



**UNIVERSIDAD AUTONOMA DEL ESTADO DE HIDALGO
INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES**

**“THE STUDY OF TWO WAYS OF TEACHING AND LEARNING
VOCABULARY IN A LANGUAGE SCHOOL IN MEXICO CITY”**

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LICENCIADO EN
ENSEÑANZA DE LA LENGUA INGLESA**

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**Director:
Mtra. Eleanor Occeña Gallardo**

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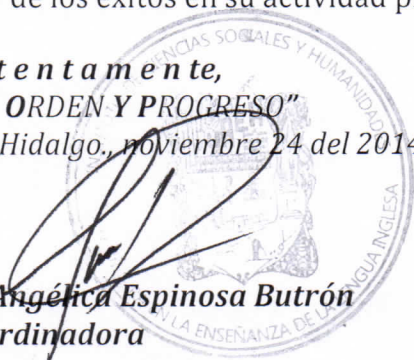
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To parents, my siblings, my son who is always on my mind,
and my inspiration; my brother Oscar
who taught me to never give up.

I am sure he is taking care of me somewhere in heaven.

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“Luck does not exist, it is what you do; what you do is what help you build up your destiny”.
“The should’ve, could’ve, would’ve do not exist...”. My brother Oscar used to say that to me.

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ABSTRACT

Due to the effective traditional Interlingua practice of teaching and learning vocabulary and the implementation of *Interlingua Magazine* to complement the learning of vocabulary at Interlingua also the use of this new technological resource by more and more students and teachers, it was then necessary to look at these two ways of teaching and learning vocabulary. This thesis is intended to come up with recommendations for the teaching and learning of vocabulary that would benefit the language school. This research will look at students' results in regular final exams contrasting these results with the performance of students using the Interlingua Magazine. This paper will also examine participants' opinion on Interlingua Magazine and Interlingua vocabulary teaching techniques.

Keywords: e-magazine, technology, vocabulary, multimedia, learning, teaching.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the Problem.

For many years, teachers, students, researchers, important companies, organizations and all those that care for education, especially the ones involved in English teaching as a foreign language have pointed out the importance of teaching vocabulary using different resources. One resource that has grown considerably is the use of technology. Towards the end of the 1950s the Audiolingual approach emerged. One of its biggest contributions was the idea of a habit-formation process which was oriented not only for learning grammar but also vocabulary. Teachers presented vocabulary in dialogues where students would learn by imitation and repetition. It advocated the use of teaching machines for individualize instruction (Skinner, 1958, cited in Levy, 1997). In this sense, many people realized they could use computers to help students and teachers with learning words, phrases or different structures.

In the 1980s, humanistic methods, techniques and approaches engaged a person's emotions and feelings, in other words, the affective dimension. But the most far-reaching approach to language teaching to emerge at that time was the Communicative Language Teaching (CLT). The CLT approach, not only makes communicative competence the goal of language teaching, but it also develops procedures for teaching of the four language skills. By that time, there was a boom in computer assisted language learning (CALL). As computers were evolving, they needed to be filled out with new software, Storyboard, a text-reconstruction program, written by John Higgins (1982), became an interesting breakthrough in developing education technology. The main feature of Storyboard is that the user

reconstructs a text word by word, using textual clues throughout the activity. Students are encouraged to use words they know, then build a sentence with those words on the computer program. This is one good example of how computers and one area of learning –vocabulary– could coexist in the learning process. Another project that started as a radio station it is now a dynamic international multimedia broadcaster. This US government broadcaster called Voice of America (VOA) provides news, information and cultural programs through the internet. Part of this cultural space is used to help people with English. It is based on articles supported by YouTube videos, audios, Google hangouts so people can interact in a video chat. The main idea of VOA learning English is helping to enhance vocabulary and practicing the different skills. Also, one's understanding is tested by the activities it has on its platform.

English might seem a tough subject for many people who study the language that is not their mother tongue. Some might say it is the grammar that causes headaches but for many others vocabulary is what can stop us from: conveying ideas, understanding texts or we may end up getting the wrong idea. In the past teachers and specialists used to think vocabulary was just a long list of words students had to learn and they would delay vocabulary until grammar was mastered Allen (1982).

Teaching vocabulary has been taught in various ways. Some of them have been successful, others really tedious and unsuccessful. One strategy that seems really effective is the use of word cards, with the word on one side and its translation on the other. This is a very unfashionable activity but there is overwhelming research evidence to show that it is a very efficient and effective learning strategy Nation (2001). Today, it may not be attractive anymore to ask students to look at cards due to the fact that we have internet access to various technological aids, e.g. a tablet can aid in creating and developing visuals, audio or

multimedia material to associate ideas with words. Vocabulary exercises have not changed radically. What this means is that there still are typical completion activities for learning vocabulary, i.e. *match the words with pictures/definitions, odd one out, word building among others*. The differences lie in the tools or resources we use to present vocabulary. For example, the BBC has a Facebook page where we normally see idioms; there students are given a multiple choice exercise to determine the definition of these idioms, the British Council provides everyone some online vocabulary exercises for learning words with different topics. Another example is video glossing and captioning, <http://es.englishcentral.com/>. This web page is an efficient and nice way to learn English online, plunging into a vast amount of interesting videos, giving feedback on one's pronunciation and fluency, focusing on the sounds that one might find difficult, and while watching and practicing with speaking vocabulary can be learned. The progress in vocabulary building is monitored, going from a low level to a higher level. Pearson offers a platform where one can even plan any type of English course such as a vocabulary course. There is also the Voice of America (VOA) platform where one is able to practice with guessing vocabulary words from context, or an English institute in Mexico known commercially as Interlingua that not only teaches vocabulary face to face in an ordinary classroom with flash cards, posters and its own reading passages, but also it has incorporated an online site where vocabulary is presented in a more modern way using technology.

