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Wordling: the Science of Learning Words through Dictionaries

TRABAJO DE TITULACIÓN
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Abstract

For tenth graders, the curriculum proposed by the Ministry of Education (MINEDUC) states how important vocabulary is in L2 learning, but several key aspects of vocabulary teaching and learning are overlooked, such as competences involved in acquiring vocabulary, the array of dimensions of receptive and productive knowledge of a word, vocabulary learning strategies, resources available for both students and teachers, and formal instances of vocabulary assessment. The current pedagogical proposal aims at filling the aforementioned voids in the current MINEDUC curriculum for the English subject by using a multidimensional syllabus (Johnson, 2009), whose main objectives are (1) to help learners develop the strategy to recognize topic-related vocabulary in reading texts, (2) to help learners develop the seven-step dictionary use strategy (or SSDUS), and (3) to teach learners how to exploit different types of dictionaries. Seminal books on vocabulary teaching, learning, and assessment (e.g. Nation, 2001; Read, 2011) will be reviewed so as to inform the following proposal.

Key words: word, vocabulary strategies, vocabulary assessment, types of dictionaries, seven-step dictionary use strategy.

Introduction

What would you do if a student came up with the words *endive*, *radicchio*, *redcurrant*, *tarragon*, and *elderberry* when describing his or her favorite meal in a brief writing activity? While many students recycled the words I had already introduced in the class, one of the boys surprised me with those unexpected ingredients I had never heard, not even in Spanish. Only when I consulted the words in an online dictionary I could figure out the meaning of the words. I learned two things from this experience: (1) the boy was really into exotic cuisine and (2) vocabulary is tricky to handle, especially when teachers do not know what resources to draw on. In any case, my student would have been able to describe the dish in the target language if we had had access to some resources—inside the classroom—for looking up the meaning of these words, such as dictionaries or websites.

From the students' perspective, the previous example shows how the lack of vocabulary can limit students' performance, as Amirian and Heshmatifar (2013) state, "vocabulary is basic to communication and often seen as the greatest source of problems by second language learners" (p.36). From the teachers' perspective, educators cannot anticipate the vocabulary needs that may emerge in a communicative activity. Besides, language teachers cannot be expected to know all the words—such objective would be unrealistic. Teaching and learning vocabulary is, therefore, a challenging process for both students and teachers, and it is an aspect of language that pervades every skill in language learning. Thus, vocabulary becomes paramount in L2 acquisition.

Vocabulary knowledge is especially important for understanding texts. According to August, Carlo, Dressler, and Snow (2005), problems with vocabulary development in English language learners lead to poor comprehension of texts. Also, as noted by the Ministry of Education (MINEDUC henceforth) in the English curriculum for tenth graders, the knowledge of vocabulary will allow a deeper, full comprehension of written and oral texts, and it is the basis for the development of skills. However, in Chile, the SIMCE 2012 results show that eleventh graders are not able to fully comprehend written and oral texts in English (the average is 49 points out of 100) and only the 11 percent of them have received the certification that proves an adequate level of English proficiency. Arguably, by

developing strategies used in vocabulary acquisition, students may be able to improve their comprehension and production skills.

The MINEDUC curriculum proposes objectives regarding vocabulary teaching and learning for tenth graders; however, upon closer inspection some inconsistencies and voids can be found:

- For instance, in the official document, students are expected to understand new words and concepts without resorting to literal translations, but the government gives bilingual dictionaries (Spanish-English and English-Spanish) to students in public and partially subsidized institutions.
- In terms of suggested activities, most of the times, the text promotes presenting the new lexical items and using them immediately in short sentences and texts. This reveals that the MINEDUC proposes using vocabulary without necessarily learning every aspect involved in knowing a word. Neither does the curriculum propose strategies for learning new vocabulary, nor does it cover all the aspects that lexical knowledge comprises (Nation, 2001).
- Although the MINEDUC highlights the importance of learning new lexical items, the document does not specify how to formally assess vocabulary knowledge. The only instance of vocabulary assessment was found in a speaking activity rubric as part of the Use of English criterion, in which the only descriptor was whether the students use topic-related vocabulary or not. Formal vocabulary assessment could not be found in the document.

To sum up, the MINEDUC curriculum clearly states how important vocabulary is in L2 learning, but several key aspects of vocabulary teaching and learning are overlooked, such as competences involved in acquiring vocabulary, the array of dimensions of receptive and productive knowledge of a word, vocabulary learning strategies, resources available for both students and teachers, and formal instances of vocabulary assessment.

The following pedagogical proposal aims at filling the aforementioned voids in the current MINEDUC curriculum for the English subject by using a multidimensional syllabus (Johnson, 2009) that addresses the gaps through the use of a variety of dictionaries,

developing and practicing dictionary and vocabulary strategies so as to assist students in the understanding and production of written texts. It is worth mentioning that the syllabus goes hand in hand with the official curriculum. The objectives of this proposal are (1) to help learners develop the strategy to recognize topic-related vocabulary in reading texts, (2) to help learners develop the seven-step dictionary use strategy (or SSDUS), and (3) to teach learners how to exploit different types of dictionaries. The proposal's objectives are compatible with the MINEDUC's as it strengthens the abilities involved in the recognition and use of lexical items. It also fits in harmoniously with the dominant approach in language teaching today, namely, the Communicative Language Teaching Approach (CLT), since it enriches the repertoire of expressions that students have at their disposal when expressing their ideas (Read, 2011).

Researchers have acknowledged how important vocabulary is, but, as noted by Alderson and Bachman in Read (2011: ix), research on vocabulary has just started to be conducted, after being neglected for years. If such aspect of language is so important, why are students having problems in conceptualizing and using words correctly? Not only is students' lexicon limited, but also they are unaware of the strategies for acquiring new lexical items and they may not know appropriate resources for learning new vocabulary. Thus, the main contribution of this proposal is presenting the teacher as a bridge between vocabulary knowledge and strategies and resources available, namely, dictionaries. In addition, it provides assistance in the comprehension of some of the dimensions of the knowledge of a word.

The target audience of this project is tenth graders studying at Colegio Nacional in Villa Alemana, where I did my final practicum last semester. These students could benefit from this proposal, since the school has the resources to conduct such a project: a language laboratory with Internet connection and a library with bilingual and monolingual dictionaries. This group can understand an English-spoken class and has limited—but not poor—command of the language, so the proposal can be applied to similar subjects in similar schools in terms of resources available. This complements the theme axis proposed by the MINEDUC, which will help to give shape to the course syllabus; also, at this age (15

or 16 years old), students are able to think in abstract terms (Piaget, 1972), an ability needed for this project.

The structure of this report will be as follows. In section 2 I will present the theoretical framework of the current project defining some key concepts, such as word and vocabulary. Section 3 will focus on the Needs Analysis and its results, which will validate this project. The main part of the paper, section 4, will display the proposal itself with its rationale, course description, objectives, assessment procedures, course syllabus, and contents. Sections 5, 6, and 7 will deal with the sample lessons, references, and appendixes, respectively.

Literature review

This theoretical framework, aims at describing the core concepts and the state-of-the-art of current research about EFL vocabulary learning and teaching.

I. Vocabulary in L2

The following section aims at reviewing different aspects of vocabulary in L2 learning. The discussion will start with a brief description of lexicology, followed by a revision of the concepts of word and vocabulary ability. Then, the aspects or dimensions of a word will be reviewed, the stages in the vocabulary learning process, and the importance of vocabulary learning for comprehension. Consequently, the last three subsections will deal with vocabulary learning through reading and writing, as well as vocabulary assessment.

1.1 Lexicology

In order to understand the theory which informs the proposal, it is worth defining the area of study. With that purpose in mind, lexicology is here understood as the subfield of linguistics that is devoted to the study of words in a given language (Jackson & Zé Amvela, 2007). Three dimensions of a word are studied by lexicology so that lexical items can be described in terms of form and meaning: morphology, which is focused on the forms and components of words; semantics, which is defined as the study of the meaning of words; and etymology, which focuses on the origins of words (Jackson & Zé Amvela, 2007).

1.2 The word

Even though the object of study of lexicology is the word, there is no agreement on a clear-cut definition of the concept—it is a polysemous term that needs to be reviewed. First of all, it is imperative to make a distinction between *word* and *lexical item*. A word is just one linguistic item that evokes a specific meaning, while a lexical item may consist of one or more than two words. Therefore, depending on how long the lexical item is, it can be referred to as word or lexical item. The aim of this subsection is to review: (1) the concept of word and (2) the distinction between closed and open word classes.

Several definitions for *word* have been proposed in the literature, taking into account different criteria: from the writing tradition, a word would be a lexical unit separated by spaces; from the cognitive perspective, it would constitute an inseparable thought unit; and from a formal criteria, a word would be an indivisible form which carries a meaning and can happen in isolation, but which cannot be divided into other meaningful units (Jackson & Zé Amvela, 2007). For the purposes of this pedagogical proposal, *word* is going to be defined as “an uninterruptible unit of structure consisting of one or more morphemes and which typically occurs in the structure of phrases” (Jackson & Zé Amvela, 2007:59). The previous definition comprises most of the criteria presented in the aforementioned approaches, which provide a multidimensional view on this complex unit. The following aspects will be considered for the definition of *word*:

1. When describing the word as an uninterruptable unit of structure, it means that affixes are added at the beginning and/or at the end of a word, but never in the middle of it. Thus, these units “respect the internal stability of the word” (Jackson & Zé Amvela, 2007:60).
2. When mentioning that a word may consist of one or more morphemes, it allows us to make a distinction between simple words, which consist of only one morpheme (e.g. *dog*); compound words, which consist of a simple word plus one or more bound forms (e.g. *pacifism*); and complex words, which consist of one or more simple words (e.g. *birth-day*).
3. When describing the word as occurring in the structures of phrases, it can be argued that words help to create phrases, which help to create clauses, which help to create sentences, and so on. Words are after morphemes in the hierarchy of sentence construction.
4. A word always pertains to a specific word class, but a word may be present in two word classes, depending on its meaning.

These aspects help to understand the notion of *word* which will be adopted in the current project. In addition to the previous features, two categories are established to classify words, taking into consideration their function within a sentence or phrase:

- a) Closed classes: they include grammatical words, such as articles, prepositions, conjunctions, indicators of tense and number, etc. In isolation, these words do not carry any meaning; however, when in contact with other grammatical and lexical words in a phrase or sentence, these items change the overall meaning of a given phrase or sentence. New lexical items are not usually added.
- b) Open classes: they include lexical words (adverbs, nouns, adjectives, and verbs), which, in isolation, do carry meaning. New lexical items are usually added.

It is worth mentioning that, for the sake of the proposed syllabus, the previous classification is crucial, as the words that are commonly taught by means of lexicographic resources fall in the open class category. These words carry the main meaning of a message; without them, no utterance can be understood. Therefore, it is important for learners to focus on these words when understanding an oral or written text.

1.3 Vocabulary

Words do not exist in isolation. *Bedroom, living room, kitchen, and bathroom* are all lexical items that are related: they are rooms in a house. *Berk, bonehead, airhead, and ass* are words which share a common characteristic: they are all examples of slang for describing a stupid person. The previous examples show groups of words that are semantically related, but words can also be connected to others in terms of formal and functional relations. The following subsection aims at (1) defining the notion of vocabulary ability and (2) reviewing different ways of organizing vocabulary, according to the aforementioned relations.

Vocabulary is commonly defined as a stock of words pertaining to a group, language or field of knowledge, but in ESL contexts the concept is far more complex, as it is considered as an ability that has an impact on learners' performance in any communicative situation (Read, 2011). In this regard, the vocabulary ability is not related to the amount of words a learner knows, but to the awareness of the relation between different lexical items and the readability of a learner to retrieve a lexical item in a specific context.

Before reviewing the different approaches to vocabulary organization, it is important to understand that vocabulary consists of single words and larger lexical items, such as phrasal verbs, compound nouns, collocations, and idioms. Read (2011) calls them multi-word

items. These items also consider lexical phrases and long, fixed utterances, because, although they look like grammatical constructions, they work as units, playing similar roles to lexical items in the process of decoding a message. Thus, the range of vocabulary widens, giving the opportunity to consider working with more lexical items in this project.

A contemporary framework for organizing vocabulary, proposed by Jackson and Zé Amvela (2007) and based on de Saussure's theory of paradigmatic and syntagmatic relations, is going to be considered in the proposal:

- The first one, labeled **associative field of words**, describes how words are connected to others in terms of form, meaning, and, sometimes, the combination of both. For example, the word *lecturer*, which is connected to *lectured* and *lecturing* in terms of semantic and formal similarity, to *teacher* and *tutor* in terms of proximity in meaning, and to *gardener* and *laborer* in terms of the shared suffix –er added at the end of the word (Jackson & Zé Amvela, 2007). Thus, form and meaning similarities can link words, creating a web of connections.
- The second approach, named **semantic or lexical fields**, characterizes lexemes as being part of an area of meaning. All the other area-related words help to define the other words in that particular area. For example, *kinship terms*, which include words related to family members, such as father, mother, son, etc. (Jackson & Zé Amvela, 2007). By understanding one or two words included in the area of meaning, one could infer the meaning of other words.
- The third approach, called **word families**, describes families of lexemes originated in light of their inflections and derivations. A family starts with a single word or base form, then inflections are added to that word, and finally, the lexemes derived from prefixes and affixes. The word *state* (as a verb) can accommodate the inflections *states*, *stated*, and *stating* and the derivations *stateable*, *statement*, *misstate*, *restate*, and *understate* (Jackson & Zé Amvela, 2007). Thus, and by adding other possibilities, a word family can be created. As it can be seen, the formal criterion is considered in this approach.
- The fourth approach, **word classes**, proposes that words are organized in different classes, according to their function in the sentence: verbs, nouns, adverbs, pronouns,

prepositions, adjectives, etc. This is a traditional way to organize vocabulary, for, as described in the previous subsection, new classifications organize these classes in terms of the capacity to include new words: the case of open and closed classes.

The aforementioned approaches organize vocabulary in different ways, considering different properties of words. These classifications could be useful for the current proposal, since learners can get to understand that lexical items are connected to others and that no words exist in isolation. Moreover, with proper instruction and activities, students could be able to organize the vocabulary they encounter during the course. The teacher is expected to mix some of the approaches or change them in order to focus on specific dimensions of lexical items. (See sample lessons 3 and 4 for more information.)

1.4 What does it mean to know a lexical item?

So far a definition and classification of lexical items have been discussed. Additionally, different perspectives on vocabulary organization have been reviewed so as to suggest different ways of exploiting the relationships between words in the context of vocabulary teaching, according to the nature of the activities and students' needs. This overview will be completed by presenting the dimensions involved in vocabulary knowledge to define what aspects learners need to understand in order to say "I know this word," when encountering it in a given context. The knowledge of these dimensions is important, since learners will have a wider knowledge of a particular lexical item in terms of form, meaning, and use. Of course, learners can successfully complete an activity without knowing every single dimension of a word, but one of the objectives of this proposal is to make learners aware of what it implies knowing a word and to make them notice that there is a whole web of connections behind every lexical item.

Knowing a word is not a matter of learning how to spell it and how to say it; it is far more complex and it involves a series of processes and aspects that will be discussed now:

- Firstly, it is important to mention the concept of **learning burden**, which corresponds to "the amount of effort required to learn it [a word]" (Nation, 2001:23). It entails that the more familiar the word sounds (in terms of spelling or pronunciation), the more quickly the word will be acquired. That is the reason why

teachers can help in this process by establishing “patterns and analogies within the second language” (Nation, 2001:24) and connecting lexical items in the L1 and L2.

- Secondly, there is a distinction between **receptive and productive vocabulary use**. The former entails recognizing and extracting the meaning of a lexical item while reading or listening, while the latter implies using the lexical item in oral or written communication in order to deliver a message (Nation, 2001). The relationship between these two concepts can be seen as a continuum, starting in the receptive knowledge and ending in the productive vocabulary use, which corresponds to the effective use of a previously learned lexical item. In this regard, some may get stuck with the words retrieved in the receptive stage, without incorporating them as part of the productive vocabulary. This lexical hurdle, however, can be overcome if the educator provides efficient guided practice.
- Thirdly, it is important to review what is involved in **knowing a word** in terms of form, meaning, and use, considering the receptive and productive knowledge. This information is included in Table 1.1.

Table 1.1. What is involved in knowing a word (from Nation, 2001)

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	forms and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other word could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Receptive learning is thought to be easier than productive learning due to a variety of reasons, including the extra amount of aspects to be learned, the lack of practice in some social contexts, the differences between a specific lexical item in the L1 and in the L2, and

the learner's motivation to use new lexical items (Nation, 2001). By organizing the syllabus in receptive learning and productive learning activities, students may get the most of both learning types.

In this subsection, the dimensions of word knowledge were presented so as to show how complex learning a word is. Depending on the dimensions the teacher wants to focus on, a specific vocabulary organization approach can be used. The concepts of learning burden and receptive and productive vocabulary use were also discussed. The two latter ones are particularly important since they set the basis for the process by which students are going to work with vocabulary in this project, namely, from receptive vocabulary use (through reading activities) to productive vocabulary use (through writing activities).

1.5 Stages in vocabulary development

Knowing a word is a complex process that involves many aspects (see Table 1.1). A word and its aspects cannot be understood immediately; it has to be acquired through stages. The following subsection aims at presenting some approaches regarding stages in vocabulary development.

