How do I teach vocabulary?

A case study

Seminario para optar al título de Profesor de Inglés para la Enseñanza Básica y Media y al grado académico de Licenciado en Educación.

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Dedicatoria

A mi mamá, mi tata y mi mami, con mucho amor.
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Abstract
This research aims to identify criteria selected of an English Language teacher who teaches in a subsidized school in Santiago, Chile to teach vocabulary in the English Language courses. Also, the school has extraordinary results in the National English Simce exams obtaining in 2014 a 46,2% percent of students who has approved the test and also obtained the certification of A2 level of the European Framework of References classification. This intrinsic case study aims to answer the following research question: What does a teacher use as criteria for selecting particular approaches towards English language vocabulary teaching in elementary and secondary courses in a subsidized school in Santiago, Chile? The data for this study was collected through interviews, observations, document analysis, and field notes. In the main findings four criteria for vocabulary teaching were found. Firstly, the differentiating approaches by age & grade level. Secondly, the strict use of vocabulary. Thirdly, the use of images and games to teach vocabulary. Finally, Complying with the School Curriculum. Additionally, a list of approaches observed in classes, and the private subsidized school organization for English Language Teaching that contributes to understand in part the exceptional outcomes the school exhibits in National English Language Tests.

Resumen
Este estudio busca identificar los criterios elegidos por una profesora de Inglés que enseña en un colegio Particular Subvencionado en Santiago, Chile para enseñar vocabulario en las clases del idioma Inglés. Además, el colegio tiene un increíble resultado en la prueba de Nacional de Inglés Simce obteniendo un 46,2% de estudiantes que aprobaron y obtuvieron la certificación de nivel A2 de la Clasificación del Marco Europeo de Referencia en el 2014. Este Estudio de
Caso Intrínseco busca responder la siguiente pregunta de investigación: Que criterios usa una profesora para seleccionar enfoques específicos para la enseñanza de vocabulario en la clase de Inglés para cursos de Enseñanza Básica y Media en un colegio particular subvencionado en Santiago, Chile? Los datos de este estudio fueron recogidos a través de entrevistas, observaciones, análisis de documentos y notas de campos. Entre los principales descubrimientos se encontraron cuatro criterios para la enseñanza de vocabulario. Primero, la diferenciación de enfoques basado en la edad y curso. Segundo, el uso estricto de vocabulario. Tercero, el uso de imágenes y juegos para enseñar vocabulario. Finalmente, el cumplimiento del curriculum del colegio. Adicionalmente, una lista de enfoques observados en clases y la particular organización del colegio para la Enseñanza del idioma extranjero Inglés contribuyen a entender, en parte, los resultados excepcionales que el colegio tiene en las Pruebas Nacionales del Idioma Inglés.
1. Chapter 1 Introduction

“Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed”. Those thundering words emerged from David Wilkins’ mind and were used by Thornbury (2002. p. 13) to emphasize the overwhelming importance of vocabulary. Have you ever been in a situation where you had to face a conversation with someone else who simply doesn’t understand the meaning of the words you are using? Have you ever tried to have a conversation with a foreigner who is just starting to learn your mother tongue? In both cases, grammar doesn’t take an important role because despite of the grammar mistakes the conversation could keep with its natural flow. Additionally, both conversations have another thing in common, even though the grammatical aspect doesn't influence the development of the conversation. The truth is that those conversations couldn't follow their course due to the lack of knowledge regarding the meaning of the words that were being used.

Experts in this field seem to agree in that vocabulary is taught and learned in basically two ways, explicit and incidental learning (see e.g., Schmitt, 2008; Thornbury, 2002). There are different approaches recommended in the literature for teaching and learning vocabulary applicable to various groups of learners (see e.g., Thornbury, 2002; Ostovar-Namaghi, 2015; Schmitt, 2008; DeCarrico, 2001; and Jiang, 2014). One might believe that it would be ideal if teachers apply the approaches suggested by authors to teaching vocabulary to their students (for a complete listing and overview of these approaches see Thornbury, 2002). Certainly, because it is the teacher’s responsibility to implement these approaches, i.e., the one that best fits to their students taking into consideration the context, goals at hand, students’ interest, and timing, among other considerations.
Unfortunately, it seems that English language teachers do not focus their attention on vocabulary teaching. This may happen for many reasons, either they are not aware of what literature says or they do not see the importance that vocabulary learning has into the language teaching and learning process (see e.g. Thornbury, 2002). In fact, the overall Simce English Test results, available every 2 years, since 2010, are giving us a glimpse to numerous deficient areas in English language teaching and learning, but it could not be denied that he scarce knowledge of the language students exhibit, after at least 8 years of training, raises legitimate concern and the feeling of urgency to study school teacher practices, conditions and results, looking for ways to improve the current state of the matter (see, e.g., Mineduc, 2012). At this point, however, we focus our attention in teachers’ teaching practices in reference to vocabulary.

Whether the reason is that teachers are not aware of the literature related to teaching vocabulary or that they do not take into consideration the centrality of vocabulary in their language teaching practices, the root of the problem is quite similar. On the one hand, it is necessary that teachers feel the need to update their knowledge regarding vocabulary teaching in order to learn and improve their teaching skills and practices. On the other hand, there is a need for more empirical research in the field, which nowadays seems stuck because vocabulary teaching receives little attention in the research literature (Blachowicz, Fisher, and Ogle, 2006, p. 534). Moreover, there are numerous unanswered questions about the strength and effectiveness of advises and approaches available (Blachowicz, Fisher, and Ogle, 2006). This makes vocabulary-teaching being transformed into a relatively unknown territory that urgently needs more attention.

Blachowicz, Fisher, and Ogle (2006) claim that the “most effective approach in vocabulary instruction is integrated with the curriculum and include attention to word learning throughout the day and across subject areas” (p. 534), but even that seems hard to achieve in our reality where it seems that nobody is looking for or
creating opportunities to speak and practice English outside the classroom. Unfortunately, there is no proof of the relative effectiveness of approaches available, because over the last 3 decades research in vocabulary teaching and learning has been very limited with less than five papers published in important research handbooks and other mayor research publications in the field (for further details see, Blachowicz, Fisher, & Ogle, 2006, p. 525).

Taking into consideration what has happened with vocabulary teaching in the world, it is mandatory to talk about what is happening in Chile in this regard. Because English language in Chile has become, since the beginning 80s, the preferred foreign language in the national curriculum, and an important aim in the Chilean society (Mineduc, 2012). The Ministry of Education has developed, after the major reform in the 90s, a new proposal of curricular bases and programs for every ruled educational level from pre-elementary to secondary education levels, despite the fact that English Language is mandatory in eight years out of these 14 years and only optional in the first 6 years (MINEDUC, 2012). Although these curricular bases give more importance to the English classes, guidelines seem too broad and the explanations given most of the time seem insufficient if the teacher doesn’t manage the terminology used in the curricular bases. That is, according to Herrera, Rojas, & Zapata (2012) a third of the number of teachers in elementary education by 2012 do not have a certification as English Language Teachers or some similar certification, so they might master the language to some level but they do not have the pedagogical background and theoretical knowledge to fully access and understand some concepts and ideas expressed in curriculum bases. Also, those explanations seem to be far removed from teachers’ reality, concerns, and class demands because the bases portray situations that are not similar to the reality inside Chilean classrooms. The diagnostic carried out by the Ministry of Education in Chile in 2010 revealed that teachers did not use English Language as an instruction language for the vast majority of school in the country (Mineduc, 2010). Moreover, there was an uneven development of the four basic skills and
assessment results evidenced that only 11% of the total number of students that took the Simce English Test in 2010 approved and certified an A2 level of English (for more details see Mineduc, 2010 synthesis). The curricular bases depart from the supposition than all four language skills are developed harmonically and experiences lived by students in classes are intensive in terms of exposure to the target language. As just mentioned, the diagnostic and the data resulting from the Simce English Test tell us the reality seems far away different than the assumptions present in the curricular bases in various aspects.

Vocabulary is one of the topics developed in the national curriculum for English language courses. The approach that the curricular bases proposes to apply is the natural approach, namely, it is focused on the students' receiving comprehensive and plentiful input of significance and interesting situations towards producing a motivating atmosphere (Mineduc, 2012). Also, according to the curricular bases, vocabulary should be taught in an explicit way during teaching, task-based language teaching oriented, and using content-based instruction; with activities that encourage cooperative language learning (Mineduc, 2012, p. 223).

It is important to mention that the amount of vocabulary expected for 1st to 5th-grade students in elementary education is composed of only 500 words related to family, school, house, and the student's general environment (Mineduc, 2012, p. 236). Despite the fact that the curricular bases aim to teach English for communicative purposes, the amount of words expected to be taught plus the topics for teaching vocabulary guidelines are very limited and reduce the expectations of using the language as a communicative tool. That is, with the vocabulary that students are supposed to learn, they should be able to understand, read, write and speak about the previously named topics (Mineduc, 2012, p. 236). Ergo, teachers who base their teaching on the curricular bases may not achieve the expectations that the same curricular bases aim; since the
explanations given in the curricular bases are too ambiguous and leave teachers on their own interpreting them that sometimes might not be the most appropriate path to follow.

The main problem with these curricular bases information and explanation on the vocabulary field is that it is not well explained. After reading all the elementary curricular bases for English language teaching, the lack of instruction given for good teaching of vocabulary is evident. If it is the case that teachers do not have much knowledge regarding vocabulary teaching, there is a big chance of a bad vocabulary instruction to the students.

Another terrifying point comes in a report from the Centro de Medición MideUC dated 2012 (Herrera, Rojas, & Zapata, 2012), which says that not all persons teaching English language at schools in Chile are graduated as English Language teachers in Secondary Education; instead, almost half of the teachers currently teaching English in Elementary Education do not have neither a specialization in English language teaching nor certification in ELT. Moreover, between all persons teaching English in Elementary and Secondary Education only about a 70% didn’t have any specialization or were not in possession of an English Language Teaching certificate (Herrera, Rojas, & Zapata, 2012). Those teachers without a teaching’s degree may be people who may master the language to some point and they have been authorized but do not have the proper training at English Language Teachers.

So, if we think about the problem that teachers have with the national curriculum´s vague and ambiguous explanations plus the amount of people who may master the language but not the pedagogy, we will notice that the only possible result is not very promising for some Chilean schools without some intervention. It is necessary to mention that those certified teachers might not have
the proper training to understand and interpret the national curriculum recommendations.

1.1 Research Problem

This research aims to understand the preferred approaches selected by a school teacher to teach new vocabulary in regular classroom settings in several Elementary and Secondary Education levels in a subsidized school in Santiago, Chile.

It's important to mention what Marian Celce-Murcia, says, “too often teachers teach vocabulary using basically some large list of words instead of teaching word families or other possible techniques” (quoted in DeCarrico, 2001, p. 208). This refers to the emphasis among teachers to teach words in isolation either without a proper context or disregarding teaching word families. That means that teachers teach vocabulary based on the specific words that need to be taught in order to learn certain contents. Most of the time these words are related to the specific materials and contents that the students need to learn.

1.2 Central phenomenon

Based on the research problem, there are some unanswered questions that appear between teachers and researchers. It is fundamental to know how teachers explain and teach vocabulary to their students because vocabulary is one of the main bases in language teaching and learning. The main query that came up in this study was about teacher’s criteria for selecting approaches to teach vocabulary to different kinds of students and courses.

Regarding the main question that has to be answered in our study is:

What does a teacher use as criteria for selecting approaches towards English language vocabulary teaching in elementary and secondary courses in a subsidized school in Santiago, Chile?
1.3 Research sub-questions.

- What criteria does the teacher have in selecting a vocabulary teaching approach?
- What specific criteria does the teacher have said she uses to select a specific approach to teach vocabulary?
- What specific approach(es) does the English language teacher use to teach vocabulary in her classes?
- What sources or references does the teacher offer to justify her selection for approaches to vocabulary teaching, if any?

These quotes explain partly the origin of these research questions:

- According to Thornbury (2002), vocabulary is presented to students by suggestopedia, translation, TPR, visual aids, and memorization (pp. 75-80). On the one hand, Thornbury’s first quote explains how teachers often present the vocabulary; we can also infer that those are the most commonly used methods that teachers use to present vocabulary.

- Thornbury (2002) said, "Teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary" (p. 13). Also, Thornbury's second quote focuses on the lack of importance that teachers give to the students learning a wide variety of words that will enrich their vocabulary.

- "New words should not be presented in isolation and should not be learned by simple rote memorization. It is important that new vocabulary is presented in contexts rich enough to provide clues to meaning (...) Exercises and activities include learning words in words association lists, focusing on highlighted words in text, and playing vocabulary games" (DeCarrico, 2001, p. 208)
On the other hand, DeCarricos’ quote aims to enlighten us with the solution to present vocabulary to students, namely, vocabulary teaching should be dynamic, varied, and contextualized.

What caught our attention is the fact that even though the literature and important voices in the field, Thornbury (2002) in this case, have talked about the importance of vocabulary teaching, it seems that teachers neither follow the theory nor recommendations available in the literature and continue presenting vocabulary in ways that need to be clarified, but seem to be less effective if we examine the consistently poor performances that students have shown in the National SIMCE English tests over the last 6 years.

Additionally, it is important to mention the time that the different schools devote to the English Language courses. And, it seems necessary to investigate whether the different schools care about the English Language lessons or if is just another mandatory course that they must offer as part of the national curriculum.

1.4 Research Objectives

- To explore approaches used by the teacher to teach vocabulary to young learners in Elementary and Secondary education courses.
- To understand the reasons that the teacher has for setting specific vocabulary teaching approaches they use in classes.
- To explore recommendations provided in materials (course book or others) or the literature to teach vocabulary to young learners.
Chapter 2 Theoretical Framework

In this chapter, different authors were explored in order to provide literature, knowledge and concepts that are going to be relevant to the understanding and development of this study.

In order to facilitate the understanding of my presentation, the concepts were organized from the broader to the more specific ones. The purpose of this order is to contextualize the reader by giving a list of topics that will help to clarify certain crucial concepts that are very important to the study and that are related to the research problem. We hope these concepts and ideas are useful to frame this study and further assist us in data collection and analysis along the research work.

Illustration 1 Topics addressed in the theoretical framework (Own)

2.1 Language

As humans, we have many unique features that distinguish us from the rest of the animal kingdom; one of those features is language. As Clark (2016) pointed out “language is quintessentially human” (p. 2). Human beings are the only species who has a spoken language, which means that they can communicate through words. Yule (2006) said “Language is a set of words that we use to name things” (p. 2), if we think about it a little deeper, we will notice that Yule’s quote
tries to say that every word that we say or think belongs to a language, and every language has their own words. Because language is formed of words it seems that words are the most important part of language due to the fact that they enable us to communicate. You can’t speak or say anything if you don’t know words.

2.2 Words

Words are one of the main components of language. According to Vygotsky, quoted in Thornbury (2002), "A word is a microcosm of human consciousness …" (p.1). Every single word in every single language has its own meaning and function, as humans, we created those words and we gave them a meaning that may vary depending on the context that is being used, and we are aware of this. Thornbury (2002) said that a word is composed of homonyms, homophones, homograph, hyponyms, synonyms, antonyms; it has polysemy, and lexical fields (p. 8-10). As it can be seen, a word is more than just a meaning; it has a complete microcosm that, when we put more than two words together, a meaningful sentence can be created.

2.2.1 Vocabulary

Every word in every language has a meaning and they belong to a big repertoire called vocabulary. Schmitt (2008) explains to us that vocabulary has many items in it and each one of those items has its own meaning. So, if we think of a second or foreign language learner whose aim is to learn English, there is a possibility that we may be talking about 5,000-word families (see e.g., Thornbury, 2002, p. 20), and the same amount of meanings. It seems that vocabulary learning is not an easy journey. In addition, Thornbury (2002, p. 87) states, “… learners need to be actively involved in the learning of words”, because learners are the ones who aim to learn vocabulary, they are expected to become protagonists of that action. So vocabulary is more than just words but it is the base of any language and what will determine the quality of it. As a conclusion, vocabulary is the base of our language, without it, we are unable to communicate because, as
David Wilkins cited in Thornbury (2002) said, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p, 13).

The Figure 2 (bellow) aims to explain the close relation that these topics have with *Vocabulary*. It gives us a mental perspective of how interconnected they are and how they depend on each other and also contributed to learn *Vocabulary*. This relationship and the importance of each term are going to be explained in this section.

**Illustration 2 Mental perspective of vocabulary learning** *(Own)*

### 2.2.2 Mental lexicon

Furthermore, Thornbury (2002) explains that in our mind, words are organized neither randomly nor in lists. Our mind organizes and interconnects them in our mental lexicon (see p. 16). So, the mental lexicon is our inner map where all the connections between words, meaning, and use are stored. Moreover, the mental lexicon works as an overlapping system in which words are stored as “double entries”, one of them is about meaning and the other one is about form (Thornbury, 2002, p. 17). Besides, being a very useful system that stores our words is the one that helps us to relate the meaning and the form in order to enable us to use every word that we know and learn.
2.2.3 Short-term memory

Thornbury (2002, pp. 23-24) teaches us that there are two kinds of memory: long-term and short-term memory. Furthermore, he also states that learning is remembering, and in order to remember, we need to put our short-term memory knowledge into the long-term memory knowledge. The short-term store belongs to the short-term memory and it is the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds (Thornbury, 2002, p. 23). This type of memory is as short as is necessary to dial a phone number, to repeat someone’s name, and also retain a word (that we don’t know the meaning) in our memory until we write it on a copybook. If we want to truly learn new vocabulary words and their meanings, we have to store them in our long-term memory, but this process is not as simple as it sounds. It needs certain types of dedication to different types of operations, use, and exposure to achieve that.