Interlingua, the subject of this study opened its doors for the very first time in Genova Street in Mexico City. This institute has helped many English language learners to develop their skills in different areas based on numerous methods and approaches. As it was aforementioned using cards is very effective means of teaching vocabulary. That is why this

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school has adopted this old fashioned but successful technique. One of the academic evaluators was asked about the way vocabulary is taught at Interlingua, and this academic evaluator mentioned: "...You brought up an interesting question about our technique being based on the Situational Approach. While there are some behavioral similarities (learners receive new info, repetition of new info, and new info being used), it is not based on it per se. As you know our methodology is eclectic and pulls heavily from the Direct Approach, Situational Approach, PPP, Audio-lingual Approach, Communicative Approach etc. The way we teach vocabulary also borrows from different approaches and many of these approaches have similarities. Our technique is not based on one in particular, but borrows from several that are similar in nature." (Paul Landry Academic Department, Interlingua, 2014). Thus, at Interlingua several techniques are used such as: introducing vocabulary with posters, writing vocabulary on the board, presenting vocabulary with flashcards and repeating several times, with superordinates, reading passages aided with a poster, while reading. Teachers explain the meaning of words which could be in different ways such as: giving definitions in English, synonyms, opposites, giving examples and the last resource translation into Spanish. However, one concerning issue about the learning of vocabulary at Interlingua is the fact that during exams, vocabulary exercises are integrated into a general test design and is not assessed separately. Therefore, there has never been a way of determining students' results or performance in vocabulary alone. However, there is a way of isolating the results, though it has never been done or that there had never been a need to do so.

Recently, Interlingua had a technological breakthrough adding to its vast list of materials a resource named *Interlingua Magazine*. The implementation of this technology resource is to facilitate Interlingua students to access to this multimedia space. Similar as the VOA learning English, it is based on articles, YouTube videos, audios, where students would be able to enhance and develop their vocabulary repertoire, review and check grammar points, go over dynamic drills, read interesting articles and listen to real English. Also, vocabulary is tested after reading, listening or watching an activity. A percentage is registered so one can keep track of one's progress. However, it is not known whether the use of the Interlingua Magazine is resulting in a better performance in the learning of English for students at Interlingua, in particular, enhancing their learning of vocabulary.

1.2 Purpose of the Study

The purpose of this research study is to look at two ways vocabulary is taught and learn in a language school in Mexico City. One of the two ways students learn vocabulary in this language school is through the traditional Interlingua practice of teaching vocabulary. The other way is through the use of an e-magazine that is being used as a complement of learning, and which has started to be used unofficially by some teachers including this author for the teaching of vocabulary. All of these, specially the information that would be gathered from the use of the e-magazine for the learning of vocabulary, is intended to come up with recommendations for the teaching and learning of vocabulary that would benefit the language school. This research will look at students' results in regular final exams contrasting these results with the performance of students using the Interlingua Magazine. This paper will also

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examine participants' opinion on Interlingua Magazine and Interlingua vocabulary teaching techniques.

1.3 Research Questions

This research study sets out the following research questions:

- What are the students' results in the vocabulary section of the regular Interlingua final exams?
- Does Interlingua Magazine enhance the learning of vocabulary of advanced Interlingua students?
- Can students consolidate more vocabulary words with Interlingua Magazine than the words students can learn with the traditional Interlingua practice of teaching vocabulary?
- Do students like to learn vocabulary by means of technology?

1.4 Hypotheses

- Isolating the results of vocabulary in traditional Interlingua exams will give a clear idea on what students have learned in terms of vocabulary.
- Due to the nature of Interlingua Magazine, the use of YouTube videos, listening with transcripts, weekly articles of diverse contents, vocabulary exercises and links to related articles will enhance students' vocabulary repertoire. Many vocabulary words will be learned using Interlingua Magazine in a 3-session-period.

- Students will consolidate more vocabulary words with Interlingua Magazine than the words students can learn with the traditional Interlingua Method due to the immediate assessment after having students answer exercises related to Interlingua Magazine articles and not having them wait over three weeks for the vocabulary to be tested.
- The results of the questionnaire will show that students have favorable opinions to the use of this type of technology.

1.5 Significance of the Study

First and foremost, the results of this study will benefit Interlingua because it has adopted this technological resource but it is unaware of its benefits, except that it is a new technology aid for learning.

Secondly, this paper is intended to contribute to the area of education because it generates a valuable vision of implementing technology in classrooms to teach and learn vocabulary. In particular, teaching and learning vocabulary through the reading of electronic magazine articles, watching YouTube videos, listening to audios with scripts, and answering vocabulary exercises having an immediate score of the user's progress.

1.6 Definition of Terms

The following terms are essential for the theoretical framework of this research.

Electronic Magazine: According to Rouse M. (2005) the term *ezone* is short for "electronic magazine." "E-zine" and "e-Zine" are spelling variations. A similar term is "ejournal." There are several usages of the term *ezone*. The term is similar to *zine*, which is derived from *magazine* and is used to describe "small press" or personally distributed magazines or newsletters.

Multimedia sharing: one of the biggest growth areas has been amongst services that facilitate the storage and sharing of multimedia content. Well known examples include YouTube (video) Flickr (photographs) and Odeo (podcasts). These popular services take the idea of the 'writeable' Web (where users are not just consumers but contribute actively to the production of Web content) and enable it on a massive scale. Literally millions of people now participate in the sharing and exchange of these forms of media by producing their own podcasts, videos and photos. This development has only been made possible through the widespread adoption of high quality, but relatively low cost digital media technology such as hand-held video cameras. (Anderson, P. 2007).

Web 2.0: Web 2.0 is the term used to describe a variety of web sites and applications that allow anyone to create and share online information or material they have created. A key element of the technology is that it allows people to create, share, collaborate & communicate. Web 2.0 differs from other types of websites as it does not require any web

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design or publishing skills to participate, making it easy for people to create and publish or communicate their work to the world. (Thomson, H., 2008).

Collocation: The going-together relationship of words with other words, e.g. clothes collocates with put on, fashionable, well-fitting, etc. but not normally with put off, handsome, well-dressed. (Scrivener, J., 2005).

EFL: English as a Foreign Language. English for learners who come from a country where English is not spoken as a mother tongue. (Scrivener, J., 2005).

ESL: English as a Second Language. English for learners who come from another country where English is spoken. (Scrivener, J., 2005).

Negotiation of meaning: The process by which two or more interlocutors identify and then attempt to resolve a communication breakdown. However, negotiation may or may not result in mutual understanding (Ellis, R., 2004).

Vocabulary teaching procedures: A procedure is a series of clearly defined steps leading to a learning goal. From a vocabulary learning perspective, procedures can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered (Nation, P., 2001).

CHAPTER 2

REVIEW OF LITERATURE

2.1 Techniques Used in the Presentation of New Vocabulary

Verbal techniques are one of the most common ways in which meaning of new words is conveyed (Gairns and Redman, 1986). The authors point out that these techniques are traditional approaches and tend to be teacher-centered because they are selected by the teacher instead of the learner. However, these techniques continue to be frequently used in the classroom.

2.1.1 Use of Synonyms and Definition

Gairns & Redman (1986) highlight that teachers often use synonyms with low level students, where they have to compromise and restrict the length and complexity of their explanations. They set the following examples: for low level students, a teacher explains the word 'miserable' as 'very sad' and with higher level students 'bloke', for instance, means the same as man, but it is colloquial.

