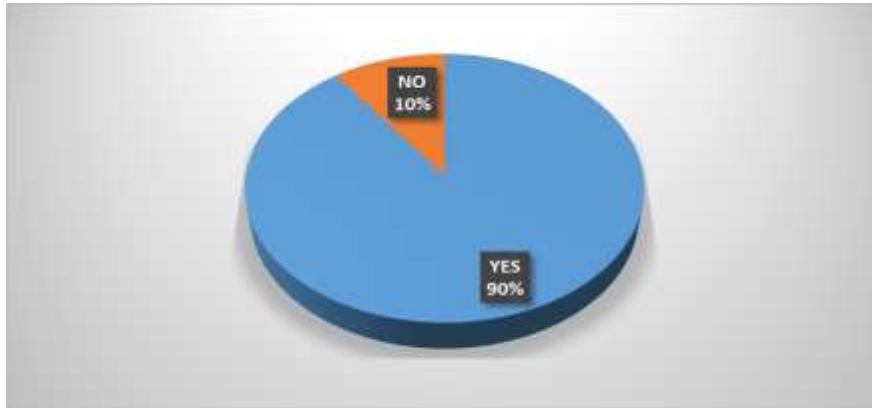
According to the sample taken, 100% of the students from the advanced English class, group 16 and 17, consider that teachers who use vocabulary teaching techniques help students to increase their vocabulary knowledge.

Interpretation:

By looking at the results, it can be interpreted that students benefit a lot from those teachers who implement different vocabulary teaching techniques. Therefore, it would be more useful for students if teachers prepare themselves with various and up-to-date vocabulary teaching techniques in order to help students boost their vocabulary knowledge. Also, if they prepare suitable materials according to the age of the students, it would be even more beneficial.

GRAPH N° 4, QUESTION 3

Does the teacher use different vocabulary teaching techniques for presenting new vocabulary in the classroom?



Analysis:

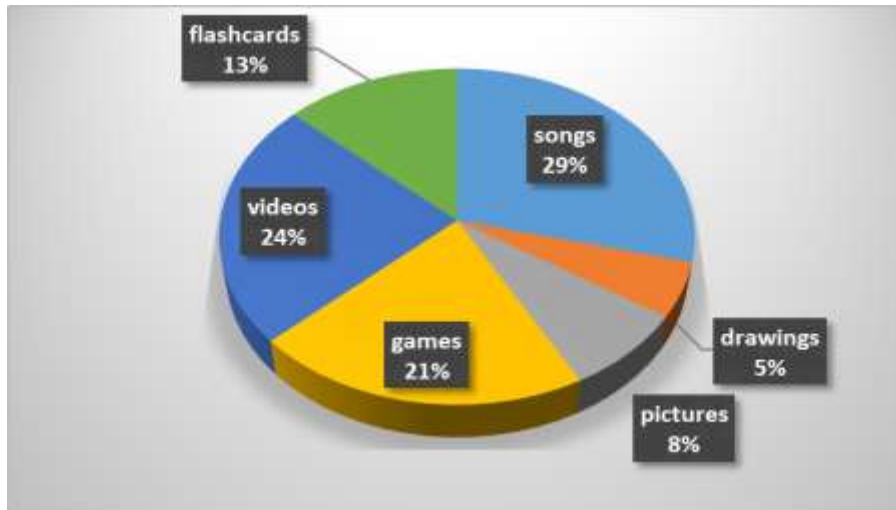
According to 90% of the sample teachers use different vocabulary teaching techniques to present new vocabulary, but there is a 10% of the sample that states that the teachers do not use different vocabulary teaching techniques when presenting new vocabulary.

Interpretation:

By looking at the results, with the highest percentage, the researchers can interpret that most of the teachers at CENIUES use different vocabulary teaching techniques for presenting new vocabulary, which is something very good because most of the students of the advanced English course at CENIUES agree that it is helpful to have a variety of class activities designed to practice and increase their vocabulary. With the lowest result 10%, it can be interpreted that these students consider that their teachers are not using a variety of vocabulary teaching techniques when presenting new vocabulary; therefore, these students expect teachers to implement different vocabulary teaching techniques not only the ones they have implemented up to now.

GRAPH N° 5, QUESTION 4

For the following vocabulary teaching techniques, which one do you like the most?



Analysis:

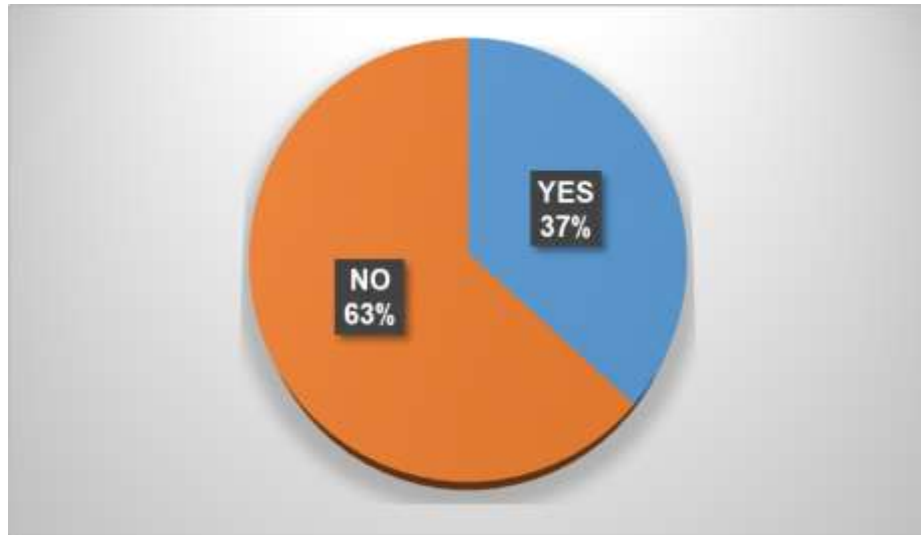
According to the sample taken, the vocabulary teaching techniques that they like the most are: 29% of the sample stated that the vocabulary teaching technique they like the most is songs, then 24% prefer videos and 21% games. Just 13% of the sample chose flashcards as the one they like the most, 8% chose pictures and 5% chose drawings.

Interpretation:

In this question, it can be interpreted that the students prefer verbal techniques and audio-visual techniques. Songs are part of the verbal vocabulary teaching techniques and most students like to sing in the classroom, analyze the lyric of the song, and they feel motivated to learn the meaning of the words. On the other hand, according to the results many students like games oriented to practice or learn new vocabulary. During games, teachers are responsible for creating conditions which enable students to use the new lexicon. Indeed, a well-chosen game may help learners acquire English words. In this case, flashcards, drawings and pictures, which are part of the visual vocabulary teaching techniques, do not seem to be interesting for the students when learning new words.

GRAPH N° 6, QUESTION 5

Do you consider that learning vocabulary is something difficult?



Analysis:

According to 19 students which represent the 63% of the sample consider that learning vocabulary is not difficult, but 11 students which represent the 37% consider that it is difficult.

Interpretation:

It can be interpreted that a great amount of students like to learn vocabulary because they do not find it difficult. These students might be aware that vocabulary helps them with language production, so they know that a limited vocabulary in a second language impedes successful communication. However, there are some students who believe that learning vocabulary is something difficult, this percentage of the sample might be those students who struggle a lot when learning new vocabulary. Therefore, the reason why these students find vocabulary as something difficult could be the lack of implementation of vocabulary teaching techniques used by their teacher or the lack of different vocabulary learning strategies.