In research about vocabulary acquisition, several models have been proposed, establishing and defining stages in which the learner progressively understands a lexical item. Read (2011) presents Dale's (1965) proposed stages in knowing a word:

- in the first stage, the learner acknowledges that he or she has never seen the lexical item before;
- in the second stage, the learner states that he or she has seen the lexical item, but does not know the meaning;
- in the third stage, the learner acknowledges that he or she can recognize the word in a context and can infer the meaning;
- in the fourth stage, the learner actually knows the lexical item;
- and in the fifth stage, the learner can “distinguish the word from others that are closely related to it in meaning and/or form” (Read, 2011:27).

Read (2011) also reviews Paribakht and Wesche's approach (1993), adding a stage in which the learner can actually use the lexical item in a sentence. Both approaches share the following common element: learning a lexical item is a progressive activity that goes from recognizing a word (which the learner may or may not have previously heard) to applying that word in a context. These approaches fit in harmoniously in the current proposal, as it will consider moving from receptive to productive knowledge.

In the process of identifying a lexical item, that is to say, linking it to a mental representation and connecting it to other lexical items, the process of semantization becomes paramount:

I [Henriksen] prefer the term semantization process to the rather vague and overly generic terminology such as acquiring or getting word meaning in order to stress that I am dealing with an ongoing and simultaneous process of developing semantic (...) understanding of a word and working out its semantic relation to other lexical items in the complex structure of the mental lexicon or semantic network (...). (Henriksen, 1999:307)

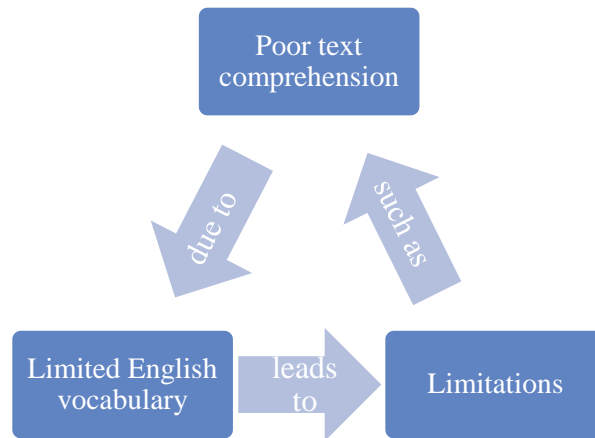
This is a good term as it captures the aforementioned process and the semantic aspect of learning a lexical item. It also characterizes the whole process as a continuum, which is how vocabulary development is going to be considered in this proposal.

1.6 Importance of vocabulary learning

In this subsection, the influence of vocabulary learning on language proficiency will be discussed. As previously stated, vocabulary helps learners to communicate using a repertoire of lexical items and expressions (Read, 2011).

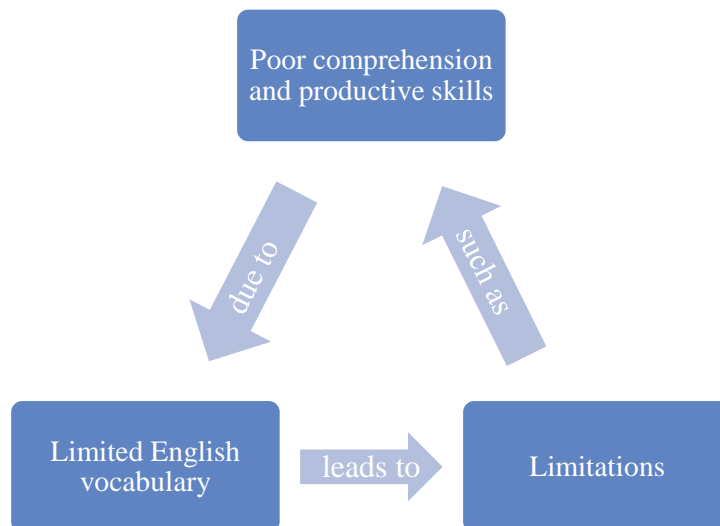
In a study conducted on the role of vocabulary in English Language Learners (ELLs), August *et al.* (2005:50) conclude that ELLs “who experience slow vocabulary development are less able to comprehend text at grade level than their English-only peers [EO].” The important aspect to consider here is that learners who do not learn and integrate the necessary vocabulary are likely to perform poorly in standardized tests in comprehension tasks. This issue can be characterized as a cycle, as shown in Figure 1.1.

Figure 1.1. Influence of limited English vocabulary on text comprehension.



The same can be said about productive tasks, since the lack of vocabulary can lead to poorly constructed messages that may not be understood. In that case, the previous diagram can be expanded to production, as shown in Figure 1.2.

Figure 1.2. Influence of limited English vocabulary on comprehension and productive skills.



It is important to consider the difference between ELLs and EO peers when analyzing national results from standardized tests, such as the National Assessment of Educational Progress (NAEP). Native students have learned thousands of words before being assessed, while ELLs, though exposed to—maybe—the same amount of words, have not necessarily integrated those lexical items as part of their vocabulary knowledge. The evidence

presented in this study also suggests that ELLs do not know the meaning of the lexical items.

This study outlines two problems: (1) ELLs presenting lack of vocabulary tend to have problems in comprehension and production tasks and (2) ELLs, besides knowing less lexical items, do not know the meaning of the words most of the times. The following proposal aims at assisting students when reading a difficult text through the use of dictionaries, which will have an impact on the overall comprehension of a text, as they will look up topic-related lexical items. It also helps students to fully understand a lexical item, by searching information on its different dimensions.

1.7 Learning vocabulary through reading and writing

The following subsection aims at looking at a wide range of activities that can be elicited through the examination of vocabulary work in the reading and writing skills. Even though this section will focus on those skills, it is worth mentioning that all the skills are related to form, meaning, and use dimensions of lexical items in different ways, according to the skill's nature (spoken or written). In some cases, the aspects of the dimensions are more evident in some of the skills; and in other cases the aspects of the dimensions need to be worked out by the students through varied, extensive work with the words, especially those regarding the use dimension. (For more information on this, consult Table 1.1.)

1.7.1 Reading

Reading can greatly help learners to acquire new vocabulary; likewise, extensive knowledge of words and word families can make learners understand more segments of a text (Nation, 2001). If a learner is able to reach a certain vocabulary level, he or she will gain a satisfactory understanding of a text. It is concluded that when learners want to develop their language and their strategy use knowledge, 95% of vocabulary knowledge is needed in a specific text (Nation, 2001). Vocabulary occupies the first place in language knowledge when reading a text, followed by subject matter knowledge and syntactic structure knowledge. Therefore, learners are expected to read material that is not too easy and not too difficult. In the first case, learners would not expand their vocabulary

knowledge very much; and in the second case, learners would not be able to acquire new vocabulary, since the text does not provide context for understanding.

Learners can be involved in intensive and/or extensive reading activities. However, only intensive reading will be considered in the proposal, as learners are expected to work with short texts and vocabulary inside the classroom, interacting with other classmates. In intensive reading, learners read short texts, focusing on vocabulary, grammar and the discourse.

1.7.2 Writing

According to Nation (2001), “vocabulary plays a significant role in the assessment of the quality of written work” (p. 178) and research has shown that native speakers use much more vocabulary than L2 learners (August *et al.*, 2005). By focusing on vocabulary size and on specific lexical items, learners can acquire a wider range of vocabulary knowledge. The main purpose of written activities involving vocabulary is to move from vocabulary knowledge to productive use of this vocabulary. However, there are two problems: “productive knowledge of vocabulary requires more learning than receptive knowledge” and the motivation required to actually use the lexical items may be low (Nation, 2001:182).

There are several activities that can encourage learners to use their vocabulary actively: “reading and sentence completion” (Nation, 2001:183), paraphrasing by re-writing using a given word, direct translation, use of dictionaries, “reading like a writer” (Nation, 2001:184) by focusing on the language used, and “guided semantic mapping” (Nation, 2001:184) in which the teacher writes some lexical items on the whiteboard and, with the learners, he or she links the lexical items to others so that learners can use them in writing activities. Teacher and learners can accomplish the last task by using specific texts as reference for a writing activity, using speaking activities to elicit target vocabulary for a writing activity, and collecting topic-specific texts to gather information and core vocabulary for future writing activities.

As it can be seen, vocabulary learning through both skills involves the knowledge of most of the dimensions that a word comprises. Even if some of the skills may not seem to be

related to certain dimensions at first, those “missing” dimensions can be elicited through a wide variety of activities, such as the ones suggested in this subsection. There is enough evidence that shows that more vocabulary is needed and learnt in reading and writing; however, the lack of vocabulary can impoverish the speaking and listening skills (Nation, 2001). Therefore, all of the skills should include vocabulary training. The current proposal will take into consideration all of the skills in the syllabus design; however, only reading and writing will include vocabulary and dictionary-based activities, since, as it has been shown, they provide better opportunities to acquire and practice vocabulary.

1.8 Vocabulary assessment

The previous section listed suggestions on vocabulary learning through reading and writing. However, a crucial element of this pedagogical proposal, that is, vocabulary assessment, has not been discussed yet. The following subsection aims at reviewing this aspect of vocabulary learning, which is especially important, since, as previously stated, no vocabulary assessment opportunities are proposed in the MINEDUC curriculum.

Table 1.2 summarizes what assessing word knowledge implies in terms of receptive and productive knowledge, according to form, meaning, and use.

Table 1.2 Aspects of word knowledge for testing (from Nation, 2001)




Form	spoken	R	Can the learner recognise the spoken form of the word?
		P	Can the learner pronounce the word correctly?
	written	R	Can the learner recognise the written form of the word?
		P	Can the learner spell and write the word?
	word parts	R	Can the learner recognise known parts in the word?
		P	Can the learner produce appropriate inflected and derived forms of the word?
Meaning	forms and meaning	R	Can the learner recall the appropriate meaning for this word form?
		P	Can the learner produce the appropriate word form to express this meaning?
	concept and referents	R	Can the learner understand a range of uses of the word and its central concept?
		P	Can the learner use the word to refer to a range of items?
	associations	R	Can the learner produce common associations for this word?
		P	Can the learner recall this word when presented with related ideas?
Use	grammatical functions	R	Can the learner recognise correct uses of the word in context?
		P	Can the learner use this word in the correct grammatical patterns?
	collocations	R	Can the learner recognise appropriate collocations?
		P	Can the learner produce the word with appropriate collocations?
	constraints on use (register, frequency ...)	R	Can the learner tell if the word is common, formal, infrequent, etc.?
		P	Can the learner use the word at appropriate times?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Taking these questions into consideration when creating a vocabulary test can greatly help to evaluate different dimensions of word knowledge; moreover, the teacher can focus on specific characteristics in order to tackle learners' weaknesses or strengths.

Now that the aspects involved in vocabulary learning assessment have been presented, some vocabulary assessment procedures, namely, discrete and comprehensive vocabulary assessment, will be reviewed. The former usually evaluates lexical items in isolation in order to see whether the learner knows their meaning(s) or not. The latter usually evaluates vocabulary in context as part of a communicative situation to see not only the learner's knowledge of a word, but also the strategies to cope with vocabulary hurdles; in other words, it comprises competence (Read, 2011). Table 1.3 compares the two approaches according to their different dimensions.

Table 1.3 Dimensions of vocabulary assessment (from Read, 2011)

<p>Discrete A measure of vocabulary knowledge or use as an independent construct</p>		<p>Embedded A measure of vocabulary which forms part of the assessment of some other, larger construct</p>
<p>Selective A measure in which specific vocabulary items are the focus of the assessment</p>		<p>Comprehensive A measure which takes account of the whole vocabulary content of the input material (reading/listening tasks) or the test-taker's response (writing/speaking tasks)</p>
<p>Context-independent A vocabulary measure in which the test-taker can produce the expected response without referring to any context</p>		<p>Context-dependent A vocabulary measure which assesses the test-taker's ability to take account of contextual information in order to produce the expected response</p>

The discrete-embedded dimension deals with how vocabulary knowledge is going to be assessed: as a separated construct (discrete) or as part of a larger construct (embedded).

Construct is defined as “the mental attribute or ability that a test is designed to measure” (Read, 2011:8). In other words, the discrete approach involves assessing only vocabulary knowledge (e.g. a vocabulary test), while the embedded approach involves assessing vocabulary in another assessment (e.g. a vocabulary criterion in a speaking exam rubric).

The selective-comprehensive dimension is a matter of whether the tester is going to assess specific vocabulary items (selective) or a wider range of words (comprehensive). A selective assessment would include, for instance, five lexical items in a written text, while a comprehensive assessment would include all the topic-specific terms in a unit about medicine, taking into consideration written and oral texts, as well as class discussions and listening exercises.

The context-independent - context-dependent dimension refers to how lexical items are included in the exercises. In the context-independent dimension, the target words are usually presented as isolated items in which learners have little contextualization. In context-dependent exercises, the target words are presented within a text or discourse so that the learner is engaged with the text, inferring the precise meaning of the lexical item (all the alternatives may be plausible).

The main objective of this subsection was to review the literature on vocabulary assessment so as to draw ideas on how to evaluate learners’ vocabulary. Read’s dimensions (2011) and Nation’s suggestions (2001) provide teachers with a good framework from which vocabulary and dictionary-based activities can be assessed. In the case of this project, the questions regarding receptive vocabulary knowledge in Table 1.2 will be recycled in an assessment instrument, a checklist, for the Reading Workshop. An embedded, comprehensive, and context-dependent approach will be used for the assessment of the Writing Workshop involving the use of newly learnt lexical items, since these dimensions are closely related to the holistic or global approach, which is further explained in the following subsection.

1.9 Comprehensive vocabulary testing for writing activities

In the previous subsection, a distinction was made between discrete and comprehensive vocabulary testing. However, only comprehensive vocabulary testing is going to be

considered for the Writing Workshop in the following proposal, since it provides a more holistic type of assessment, in which lexical items are studied and evaluated in relation to other lexical items, not in isolation.

In comprehensive vocabulary testing, the main focus is placed on the vocabulary used in spoken and written texts, taking into consideration the entirety of the texts (Read, 2011). The assessment in these texts is radically different from discrete vocabulary tests, as it considers the actual use of the lexical items. In the case of comprehensive input, it is important to analyze the readability of the text, i.e. whether it is easy or difficult for a reader to comprehend it. Another aspect to take into consideration is the lexical density of a text, that is, the proportion of content words present in a text. In the case of learners' written output, they should use a variety of words, low-frequency words pertaining to the topic, a higher proportion of lexical words in comparison to grammatical words, and few mistakes or errors when using lexical items (Read, 2011).

For this course, the global or holistic approach is going to be considered as it evaluates learners' according to the description of levels of performance. A good example for this type of assessment is the holistic scoring proposed by Bratcher and Ryan (2003). The following descriptor is given four points out of six:

“The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.” (Bratcher & Ryan, 2003:210)

In this subsection, I described the assessment procedure for Writing Workshop, which is based on the holistic approach in which there are elements from the embedded, comprehensive, and context-dependent dimensions from Read (2011). Specifically, an adapted version of Bratcher and Ryan's (2003) descriptors is going to be used so as to evaluate students' performance in the Writing Workshops.

II. Strategies for vocabulary teaching and learning

The second section in the theoretical framework of this pedagogical proposal reviews some strategies for learning and teaching new vocabulary items. Both teachers and learners have an array of strategies at their disposal for vocabulary development.

2.1 Strategies for learning new lexical items

In the following subsection, a review of learners' strategies used when decoding a message will be presented. Inferring the meaning from context, consulting dictionaries, and interacting with others are some of the strategies observed by the literature.

When encountering an unknown word in a text, some of the metacognitive strategies are skipping the word and trying to understand the text without it, looking the word up in a dictionary or glossary, asking the meaning of the word to a more knowledgeable person, or trying to get the meaning of an unknown word by focusing on the context of occurrence or cotext (Read, 2011). Another strategy involves the following process: firstly, learners identify the word class of the new lexical item; secondly, learners focus on the words that are before and after the lexical item in order to see which words collocates with the new one; thirdly, learners check which sentences are linked by which cohesive devices; and fourthly, learners add affixes in order to analyze the structure of the lexical item (Read, 2011). Another strategy that can be used for inferring word meanings involves dividing the context into external context (i.e. the cotext) and internal context (i.e. the word itself). Each context includes contextual clues and mediating variables that learners can analyze. Through the exercises proposed in this project, learners are expected to develop the abilities to recognize external context clues and to learn more about the internal context of a lexical item.

Vocabulary items are best stored when learners consult dictionaries while reading, when learners use an L1 equivalent word for an unknown L2 word, and when learners encounter the same lexical item in subsequent reading passages (Nation, 2001). Dictionaries can also help learners gain autonomy to work outside the classroom, if they are explained how to take advantage of these resources. Additionally, dictionaries can help learners understand a

word when they try to guess the meaning of a word by looking at a not very informative context (Gairns & Redman, 1998).

Asking others provides an excellent opportunity for learners to interact with each other when trying to convey meaning (Gairns & Redman, 1998). Some of the metalinguistic chunks that can be taught by the teacher are “It’s where you...,” “It’s when you...,” and “It’s the thing you...,” among others. Thus, learners can define or point out what they are trying to say. These expressions can be taught to the students when they start negotiating the meaning of the words as a group.