(Elley, 1989; Brett, Rothleim and Hurley, 1996 cited in Nation, 2001), show that vocabulary learning is increased if vocabulary items are briefly explained while learners are listening to a story. In Elley's study, such definition more than doubled the vocabulary gains. Ellis (1995) indicated that simple definitions were the most effective. Short simple definitions agree with a study by Chaudron (1982) which found that more elaborate definitions tend to be confusing rather than helpful, however, Gairns and Redman (1986)

mention that definitions alone are often inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limits of the item. For example, ‘to break out’ in ‘a fire broke out’ has the sense of ‘to start’, but this would be a misleading definition for a learner and might encourage him to think that ‘the lesson broke out’ was acceptable in English.

2.1.2 Contrast and Opposites

Teaching contrasts, opposites or antonyms and synonyms are one way of teaching vocabulary. Teachers normally use this technique by telling students: the opposite of ___ is ___ and the students can shortly answer by giving an opposite, however, Gairns and Redman (1986) give an example where a new item like “sour” is easily illustrated by contrasting it with “sweet “. They mention that it is vital to elucidate the context in which this is true. Sugar is sweet and lemons are sour, but the opposite of “sweet wine “ isn’t “sour wine”, and the opposite of “sweet tea “ isn’t “sour tea”.

2.1.3 Superordinates

To illustrate the meaning of superordinate such as ‘furniture’, ‘vegetables’, ‘meat’ and ‘transport’, it is a common procedure to exemplify them, such as *table*, *chair*, *bed* and *sofa* are all furniture. This is the way the word ‘weather’ is taught in unit I block II at Interlingua. Teachers give an oral explanation of what *weather* means using examples of the type supported by a visual (figure 1). They first say: “*look at these pictures*”. Then, they describe the weather. “*Weather refers to the condition of the climate, for example, hot, cold etc.*”

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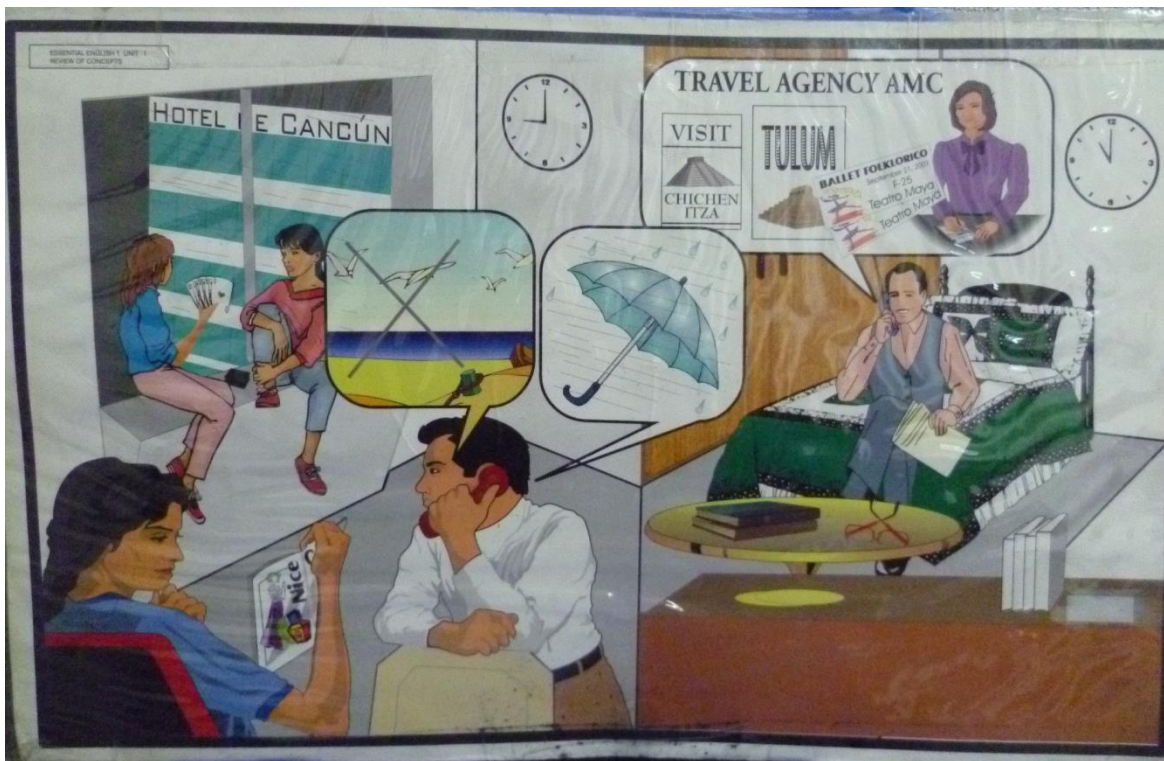


Figure 1. Interlingua poster level 1 unit I block II.

2.1.4 Repetition and Learning

Repetition is essential for vocabulary learning because there is so much to know about each word that seeing it once is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be properly used. According to *The Brain Book* (Peter Rusell, 1979, cited in Gairns and Redman), it sets out a revision schedule to ensure that new material is permanently recorded. His time table is as follows:

1. A five-minute review to ten minutes after the end of a study period.
2. A quick review twenty-four hours later
3. A further review one week later.
4. A final review one month later, then six months later.

Kachroois' (1992) study (cited in Nation, 2001) differs from the one of Russell's, where the total study time is fifteen minutes, but is spread across ten or more days. It was found that words repeated seven times or more in his course book were known by most learners. Also Crothers and Suppes' (1967) study (cited in Nation 2001) found that most items in their vocabulary learning experiments were learned after six or seven repetitions. Many other researchers, found that learners differed greatly in the time and number of repetitions required for learning. Stockale (2004) suggests that in a curriculum that emphasizes collocation, teacher ought to recycle a vocabulary item from the start of the course to the end, for example, *heed* and *ignore* would not simply be mentioned in the context of advice, but be recycled when introducing *warning*, *order*, *recommendation*, *suggestion*, etc. The author mentions

that recycling is a hallmark of collocation, and an important reason why students end up using and learning words.

2.2 Teaching and Learning Vocabulary

The activities that need to be performed when teaching and learning vocabulary are complex. One vital step is the fact on how teachers can communicate the meaning of words to learners and how learners can acquire these words. There are some important processes that may lead to a word being remembered. These comprise *noticing* and *decontextualisation*.