GRAPH N° 7, QUESTION 6

In your opinion, can pictures and drawings help you elicit ideas about the meaning of the new word presented by the teacher?



Analysis:

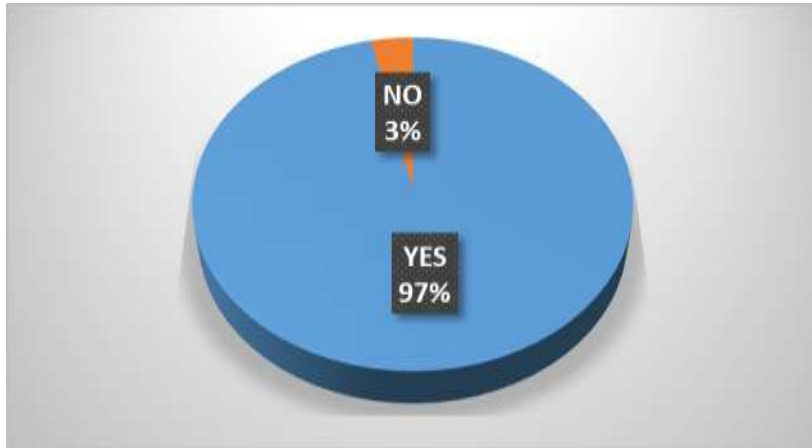
It can be seen that 28 students which represent the 93% of the sample believe that pictures and drawings help them elicit ideas about the meaning of the new words presented, and just 2 students corresponding to the 7% of the sample believe that pictures and drawings do not help them to elicit the meaning of the new words.

Interpretation:

According to the results, it can be interpreted that most teenage students are visual learners, because they think that pictures and drawings are catchy and help them understand the meaning of the new words. In addition, research proves that pictures gain better attention than words, and among young learners, pictures become the main clue. However, few students consider that visual techniques such as pictures and drawings do not help them get the meaning of the new words, so in this case according to those students, other vocabulary teaching techniques have to be implemented such as verbal or audio-visual techniques.

GRAPH N° 8, QUESTION 7

In your opinion, do the use of songs and games help you to be motivated and interested in the new vocabulary presented on the lesson?



Analysis:

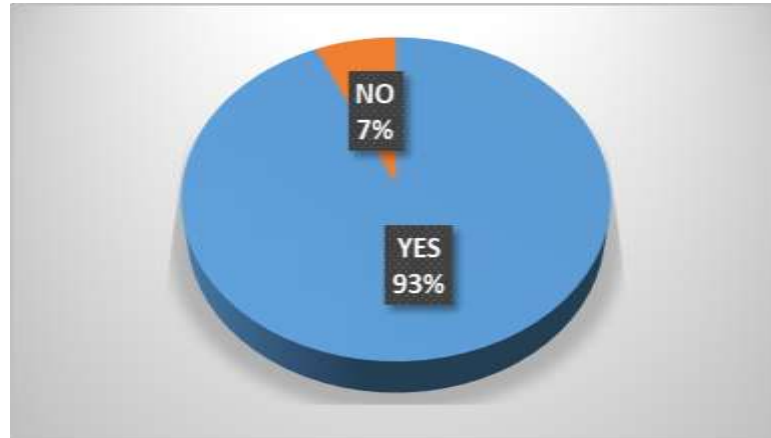
According to 29 students representing the 97% of the sample believe that the use of songs and games help them to be motivated and interested in the new vocabulary presented on the lesson, and just 1 student (3%) considers that songs and games do not help them be motivated or interested in the new vocabulary presented.

Interpretation:

It can be interpreted that the majority of students consider that songs and games help them feel motivated and interested in the new vocabulary; taking in consideration their opinion, it seems that these students are active learners and they have seen the importance of songs and games in the development of vocabulary. On the other hand, the student who believes that songs and games do not motivate him/her, it might be because he/she is a shy person who does not like to participate.

GRAPH N° 9, QUESTION 8

Do you consider that vocabulary games help you to remember the meaning of a word easily?



Analysis:

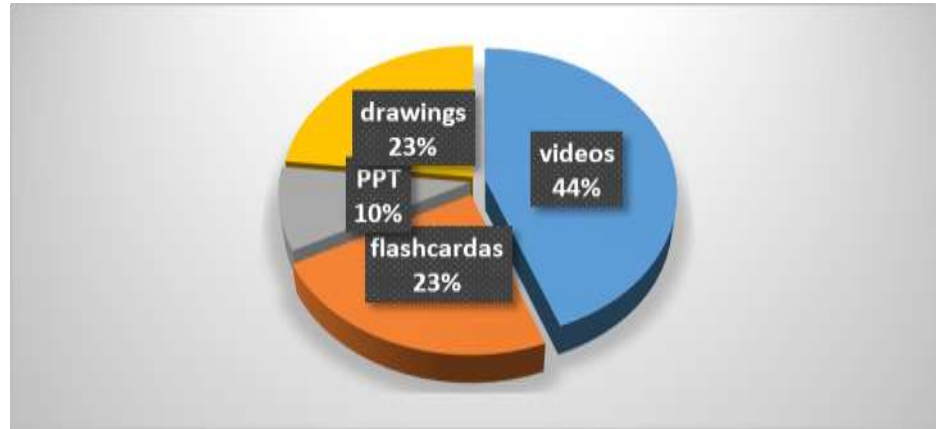
According to the results 28 students which represent the 93% of the sample consider that vocabulary games help them remember the meaning of a word, on the other hand, 2 students representing the 7% of the sample consider that vocabulary games do not help them remember the meaning of a word easily.

Interpretation:

Most students consider that games are very useful because they help them practice their lexicon. Consequently, they help them to remember the meaning of the new words easily. Of course, it has to be a well-chosen game implemented with the main purpose of expanding or practicing vocabulary. In this case, few students do not see games as a helpful vocabulary teaching technique, probably these are shy or introverted students who prefer to have other vocabulary teaching techniques in their classroom.

GRAPH N° 10, QUESTION 9

What visual stimuli does the teacher use in the English class to present new vocabulary?



Analysis:

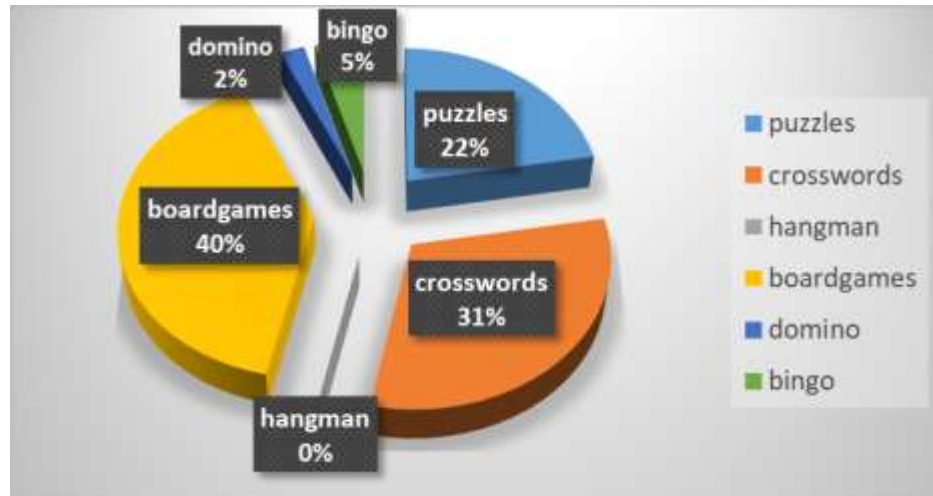
According to 19 students, which represent the 44% of the sample, the visual stimuli mostly used in class to present new vocabulary are videos, also 10 (23%) students stated that drawing are used to present vocabulary, and other 10 (23%)students stated that flashcard are used for the same purpose as well. Finally, 4 students representing the 10% stated that PowerPoint presentations are used when presenting new vocabulary.