2.2.4 Working memory

Because in order to store words in our long-term memory, learners have to use the words in different types of exercises. This concept is called working memory, which the main function is to give you cognitive tools just as reasoning, learning, and understanding in order to perform operations with the words that you aim to learn (Thornbury, 2002). Also, it is the responsible of the use of every word that we know. Thornbury pointed out that, "... the material remains in working memory for about twenty seconds..." (p. 23). So, the unknown amazing importance of the working memory is the one, which enables us to use the words we already know and to learn new words.

2.2.5 Articulatory loop

Another not so famous but incredible ability of our brain is the process of repeating a new word over and over unconsciously. This process receives the name of the articulatory loop, whose main importance remains of the unconscious
repetition of a new word in order to keep refreshed the short-term memory (Thornbury, 2002, p.23). Although the articulatory loop can hold fewer L2 words than L1 words, “the holding capacity of the articulatory loop seems to be a determining factor in the ability to learn languages: the longer the loop, the better the learner” (Thornbury, 2002, p. 23), and that applies to both first and second languages. Due to the fact that the articulatory loop works for both languages, it can be inferred that the learning and acquiring of new words, independently if is the mother tongue or the target language, depends absolutely on this sub-vocal process.

2.2.6 Long-term memory

The memory that stores all our life, memories, song lyrics, and academic knowledge is the long-term memory. This memory has a long capacity and the contents are durable over time (Thornbury, 2002. p, 24). Even though we may not remember every single thing that we know, the long-term memory has it stored in its huge library of knowledge. Despite that the long-term memory occupies a continuum between the quickly forgotten to the never forgotten, the great challenge is to transform material from the quickly forgotten to the never forgotten (Thornbury, 2002, p. 24). That is how our mind works and how do we facilitate the transition from the quickly forgotten to the never forgotten. There are other ways to store different types of knowledge in our memory, pedagogically speaking; there are different approaches to store the knowledge into our long-term memory. Those approaches are used in different situations, but they are going to be explained in the next section.

2.3 Approaches for Vocabulary teaching

An approach is a way some things are done in the classroom and it provides the reason for doing them (Harmer, 2007, p. 62). Swan and Walter (1984) quoted in Thornbury (2002) stated that “vocabulary acquisition is the largest and most
important task facing the language learner” (p. 14). As a result for that problem stated by Swan and Walter (1984) in their *Cambridge English Course*, different experts as DeCarrico (2001), Jiang (2014), Schmitt (2008), and Thornbury (2002) agreed that there are different approaches to teach vocabulary for different types of learners in different contexts. Those approaches aim to fill different tasks and are used for different purposes and needs. All of us know that every person is different, so, in a classroom, every student is different and we, as teachers must try to use a variety of approaches to avoid monotonous lessons and to get the students’ attention. Also, it is important to consider the different contexts and needs that the students have in order to teach them in the best possible way. Therefore, the way that teachers present vocabulary has a major importance in this study, because it defines how students will learn the vocabulary presented by the teachers.

A list of the approaches selected to support this study will be provided with a brief description of each of them.

![Illustration 3 Approaches to teaching vocabulary (Own)]
2.3.1 List of words in isolation

The teacher provides a list of words that the student has to translate, define and memorize in order to learn it (See, e.g., DeCarrico, 2001, p.287, and Schmitt 2008). The words are presented in isolation and can be taught by translation to the mother tongue or by a definition in the target language, depending on the level of the students. Generally, the vocabulary presented in this approach is related with a specific unit of the English book or a specific content.

2.3.2 Family words:

The teacher presents the vocabulary based on words that are related to each other e.g. synonyms, opposites, verb tenses, and root words with different affixes, among others (See e.g., DeCarrico, 2001, p.287, and Schmitt, 2008). What differentiates this approach to the previous one is that the vocabulary is presented in a context. For example, when teachers are teaching feelings they usually teach them with the opposites happy/sad, excited/tired, etc. Its important to remember that all the words that are going to be taught under this approach must have a relation between them. There are no words isolated, only words that have something in common that gives to the students a context to relate the words.

2.3.3 Top-Down/Bottom-Up:

The teacher puts vocabulary into a text, if the student uses a top down approach to read a text the possible result will be based on interpreting the overall content of the text by identifying clues to make inferences based on that, in order to identify main ideas that would enable to further explore the text in order to integrate details from a closer reading. If the student reads the text from the bottom to the top it will be forced to know the meaning of each word in every sentence because it won't have the context. After the student performs both reading procedures he or she will be able to understand the text completely (See e.g., Jiang, 2014, p.65). This happens because when we read from the top to the
bottom there is no need to know the exact meaning of every word because you get the context (this situation can be applied to text written either in the mother tongue or in the target language) as a result of the agglomeration of multiple meaningful sentences where the overall meaning of the text is the protagonist. On the contrary, when you start reading from the bottom to the top you don’t have a context to help you to get an approximate meaning of the words you don’t know. Additionally, by reading from the lower part of the text you, as a reader, often face meaningless sentences forcing you to find the meaning of the unknown word in order to understand what you are reading. After doing both processes you are supposed to completely understand the text that you are reading, because you will know the meaning of the unfamiliar words that you may found in the text and also you will have the capacity to understand the context completely (see e.g. Jiang, 2014).

2.3.4 Affective depth:

The teacher may teach vocabulary that is appealing to students’ emotions. Affective information is stored along with cognitive data, and may play an equally important role on how words are stored and recalled later. The reforming educationalist Sylvia Ashton-Warner (1960) taught reading and writing skills to underprivileged children in New Zealand using her “key vocabulary” approach. The children chose the words they wanted to learn, coincidently those words had a sting emotional charge (mummy, daddy, ghost, kiss, etc.) (See e.g., Thornbury, 2002, p. 26). The theory behind this approach says that the emotional and affective information is stored together with the cognitive and intellectual data and that may affect the way that the information is recalled (See e.g., Thornbury, 2002, p. 26). The meaning of all of these is that if you have a certain emotion towards the words that you are going to learn, there is a bigger chance of learning those words.
2.3.5 Repetition:

Repetition is based on the reiteration of new material while it is still in working memory. The act of simply repeating an item seems to have long-term effect. Also, it has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals (See e.g., Thornbury, 2002, p. 24). Re-iteration of words in space and time makes these experiences more memorable under certain conditions (words being used in the same or similar meaning or if they are reiterated but having different possible meanings or interpretations).

2.3.6 Retrieval:

Retrieval is considered as another kind of repetition that is crucial. The retrieval practice effect is that the simple act of recovering a word from memory makes the word or expression more likely that the learner will be able to recall it or them again later (See e.g., Thornbury, 2002, p. 24). Some possible activities are using the new words in different written sentences. This approach is considered as a Productive approach because the learner need to produce and complete different tasks with the use of the new vocabulary words.

2.3.7 Spacing:

The spacing approach refers to the organization of vocabulary teaching activities in incremental episodes over a period of time so that, the memory works across a period of time rather than to teach it all together at just one time. This is applied in the long-term memory and the short-term memory, and it is called the principle of distributed practice. Finally, after a few lessons had already passed, the teacher should present new vocabulary that will be retrieved in the next lesson, but the time interval with the test should gradually be increased (See e.g., Thornbury, 2002, p. 24).
2.3.8 Pacing

Because learners have different learning styles and learn at a different speed, teachers should give the opportunity to learners to do their own rehearsal activities individually. This means that the teacher has to allow time in the classroom during vocabulary lessons to the learners to do memory work (See e.g., Thornbury, 2002, p. 24). This is supposed to help the students to have their own process of learning vocabulary; by having their own time to learn the new vocabulary the learners are taking part of their own learning process.

2.3.9 Use:

The more use that the student gives to a word (in every context), hopefully in an interesting and contextualized way, the more memorable they will become. Putting the vocabulary words to use is probably the best way to add them to the long-term memory (See e.g., Thornbury, 2002, p. 25). A very important factor that has to be taken into consideration is that this approach should be applied considering the context and the meaning of the words in order to the students be able to learn them effectively and not by just memorizing them.

2.3.10 Cognitive Depth:

The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered (See e.g., Thornbury, 2002, p. 25). Decision means that the learner has to face situations where he or she will have to decide what to do with the word in order to complete a task. For example matching words with similar sounds or words that rhyme. Cognitively demanding means that the learner will have to analyse the instructions and take the best possible decision to achieve the instruction goals.
2.3.11 Imaging:

Even for abstract words, vocabulary should be presented with pictures. They can be drawings, vivid pictures, or highly imaginative pictures; the important thing is that the images represent the meaning of a word. Moreover, this approach suggests that if the learners associated a word with a mental image, the learner will increase the chances of learning that word. Therefore, the image doesn’t have to be realistic because what it matters it that the image has to be self-generated that second-hand acquired in order to be well learned. (See e.g., Thornbury, 2002, p. 25).

2.3.12 Mnemonics:

Mnemonics is, basically a trick to help retrieve items or rules that are stored in our memory and that is not yet automatically retrievable. One kind of mnemonics is visual; the best one is called the keyword technique (See e.g., Thornbury, 2002, p. 25). Thornbury (2002) gives us an example of how this approach works: You have to devise an image that connects the pronunciation of the second language word with the meaning of a first language word. For example te aroba (Maori word for love) sounds similar to the English word arrow. So, to remember the meaning is easier to remember a cupid with a bow and an arrow (the cupid means love and the arrow is the key element that connects the sound of the mother tongue word with the meaning of the target language word) (p.145).

2.3.13 Motivation:

The student who is highly motivated will spend more time doing rehearsal practices, which in the end will pay off in terms of memory (See e.g., Thornbury, 2002, p. 25). If the learner is not motivated he or she will also remember the meaning of those words, but is important to teach words that motivate students to learn them, their attitude towards learning vocabulary will affect their learning process. An example is when you teach vocabulary related to videogames to
teenagers, because teenagers are so interested in that topic, they will be highly interested in doing different rehearsal activities related to that topic.

2.3.14 Attention/Arousal:

Words that trigger a strong emotional response are more recalled than the ones that not. Also, some degree of conscious attention is necessary to learn vocabulary (See e.g., Thornbury, 2002, p. 25). If the vocabulary is presented in a way that caught the students’ attention and caused a certain emotion, it is possible for the students to recall the previously taught vocabulary when needed.

2.3.15 Personal Organizing:

The judgments that learners make about a word are most effective if they are personalized. To achieve that, every student should do their own exercises with words, especially creating sentences using vocabulary (See e.g., Thornbury, 2002, p. 26). The students must take the decision of how to learn better the vocabulary and work based on that.

It is crucial to mention what Schmitt (2008) stated, “teachers will no got wrong following the overall principle of maximizing sustained engagement with words” (p.4). No matter which approach you choose, the most important thing when teaching a foreign language is that students must be exposed to the target language, and when learning vocabulary, students must engage with the new words with significant experiences in order to learn them successfully. The significant experiences are basically meaningful experiences, you can’t pretend to teach vocabulary without a context or that the students will learn it based on fill in the blanks exercises. Also, students need to have experiences that can make them feel the usefulness of the language and vocabulary that they are learning. Moreover, you can’t pretend that the learners will learn adjectives if you don’t show them how useful they are for describing everything. Therefore, to teach vocabulary
besides the major importance of the approaches is that the learners must perceive the importance of teaching those words.

<table>
<thead>
<tr>
<th>Approaches</th>
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<td>Affective Depth</td>
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<td>Retrieval</td>
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<tr>
<td>Spacing</td>
<td>Personal Organizing</td>
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</table>

Illustration 4 Methods and approaches to teaching of vocabulary (Own)

2.4 Methods

According to Thornbury (2002, pp. 76-79), there are several options to present vocabulary named Methods. According to Harmer (2007): a method is the practical realization of an approach and includes various procedures and techniques (p. 62); also, the Bases Curriculares Idioma Extranjero Inglés (Mineduc, 2012) proposes a method for presenting vocabulary that consist into focusing on the different types of methods for teaching Vocabulary:

2.4.1 Suggestopedia and accelerated learning:

The teacher uses techniques of relaxation and suggestion, in order to predispose the learner into massive amounts of input, including hundreds of words in a lesson. This method supports the idea that the learner has been constantly underestimated regarding vocabulary learning (Thornbury, 2002, p. 76). By teaching in a relaxed way the learner won’t feel uncomfortable for learning a big
number of words and the learner will be able to receive the big amounts of input to learn the language.

2.4.2 Translation:

Considered the most direct route to a word’s meaning. It is especially suitable for dealing with incidental vocabulary that may crop up in a lesson. However, if the teacher relies too much on translation, learners won’t develop an independent target language lexicon. Also, because the learners don’t have the need to do much effort to access the meaning of the word, the learner may tend to forget the meaning more easily (Thornbury, 2002, p.77)

2.4.3 The Direct Method:

The teacher presents the vocabulary based on the use of realia, pictures, and demonstrations, all in the target language in any case, translation to mother tongue or L1 (Thornbury, 2002, p. 78).

2.4.4 Total Physical Response (TPR):

The Total Physical Response method promotes initial immersion in a high quantity of comprehensible input, using the environment of the classroom, and of things that can be brought into the classroom. It involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions responding to commands. This is highly appropriate if teaching beginners (Thornbury, 2002, p.79).

2.4.5 Presentation, Practice, Production (PPP):

This method proposes a division of the stages of the lesson. The first stage is the Presentation where the language is presented in a contextualized situation (Harmer, 2007, p.64); the teacher has the responsibility of presenting the target language in a meaningful way. The second stage is called Practice where the learners practice the language with accurate reproduction techniques e.g.
individual repetition, choral repetition, and cue-response drills (Harmer, 2007, p.64); the teacher is in charge of conducting a good and accurate practice stage. The last stage is known as Production and is the stage where the students are supposed to create sentences on their own (Harmer, 2007, p.65).

2.4.6 Natural approach:

The students need to receive comprehensible input galore in significant and interesting situations with a motivating atmosphere focusing in the comprehension and significant communication. Also, this approach point out the importance of vocabulary and materials that helps to support the comprehension on the English Language (Mineduc, 2012, p.223).

As Schmitt (2008) said “… there will never be one “best” teaching method” because every method is designed for a different type of student, with a different proficiency level of L2, different intelligences, interest, and different purposes for learning the target language. The Methods selected in this section of the literature review were chosen because authors emphasize them. However, among the different authors on the field there is a major disagreement regarding these technical terms often mixing techniques, approaches, and methods (Compare for example, Thornbury, 2002; Harmer, 2007; Mineduc, 2012, among others). This issue, the lack of a common rather agreed upon group of definitions and denominations further complicates things for teachers, because they are at the end of the users side on the line. There is no other resource but themselves and they have to act anyway.

2.5 Explicit teaching and learning of vocabulary

Schmitt (2008) said that some principles exist for the explicit teaching, those principles have been suggested as the following:
• Build a large sight of vocabulary that allows the learners to express themselves in several situations and also, that the learners doesn't feel that they can't follow a conversation due to the lack of vocabulary.
• Prior knowledge and experiences
• Provide numerous encounters with a word by repetition
• Promote a deep level of processing by doing different exercises that demand not a superficial use of the words but a deeper understanding of them.
• Make new words “real” by connecting them to the student’s world in some way and giving some context to the learning process.
• Encourage independent learning strategies.
• Diagnose which of the most frequent words learners need to study based on the contents that are being taught
• Provide opportunities for elaborating word knowledge.
• Provide opportunities for developing fluency with known vocabulary.
• Examine different types of dictionaries, and teach students how to use them.
• Teach the underlying meaning of a word.

All those principles mentioned above contribute to a successful explicit teaching where students will hopefully consciously embrace the meaning of the words in order to engross their vocabulary.

Thornbury (2002. p, 32) states that some of the words that are going to be taught will be learned actively and the other will be learned incidentally. In other words, the students can learn the words that are going to be taught by the teacher in a conscious way, but also some others will be learned unconsciously.


### 2.6 Incidental teaching and learning of vocabulary

Schmidt (1994) cited in Rodgers (2015) and defines incidental learning as “learning without the intent of to learn or the learning of one thing (e.g., grammar) when the learner’s primary objective is to do something else (e.g., communicate)” (p, 115). Schmitt (2008) said that incidental learning makes sure that the learners get maximum exposure to the language. That means that the learners need to experience galore with the target language in different contexts. Also, incidental learning will contribute to improve the learners' reading speed and attitude towards readings as well (Schmitt, 2008). Moreover, Schmitt (2008) explains that in input-poor EFL environments, it is better to make the students read because reading is the closest exposure to the target language that will help students to have an environment that includes the target language.

In addition, Rodgers (2015) had a research where is proved that by teaching explicit things such as grammar or writing, students would incidentally improve other language features (p, 130). So, incidental teaching helps students to improve different language features unconsciously and learn grammar, writing, or vocabulary without tough instruction.