2.2.1 Noticing

Nation (2001) states that the first process encouraging learning is noticing, that is giving attention to an item. This means that learners need to notice the word, and be aware of it as a useful language item. Noticing also occurs when learners look up a word in a dictionary, deliberately study a word, guess from context, or have a word explained to them.

2.2.2 Decontextualisation

Noticing involves decontextualisation. Decontextualisation occurs when learners give attention to a language item as a part of the language rather than as a part of a message. This can occur in a variety of ways.

- While listening or reading, the learner notices that a word is new or thinks, ‘I have seen that word before.’ Or thinks, ‘That word is used differently from the ways I have seen it used before.’
- The teacher highlights a word while writing on the blackboard.
- The learners negotiate the meaning of a word with each other or with the teacher.
- The teacher explains a word for the learners by giving a definition, a synonym, or a first language translation.

A good example of decontextualisation (figure 2) that occurs in an Interlingua class is when the teacher writes the words and expressions he or she wants to introduce to the class (highlight words), then explains the word by giving a definition, using a synonym, giving an example, opposites or the last resource; translates into L1 . After explaining words and expressions, the teacher reads a text. This is when students immediately think, as Nation (2001) has mentioned: “I have been seen that word before” or more commonly, in this class, “that word is used differently from the ways I have seen it used before”.

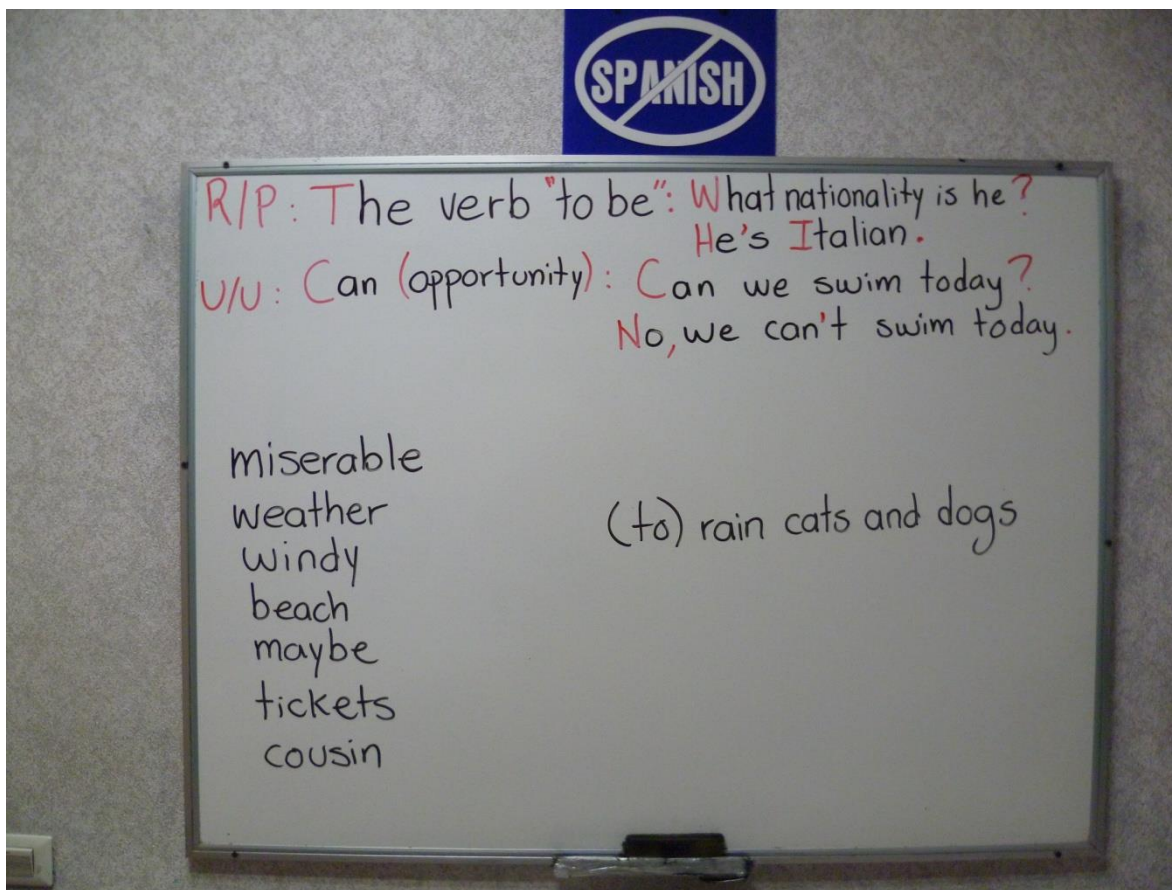


Figure 2. Vocabulary for weather (Unit I, block 2) on the board, divided in 2 columns: one column for verbs and the other one for nouns, descriptions, and expressions Interlingua 2014.

2.3 Processes for Remembering Words

There are three important general processes that may lead to a word being remembered. These comprise noticing, previously described in 2.2.1 (through formal instruction, negotiation, the need to comprehend or produce, and awareness of inefficiencies), retrieval, and creative (generative) use.

2.3.1 Retrieval

A word may be noticed and its meaning comprehended in the textual input to the task, through teacher explanation or dictionary use, if that word is subsequently retrieved during the task then the memory of that word will be strengthened. Retrieval may be receptive or productive. Receptive retrieval involves perceiving the form and having to retrieve its meaning when the word is met in listening or reading. Productive retrieval involves wishing to communicate the meaning of the word or having to retrieve its spoken or written form as in speaking or reading. Retrieval does not occur if the form and its meaning are presented simultaneously to the learner.

2.3.1.1 Designing Activities to Encourage Retrieval

An effective way to get repeated retrieval is to read the same story several times, Nation (2001). Teachers could maximize this by briefly retelling what happened previously in the story before continuing with the next instalment. Much research still needs to be done on the effect of a continuous story on repetition. Hwang and Nation (1989) study cited in Nation (2001) looked at the effect on repetition of reading follow up *newspaper stories* on the same topic. They found that follow-up stories provide better repetition of vocabulary than unrelated stories.

2.3.2 Generative Use

According to Nation (2001) Generative processing occurs when previously met words are subsequently met or used in ways that differ from the previous meeting with the word.

At its most striking, the new meeting with the word forces learners to reconceptualise their knowledge of that word. For example, if a learner has met the word *cement* used as a verb as in ‘We cemented the path’ and then meets ‘we cemented our relationship with a drink’, the learner will need to rethink the meaning and uses of *cement* and this will help firmly establish the memory of this word.

