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Improving L2 vocabulary knowledge in EFL learners through explicit instruction of vocabulary learning strategies

TRABAJO DE TITULACIÓN
Para optar al título de Profesora de Inglés y
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I.   Contextualization of the research puzzle

Vocabulary learning is one of the longest processes when it comes to second language acquisition. Sener (2015) explains that when we do not have sufficient vocabulary, we cannot understand or communicate with other individuals, which means that we cannot get across our own opinions, ideas, or thoughts. This evidences how critical vocabulary learning is for language learners.

A representative example of this situation is a 9th grade class of a Chilean vocational school whose major weakness is their lack of vocabulary knowledge. During the observation time that I had with this class, I could notice that students had little vocabulary in the L2, which led them to talk in Spanish during classes. In fact, they expressed that sometimes they could not understand some words on their worksheets or that they did not know how to say something in English.

In this context, it is worth asking if *explicit instruction of vocabulary strategies will help students to improve their vocabulary knowledge in the L2*. According to Gorgoz & Tican (2020, p.26) "vocabulary learning strategies that enable effective learning of words will also enable learners to take control of their own learning and thus take more responsibility for their studies".

For the previous reasons, I designed an intervention that will consist in explicitly teaching vocabulary learning strategies in order to get students to use them in receptive skills only, as well as implementing different consolidation strategies for the actual acquisition of the new words. It is expected that the interventions have a positive impact on students' knowledge of the L2 since teaching vocabulary strategies and providing them with instances for consolidating new words does not only foster independent learning, but it will also benefit all learners no matter what their level of English is.

This report is divided in three parts. First, a review of the literature that supports the logic of this proposal will be presented. Second, the objectives and the lesson sequence will be explained as well as the materials and data collection instruments. Finally, the conclusion and a personal reflection will be given.

Regarding my specific objectives for the action plan, I expect that learners will be able to consciously apply vocabulary learning strategies to guess or infer the meaning of unknown words and, as a teacher, I am looking forward to foster independent learning in my students. What concerns my contributions for the research community, I want to explore the implications of strategy instruction, its benefits, and challenges within the given context.

II.   Literature review

Studying English as a foreign language involves going through different learning processes and stages. Among these, we can face the difficult process of learning a wide range of new words since vocabulary acquisition can influence how we communicate and use the language. Nation (2013) explains that vocabulary knowledge is an essential component of any language competence, and therefore it is a critical part of second language acquisition. Furthermore, Alqahtani (2015) emphasizes that "vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (p.22).

Many techniques, approaches, exercises, and practices have been developed and created within the vocabulary teaching field (Hatch & Brown, 1995). For that reason, all these approaches go along with the idea that teaching vocabulary should not be about providing learners with long lists of words for memorization activities or teaching isolated words without context. As teachers, we should provide learners with the necessary vocabulary learning strategies in order to expand their vocabulary knowledge and foster their independence as autonomous learners. Oxford (1990) defines language learning strategies as "specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills" (p.8).

In this action plan, the focus will be placed on the vocabulary learning strategies proposed by Schmitt (1997) who based his work on Oxford (1990). Schmitt (1997) argues that when learners face an unknown word they have two options: they "must use their knowledge of the language, contextual clues, or reference materials to figure out the new meaning (determination strategies) or ask someone else who knows (social strategies)" (p.206). The previously mentioned strategies are positioned within the group of the "strategies for the discovery of a new word's meaning" proposed by Schmitt (1997).

Since the aim of this action plan is that learners improve their vocabulary knowledge and considering they are an academically diverse classroom at a beginner level, I will

be focusing only on three strategies proposed by Schmitt (1997), two determination strategies and one social strategy. These strategies are: *(1) analyze affixes and roots, (2) check for L1 cognates, and (3) ask classmates for meaning.* I decided to include a social strategy as it can provide students with an option of movement when trying to reach a partner and asking for the meaning of an unknown word during the activities. What is more, I will also consider one strategy proposed by Oxford (1990) which is the *(4) guessing intelligently using linguistic clues* from her compensation strategies for receptive skills. Oxford (1990) argues that "guessing is essential for listening and reading. It helps learners to recognize and understand every single word before they can comprehend the overall meaning" (p.90). Furthermore, Nyikos and Fan (2007) (cited in Oxford, 2017) explain that vocabulary learning strategies should be incorporated in any L2 language course, because of the following reasons:

"(1) that integration of VLS into instruction appears to be more effective than non-integration, (2) that significantly better vocabulary performance is possible with VLS instruction, and (3) that combination of metacognitive and specific VLS seems to work better than either in isolation" (p.261).