Interpretation:

By looking at the results, it can be interpreted that teachers of the teens English program at CENIUES mostly use videos as visual stimuli to present new vocabulary. Videos are one of the most appreciated materials applied to language learning and teaching. Also, teachers of the teens English program sometimes use flashcards and drawings taking in consideration that they are excellent means of making meaning of unknown words clear. On the other hand, PowerPoint presentations are not used very often, and the main reason might be the lack of resources such as a projector or laptop.

GRAPH N° 11, QUESTION 10

Which are the games that teachers implement in order to have students practice vocabulary?



Analysis:

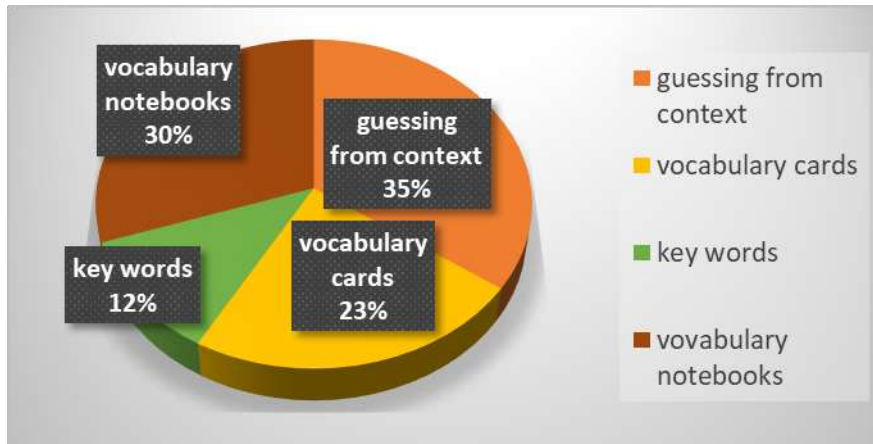
According to the results 40% of the sample stated that the main games that teachers implement in order to have students practice vocabulary are boardgames, then 31% stated that crosswords are also used to practice vocabulary, as well 22% stated that puzzles are implemented for the same purpose. The games that teachers do not use very often are bingo (5%) and domino (2%).

Interpretation:

In this question, it can be interpreted that teachers use a lot of boardgames to help students practice the vocabulary cover in class, by using boardgames students feel motivated and interested in the different topics studied in class. Probably teachers use boardgames because students can work in groups and help each other. As well, crosswords and puzzles are used and they work best with teenage students due to their curiosity. According to researchers, games which do not help students learn the foreign language should not be used.

GRAPH N° 12, QUESTION 11

From the following vocabulary learning strategies; which one do you use to practice vocabulary?



Analysis:

In this question 35% of the sample stated that the vocabulary learning strategy that they use to practice vocabulary is guessing from context, then 30% stated that they use vocabulary notebooks, 23% stated that they use vocabulary cards and just 12% stated that they use key words.

Interpretation:

According to the results, the researchers can interpret that a good amount of the sample use the strategy of guessing from context, in this case the context has to be rich enough to give adequate clues to guess the word's meaning. Also, vocabulary notebooks are used for many students, and there are some notebook methods which would be a great idea for students who need help. Researchers believe that students have to see a word more than once to place it firmly in their long term memory, so if they are not making use of suitable vocabulary learning strategies, it will be more difficult for them to learn the new words. It seems that students do not like to prepare vocabulary cards because few students use that vocabulary learning strategy.

4.1.3 CHECKLIST

Data analysis:

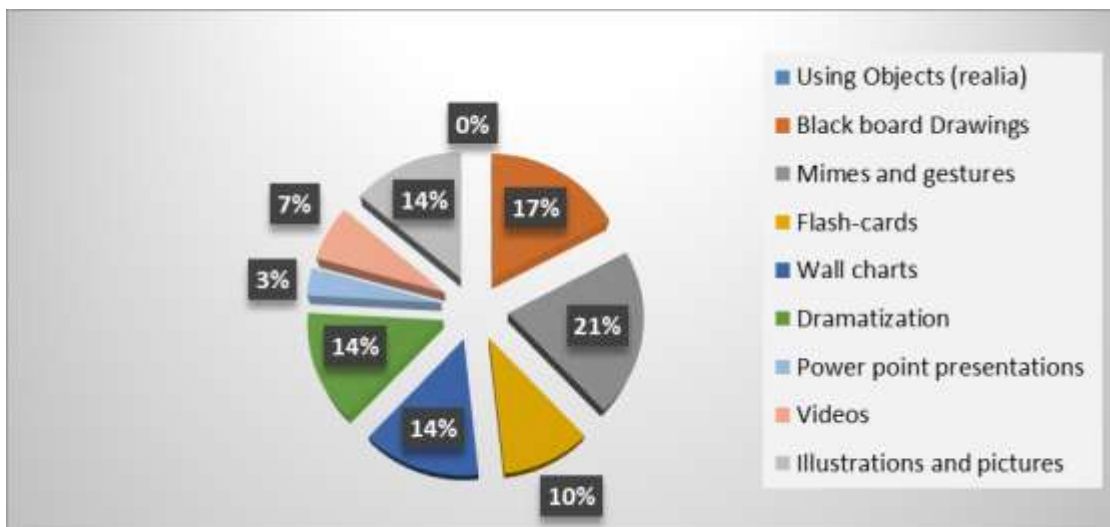
Checklist

During the research study carried out in the teens English program at CENIUES, a qualitative instrument was used for the data collection, this consisted of a checklist which contained 7 statements with multiple choice. This instrument was used to observe the development of the class at the time of teaching vocabulary. The objective of using this instrument was to compare the information gathered from the teachers on the survey designed for them, with the information gathered from the survey designed for the students.

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GRAPH N° 1, STATEMENT N° 1

Type of visual techniques teachers use when teaching vocabulary.