### 2.7 Historical Perspective: Research on teaching and learning vocabulary

The ambiguity that this literature offers to us is because there has not been greater emphasis on vocabulary knowledge and instruction so far. As Watts (1995) cited in Blachowicz, Fisher, and Ogle (2006. P, 534) said “little has changed in vocabulary instruction from earlier classroom studies” that quote is shocking, it creates a mixture of strong feelings when we realize that 11 years ago, a little had changed up to these days. Even though, we may have more technology now, the essence of vocabulary teaching remains the same. Historically, this subject has not received as much attention as it should but is never too late to begin. The first chapter devoted to vocabulary knowledge and instruction was on the decade of
the 70’s in the Handbook of Reading Research and only dedicated to this topic a few pages (Blachowicz, Fisher, and Ogle, 2006. p, 525). In 1977, in a seminal article of the Harvard Educational review Becker said, “The major factor in school failure of disadvantaged children is inadequate vocabulary knowledge” (Blachowicz, Fisher, & Ogle, 2006. p. 525). In Chile, we have similar findings in reference to students’ results in National English Language Tests, since 2010 to the present (Mineduc, 2010) statistics of the first application of the English Language Simce Test in Chile shows that schools with higher socio-economical status get better results than lower socio-economical status schools. This means that there is a huge gap in education between economically advantaged and disadvantaged children, a gap that is present in Chilean education (see e.g. Herrera, Rojas, & Zapata, 2012; Mineduc, 2010). In 1981 the Second Handbook of Reading Research wholehearted two chapters to vocabulary knowledge and instruction: vocabulary processes and vocabulary development. Moreover, all of these researches show that vocabulary knowledge and instruction has received a little attention over the last 46 years.

Furthermore, the instruction that this researches give us is a subjective, there are definitions of the different approaches but nothing truly teach teachers how to teach vocabulary effectively. Unfortunately, the wide explanations that exist only lead us to interpret what we may think that the researcher is explaining. There is an urgent need of research because as Blachowicz, Fisher, and Ogle (2006) said “vocabulary instruction needs to become a priority in the instructional preparation and in-service professional development of the classroom and content area teachers” (p. 534) as a result Wilkins cited in Thornbury (2002) said “without grammar a little can be conveyed, without vocabulary nothing can be conveyed” (p, 13). In order for teachers to be able to perform good quality vocabulary classes, there is a need for further research and better guidelines rooted in more realistic contexts.
3 Chapter 3 Methodology Research Design

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Table 1 Summary of key research design characteristics

Because of the nature of the research questions stated in this investigation, the best approach for addressing them is Qualitative, and we selected a design of Case Study, and will follow the specific design recommendations of an Intrinsic Case Study. According to Baxter and Jack (2008) Intrinsic Case Studies are characterized as follows:

- Facilitates the exploration of a phenomenon within its context
- Intends to understand the case
- It illustrates a particular trait or problem
- The case itself is of interest because of its particularities and ordinariness
- The purpose it neither to build a theory nor to understand an abstract construct or a generic phenomenon

They also sentenced “You cannot manipulate the behaviour of those involved in the study” (p, 545). In this research, the subject of study will receive neither a suggestion nor an idea that may affect the natural development of the vocabulary teaching that happens inside the classroom.

Also, during this research no influence is made neither on the participant nor the students and it’s crucial to mention that every single event or opinion that was taken for this study was purely natural.

Besides, Denscombe (2007) said, "that there is no pressure on the researcher to impose control or to change circumstances" (p, 38). So, only natural events are going to be analysed, nothing will be forced in order to preserve the purity of the research. Despite that the participant tends to ask for suggestions
and opinions, the participant does not receive any of those because it was going to destroy the immaculateness of this investigation.

Because it is a Case study, it is crucial to define which type of case study this research is. Based on Baxter and Jack (2008) this study is an Intrinsic Case Study due to the fact that it seeks to “Illustrate a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest” (p. 548). Due to the interest in one particular case, this study will follow the structure and focus of an Intrinsic Case Study. In addition, this case has a special particularity and that singularity is so unique that deserves to be studied because of the results obtained in the English Simce Test.

3.1 Context of the study

In this section the context of the study is going to be explained focusing on important aspects of the research site and the participant of the study. I have considered that the possibility of studying a subsidized school with exceptional outcomes in the National English Language SIMCE Tests applied since 2010 in Chile was an outstanding opportunity for a Case Study. This is an important opportunity not only for the good results but, also the way in which this school organizes itself for teaching English. Also the particular teacher supervision and the academic follow up deserve to be presented as a context for the teaching of vocabulary and the search for teacher’s criteria.
### 3.1.1 Research Site

<table>
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<th>Research Site characteristics</th>
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<tbody>
<tr>
<td><strong>Type of school</strong></td>
</tr>
<tr>
<td><strong>Location</strong></td>
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</tbody>
</table>
| **Range of Educational levels offered** | Pre-Elementary Education, 2 levels, Pre-Kinder and Kinder, 3 sections per level  
Elementary Education: 8 levels, from 1<sup>st</sup> to 8<sup>th</sup> Grade, from 1<sup>st</sup> to 4<sup>th</sup> grade there are 3 sections per level and from 5<sup>th</sup> to 8<sup>th</sup> grade there are 2 sections per level  
Secondary education: 4 levels, from 1<sup>st</sup> to 4<sup>th</sup> Grade, In 1<sup>st</sup> and 2<sup>nd</sup> grade there are 2 sections per level and un 3<sup>rd</sup> and 4<sup>th</sup> grade there is only one section per level |
| **Curriculum type**           | Humanistic-Scientific. |
| **Students enrolled**         | 1,200 students |
| **Students per class**        | 45 students |
| **Teachers**                  | 45 teachers |
| **English Language Teachers** | 5 |
| **Students admission**        | No selective assessment in admission process |
| **Resources available**       | Library, Internet, Wi-Fi for the teachers, Courtyard, multimedia projection equipment, |
| **English Textbook series adopted** | Pre Elementary: Join Us, Volume: 1 and 2, Cambridge University Press, CEFR levels: A1  
Elementary: English in Mind, Volume: 1 and 2: Cambridge University Press, CEFR levels: A2  
Secondary: English in Mind, Volume: 3 and 4, Cambridge University Press, CEFR levels: B1 |
| **Students certification in SIMCE Tests** |  
2012  41%  
2014  46,2% |
| **English language courses**  | From Pre elementary to 4<sup>th</sup> year secondary education  
Hour per week / per level  
Pre-elementary education: 5 pedagogical hours per week  
Elementary education: 1<sup>st</sup> to 4<sup>th</sup> Grades, 5 pedagogical hours per week  
Elementary Education 5<sup>th</sup> to 8<sup>th</sup> Grades, 4-5 pedagogical hours per week |
The research site selected has demonstrated to be very particular. It is located between two different municipalities, one of them with 0.2% of vulnerability and the other with 3.9% of vulnerability in Santiago Metropolitan Region, Chile (Ministerio de Desarrollo Social, 2012).

There are 2,046 partly subsidized schools with tuition fees paid by families of students in the Metropolitan Region (Mineduc, 2014). This is one of the modalities offered by the current legislation for schools. They receive a lower subsidy from the state but they can compensate that requiring students to pay a lower monthly tuition fee for their studies. All of these schools are divided into different categories based on the amount of money that parents have to pay every month, there are 7 categories: Free, from $1,000 to $10,000, from $10,001 to $25,000, from $25,001 to $50,000, from $50,001 to $100,000, more than $100,001, and without information. In this school parents have to pay between $50,001 and $100,000 Chilean pesos, being classified in the fifth position out of 7 regarding the amount of payment per month (Mineduc, 2014). Taking into consideration that information, we can assume that the students who attend to this school came from society’s middle class. Moreover, this school is one of the 135 schools in the Metropolitan Region with the same characteristics regarding the monthly payment that parent have to do. Also, it is important to mention that there are no more expensive subsidized schools in the Metropolitan Region (Mineduc, 2014). That means that the school’s students came from families who can afford the monthly payment, decreasing the chance of admitting families that are not able to pay.

<table>
<thead>
<tr>
<th>week</th>
<th>Secondary Education: 1st to 4th Grade level, 3-4 pedagogical hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed consent docs</td>
<td>For site and participant granted and signed (date) See Appendix 12</td>
</tr>
</tbody>
</table>

Table 2 Summary of key context characteristics of the research site selected
This school registers 1,100 to 1,200 students (Mineduc, 2014), from 1st level of Pre-Elementary School to 4th year of Secondary education. The school has 3 different classes per grade level in the First Cycle (1st to 4th Grade in Elementary Education), two classes per grade level in the Second Cycle (from 5th to 8th Grade in Elementary Education and also 1st and 2nd years in Secondary Education), and a Third Cycle, with only one class per grade level in the two last years of Secondary Education. The school employs 45 teachers actively working there (see Interview 2, answer to question 3, 2016, Appendix 2). The school has an organization where coordinator, head of departments, teachers, and the principal take place (see Interview 2, answers to question 6, 2016, Appendix 2).

In matter of distribution the school has different playgrounds for the different grade levels. Also, this school has 50 classrooms with an average of 45 students per classroom.

On 2012 41% of the students of this school obtained the certification in the Simce Inglés national tests. The second Simce Inglés test, in 2014 there was an additional 5% of certified students in the SIMCE Inglés, 46,2% of the students achieved either A2 or B1 English levels according to the European Framework of References classification.

Also, it is important to mention that in 2014, in Chile only 26,5% of students obtained the certification in the same test. So, even though this school is a subsidized school, it has an amazing result in a test that measures students' performances in certain subject matter areas, in this case, English (Mineduc, 2014). The fact is that this school outperforms the vast majority of schools existing on Chile on their category of schools, even better that some private schools in Chile. Teachers at the school also justify this, in terms that signal their priorities.

Because the school's demands regarding English language teaching and learning are high, they take Cambridge KET and PET tests during Elementary and
Secondary Education levels, and they have plans to incorporate FCE test in two years time by the end of secondary school (see Interview 2, answer to question 12, 2016, Appendix 2).

3.1.2 Participant

The participant in this study is an English language teacher, 4 years of professional activity, all of those 4 years at the same school. This teacher is graduated as an English Language Teacher from a private university in Santiago, Chile, and as soon as she graduated, she started working at this school. She is also head of the English Language Department at the school. She teaches 24 chronological hours of English lessons to large classes of 45 students approximately. The participant teaches English Language classes in different grade levels from first grade of Elementary Education to fourth year of Secondary Education, having students from different ages, maturity, and behaviour.

Additionally, her full time contract is of 43 hours a week; therefore, the 19 hours left are divided into planning, counselling, and meetings. Because the participant is the head of the English department, the participant has to meet weekly with the rest of the English teachers team to coordinate and supervise the lessons that the rest of the teachers are teaching at the different grade levels in the school. The participant must also meet with other school coordinators once a week to report what will be taught in every English language class. Moreover, the participant is in charge of everything related to the English Department and the school: English week, different activities, buy the materials, among other things. Therefore, this participant is very committed with the school helping and assisting the Student’s Council in their different activities.

As Denscombe (2007) states about the sampling that “The researcher already knows something about the specific people and (...) they are seen as instances that are likely to produce the most valuable data (...) reflects the particular
qualities of the people (…) chosen and their relevance to the topic of investigation” (p. 15). So, the sampling will be purposeful because “the sample is handpicked for the research” (Denscombe, 2007, p. 14). That means that the teacher was selected for the study because the participant is the head of the English department, and teaches in large classes. In addition, the teacher as a participant will provide the data that is necessary to develop this research due to the participant’s own characteristics that made her the most valuable subject for this investigation.

3.2 Types of data collected, sources and instruments used for data collection:

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<th>Data collected</th>
<th>Interviews, Observations, Field Notes, and Document Analysis</th>
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<tr>
<td>Technique</td>
<td>Semi-structured interviews, Participant Observations, Document Analysis, and Field Notes</td>
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<tr>
<td>Instruments and procedures</td>
<td></td>
</tr>
<tr>
<td>Frequency or number of times it was collected</td>
<td>Interviews: Three times during the research Observations: Every 8th and 11th grade lessons during a month Document Analysis: Once Field Notes: Every time during the Teaching Practicum</td>
</tr>
</tbody>
</table>

Table 3 Types of data collected, instruments and procedures.

3.2.1 Procedures

The procedures that took place in this study started with an interview to the teacher where information regarding which criterion for selecting approaches does the teacher uses were explored.

Second, if the teacher based his/her teaching in a particular textbook, research, or any document it has to be analysed by reading it and categorizing (based on the suggestions given) in an approach or many approaches.

Also, the observations will be participant observations because I, as a researcher, will participate while I’m observing but without giving my opinion or any suggestion that may interfere with the natural development of the English lessons.
Finally, in order to record anything that may happen in the research site that may be relevant for the study, field notes will be taken focusing on what the teacher does in a vocabulary lesson, with a special interest in possible actions that help to identify a possible approach or approaches, and with anything that may contribute to achieve our research objective and answer the research questions.

The purpose of using these instruments is to be able to triangulate the information to have the most empirical and clear perspective of the situation and to be able to answer the main questions.

3.2.2 Data Collection instruments

“The Case Study approach fosters the use of multiple sources of data. (…) Facilitates the validation of data through triangulation” (Denscombe 2007. p, 38). In order to collect data, three types of instruments were used to cross check and triangulate them. Also, the different angles that the instruments of data collection will give to the study will allow interpretations and summarizing data into information.

3.2.2.1 Semi-structured questions interviews

The justification for using a semi-structured questions interview is given by Denscombe (2007) “with semi-structures interviews, the interviewer still has a clear list of issues and questions to be answered … the interviewee develops ideas and speaks more widely on the issues raised by the researcher. The questions are open-ended and there is more emphasis on the interviewee elaborating points of interest” (p, 167). This allows us to access to the in-depth thoughts and feelings of the teacher as long as they are always related with the questions. Furthermore, each semi-structured interview done in this research had pre-set codes in order to tackle specific and essential issues. Moreover, the interviewee, by answering our semi-structured interview will give us the purest
information regarding what we are investigating allowing the researcher to interpret the outcomes in the best possible manner.

3.2.2.2 Document Analysis

The main purpose of document analysis is to understand the sources of inspiration for the teacher as Denscombe (2007) explains that documents are written sources and some of them are: books and journals, websites pages, newspapers, magazines, records, letters and memos, diaries, government publications, among others (pp. 212-126). The idea is to know from where the teacher obtains the ideas for teaching vocabulary, whether if they teach vocabulary based on a particular textbook, author, research, or just based on their creativity and imagination. In this research, the English in Mind Teacher’s book was analysed due to its major relevance upon the English Language teaching practices done in the research site. The school has adopted Cambridge’s course book English in Mind for late Elementary and Secondary Education courses. These textbooks were used intensively at the research site, therefore methodological recommendations and approaches contained in the various teacher’s books of the series seemed to us was an evident source of influences for teachers at the school.

3.2.2.3 Participant Observations

In order to know how does the teacher teaches vocabulary it was necessary to go to the English classes and observe if the approaches that the participant said she used to teach vocabulary were the ones that were being applied inside the classroom as Denscombe (2007) said:“(…) It draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens” (p.192). Because only natural events regarding vocabulary teaching were going to be observed and considered for this research, the type of event and behaviour to be recorded,
according to Denscombe (2007), will be sample of people because “Individuals can be observed for predetermined periods of time” (p. 196). Here, the participant was observed in two specifically different classroom environments where information in reference vocabulary-teaching approaches that the participant used in the English Language lessons was the priority. Even though the participant knew exactly the time and date where the observations took place, no suggestions, information, comments, or instructions were given in order to not alter the natural setting of the English Language lessons that the participant provided. The observations were participant observations because according to Becker and Geer (1957) cited in Denscombe (2007) “the observer participates in the daily life of the people under study” (p. 200). As a consequence, knowing that I had to participate sometimes in the development of the English Language lessons, nothing affected the natural course of the events. Every action and activity was in complete control and pace determined by the teacher, at all times.

3.2.2.4 Field Notes

Field Notes were taken during the data collection period in the research site due to its importance and relevance for the study. Denscombe (2007) states, “it requires the researcher to go in search of information, first hand, rather on relying on secondary sources” (p. 192). That’s the reason why the presence of Field Notes was so important because it is information that it was witnessed in first person also, the information taken had a major relevance to the research. Also, Field Notes allows the researcher to collect data in real life situations (Denscombe, 2007. P, 192) giving the chance of collecting any information that the participant gave me unconsciously and that could be determinant to the study.

3.3 Methodological Procedures

This research followed up a schedule in order to be more organized and didn’t miss any important step.
Firstly, it was mandatory to secure the access to the research site and to ensure the participant’s collaboration in the study. For that, we delivered to both the school principal and possible subject, a set of Informed Consent and introduction letter providing them a summary of the research work, type of data to be collected as well as general ethical and operational definitions of the activity to confirm and formalize their participation. (See Appendix 12, 13, formats of these documents used at this school.)

Secondly, there was a process of planning the interviews, observation, and request of the documents that were going to be needed for this study. The interviews and observations were agreed with the participant according to her availability. Additionally, everything was planned to neither bother nor alter the participant’s regular activities.