On the other hand, despite having a clear focus on vocabulary strategy instruction, I will consider some memory consolidation strategies proposed by Schmitt (1997) in order to make students able to consolidate new words after the direct strategy instruction. As stated by Noprianto and Purnawarman (2019), vocabulary consolidation strategies "refer to the strategies which are helpful to store and remember the meaning of the words and also aspects of the words such as their pronunciation, spelling, etc." (p.265). Within Schmitt's (1997) taxonomy, he also proposed the "strategies for consolidating a word once it has been encountered". Some of these consolidation strategies are social strategies, cognitive strategies, and memory strategies; as mentioned before, I will be focusing on the memory strategies. According to Schmitt (1997) consolidation memory strategies "involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping" (p.13). Also, this author explains that it can help individuals to learn faster and recall information better because of the integration of new material into existing cognitive units (Schmitt, 1997). The memory consolidation strategies proposed by Schmitt (1997) that I will consider are: to study the word with a pictorial

representation of its meaning, to connect the word to its synonyms or antonyms, and to use the new words in sentences.

In order to assess the consolidation of vocabulary in the intervention, I will use exit tickets as memory strategies for the different sessions since this type of closure will increase students' performance through active writing responses (Ganske, 2017). Besides, this activity will provide me with an insight of students' usage of the learned strategy and will give them space to "actively synthesize the parts into a whole" (Ganske, 2017, p.99), this means using the strategy taught and the learned vocabulary. Each exit ticket will be designed according to the lesson and the strategy used.

III. Action Plan

The pedagogical proposal is based on the last unit that appears for this level in the National Curriculum. The unit in which the action plan is embedded in is Unit 4: "Traditions and Festivities". The aims of this unit are for students to learn, communicate, and establish connections about traditions, myths, and festivities from different parts of the world and their country, as well as to be aware of the diversity that exists regarding traditions of different countries (OA A and B). The Ministry of Education made an adaptation of the objectives called "Priorización Curricular" that will need to be met during this year due to COVID-19, so those are the ones that will be used for the unit, which are OA1, OA8, OA9, OA14, and OA12[1]. The key vocabulary considered for this unit is *"tradition, festivity, carnival, crowded, why don't we…? although, colorful, wonderful",* but other new words will be also included during the activities. What is more, the time frame expected for the intervention is of five lessons that will ideally take 2 weeks.

The general objective of this proposal is:

- *To explore how teaching vocabulary strategies can improve students' vocabulary knowledge in the L2, considering their context and various types of proficiencies.*

Regarding the specific objectives, students are expected:

1. *To consciously apply vocabulary learning strategies in receptive skills only.*
2. *To be aware when it is more accurate to use one or the other.*
3. *To reflect on the usefulness of vocabulary learning strategies to foster autonomous learning.*
4. *To work collaboratively during the interventions.*

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[1] OA1/OA8 (Comunicación Oral): - Demostrar comprensión de ideas generales e información explícita.
　　　　　　　　　　　　　- Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones, etc.
　OA9/ OA12 (Comprensión Lectora): -Demostrar comprensión de ideas generales e información explícita.
　　　　　　　　　　　　　-Identificar y usar estrategias para apoyar la comprensión de textos.
　OA14 (Expresión escrita): Escribir una variedad de textos breves como cuentos, descripciones, etc.

a) Interventions

Within the interventions, the first one will be named the "zero" session because this one will be done outside the time framework considered for this proposal. In this lesson, students will be asked to read a short text and guess the meaning of 10 words previously chosen by the teacher. At the same time, they will have to answer a questionnaire in which they will have to explain with their own words (either in English or Spanish) how they were able to guess the meaning of those words (see appendix B). The purpose of this activity is to know whether students are aware of the use of vocabulary strategies or if they use any strategies at all. This will work as a diagnostic pre-test that will be useful as a data collection instrument for the actual intervention.