In this subsection, some vocabulary strategies were presented: when learners look at the context of occurrence of the lexical item, when learners use dictionaries to tackle vocabulary difficulties, and when they want to ask about the meanings of a lexical item or help others to understand a word. These three strategies are going to be practiced throughout this course. It is worth mentioning that teachers’ mastery of strategies is crucial for developing vocabulary strategies: they present and teach vocabulary strategies for learners and, at the same time, they use strategies for presenting and teaching vocabulary. These strategies allow learners to access the correct meaning of lexical items.

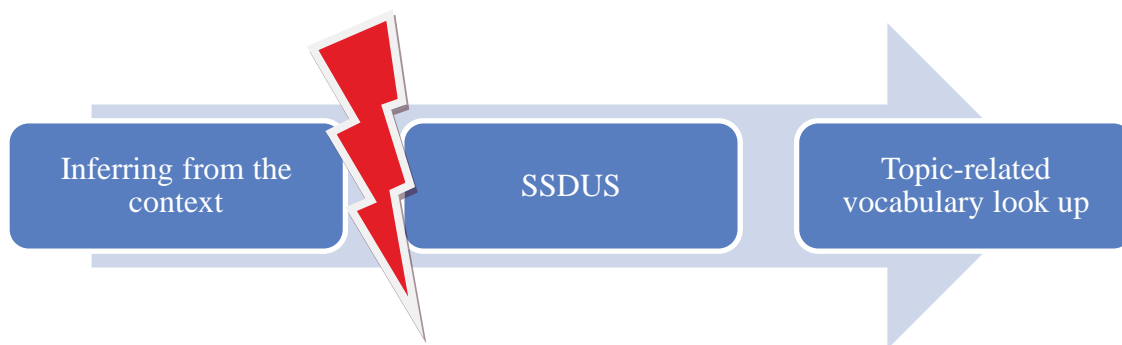
2.2 Vocabulary learning strategies

This subsection aims at reviewing the literature about strategies teachers can promote to help learners acquire new lexical items. The strategies are organized in a didactic sequence that may look very obvious, but that has not been informed by the literature reviewed.

For incidental vocabulary learning in reading, i.e. “learning something [vocabulary] without the intention of doing so” (Brown, Waring & Donkaewbua, 2008), the more cognitive load is needed for understanding a lexical item, the longer it will be retained by the learner (Read, 2011). In the case of high-frequency words, it is not a matter of presenting the same lexical item again and again; instead, the same lexical item should be presented in different, meaningful contexts so that learners can infer its meaning (Read, 2011).

In order to infer the meaning of a word from context, the teacher can encourage learners to pay attention to contextual clues, such as syntax (which may help to recognize the word class), the topic of the text (which may help to infer the correct sense of the lexical item), and the inflections affecting the word. Only when learners successfully infer the meaning of the words from the context, they can continue with the reading activity without resorting to dictionaries. But, when learners are not able to continue with the reading activity because of vocabulary difficulties, the teacher should encourage them to use dictionaries and the seven-step dictionary use strategy (SSDUS). (This strategy is explained in section 3.2.) After using the SSDUS, learners should be able to identify and to focus on topic-related vocabulary needed for the understanding of the text, which is one of the general objectives of this proposal. In order to do that, the teacher can tell students to make themselves the following question: is this lexical item related to the main topic of the text? Checking the dictionary entry to see the sense or word class of the lexical item can help them to save some time. Also, and as it can be noticed in the lesson samples, the teacher should encourage peer interaction, especially when selecting the words they look up in the dictionary. Thus, learners get to decide what words are worth looking up. This didactic sequence is expressed in Figure 1.3:

Figure 1.3. Didactic sequence



This didactic sequence may sound quite obvious, as it has been informed by the theory and practice, but it has not been presented as such in the literature about vocabulary learning. Therefore, it would constitute an original contribution to the current proposal.

All of these strategies can be reinforced by the teacher, and it is important to carefully plan how the strategies are going to be taught, which is further explained in the next subsection.

2.3 Vocabulary strategy training and vocabulary activities

Now that some strategies and techniques have been proposed, it is important to describe how teachers can plan strategy instruction for vocabulary development. Nation (2001) proposes decisions to be made by the teachers and a methodology to follow in relation to strategy instruction. First of all, teachers should make decisions about what strategies are going to be practiced, how much time will be spent on training learners to use strategies, which material is going to be selected for each strategy and how many opportunities will be given to learners for practice, and how much monitoring and feedback will be given to learners in terms of control of the strategies. It implies that learners are conscious about the learning and use of the strategies and that the teacher will devote enough time for such plans. In terms of the methodology used in vocabulary instruction, Nation (2001) proposes that

- strategies should be modeled to learners by the teacher,
- the strategy should be taught as steps that are practiced separately,
- strategies should be applied in pairs by the learners supporting each other,
- and the use of strategy steps should be reported back by the learners.

These considerations will help in the syllabus design and lesson plans. “Strategy training seems to have a very useful role to play in second language vocabulary development,” concludes Nation (2001:229) after analyzing several studies on the use of strategies for learning new vocabulary.

In terms of activities with exceptional results, August *et al.* (2005) mention working with cloze exercises and semantic maps; however, the authors claim that instruction and practice of new lexical items should occur on a regular basis (more often than once in a week, over a period of several weeks). There are two specific activities which are particularly interesting: the Reader’s Workshop, that is, reading in groups with the teacher and other learners, and the Writer’s Workshop, which emphasizes all the stages involved in the writing process. Both workshops are going to be adapted for the syllabus design, since they provide with opportunities to practice vocabulary in terms of receptive and productive vocabulary knowledge.

Nation (2001) proposes some questions that need to be answered in order to plan vocabulary activities. The author also proposes some psychological processes:

- The teacher should establish the learning goal: basically, what aspects of the word are the learners going to work with?
- Then, the teacher should take into consideration the following psychological processes:
 - Noticing, that is, drawing attention to an item. Learners should be interested and motivated in the lexical item. Negotiation of meaning, that is, defining a word with the classmates, allows better and longer retention.
 - Retrieval, namely, encountering the word in later opportunities. It can be receptive (more instances in a reading or listening passage) or productive (working with the word in a productive activity).
 - Creative or generative use, in other words, encountering or working with the lexical item in contexts which differ from the original meaning of the item. This process leads to a reconceptualization of the word.

This subsection aimed at reviewing how a vocabulary strategy should be presented to the learners, what activities are effective for vocabulary learning, and what questions and psychological processes should be taken into consideration. It is the teachers' role to present and teach strategies on a regular basis so that learners have enough practice.

III. Dictionaries

The main goal of this pedagogical proposal is to achieve vocabulary learning through dictionary use. The following subsection reviews three aspects of vocabulary learning through dictionaries: types of dictionaries available, the influence of dictionaries on vocabulary learning, and the state-of-the-art in dictionary use research in L2 contexts.

3.1 Types of dictionaries for vocabulary learning

This subsection aims at reviewing different types of dictionaries available in printed and electronic formats. Additionally, a classification of dictionaries will be used so as to have a wider range of dictionary resources available for specific purposes.

Two main resources are available for lexicologists: dictionaries and computer corpora (Jackson & Zé Amvela, 2007). Arguably, these two resources can also be used by learners who want to expand their vocabulary knowledge. However, for the current project, only dictionaries will be used instead of computer corpora, as the former are more suitable considering students' time constraints and accessibility of resources.

There are four types of dictionaries: (1) bilingual dictionaries in printed and electronic formats, (2) monolingual learner's dictionaries in printed and electronic formats, (3) bilingualized dictionaries (which include not only the equivalent, but also the definition in the L1) available in printed and electronic versions, and (4) pocket electronic dictionaries in electronic formats, such as CD-ROM, software, on-line dictionaries, and handheld dictionaries (Hunt, 2009). (The advantages and disadvantages of each type of dictionary will be discussed in subsection 3.3.) Bilingual and monolingual dictionaries in their electronic and printed versions will be used in the following proposal, for these resources are available in the target audience's school. More specifically, learners' dictionaries will be considered, for the audience for these dictionaries is "those learning English as a second or foreign language, usually in adolescence or adulthood" (Jackson & Zé Amvela, 2007:188).

Jackson and Zé Amvela (2007) also reflect on the current issue of printed and electronic dictionaries. The authors posit that printed dictionaries, due to the lack of space, usually miss some of the features of electronic dictionaries, such as word relations, synonyms, thesaurus, and so on. Amirian and Heshmatifar (2013) agree with this, because "[c]ompared with traditional paper dictionaries, the electronic dictionaries can provide a greater range of lexical information" (p.37). Having these features and functions available can greatly help learners to acquire new vocabulary, for they will have access to a wider picture of lexical relations of a word. Not only do electronic dictionaries present this information, but also on-line dictionaries. Therefore, teachers should provide learners with a wide variety of dictionaries and plan dictionary activities according to the nature of the planned tasks.

The aforementioned resources are not the only ones that learners may encounter; it is a short list that serves as an overview of what kind of resources learners and teachers can use

in the classroom. Of course, there are many more that can be used, which may have a greater impact on learners' vocabulary learning, and that are not listed in this subsection. Therefore, it is important to run a search on the internet in order to find more resources that may be of use in the classroom. In fact, learners may find interesting sources of information that teachers should check to see how those resources can be helpful for vocabulary learning. "Teachers need to adapt themselves to the technological changes in today's world and develop their multiple literacies for new teaching approaches" (Amirian & Heshmatifar, 2013:42).

3.2 Learning vocabulary through dictionaries

Now that a clear picture on the type of dictionaries has been presented, it is important to review studies that have explored the impact of these resources on vocabulary learning. In this subsection, the functions of dictionaries for vocabulary learning, the aspects of a word that can be learnt through dictionaries, the implications for teachers, and dictionary strategies assessment will be reviewed.

Dictionaries provide learners with strategies they can use when completing comprehension and production activities; also, dictionaries can improve vocabulary learning (Nation, 2001). In the case of comprehension tasks, learners can use dictionaries to look up unknown lexical items they encounter while reading or listening, to verify the meaning of words they know to a degree, and/or to confirm guessed lexical items from context (Nation, 2001). In terms of production, learners can use dictionaries to look up lexical items they need in communicative situations (namely writing and speaking), to check some of the aspects of a lexical item (spelling, meaning, collocations, etc.) they partially know when communicating an idea, to verify some aspects of a known lexical item, to confirm that a lexical item they use actually exists, to look for synonyms or similar lexical items, and to monitor their vocabulary use (Nation, 2001). It is worth mentioning that, in this subsection, only a dictionary strategy for text comprehension will be reviewed, since learners are going to work with dictionaries mainly in reading tasks.

Jenpattarakul's (2012) drawing on Nation's (1990) seven-step dictionary use strategy provides students with a complete procedure to follow:

1. Locate the words or phrases you don't understand.
2. If the unknown word is inflected, remove the inflection to find the form to look up.
3. Search for the unknown word in the alphabetical list.
4. If you can't find at least one main entry for the unknown word, try looking in the addendum, look at nearby entries if the unknown word might be an irregular form, look up parts of the word or phrase.
5. If there are several senses or homographic entries, reduce them by elimination.
6. Understand the definition and integrate it into the context where the unknown word was met.
7. If none of the senses or entries seems to fit, attempt to infer one from the sense you have. If more than one fits, see further context clues in the passage to help you choose.

As shown in Table 1.4, a good dictionary provides describes specific aspects involved in knowing a word.

Table 1.4 Dictionary information and dimensions of a word (from Nation, 2001)

Form	spoken	R	
		P	pronunciation, alternative pronunciations
	written	R	
		P	spelling, hyphenation (syllabification)
	word parts	R	etymology
		P	inflections, derived forms
Meaning	form and meaning	R	derived forms, etymology, examples
		P	
	concept and referents	R	meanings, illustrations
		P	examples
	associations	R	examples
		P	synonyms, opposites, superordinates
Use	grammatical functions	R	
		P	grammatical patterns, examples
	collocations	R	
		P	collocations, examples
	constraints on use (register, frequency...)	R	
		P	frequency, register, style, etc.

Note: In column 3, R = receptive knowledge, P = productive knowledge.

It is important, then, that teachers devote enough time to teaching learners when and how to use dictionaries so that they can improve their vocabulary even if their L2 proficiency level

is poor. Nation (2001:284) concludes that “generally dictionary use takes time and some learners may spend more time on dictionary use than they need to ... Dictionary use helps learning and comprehension, and is particularly useful for learners who do not cope well with guessing from context.”

In terms of dictionary adequacy, it is important to consider that monolingual dictionaries are written in one language; for instance, the Cambridge Advanced Learner’s Dictionary (CALD) comes with definitions and sample sentences in English. No other language can be found as a fundamental aspect of the dictionary entry. In contrast, bilingual dictionaries are written in two languages: the headwords in the L1 and the L2, the definitions in the L1, and the example sentences in L2 with L1 translations (not always). Bilingual dictionaries are often criticized for being counter-productive in the L2 classroom, but these dictionaries can be very helpful if they are used along with monolingual dictionaries, especially in speaking and writing tasks (Nation, 2001). In light of the above, monolingual dictionaries should be the primary source of information. By using monolingual dictionaries, learners realize that they can define a lexical item with a complete definition of one or two words, as some dictionaries do, such as the electronic version of the Cambridge Advanced Learner’s Dictionary. Also, when definitions are accompanied by example sentences, learners show a higher proficiency level when using the lexical items (Nation, 2001).

As to whether dictionary use can be tested, teachers can test learners when they use dictionaries in the following ways: (1) by looking at the learners’ sub-skills used and (2) by looking at how learners have integrated the skills (Nation, 2001). In the former, teachers can test learners in terms of how much they know about the type of information they can find in a dictionary and how they look up words in the dictionary (procedure); in the latter, teachers can evaluate learners’ speed and accuracy when looking for specific information in dictionaries. Teachers can also evaluate dictionary use by observing how learners use dictionaries during reading comprehension tasks and by checking learners’ accuracy when defining a lexical item (Nation, 2001).

This subsection is crucial for the following proposal, as it establishes the seven-step dictionary use strategy students are to use in reading activities throughout the course. Monolingual dictionaries will be considered as the primary resource for vocabulary

learning, but students will also get to work with bilingual dictionaries as a secondary resource. (More on this in the following subsection.) Finally, it is also suggested that observation may be an efficient way to assess vocabulary use strategies.

3.3 Research on the use of dictionaries

The following subsection aims at reviewing the state-of-the-art research on dictionary use in EFL classrooms at secondary and university level. The reason why I chose research with this type of informants is because of its proximity to this proposal's target audience. Three main topics will be covered in this subsection: (1) printed vs. electronic dictionaries, (2) bilingual vs. monolingual dictionaries, and (3) dictionary use transition (from bilingual to monolingual).

Regarding the choice of different types of dictionaries, namely, electronic (EDs) and printed dictionaries (PDs), a research (Kobayashi, 2008) has shown that students perceive EDs as having a number of functions (search speed, idiom search, example search, memory, etc.) that PDs do not have. However, they claim that they can make annotations in PDs, find more complete information, easily use the resource, and have access to pictures (Kobayashi, 2008). Another study (Amirian & Heshmatifar, 2013) also suggests that students can access information much faster in EDs than in PDs and that “the visual impact it [an electronic dictionary] creates and the prominent position of a headword on the computer screen attract more users' attention than a printed page” (p. 42). However, the choice between EDs and PDs will depend on the functions, such as the availability of images, sample sentences, integrated software, *inter alia*, that each type of dictionaries provides to the students and that “studies suggest that rather than encourage the use of one type, teachers should advise students to use EDs and PDs wisely, according to their purposes” (Kobayashi, 2008:778).

Regarding the use of bilingual vs. monolingual dictionaries, a research has shown that students tend to resort to monolingual dictionaries in order to look up mostly general words, checking meaning and pronunciation of the selected words (Diab & Hamdan, 1999). Some of the strategies include reviewing other specialized textbooks, figuring out the meaning of the words by looking at the context of occurrence, pronouncing the word to

themselves, and asking for help to a more knowledgeable person (Diab & Hamdan, 1999). Bilingual dictionaries are also used, mainly to identify L1 equivalents (Hunt, 2009).

The last aspect to cover is related to the transition from a bilingual to a monolingual dictionary. Bilingual dictionaries can be used by proficient and non-proficient students because much of the word knowledge can be gained through the use of both resources. Identifying the L1 equivalents can also help the learning of the target word in terms of meaning. However, more complex word knowledge activities should follow, integrating, in this stage, monolingual dictionaries (Hunt, 2009). Lower proficiency learners might have a hard time using monolingual dictionaries, unless proper instruction is provided; in this regard, some steps that can be used for dictionary training include introducing learners to the key functions and features of dictionaries, training learners over an extensive period of time, creating language-oriented activities involving dictionary use for their completion, assisting learners on what words they should focus on, and making learners aware of the context of occurrence of the word (Hunt, 2009).

This body of research provides evidence on how L2 learners interact with dictionaries. The studies were reviewed as reference for the resources to be used, the activities to be planned, and the transition to be considered in the proposed syllabus, according to the different types of dictionaries.

Needs analysis

In this section, all the sources for the needs analysis will be accounted for, as well as the results of the different analyses. As previously noted, the target audience of this project is tenth graders studying at Colegio Nacional in Villa Alemana. Accordingly, there are three major sources of information for the current needs analysis:

- 1) A needs analysis questionnaire, which included eight questions, was administered to the target group so as to gather information about their specific needs concerning vocabulary knowledge, drawing on the framework proposed by Dudley-Evans and St. John (1998). The questionnaire was applied to 28 students.
- 2) A survey administered to five school-based teachers at Colegio Nacional, which included questions about their beliefs and views on vocabulary learning and dictionary use.
- 3) Observations made in my final practicum last semester working with this group of students, in which I was able to notice attitudes and gaps in relation to vocabulary learning strategies.