Thirdly, after the first interview was made at the beginning of the study, the process of transcribing began immediately. After transcribing it, a process of coding and analysis followed.

Fourthly, many observations were done in two different classroom settings and also were analysed almost immediately after the class.

Fifthly, in the middle of the study, a second interview was made. Even though the observations were being analysed at that time, the second interview was also transcribed and analysed the same week that was done. After analysing the second interview, the process of coding continued and an effort to uncover essential themes continued (See Appendix 3, for coding and themes development process). An important lesson learned in this research had to do with language used in this interview. The first interview was rich in information to us however participant’s answers were short and significant though limited sometimes by apparent linguistic self imposed restrictions in English language. Therefore, we decided to propose the participant a second interview in Spanish and she gladly
accepted and the second interview was more extended in her answers and richer for our purposes. (See, Appendix 2, Interview transcriptions).

Sixthly, document analysis and specifically Teachers' book methodological approach was analysed right at the beginning of the study and helped along the observation and interview processes The English in Mind Teacher's book was analysed based on the unit's division, its focus on vocabulary, and suggestions provided for the teacher. Theoretical as well as practical recommendations were considered and not surprisingly fully adopted by the subject, although little acknowledgement from the teacher to such influences was observed in the whole process.

Seventhly, a third interview was considered not necessary because data coming in from class observations, field notes and the two interviews already done was enough and the data collected was becoming highly redundant in the focus of our research questions and objectives.

Eighthly, the process of closure of our data collection started and re-analysis of data available, results and conclusions started to be drawn.
4 Chapter 4 Data Collection

This section will describe with further detail the whole process of the data collection, frequency, and techniques in order to inform the reader how the necessary and invaluable data that was used for the development of this study, was collected.

4.1 Observations

In this research observations were made inside two of the seven courses where the participant taught English lessons: i.e., Eighth grade and Eleventh grade. The researcher sat at the end of the classroom with a copybook and a pencil taking notes. During the observation period, the observer did not take part or help or assist in any activity while the observer was in the observer function. Even though not all of the students were informed about the research, everyone was able to see the researcher taking notes; also, some students asked about why there was someone constantly taking notes during the classes. The participant explained them briefly my presence there in a way that students understood and basically seemed to ignored the researcher’s presence there.

The lessons observed were mostly 45 minutes lessons except for Eighth grader’s on their Friday’s lessons that lasted two pedagogical hours (1 hour and 30 minutes) before they had lunch.

The scenarios chosen for these research activities were inside two completely different classrooms that were chosen basically because they were some of the courses taught by the participant. Eighth graders have a good attitude and a good behaviour that facilitates the development of the English lessons, however the Eleventh graders have a complete opposite frame of mind, where their attitude towards English lessons and their constant misbehaviour in classes made the development of the lesson and the teaching process very challenging
(see appendix 4, 5, 6, 7, 8, 9, 10, & 11). Secondly, both were large classes but Eighth grade had 38 students in the room, and Eleventh grade had 45 students.

The classrooms were big, with both walls full of windows covered with mustard coloured curtains and the walls were painted with a pale yellow colour. Both classrooms were on the second floor with the view of the playground on the right, and on the left side of the classroom, the view focused on the teachers' room and the lunchroom. Both classrooms are colder than the outside and a lot of outside noise is heard inside. Even though the classrooms received a lot of sunlight, it tends to bother the students who sat near the windows. The classroom walls were full of messy decorations that nobody ever took them off, at the back; there are some shelves with the books, copybooks, and art materials of the students. The seats are organized into four roads and some roads are longer than the others, the students who sat at the back are very far from the whiteboard and very near the shelves.

As a researcher, the main purpose of the observations was to corroborate if the participant actions inside the classroom matched with the information collected in the interviews, and field notes by writing almost everything that happened that is related to vocabulary teaching inside the classroom and data that allowed later further analysis in our the research.

In order to maintain a good organization, the observations were divided into two categories: A and B. While category A corresponded to Eighth grade, category B corresponded to Eleventh grade. Also, each observation had a letter and a number that corresponds to the category and number of observation event e.g. the first observation of the Eleventh grade corresponded to the observation B-1. Those categories were made to differentiate the different kind of observations made into the different classrooms that were observed also; it helps to organize them and contributed to avoid any confusion regarding the sequence and order of
the observations made (For sample of observation activities, see Appendixes 4, 5, 6, 7, 8, 9, 10, and 11).

Also, the participant allowed the researcher to observe some English Language lessons in other grade levels where she usually teaches the English Language courses. Those classes were Firsts graders of Elementary Education and Ninth graders, Firsts graders of Secondary Education. This allowed the researcher to see other perspective of how the teacher teaches vocabulary in the English Language lessons.

It is important to mention that the information taken in the observation was confidential and nobody except the researcher had access to it.

4.2 Interviews

To gain some basic data from the teacher two interviews were made. The purpose of the interviews was to obtain the most direct information that was in the participant's mind. The interviews were done at different times of the study in order to have the data that was required to follow the study. The interviews were oral and were recorded, for not to interrupting the participant’s routine some tentative interview dates were proposed and the participant had to choose where and when the interviews would be carried out. Language in the first interview was English and in the second interview was carried out in Spanish and significantly more data and more fluid participant’s contributions were collected.

4.3 Field Notes

The Field Notes were taken in several situations in the school. The information collected is pure information that appeared in a natural setting that couldn't be caught with the other data collection instruments. Due to the spontaneously character of these events, they were recorded by pencil and written over the
copybook where the observations were written. Also, these Field Notes were written safely in a computer.

The field notes collected offered a variety of information that helped our study in several ways by offering a hidden point of view that can’t be seen for everyone. As a matter of fact, the information-collected tackled different angles and gave plenty of information that would’ve been impossible to get in another way. As a result, the participant’s behaviour not only inside the English lessons but also outside, in her natural environment enriched the quality of information that helped the research.

4.4 Document analysis

The documents used by the teacher as a teaching resource were analysed due to their importance when teaching vocabulary inside the English classroom.
5 Chapter 5 Data Analysis

Before analysing the data, it is important to state how it was meant to be analysed:

The semi-structured question interviews were analysed with pre-set themes that will help to have a better analysis of the interviews results.

The documents are going to be analysed by reading the suggestions that those documents offer (textbook, researches, among others) in order to categorize the approaches.

The observations were analysed based on the notes taken by the researcher. As soon as the observation was finished, the researcher analysed the notes and categorized, and then compared to specific approaches available either from the literature or explicitly mentioned by the participant.

5.1 Eighth Grade Observations

In the eight-grade observations, categorised as “A”, five observations were made between Tuesdays and Fridays. While Tuesday’s classes started at 12:15 and finished at 13:00 during one module, Friday’s classes started at 11:30 and finished at 13:00 during two modules.

In these observations, few patterns were detected:

- In every English lesson observed in 8th Grade, the lessons started 15 minutes late. Time that the teacher uses to wait until the students sit down and remain silent with their materials for the English lesson.

- The teacher, at a Warm Up Stage, uses some time to speak with the students about certain events that are going to happen or that happened e.g. tests, English Week.
- The teacher usually uses translation to explain contents, give instructions, or review.

<table>
<thead>
<tr>
<th>Date</th>
<th>Stage</th>
<th>Activity</th>
<th>Way of Teaching Vocabulary</th>
<th>Approach</th>
<th>Extra information</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.06.2016</td>
<td>Presentation</td>
<td>How to write a Note and a Postcard</td>
<td>Explicit Teaching</td>
<td>List of words in isolation</td>
<td>Translation</td>
</tr>
<tr>
<td>09.13.2016</td>
<td>No vocabulary</td>
<td>Instructions for the forthcoming oral test.</td>
<td>No explicit teaching of vocabulary</td>
<td>No vocabulary</td>
<td>No vocabulary</td>
</tr>
<tr>
<td>09.27.2016</td>
<td>Presentation</td>
<td>Book Activity</td>
<td>Explicit</td>
<td>List of words</td>
<td>Translation</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Introduction to Present Perfect</td>
<td>Explicit</td>
<td>List of words</td>
<td>Translation</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td>Listening activity</td>
<td>Explicit</td>
<td>List of words</td>
<td>Translation</td>
</tr>
<tr>
<td>09.30.2016</td>
<td>No vocabulary</td>
<td>Different activities</td>
<td>No explicit teaching of vocabulary</td>
<td>No vocabulary</td>
<td>No vocabulary</td>
</tr>
<tr>
<td>10.04.2016</td>
<td>Presentation</td>
<td>Adjectives review</td>
<td>Explicit</td>
<td>List of Words</td>
<td>Translation and Definition</td>
</tr>
</tbody>
</table>

Table 4 Observation summary reports Eighth grade

5.2 Eleventh Grade Observations

In the eleventh-grade-observations, categorised as "B", three observations were made only on Tuesdays at 13:45 and finished at 14:30 having only one class module.
Selected summary of observations

- The class started 15 minutes late while the students get inside from the break, stop eating and remain silent.
- The teacher tends to do certain types of interactive Warm up stages that consist of playing the hangman or discovering the sentence.
- In the presentation stage, the teacher taught vocabulary and the students were interested. This stage lasted 10 minutes approximately.
- The practice stage lasted 10 minutes approximately and was based on the English Book.
- In the production stage, there is more participation than in the other stages of the lesson.
- There was no Wrap up stage in the observed lessons.

<table>
<thead>
<tr>
<th>Date</th>
<th>Stage</th>
<th>Activity</th>
<th>Way of Teaching Vocabulary</th>
<th>Approach</th>
<th>Extra information</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.06.2016</td>
<td>Presentation</td>
<td>Book activity: Presenting vocabulary</td>
<td>Explicit</td>
<td>Family words</td>
<td>Words with definitions</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td>Book activity: Matching</td>
<td>Explicit</td>
<td>Repetition</td>
<td></td>
</tr>
<tr>
<td>09.27.2016</td>
<td>No vocabulary</td>
<td>Book activity: Listening</td>
<td>Incidental</td>
<td>Repetition</td>
<td>No vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review for the oral test</td>
<td>No explicit teaching of vocabulary</td>
<td>No vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 Observation summary reports Eleventh grade
5.3 First Interview

The first interview was taken on Wednesday, September 14th, 2016 in the teachers’ room at 11:00 AM. The interview had 5 questions and aimed to talk about 5 pre-set codes such as English General Focus, importance of vocabulary, vocabulary teaching resources, teaching approaches, and sources of knowledge. The interviews lasted 5 minutes because the participant’s answers were straightforward to the topics asked and short. The language used in the interview was English and the teacher has no problems communicating fluently in the language.

The questions for this interview aimed to obtain different types of information regarding the teacher’s practices for vocabulary teaching. The questions were:

- How do you teach English?
- How would you describe your methodological approach to English language teaching? Do you have any preferences?
- How important is teaching vocabulary and how much time do you devote to that?
- How do you teach vocabulary?
- Where do you get the information to teach vocabulary the way you are teaching it? How did you learn this technique? From who? (If the teacher applies his/her own technique, from where did he/she take the ideas or information?) (Can you describe the stages of your technique?)

Despite that the interview had some pre-set codes (see e.g., Appendix 1, interview 1), the analysis of the interview gave different results than the expected ones. As a result, for the first interview most of the pre-set codes changed and were divided into three different Themes with their own coding. Those codes were created based on different interview answers that the participant said:
For the first code: Own Perception. It refers to the teacher’s perceptions of herself as a professional English Language Teacher. It also involved all references to methodological approaches and considerations in reference to English Language Teaching in general or her teaching practices in particular.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- I don’t have my own technique I think is the thing that a lot of people do [Teacher’s particular approach] (see e.g., Appendix 1, Interview 1, question: 5).

- I think that it just makes sense [teaching the ways she decided to teach vocabulary] because is a good idea and is what the teachers usually do for trying to catch the attention of the students (see e.g., Appendix 1, Interview: 1, question: 5).

For the second code: Perceptions about the students. It refers to the teacher’s perceptions about the students’ maturity feelings, and insecurities that she has perceived during the English Language Lessons in the school. Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- If they (students) know a lot of vocabulary they are able to write, to read (see e.g., Appendix 1, Interview 1, question 3).

- They (students) can understand much better what they are doing (see e.g., Appendix 1, Interview 1, question 3).

- If they don’t know any vocabulary they cannot produce the English (see e.g., Appendix 1, Interview 1, question 3)

- I think teenagers never grow up enough (see e.g., Appendix 1, interview 1, question 4)
The creation of these two codes gives, as a result, one major theme that is called: Ways of Thinking/Thoughts. It involves the teacher’s thoughts regarding herself as a teacher, the development of an English lesson, and perceptions about the students (including several aspects about them). Because the two codes refer to similar topics, they were grouped together and created the Theme: Ways of Thinking/Thoughts.

There is another code that is called Vocabulary in the Curriculum. It refers to the role that Vocabulary have in the school curriculum. It also mention the source where the vocabulary that will be taught is taken and what do the teacher do with the vocabulary for teaching it.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- The vocabulary is in our programme (see e.g., Appendix 1, interview 1, question 5).
- (Vocabulary) in the books (see e.g., Appendix 1, interview 1, question 5).
- Especially in the books, you have to connect the vocabulary with the grammar (see e.g., Appendix 1, Interview 1, question 3).
- For students is important to acquire vocabulary trough the units (see e.g., Appendix 1, interview 1, question 3).

Because all the information given by the participant in the interview talks about Vocabulary in the curriculum as a result, the theme’s name is Curriculum.

The following code: Stages of the class. It refers to the teacher’s considerations when planning a lesson, including the development of the four skills and following a class structure.
Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- I usually try to develop the 4 skills in a class and I try to connect the skills with the topics and the information I'm teaching (see e.g., Appendix 1, interview 1, question 2).

- You usually follow the structure of a class, you do the warm up (…), introduce the topic or the information (…), practice, and then you continue with (…) produce the English and at the end you try to check the information (see e.g., Appendix 1, Interview 1, question 1).

The second code is: Presentation stage in class delivery. It refers to the procedures that the teacher has for developing the Presentation stage in the English lessons. It also mentions different practices for vocabulary teaching that the teacher uses in the presentation class stage.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- Best way to teach vocabulary is through a game (see e.g., Appendix 1, interview 1, question 4)
- I try to make a PPT for projecting those pictures on the whiteboard (see e.g., Appendix 1, interview 1, question 5)
- When I have time I usually try to take pictures from the internet (see e.g., Appendix 1, interview 1, question 5)
- Better for them to recognize through images (see e.g., Appendix 1, interview 1, question 4)
- Flashcards and I think that is also a good idea for trying to show the students vocabulary you are teaching (see e.g., Appendix 1, interview 1, question 5)
The third code is: Practice/Production stages in class delivery. It refers to the teacher’s practices in the Practice and production stage in the English Language lessons. It also mentions different activities that the teacher uses during these stages of the class.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- (...) Circle with the best word that correspond (see e.g., Appendix 1, interview 1, question 4)
- Identify and recognize different words (see e.g., Appendix 1, interview 1, question 5)
- Or any activity that you can do (see e.g., Appendix 1, interview 1, question 4)
- You also can teach it (vocabulary) by a game (see e.g., Appendix 1, interview 1, question 4)
- I also ask in questions giving some alternatives for them to try to guess (see e.g., Appendix 1, interview 1, question 4)
- When you have little kids you usually play games (see e.g., Appendix 1, interview 1, question 4)

Due to the close relation between these three codes, the Class Planning Stage theme was created. This theme includes the different topics of class development in different stages taking into consideration different activities for Vocabulary learning.

5.4 Second Interview

The second interview was done on October, Friday 7th at 13:00 pm. The interview was planned for the same day at 9:15 Am but because of time, the participant decided it to postpone it. The interview took place in the Eighth-grade
classroom after they'd finish their English lessons. The participant chose that place because we were in that location at the time she decided to do the interview. Despite the weather was warm, inside the classroom was colder. Because the students were on their lunch break, no one was in the classroom but both of us. This interview aimed to talk about specific topics related to the school organization, the English department, and vocabulary issues regarding the English lessons in the school. The interview had 12 questions and lasted 8 minutes.

This interview’s pre-set codes were: School academic organization and responsibilities, school goal setting for English Language, Organizing English Language Teaching, vocabulary teaching, resources for English Language Teaching, and teacher's goals for English Language Teaching.

The questions for this interview were done in the participant’s mother tongue (Spanish). This interview’s questions aimed to have information regarding the English department, more information about vocabulary teaching, and the school organization. The questions done in this interview were:

- How many students are per classroom? Is there much student’s rotation per year? Is there any diagnostic test for new students? Are there any remedial workshops for students with lower level of English? How long are these remedial workshops? How are those remedial workshops organized?
- How many pedagogical hours does every class have per week?
- How many teachers are in the school? And, in the English department?
- How many hours does each English teacher have?
- How does the English department coordinate English language teaching in the school? (Methodology, vocabulary, test, controls, every day lessons, textbook adoption and implementation, class plan revision, etc.)
- How is the organization chart of the school? (English teacher, Coordinator, director, etc.)
How is the organization chart of the English department?

How many meetings does the English department have: With all the English teachers, with UTP, and with other coordinators?

Talking about vocabulary, do you teach it at the beginning of the unit, during the unit, or in different times of the unit?