In lesson one, I will start by providing a summary of the students' answers in the questionnaire, and then talk about them as a class. After that, I will introduce two vocabulary strategies: *(1) L1 cognate and (2) ask a classmate*. I decided to introduce the social strategy first because this one would be useful as a "second way" of doing things, in this case, students will be able to use it along with the other strategies during the following interventions. What is more, these two strategies are the ones with the lowest exigency; in the case of the first one, it will be easier for students to grasp because of L1 and L2 similarities and previous language knowledge of their mother tongue. When doing the lesson, I will explain the first strategy by saying that some English and Spanish words come from the same Latin root and that is why some words may have the same meaning in Spanish, although there is something called false cognates that can be tricky sometimes. Secondly, I will explain the other strategy describing how asking a classmate for the meaning of an unknown word could also be considered a strategy, but that they should avoid over-using it because the idea is that they also develop autonomous learning. While giving the explanation of both strategies, I will provide examples to the students and I will encourage them to think about other examples as a class and on their own.

Finally, to put into practice these strategies, students will have to guess/infer the meaning of unknown words of their preference that will appear in a YouTube video (see appendix C) which will have subtitles in English as visual support. Students will have to use the first strategy while watching the video and then they will have time to

apply the second strategy and move around the classroom. Next, we will check as a class which new words they were able to understand and as an exit ticket, we will play the "revision box" game. This game consists of picking a random word from a box (the ones that appeared in the video) and get students to create sentences with the words, to then hand in the piece of paper to the teacher (they will have to do this with at least 5 new words). This exit ticket will work as a memory consolidation strategy because I will check if students were able to use the words in context by creating short sentences. Also, in the exit ticket they will have to provide an example of the strategy they used the most.

The second session will start with a brief review of the two strategies that were previously taught, to then introduce the strategy *(3) guessing intelligently using linguistic clues*. I will provide a brief explanation of this strategy by saying that sometimes we can infer the meaning of a word through the use of linguistic clues, and then exemplify this particular strategy with several examples and asking them to do it along with me, so that they can do it later by themselves. I will scaffold this strategy by asking them "what clues do you have? what function does the word have in the sentence? Does it refer to a person, an object, an action, or a description?" To put this strategy into practice, they will have to do a reading activity (see appendix D) in which they will have to find out the meaning of unknown words in the text by using this strategy at least five times. However, students will be allowed to use other strategies that they know and the ones that were taught in the preceding lesson in order to lessen the pressure of using this new strategy. Also, they can work with their desk-partner. Regarding the words that I highlighted for this reading, most of them have something to resemblance in the text, meaning that they can be related to other words that appear. For example, the word "dates" could be related to the previously mentioned word "calendar" since the last one have a similarity with L1 and therefore students will have a clue to then grasp the meaning of "dates" and the same happens with the other words. Finally, the new words will be checked with the whole group. As an exit ticket, learners will have to hand in at least five new words that they learned with a synonym or definition of it. This exit ticket will also work as a memory consolidation strategy because students will be connecting the word to its synonyms or paraphrasing the words' meanings.

In the third session, I will introduce the last strategy *(4) affixes and roots*. I will briefly explain what suffixes and prefixes are and how they can influence or change the meaning of a word with the same root. In fact, I will use comparisons between L1 and L2 to show students how they are related; for example, the prefix *-ly* in English with *-mente* in Spanish. I will provide students a handout with some prefixes and suffixes (see appendix E) to use it along with the reading activity. To practice this strategy, students will read a short text (see appendix F) and consciously apply the strategy taught with the highlighted words. Also, they will be allowed to use the other strategies to facilitate understanding of unknown words that will be not highlighted. Finally, as an exit ticket and a memory consolidation strategy, they will have to create a drawing of the meaning of the words. This final activity will help learners to review the new word with a pictorial representation of its meaning and, at the same time, through the use of the affixes and roots strategy; they will be unconsciously using another memory strategy because of the knowledge that they will have about the new word and how it can change with different suffixes or prefixes.

In the fourth session, I will do a little review of the four strategies with the students and provide examples again. Next, I will give students a handout with a reading activity (see appendix G) in which they will have to apply all the strategies that they have learned to the unknown words in order to practice and review the four of them. This activity will be done in groups with the purpose that learners can help each other, and the teacher performs as a monitor. In the handout they will have to explain the strategies that they used and why did they choose it. Finally, we will check the activity as a class and as an exit ticket they will have to hand in the handout with the answers of the group.