Analysis:

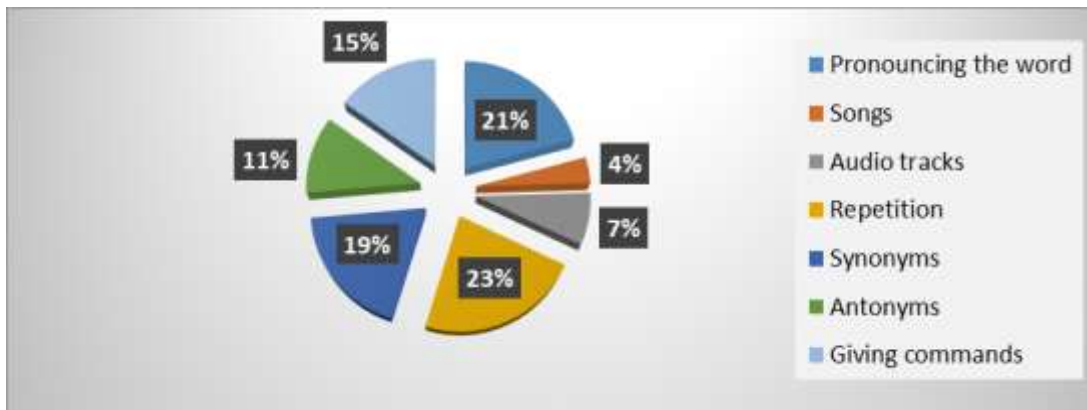
From the observation phase carried out at CENIUES; on the teens English program; it was observed that when teaching vocabulary, teachers use a variety of visual techniques. As a result, mimes and gestures with 21% and black board drawings with 17% are the ones teachers mostly use. Nevertheless; dramatizations, wall charts, illustration and pictures are also used by teachers because the 3 of them received 14% during the observation process. Moreover, flash cards represent the 10% as other visual techniques teachers make use of. On the other hand, PPP 3%, videos 7% and using objects 0% (realia) are rarely used when teaching vocabulary.

Interpretation:

It can be interpreted that visual techniques can function to help learners in remembering vocabulary better and also because they act as cues for remembering words. Takac (2008). So, based on the observation; when using visual techniques teachers help students to learn concrete vocabulary. Also, teachers must be careful to select the technique that works best with the type of learners they have in the classrooms. It can be observed in the graph that teachers make use of black board drawings and mimes and gestures to help students learn and remember the meaning or new words. Nevertheless, the most effective techniques such as flashcards, videos and power point presentations are rarely used in the classrooms and using them brings interest to the classrooms and get students interest in the new vocabulary presented in the class.

GRAPH N° 2, STATEMENT N° 2

Verbal techniques that teachers use when teaching vocabulary.



Analysis:

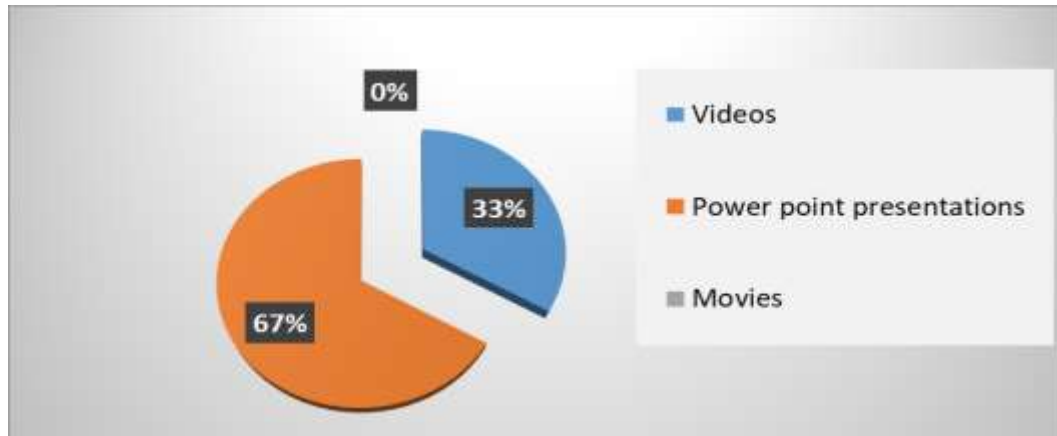
From the results in the previous graph, it can be observed that when teaching new vocabulary; the verbal techniques used the most are: repetition 23%, pronouncing the word 21%, and synonyms 19%. Nevertheless, giving commands 15% and antonyms 11% are the other verbal techniques used by teachers to help students get familiar with the new vocabulary presented. On the other hand; audio tracks 7% and songs 4% are often used in the classroom.

Interpretation:

It can be interpreted that when teachers present the new vocabulary to the students, and make use of verbal techniques such as repetition and also pronouncing the word, students get more comprehension and they grasp the concept about the new words presented. Also, they may be encouraged to use the new word or phrase in various contexts. Another form of verbal techniques is providing students with a synonym or a definition. By doing that, students are able to remember the meaning of the words, and also to associate the meaning with a similar word to use a new word with the same meaning in any other context, so the importance of verbal techniques when teaching vocabulary is highly recommended to help students remember the meaning of the word and also to put into practice the accurate pronunciation of the word presented.

GRAPH N° 3, STATEMENT N° 3

Type of audio-visual techniques teachers use when teaching vocabulary



Analysis:

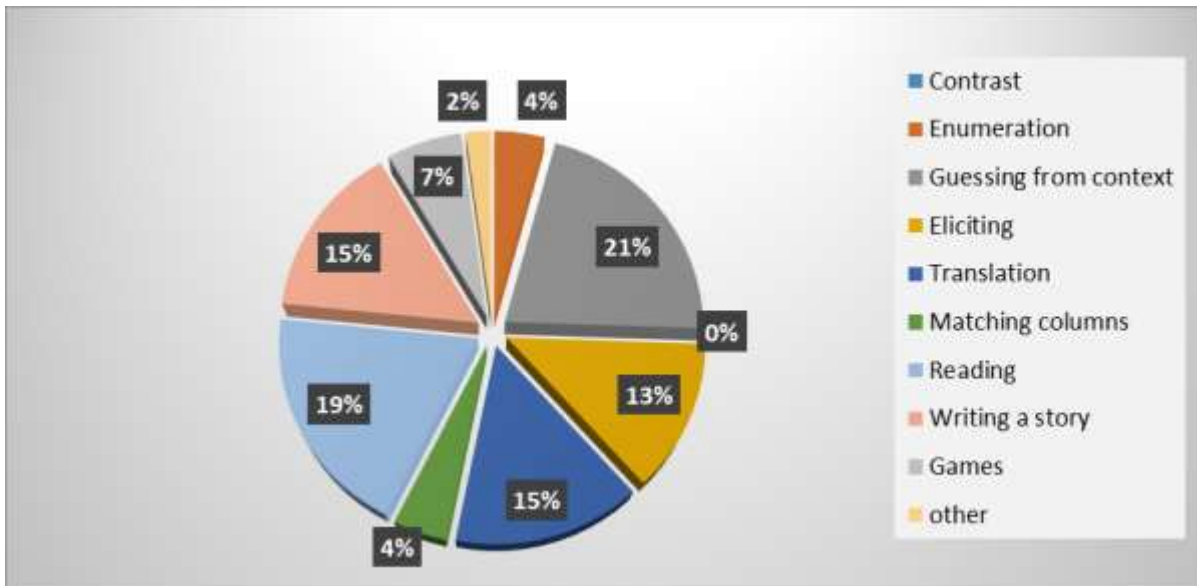
Based on the graph n° 3, it can be observed that the audiovisual techniques used by the teachers when presenting new vocabulary are: power point presentations with 67% and then videos with 33%. As it is observed, movies are never used to present new vocabulary in the classrooms.

Interpretation:

According to the previous graph, the importance of audio visual techniques when working with teenage students is really fundamental because bringing technology into the classroom makes teaching easier, attractive and exciting. In addition, teaching English vocabulary by using audio visual aids will be appropriate to English learners since it provides an entertainment to the students; therefore, it will not only lead the vocabulary learning process interesting but also enjoyable. Another observation taken from the class is that audio visual materials help students to remember the words better, to recall vocabulary for usage in speaking and writing. As well, it helps the teacher to make the lesson more interesting and beneficial not only for him / her but also for the students since they become more interested in the topic and the new set of vocabulary presented in each lesson.