Three different perspectives will be accounted for in this analysis so as to examine different perceptions and attitudes towards vocabulary learning.

The students' perspective

The questionnaire (see Appendix 6) applied to the students consisted of eight questions aimed at gathering data about the learners' strategies and resources used for vocabulary learning and word knowledge (Nation, 2001). The framework used in the elaboration of this questionnaire was proposed by Dudley-Evans and St. John (1998), in which there are three types of analysis:

- a) Target Situation Analysis (TSA henceforth), which is related to the specific linguistic contents learners are expected learn.
- b) Learning Situation Analysis (LSA henceforth), which has to do with the learners' views, needs, and concerns in relation to L2 learning.

- c) Present Situation Analysis (PSA henceforth), which considers the students' language proficiency level at the time of the ESP course, that is, their weaknesses and strengths in the L2.

The types of analysis considered for the questionnaire are the following:

- a) LSA questions: these questions were used to gather information about the strategies and attitudes towards the use of dictionaries for vocabulary learning purposes.
- b) PSA questions: for this analysis, exercises about vocabulary and word knowledge were included in the test, based on Nation's (2001) view on word dimensions. (For more information, check subsection 1.4.)

As it can be noticed, TSA questions were not used in this questionnaire. The main reason for not including TSA questions is that the language contents are explicitly mentioned in the MINEDUC curriculum for tenth graders as part of the objectives proposed, and the current proposal is based on the official contents and objectives. In a way, this proposal tries to achieve the same objectives as the MINEDUC's, while using the MINEDUC's proposed contents and an unexplored method of vocabulary learning through dictionaries and vocabulary organization.

Regarding the LSA, the results (see Appendix 6) show that, while reading, only 25 percent of the group look up an unknown word in a dictionary, website, or app, while the rest of the class try to understand it by looking at the context (21 percent) and by reading the whole text to see if they can finally recognize the meaning of the lexical item (50 percent). While writing, the 54 percent of the group opt for asking the teacher when they want to use a word they do not know in English, 21 percent of the students look the word up in a dictionary, and 21 percent of the students search for a Spanish equivalent. The dictionaries used for looking up unknown words are mainly bilingual in electronic and printed formats. Finally, the 25 percent of the group look up a word in a dictionary when they only know its oral form. Overall, dictionary resources are not used extensively in the classroom, and the students prefer to resort to other alternatives to tackle their vocabulary problems. In this regard, the current project proposes a methodology of work that has not been extensively explored by the students. These results corroborate those of Nation (2001), who reports that

L2 learners rely on many of these strategies, such as peer interaction and dictionary use. (See section 2.1 for more information.)

Regarding the PSA, four questions about different aspects of specific vocabulary items were included in the survey: providing the definition for English words, providing the synonym for a word, identifying the part of speech of a word, and identifying the right collocation for some words. The questions took into consideration Nation's (2001) perspective on word dimensions. The first question was related to whether the students could define the words *school*, *expensive*, and *(to) travel* in English. The results show that only 64 percent of the group was able to define the words in English (though most of the times they provided synonyms), while the rest of the class defined the words in Spanish. It could be inferred that students prefer translating rather than thinking in English, probably because it is easier or quicker. The next question aimed at assessing word relations, namely, synonymy; surprisingly, 64 percent of the students were able to infer the Spanish meaning for the word *hurried* in a sentence, while other four students were able to provide similar Spanish equivalents for the word; the rest of the students did not answer or gave incorrect answers. Peer interaction, dictionary use, focus on context, and re-reading of the sentences were some of the other strategies used to tackle this exercise. In the third exercise, which involved a nonsensical word (*oggy*) in different sentences playing different functions (as an adverb, verb, adjective, and noun), the results show that students may be having problems with word classes: only 15 percent of the group identified the word as an adverb in the corresponding sentence, only 22 percent of the students correctly identified the word as a noun in the corresponding sentence, 26 percent of the group identified the word as an adjective, and 37 percent of the group identified it as a verb in the corresponding sentence. In the last exercise, in which the students had to identify the correct collocation and choose the correct alternative, the results show that they have certain knowledge of collocations, since roughly half of the group was able to complete the exercise correctly.

Students present some problems when defining words in English and when identifying word classes in a sentence, which are aspects to be practiced in the current project, but they seem to understand words in context, especially if they have the opportunity to write it in Spanish. They also performed better in the exercise about collocations, showing that they

are able to discriminate between collocations in English and in Spanish, although the reasons for that remain unclear.

The teachers' perspective

Five teachers were interviewed in order to find out their perspectives on vocabulary learning. The teachers' questionnaire (see Appendix 7) included 8 questions about the techniques and resources used when teaching new lexical items, the frequency of dictionary use inside the classroom, reflections about students' strategies and techniques regarding vocabulary learning, and their beliefs about vocabulary learning.

In the first question, in which teachers were expected to choose what they do when teaching a new word, most of the teachers claimed that they provide the definition in English, they provide a synonym of the word, they employ visual resources, they explain the word using mimicry or gestures, and they explain the meaning of the word by having the students notice the context. Only 9 percent of the teachers admitted providing a sentence example for the new word. In the notes section of the question, the teachers mentioned other resources used, such as games, flashcards, and songs. None of the teachers provides definitions in Spanish or explains the lexical items through activities involving the use of dictionaries. From these responses, it can be observed that teachers prefer to use a wide range of techniques and resources, instead of dictionaries when presenting the new lexical items. Moreover, when teaching vocabulary as a regular activity, only 10 percent of the teachers admitted using bilingual and monolingual dictionaries; the rest of the teachers resort to the textbook, websites, games, and activities involving songs. The frequency of dictionary use inside the classroom is very low: 60 percent of the teachers chose the option *never*; 20 percent of the teachers—out of five—admitted using dictionaries usually, while another 20 percent admitted using them from time to time. The resources used by the teachers in this regard were bilingual and monolingual dictionaries (Oxford dictionary and The Free Dictionary). Overall, teachers do not use dictionaries as a regular resource for vocabulary learning and resort to other resources, which seem to be more interactive. One of the most surprising results was that teachers do not use dictionaries inside the classroom, even when students are provided with a bilingual dictionary by the MINEDUC, which confirms the novelty and relevance of this pedagogical proposal.

According to the teachers' observations on learners' behavior regarding vocabulary difficulties, when students do not understand a word, they look the word up in an electronic dictionary or in a website or application and they try to understand the meaning of the word according to the context in which the word appears. However, it is more frequent to see students asking the teachers and other classmates about the meaning of new words. When writing a text, 100 percent of the teachers say that the students prefer asking the teacher directly when they have problems with words. Two teachers have also noticed that students opt for looking for an equivalent based on their L1 and looking the words up in dictionaries. Peer and teacher interaction seems to be the most widely used strategy when encountering a new word or using a lexical item for the first time. Printed dictionary use is not perceived by the teachers as a common practice among students, since they are mostly seen using cellphone apps or websites to check the meaning of new words. In the current project, students will be working with both printed and electronic dictionaries and it is expected that students may have more experience with the latter, since the teachers' and my own observations show that they use websites (such as Google translator, Babylon translator, and Urban Dictionary) and apps to look words up.

In terms of their beliefs regarding vocabulary teaching, the teachers say that it enriches learners' language use and communication skills and that it is needed to comprehend the main ideas in a text. They have observed that students tend to ask others, such as the teacher and classmates, when they want to know the meaning of a word, mainly because it is easier and quicker for them to tackle their lack of vocabulary knowledge in that way. Another common practice reported by the teachers is to translate the words into Spanish. Also, teachers fear that students may get bored when teaching new lexical items, especially when there is no context, and claim that it is hard to find attractive ways of doing so. One particular teacher mentioned that time constraints play a larger role when teaching new vocabulary as teachers are expected to cover the contents of a unit in a pre-established amount of time, regardless of the students' intake and pace.

Concerning vocabulary assessment, some of the ways teachers assess vocabulary include checking their answers for the activities with the rest of the class as part of class discussion or oral presentations, preparing a section within a reading comprehension task (including

vocabulary practice), writing or talking using the new lexical items, and through assessment in tests. In this regard, it can be argued that teachers prefer to use a comprehensive assessment method, as vocabulary is evaluated as part of a bigger activity. (See subsection 1.8 and 1.9 for more information.)

One important conclusion drawn from these results is that students are too dependent on teachers; students prefer asking them about the meaning of a word rather than looking the word up by themselves. Also, dictionary-based activities are not considered by the teachers, so it is interesting to see that the students have discovered certain resources by themselves. One of the objectives of this project is to make students work and search for electronic resources, since they give students more autonomy when studying vocabulary.

Researcher's observations

The final perspective to be reviewed is my own experience as a teacher of English of the group from April to July, 2014.

Some of the strategies and resources used when encountering an unknown word were looking the lexical item up in an electronic translator or in a bilingual dictionary (English-Spanish and Spanish-English). Typically, they would use Google translator and MINEDUC's bilingual dictionary. When writing texts, students would usually use Spanish equivalents of the words they need in the context without asking the teacher whether those equivalents are suitable for the text; therefore, most of the compositions seemed roughly translated from Spanish, which is not encouraged in ESL classrooms. Other strategies observed were asking others about certain lexical items, such as the teacher and more knowledgeable classmates.

Conclusions

As a result of the three data sources, the following conclusions can be drawn, which will inform the decisions made in the proposed syllabus:

- Although teachers do not prepare activities involving dictionaries, students do resort to them. Also, the knowledge of resources seems to be wider in the case of the students. In this regard, not only does the project provide teachers with a

methodology of work, but it also takes into consideration students' previous experience, especially with electronic resources.

- Peer and teacher interaction are the most common practices used by students when trying to get the meaning of a word for the first time, according to both students and teachers, which confirms that the group-oriented configuration is the best option. In the project, students will be working in groups and they are expected to use the strategies and techniques outside the classroom, too.
- Students' lack of knowledge about word dimensions in the questionnaire is evident, which is revealed in the questionnaire results and in my class observations last semester. In this project, the teacher is expected to review basic concepts regarding words and vocabulary before working with dictionaries, which is a fundamental step in order to take full advantage of dictionaries.
- Teachers claim that vocabulary knowledge is important for effective L2 communication, but they do not take into consideration dictionary-based activities, which is one of the reasons why this proposal is original. The following proposal aims at filling a gap that is not only present in the MINEDUC curriculum, but also in the teachers' practices.

Pedagogical proposal

Rationale

The current pedagogical proposal, entitled *Wordling: the Science of Learning Words through Dictionaries*, sets out to fill a void in the current EFL curriculum proposed by the MINEDUC regarding vocabulary learning and assessment. The objectives of this proposal are (1) to help learners develop the strategy to recognize topic-related vocabulary in reading texts, (2) to help learners develop the seven-step dictionary use strategy (or SSDUS), and (3) to teach learners how to exploit different types of dictionaries. The target audience of this project is tenth graders, for, at that age, students are able to think in abstract terms (Piaget, 1972) and to perform higher order thinking skills (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

More specifically, electronic and printed bilingual and monolingual dictionaries are going to be used extensively to assist students in vocabulary learning. Besides, a dictionary strategy (SSDUS) will be taught to train students in the effective use of dictionaries when reading texts. The main skills to be practiced in this course are reading and writing. Speaking will also be considered, but it will play a smaller role, mainly as a pre or post reading activities.

An analysis regarding the obstacles that may be encountered is crucial when creating a pedagogical proposal. In this regard, the following problems may be present:

- 1) Students may not be interested in taking a course with these characteristics. However, I can improve students' motivation by giving them autonomy when deciding who is going to do what activity. They are not going to work alone, but in groups of four in self-assigned tasks.
- 2) The first two units, though essential, may not be interesting for the students, for they are mainly theoretical. However, I am going to use interactive and fun material to increase the students' motivation on the topics and they will be presented with simplified explanations and meaningful activities shortly afterwards.

- 3) The activities in units 3 and 4 may be too repetitive on account of the fact that students will work with reading and writing activities mostly, using the same array of strategies. In this regard, it is paramount that I provide students with catchy material and varied activities. Additionally, the four skills will be used for different purposes in each session, so they will have different opportunities of putting into practice what they have learnt in a variety of ways.
- 4) Students are not used to writing texts, which can be detrimental to the learning blog task. In this regard, students are going to be presented with a variety of functions they can access to when using dictionaries, including translation techniques. Thus, they will use their newly learned strategies and techniques to cope with this problem. Also, the teacher is expected to constantly remind students that learning is an ongoing process that leads to mastery once they have practiced and trained enough.

Of course, many other problems may arise as well as the solutions to those problems. Here, only the most salient ones have been presented, but it is important to observe other constraints while the course is being implemented.

Course description

Name of the course: Wordling: the Science of Learning Words through Dictionaries

Type of course: Elective

Target Audience: 10th graders

Number of students: 16 people

Type of syllabus: Multidimensional syllabus, including elements from the topic syllabus and lexical syllabus.

Course duration: 3 months; one 90-minute weekly session.

General objectives

At the end of the course, students will be able to (1) recognize topic-related vocabulary in reading texts, (2) apply the seven-step dictionary use strategy (or SSDUS) correctly, and (3) exploit different types of dictionaries.

Specific objectives

At the end of this course, students will be able to:

- understand the concept of word as evidenced by the ability to define lexical items and identify their various features (word classes and dimensions);
- understand the concept of topic-related vocabulary as evidenced by the ability to choose lexical items that are related to the main theme of the text;
- understand the different approaches to vocabulary organization as evidenced by the ability to successfully organize words according to the different types of vocabulary organization;
- use a wide range of printed and electronic dictionaries available;
- discriminate between essential and non-essential lexical items in a text;
- apply the seven-step dictionary use strategy and vocabulary organization approaches when analyzing new lexical items;
- demonstrate the ability to negotiate meaning with other classmates as evidenced by the use of appropriate metalanguage when discussing the correct sense and meaning of a lexical item during reading activities;
- assess their own participation and performance;
- and assess others' participation and performance.

Cross-curricular objectives

In this course, students will be able to:

- understand the importance of collaborative work by showing a collaborative attitude towards the group;
- develop learner autonomy when working on their designated tasks;
- share their ideas and opinions;
- and show respect for classmates' ideas, beliefs, and opinions by not disrupting the classroom atmosphere during group or class discussions.

Assessment

This elective course contemplates the following types of assessment:

- **Group work:** using a rubric, students are going to grade themselves and others in terms of academic and attitudinal performance during group activities (see Appendix 1 and 2). This type of assessment will take place four times during the course, at the end of each unit. It will be included in the personal portfolio.
- **Learning blog:** it consists of a short text written in English uploaded to a self-created blog site, in which students are expected to write what they have learnt in the session, how they felt during the activities, and what aspects need to be reinforced. It will serve the purpose of a plenary activity, in the sense that learning blogs promote metacognitive reflection. Learning blogs will take place four times during the course, at the end of each unit. Students will have to print them out and attach them in the portfolio, submitted at the end of the course. A criterion from the portfolio rubric will be used to evaluate these reflections (see Appendix 5).
- **Reading workshop:** it is an instance in which students are expected to apply dictionary strategies and techniques in reading activities. They will be exposed to a variety of texts (expository, narrative, and argumentative) during the course. The teacher is going to evaluate how each group worked with the text and with the dictionaries through a checklist based on Nation's (2001) receptive questions (see Appendix 3). The Reading workshop will take place twice during the course (units 3 and 4) and will be included in the personal portfolio.
- **Writing workshop:** it is an instance in which students are expected to apply dictionary strategies and techniques in writing activities. The teacher is going to evaluate how each student worked in the creation of the text and with the dictionaries through a holistic rubric that takes into consideration other aspects besides the use of the lexical items (see Appendix 4). The Writing workshop will take place twice during the course, at the end of units 3 and 4, and it will be included in the personal portfolio.

- **Portfolio:** it is a global assessment instrument that contains the aforementioned evaluations. A checklist will be used in order to evaluate the portfolio (see Appendix 5).

The following chart includes all the assessments plus their percentage.

Assessment	Percentage
Group work (self-assessment)	10%
Group work (peer-assessment)	10%
Reading workshop (teacher-assessment)	20%
Writing workshop (teacher-assessment)	20%
Personal portfolio (teacher-assessment)	40%

Course syllabus

Before explaining the type of syllabus, it is important to mention how learners are going to work with the language in this project. As previously mentioned, the general contents to review in this course are taken from the official MINEDUC curriculum for tenth graders. The themes are “Sports and hobbies,” “Technology and technological innovations,” “Relationships and social media,” and “The media and ways of communication.” Since this project is expected to last just one to three months, only the first two topics are going to be covered. The teacher will search for texts regarding the theme axis and will decide whether the texts are suitable or not for the students, according to their proficiency level and the level of difficulty of the texts. To determine whether a text is suitable for the students in terms of level of difficulty, my own experience with the group can greatly help me to choose an appropriate text, and to define the level of difficulty, each text is going to be processed in an online software called VocabProfiler (www.lextutor.ca):

“Vocabulary Profilers break texts down by word frequencies in the language at large, as opposed to in the text itself. Most of the English Vocabprofilers on this site are based on Laufer and Nation's Lexical Frequency Profiler, and divide the words of texts into either first and second thousand levels, academic words, and the remainder or 'offlist,' or the BNC based 20 levels plus off-list.” (<http://www.lextutor.ca/vp/>)

This project will use a multidimensional syllabus (Johnson, 2009) that comprises elements from the topic syllabus (Hutchinson & Waters, 1987), since there is a pre-established theme axis proposed by the MINEDUC, and from the process syllabus (Johnson, 2009), for it views strategy learning as a process rather than a product that can be measured.