The last session aims at testing students' ability to apply the different strategies that were taught during the intervention. They will have to individually read a piece of text (see appendix H) and apply the vocabulary strategies to infer the meaning of the highlighted words. At the same time, learners will perform a post-test similar to the first questionnaire from session zero. This will provide me with insights about the interventions and how successful were they. Finally, they will have to complete a self-perception survey about their learning progress (see appendix I) which will be done in Spanish to avoid misunderstanding because of students' level of English.

b) Data collection instruments

As another instance for data collection about students' strategy use, I will consider collecting data from a few students each class and conduct a multiple case study since it will provide more empirical evidence. Thus, it will allow wider exploring of the research question and it will be easier to understand the similarities and differences among the participants. The data that will be collected are the exit tickets, pictures of their notebooks, and observations during classes of the selected students. What is more, the learners will be selected at random the first session and they will remain the same for the following ones.

Regarding the previously mentioned data collection instruments, the exit tickets will play a central role because they will be the ones that will provide relatable data about each class. They will be collected from the whole class but, as mentioned before, leaving aside the ones for the multiple case study in order to examine them for that specific purpose.

IV.   Reflection and conclusion

The challenge of designing this pedagogical proposal has brought me several learning experiences. The first one is related to the improvement of my planning skills. Before having this instance of learning and creating this action plan, I tended to take things for granted when it was about the design of my lessons. I used to forget considering my students' background knowledge or to contemplate their context when laying out my lessons. Nevertheless, thanks to the process of formulating this proposal I learned that I must take care of every single aspect of the lesson and modify my ideas so that I can reach every student in the classroom. As a result of this, I have become a much more rigorous teacher now.

On the other hand, during the meticulous process of designing this action plan I realized that I was able to improve my teaching skills related to adaptability. During the creation of this proposal, I had to adapt the vocabulary learning strategies to the context I was teaching and the level of English that my students have. Thanks to this, now I feel capable of adapting this intervention to other teaching contexts that I will meet in the future. In fact, adjusting our lessons is a crucial skill that we need to develop as educators, since understanding our students' needs, weaknesses or strengths is fundamental for the development of an optimal learning process.

Regarding the application of this action plan in a real setting, I would expect to create a positive impact when attempting to implement it. This intervention aims to foster independent learning and to develop a wider vocabulary knowledge, since one of the goals is that students become more strategic learners. Although the strategies can be difficult to learn for a beginner, I would scaffold the process to make sure that learners go through a smooth learning process. Within this project, the way I decided to scaffold the strategies went from deciding the order I will present them, to the way I created and adapted every worksheet for my students. However, this can be even better scaffolded by preparing in advance the questions I will ask to conduct my students in a guided discovery journey.

Furthermore, I would like to promote collaborative learning with this intervention. Therefore, I included a second way of doing things by adding the strategy "asking a classmate to get the meaning of an unknown word", as well as doing the activities in

groups or pairs. In that sense, I am not only expecting that they develop autonomous learning but also to collaborate, that is why I also expect they develop tolerance and respect towards their classmate and hear what others have to say.

Concerning my teaching philosophy, this action plan goes in line with my principles because I strongly believe that as students, we have the reins of our learning process. We can learn all sorts of strategies, ideas, or techniques but if we do not put them into practice, we will never improve in our second language; that is why I chose to teach vocabulary learning strategies so that they become more autonomous learners. This action plan promotes awareness about students' ability to learn new words and improve in their second language if they practice and work every day on it. For this reason, despite having teachers as our mentors, we are the ones that have the power to put into practice the content that was taught to us. As a student, I truly believe in the empowerment we should have when attempting to achieve our goals. Notwithstanding, we cannot forget about how teamwork can also be as important as learning to do things by ourselves because as a pre-service teacher and a fellow student, I have experienced the benefits of working with someone else in the difficult process of learning a second language.

What is more, other of the teaching values that this proposal pursues is presenting a variety of learning materials to my students. Creating and designing different types of tasks or worksheets is important for me because I do not like being monotonous with my classes, especially in these types of interventions. Certainly, I believe in the idea that students need to be presented with different kinds of inputs since all students learn in a different way.

All in all, creating this action plan has taught me the importance of being a rigorous teacher with a clear goal. Understanding my students' needs will always play an important role in the process of designing my classes, as well as listening to their interests or what they have to say about the lessons. Moreover, adapting my ideas to the context and studying my students' weaknesses or strengths will be fundamental at the moment of implementing this intervention in the future since I expect to scaffold the process and help learners in every aspect. Finally, the previously mentioned features and my action plan overall play an important role within my teaching

philosophy since they go hand in hand with my idea of promoting autonomous and collaborative learning.