(Elley, 1989 cited in Nation, 2001) found that pictorial context from a word in a story was a significant factor in vocabulary learning from listening to stories. Although it is stretching the idea of generative use to make a picture a generative use, can lead to a form of mental elaboration that deepens or enriches the level of processing of a word and thus enhances learning.

Generation, or generative processing, can also be receptive or productive. In its receptive form it involves meeting a word which is used in new ways in listening or reading. In its productive form, it involves producing new ways of using the wanted vocabulary in new contexts (Wittrock, 1991, cited in Nation, 2001).

2.3.2.1 Designing Activities to Encourage Generation

Teachers can try to affect the quality of the mental processing of vocabulary while learners listen to input in the following ways.

- Rather than read the same story several times, as in the Elley (1989) study, it may be better to use a longer story and present it part by part as a serial.

- If the teacher is able to supplement the story telling with pictures, by using blackboard drawings, an OHP or blown up book, then this will contribute positively to vocabulary learning.
- If it is possible to provide simple contextual definitions of words, that is definitions using example sentences are different from those that contain the word in the story.
- Teachers can encourage productive generative use by requiring retelling of the written input from a different focus, by distributing the information, and by requiring learners to reconstruct what was in the text rather than repeat it.

2.3.3 Learning Vocabulary through Negotiation

In several studies, (Ellis, 1995 cited in Nation, 2001) and his colleagues have looked at the role of unmodified input, premodified input and negotiation on vocabulary learning. The task used typically involved learners having to place small pictures of pieces of furniture or a utensil on a larger picture of an apartment or room. The different treatments usually involved the following kinds of input.

1. Baseline directions. Typical native speaker instructions were used based on native speakers communicating with native speakers.
2. Premodified input. Second language learners heard the baseline directions and negotiated the parts they did not understand with a native speaker. These interactions were recorded and used to prepare premodified directions. So when the task was performed there was no negotiation but the input had already been modified on the basis of negotiation with a different group of learners.

3. Interactionally modified input. The learners negotiated the baseline directions with the teacher as the task was being done. To help the learners typical negotiating directions were put up on the blackboard, such as ‘What is a ____?’, and ‘Could you say it again?’
4. Negotiated output. The learners performed the task in pairs so that they and not the teacher provided the input.

2.4 Learning Vocabulary through Reading

According to Richards (1997) knowing vocabulary is important for getting the meaning from a text. L2/FL readers frequently say that they need more vocabulary so they can understand the meaning of the sentences. Understanding the basics of grammatical structures enable readers to understand the relationship between words, but it does not provide access to the meaning of the sentence. Knowing the content words (nouns, adverbs, adjectives and adverbs) does. On the other hand, teachers cannot teach students all the words they need to know to read a text with ease because we have limited classroom time and students cannot learn all necessary vocabulary in one class because our memory does not allow it. Nation (2001) points out that a word may be noticed and its meaning comprehended in the textual input to the task, through teacher explanation or dictionary use. If that word is subsequently retrieve during the task then the memory of that word will be strengthened. An effective way to get repeated retrieval is to read the same story several times. Much research still needs to be done on the effect of a continuous story on repetition. Hwang and Nation (1989) looked at the effect on repetition of reading follow up newspaper stories on the same topic, and they found that follow-up stories provide better repetition of vocabulary than unrelated stories.

2.4.1 Vocabulary before Reading

Before reading, Richards (1997) suggests that once a text has been selected for use in class, teachers need to decide which vocabulary words to teach before students begin to read the text. In making this decision, they need to consider (1) what their students already know

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of vocabulary in the text, (2) what vocabulary students need to recognize to make sense of the text, and (3) what vocabulary they will need to know to function in the L2/FL in the future, that is, the overall vocabulary goals of the course. Words that appear frequently in a particular text because they are related to the topic of the text are known as *topic-specific* or *content-specific vocabulary*. For example, in a text on the topic of ice cream, the words texture, cone, sundae, toppings, and carton might appear frequently.

2.4.2 Vocabulary during Reading

Richards (1997) states that during reading, teachers have two primary ways to facilitate the learning and use of vocabulary strategies. The first and most powerful way is for the teacher to use these strategies in the reading class. When students are reading and then ask, "What does ___mean?" teachers can guide them to use their sources to answer their own question. To do this, teachers need to be prepared to supply at a moment's notice the relevant questions through the use of a particular vocabulary strategy. The second way is for teachers to plan and teach activities that develop students' knowledge of and use of individual vocabulary strategies. We can well plan these types of vocabulary activities following the five levels Gass' (1998) study cited in Nation (2001) mentions regarding vocabulary exercises; these are the following:

1. Gass's most basic level is called 'apperceived input' or noticing. There are several factors that can affect noticing including repetition, salience and prior knowledge. Vocabulary exercises that make use of noticing condition (selective attention) include listing words to notice at the beginning of the text and using highlighting in the text:

underlining, *italics*, **bolding**, and asterisks. Glossing items may have a similar effect.

The major effect is consciousness rising which will make the word more salient the next time it is met.

2. Comprehended input. This may be the first step towards receptive retrieval. Vocabulary activities at this level (recognition) involve matching words with first or second language synonyms, definitions or pictures.
3. Intake. Vocabulary activities at this level involve morphological analyses of words resulting in forming words of different word classes by the addition of affixes.
4. Interpretation. Involves activities like guessing from context, matching with collocates and synonyms, and finding the odd word out in a set.
5. The production level (output). It involves recall of the target word form as in: labeling activities, finding the form in the text to match with definitions given after the text, and answering questions requiring use of the target word.

2.4.3 Vocabulary after Reading

Finally, Richards (1997) mentions that after students have read and discussed the text, they are ready to have a last look at the vocabulary. There are a variety of purposes for revisiting certain words from the text: to increase comprehension of the text, to promote vocabulary development, or to test knowledge of various words or vocabulary skills. If the main purpose for post reading vocabulary work is to promote vocabulary development both teachers and students should focus either (1) reinforcing vocabulary skills or (2) highlighting individual vocabulary words to be learned. Both of these are valid reasons for devoting time to vocabulary work after reading and discussing a text. Since each student's knowledge of

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vocabulary is individualized to a great degree, especially as language proficiency increases, the ideal situation for students is to take responsibility for selecting and learning vocabulary. In reality, students benefit from, and usually depend upon, the teacher to structure their vocabulary study.

2.4.4 Vocabulary and Extensive Reading

The idea that learners can develop their language knowledge through extensive reading is attractive for several reasons. Firstly, reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Secondly, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Thirdly, it provides the opportunity for learning, to occur outside the classroom (Nation, 2001).