According to Hutchinson and Waters (1987), the criterion for organizing a topic syllabus takes into consideration the contents to be reviewed. It is implied, then, that language is learned through activities that involve those contents. In this course, the students will have to work with texts based on the aforementioned topics. Though general and sometimes unrelated, these topics give a structure to the course, which help the teacher organize it.

The process syllabus (Johnson, 2009) “focuses on the processes of learning and procedures of teaching— in other words [on] methodology” (p. 321). This type of syllabus is suitable for the current project, as learners will practice different strategies when it comes to vocabulary and dictionary use. These methodologies are seen as processes that can occur several times throughout the course and that can be evaluated by the teacher.

In sum, a multidimensional syllabus (Johnson, 2009) fits in harmoniously with the nature of this project, for there are elements from two different syllabi—topic and lexical—in contact. As in relation to the multidimensional syllabus, Johnson (2009) says, “there is also the potential pedagogic advantage of providing variety, with the shift of focus changing at regular points.” By having different syllabi coexisting in a language course, learners will be exposed to varied perspectives on language learning, which can provide them with a better and more satisfying language learning experience.

Scope and sequence

Unit	Unit objective	Unit contents	Materials	Sessions	Assessment
Words and vocabulary	To develop a deeper understanding of the concepts of word and vocabulary knowledge.	The concept of word: definition, dimensions involved, and word classes.	Handouts and PowerPoint presentations	2	Group work (self and peer-assessment; formative) and learning blog (teacher assessment; formative)
		The concept of vocabulary: definition and types of vocabulary organization.	Handouts and PowerPoint presentations		
Working with dictionaries	To train students in the techniques and strategies needed to make the most out of a dictionary.	Strategies and techniques for using electronic and printed bilingual dictionaries.	Written texts, worksheets, PowerPoint presentations, on-line dictionaries, and printed dictionaries.	2	Group work (self and peer-assessment; formative) and learning blog (teacher assessment; formative)
		Strategies and techniques for using electronic and printed monolingual dictionaries.	Written texts, worksheets, PowerPoint presentations, on-line dictionaries, and printed dictionaries.		
Sports and hobbies	To give students the opportunity to apply all the techniques and strategies they have learned.	Written and oral texts about sports and hobbies.	Texts selected by the students, on-line dictionaries, and printed dictionaries. (Both monolingual and bilingual)	4	Reading workshop (teacher assessment; formative), writing workshop (teacher assessment; formative), group work (self and peer-assessment; formative), and learning blog (teacher assessment; formative)
Technology and technological innovations	To give students the opportunity to apply all the techniques and strategies they have learned so far.	Written and oral texts about technology and technological innovations.	Texts selected by the students, on-line dictionaries, and printed dictionaries. (Both monolingual and bilingual)	4	Reading workshop (teacher assessment; formative), writing workshop (teacher assessment; formative), group work (self- and peer-assessment; formative), learning blog (teacher assessment; formative; formative), and portfolio (teacher assessment; summative)

Lesson samples

Lesson sample n°1

Unit 2: Working with dictionaries

Second session

General objective:

- ✓ By the end of the session, students will have learned when and how to apply dictionary strategies and techniques to analyze core vocabulary in a text.

Specific objectives:

- ✓ Students will be able to recognize core vocabulary.
- ✓ Students will be able to use the dictionary strategy framework correctly.

Cross-curricular objectives:

- ✓ Students will understand the importance of collaborative work.
- ✓ Students will share their ideas and opinions.
- ✓ Students will show respect for classmates' ideas, beliefs, and opinions.
- ✓ Students will help to create a supportive learning environment.

Warm-up activity: What can you remember about printed and electronic bilingual dictionaries?

- Talk to your classmates and write a short list including the strengths and weaknesses of looking up words in a bilingual dictionary.
- Also, talk about the differences between printed and electronic versions of bilingual dictionaries and organize the information in a chart. Which do you prefer?
- Let's share the information with the class!



Teacher's note: Read the instructions to the class. Give students ten minutes to come up with their ideas. After that, each group will report their discussion and the teacher will organize the students' responses on the whiteboard, correcting or adding more information. The main objective of this activity is to revise what was covered last class.

Presentation: Electronic and Printed Monolingual Dictionaries

1st slide

ELECTRONIC AND PRINTED MONOLINGUAL DICTIONARIES

↓

THE SEVEN-STEP DICTIONARY USE STRATEGY

- Now that you have remembered the resources seen last class, what can you remember about the seven-step dictionary use framework?
- Together, let's discuss the steps involved in this strategy.

2nd slide

Teacher's note: In order to complete this task, give students five minutes to discuss what is asked in the second slide. After they have discussed, the teacher and the students will try to reconstruct the framework. The aim of this activity is to make students remember the framework. At the end of the presentation and throughout the session, project a slide showing the framework.

3rd slide

MONOLINGUAL ENGLISH DICTIONARIES

- Strengths:
 - MDs provide the pronunciation of a word in English.
 - MDs provide multiple meanings for a word.
 - MDs also provide sample sentences .
 - Considering your current level of English, it is more suitable to understand the real meaning of a word; not just the translation.
 - MDs usually incorporate more vocabulary items.
- Weaknesses:
 - Some definitions may be too complex for you to understand, but that's why we are here!
 - There is too much information or too many entries for a word.



PRINTED VS. ELECTRONIC DICTIONARIES

- Last class, we checked some of the advantages and disadvantages of printed and electronic dictionaries. What can you remember?
- Let's discuss to come up with some arguments.

4th slide

Teacher's note: Give students five minutes to discuss the fourth slide. Once they finish, write the students' responses on the whiteboard, adding information if necessary. The aim of this activity is to make students remember the advantages and disadvantages of both types of dictionaries. As noted before, the fifth slide should be present throughout the session

5th slide

THE SEVEN-STEP DICTIONARY USE STRATEGY

1. Locate the words or phrases you don't understand.
2. If the unknown word is inflected, remove the inflection to find the form to look up.
3. Search for the unknown word in the alphabetical list.
4. If you can't find at least one main entry for the unknown word, try looking in the addendum, look at nearby entries if the unknown word might be an irregular form, look up parts of the word or phrase.
5. If there are several senses or homographic entries, reduce them by elimination.
6. Understand the definition and integrate it into the context where the unknown word was met.
7. If none of the senses or entries seems to fit, attempt to infer one from the sense you have. If more than one fits, see further context clues in the passage to help you choose.

Main activity: Let's put that knowledge into practice!

Instructions:

1. You have received a short text. Read the text individually.
2. After reading the text, discuss its main ideas with your group.
3. Now read it again as a group, taking turns to read out each sentence. As you read the text, use the seven-step dictionary use strategy whenever you stumble upon a new and essential word.
4. However, do not choose more than five words to look up. In order to do that, if two or more classmates do not know the lexical item, you should look it up. Remember to check core vocabulary, that is, lexical items that are topic-related; in this case, a psychological syndrome that leads to poor hygiene.
5. Look the word up in the printed dictionary the teacher just gave you.
6. The first group to finish will receive a special reward! 😊

Diogenes Syndrome



1. **Diogenes syndrome** is a behavioral disorder or a psychological condition. People do not look after themselves anymore; this is called self-neglect. They do not wash, shave, etc., so they develop a strong odor (scent). Since they neglect their hygiene, other diseases related to poor hygiene usually accompany the disorder.

2. Very often this disorder affects old people who live alone.

3. Diogenes Syndrome is named after the behavior (but not necessarily the ideals) of Diogenes of Sinope. It is thought to be the end stage of personality disorder.

Adapted from http://simple.wikipedia.org/wiki/Diogenes_syndrome

Teacher's note: Present the activity and give the first two instructions. Again, students should finish that part of the activity in no more than ten minutes. Once the students have finished their discussion, model the activity before giving the rest of the instructions. (The modelling can be found in the next page.) After the modelling, give students another ten minutes to work with the text, using the seven-step dictionary use strategy framework. Encourage students not to look up every single word from the text—only the ones most of them do not know—and tell the students that the main objective of this activity is to make them work using the framework, so there is no need to use the framework with every single word. Once they finish, quickly ask students which words they decided to look up and write a list on the whiteboard, as in the first part of the main activity.

Modelling:

So, I have just read the text, which is about the Diogenes syndrome. From this text, which is an encyclopedic entry, I infer that it is about a psychological condition, in which people tend to stop looking after themselves. Therefore, the most important vocabulary or core vocabulary is related to a psychological disorder that leads to poor hygiene. That is why you should focus on those types of lexical items.

Now, I am going to look up the words I do not know. For instance, I do not know what the author means by *behavioral disorder*. So, I opened the browser and found the entry in the Free Dictionary:

Psychiatry A disorder characterized by displayed behaviors over a long period of time which significantly deviate from socially acceptable norms for a person's age and situation. (Spanish translation: trastorno del comportamiento)

Basically, it is a disorder that makes people react in a way which others do not find acceptable. In sum,

- ✓ Is it related to psychology? Yes.
- ✓ Is it related to poor hygiene? Not directly, but poor hygiene reflects a behavior that is not accepted by most people.

But let us check the word *anymore* in the Cambridge Online Dictionary:

If you do not do something or something does not happen anymore, you have stopped doing it or it does not now happen.

The meaning of the word is quite clear and does not need further explanation.

- ✓ Is it related to psychology? No.
- ✓ Is it related to poor hygiene? No.

Therefore, these types of words should not be looked up, because they are used for grammatical purposes, not for topic-related content.

Assessment time

You have received an assessment sheet in which you are going to evaluate your and your classmates' performance during the discussions. Read each question carefully and be honest when evaluating. Remember to bring this assessment sheet next week; otherwise, you will be penalized.

Teacher's note: Read the questions of the assessment sheet clearly. The questions should be explained thoroughly and, if needed, provide some examples. Make clear that the answers need to be honest, for the final mark of peer- and self-assessment sheets will be part of the course's final mark.



Homework assignment: Learning blog entry for unit 2

In your blog, write about the second unit's sessions. Consider the following questions:

- What have you learnt?
- Did you find any of the steps in the SSDUS difficult? Why?
- Do you think you can use the SSDUS in future sessions?

Teacher's note: The teacher should explain the instructions of this activity clearly, for it is part of the metacognitive reflection of the unit. The questions should be explained thoroughly and, if needed, the teacher should provide some examples.

Homework assignment: Who is Arturo Vidal?



Arturo Vidal is a famous Chilean soccer player who is currently living in Europe. Answer the following questions about Arturo Vidal:

1. When did Arturo Vidal debut as a soccer player?
2. When did Arturo Vidal join the Bayer Leverkusen?
3. What team did he join after the Bayer Leverkusen?
4. Mention some of the incidents in which Arturo Vidal has been involved.

Check the following websites for more information:

1. http://en.wikipedia.org/wiki/Arturo_Vidal
2. <http://www.goal.com/en/news/1699/chile/2011/12/31/2824507/chiles-claudio-borgh-arturo-vidal-and-gonzalo-jara-regret>
3. <http://www.ilovechile.cl/2014/10/07/arturo-vidal-fined-juventus-bar-fight/121380>

Teacher's note: The teacher should encourage students to check English written websites, but if they run into a Spanish website with useful information, they should report the information gathered in English. The objective of this homework assignment is to make sure that they have prior knowledge so that they understand the text they are going to read next class, which is about Arturo Vidal.

Lesson sample n°2

Unit 3: Sports and Hobbies

First session

General objective:

- ✓ By the end of the session, students will be able to use dictionary strategies and techniques to analyze core vocabulary needed for understanding a written text.

Specific objectives:

- ✓ Students will be able to recognize core vocabulary.
- ✓ Students will be able to analyze some of the dimensions of the selected words.

Cross-curricular objectives:

- ✓ Students will understand the importance of collaborative work.
- ✓ Students will share their ideas and opinions.
- ✓ Students will show respect for classmates' ideas, beliefs, and opinions.
- ✓ Students will help to create a supportive learning environment.

Warm-up activity: What can you remember from the previous classes?

- Talk to your classmates and try to remember the seven-step dictionary use strategy.
- Write a list with the steps.
- Let's share the information with the class!

Teacher's note: Read the instructions to the class. Give students five minutes to come up with the strategy information. After that, ask each group about the steps they wrote and write the information on the whiteboard. Add missing information. Erase the list **after the upcoming reading activity**.



Pre-reading activity: Homework assignment: Who is Arturo Vidal?



Arturo Vidal is a famous Chilean soccer player who is currently living in Europe. Answer the following questions about Arturo Vidal:

1. When did Arturo Vidal debut as a soccer player?
2. When did Arturo Vidal join the Bayer Leverkusen?
3. What team did he join after the Bayer Leverkusen?
4. Mention some of the incidents in which Arturo Vidal has been involved.

Teacher's note: These questions are part of last week's homework assignment, in which students had to look for the information on the Internet. Randomly ask students to answer the questions. After the students' response, ask others to add more information.

Reading text

Vidal denies report he has been fined by Juventus

1. MILAN (Reuters) - Arturo Vidal has denied reports that he has been fined by Juventus for indiscipline, describing them as "ill-intentioned", and said he is fully committed to the Serie A champions.

2. The Chile midfielder, who underwent keyhole surgery on his right knee one month before playing at the World Cup, has struggled for form and fitness this season.

3. He was left out of the starting line-up for the top-of-the-table clash against AS Roma two weeks ago amid reports that he had a late night out in the run-up to the match, although coach Massimiliano Allegri said his omission was for technical reasons.

4. He also missed the 1-1 draw with Sassuolo on Saturday as Allegri rested him after he played friendlies against Peru and Bolivia in the previous 10 days.

Taken from <http://www.sbs.com.au/news/article/2014/10/19/videl-denies-report-he-has-been-fined-juventus?>

Reading Workshop: Exploiting the vocabulary within the text.

Instructions

1. Read the text in order to get the general idea. Tip: Ignore the words you do not know, just keep on reading.
2. Talk to your classmates about the main ideas.
3. Are there any words or expressions you do not know? Talk to your classmates and elaborate a list. Please, remember to use the seven-step dictionary use strategy (SSDUS) when looking for information about the word.
4. From that list, choose essential lexical items, that is, words related to soccer. Also, the words should be unknown to at least two students.
5. Look the words up in a **printed, monolingual dictionary**. Remember to include the following information about each lexical item:
 - The spelling of the word
 - The part of speech of the word
 - The right meaning (or sense) of the word considering the topic and the context. Then, negotiate: talk to your classmates and come to an agreement on the meaning of the word in this particular context.
 - Illustrations (if you find any)
 - Register: formal or informal? Slang? Offensive? If there is no information, ignore this.
6. Using a **printed, bilingual dictionary**, look for a Spanish equivalent for each lexical item.
7. Send the finished document to the teacher via email.

Teacher's note: Tell the students to start reading the text completely to get the main idea (step 1). Once they finish step 1, tell the students to start working on steps 2, 3, and 4. Here, socialize the students' results, and, together, agree on what words students are going to look up in the dictionary, which are going to be topic-related (in this case, soccer). Immediately after that, model the activity by choosing one core lexical item (e.g. midfielder) and doing the exercise. After that, all students are expected to read the text completely. Walk around the classroom, checking on the students' performance and giving feedback on their progress. Also, remind students of the remaining time for the activity (so it does not take too long) and of step 7, in which they have to send the final document to your email.

Post-reading activity: Sportsmen and sportswomen's deviant behavior

Instructions:

As a class, let's talk about deviant behavior in sportsmen and sportswomen, focusing on the following questions:

- What do you think about their codes of conduct? Is it OK for them to violate these norms?
- Are they subject to the same rules and laws as ordinary people?
- When your favorite sportsman or sportswomen misbehave, do you feel disappointed?



Teacher's note: Randomly select students to share their ideas with the rest of the class. Make sure that everyone participates in the discussion. If someone does not want to give their opinion, move on after trying to encourage the student. When a student talks too much, thank him or her for the participation and choose another student. The objective is that everyone gets to think critically.

Homework assignment: Using the SSDUS outside the classroom



Instructions

1. Choose a short paragraph from an English-written text you like. It could be an article, an opinion, etc.
2. Apply the SSDUS to three unknown words you encounter, but remember to choose only topic-related words.
3. Bring your results next week.

Teacher's note: Explain the instructions to the students. Suggest choosing an appealing text to work with. Give them feedback on their performance individually during the following sessions.

Lesson sample n°3

Unit 3: Sports and Hobbies

Second session

General objective:

- ✓ By the end of the session, students will be able to use a vocabulary organization approach to sort out lexical items, namely, semantic maps.
- ✓ By the end of the session, students will be able to use these lexical items in a short composition.

Specific objectives:

- ✓ Students will be able to organize new lexical items according to the approach previously taught.
- ✓ Students will be able to analyze some of the dimensions of specific lexical items.

Cross-curricular objectives:

- ✓ Students will understand the importance of collaborative work.
- ✓ Students will share their ideas and opinions.
- ✓ Students will show respect for classmates' ideas, beliefs, and opinions.
- ✓ Students will help to create a supportive learning environment.