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VI.   Appendix

A) Action plan chart

Timing	Sub-question or objective	Planned action	Data collection
Lesson 0	Get to know if Ss are aware of the use of vocabulary learning strategies.	Apply a diagnostic pre-test.	-Answers from the pre-test. -Observations and note-taking from the activity.
Lesson 1	Guess the meaning of unknown words by using vocabulary learning strategies: (1) L1 cognate and (2) ask a classmate.	-Teach 2 vocabulary learning strategies: (1) L1 cognate and (2) ask a classmate. - Listening activity to apply the two strategies. -Wrap up: The revision box game.	-Check their notebooks and answers. -The revision box activity as an exit ticket (create at least 5 sentences with the new words), as well as an example of the strategy they used the most. -Observations from the activity. -Collect data from a few students for the multiple case study (exit tickets, pictures of their notebooks, and observations during classes).

Lesson 2	*Guess the meaning of unknown words by using vocabulary learning strategy (3) guessing intelligently using linguistic clues.*	*-Teach a vocabulary learning strategy: (3) guessing intelligently using linguistic clues.* *- Reading activity to apply the strategy.* *-Wrap up: Exit ticket.*	*-Check their notebooks and answers.* *-Observations and note-taking from the activity.* *-Exit ticket with at least five new words that they learned with a synonym or definition of it.* *-Collect data from a few students for the multiple case study (exit tickets, pictures of their notebooks, and observations during classes).*
Lesson 3	*Guess the meaning of unknown words by using vocabulary learning strategy (4) affixes and roots.*	*-Teach a vocabulary learning strategy: (4) affixes and roots.* *- Reading activity to apply the strategy.* *-Wrap up: Exit ticket.*	*-Check their notebooks and answers.* *-Observations and note-taking from the activity.* *-Exit ticket in which they will have to draw the meaning of the words, so in that way they will be studying the word with a pictorial*

			representation of its meaning.
			-Collect data from a few students for the multiple case study (exit tickets, pictures of their notebooks, and observations during classes).
Lesson 4	*Apply all the strategies that were previously taught in a reading activity.*	*-Review of the 4 strategies.* *- Reading activity to practice all the strategies in group. They will have to answer some questions.*	*-Check their notebooks and answers.* *-Observations and note-taking from the activity.* *-As an exit ticket, they will have to hand in the handout with the answers in which they will have to explain the strategies that they used and why they chose it.* *-Collect data from a few students for the multiple case study (exit tickets, pictures of their notebooks, and observations during classes).*

Lesson 5	*Consciously apply the 4 strategies that were previously taught in a test format (post-test).*	*-Apply a post-test.*	*-Answers from the post-test.* *- Self-perception survey about their learning progress.* *-Collect data from a few students for the multiple case study (exit tickets, pictures of their notebooks, and observations during classes).*

B) Pre-test

Pre-Test Unit 4: Traditions and Festivities

Name: _____   Date: _____

I.   Read the text and write a definition, translation, or synonym of the words in bold and explain how you were able to understand them (you can answer the questions in Spanish).

Fiestas Patrias – National Holidays

In Chile, the national holiday falls on September 18 and works as the **anticipation** of **Spring** by open-air ramadas, shelters with roofs made of tree **branches**, and fondas, which have stands offering **typical** dishes, empanadas, chicha and red wine. Under the shelter of the ramadas people dance cueca, along with cumbias. Along with the **commemoration** of the First Assembly of the Government of 1810, on the 19th, every single branch of the **military** takes part in a parade in different cities of the country. The Chilean **flag** is displayed on houses, **children** fly their kites and play with marbles and spinning tops. People hold hopscotch (rayuela) **competitions** and greased pole climbing contests (palo encebado). There are horse **races**, Chilean style, bareback, the rider holding onto the horse's mane, along with many other traditional activities.

Source: https://www.thisischile.cl/chiles-traditional-festivals/?lang=en

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1) Anticipation: _____
   How did you guess/infer the meaning of this word?
   _____

2) Spring: _____
   How did you guess/infer the meaning of this word?
   _____

3) Branches: _____
   How did you guess/infer the meaning of this word?
   _____

4) Typical: _____
   How did you guess/infer the meaning of this word?
   _____

5) Commemoration: _____
   How did you guess/infer the meaning of this word?

   _____

6) Military: _____
   How did you guess/infer the meaning of this word?

   _____

7) Flag: _____
   How did you guess/infer the meaning of this word?

   _____

8) Children: _____
   How did you guess/infer the meaning of this word?