How important is vocabulary for you?

If I’m observing you in a lesson, how can I know if I’m observing an eight-grade classroom or an eleven-grade classroom taking into consideration the manner in which you are teaching vocabulary?

I haven’t seen so much the English in Mind books, How is your opinion of this book? Are the students at the demanding level of this book or is it too basic for them? How many units does the book has this year? How many of them are you going to teach? Are there any recommendations of how to teach vocabulary in the teachers’ book? Does the students need to learn more vocabulary than the book offers? What happens with the contents that the students don’t learn?

As a result, for the analysis made after the interview was done, other themes and codes emerged:

The first code is: English Language Teacher’s organization. It refers to the organization that the English department has in the school and the duties that they have to comply for the school.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- There is only one head of the English department (see e.g., Appendix 2, interview 2 question 7)
- (English teachers) plan weekly (English lessons) (see e.g., Appendix 2, interview 2 question 5)
• (Teachers who share the same grade lessons) In the first semester one teacher is in charge of planning and the next semester the other one is in charge of planning (see e.g., Appendix 2, interview 2 question 5)

• In the English department we are 5 teachers (see e.g., Appendix 2, interview 2 question 3)

• (English teachers) we coordinate between us to have the most similar classes (between the different grades) (see e.g., Appendix 2, interview 2 question 5)

• (English Department) met once a week 2 hours to coordinate (see e.g., Appendix 2, interview 2 question 8)

• (English teachers) We share the planning (see e.g., Appendix 2, interview 2 question 5)

• (…) we don’t impose (teaching) methodologies (regarding planning) (see e.g., Appendix 2, interview 2 question 5)

• (In case of absence) The teacher who has more time working in the school has to replace me (see e.g., Appendix 2, interview 2 question 7).

• (Teachers’ lessons inside the classroom) start with 22 hours per week (…) because I have the minimum hours inside the classroom (see e.g., Appendix 2, interview 2 question 4)

• (Classroom hours) Up to 27 hours (see e.g., Appendix 2, interview 2 question 4)

• (Classroom hours) Depend on the contract and classes that you have (see e.g., Appendix 2, interview 2 question 4)

The second code is: Setting new goals for English department-near future. It refers to the setting of goals that the teacher has for the students, it directly
involves the English department because they are the ones who will help to achieve this goals.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- The goals are that students will be able to do the KET in 7th grade, the PET in 10th, and the FCE in 12th grade. I think that is possible to do it, hard but in 2 to 3 years it will be done (see e.g., Appendix 2, interview 2, question 12)

Based on the categorization of these pieces of the interview, the theme: Organization in the English Department was created. Including the codes English Language teachers’ organization and Setting new goals for English department—near future.

The following code is: Importance of Vocabulary in the classroom. It refers to the importance that vocabulary has in the English language lessons, the importance related to the book and the importance that vocabulary has to the students.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- (Vocabulary) has a lot of importance (see e.g., Appendix 2, interview 2 question 10)
- (Vocabulary teaching) is always related with the book (see e.g., Appendix 2, interview 2 question 9)
- (Vocabulary) Help students to talk and feel confident when they speak in English or do something in that language (see e.g., Appendix 2, interview 2 question 10)
• (Vocabulary) Is taught at the beginning of the unit and is reviewed through the unit (see e.g., Appendix 2, interview 2 question 9)
• (Vocabulary from the book) Is enough for what they (students) have to know (see e.g., Appendix 2, interview 2 question 9)
• Vocabulary helps them (students) a lot and is important (see e.g., Appendix 2, interview 2 question 10)
• The students are fine with the vocabulary that they learn (see e.g., Appendix 2, interview 2 question 12)

The origin of this code results in a theme called Vocabulary teaching. This theme includes the importance of vocabulary in the classroom.

The following code is: School organization. It refers to organization that the school has in matter of meetings, amount of teachers, and the school hierarchy.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- I’m the only one who have meetings with the coordinators, only once a week (see e.g., Appendix 2, interview 2, question 8)
- There are the “sostenedores” with the director in parallel; above there are the coordinators, then the head of the different departments, and finally the teachers (see e.g., Appendix 2, interview 2 question 6)
- In the school there are 45 teachers (see e.g., Appendix 2, interview 2 question 3)
- The weekly planning’s had to be delivered to the coordinators every Monday (see e.g., Appendix 2, interview 2 question 5)
Another code is: School organization/Policies regarding new students. It refers to the protocols, policies, and procedures that the school has regarding new students admission.

Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- The new students admission in the middle of the semester is allowed (see e.g., Appendix 2, interview 2 question 1)
- (New students) They need approximately two years to equal their classmates’ English level (see e.g., Appendix 2, interview 2 question 1)
- There are no (English) schooling (for new students) (see e.g., Appendix 2, interview 2 question 1)
- There is no schooling because the school doesn’t give neither facilities nor resources (see e.g., Appendix 2, interview 2 question 1)
- (The school) doesn’t prepare other courses (Schooling for new students) (see e.g., Appendix 2, interview 2 question 1)
- There isn’t much rotation (of students) because the ones (students) who enter in the school are more than the ones that left (see e.g., Appendix 2, interview 2, question 1).

From these two codes a theme called School Academic Organization emerged. This theme includes the organization of the school plus the policies and procedures for the admission of new students.

Also, some important pieces of the interview fitted into some of the first interview’s themes and codes:

The first code is Vocabulary in the Curriculum, which belongs to the theme Curriculum.
Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- There aren’t many recommendations (in the teacher’s book), but you have to do the activities for the students learn vocabulary (see e.g., Appendix 2, interview 2, question 12)
- The book has 8 units and I teach them all because there are planning so, we can be able to teach all the book units (see e.g., Appendix 2, interview 2, question 12).
- Because they cover all the book (English lessons) they (students) learn all the contents (see e.g., Appendix 2, interview 2 question 12)
- The workbook (English in Mind) it’s ok for the students level (of English) (see e.g., Appendix 2, interview 2 question 12)
- You have to complete the book and there is everything (see e.g., Appendix 2, interview 2 question 5)
- The school demands a series of controls and test every certain period of time (see e.g., Appendix 2, interview 2 question 5)
- (Regarding tests and controls in a certain period of time) that is the only way that we have to measure their (students) learning (see e.g., Appendix 2, interview 2 question 5)
- If they (students) have bad marks (tests and controls) they have the chance to do a remedial in order for them to study again and they could learn (vocabulary) (see e.g., Appendix 2, interview 2 question 12)
- From Pre-kinder to 4th grade they have 5 hours of English lessons per week, from 5th grade to 8th grade they have 4 hours per week, and for 9th grade to 12th grade they have 3 hours per week (see e.g., Appendix 2, interview 2 question 2)

The second code is Perceptions/thoughts about the students that belong to the theme Ways of thinking/Thoughts.
Next I will show some excerpts from the interview which I coded belonging to this code. For example,

- (Students) understand songs, videogames...(through vocabulary)
  (see e.g., Appendix 2, interview 2, question 10).

### 5.5 English In Mind Teacher's book

The book that the school use is called “English Mind” and comes from Cambridge. In the research site, they use the Second Edition. The English in Mind book has a teacher's book, a student's book, and a workbook. In this case, only the Teacher's book will be analysed because it is the book which the teacher based the English lessons in the school.

The introduction chapter of the English in Mind teacher's book explains the composition of the book, some recommendations, and what is already included. Also, if you read carefully the introduction chapter it would be noticeable that the first thing that mention is that there is a resource pack, completely detailed, to help the teacher to have materials devoted to improve the English lessons. Moreover, based on the resource pack's goods, it is shown that the main focus is on grammar because it has included: an Entry test, teaching notes for communication activities and grammar practice exercises, grammar practice exercises, communicative exercises, module tests, and test keys. From all of the previously mentioned resources that the English in Mind book has, only two seem to include vocabulary: Communication activities and the Module tests.

The communication activities seem to include the key grammar and/or vocabulary presented in each unit. Also, the purpose of this activity is to activate the new language in a communicative context. The Module tests are test that students have to do at the end of the unit to monitor the new learned knowledge. These Module tests are divided into 7 different sections in order to measure specifically the 7 different measures that the students learned in each unit, it is
important to mention that each section has its own “mark” that are the evaluation points of the test. The different sections are: Grammar (20 marks), Vocabulary (20 marks), Everyday English (10 marks), Reading (10 marks), Listening (10 marks), Writing (15 marks), and Speaking (15 marks); so, each Module test consist of 7 different sections that have 100 marks. The book’s introduction also mention that the Module tests were designed to enable the students to take successfully international exams such as PET, KET, Cambridge ESOL, and Trinity Integrated Skills.

The book’s table of contents gave a detailed list of the 8 chapters that the students would learn trough the book units. Every two units the book has in its contents a few words for teaching vocabulary in an explicit way, the rest of the chapters focus mainly on grammar.

5.6 Field Notes:

Field notes according to Denscombe (2007) are a process of “collecting data in real life situations- out there in the field” (p, 192). During this research work, I registered notes of any incident of situations that help to the study and that couldn’t be recorded by the other data collection instruments (See appendix 14 for a complete list of Field notes and their contents).

In this study field notes became quite important as complementary arguments and elements that gave me the context or support for arriving to conclusions and the analysis. Therefore, you will see in the results chapter how they are integrated with interviews and observations in the final analysis and results.
Chapter 6 Results

Here, the information collected by the instruments previously mentioned in the methodology chapter is going to be presented in detail together with the literature review chapter. The following arguments correspond to the research questions stated at the beginning of this research. Every argument will answer to each of the research questions.

To answer the first and second research question “General and specific criteria for selecting approaches towards English Language Vocabulary teaching” four criterion were found based on all the data collected:

- Criterion 1: Differentiating approaches: age & grade level
- Criterion 2: Strict use of vocabulary
- Criterion 3: Use of images and games
- Criterion 4: Complying with the school curriculum (for a detailed coding / themes relations and grouping, see Appendix 3)

The first criterion corresponds to “Differentiating approaches: age & level”. This means that the teacher uses as a criterion the contrast between the ages of the students and the grade level of them to teach vocabulary in the English lesson. In this context, the teacher selects different approaches based on her students; she doesn’t teach vocabulary to First graders the same way that she teaches to Eleventh graders. This is clearly shown in the first Interview, question 4 when the teacher stated that she differentiates approaches and methods in teaching vocabulary to students depending on their age and grade level. Also this is supported in different observations done in the research site where the teacher revealed a difference between teaching vocabulary to Eighth graders (Observation A-1 see, appendix 4) and eleven graders (Observation B-1 see, appendix 9) where in the Eighth grade class the teacher taught the vocabulary applying the List of
words in isolation approach (DeCarrico, 2001) and in the Eleventh grade class she used the Family words and Repetition approaches (Thornbury, 2002).

In addition, in field note: October 12, 2016: 12:30h. The teacher demonstrated that in Ninth grade, she prefers teaching the vocabulary in contexts by using sentences to show the meaning and also, asking the students to complete several exercises using the target words. That activity also corresponds to DeCarrico’s List of words approach (2001) but even though is the same approach, the vocabulary is presented in a completely different way, making a huge differentiation between the different grade levels.

The second criterion corresponds to “The strict use of vocabulary”. Focusing on the vocabulary that the teacher taught, it’s clearly shown that the teacher teaches the vocabulary based on the suggestions that the English in Mind textbook offers. Regarding this issue, the teacher expressed that it is important for the students to learn vocabulary through the book units (Interview 1, answers to question 3) confirming the fact that the vocabulary suggested in the book, is the vocabulary that the students have to learn. Moreover, when the teacher was asked about the vocabulary taught in the English lessons she said that the vocabulary has been always related with the book (Interview 2, answers to question 9) and that the vocabulary was presented at the beginning of the unit while it was reviewed throughout the unit (Interview 2, answers to question 9). Furthermore, the teacher has already expressed conformity with the books because she considers that the vocabulary taught in the book is enough for what they have to know (interview 2, answers to question 9) and that the students are fine with the vocabulary that they learn in the English lessons, that means the book (interview 2, answers to question 12) because they cover all the units that the English in Mind book has to offer (Interview 2, answers to question 12) and that is fine for the
school due to the fact that the book also includes everything that you may need to teach vocabulary in the best way (Interview 2, answers to question 5).

All of these were also confirmed in Observation A-3 (see, appendix 6), Eighth-grade level where the teacher based her lesson in the English in Mind book demanding a series of exercises including the beginning of the unit, matching activities, and a listening activity. Also, in Observation B-1 (see, appendix 9), eleven-grade level the teacher introduced Unit 4 and taught the vocabulary related to the unit, some activities to reinforce vocabulary that were also done there were a matching activity, a listening, and a true or false. But, the most important thing is that those activities aimed to reinforce the target vocabulary. It’s important to mention that the English in Mind Teacher’s book devote the 20% of its content to vocabulary (English in Mind Teacher’s book introduction) emphasizing its importance. Every two units the book demands to teach explicitly a specific vocabulary related to the unit and because every unit is about a certain topic, the students learned some vocabulary incidentally.

Also, in order to manifest compromise with the vocabulary taught in the English Language lessons, the teacher shows a preference to work with the workbook (Field note: September 27th 9:35h). The workbook offers several exercises where the students can practice the target grammar and vocabulary for each unit. Even though the teacher doesn’t use the workbook as much as she uses the textbook, the workbook is always available for the students to make a review about the contents. It seems that the use of the workbook to reinforce vocabulary is merely an obligation, from all the observations made in Eighth grade and Eleventh grade levels, none of them included working with the workbook.

The third criterion corresponds to “Use of Images and Games”. The teacher manifests this criterion when it’s necessary to present new vocabulary. The use of Flashcards, Images, Power Point, and videos are very present in the teacher’s
daily English lessons. The teacher expressed her preference to teach vocabulary when she said “the best way to teach vocabulary is through a game” (Interview 1, answers to question 4) unconsciously revealing the third criterion that she considers when teaching vocabulary in the English lessons. Moreover, in the same interview the teacher evidenced that she created a power point with images taken from Internet when she is going to present vocabulary to her students (Interview 1, answers to question 5). Furthermore, the teacher revealed that flashcards are a good option to show to the students the vocabulary that you are teaching (Interview 1, answers to question 5). In my opinion, the foundation of this criterion started when the teacher, familiarized with the technology and with her students, decided to do something different and created power points only to discover that the students were more interested in the lesson and were having fun with the pictures. Also, it helps to the students with visual learning styles to learn and remember the vocabulary based on what they saw in images because visual learners “think with images” according to Mesa y Gomez (2008) quoted in: (Maureira, Gomez, Flores, & Aguilera, 2012, p. 407)

The information collected from the interview is confirmed with the observations and Field notes collected. The teacher used a game to practice the vocabulary that was being taught in that lesson; in this case, the game was about to describe certain things in pairs using the target vocabulary, also, the teacher created another game by giving 3 adjectives of a student and the rest of the class had to describe which student was (Observation A-5, see, appendix 8. Class: 8th Grade Level). Based on what I experienced in that lesson, I think that the students really enjoyed those games because they were practicing the vocabulary but in a lighter way. In addition, the teacher always plays a video in 1st grade as soon as she enters the classroom to catch the students’ attention but immediately after the regular video, the teacher plays a video related to the vocabulary that is being taught (Field Note: September, 28. 11:30h). Those videos are catchy songs with appealing drawings that, as an effect for playing it many times, the students learn
those songs; they associate them with the images, and finally learned the vocabulary. Therefore, the use of games and images had proved to be a very useful and effective criterion to teach vocabulary in the English lessons.

The fourth criterion corresponds to “Complying with the established school curriculum”. The teacher based her vocabulary teaching in the school curriculum, that means that she won’t decide what she is going to teach but she will teach what is already established. The school has certain goals that must be achieved at the end of the year; those goals are in the textbooks and class plans. Also, those goals settled depend on the English Language programme of each grade level (Interview 1, answers to question 3; Interview 2, answers to question 12). Moreover, those English Language programmes include several evaluation instruments, contents to be teach, and book units to be covered that the teacher must organize to cover all the book units and reach all the goals that the school curriculum settle (Interview 2, question 12). In addition, there is a commitment of the teacher with the compliance of the school curriculum plus a strong supervision of the development that the teacher is having through the year and also to comply with the coordination of different activities implemented at the school (Interview 2, question 12).

One of the requirements that the school curriculum have is that every teacher of the English Department has to deliver a lesson plan for every class and every grade level every Monday (Field Note: September 30, 2016: 11:15h). The Head of the English Department delivers those lesson plans to the Coordination department. In addition, those lesson plans include the contents that are going to be taught, the activities, the quizzes or tests, and the lexis. All the lessons that the teacher planned aimed to comply with the school curriculum requirements and to achieve all the goals respecting the English Language teaching (Field Note: October 3, 2016: 9:40h). Furthermore, the teacher is in charge of planning and buying the necessary things that are required for any activity related to the English
Subject (Field Note: October 3, 2016: 9:21h) making her the responsible for the organization and development of different activities that the English Department has.

Because in the school curriculum is established that English Teachers must cover all the units of the English in Mind book, the teacher based the English Language teaching in the contents that the book suggest. A good example of this situation could be observed in Observation B-1, (see, appendix 9) Class: eleven grade where the teacher based the English Language lesson in the book, where a new unit with new contents to learn was presented.