Warm-up activity: What can you remember from the previous classes?

- Talk to your classmates and try to remember how we can organize lexical items. Hint: it involves a map.
- Draw a diagram describing the steps involved in achieving that, using an example.
- Let's share the information with the class!

Teacher's note: Read the instructions to the class. Give students ten minutes to come up with their ideas. After that, each group will report their conclusions and the teacher will write the information on the whiteboard, correcting or adding more information to the students' responses.

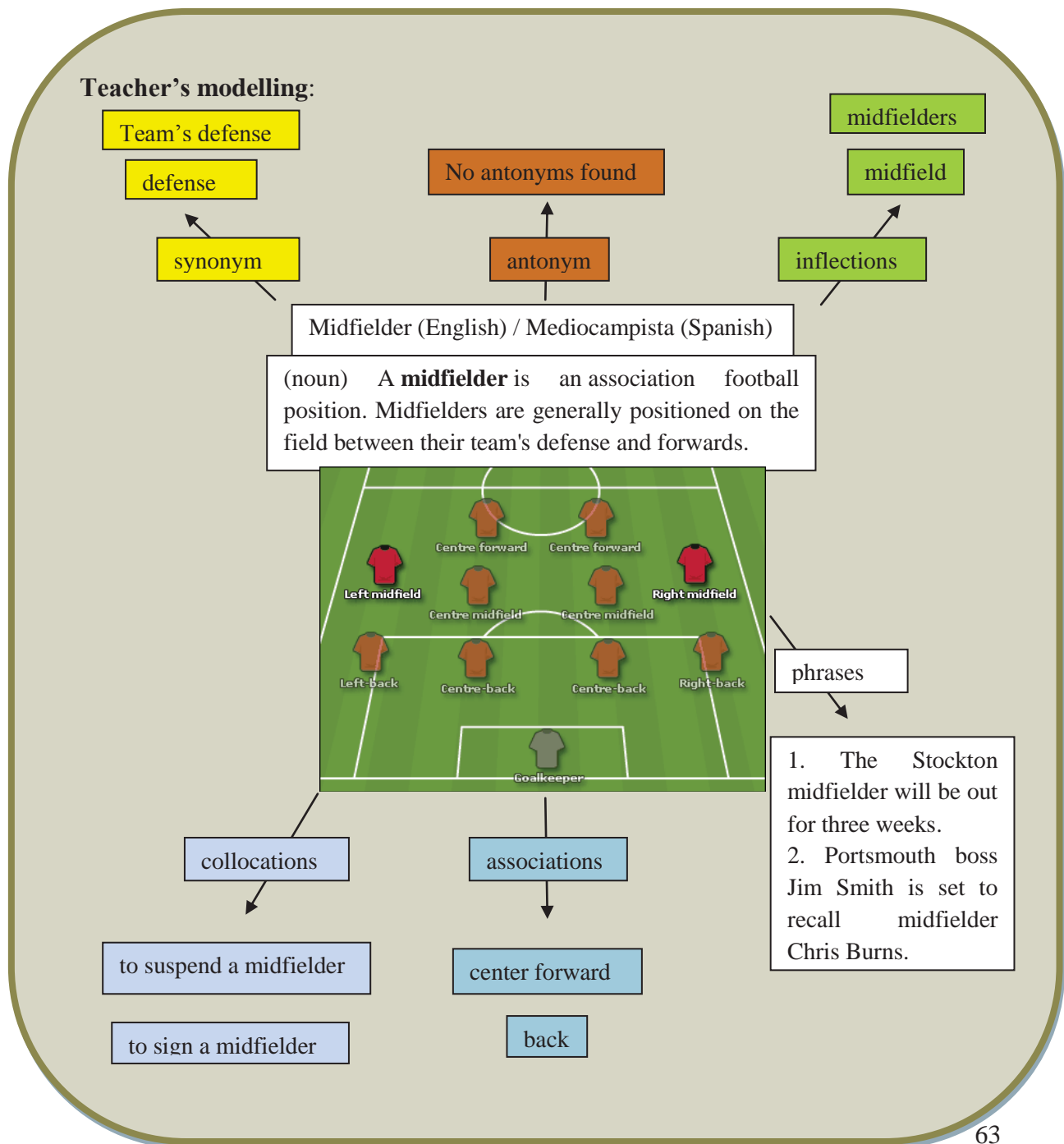


Main activity: Elaborating semantic maps

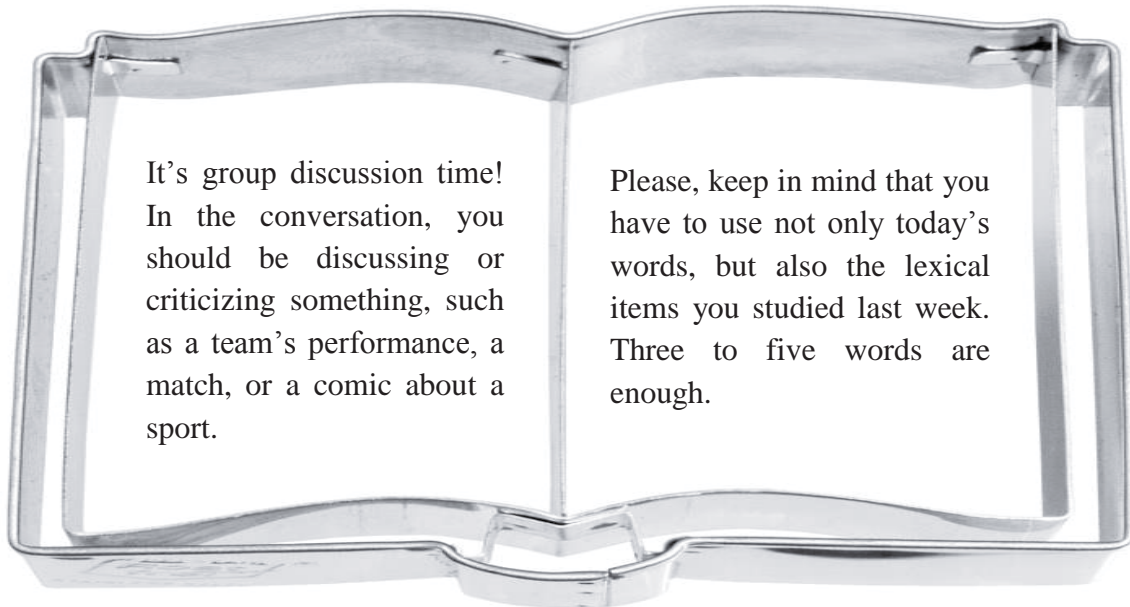
Instructions

1. Listen to the teacher. He or she will give you a list of lexical items reported by you last week. Do you remember them? Talk to your classmates.
2. Now it is your turn to apply your previous knowledge about semantic maps to the current words.
3. From the list, each group chooses one lexical item to study.
4. Ask the group that worked with the word last week to give you the following information:
 - The spelling of the word
 - The part of speech of the word
 - The right meaning (or sense) of the word considering the topic.
 - Illustrations (if you find any)
 - Register: formal or informal? Slang? Offensive? If there is no information, ignore this.
 - The Spanish equivalent of the word
5. Search the word on the internet and include the following information about it:
 - Synonyms
 - Antonyms
 - Inflections of the word
 - Collocations
 - Associations (what other words makes you think of this word)
 - Two or three sentences in which the word appears on a website
6. Send the document to the teacher via e-mail.

Teacher's note: First of all, the teacher presents the activity and gives the first instruction. Before moving on, the teacher should wait for the students to talk about the list of words, which should be linguistically rich, that is, having synonyms, antonyms, inflections, collocations, and associations. Then, the teacher explains to students that it is their turn to apply their previous knowledge about semantic maps. After each group selected their word and asked for the information of the lexical item, the teacher explains what they have to focus on and models the activity. Then, the students are expected to work and the teacher is expected to check on their progress and give feedback. As the students finish, they should send their results to the teacher via e-mail.



Wrap-up activity: Group discussion



Teacher's note: Explain the instructions of this activity clearly. The main objective is to make students use the lexical items they have been working with in groups during this session and the previous ones. Walk around the classroom to see how the students interact and to answer any questions they may have.

Homework assignment: Hobbies, hobbies, and hobbies!

Let's discover new hobbies!

1. Search on the internet information of three odd and original hobbies.
2. Bring a short composition describing each hobby.
3. If you find any picture, please bring it or send it to the teacher so that he or she can show it to the class.
4. It is okay to search information in Spanish-written websites, but you should bring the information in English.

Teacher's note: The teacher should encourage students to check English written websites, but if they run into a Spanish website with useful information, they should report the information gathered in English. It should also be encouraged to check uncommon and funny hobbies. The purpose of this activity is to make students search for information that will be used next class as part of a pre-reading activity about hobbies.

Lesson sample n°4

Unit 3: Sports and Hobbies

Third session

General objective:

- ✓ By the end of the session, students will be able to organize lexical items, according to their word class or part of speech.

Specific objectives:

- ✓ Students will be able to organize new lexical items according to their word class or part of speech.
- ✓ Students will be able to analyze some of the dimensions of specific lexical items.

Cross-curricular objectives:

- ✓ Students will understand the importance of collaborative work.
- ✓ Students will share their ideas and opinions.
- ✓ Students will show respect for classmates' ideas, beliefs, and opinions.
- ✓ Students will help to create a supportive learning environment.

Warm-up activity: What can you remember about vocabulary organization?



- Last class, we worked with semantic maps, a vocabulary organization approach. Can you remember the other vocabulary organization approach reviewed in unit 1?
- Talk to your classmates and try to recall which the other approach was.
- Draw a diagram describing the steps involved in achieving that, using an example.
- Let's share the information with the class!

Teacher's note: Read the instructions to the class. Give students ten minutes to come up with their ideas. After that, each group will report their conclusions and the teacher will write the information on the whiteboard, correcting or adding more information to the students' responses.

Pre-reading activity: Let's talk about hobbies! (Homework assignment)

Instructions

1. Last class, the teacher gave you a homework assignment in which you had to search for some odd or funny hobbies.
2. In groups, report your findings to your classmates.
3. After that, the teacher is going to ask you to share the information with the rest of the class.
4. What do you think about those hobbies? Are they feasible for all people? Do you think that money is a constraint when it comes to hobbies?

Teacher's note: Read the instructions to the class. Give students five minutes to share their findings. Once they finish, randomly choose a member of each group to report the group's discussion. After that, ask students what kind of hobbies they like.

Reading activity: Super Cheap Hobbies for People on a Budget

Super Cheap Hobbies For People On A Budget

Many people think that you can only entertain yourself by spending lots of money. I'm here to tell you that there are plenty of super cheap hobbies just waiting for you to try. Some of them cost some nominal amount of money, while others are completely free. That means that just because you are on a budget it doesn't mean you can't have some fun as well.

Outdoor Hobbies

Fishing – This is my personal favourite cheap hobby. My brother and I used to regularly go fishing before he moved to the UK and I used to love it! The only cost (once you have a rod and tackle) is the bait (don't use chicken...), but even bait can be free if you know how to catch it.

Hiking/Walking – I actually went for a short walk with my wife, son and dog this afternoon and that is what caused me to think about writing this post. It costs nothing and you get a chance to get out into the sun as well as getting some exercise.

Photography – It helps if you have a good DSLR camera to take nice pictures, but even with a cheap

camera you can have a lot of fun taking photos. Perhaps you are like me and you live next to a river or a lake and could photograph the local ducks?

Fly a Kite – I'm not so big on flying kites, but as I was driving home from a birthday lunch a few weekends ago, my wife and I saw lots of people flying kites down by the waterfront. They all seemed to be enjoying themselves.

Go for a swim/surf – This one might involve some driving depending on where you live, but for me personally we are only about 20-30 minutes away from the nearest surf beach. So it is a cheap and easy way to spend an afternoon.

Online Activities

Play free online games – League of Legends instantly comes to mind here. It would have to be one of the biggest online games that I know about. While it is entirely free to play, I know a lot of people that have spent a good deal of money on it.

Photoshop / Gimp – Learning how to use Photoshop (or gimp which is pretty much the same, but free) can be really interesting and fun. There are some seriously talented people out there who are amazingly talented at using these applications.

Reddit – Reddit is like YouTube in that you can spend hours of time on a single website. The main difference with Reddit is that it is more current events and there is a huge amount of cat photos.

Learn a Programming Language – Programming languages are just like normal languages, the only difference is that you are learning to speak to the computer rather than a person. There are plenty of different languages to learn (PHP, C, C++, C#, Java, VB etc) . Programming is about the only reason I am glad I did an IT degree, I love being able to create applications.

Find new Recipes to Try – I actually really enjoy getting into the kitchen and cooking different types of meals. I find most of my recipes on cooking websites. Note: If you need great food ideas check out my wife's website delicious food ideas.

Indoor Activities

Have a get together – Having a get together doesn't have to be expensive. If you get everyone to bring a dish then your event can be quite cheap and you can enjoy the company of others over some food.

Watch TV – I'm loathe to include this as I hate how much time I spend in front of the TV already, but it is cheap and many people spend a lot of time watching TV so if you want to get fat and lazy this one is right up your alley.

Play console games – I'm a bit old school when it comes to console gaming, I come from a time when games weren't online and you had to be happy with the storyline of the game rather than beating your friends online.

Take up amateur electronics – My dad bought me an electronics kit when I was younger and I really enjoyed making things work. I wasn't very good at it, but it did help with my understanding of some basic electrical principals.

Cooking – I find cooking to be very therapeutic and would love to do more enjoyable cooking, rather than the normal rushed cooking dinner that is the norm.

Taken from <http://www.monsterpiggybank.com/super-cheap-hobbies-for-people-on-a-budget/>

Instructions

1. Scan the text and choose one hobby you would like to read. Do not read the whole text!
2. Once you are decided, inform your other classmates of your choice. Try to come to an agreement on what hobby you would like to read about. If you have problems in this process, you can resort to *Rock-paper-scissors*.
3. Read the paragraph and look up the words you do not know.
4. Now, you have to look up every word of the paragraph on the Internet, but before that you should divide the words among yourselves.
5. Once you have your words, look them up in a monolingual online dictionary and focus on the part of speech and meaning of the word.
6. Organize the words in four different lists, according to their word class: verbs, adverbs, nouns, and adjectives.
7. Once you finish, send the document to the teacher via email.

Teacher's note: Read the first two instructions to the students. Give them five minutes to scan the text and decide what hobby they will read about. Then, explain instruction number three and suggest them to look up the unknown words in a bilingual dictionary so as to save some time. Give them ten minutes to do that. Then, explain instructions four to six and model the activity. (The modelling can be checked in next page.) It is important to mention to the class that each member of the group works on one list. Once they finish, have them send their progress to your e-mail account.

Post-reading activity: Thinking about metalanguage

Instructions:

1. Read the following sequence of words and try to understand the information: *My to the to some*. What can you infer? What do the words have in common?
2. Now, read the following sentence to see whether you can get the main idea: *Mom went supermarket buy fruits*. What can you infer? What do the words have in common?
3. What's the role of function words? Can we understand a message without content words?

Teacher's note: Randomly select students to share their ideas with the rest of the class and make sure that every student shares all the required information with the class. Be aware of the remaining time, and accommodate the activity accordingly.

Modelling

First of all, what can you remember about word classes from unit 1? Do the words noun, adjective, adverb, and verb ring any bell? Let's try to remember.

I chose the paragraph entitled Cooking. The first word I am going to analyze is *find*. (I looked the word up in the Cambridge Online Dictionary.)

The screenshot shows the dictionary entry for the verb 'find'. At the top, the word 'find' is written in a large, bold font. Below it, the part of speech 'verb' is indicated, along with the phonetic transcription /faɪnd/ and the past tense and past participle forms 'found' /faʊnd/. There are also icons for 'US' and a speaker icon. Below this, there are social media sharing icons for Facebook, Twitter, Google+, Dribbble, SoundCloud, and Email. The main definition is 'find verb (DISCOVER)'. There are four numbered entries, each with a blue arrow icon. The first entry is '[T] to see where a thing or person is, either unexpectedly or by searching; discover:' with three example sentences. The second entry is '[T] Someone who finds information begins to understand something:' with a note '[+ that clause]' and two example sentences. The third entry is '[T] If you find a quality within yourself, you suddenly develop it or learn that you have it:' with one example sentence. The fourth entry is '[T] To find someone means to meet someone you can have a close, loving relationship with:' with one example sentence.

In this case, the word *find* is a verb and the correct sense of the word in the context of the paragraph corresponds to the third entry: *If you find a quality within yourself, you suddenly develop it or learn that you have it.* After understanding the word class and meaning of the word, organize it in the verbs list, and continue with the other words in the same fashion, as shown next page.

Verbs list	Adjectives list	Adverbs list	Nouns list
Find: If you find a quality within yourself,	Therapeutic:	More...than:	Cooking:
Love:	Enjoyable:		Cooking dinner:
To do:	Normal:
Verb to be (is):	Rushed:		Norm:

Lesson sample n°5

Unit 3: Sports and Hobbies

Last session

General objective:

- ✓ By the end of the session, students will be able to use the lexical items they have worked with in groups in order to write a short composition.

Specific objectives:

- ✓ Students will be able to recall the meaning of the words they have worked with.
- ✓ Students will be able to use the lexical items in a composition.