   _____

9) Competitions: _____
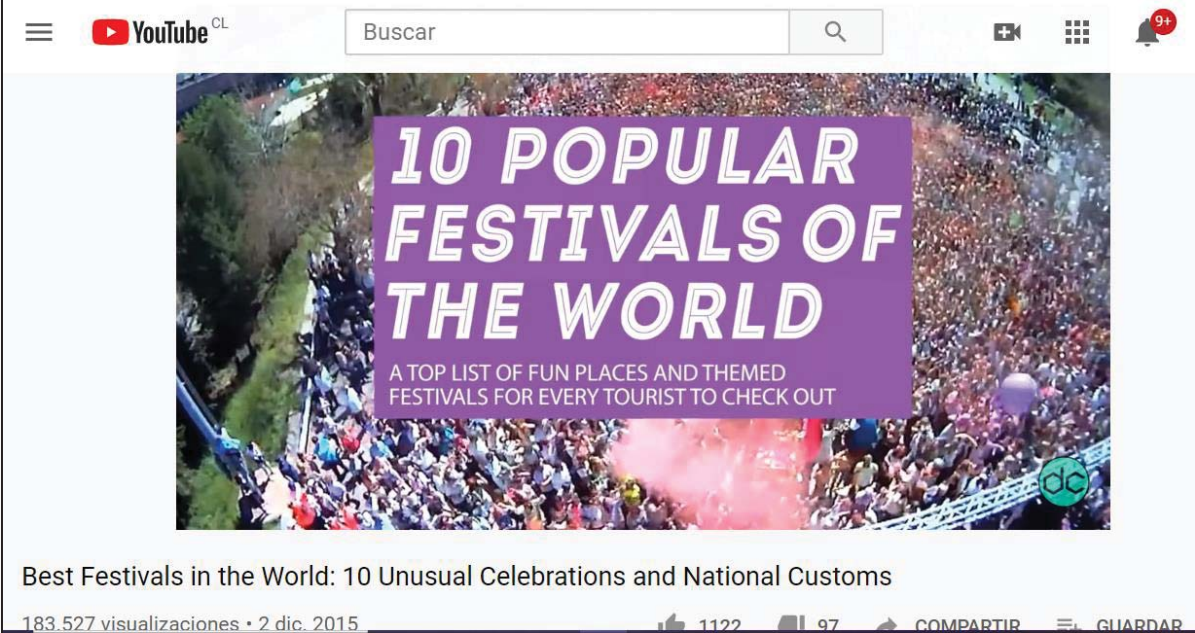   How did you guess/infer the meaning of this word?

   _____

10) Races: _____
    How did you guess/infer the meaning of this word?

    _____

HELP BOX
Read: Leer
Wirte: Escribir
Explain: Explicar
Understand: Entender
Guess: Adivinar
Infer: Inferir
Meaning: Significado

C) YouTube video lesson N°1

Link: https://www.youtube.com/watch?v=9l3WiwugNFE&t=26s

D) Reading activity lesson N°2

Reading activity: Chinese New Year

I. Read the text and apply the *guessing intelligently using linguistic clues* strategy to the highlighted words (write the synonym/translation/ definition of the word).

II. You can use other strategies you want with the words that are not highlighted if it helps you.

<u>Remember:</u> **What clues do you have? What function does the word have in the sentence? Does it refer to a person, an object, an action, or a description?**

Example: *"The <u>date</u> of the Chinese New <u>Year</u> is based on the Chinese lunar <u>calendar</u>, and the <mark>dates</mark> change, but it is always somewhere in the <u>period</u> from <u>January 21st to February 20th"</u>.*

The <u>underlined</u> words can be our clues (words related to the word we want to know). The previous word is "calendar" which is similar in Spanish to "Calendario". The word "dates" is a noun, but it is not a person, object, nor action, it is a "thing". By making a connection: in calendar we have months, and within months we have "dates" → *fechas*.

Chinese New Year

The date of the Chinese New Year is based on the Chinese lunar calendar, and the <u>dates</u> change, but it is always somewhere in the period from January 21ª to February 20ª.

<u>Although</u> there are many interesting stories explaining the start of the Chinese New Year festival, the main reasons for the festival are to celebrate a year of <u>hard</u> work, have a good rest, and relax with family, and to wish for a <u>lucky</u> and prosperous coming year. Chinese people believe that a good start to the year will lead to a lucky year.

The main traditional celebrations of the festival include eating <u>dinner</u> with family, giving red envelopes, firecrackers, new <u>clothes</u> and decorations. More modern celebrations include watching the CCTV Gala, instant message <u>greetings</u>, and cyber money gifts.