GRAPH N°4, STATEMENT N° 4

Other vocabulary teaching techniques that are used in the classroom



Analysis:

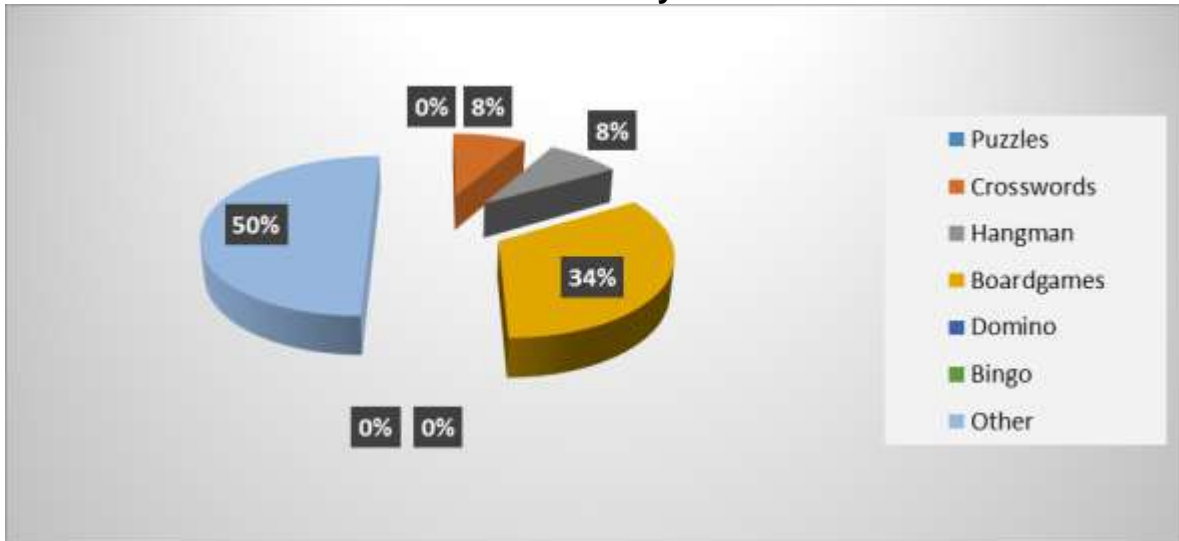
Based on the observation from the previous graph; guessing from context 21% and reading 19% are other vocabulary teaching techniques that are used in the classroom. However; translation 15%, writing a story 15%, and eliciting 13% are rarely used by teachers. On the other hand; games 7%, enumeration 4%, and matching columns 4% are sometimes used by teachers when they are presenting new vocabulary. While, contrast 2% and others 0%, are never used when teaching vocabulary.

Interpretation:

Based on the observation; it can be interpreted that the use of many other vocabulary teaching techniques are connected to each other to achieve the objective of helping students learn vocabulary. In the Graph N° 4, it is observed that reading is connected with guessing from context because students grasp the meaning of new words by the context of the text; another observation is that sometimes students are using translation to get the meaning of the new vocabulary presented in the class. However, it is important to keep in mind that in an EFL classroom a range of techniques might be used and those techniques might have different purposes, for example, teachers can use a variety of techniques to improve speaking, listening, reading, writing, vocabulary, grammar, pronunciation or other language skills. So, teachers can implement various types of vocabulary teaching techniques to facilitate the learning of new and meaningful vocabulary.

GRAPH5 N° 5, STATEMENT N° 5

Types of games the teachers implement in order to have students practice vocabulary.



Analysis:

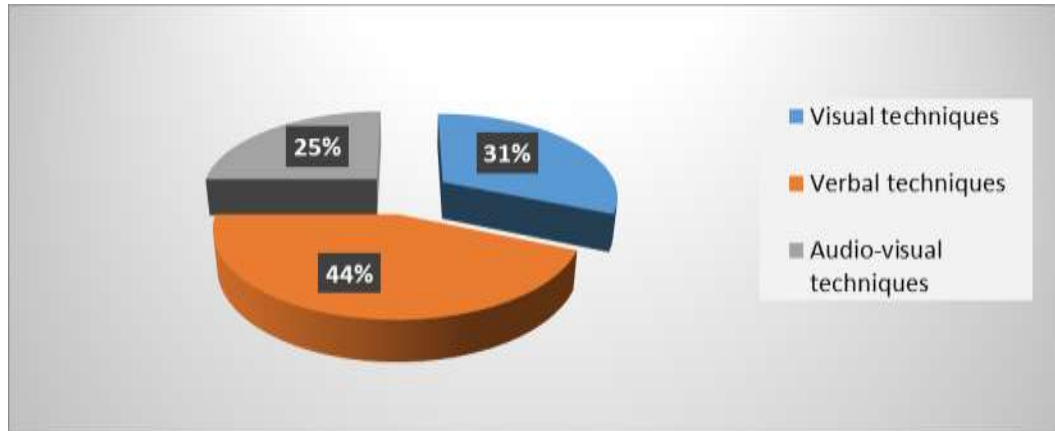
From the previous graph it can be assumed that, some games used by the teachers on the class are: boardgames 34% and others 50% (hot potato, Simon says and mimic). Moreover, Crosswords 8% and hangman 8% are rarely used in the classroom. Domino, bingo and puzzles are never used when teaching vocabulary.

Interpretation:

According to the previous graph it can be interpreted that in order for students to practice new vocabulary, teachers use a variety of games to help students remember the meaning of the word. Indeed, a well-chosen game may help learners acquire English words easily. Moreover, Allen (1983), states that games are helpful because learners may feel that new words are essential and valuable because without those words, the object of the activity cannot be achieved. So, it is important to keep in mind that when integrating a game into a lesson the teachers should always ask themselves whether this game makes learners practice vocabulary and also if it is an effective game for the type of vocabulary he is teaching in the lesson.

GRAPH N° 6, STATEMENT N° 6

Type of vocabulary teaching techniques that work best when working with teenage students



Analysis:

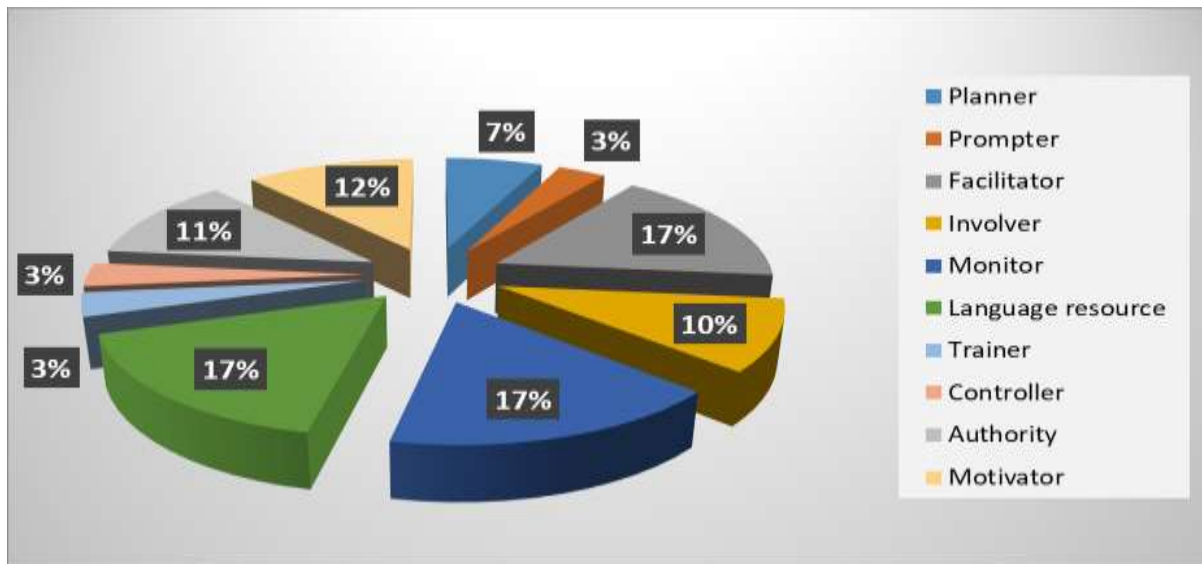
Based on the results obtained on the previous graph; verbal techniques 44% are the most effective techniques when working with teenage students. On the other hand, visual techniques 31 % are also effective but are rarely used in the classroom. Audio visual techniques 25% are rarely used at CENIUES when working with teenage students.

Interpretation:

Based on the previous graph, it can be interpreted that when working with teenage students, teachers prefer to use verbal techniques rather than visual and audio-visual techniques because they think about the type of learners they have in the classroom and their age. In addition to this; when teaching vocabulary to teenage students, they may also be encouraged to use the new words or phrases in various contexts; and other forms of verbal techniques are providing students with a synonym, antonym or a definition. But it was observed that students need more visual information to represent the visual language skills before the verbal language development. So, it is necessary for teachers to keep in mind that a balance between verbal and visual techniques would help students understand 30% more than without the visual support.

GRAPH N°7, STATEMENT N° 7

Teacher's role when teaching vocabulary.



Analysis:

According to the question, what is the teacher's role in teaching vocabulary? When presenting new vocabulary, the teacher's role depends on the topic and the vocabulary presented in the lesson. According to the graph: monitor 17%, facilitator 17%, and language resource 17%, are the most remarkable roles. Moreover; motivator 12%, authority 11%, involver 10%, and planner 7% depend on the topic and vocabulary knowledge. Nevertheless; prompter 3%, controller 3%, and trainer 3% are teachers' roles that are rarely used when teaching vocabulary.

Interpretation:

Based on the results, it can be interpreted that the teacher has an important role since he/she is one of the main elements in the teaching and learning processes; therefore, how to teach language elements, how to create techniques, activities and how to make learners do these activities enthusiastically depends on the teacher's role at the time of teaching vocabulary. Another important thing is that when teaching vocabulary, they must take into consideration the individual differences among the learners because learners have different abilities and interests. In addition, teachers should understand the nature of the language they are teaching taking into account not only the student's age but also the student's levels of language comprehension.

CHAPTER 5

DISCUSSION OF THE RESULTS

5.1 Research questions

To answer the research questions, the information gathered from the three instruments was taken into account. The instruments that the researcher used for the data collection consisted in two questionnaires, one questionnaire addressed to the teachers and another questionnaire addressed to the students, and also a checklist used to compare the information gathered from the questionnaire answered by the teachers and the questionnaire answered by students.

5.1.1 The General questions were:

- ✓ **What is the importance of vocabulary in language learning when working with teenage students?**

Vocabulary is very important according to the teachers of the teens program at CENIUES, these teachers believe that for accomplishing a good communication with different people and in different environments it is necessary to have a good vocabulary knowledge. Also, students of the teens program agree that it is very important to develop this sub-skill because a high vocabulary knowledge will enable them to express their ideas in a more spontaneous way, and as a result they will become more fluent in the language.

- ✓ **Which are the vocabulary teaching techniques implemented by teachers of the teens English program at CENIUES?**

According to the information gathered from the students, the majority of the students stated that teachers use different vocabulary teaching techniques for

presenting new vocabulary; however, the vocabulary teaching techniques that students prefer are songs, videos and games. On the other hand, teachers admitted that they were aware of the variety of teaching techniques that exist, but they stated that the ones they are familiar with are repetition, matching columns, videos, translation and songs. In addition to this, they explained that the different techniques that they use for teaching vocabulary depend on the lessons they have to cover in the different classes, for example they mentioned that if they have to teach abstract words, they can use visual techniques because they allow students of different ages to understand the meaning better. Therefore, according to the observation, the researchers found out that the visual vocabulary teaching techniques that teachers implemented in the classrooms were mimes and gestures, black board drawings, dramatization, wall charts and illustrations and pictures. Moreover, they used some verbal vocabulary teaching techniques such as repetition, pronouncing the word, synonyms, and giving commands. Besides, the audio-visual vocabulary teaching techniques that they used were mostly power point presentations and videos. To sum up, teachers used different vocabulary teaching techniques, and the implementation of them depends on the topic that will be taught.

5.1.2 The Subsidiary questions were:

- ✓ **Are teachers aware of the variety of vocabulary teaching techniques that exist?**

The teachers of the teens program at CENIUES stated that they were aware of the variety of vocabulary teaching techniques which could be implemented when teaching vocabulary, and they explained that the different techniques for teaching vocabulary that they use depend on the lessons of each class. These teachers admit that vocabulary is very important for accomplishing a good communication, for that reason, they see the vocabulary teaching techniques as the tools they can

use in order to help students develop their vocabulary knowledge. Taking into account this result; it is correct to think that teachers implement some vocabulary teaching techniques at the time they are teaching vocabulary in class; however, students expect to see teachers using a variety of vocabulary teaching techniques.

✓ **What is the most common type of vocabulary teaching technique implemented by teachers of the teens English program at CENIUES?**

According to the information gathered from the two instruments used (checklist and survey), the most common type of vocabulary teaching technique that teachers of the teens English program implement is the verbal technique, because they are used in the classroom in different ways and presented in different arrangements. For example, the verbal technique mostly use is repetition, taking into account that, by using this, students grasp the concept about the new words presented in a better way. However, teachers consider that the other type of vocabulary teaching techniques play an important role too in developing students vocabulary. For example, the audio-visual vocabulary teaching technique that sometimes they use is power point presentations. Then, as part of the visual techniques teachers stated in the questionnaire that they use games, and that the main games they implement are crosswords; nevertheless, according to the observation and the students' opinions boardgames are mostly use. Students consider that songs and games help them be motivated and interested in the new vocabulary presented. In conclusion, it can be said that teachers use different vocabulary teaching techniques but some of them are implemented more than others; so, it is necessary for teachers to have a variety of the vocabulary teaching techniques they can use when presenting new vocabulary to help students develop their lexicon and language skills, and it is also necessary that the vocabulary teaching techniques that teachers use match the students' preferences.

- ✓ **Which type of vocabulary teaching techniques visual, verbal, or audio-visual are more effective when working with teenage students?**

According to the observation process and the survey answered by the teachers, when working with teenage students; the most effective vocabulary teaching techniques are verbal techniques. Based on the results, there are some factors that teachers take into account when working with different vocabulary teaching techniques; for example, the type of learners they have in the classroom and their age. Moreover; when working with teenage students, learners need to be encouraged to develop their lexicon and increase their vocabulary knowledge. So, verbal techniques are presented with many arrangements due to the fact that a word can be used in different contexts, that is why it is necessary to provide students with synonyms, antonyms or a definition about a single word to help them use the new word or phrase in various contexts.