2.4.4.1 Extensive Reading of Unsimplified Texts

It is clear that extensive reading can be a major factor in success in learning another language. It is likely that the relationship between extensive reading and language proficiency is changing and complex. Success in formal study may make reading more feasible. Success in reading may increase motivation for further study and reading. Pikard's (1996) survey (cited in Nation, 2001) of the out of class strategies used by a group of German learners of English in Germany, showed that extensive reading of newspapers, magazines and novels

The Study of Two Ways of Teaching and Learning Vocabulary in a Language School in Mexico City ranked very high on the list of strategies used for learning English. Use of reading and other input sources may be practical options for out class language development for some learners.

2.5 Multimedia and Vocabulary Learning

“Digital media and Web 2.0 tools offer unique opportunities for students to explore vocabulary, create multimodal products, and collaborate in online communities” Kame’enui & Baumann (2012). Blake (2008) gives data related to the growth of the World Wide Web (WWW) from 2002 to 2005; the internet mentioning that the number of users has increased by 183 percent. A survey by the Pew Foundation reports that nine out of ten teenage school children, ages twelve through seventeen, have online access (Lenhart, Madden, and Hitlin 2005, cited in Blake, 2008). These children predominantly use the Internet to process e-mail (89%), browse for information about movies or public figures (84%), play games (81%), read the daily news (76%), send instant messages (75%), shop for colleges (57%), or buy merchandise online (43%). If FL instructors stop for a moment to contemplate the fact that these same children will soon populate their classes in the higher education system, the rationale and motivation to incorporate technology into the language curriculum becomes quite clear: It is a medium that our students understand, pay attention to, and like to use. The same cannot be said about teachers; many language teachers resist investing in technology for the curriculum for a variety of reasons, including personal teaching philosophies, time-honored beliefs, and additional time burdens (Arnold and Ducate, 2006 cited in Blake, 2008). A 2003 survey by the Pew Internet & American Life Project found that more than 53 million American adults or 44% of adult Internet users had used the Internet to publish their thoughts,

respond to others, post pictures, share files, and otherwise contribute to the explosion of content available online (Lenhart, Fallows, & Horrigan, 2004 cited in Richardson, 2006).

2.5.1 Learning Vocabulary in a Digital World

“The internet has become the defining technology for literacy and learning in the 21st century” (Coiro, Knobel, Lanshear, & Leu, 2008, cited in Kame’enui & Baumann, 2012). In today’s world, we participate in online communities where words are key; graphics and video are emerging as a dominant mode for communication and expression, especially among adolescents (Lenhart, Smith, Macgill, & Arafeh, 2008, cited in Kame’enui & Baumann, 2012). Facebook, blogs, wikis, and texting are all examples of multimodal communities where words predominantly shoulder the communication burden. When students research topics of interest to them, they tend to search on the web (Selwyn, 2006, cited in Kame’enui & Baumann, 2012).

The National Reading Panel (National Institute of Child Health and Human Development, 2000, cited in Kame’enui & Baumann, 2012) identified guidelines for effective vocabulary learning that include (1) teaching vocabulary both directly and indirectly; (2) providing multiple exposure to new vocabulary; (3) situating vocabulary learning in rich contexts; (4) restructuring vocabulary tasks when needed to promote deeper learning; (5) designing learning tasks that maximizes engagement; (6) using technology to help teach vocabulary; (7) extending incidental learning opportunities; (8) using assessment to guide vocabulary; and (9) using multiple instructional methods to increase vocabulary learning. In

addition, we know that vocabulary knowledge is a function of experience –whether real or virtual (e.g., as in reading).

2.5.2 Multimodal Learning and Vocabulary

(Clark and Paivio's, 199, cited in Kame'enui & Baumann, 2012) ask us to recall the last time we learned a new skill and ask us if it involved a combination of observation, action, listening, and reading. Dual coding theory and Mayer and colleagues' multimedia learning theory (Mayer, 2005, cited in Kame'enui & Baumann, 2012) provide a basis for much of the research, suggesting that information held in both verbal and visual memory retained more easily than information held in only one memory system.

Focusing specifically on the role of technology and media in language and vocabulary acquisition, Zhao and Lai's (2008, cited in Kame'enui & Baumann) review concluded that technology can be used to facilitate vocabulary acquisition by enhancing access efficiency through digital multimedia, enhancing authenticity using video and internet, enhancing comprehensibility through learner control and multimedia annotations, and providing meaningful and authentic communication opportunities.

It is clear that students are often motivated by creative and thoughtful integration of technology and media (in fact, this is usually the first outcome that teachers notice). Students often invest substantial effort in projects that make strategic use of digital media, producing work they publish to online audience and review with pride. The internet provides new social contexts within which to develop vocabulary knowledge and forges a tangible connection to students' out-of-schools lives (Castek et al., 2008, cited in Kame'enui & Baumann).

2.5.3 Strategies for Learning Words through Multimodal Expression

Dalton and Grashman (2011) offer teachers some vocabulary-learning strategies for representing vocabulary in multiple modes –writing, audio, graphic, video, and animation – as well as engaging students in creating multimodal expressions and developing word curiosity and playfulness. Vocabulary instruction generally relies on verbal language as the expressive medium of choice (because words are verbal, after all). Digital tool and media allow us to connect verbal language with other powerful modes of communication; visual, audio, and movement. There are other strategies and multimedia materials that we can use in order to teach not only vocabulary but also reading, listening

2.5.3.1 Videos

Kame'enui & Baumann (2012) state that today's students have grown up with YouTube, with many experiencing the ubiquitous family video camera and cell phone video as part of daily life. They give an example of student-created vocabulary videos (or “voca vids”) which are 60-second videos that allow students to act out the word's meaning, situating it in a specific context. The strategic embedding of a word into web of multimodal meaning helps make the word-learning experience memorable for both the vocab video producers and for their viewing audience. Another example is VOA learning English where we can have a very interesting and vast practice with videos. If you go to the video section and click on, a menu will pop-up with four options: Learning English TV, English in A Minute, News Words and Talk2Us. Learning English TV is described as captioned television to read, where you can watch and learn American English, focusing on technology, education, agriculture, economics, and health; English In A Minute where you can learn all about idioms in

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American English in a minute; News Words where words used in the news are taught and Talk2Us described as Skype call-in show to allow audience to practice their conversational English. (See figure 3).