Every <u>street</u>, building and house where the CNY is celebrated is decorated with red. Red is the main color for the festival, as it is believed to be an <u>auspicious</u> color. Certain foods are eaten during the festival because of their symbolic <u>meanings</u>. Fish is a must for the Chinese New Year as the Chinese word for *fish* sounds like the word for *surplus*. Eating fish is believed to bring a lot of money and good luck in the coming year.

HELP BOX
Read: Leer
Apply: Aplicar
Highlighted: Destacado/a
Use: Usar

Source: Teens in Motion 1 Book (2020)

Reading activity: Cheese rolling

I. **Read the text and apply *the affixes and roots* strategy to the highlighted words (write the synonym/translation/ definition of the word).**
II. **You can use other strategies with the words that are not highlighted if it helps you.**
III. **You can use the summary for suffixes and prefixes below.**

Example: **Incredibly (suffix *-ly*) → Increíblemente (suffix *-mente*)**

        (English)   **(Spanish)**

Cheese rolling: an extreme sport?

Need more excitement in your life? Maybe it's time to start an extreme sport!

Extreme sports are activities that involve a lot of danger and excitement. Each year they are becoming more and more popular, but why? The main reason is for an adrenaline rush and to feel invincible. Some examples of extreme sports include base jumping, ice climbing, cave diving, and ... cheese rolling?!

No one knows how it started, but Cooper's Hill Cheese-Rolling Race is an annual event that has taken place for more than 100 years. The name comes from Cooper's Hill where the 'sport' takes place, outside the village of Brockworth, England. This extreme sport has become a tradition, and some may say that is a really odd one.

A wheel of cheese bigger than a tire is thrown down a hill while a group of people run after it, trying to be the first to catch it. The cheese weighs around 3kg and increases its speed traveling down the very steep slope. If you win, you get to keep the cheese, and if you come second or third you will receive £10. Incredibly, the event has become so popular that people travel from all over the world to take part – even from Canada and Australia.

But what makes the sport so extreme, and why has the local council tried to ban the tradition? Injuries. The hill is so steep that it is not possible to run down it. Instead, you fall, bounce, and roll to the bottom of the hill. Ambulances arrive at the event before the race starts in preparation for all those who will need to go to the hospital. You really need to be reckless.

Adapted from: https://learnenglishteens.britishcouncil.org/magazine/life-around-world/cheese-rolling-extreme-sport

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HELP BOX
Read: Leer
Apply: Aplicar
Use: Usar
Highlighted: Destacado/a

F) Summary for prefixes and suffixes

PREFIXES

- COME AT THE BEGINNING OF A WORD
- CHANGE THE MEANING

Prefix	Meaning	Example
un	not; reversal of	uncover
re	again; back	review
in / im	in; into; not	instead impatient
dis / dif	away; separate; not	divide disrespect
en /em	in; within; make	enslave embolden
pre	before	prefix
mis	wrong	mistaken
a	not; in, on; without	atypical aside

SUFFIXES

- COME AT THE END OF A WORD
- CHANGE THE MEANING

Suffix	Meaning	Example
-s, -es	more than one; verb maker	characters, reaches
-ed	in the past; quality, state	walked
-ing	doing something; quality, state	walking
-ly	how	safely
-er, -or	one who; action; compares	drummer dishonor bigger
-tion, -sion	noun: quality, action	tension
-able, -ible	able to be	reversible
-al, -ial	related to, like	partial

G) Reading activity lesson N° 4

Reading activity: Hanukkah

I. **In groups: read the text and apply the different strategies to the highlighted words (write the synonym/translation/ definition of the word).**

II. **Answer the following questions for each word:**
- **Which strategy did you use?**
- **How did you use it?**
- **Why did you choose that one and no other?**

Hanukkah

What is Hanukkah?
Hanukkah (or Chanuka) is the Jewish Festival of Lights. It lasts for eight days and is usually celebrated in November or December. Hanukkah traditions include lighting candles, giving presents, playing games, and eating food fried in oil, like doughnuts or potato pancakes.

Special candles
The traditional Hanukkah candle holder is called a Hanukkah menorah or hanukkiah and it has been used as a Jewish symbol since ancient times. A Hanukkah menorah has nine candles which are lit at night-time during Hanukkah.