- ✓ **What is the role of the teacher in teaching vocabulary?**

At CENIUES, in the teens English program; the teacher's role depends on the topic presented and also the type of vocabulary included in the lesson. Some of the teachers' roles mostly used are monitor, facilitator and language resource. These types of teachers' roles are used depending on the students English language comprehension, individual differences and student's age.

- ✓ **Which are the vocabulary learning strategies used by the students of the teens English program at CENIUES?**

Most of the students of the teens program stated that the vocabulary learning strategies that they mostly use are guessing from context and keeping vocabulary

notebooks. A few students stated that they prepare vocabulary cards and use key words to learn the meaning of new words.

✓ **Does the lack of implementation of vocabulary teaching techniques affect students' development of their lexicon?**

According to the surveys answered by students and teachers of the teens English program at CENIUES, the researchers concluded that the lack of implementation of vocabulary teaching techniques may affect students' development of their lexicon. Most of the students of the teens program consider that learning vocabulary is something difficult due to the complications of the English language, and it can be even more difficult if the teacher does not implement a variety of vocabulary teaching techniques to help them understand the meaning of new words; there are words that they find difficult to use in a real environment. Therefore, according to students' opinion, their lexicon can be improved if teachers use the techniques that students prefer, and if they present the new vocabulary in a meaningful way.

CHAPTER 6

Conclusions

At the end of the research project, it was necessary to analyze all the information gathered from the surveys and also the checklist in order to determine the importance of vocabulary in language learning and the use of vocabulary teaching techniques implemented by teachers of the teens English program at CENIUES. Researchers conclude the following, taking into account the research questions proposed at the beginning of the research, the objectives to be achieved and also the results gathered in the data collection.

Once the information was analyzed, researcher could conclude that:

- ✚ Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with second language learning can be made interactive and interesting with the introduction of appropriate vocabulary teaching techniques.

- ✚ Students recognize the importance of learning vocabulary when learning English, they know that having a great vocabulary knowledge will enable them to communicate their ideas in a more spontaneous way; therefore, it is clear that students will benefit a lot from those teachers who implement different vocabulary teaching techniques. On the other hand, if they have a teacher that does not use a variety of vocabulary teaching techniques, these students will learn vocabulary but not as meaningful as those who have a teacher implementing different types of vocabulary teaching techniques. As well, teachers need to consider the variety of learning preferences among students.

✚ Teachers of the teens English program at CENIUES use different vocabulary teaching techniques but most of those techniques belong to the verbal vocabulary teaching techniques; for example, using synonyms, antonyms, repetition, and translation. This means that teachers rarely use visual and audio-visual techniques, and students consider that visual and audio-visual techniques are very useful in the process of learning new words. However, it is necessary for teachers to be aware that using visual and audio-visual techniques when working with teenage students is really important because it makes teaching easier, attractive and exciting. In addition, teaching English vocabulary by using audio-visual aids will be appropriate to English learners, since it provides not only a sense of entertainment and help practicing meaningful vocabulary knowledge, but also lead the vocabulary learning process more interesting and enjoyable.

✚ Teachers use the same vocabulary teaching techniques, they mostly use verbal techniques; especially, repetition, translation, guessing from context and pronouncing the word. And when the teacher selects the type of teaching techniques to be used to present the new vocabulary, they do not take into account that some students are visual learners or kinesthetic learners, and students prefer that teachers use different types of teaching techniques. Therefore, teachers must take into consideration the individual differences among the learners because learners have different abilities and interests. In addition, teachers should understand the nature of the language they are teaching, regarding to the student's age and the student's levels of language comprehension.

✚ Teachers implement some games to have students practice the vocabulary; however, those games are very repetitive, teachers mostly use board games because they do not require a lot of preparation and materials. In some cases, students get bored using the same type of games in classes. Nevertheless; the main objective of using a game is to put into practice the

vocabulary learned in the lesson and to achieve cooperative learning among the students in the classroom. So, teachers at CENIUES should be well-prepared with a variety of games but always taking into account the achievement of the learning objectives.

- ✚ Students of the teens English program at CENIUES do not use a variety of vocabulary learning strategies, and one of the reasons might be because they are not aware of the variety of vocabulary learning strategies that exist or they do not want to make an extra effort in their learning process.

- ✚ The role of teachers and their instructions are really important. Teachers are planners, language resources, guides and facilitators. They have to know that in order for students to learn new vocabulary and internalize it, it has to be presented in a meaningful way, which means a variety of activities have to be used. Moreover, the teacher's job is not only to implement various vocabulary teaching techniques, but also to encourage students to make use of different vocabulary learning strategies and become responsible of their own learning.

- ✚ According to what researchers could observe when students of the teens English program were giving presentations or answering some of the teacher's questions; the students' vocabulary knowledge seemed to be very low, despite being in the advanced courses. So one of the reason could be the lack of implementation of vocabulary teaching techniques in the classroom.

CHAPTER 7

7.1 Recommendations

Learning English as a foreign language is not an easy process for students; therefore, the teacher has to be very skillful to help students succeed in the learning process. In this research, different aspects have been discussed about the vocabulary teaching techniques that can be implemented in English classes. And the information gathered in this study will be beneficial for further research. So, the following recommendations have been given after analyzing the data collected:

7.1.1 CENIUES coordinator:

- ✚ It is recommended to schedule a special training or workshop for all the teachers in the different programs (children, teens and adults) about the variety of vocabulary teaching techniques that can be used in class, the advantages and disadvantages of using those techniques, the implementation of them and also how to use them with the different types of learners in order to be applied efficiently by every teacher in the classroom.
- ✚ CENIUES is a good English program, they have a lot of students and good teachers, but it has to overcome some of the obstacles that might be affecting the performance of their teachers. For example, the lack of resources is a barrier that teachers have; therefore, even if these teachers have great activities to be implemented for teaching new vocabulary, they cannot carry them out because they lack the resources such as posters, wall-charts, flashcards, worksheets, etc. These type of visual aids are very important and help students to learn a new word faster. So, the coordinator should talk with the people in charge of CENIUES to find a way to change

this situation in order to help teachers give their best instructional practice, and help students have a better leaning process.

- ✚ Technology as well as visual aids have become important resources in the teaching and learning process. So, it is recommended to facilitate more technical equipment for all the teachers so that they could use audio-visual materials to apply different activities; students like technology, it catches their attention; therefore, it is good to take into account what students like and what they prefer when learning a second language, and not just apply traditional teaching techniques in the classroom.
- ✚ The teacher's performance during class is always fundamental. Thus, teachers could be evaluated by students at the end of each level in order to know the work that they develop during the time they are in class. This evaluation should be anonymous and also have some statements like if the students achieved the expectations of learning more in that level; if the teacher developed a good instructional practice in each class, if the teacher used good vocabulary teaching techniques, and others. This evaluation could help teachers improve every day.