The fourth criteria presented for selecting approaches to teach Vocabulary in the English Language lessons reflects the personality and procedures of the teacher. At the beginning of the study, before the data collection period started, I didn’t understand what was happening inside the teacher’s mind. Now, I can honestly say that these criterions were not selected at random, they have concrete foundations that show how important is for the teacher to make the students learn the target vocabulary. By the act of discriminating the approaches based on the age and grade level of the students, the teacher shows the experience of selecting different approaches to teach effectively to the different grade levels to students of different ages. Also, by teaching specific vocabulary based on the book the teacher revealed that there is a certain order to teach vocabulary, is not possible to teach any vocabulary that you want, you need a certain structure and order to be able to teach vocabulary effectively. Moreover, the use of Images and Games to teach vocabulary evidenced how important for the teacher is that the students can learn vocabulary in an enjoyable way, where the students doesn’t feel overwhelmed with the contents. Furthermore, by complying with the school curriculum the teacher shows the commitment of achieving the goals established in the school curriculum. Even though the teacher may be forced to comply with the curriculum, it’s evidenced that the teacher comply with the school curriculum in
the best possible manner because her commitment is evidenced in the quality of the lessons that she is giving to the students.

The third research question is about knowing the specific approaches that the teacher uses to teach vocabulary in the English language lessons that she gives to her different groups of students and courses. Based on the experience of observing the teacher in her natural environment and without making any suggestion to improve or change the teacher demonstrates a variety of approaches used in the English lesson to teach vocabulary specifically. The approaches used by the teacher to teach vocabulary in the English Language lesson and some examples where this approaches were experienced are:

- List of words: based on key terms and expressions relevant to the unit or task at hand, providing translations to mother tongue for each word or expression (DeCarrico, 2001; Thornbury, 2002)
- Family Words: teaching words that are related to specific topics or ideas. (Thornbury, 2002)
- Imaging: Matching images with descriptions of key vocabulary words in reference to the unit. (Thornbury, 2002)
- Repetition: modeling pronunciation and rehearsing in chorus repetition and by repeating the material that is been taught in the lesson. (Thornbury, 2002)
- Retrieval: By asking students the meaning of words they learned the previous class at the warm up stage. (Thornbury, 2002)
- Use: by forcing the students to use the words. (Thornbury, 2002)
- Ludic activities: Matching concepts with descriptions and/or images. Playing games in class to allow children to relate and indicate associations. (Ur, 2009)
The List of Words approach consists of providing words that the students have to translate and memorize in order to learn them (See e.g., DeCarrico, 2001, p.287, and Schmitt 2008). This was observed in Observation B-1, (see, appendix 9) Class: eleven grade when the teacher asked the students to open their books on a specific page and there was already the vocabulary suggested in form of a list that the students had to learn. Also, the teacher expressed a certain preference to teach the vocabulary suggested in the book based on the different interviews that were made in the study by stating that the vocabulary that the students learn is fine for them (Interview 2, answers to question 12). Furthermore, the teacher expressed that the vocabulary presented in the book is presented at the beginning of the unit and reviewed through it and is enough for what the students have to learn (Interview 2, answers to question 9). Field Note: October 14, 2016. 10:30h supports this due to the teacher preference to teach the words that are suggested in the book. Therefore, the teacher preference to teach vocabulary in the form of list or words is supported by the previously mentioned evidence.

The following approach that the teacher use in her classes to teach vocabulary is the Family Words approach that are words related by similar topics, ideas or origin (DeCarrico, 2001, p.287) This can be seen when the teacher teaches vocabulary words that are closely related either in meaning, origin of the word, verb tenses, root words with several affixes, among others (DeCarrico, 2001, p.287, and Schmitt (2008). One example for this situation is observed in Observation B-1, (see, appendix 9) Class: eleven-grade where the vocabulary was related to Jobs. Also, in Observation A-3, (see, appendix 6) Class: eight grade where the teacher started a new unit from the book and because the unit was about the differences between the American English and the British English, all the words were related to expressions used in both countries. Moreover, in Observation A-5, (see, appendix 8) Class: eight grade the teacher also taught some adjectives that were necessary for the KET exam, the teacher taught them in their positive and negative form. Those examples support the asseveration that
the teacher uses the Family Words approach to teach vocabulary in her English Language teaching lessons.

The Imaging approach consist of matching images with the vocabulary without the need to give descriptions of the words, but the important thing is that the pictures must represent the meaning of the words (See e.g., Thornbury, 2002, p25). This is truthfully revealed in the teacher’s behaviour outside the different classrooms, the teacher prepares her own power point presentations with images and definitions to teach vocabulary (Field Note: September 27, 2016: 8:50h). Also, the teacher has a preference in teaching vocabulary with flashcards and pictures in a specific grade level, for example first grade (Field Note: September 28, 2016: 10:30h). In addition, the teacher has revealed how she plans the visual aids to teach vocabulary visually; she thinks that is better for the students to recognize the vocabulary through images (Interview 1, answers to question 4). Moreover, the teacher has recognized that she has a preference towards teaching vocabulary in the English Language lessons with Flashcards and pictures from the Internet projected by a power point on the whiteboard (Interview 1, answers to question 5).

Another approach that the teacher uses for teaching vocabulary in the English Language lesson is called Repetition and consists of repeating the new material when is still in the working memory in order to store it on the long-term memory (Thornbury, 2002, p. 24). Also, is has been predicted that when the students are reading there are a good chance of remember the words they have meet at least seven times over spaced intervals (Thornbury, 2002, p. 24). Furthermore, the teacher has used this approach in several English lessons in different classes, one example is working with the book for the reason that every unit has its own target vocabulary presented and repeated in different exercises and activities that the students instinctively learn them. Moreover, the teacher remarks that the English in Mind book units review the presented vocabulary through the unit (Interview 2, answers to question 9). Moreover, this practice is
also observed in an eight grade English Language class where the students worked with the book and did plenty of book activities with the new vocabulary (Observation A-3, see, appendix 6 Class: eight grade level) making the students to repeat the use of the new vocabulary. In addition, the repetition approach has been observed in different situations inside the classroom: In a presentation activity in eight grade level (Observation A-5, see, appendix 8, Class: eight grade level) where the students were asked to do certain exercises that includes the repetition of the target words; another example is clearly shown in Observation B-1, see, appendix 9, Class: eleven grade level) where the students, based on a book unit, completed some exercises that demanded vocabulary repetition.

The Retrieval approach is considered as another type of repetition but with a very important function that consist of restoring words from the memory to be able to recall them later (Thornbury, 2002, p. 24). The teacher used the Retrieval approach in one of the eight grade lessons in the warm-up stage (Observation A-4, see, appendix 7, Class: eight grade level).

The teacher also uses the Use approach that means that the use that a student gives to a word (in every context and situation) is the best way to put it in the long-term memory and learn it (See e.g., Thornbury, 2002, p. 25). In my opinion, this approach is the predominant one because the teacher based her Vocabulary teaching in the use of the English language that means by using the Use approach. In every class that was observed, the teacher demands to the students to use the English language either orally or on activities. Also, the teacher declared her preference to this approach …

To see how the teacher applied the Use approach (Thornbury, 2002) in its full expression a list of observations where this was captured will be provided next:

- Observation A-1, September 6th, 2016, Class: Eighth Grade (see, appendix 4)
- Observation A-2, September 13th, 2016, Class: Eighth Grade (see, appendix 5)
- Observation A-3, September 27th, 2016, Class: Eighth Grade (see, appendix 6)
- Observation A-4, September 30th, 2016, Class: Eighth Grade (see, appendix 7)
- Observation A-5, October 4th, 2016, Class: Eighth Grade (see, appendix 8)
- Observation B-1, September 6th, 2016, Class: Eleventh Grade (see, appendix 9)
- Observation B-2, September 13th, 2016, Class: Eleventh Grade (see, appendix 10)
- Observation B-3, September 27th, 2016, Class: Eleventh Grade (see, appendix 11)

The final approach that was detected wasn’t considered in the explored literature. The teacher presented the use of this approach by playing games with the students to teach them vocabulary, by creating different activities where the students have to practice the vocabulary, with interactive activities in a Power Point (Interview 1, answer to question 4; Interview 1, answer to question 5, see Appendix 1). Also, the teacher used videos to teach vocabulary to First graders in order to catch their attention and to familiarize them with the vocabulary, pictures, games, and flashcards; most of the time, the teacher prepares a power point presentation to teach vocabulary in a more interactive way (Field Note: September 27, 2016: 8:50h; Field Note: September 28, 2016: 10:30h; Field Note: September 28, 2016: 11:30h). Also that allows students to do more on their own, and that can very well result in an increase in their confidence level (Langran & Purcell.1994. p.12-14 in Sigurðardóttir, 2010).

The fourth Research Question aims to explore the Teacher’s sources and references for English Language Teaching and Vocabulary Teaching. The main
source for English Language Teaching and Vocabulary Teaching is the English in Mind Teacher and Student’s book because the teacher based her English Language lessons and her Vocabulary teaching in the recommendations of this book for the different grade levels. Fortunately, the book offers a very complete guide to teach English in a very efficient way, it covers the four skills and the topics are according to the students’ age and interest (English in Mind book). Also, the teacher recognizes the importance of the book by admitting that in the book is everything that the students need to learn (Interview 2, question 5) and this reliance on the book can be observed in the English Language lessons where new vocabulary is being taught (Observation A-3, see, appendix 6, Class: eight grade level; Observation B-1, see, appendix 9, Class: eleven grade level).

The main reference for Vocabulary teaching and English Language teaching that it was possible to find is the unconscious application of Harmer’s PPP approach (Harmer, 2007, p. 64-66). In this case, this approach is considered to have an unconscious application because the teacher does not recognize that she uses any kind of approach; on the contrary, the teacher stated that the approaches that she selects to teach vocabulary are based on the possible situation where the students can pay attention and also, that particular way of teaching vocabulary is what a lot of people do (Interview 1, answers to question 5). But, what it can’t be denied is that every English lesson that the teacher dictates is supported by the PPP approach because of the structure that the teacher applies follows that design (Observations A-1, A-2, A-3, A-4, A-5, Class: eight grade level; Observations B-1, B-3, Class: eleven grade level, see for e.g., appendix 4, 5, 6, 7, 8, 9, 10, 11). In addition, the teacher admitted to follow the structure of a class with the stages: warm up, introduce the topic or information, practice, production, and checking of information (Interview 1, answers to question 1) without noticing that it follows the same structure that Harmer’s PPP approach with the small variations that the author consider for the approach: Warm up, Presentation, Practice, Production, and Wrap up (Harmer, 2007, p. 66).
7 Chapter 7 Conclusions and further recommendations in this area

The criteria found for teaching vocabulary in late Elementary and Secondary Education courses are:

Criterion 1: Differentiating approaches: age & grade level
Criterion 2: Strict use of vocabulary
Criterion 3: Use of Images and games
Criterion 4: Complying with the School Curriculum

These criteria were declared and used by the teacher-participant and confirmed in the interviews, observations and field notes. There is a fairly clear set of approaches to teach vocabulary in the English Language lessons.

Additionally, document analysis of teacher’s books reviewed revealed that methodological recommendations were faithfully followed by the teacher participant in her classes and further complemented with her own teaching plan, a variation of Harmer’s Presentation-Practice-Production (Harmer, 2007).

However there are some significant lessons learned by me in this process that we would like to share here. Firstly, the teacher rarely declared authors and works in the literature as sources of inspiration, rather the participant put together while teaching bits and pieces of these ideas combined with her own emphasis and produce teaching episodes that seem to her original.

Secondly, it was a striking difference in the kind and amount of data collected when the switch from the foreign language to the subject’s mother tongue (Spanish) was introduced in the interviews and interactions along the data collection process. More fluid and more descriptive and exemplified expressions appeared. The participant seemed more confident, at easy, less pressured and
Thirdly, the topic with the literature and kind of recommendations available seem broad, general, and little evidence of research supporting advise. Additionally, it is important to consider that research focused on vocabulary teaching is scarce in the literature before 2006, see for example, Blachowicz, Fisher, and Ogle (2006), and even the same seems to be the case until 2016. As a result, many teachers may get confused with the broad explanations regarding how to teach vocabulary. Also, research focused on vocabulary teaching seem to have certain disagreements towards the explanations and categorization of approaches and methods, creating confusion among the possible readers that want certain instruction on the topic.

Finally, the school academic organization seems to have an important role into achieving pre-established goals and results they enjoy in National English Examinations. While we were investigating how the teacher teaches vocabulary and when we were analysing the data collected, we found that the school organization has a very important part in the results of the English Language teaching and learning. The sum of a hierarchical organization, constant supervisions, regular set of goals, and uninterrupted monitoring of the English Language lessons give as an outcome an outstanding performance in the National English Simce test, obtaining a 46.2 % of students certified with an A2 level according to the European Framework of References classification while in Chile only the 24% of the students obtained the certification (students from Public, Subsidized, and Private schools). This is a topic that deserves to be studied in further research because it creates an anomaly among other schools that have the same resources but definitely not the same results. Any school with such an organization and determination to achieve goals and constantly improving their quality of education they provide definitively is worth further investigation. To
conclude, this school has an essential quality: grit, that means that this school will achieve any goal that they set because of their determination to not get stocked and their willingness to grow, to flourish, and to succeed, and that is a study that must be conducted.
8 References


9 Appendixes
9.1 Appendix 1 Interview 1

Interview 1 /Script, Codes & Analysis

1. How do you teach English?

Ah well, I teach English depending on the grade. Hum… first of all you have little kids you usually teach vocabulary, and when you have teenagers you teach ah, grammar too. So that depends on the grade, and you usually follow the structure of a class you do the warm up, then you introduce the topic or the information. The third part is when you practice and then you continue with the like deepest part in where you have to produce the English and at the end you try to check the information if the student understood what you taught in the class.

Stages of a class
Harmer- PPP

2. How would you describe your methodological approach to English language teaching? Do you have any preferences?

Mmm, I would say that I don’t have a methodological approach because I usually follow my instincts aaah, regarding to the grades, and when you talk about English language I don’t have any preferences. Aah, I usually try to develop the four skills in a class and I try to connect the skills with the topics and the information that I’m teaching.

Preferences

3. How important is teaching vocabulary and how much time do you devote to that?
Teaching vocabulary is very important because specially in the books you have to connect the vocabulary with the grammar and for students is important to (“babbling”) acquire in vocabulary through the units and if they don’t know any vocabulary they cannot produce the English and if if [they] know a lot of vocabulary they’re able to write, to read, and they can understand much better what they are doing.

Importance of vocabulary.

4. How do you teach vocabulary?

Ammmmm, That also depends on the grade as in when you have little kids you usually play games (Explicit Teaching – TPR – Lists of Words) and I also ask in questions giving some alternatives for them try to guess, and when you have teenagers, the vocabulary you also can teach it by a game but, is better for them to recognize through images (Explicit Teaching - Visual Aids- Imaging) or any activity that you can do. For example, I don’t know… circle the best word or complete this with the word that correspond (Explicit Teaching – List of words – Method?). Different approaches

Interviewer: And for higher grades?

For higher, I also do the same because I think teenagers never grow up enough (Different approaches) so they usually like games and I think that is the best way to teach vocabulary through a game.

Preferences
5. Where do you get the information to teach vocabulary the way you are teaching it? How did you learn this technique? From who? (If the teacher applies his/her own technique, from where did he/she take the ideas or information?) (Can you describe the stages of your technique?)

Okey, ammm. First of all, the vocabulary is in our programme, it’s also in the books, and when I have time I usually try to take pictures from internet (Explicit teaching – Visual Aids – Imaging) and I try to make a ppt for projecting those pictures on the whiteboard and the students can identify and recognize the different words (Implicit – Visual Aids – Imaging) (Different approaches). Ammmm, I didn’t learn this technique, I think that it just makes sense because is a good idea and is what the teachers usually do for trying to catch the attention of the students, and I don’t have my own technique I think that is the thing that a lot of people do (Source of inspiration), and when you have for example, a kids ah you have flashcards and I think that is also a good idea for trying to show the students the vocabulary you are teaching. (Explicit – Visual Aids – Imaging).

Different approaches.

Results:

Themes:

Stages of a class

Importance of vocabulary

Different approaches to teach vocabulary
Sources of inspiration

Preferences and Priorities

Stages of a class

- So that depends on the grade, and you usually follow the structure of a class you do the warm up, then you introduce the topic or the information. The third part is when you practice and then you continue with the like deepest part in where you have to produce the English and at the end you try to check the information if the student understood what you taught in the class.

(Harmer-PPP) Teacher’s perceptions about the organization of a class.

Importance of vocabulary

- Specially in the books you have to connect the vocabulary with the grammar and for students is important to ("babbling") acquire in vocabulary through the units: Teacher perceptions about the use of vocabulary in context

- if they don’t know any vocabulary they cannot produce the English: Teacher’s opinion about the importance of vocabulary

- if if [they] know a lot of vocabulary they’re able to write, to read: Teacher’s opinion about the importance of vocabulary

- they can understand much better what they are doing.
Different Approaches

- depends on the grade

- when you have little kids you usually play games (Explicit Teaching – TPR – Lists of Words) Teacher’s opinion about approaches for young learners.