In London you can see a giant menorah lit up with candles for the Hanukkah London event, in celebration of the Jewish Festival of Lights. This huge menorah in Trafalgar Square is installed close to the Christmas tree for a truly multicultural winter celebration.

Food
Fried food is traditional at Hanukkah. Latkes are fried pancakes made with potatoes, onions, eggs, flour, and oil. Jam-filled doughnuts are another popular Hanukkah treat. Dairy food such as cheese and cheesecake are also traditionally eaten at this festival.

Presents and cards
It's traditional to give presents or money to family and friends at Hanukkah. Hanukkah Gelt refers to money given as a gift at the festival. 'Gelt' is the Yiddish word for money. Children are often given chocolate coins wrapped in gold foil.

People also give Hanukkah greetings cards. The cards often show a picture of a menorah or dreidel. One UK online greetings cards company even combines Christmas (December) and Hanukkah (November/December) to make a card with the greeting 'Very Merry Chrismukkah wishes'!

Adapted from: https://learnenglishteens.britishcouncil.org/uk-now/read-uk/hanukkah

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HELP BOX
Read: Leer
Apply: Aplicar
Answer: Responder
Highlighted: Destacado/a
Which: Cual
How: Cómo
Why: Por qué

Post-Test Unit 4: Traditions and Festivities

Name: _____   Date: _____

II. a) **Read the text and explain what kind of strategy helped you to guess/infer the meaning of the word.**
b) **After deciding the strategy that you will use, write the synonym/translation/ definition of the word.**

Traditional Celebrations in Chile

Tapati Party on Easter Island (Rapa Nui)

On mystical Easter Island, each February the Tapati party sees painted bodies become art. A queen is chosen for the festival from amongst the young people, who compete for honor in swimming and canoeing competitions using small boats and rafts made of totora reeds. The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral narrations. Physical skill is also put to the test in the Haka Pei competition, in which the most daring young men hurl themselves at great speed down a mountain, tobogganing over banana tree trunks. Body painting, called Takona, is the festival's main characteristic, where the islanders paint their bodies with symbols of their mythic origins using natural pigments.

Indigenous New Year

The indigenous peoples of Chile – the Aymara, Quechua, Rapa Nui and Mapuche people – follow their own ancestral calendar. For them, the New Year begins with the winter solstice on the night of June 24. The harvest has ended and the earth must rest, prepare itself for the sowing of crops, and renew its fertility. It is a new cycle of life, and the indigenous cultures express their gratitude to Nature. The New Year festival of the Mapuche is one of the best known. It is called We Tripantu, which means "the sun's new turn" or "the return of the sun." It is celebrated in the rural regions of the south, in Temuco's main square, and in Santiago on the Santa Lucía Hill (or Huelén Hill, its original name).

Source: https://www.thisischile.cl/chiles-traditional-festivals/?lang=en

1) Mystical: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

2) Amongst: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

3) Costumes: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

4) Myths: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

5) Fertility: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

6) Trunks: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

7) Pigments:_____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

8) Ancestral: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

9) Harvest: _____
   What type of strategy helped you to guess/infer the meaning of this word?

   _____

10) Indigenous: _____
    What type of strategy helped you to guess/infer the meaning of this word?

    _____

HELP BOX
Read: Leer
Explain: Explicar
Guess: Adivinar
Infer: Inferir
Meaning: Significado

I) *Self-perception survey*

Percepción de mi aprendizaje

Nombre: _____

I. **Lee los enunciados y marca con una "X" el recuadro que mejor te represente. Los enunciados son acerca de tu percepción sobre tu propio proceso de aprendizaje luego de haber trabajado con estrategias de vocabulario.**

II. **Por favor se honesto, no hay respuesta correctas o incorrectas.**

Enunciados	Si	No	No estoy seguro
1.Aprender sobre estrategias de vocabulario me ayudó a ampliar mi vocabulario en inglés.			
2. Ahora me siento más seguro al momento de enfrentar una palabra desconocida.			
3. Conozco la diferencia que existe entre las diferentes estrategias.			
4. Se cuando utilizar cada estrategia.			
5. Se cómo aplicar cada estrategia.			
6. Las estrategias de vocabulario me ayudaron a ser un estudiante más independiente.			
7. Aprendí a utilizar la estrategia "*L1 cognate*".			
8. Aprendí a utilizar la estrategia "*ask a classmate for meaning*".			
9. Aprendí a utilizar la estrategia "*affixes and roots*".			
10. Aprendí a utilizar la estrategia "*guessing intelligently using linguistic clues*".			