7.1.2 CENIUES teachers:

- ✚ Good teachers take in consideration different aspects when planning the class activities. So, when planning the activities, it is recommended for teachers to take into account the age of the students, the purpose of the activity, the number of students in the class, and their English level. Activities need to be focused on the purpose, if the main purpose is to learn new words, a suitable and well-designed activity has to be implemented. Some teachers use vocabulary activities just to kill the time but those

activities do not come with the necessary practice to achieve the main purpose.

- ✚ Student's expectations are very important, that is why it would be a great idea if at the beginning of the module, teachers ask students what they expect in the respective course. This will help teachers know what students want and know what to do to accomplish their expectations. The teachers can ask them what they like and do not like to do in class; with this information the teachers can plan their activities accordingly.

- ✚ It is recommended for teachers to implement a variety of vocabulary teaching techniques in their class because that will help students with different learning styles, and also by using different vocabulary teaching techniques, they are varying their teaching, which is something they have to do in each class to change the routine of the class. If students like the activity, they will be more willing to learn.

- ✚ The goal of every English learner is to be able to speak the target language. Thus, the goal of the teacher has to be to help students reach their goal. Vocabulary is an important sub-skill when it comes to speaking, so it is recommendable for teachers to implement different speaking activities in which students can put in practice the new words. There are many activities that are very useful, such as having students stand up and make a circle, giving them a category, after that each student mentions a word related to the category, then a new category is given, and the activity continuous like that. This is just an example, there are more activities that can help teachers to have students active in class.

- ✚ Teachers should help students by presenting to them the possible vocabulary learning strategies that they can use in their leaning process.

Some students are not aware of the variety of strategies that they can use when learning vocabulary.

7.1.3 CENIUES students:

- ✚ Students have to take advantage of the vocabulary teaching techniques implemented by their teacher. There are some students who seem to be uninterested in the vocabulary activities that are used in class; however, they should make a big effort to do their best to learn the target words.

- ✚ Students need to discover by themselves which vocabulary learning strategies work best for them, and they have to put them in practice. If they do that, they will improve their vocabulary a lot.

- ✚ Students should let teachers know whether a vocabulary activity was useful or not, and if they liked it or not. In this way, the teacher might take into consideration the students' contributions when planning the next vocabulary activity.

CHAPTER 8

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CHAPTER 9

Annexes



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FOREIGN LANGUAGE DEPARTMENT



Checklist

Topic: The importance of Vocabulary in language Learning and the Vocabulary Teaching Techniques used by teachers of the teens English program CENIUES, academic year 2018.

Objective: To observe the development of the class and identify the vocabulary teaching techniques implemented in the classroom.

Instructions: Mark the box with an “X” if the statements bellows are accomplished during the development of the class.

1. Type of visual techniques the teacher uses when teaching vocabulary.

Write from 1= most used – 9 least used

Using Objects (realia)		Power point presentations	
Black board Drawings		Videos	
Mimes and gestures		Illustrations and pictures	
Flash-cards			
Wall charts			
Dramatization			

2. Verbal techniques the teacher uses when teaching vocabulary.

Pronouncing the Word		Synonyms	
Songs		Antonyms	
Audio tracks		Giving commands	
Repetition			

3. Type of audio-visual techniques the teacher uses when teaching vocabulary.

Videos	
--------	--

Power point presentations	
Movies	

4. Other vocabulary teaching techniques that are used in the classroom.

Contrast		Reading	
Enumeration		Writing a story	
Guessing from context		Games	
Eliciting		Other	
Translation			
Matching columns			

5. Type of games the teacher implements in order to have students practice vocabulary.

Puzzles		Domino	
Crosswords		Bingo	
Hangman		Other	
Boardgames			

6. Type of vocabulary teaching techniques that work best when working with teenage students.

Write from 1= most helpful. 3 least helpful

Visual techniques	
Verbal techniques	
Audio-visual techniques	

7. Type of the teacher's role when teaching vocabulary.

Planner		Language resource	
Prompter		Trainer	
Facilitator		Controller	
Involver		Authority	
Monitor		Motivator	



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Questionnaire for the teacher

Topic: The importance of Vocabulary in language Learning and the Vocabulary Teaching Techniques used by teachers of the teens English program CENIUES, academic year 2018.

Objective: To get teachers opinions about the implementation of vocabulary teaching techniques used in the classroom.

Instructions: Mark the boxes you consider necessary with an “x” to answer the following questions.

1- Are you aware of the variety of vocabulary teaching techniques that exist?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
------------------------------	-----------------------------

2- Which of the following vocabulary teaching techniques are you familiar with?

Songs	Mimics	Repetition	Power Point Presentations
Translation	Videos	Flashcards	Drawings
Games	Matching Columns	Realia	Expressions And Gestures

3- From the following vocabulary teaching techniques; what is the most common one that you use in your classes? Write from 1= most used – 12=least used

Songs	Mimics	Repetition	Power Point Presentations
Translation	Videos	Flashcards	Drawings
Games	Matching Columns	Realia	Expressions And Gestures

4-Which vocabulary teaching techniques are more effective when working with teenagers?

Verbal	Visual	Audio visual	
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5- From the followings games which one do you implement in order to have students practice vocabulary?

Puzzles		Boardgames	
Crosswords		Domino	
Pictionary		Bingo	

6- Which verbal techniques do you consider are more effective when teaching vocabulary?

Audio tracks		Translation	
Guessing from context		Synonyms	
Pronouncing the word		Antonyms	
Repetition		Giving commands	
Songs			

7- Do you consider visual stimuli as vocabulary teaching techniques more effective than the rest of techniques?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
------------------------------	-----------------------------

Explain your answer:

8- Which visual stimuli do you consider help students to elicit ideas about the meaning of a word? write from 1=most used – 5 least used

Pictures		Videos		Drawings		Flashcards		Word cards	
----------	--	--------	--	----------	--	------------	--	------------	--

9- Do you consider vocabulary as the most important sub- skill that students need to master for communicating effectively?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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Explain your answer:



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Questionnaire for the students

Topic: The importance of Vocabulary in language Learning and the Vocabulary Teaching Techniques used by teachers of the teens English program CENIUES, academic year 2018.

Objective: To get students opinions about vocabulary teaching techniques used by the teacher in the classroom.

Instructions: mark the box with an “x” according to your personal opinion

1- Do you think it is important to learn vocabulary when you are part of an English class?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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2- Do you consider that by using vocabulary teaching techniques teachers help you to get more vocabulary?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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3- Does the teacher use different vocabulary teaching techniques for presenting new vocabulary in the classroom?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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4- For the following vocabulary teaching techniques, which one do you like the most? Write from 1= like the most – 6= like the least

Songs		Pictures		Videos	
Drawings		Games		Flashcards	

5- Do you consider that learning vocabulary is something difficult?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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6- In your opinion, can pictures and drawings help you elicit ideas about the meaning of the new word presented by the teacher?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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7- In your opinion, do the use of songs and games help you to be motivated and interested in the new vocabulary presented on the lesson?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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8- Do you consider that vocabulary games help you to remember the meaning of a word easily?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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9- What visual stimuli does the teacher use in class to present new vocabulary in the English class?

Videos		Power point presentations	
Flashcards		Drawings	

10- Which are the games that teachers implement in order to have students practice vocabulary?

Puzzles		Boardgames	
Crosswords		Domino	
Hangman		Bingo	

11- From the following vocabulary learning strategies; which one do you use to practice vocabulary?

Guessing From Context	
Vocabulary Cards	
Key Words	
Vocabulary Notebooks	