- I also ask in questions giving some alternatives for them try to guess, (Explicit teaching- List of words – method)

- teenagers

- you also can teach it by a game (Explicit teaching - )

- better for them to recognize through images (Explicit Teaching - Visual Aids- Imaging) Teacher’s opinion about approaches for teenagers

- or any activity that you can do (Explicit teaching - )

- circle the best word or complete this with the word that correspond (Explicit Teaching – List of words – Method?). Teacher’s opinion about approaches to teach vocabulary.

- I think teenagers never grow up enough. Teacher’s opinion about teenagers

- in the books,

- when I have time I usually try to take pictures from internet (Explicit teaching – Visual Aids – Imaging)

- I try to make a ppt for projecting those pictures on the whiteboard
- identify and recognize the different words (Implicit – Visual Aids – Imaging)

- kids ah you have flashcards and I think that is also a good idea for trying to show the students the vocabulary you are teaching. (Explicit – Visual Aids – Imaging).

Personal Criteria

- I usually try to develop the four skills in a class and I try to connect the skills with the topics and the information that I’m teaching. Teaching Preferences

- best way to teach vocabulary through a game. Teaching Preferences

- I think that it just makes sense because is a good idea and is what the teachers usually do for trying to catch the attention of the students. Teaching Preferences

- I don’t have my own technique I think that is the thing that a lot of people do. Teaching Preferences

- The vocabulary is in our programme. Course Programme Awareness
9.2 Appendix 2 Interview 2

Interview 2 Script

Done in Spanish

1. How many students are per classroom? Hay mucha rotación de estudiantes anualmente? Hay diagnostic inicial para los estudiantes nuevos? Hay nivelacion para los estudiantes que están con mas bajo nivel de inglés? Cuanto duran esas nivelaciones (Cómo se organiza eso)?

   Hay alrededor de 45 alumnos por curso, hay algunos casos excepcionales que tienen 38, pero son los menos. Anualmente no hay mucha rotación porque.. ahhh, llegan mas de los que se van, pero veces se considera el ingreso de alumnos a mitad de año o de semester… No hay nivelacion.. aahh.. se demoran 2 años aproximadamente en tomar el mismo nivel que el resto de sus compañeros… como dije, no hay nivelacion porque el colegio no da facilidades y no imparte cursos aparte, solo los apoyamos y les respondemos sus dudas… mmm en dos años ganan el nivel de sus compañeros.

2. How many pedagogical hours does every class have per week?

   De pre-kinder a 4 basico son 5 horas, de 4 a 8 son 4 y de 1 medio a 4 medio son 3.

3. How many teachers are in the school? And, in the English department?

   Aahh… en el colegio hay alrededor de 45 profesores aproximadamente… mmm y en el departamento de ingles somos 5.
4. How many hours does each English teacher have?

Mmmm Van desde las 22 horas lectivas, como yo, porque tengo el minimo de horas dentro de la sala… hasta mmmm… 27 horas de clase , dependiendo del contrato y los cursos que te toquen…

5. How does the English department coordinate English language teaching in the school? (Methodology, vocabulary, test, controls, every day lessons, textbook adoption and implementation, class plan revision, etc)

Mmm, bueno, el colegio nos exige una serie de controles y pruebas cada cierto tiempo porque es la unica manera en la que veamos si realmente aprenden los alumnos y mmmm.. en el depto de ingles nosotras nos coordinamos entre todas para que las clases sean lo mas parecidas posibles

I: Pero y como hacen las planificaciones? Que pasa en el caso de que dos profesoras tengan un mismo curso?

Ahhh, en ese caso un semester planifica una y el otro planifica la otra y vamos compartiendo las planificaciones, igual tampoco es que impongamos metodologias u otra cosa pero es que… hay que completer el libro y ahí sale todo.

I: Cada cuanto planifican?

Planificamos semanalmente, los lunes hay que entregarle las planificaciones a las coordinadoras, asi que planificamos y entregamos todo listo los lunes.
6. How is the organization chart of the school? (English teacher, Coordinator, director, etc)

Mmmm, estan lso profesores, los jefes de depot, los coordinadores y despues el director en paralelo con el sostenedor.

7. How is the organization chart of the English department?

Generalmente hay solo una jefa de departamento y el resto están todas en la misma posicion.

I: Que pasa en el caso de que tu no estés por alguna razón?

Aaaah, me reemplaza la que lleve mas tiempo en el colegio.

8. How many meetings does the English department have: With all the English teachers, with UTP, and with other coordinators?

Nosotras nos juntamos una vez a la semana dos horas a coordinar y con los coordinadores me junto solo yo, solo una vez a la semana, pero solo yo, las demas no es necesario.

9. Hablando de vocabulario, lo enseñas al comienzo de la unidad, a lo largo, en distintos momentos..?

Se enseña al comienzo de la unidad y se repasa a lo largo de la unidad.

I: Enseñas solo el vocabulario del libro?

Si, es suficiente para lo que ellos deben saber, en el caso de que ellos no sepan alguna palabra, yo se las enseño pero siempre en relación a lo del libro.
10. Que importancia para ti tiene el vocabulario?

Tiene mucha importancia porque ayuda a los niños a hablar y mmm, a sentirse seguros cuando hablan en inglés o hacen algo en ese idioma. También por eso entienden canciones, los juegos de videos... el vocabulario los ayuda mucho y es importante.

11. De que manera puedo saber (sí estoy observando en clases) como puedo saber si estoy observando a un 8 básico o a un 3 medio en material de enseñanza de vocabulario? (harmerPPP)

Mmmm, sin ver a los alumnos es difícil, yo creo que por los juegos y la gramática u el vocabulario que se hace, pero si no sabes las unidades del libro es ahhh... difícil que sepas.

12. He visto poco los textos, Que opines del libro de clase? Los estudiantes estan al nivel de exigencia del libro o es muy básico para ellos? Cuantas unidades tiene el libro de este año, cuantas vas a enseñar, cuantas enseñas? Hay recomendaciones de como enseñar vocabulario en el texto? Tu enseñar, se acomoda a como lo sugiere el texto? Los alumnos necesitan aprender mas vocabulario que el que sugiere el libro? Que pasa con los contenidos no aprendidos?

El Libro de clase esta bien para el nivel de los alumnos, ahhh hasta ahora están bien, el libro tiene 14 unidades y las enseño todas porque hay una planificación para poder verlas todas las unidades del libro. Mmmm, no hay muchas ahhh, recomendaciones pero hay que hacer las actividades no mas para que los niños aprendan vocabulario. Los alumnos están bien con el vocabulario que aprenden porque es suficiente para ellos, como subren todo el libro aprenden
todos los contenidos y si les va mal se les hace un remedial para que estudien denuevo y los puedan aprender.

I: Cuales son tus metas a corto o largo plazo con el ingles de este colegio?

Ahhh, es que den el Ket en septimo, el pet en Segundo medio y el FCE en 4 medio, mmmm yo creo que se puede hacer, es dificil pero en 2 o 3 años se va a poder lograr.

Results:

Organización Del colegio theme School academic organization and responsibilities.
Vision del colegio respecto del idioma ingles Theme school goal setting for english
Organización del depto. De ingles theme organizing ELT
Vocabulario theme vocab teaching
Materiales para enseñar ingles Theme resources for ELT
Metas Theme teacher's goals for ELT
9.3 Appendix 3 Coding and Themes

Codes & Themes

**Theme:** Ways of Thinking/Thoughts  
**Code:** Own Perception/thoughts  
**Quotes:**
- I think that it just makes sense [teaching the ways she decided to teach vocabulary] because is a good idea and is what the teachers usually do for trying to catch the attention of the students. (Interview: 1, question: 5)
- I don’t have my own technique I think is the thing that a lot of people do [Teacher’s particular approach]. (Interview 1, question: 5)

**Code:** Perceptions /thoughts about the students  
**Quotes:**
- If they (students) know a lot of vocabulary they are able to write, to read. (Interview 1, question 3)
- They (students) can understand much better what they are doing. (Interview 1, question 3)
- If they don’t know any vocabulary they cannot produce the English (Interview 1, question 3)
- I think teenagers never grow up enough (interview 1, question 4)
- (Students) understand songs, videogames…(through vocabulary) (Interview 2, question 10).

**Theme:** Curriculum  
**Code:** Vocabulary in the curriculum  
**Quote:**
- The vocabulary is in our programme (interview 1, question 5)
- (Vocabulary) in the books (interview 1, question 5)
- Especially in the books, you have to connect the vocabulary with the grammar. (Interview 1, question 3)
- For students is important to acquire vocabulary through the units (interview 1, question 3)
- There aren’t many recommendations (in the teacher’s book), but you have to do the activities for the students learn vocabulary. (Interview 2, question 12)
- The book has 8 units and I teach them all because there are planning so, we can be able to teach all the book units (interview 2, question 12).
- Because they cover all the book (English lessons) they (students) learn all the contents (interview 2 question 12)
- The workbook (English in Mind) it’s ok for the students level (of English) (interview 2 question 12)
- You have to complete the book and there is everything (interview 2 question 5)
- The school demands a series of controls and test every certain period of time. (Interview 2 question 5)
- (Regarding tests and controls in a certain period of time) that is the only way that we have to measure their (students) learning. (Interview 2 question 5)
- If they (students) have bad marks (tests and controls) they have the chance to do a remedial in order for them to study again and they could learn (vocabulary). (Interview 2 question 12)

- From Pre-kinder to 4th grade they have 5 hours of English lessons per week, from 5th grade to 8th grade they have 4 hours per week, and for 9th grade to 12th grade they have 3 hours per week. (Interview 2 question 2)

**Theme**: Class Planning Stage  
**Code**: Stages of the class  
**Quote**:  
- I usually try to develop the 4 skills in a class and I try to connect the skills with the topics and the information I’m teaching (Interview 1, question 2)

- You usually follow the structure of a class, you do the warm up (...), introduce the topic or the information (...), practice, and then you continue with (...) produce the English and at the end you try to check the information. (Interview 1, question 1)

**Code**: Presentation Stage in class delivery  
**Quote**:  
- Best way to teach vocabulary is through a game (interview 1, question 4)

- I try to make a PPT for projecting those pictures on the whiteboard (interview 1, question 5)

- When I have time I usually try to take pictures from the internet (interview 1, question 5)

- Better for them to recognize through images (interview 1, question 4)
- Flashcards and I think that is also a good idea for trying to show the students vocabulary you are teaching (interview 1, question 5)

**Code:** Practice/Production stages in class delivery

**Quote:**
- (...) Circle with the best word that correspond (interview 1, question 4)
- Identify and recognize different words (interview 1, question 5)
- Or any activity that you can do (interview 1, question 4)
- You also can teach it (vocabulary) by a game (interview 1, question 4)
- I also ask in questions giving some alternatives for them to try to guess (interview 1, question 4)
- When you have little kids you usually play games (interview 1, question 4)

**Theme:** School academic organization

**Code:** School organization

**Quote:**
- I’m the only one who have* meetings with the coordinators, only once a week. (Interview 2 questions 8)
- There are the “sostenedores”* with the director in parallel; above there are the coordinators, then the head of the different departments, and finally the teachers. (Interview 2 question 6)
- In the school there are 45 teachers. (Interview 2 question 3)
- The weekly planning's had to be delivered to the coordinators every Monday. (Interview 2 question 5)
- There is an average of 45 students per classroom.
Code: School organization/policies regarding new students

Quote:
- The new students admission in the middle of the semester is allowed. (Interview 2 question 1)

- (New students) They need approximately two years to equal their classmates' English level. (Interview 2 question 1)

- There are no (English) schooling (for new students) (interview 2 question 1)

- There is no schooling because the school doesn’t give* neither facilities nor resources. (Interview 2 question 1)

- (The school) doesn’t prepare other courses (Schooling for new students). (Interview 2 question 1)

- There isn’t much rotation (of students) because the ones (students) who enter in the school are more than the ones that left. (Interview 2 question 1)

Theme: Vocabulary teaching
Code: Importance of vocabulary in the classroom

Quote:
- (Vocabulary) has a lot of importance. (Interview 2 question 10)

- (Vocabulary teaching) is always related with the book. (Interview 2 question 9)

- (Vocabulary) Help students to talk and feel confident when they speak in English or do something in that language. (Interview 2 question 10)

- (Vocabulary) Is taught at the beginning of the unit and is reviewed through the unit. (Interview 2 question 9)
- (Vocabulary from the book) Is enough for what they (students) have to know*. (Interview 2 question 9)

- Vocabulary helps them (students) a lot and is important. (Interview 2 question 10)

- The students are fine with the vocabulary that they learn. (Interview 2 question 12)

**Theme:** Organization of the English department  
**Code:** English Language Teachers’ organization  
**Quote:**
- There is only one head of the English department (interview 2 question 7)

- (English teachers) plan weekly (English lessons) (interview 2 question 5)

- (Teachers who share the same grade lessons) In the first semester one teacher is in charge of planning and the next semester the other one is in charge of planning. (Interview 2 question 5)

- In the English department we are 5 teachers. (Interview 2 question 3)

- (English teachers) we coordinate between us to have the most similar classes (between the different grades) (interview 2 question 5)

- (English Department) met once a week 2 hours to coordinate. (Interview 2 question 8)

- (English teachers) We share the planning. (Interview 2 question 5)

- (…) we don't impose (teaching) methodologies (regarding planning) (interview 2 question 5)
- (In case of absence) The teacher who has more time working in the school has to replace me. (Interview 2 question 7).

- (Teachers' lessons inside the classroom) start with 22 hours per week (…) because I have the minimum hours inside the classroom (interview 2 question 4)

- (Classroom hours) Up to 27 hours (interview 2 question 4)

- (Classroom hours) Depend on the contract and classes that you have. (Interview 2 question 4)

**Code:** Setting new goals for English department-near future
- The goals are that students will be able to do the KET in 7th grade, the PET in 10th, and the FCE in 12th grade. I think that is possible to do it, hard but in 2 to 3 years it will be done. (Interview 2, question 12)

**Uncategorized:**
- If they (students) doesn’t*(sic) know a word, I teach it to them. (Interview 2 question 9) (Eliminated)
9.4 Appendix 4 Observation A-1

Observation: September 6th, 2016
Class: 8th grade.
Classification A-1

The class should have started at 12:15.
Start: 12:30

The teacher writes the main objective on the board
Main Objective: Practicing writing skills.

(In Spanish) The teacher also speaks about the English Week, the students who missed the evaluation day of the English Week (and have a medical certificate) have to present in order to have their mark, and otherwise they will have a minimum grade.

12:40 the data doesn’t work and the teacher with the help of some students try to fix it.

Because the class can’t start, the students start talking and get distracted.

12:43 the class starts

The main activity is a power point presentation about writing.
- The teacher makes a review of how to write a postcard.
- The teacher teaches the students how to write a Note.

The students are quiet and taking notes, the teacher show examples and show the main differences.

The teacher asks for the meaning of some words.
Vocabulary: ask, why, because, save. The teacher uses translation.

The meaning of the words is given in Spanish and also she teaches to the students how to use the words in a specific context (i.e. Why did you eat that cake? Because I was hungry*). The teacher doesn’t ask the students to create sentences using these words.

The teacher and the students take their time to write a Note together.

Vocabulary focused in the class was used to describe the task but it was not used in the Note written.

The class finishes at 13:00
9.5 Appendix 5 Observation A-2

Observation: September 13\textsuperscript{th}, 2016  
Class: 8\textsuperscript{th} grade.  
Classification A-2

The class should have started at 12:15.  
Start: 12:30

The teacher speaks about an oral test that will be realized the first Wednesday after the holidays.

The teacher explains the evaluation process and parts of the test: 1- Personal questions, 2- Describe a picture, and 3- Role-play.  
\textit{The teacher explains the evaluation steps half in English and half in Spanish.}

The teacher informs the students the previous classes of the test.  
\textit{Spanish.}

12:40

The teacher explains the marks percentages to the students  
\textit{Spanish}

The teacher gives the English Week's marks to the students. But before, she talked about some incidents that happened that day.  
\textit{The students are not focused. Spanish.}

12:43

The teacher start practicing the personal questions of the oral test: The teacher writes the possible questions on the board (5 topics).  
\textit{This is half in English and half in Spanish.}  
\textit{The students talk a lot.}

12:57

The teacher start asking direct questions to the students (2 questions to 2 different students)  
\textit{Some students are very interested in the subjects and want to participate; they show this by raising their hands.}

13:00

The class is over.  
No vocabulary was taught in this lesson.
Observation: September 27th, 2016.
Class: 8th grade.
Classification A-3

The class should've started at 12:15
The class started at 12:30

The teacher gives information about the results that they had on a previous test and warn them about the difficulty of the KET.

*This is explained half in English and half in Spanish*

*The students pay attention*

12:37

The teacher talks about the oral test that the students will have on Wednesday, also the teacher gives the previous test to the students.

*The students get distracted and start talking and moving around the classroom looking at each other’s marks.*

12:39

The teacher talks about the test’s scores.
The teacher said that they will start a new unit and that on Friday they will have the new unit’s test.
The teacher tells to the students the consequences of missing the oral test that they will do on Wednesday.