Cross-curricular objectives:

- ✓ Students will understand the importance of collaborative work.
- ✓ Students will share their ideas and opinions.
- ✓ Students will show respect for classmates' ideas, beliefs, and opinions.
- ✓ Students will help to create a supportive learning environment.

Warm-up activity: Remembering the words we have worked with



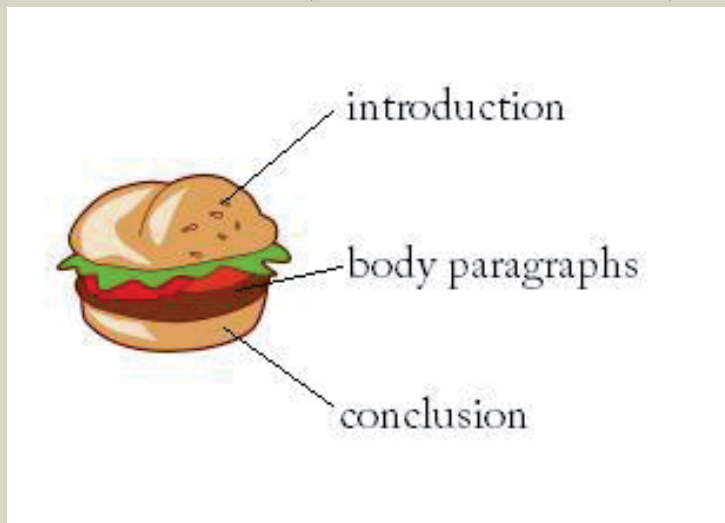
- In groups, try to remember the words you have worked with.
- After your discussion, the teacher will give each group a handout with a list of words you have worked with and their definitions. However, you have to match each word with its meaning.
- When you finish, call your teacher so that you can verify whether you were correct or wrong.

Teacher's note: Read the instructions to the class. While students talk, walk around the classroom to give them feedback or to help them in the recall process. The main objective is to make them remember the words so that they can write the composition much faster.

Writing Workshop

Instructions

1. In the previous activity, the teacher gave you a handout containing the words you have worked with during this unit. Were you able to recall their meaning?
2. Individually, write a short composition about sports or hobbies, using at least five lexical items you have previously worked with.
3. The composition should have three paragraphs:
 - a. a short introduction (no more than two sentences),
 - b. a body paragraph developing the main ideas,
 - c. and a short conclusion (no more than two sentences).



4. If you have any questions, ask your teacher. Once you finish, send the document to the teacher via email.

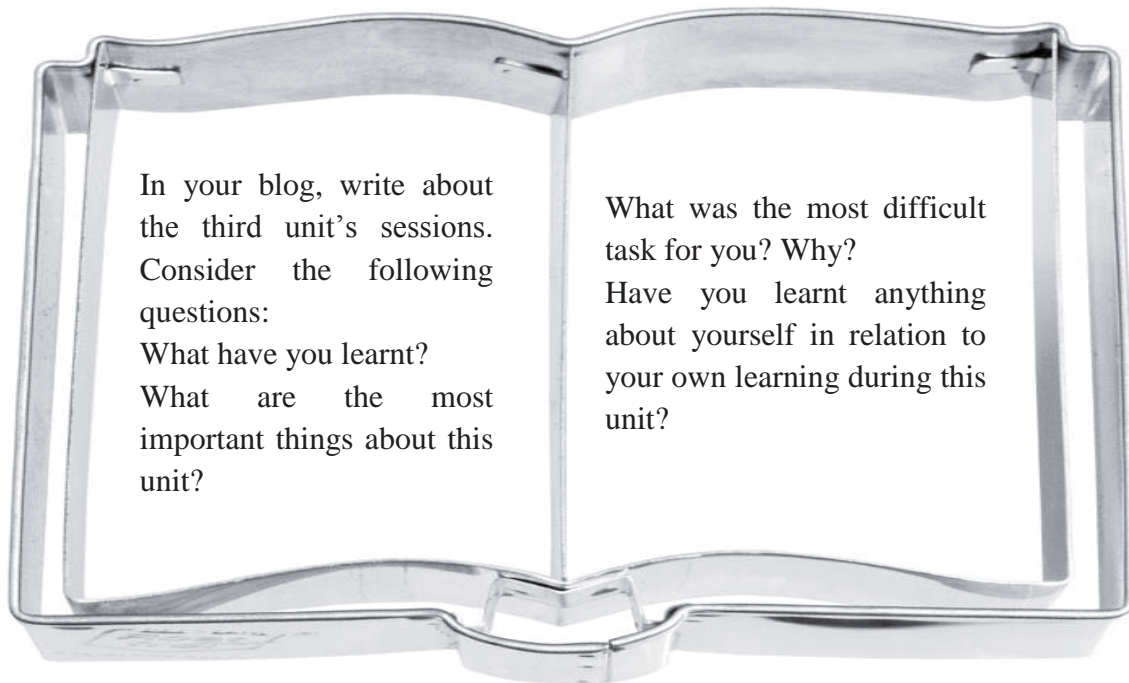
Teacher's note: Read the instructions to the class. Explain to them the structure of the composition and, once they start writing, walk around the classroom to help them. This activity should not take more than 35 minutes, so tell them how much time is left.

Assessment time

You have received an assessment sheet in which you are going to evaluate your and your classmates' performance during the discussions. Read each question carefully and be honest when evaluating. Remember to bring this assessment sheet next week; otherwise, you will be penalized.

Teacher's note: The teacher should read the questions of the assessment sheet clearly. The questions should be explained thoroughly and, if needed, the teacher should provide some examples. The teacher should make clear that the answers need to be honest, for the final mark of peer- and self-assessment sheets will be part of the course's final mark.

Learning blog



Teacher's note: The teacher should explain the instructions of this activity clearly, for it is part of the metacognitive reflection of the unit. The questions should be explained thoroughly and, if needed, the teacher should provide some examples.

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APPENDIXES

Appendix 1

Assessment rubrics: self-assessment file

Self-assessment File

Name: _____

Date: _____ Unit: _____

Total points: ___/12

Read the following rubric and assign the points for each criterion, according to the descriptors (very good, good, or developing). Remember: you are assessing your performance.

	Very good (3)	Good (2)	Developing (1)
Research and collecting information. Points assigned: ___	I collected a lot of information from various websites.	I collected some information from a few websites.	I collected a little information from few websites.
Sharing Points assigned: ___	I always shared my information or ideas with my team members.	I sometimes shared my information or ideas with my team members.	I did not share my information or ideas with my team members.
Contribution Points assigned: ___	I always helped my classmates with their tasks, whenever they asked me.	I sometimes helped my classmates with their tasks, whenever they asked me.	I did not help my classmates with their tasks when they asked for my help.
Listening to other group members Points assigned: ___	I always listened to my team's ideas and suggestions.	I sometimes listened to my team's ideas and suggestions.	I never listened to my team's ideas and suggestions.

Adapted from <http://1brainsandwich.blogspot.com/2013/07/you-mean-i-have-to-grade-my-friend-pt-2.html>

Appendix 2

Assessment rubrics: peer-assessment file

Peer-assessment File

Team member: _____

Date: _____ Unit: _____

Total points: ___/12

Read the following rubric and assign the points for each criterion, according to the descriptors (very good, good, or developing). Remember: you are assessing your classmate's performance.

	Very good (3)	Good (2)	Developing (1)
Research and collecting information. Points assigned: ___	My classmate collected a lot of information from various websites.	My classmate collected some information from a few websites.	My classmate collected a little of information from few websites.
Sharing Points assigned: ___	My classmate always shared their information or ideas.	My classmate sometimes shared their information or ideas.	My classmate did not share their information or ideas.
Contribution Points assigned: ___	My classmate always helped me, whenever I asked them.	My classmate sometimes helped me, whenever I asked them.	My classmate did not help me, whenever I asked them.
Listening to other groups members Points assigned: ___	My classmate always listened to my ideas and suggestions.	My classmate sometimes listened to my ideas and suggestions.	My classmate did not listen to my ideas and suggestions.

Adapted from <http://1brainsandwich.blogspot.com/2013/07/you-mean-i-have-to-grade-my-friend-pt-2.html>

Appendix 3

Reading Workshop checklist

Team's members: _____

Date: _____ Reading Workshop N°: ____ Total points: ____

Read the statements and assign the points according to the students' performance. Assign 1 point for *Yes* and 0,5 points for *Partially*. *No* receives no points. Important: not all Reading Workshops will deal with the same questions, so modify the total points accordingly.

1. Can the learners recognize the written form of the word?
a) Yes b) No
2. Can the learners identify the correct part of speech of the word?
a) Yes b) No
3. Were the learners able to delete the inflection of the word in order to look it up correctly?
a) Yes b) No
4. Were the learners able to identify the appropriate meaning(s) for this word form?
a) Yes b) Partially c) No
5. Can the learners understand a range of uses of the word?
a) Yes b) Partially c) No
6. Can the learners provide examples of common associations for this word?
a) Yes b) Partially c) No
7. Can the learner tell if the word is a specialized term or not, formal or informal, frequent or infrequent, etc.?
a) Yes b) Partially c) No

Adapted from Table 1.2 (Nation, 2001)

Appendix 4

Writing Workshop assessment

Name: _____

Date: _____ Writing Workshop N°: ____ Score: ____

Read the statements and assign the score according to the student's performance and the descriptors.

5,5 to 7,0	4,0 to 5,4	1,0 to 3,9
The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The text conveys a sense of completeness or wholeness. The writing demonstrates good command of language, including precision in word choice. In this regard, the choice of the words studied in class fits in harmoniously with the topic of the text. The text generally follows the conventions of mechanics, usage, and spelling.	The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the text may lack a sense of completeness or wholeness. Word choice is adequate but may be limited, predictable, or occasionally vague. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.	The writing may only minimally address the topic. The text is a fragmentary or incoherent listing of related ideas or sentences or both. Limited or inappropriate word choice may obscure meaning. No studied words are included, or if they are included, the words do not fit in with the topic of the text. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.

Adapted from Bratcher and Ryan (2003)

Appendix 5

Assessment rubric for the portfolio

Checklist for the portfolio

- The portfolio includes both Reading workshops.
- The portfolio includes both Writing workshops.
- The portfolio includes four learning blogs.
- The portfolio includes all the activities from the classes (for the extra material criterion).

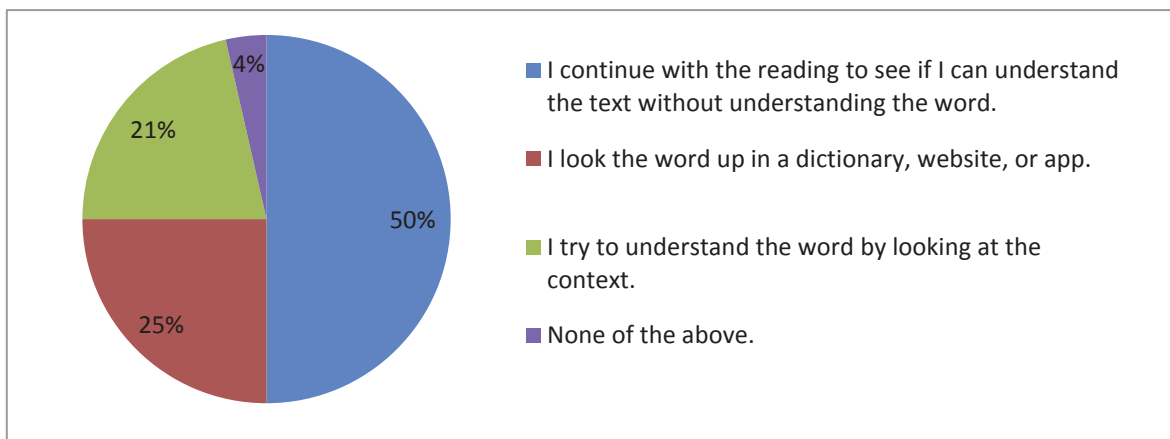
Rubric for the portfolio

	1	2	3	Total points
Extra material	The portfolio does not include any kind of extra material important for the learning.	The portfolio includes extra material, but the material is not relevant for the learning.	The portfolio includes extra material important for the learning.	
Checklist	The portfolio lacks lots of elements from the teacher's checklist.	More than five elements from the teacher's checklist are not present.	The portfolio includes every single element from the teacher's checklist.	
Responsibility	The portfolio was not handed in on time (days after the deadline).	The portfolio was not handed in on time (hours after the deadline).	The portfolio was handed in on time.	
Reflections	The reflections are sloppy and incomplete. The ideas are poorly developed.	The reflections are good, but they could have been more complete. The ideas are well developed.	The reflections are thorough and complete. Not only are the reflections well developed, but also original.	

Appendix 6

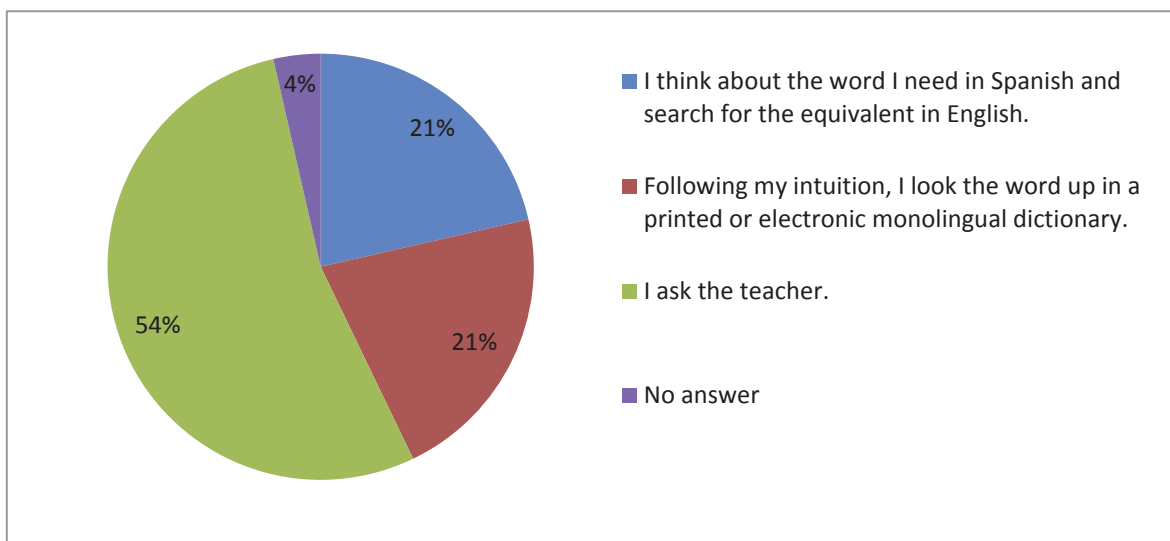
Needs analysis questionnaire for students and results

Question N°1: What do you do when you encounter an unknown word in a written text in English?



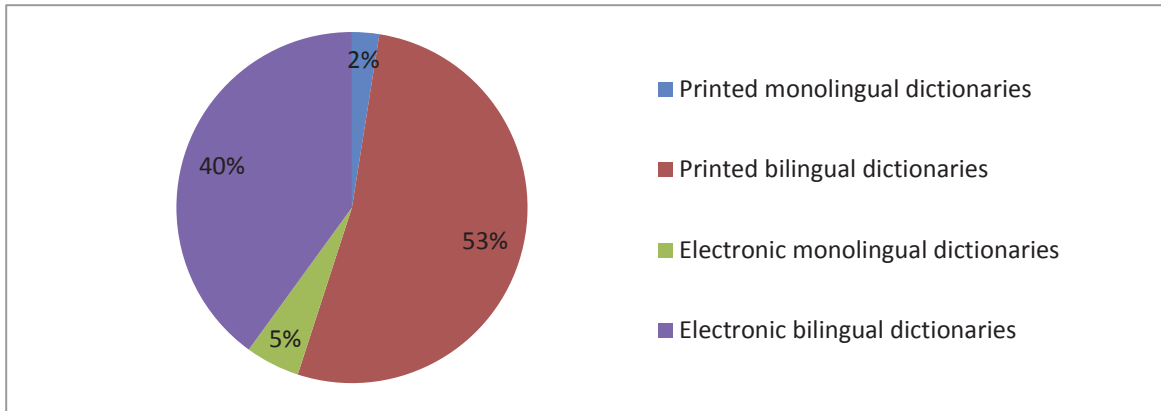
Other answers: asking a classmate or the teacher, looking the word up after the reading activity, associating the word with similar lexical items, re-reading the text, using translators, and reading without understanding the word.

Question N°2: You are writing an English text, but you can't continue as you do not know what word can be used in a specific context. What do you do?



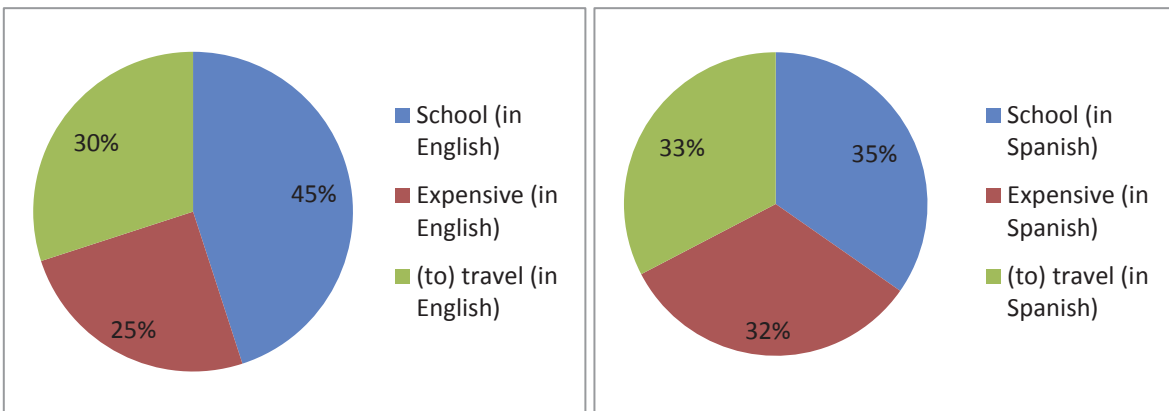
Other answers: looking the word up on the internet, asking others, searching for the synonym, and using a translator.