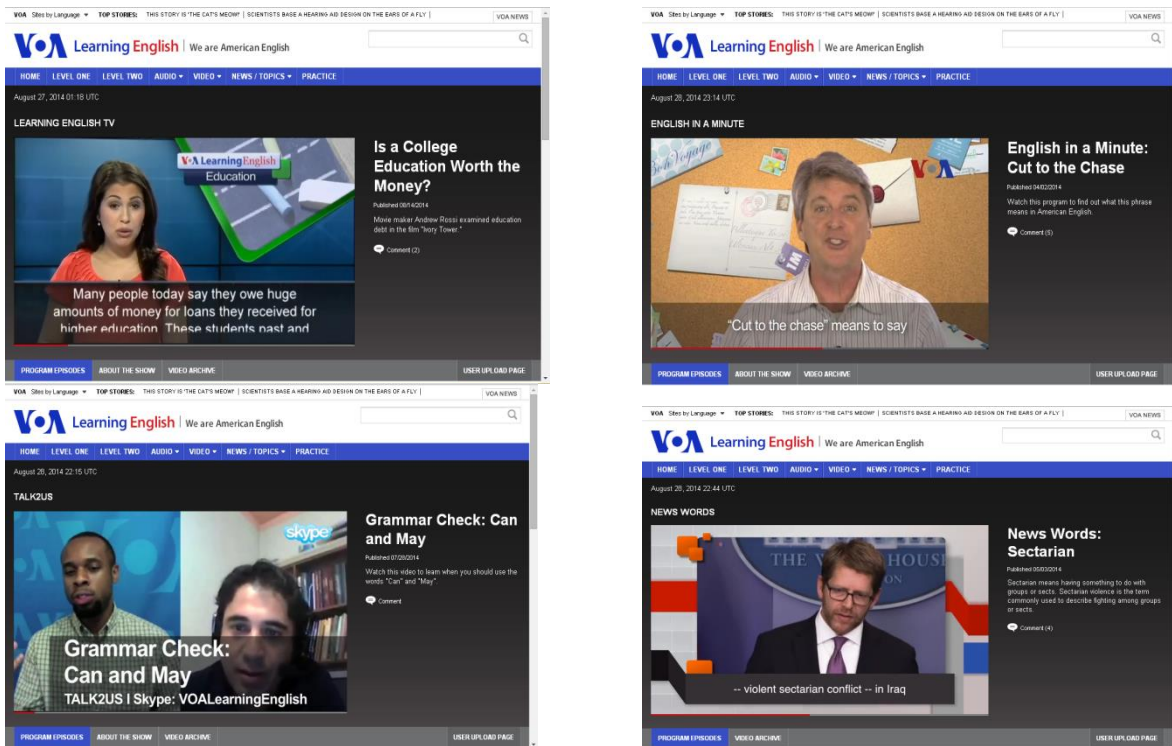


Figure 3: VOA learning English video section 2014. Examples of Learning English TV, English in a minute, Talk2Us and News Words.

2.5.3.2 Vocabulary Glosses for L2 Reading

According to Nation (2001) a gloss is a brief definition or synonym, either in L1 or L2, which is provided with the text. Sometimes the word in the text are marked to show that they are glossed.

Glossing has certain attractions. Firstly, it allows texts to be used that may be too difficult for learners to read without glosses. This means that unsimplified and unadapted texts can be used. Secondly, glossing provides accurate meanings for words that might not be guessed correctly; this should help vocabulary learning and comprehension. Dictionary use is much more time consuming. Fourthly, glossing draws attention to words and thus may encourage learning. Research has focused on the effects of different types of gloss, and the effects of glossing on vocabulary learning and reading comprehension.

Jacobs, Dufon and Fong (1994) study cited in Nation (2001) mention two types of glosses and launched a question trying to determine if words are best glossed in the learners' first language, that is using a translation, or in the second language. They found no difference between L1 and L2 glosses in their effect on comprehension and vocabulary learning. Learners were happy with L2 glosses as long as they could be easily understood. Myong (1995) cited in Nation (2001) found that L1 glosses resulted in better vocabulary learning but did not differ from L2 glosses in their effect on comprehension. It seems that the first requirement of a gloss is that it should be understood. The choice between L1 and L2 does not seem to be critical as long as glosses are clear.

Where should glosses occur? The choices include: (1) in the text directly after the glossed word, (2) in the margin on the same line as glossed word, (3) at the bottom of the page

containing the glossed word, and (4) at the end of the whole text. Watanabe (1997) cited in Nation (2001) found that glossing immediately after the glossed word did not work so well. Holley and King (1971) cited in Nation (2001) found no difference between glosses in the margin, at the foot of the page and at the end of the text.

Overall, research on glossing shows that it contributes to vocabulary learning L1 or L2 as long as they are easily understood. Because learning from glosses is largely incidental (the main focus is usually on comprehension of the text), learning from glossing is not great, glossing however is another useful tool in helping learners in the gradual process of strengthening and enriching their knowledge of particular words.

Krashen (2004) considers reading to be of fundamental importance for moving ahead with advanced proficiency and academic language skills. (Knight 1994, cited in Blake 2008) points out that for the L2 student, the lack of both breadth and depth remains a formidable obstacle to reading authentic materials, especially because most unfamiliar words, excluding the high frequency functors (i.e., words with only a grammatical function but little referential meaning) that make the grammar work, are used once or twice in a given passage.

Multimedia glossing has been the focus of much CALL research. According to Chun (2006), L2 vocabulary is best remembered when learners look up picture or video glosses in addition to receiving translations of unfamiliar words. But if given the choice, L2 learners tend to choose only simple translations. (Fukkink, Hulstijn, and Simis, 2005, cited in Blake 2008) have demonstrated that L2 students retrieve faster and with less variation the unfamiliar words on which they have trained in contrast to those on which they have not trained. An example of video glossing and captioning is: <http://es.englishcentral.com/>, as the creators of this technology mention, is an efficient and nice way to learn English online, plunging into a

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vast amount of interesting videos. This unique technology gives feedback on pronunciation and fluency focusing on the sounds that one might find difficult. While watching and practicing with speaking, vocabulary is being assessed; in fact, this webpage monitors progress in vocabulary building, where one can go from a low level to a higher level. (See figure 4).

The screenshot displays a video player with a progress bar at 38%. The video content shows Steve Jobs holding a document. The subtitle reads: "By 1985, faltering sales and competition from Windows PCs..." and "Para 1985, las ventas poco estables y la competencia de las PC de Windows...". The video player interface includes a play button, a progress bar, and a time display of 00:41 / 02:28. Below the video player, there are social media sharing options, including a Facebook "Me gusta" button with a count of 2. To the right of the video player, there is a sidebar with four steps: 10. Vea el video, 20. Aprenda las palabras, 30. Hable el video, and 40. Evalúese. Below the sidebar, there is a search icon and the text "Información del Video".