*This is half in English and half in Spanish.*

*Students start whispering*

12:41

Some students stand up and ask something about the quiz to the teacher

*Spanish*

*Students are distracted, talking, and moving around the classroom.*

12:44

The teacher asks the students to open their books on page 53 and start the new Unit.
The teacher starts a conversation with the students about the differences between the British and the Chileans.
Teacher speaks in English.
Some Students answer in Spanish.
Some students' answer in English
Some students answer in a mixture of both languages.
Students participated actively.
Teacher teaches the word monarchy incidentally.

Teacher introduces the present perfect tense
New vocabulary is being taught: should, shouldn’t, bus stop, take off your shoes, kiss, and cover your mouth.

The words are translated to their meaning in Spanish.

In the book there is a Matching activity (match words with picture) but the teacher ask to the students the answers directly.

12:50
There is a Listening activity, the teacher read the instruction to the students and ask them the meaning of the word involve

Teacher uses translation for the instructions and also for explaining the meaning of the word.
Students are talking a lot
While the recording is being played, the students remain silent.

Teacher checks the answers with the students.
Teacher asks to the students if we are more similar to the British or the Americans.

The teacher and the students interact in Spanish.

13:00 the class is over.
9.7 Appendix 7 Observation A-4

Observation: September 30th, 2016  
Class: 8th grade. 
Classification A-4

The class should have started at 11:30.  
Start: 11:43

The teacher explains what the class is going to be about. 

*Students remain silent*

The teacher informs that they will have the KET exam.  

*The teacher starts talking in English but finish speaking in Spanish.* 

11:45

Teacher recalls what they saw last class (the day before).  

*English.*  
*They name the vocabulary that they saw in the previous class: relaxed, lazy, friendly, unfriendly, and organized.*

The teacher asks to the students the meaning of 2 questions that wrote on the board:  
What are you like? What’s your best friend like? 

*The students are talkative.*  
*The students say the meanings of the questions in Spanish.*

The teacher analyse the grammar of the sentence. 

*The teacher interacts with the students in English.*  
*The teacher explains the use of like, is and are to the students.*  
*The students remain silent.*

The teacher asks to create a question about a movie and using like. The teacher asks to the students to transform the question: What is your favourite movie like? To the Past Simple Tense.  
The teacher writes the answer on the board. 

*The students read the answer loudly.*
The teacher teaches that to ask for an opinion in a question you have to use “What”.

_The students remain silent_

11:58
The teacher gives 3 minutes to the students to write in their copybooks what is written on the board

_The teacher writes the title on the board._
_The students start talking._

12:00

The teacher asks the students to open their books on page 53 to do a grammar matching activity

_The teacher translates the activity and asks some students to answer the activity._

12:02

The students start doing the next exercise that is to complete a table with missing words.

_The students do not participate at all; the teacher does all the work._
_Students do not want neither to ask anything nor participate._

12:06

The teacher asks some questions with “what” and “like” to specific students and they answer correctly.

The teacher asks another question.

_The class got distracted, they shout, and leave the class because they have to receive a vaccine._
_Only the male students leave_
_The girls start changing seats, moving around the classroom, and start asking questions about the content._

12:10

The teacher start writing questions with error and the students have to identify them. The teacher wrote 5 questions.

_Only one student participated._
_After the last question, the students started to participate more._
12:18

The teacher asks the students to do the next exercise on the board.

*The teacher read the instructions and translates them.*

12:22

After checking the answers the teacher asks to the female students if they have any question.

*The female students didn’t understand so the teacher explained again.*

12:26

*Female students go to receive the vaccination.*

*Male students arrive.*

12:29

The teacher asks to the students to remain silent and start the activity of finding mistakes on the questions.

The teacher asks questions and gives 10 seconds to the students to think of the answers.

*Students remain silent*  
*A student answers.*

This exercise is repeated 4 times.

12:36

The teacher asks the male students to do the activities from the book and repeat the process.

*This is done half in English and half in Spanish*

12:43

The teacher gives the book answers.

The teacher writes some answers on the board and the students have to create the questions.

*Only a few students participate, the rest remain in silence.*

12:49

The teacher asks to the students to open their workbook on page 117 and they started to do the exercise orally.
Students participate actively.

12:53

The female students get inside the classroom.

12:55

The class is over.

The class should have finished at 13:00
Appendix 8 Observation A-5

Observation: October 4th, 2016
Class: 8th grade.
Classification A-5

The class should have started at 12:15.
Start: 12:25

The teacher asks about how the students felt regarding the KET mock that they had in the morning.

This is in English.
A lot of students want to speak.
The students interrupt each other.
The students found the test difficult.
The teacher starts asking specific questions to specific students about the test.
The teacher explains how and when the test is going to be corrected.

12:33
The teacher starts preparing for the class

The students start moving around the classroom and also starts speaking.

12:36
The Teacher writes the date on the board.

12:38
The teacher writes what the students saw last class on the board.
The teacher asks for the negative form of organized and friendly.

Students participate actively because they saw that content in the previous class.

The teacher asks if these adjectives are positive or negative: boring, brilliant, interesting, attractive, fantastic, awful, cool, dull, ugly, and dreadful.

The teacher also asks for the meaning of those words.

The students give the meaning in Spanish.

The teacher gives an example using dreadful: “The book is dreadful”.

The teacher asks for a synonym for awful.

*The students participate actively and have a good attitude they look motivated.*

12:48

The teacher asks to the students to open their books on page 53: “write the positive and negative adjectives”.
The teacher gives to the students two minutes to finish the activity.

*Students participate actively when checking the answers.*

12:50

The teacher create an activity in pairs to describe certain things (mother, movies, books, foods, etc.)
The teacher gives to the students two minutes to finish the activity.

*The students participate actively.*

12:53

The teacher checks the answer with the student aloud.

*Students participate actively and give correct answers.*

12:58

The teacher does an activity where she gives 3 adjectives of a students and the rest of the class have to guess who the student is.

*Students participate actively and guess the name of the student.*

13:00

The Class is over.
9.9 Appendix 9 Observation B-1

Observation: September 6\textsuperscript{th}, 2016
Class: III\textsuperscript{rd} grade.
Classification B-1

The class should have started at 13:45
The class starts at 14:00

Main objective: Introduction to Unit 4 and learning fields of work.

The teacher plays the hangman with the students. The sentence that the students need to discover is an idiomatical expression: “Far cry from”. The teacher explains the meaning in English using two students as an example.

\textit{While the students are guessing the word they participate actively, but when the teacher gave the example the whole class started to misbehave.}

The teacher opens the book to write with Unit 4. The grammar that they will see is Present Perfect Simple v/s Present Perfect Continuous

The teacher teach vocabulary related to the Unit:
- Public Service
  - Education: teacher, head of the school
- Entertainment
- Health Care
- IT & Media
- Legal: lawyer
- Management/finance
The vocabulary is presented in English completely and the students must explain in English what the job is about and the professions included. There is good behaviour in the classroom.

The teacher did a matching activity from the book where the students had to match the pictures with the working field.

The activity was done individually and later they checked with the whole class, its important to mention that from 45 students, 16 didn't have the English book so they were just sitting in the classroom without working. Only a few students participated.

The teacher does a listening and reading activity from the book where the students have to underline the false statement.

In this listening, students are incidentally exposed to the vocabulary because they only hear the meaning of the word but not specifically the word (i.e. the recording said that he worked in legal projects but it doesn't say that is a lawyer).

The teacher talks with the students about the listening and explains some words. (i.e. Volunteer jobs are not paid and lawyers worked with legal stuff).

Even though students are learning new vocabulary, they don't ask any questions about the new words.

The students do a True or False activity from the book.

Most of the students don't complete the activity but filled it when they were checking it with the teacher. Students were talking.

The teacher asks the students what they want to be when they finish school.

The students participate actively in this activity.

14:37 the class is over.
9.10 Appendix 10 Observation B-2

Observation: September 13th, 2016
Class: IIIrd grade.
Classification B-2

The class should have started at 13:45.
Start: 14:00

Preliminary English Test's mock.
9.11 Appendix 11 Observation B-3

Observation: September 27th, 2016
Class: III\textsuperscript{th} grade.
Classification B-3

The class should have started at 13:45.
Start: 14:00

The teacher gives information about an oral text that they will have the following week.

_The students are quiet._
_This is in half in English half in Spanish._

The teacher asks students to form the couples for the oral test.

_The students make a lot of noise and change seats._

Teacher warns the students about the advantages and disadvantages of making certain couples for the oral test.

_Students remain silent._
_This is completely in Spanish._

Teacher starts making couples with the students who has no couple and with the students missing.

_This is completely in Spanish._
_The students misbehave and start talking a lot._

14:13

The teacher explains some items of the oral test and show to the students some questions that they will be asked.

_Teacher adds the information explaining what will happen if a student missed the test and doesn't have medical certificate._
_This is completely in Spanish._

14:17

The teacher starts explaining the personal information questions.

_The students start speaking with a low volume._
This is in English.

The teacher writes the questions with the possible answers on the board.

The students start speaking a lot.
The teacher said that if they don’t remain silent they won’t learn and they will have a bad mark.
The students remain silent.

The teacher writes other type of questions with the possible answers on the board. Then, the teacher explains how to answer the questions.

This is Completely in English.
Students are constantly talking.

14:30

The teacher explains some other questions that they may have to answer in the test. The teacher gives possible answers to the previously stated questions.

This is in Spanish.
Students are talking the whole time.

14:39: The class is over.

The class should have finished 9 minutes earlier.
9.12 Appendix 12 Consentimiento Informado

DOCUMENTO DE CONSENTIMIENTO (PROFESOR PARTICIPANTE)

Objetivo de la investigación: Este estudio, denominado “How do I teach Vocabulary?: A Case Study” busca investigar los criterios que utiliza el profesor para elegir la metodología idónea a la hora de enseñar vocabulario en las clases de inglés. También busca contribuir a la exploración de los distintos métodos de enseñanza de vocabulario del idioma inglés que utiliza el profesor en sus clases.

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Procedimiento:
- Durante las entrevistas, sus conversaciones o intercambios verbales serán grabados para propósitos de transcripción y análisis posterior.

- El proyecto contempla la realización de entrevistas al profesor y observación de actividades en clase. Estas se planificarán y acordarán en forma directa con el profesor participante en el estudio. Se tendrá especial cuidado de que no resulten disruptivas para el docente y el funcionamiento del establecimiento. Las sesiones se llevarán a cabo durante los meses de agosto y septiembre principalmente. Su participación está ligada a las siguientes actividades:

  • Actividades de preparación de clases e instrumentos de planificación o guía que utiliza el profesor.

  • Actividades realizadas por el profesor en el aula en la enseñanza del inglés con especial atención a la enseñanza del vocabulario en el idioma objeto.

  • Entrevistas al docente que participara en la investigación. Una entrevista se llevará a cabo al inicio de la investigación y otra al término de esta (se podría
llegar a considerar una tercera entrevista en caso de necesitar más información).

- Observación de algunas clases del profesor participante.

- Análisis de documentos (en caso de que el profesor participante base su enseñanza de vocabulario en algún documento, por ejemplo: instrumentos de planificación, textos, guías de trabajo, etc).

**Condiciones de su participación:**
- La información y los resultados de la investigación serán utilizados solo para fines del estudio propuesto.
- Los participantes no correrán ningún riesgo al participar en esta investigación.
- La información en este documento será almacenada de manera segura en el computador protegido por contraseña.
- Nadie aparte de los investigadores tendrá acceso a esta información. Toda información se mantendrá de manera confidencial. Su nombre y el nombre del establecimiento en el cual usted trabaja no serán utilizados en informes que describan los resultados de la investigación.
- Incluso al aceptar participar, usted es libre de retirarse de la investigación en cualquier momento que estime conveniente.

He leído y entendido la descripción de la investigación y de esta manera acepto participar en las actividades dentro de la sala de clases así como en las actividades extras. Si tiene alguna duda o consulta, no dude en preguntarnos.

Nombre: __________________________

Firma: ____________________________  Fecha: ____________________________

Correo electrónico: __________________  Teléfono: __________________________
PROTOCOLO DE MANEJO DE DATOS PARA PROYECTOS DE INVESTIGACIÓN SEMINARIO DE GRADO

I.- ANTECEDENTES ADMINISTRATIVOS
1.- Integrantes: Michelle Batarse Saieh
2.- Profesor guía: Leonardo Ormeño Ortiz
3.- Carrera y sede: Pedagogía en Inglés, Casona Las Condes.
4.- Título del proyecto: “How do I teach Vocabulary? A Case Study”

II.- ANTECEDENTES DE LUGAR DE OBTENCIÓN DE DATOS
1.- Institución o entidad donde se realizará la obtención de datos de las personas que serán sujetos de estudio: XXXXX
2.- Antecedentes de la selección de los sujetos de investigación que participarán en el estudio (número, edad, profesión u oficio): XXXX

III.- PROPÓSITOS DEL PROYECTO DE INVESTIGACIÓN
1.- El propósito de este proyecto de investigación es investigar los criterios que utiliza el profesor para elegir una metodología a la hora de enseñar vocabulario en las clases de inglés. También busca contribuir a la exploración de los distintos métodos de enseñanza de vocabulario del idioma inglés que utiliza el profesor en sus clases.
2.- Justifique el uso de entrevistas, grupos focales, observaciones u otros medios de recolección de información desde personas.
   • Las entrevistas tienen como objetivo el conocer lo que el profesor piensa, cree y sabe respecto a la enseñanza de vocabulario en las clases de inglés.
   • El objetivo de las observaciones será ver como el profesor enseña vocabulario durante su clase de inglés en 8° año de Enseñanza Básica.
   • La finalidad del análisis de documentos es investigar la fuente en la que el profesor se apoya a la hora de enseñar vocabulario en la clase de inglés.

IV.- DESCRIPCIÓN GENERAL DEL PROYECTO DE INVESTIGACIÓN
1.- Describa:
   a) ¿Cómo se asegurará la confidencialidad de la información?: La confidencialidad de la información se asegurará gracias a que será almacenada en un computador con clave o en un celular con clave de los cuales solo el investigador tiene acceso.
   b) ¿Deja explícita la posibilidad de revocar en cualquier momento el consentimiento sin consecuencias ni perjuicio para el sujeto? Si
c) ¿Involucra su investigación a sujetos de poblaciones vulnerables? (niños, personas con trastornos mentales, población cautiva, por ejemplo) No____.

d) Si respondió sí a la pregunta anterior, debe adjuntar una justificación especial detallando la manera en que los derechos de los sujetos de poblaciones vulnerables serán resguardados. Si el sujeto es incapaz de dar su consentimiento, este debe ser obtenido de un representante legalmente calificado, de acuerdo a las disposiciones vigentes.

V.- INFORMATIVO DE PARTICIPANTES

1.- Adjunte los documentos informativos para participantes, consentimiento y/o asentimiento informado según corresponda.
   • Documento Informativo de Participantes
   • Documento de Consentimiento Informado
   • Carta de presentación

VI.- CERTIFICACIONES DE LOS INTEGRANTES DEL SEMINARIO DE GRADO

1. Certificamos que, a nuestro juicio, el proyecto de investigación propuesto no constituye una duplicación innecesaria de investigaciones previas.

2. Certificamos que los antecedentes presentados en este Protocolo incluyen la totalidad de los procedimientos con personas propuestos en el proyecto de investigación.

3. Nos comprometemos a solicitar y obtener la aprobación del Comité de Bioética de la Universidad Andrés Bello, antes de iniciar CUALQUIER cambio al Protocolo aprobado. Además, comunicaré al Comité cualquier evento adverso que se presente durante la ejecución de la investigación propuesta.

4. Nos comprometemos a garantizar que los datos entregados sean íntegros y confiables, cumpliendo con el protocolo autorizado.

Michelle Batarse Saieh
17.958.658-4

24 de Agosto, 2016.
9.14 Appendix 14 Field Notes

List of Field Notes taken in the research site.

- September 27, 2016: 8:50h. The teacher prepares a power point presentation with images and definitions to teach Vocabulary.

- September 27, 2016: 9:35h. The teacher prefers working with the workbook due to its accuracy in the exercises offered regarding vocabulary teaching in nine-grade level.

- September 28, 2016: 10:30h. The teacher prefers teaching vocabulary with games, flashcards, and pictures in first grade.

- September 28, 2016: 11:30h. The teacher always shows a video to First grade students to teach them vocabulary and to catch their attention.

- September 30, 2016: 9:15h. There is one English Teacher to plan for each grade level. If the grade level have more than one class, only one teacher plan and gives the planning to the other teacher. (Class planning activities)

- September 30, 2016: 11:15h. The English teachers of the School plan weekly, they have to deliver the planning’s for the whole week every Monday. (Class planning activities)

- October 3, 2016: 9:21h. Head of English Department is in charge of planning and buying the necessary things for all the extracurricular activities regarding the English Subject. (Departmental organization tasks)
- October 3, 2016: 9:40h. The teacher plans her lessons in order to comply with the school curriculum and achieve the goals regarding English Language teaching.

- October 12, 2016: 12:30h. For nine graders, the teacher prefers to teach vocabulary in context using sentences and asking the students to complete several exercises.

- October 14, 2016: 10:30h. The teacher shows a preference of teaching only the words that appeared in the book, the rest of the words that the students don’t know are asked spontaneously, but there aren’t any planning from the teacher to teacher words that aren’t recommended by the book.