Question N°3: Which of the following resources do you use to look up unknown words in English?



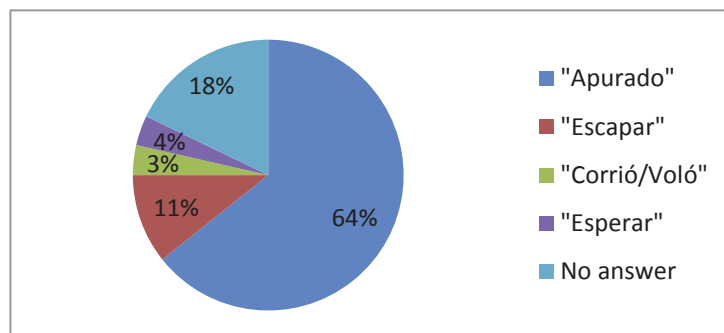
Other answers: cellphone apps, asking the teacher, Google translator, Urban dictionary, and Babylon translator.

Question N°4: Can you define the following words in English?



Question N°5

a) Read the following sentences and try to come up with the meaning of the word in italics. What is the Spanish equivalent of "hurried" in the sentence?



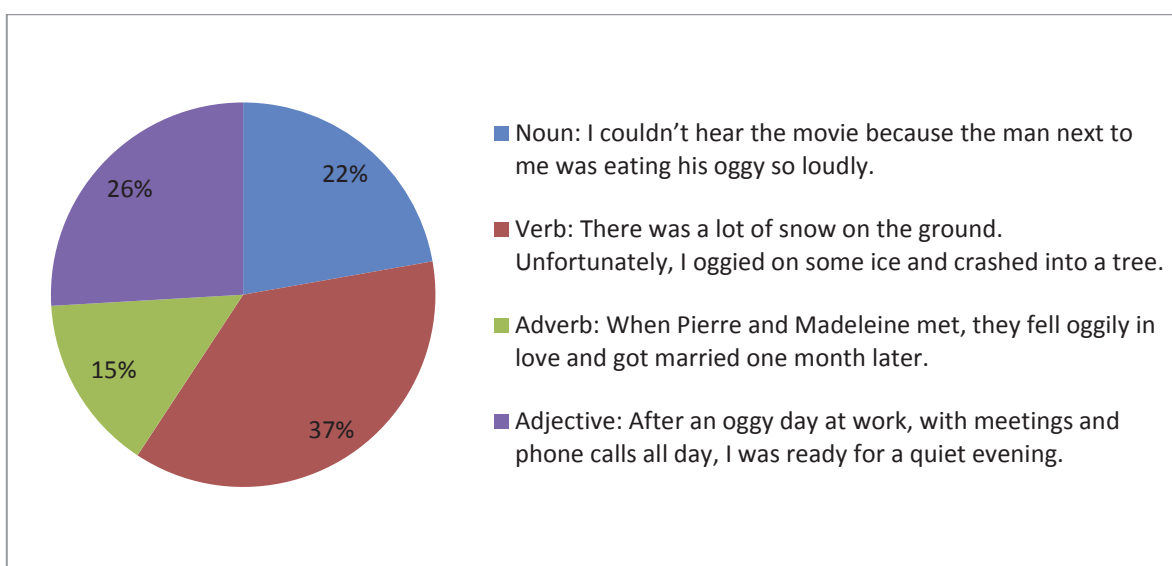
b) How did you come up with the meaning of the word?

Punctuation, context, peer interaction, dictionary, looking at what is next to the word, previous knowledge of the word, re-reading the sentences.

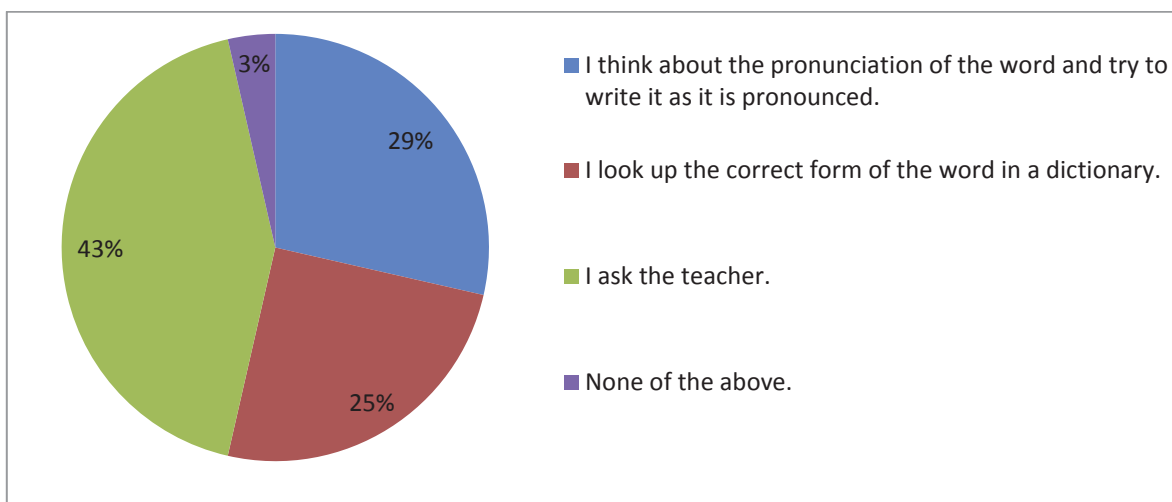
c) Can you think of a word or phrase in English which can replace the word in italics?

Fasted, exited, hurry, run fast, busy, escape, bored, run, hoped, went really fast to, fast, wait.

Question N°6: These sentences contain the nonsensical word "oggy." Read the sentences and write next to the sentence when the word is used as a verb, adjective, noun, and adverb.



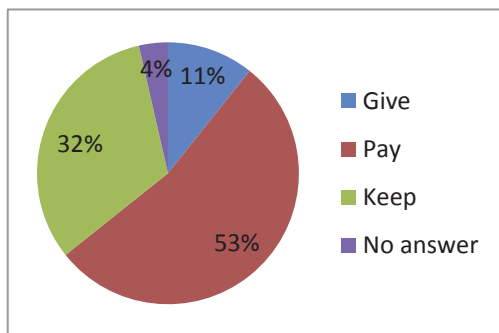
Question N°7: You are writing a text in English and you want to use a word which you know its oral form, but not its written form. What do you do?



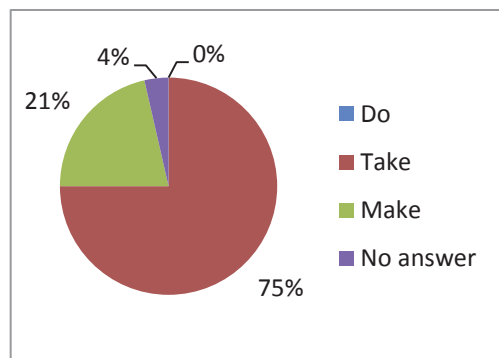
Other answers: Internet, autocorrect, and trial and error

Question N°8: Read the following sentences and choose the correct alternative

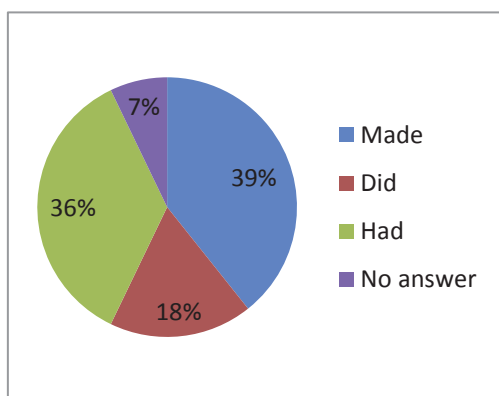
- a) The meeting was very long so it was impossible to _____ attention all the time.
i. give ii. pay iii. Keep



- b) I don't think we should _____ a decision yet; we should wait.
i. do ii. take iii. make



- c) It took us all day to clean up the house after the party—the students _____ a terrible mess.
i. made ii. did iii. had

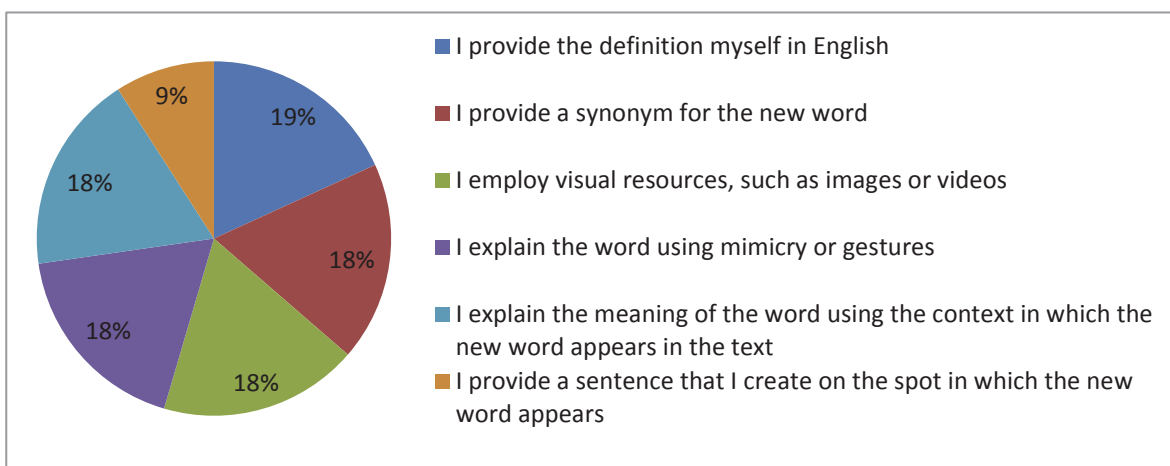


Appendix 7

Needs analysis questionnaire for teachers and results

Question N°1: When presenting vocabulary for the first time, how do you present the lexical items? Please tick all the alternatives that apply.

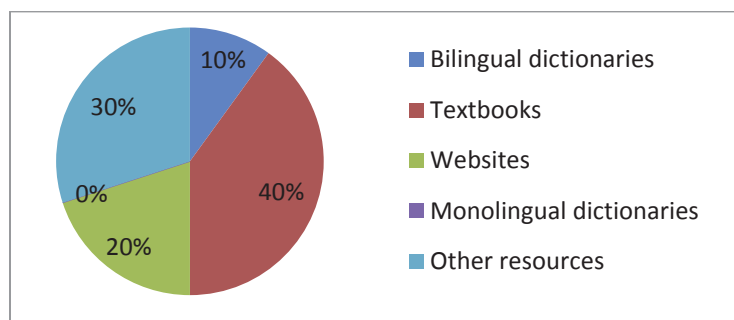
- I provide the definition myself in Spanish.
- I provide the definition myself in English.
- I provide a synonym for the new word.
- I employ visual resources, such as images or videos.
- I explain the word using mimicry or gestures.
- I explain the lexical items through activities involving the use of dictionaries.
- I explain the meaning of the word using the context in which the new word appears in the text.
- I provide a sentence that I create on the spot in which the new word appears.



Other answers: Games, flashcards, songs, and videos.

Notes: Nobody provides definitions Spanish and nobody explains the lexical items through activities involving the use of dictionaries.

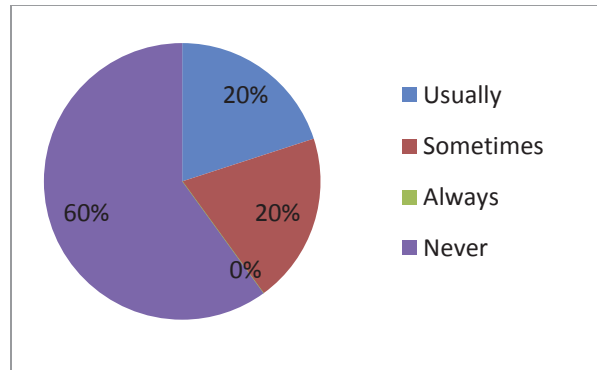
Question N°2: What kind of resources do you use when teaching vocabulary?



Other answers: Flashcards, activities involving songs, the free dictionary.com, mimicry, bingos, and hangman.

Notes: Nobody uses monolingual dictionaries.

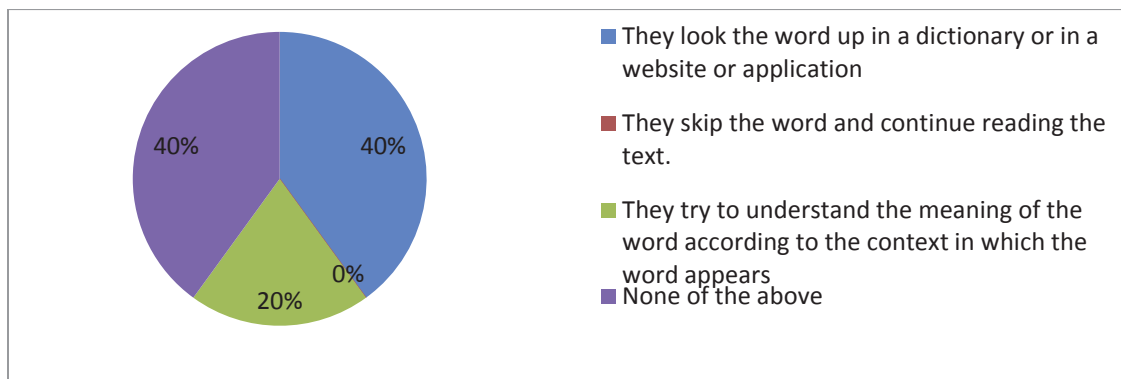
Question N°3: How often do you include activities involving the use of dictionaries in your lesson plans?



Types of resources: bilingual dictionaries and monolingual dictionaries: Oxford and the free dictionary.

Notes: Nobody works always with dictionaries.

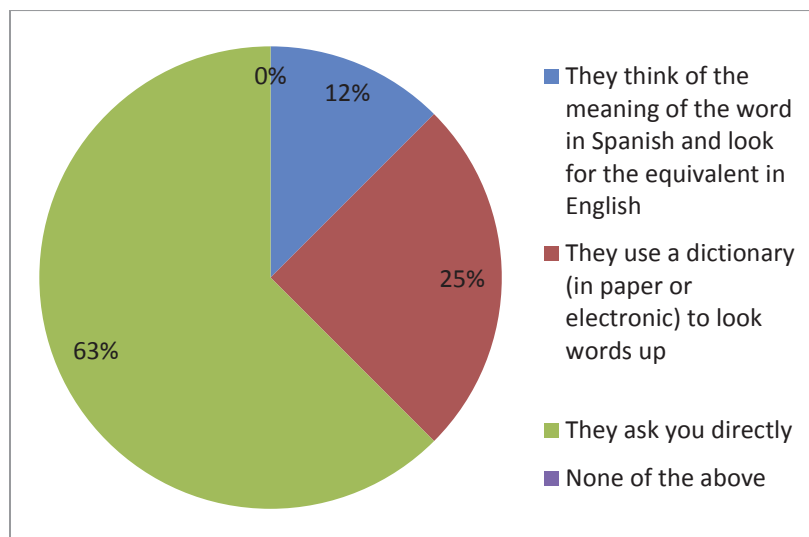
Question N°4: From your observations, what do students usually do when they do not understand a word?



Others: three teachers claim that students ask the teacher (because it's easier for them) and two teachers claim that students ask other classmates.

Notes: None of the teachers chose the alternative "They skip the word and continue reading the text"

Question N°5: From your observations, what do students usually do when they do not know how to write a word?



Others: students invent words or use a translated word from Spanish or talk to each other when having problems.

Question N°6: In your opinion, what is the role that vocabulary teaching plays in promoting effective language use?

The teachers say that it enriches learners' language use and communication skills and that it is needed to comprehend the main ideas in a text.

Question N°7: From your observations and experience, what are the difficulties that you and your students have when teaching and learning new vocabulary, respectively?

The teachers have observed that students tend to ask others, such as the teacher and classmates, when they want to know the meaning of a word, mainly because it is easier and quicker for them to tackle their lack of vocabulary knowledge in that way. Another common practice reported by the teachers is to translate the words into Spanish. Also, teachers fear that students may get bored when teaching new lexical items, especially when there is no context, and claim that it is hard to find attractive ways of doing so. One particular teacher mentioned that time constraints play a larger role when teaching new vocabulary as teachers are expected to cover the contents of a unit in a pre-established amount of time, regardless of the students' intake and pace.

Question N°8: How do you assess vocabulary learning?

Some of the ways teachers assess vocabulary include checking their answers for the activities with the rest of the class as part of class discussion or oral presentations, preparing a section within a reading comprehension task (including vocabulary practice), writing or talking using the new lexical items, and through assessment in tests.