Figure 4: <http://es.englishcentral.com/video/15260/steve-jobs-a-leader-leaves-a-technology-legacy>

2.5.3.3 Audio

“New technologies make it easy to not only produce digital voice and video files, they also make it easy to publish and distribute them to wide Internet audiences. Students can now easily --write-- in many different media, a fact that opens up all sorts of possibilities for the classroom” Richardson (2009). Kame’enui & Baumann (2012) give an example of collaborative work VoiceThreads (voicethread.com) is an online tool for educators that allows students to create a multimedia slide show that encourages multimodal response in the form of the text, recorded audio, or webcam-created video files. Richardson (2009) mentions another collaborative work that is called screencasting; it involves capturing what the teacher or students do on the computer with an audio narration to with it. He also mentions Podcasting as the creation and distribution of amateur radio plain and simple, starting as everyday talking evolving into more serious and interesting contents.

We have checked podcasting which is Mp4 format, but the most popular format is Mp3, the VOA learning English audio section is a very interesting section of this webpage with mp3, clicking on this section, a menu will pop-up with many options: *American Mosaic, In the News, The Making of a Nation, Science in the News, Science in the News, This Is America, As it is and Words and Their Stories*. See figure (5).

- **The Making of a Nation** explains the history of the United States, and each week tells how the country and its people have developed.
- **In the News** explains one of the week’s main news stories to help make sense of our world.
- **American Mosaic** is our weekly program about music, pop culture and life in the United States.

- **As It Is** takes a daily look at issues in the news in the United States and around the world. On Saturday and Sunday, the program explores developments in health and medicine, economic news, education, technology and other subjects.
- **This Is America** looks at a major issue in American life and society each week, and explores popular places across the United States.
- **Words and Their Stories** each week explains idioms and expressions that many learners of American English find difficult to understand.

Programs

The screenshot displays the VOA Learning English website's program section. It features seven program cards arranged in two columns. Each card includes a representative image, the program title, a brief description, and links for 'Program Page' and 'Subscribe'.

- As It Is**: A globe icon. Description: "As It Is takes a daily look at issues around the world. On Saturday and Sunday, the program explores developments in health and medicine, economic news, education, technology and other subjects." Links: Program Page, Subscribe.
- American Mosaic**: A collage of American scenes. Description: "American Mosaic is our weekly program in the United States." Links: Program Page, Subscribe.
- In the News**: A network diagram. Description: "In the News explains one of the ways of our world." Links: Program Page, Subscribe.
- The Making of a Nation**: A historical scene. Description: "The Making of a Nation explains the history of the United States, and each week tells how the country and its people have developed." Links: Program Page, Subscribe.
- Science in the News**: A laboratory scene. Description: "Science in the News is our weekly show about news from the worlds of science, technology and medicine." Links: Program Page, Subscribe.
- This Is America**: An American flag. Description: "This Is America looks at a major issue in American life and society each week, and explores popular places across the United States." Links: Program Page, Subscribe.
- Words and Their Stories**: A close-up of text. Description: "Words and Their Stories each week explains idioms and expressions that many learners of American English find difficult to understand." Links: Program Page, Subscribe.

Figure 5. VOA learning English section.

2.5.3.4 Word Webs

Kame'enui & Baumann (2012) mention that creating multimodal word web is probably one of the simplest and most effective ways to use language and media to express word meanings and explore the relationship among words. For example when creating a word web for the word **creepy**, students might include descriptive information that defines what scary is, as well as photographs of different extreme travel experiences, video related to this topic, and audio clips that offer a chance to hear sounds about a scary experience. In this sample word web (see figure 6) readers can listen to an experience with sharks in the ocean and watch a video clip showing a “pamplonada” in Spain.



Figure 6. Word Web for the “creepy”. Created by Victor Leon. Presented in an Interlingua class.

2.5.3.5 Pictures

You know the saying “A picture is worth a thousand words”. We might think of the type of information, memories, images, and sounds that are evoked when we hear the word *holiday* or *college*. Kame’enui & Baumann (2012) say that while we share cultural understandings of some visual symbols, the ways that visual representations can be connected to words is limitless. Richardson (2009) mentions online photo galleries, which not only means sharing pictures with family and friends, it also means becoming a part of a community of photographers sharing ideas and experiences and it can mean adding another dimension to what students and teacher can do with digital images in the classroom.

2.5.4 Materials for EFL/ESL

According to Gebhard (2006) if you teach in a private language school, you might be using commercial materials such as EFL/ESL texts, audiotapes, a disk with accompanying work-books, videotapes with worksheets for students, and computer programs. In fact, a large number of commercially made texts and other materials are on the market for teaching reading, writing, listening, speaking, grammar, vocabulary building, cross-cultural communication, pronunciation, English for business, vocational skills, literature, and more. In addition, publishing companies are producing full series of texts for beginner through advanced proficiency levels. In contrast, he points out that when teaching at certain universities, well-established private language schools, and corporations with language programs, one could find oneself teaching with locally designed texts and materials. Teachers who have some EFL/ESL teaching experience usually produce these in-house materials. Sometimes the writers of the materials are also members of a team who design the curriculum

for the language program. As a result, classroom teachers are sometimes given a day-by-day lesson plan, which includes goals of each lesson, steps in implementing it, and the materials needed to teach it.

Gerbhard (2006) also mentions some advantages and disadvantages of using commercial materials and authentic material, for example, using commercial teaching materials saves time; another advantage is that well-organized commercial materials can systematically guide the teacher and students step-by-step through a series of lessons, however, there can be disadvantages associated with using commercial materials, especially if the teacher cannot select the text to be used. There might be an ideological conflict in teaching beliefs. Texts are usually based on the author's or publisher's ideas about teaching. For example, some text writers believe students should memorize words and grammar rules before they practice speaking, writing, or reading; others think lots of practice in meaningful contexts is significantly more important. One disadvantage when using authentic materials is that it takes time and effort to locate these kinds of materials. It is also difficult to make authentic materials and media comprehensible to the students. Also, some students will not accept authentic materials and media as being a valuable learning source. Nevertheless, there are reasons to use authentic materials and media because they can reinforce for students the direct relation between the language classroom and the outside world. In addition, they offer a way to contextualize language learning. Finally, Gerbhart (2006) gives a list of authentic materials and media that many EFL/ESL teachers have used –considering authentic materials as anything that is used to communicate--. Here is the following list:

<p>Authentic Listening/Viewing Materials</p>	<p>silent films; TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film, and children's songs; home videos; professionally videotaped travel logs, documentaries, and sales pitches</p>
<p>Authentic Visual Materials</p>	<p>slides; photographs; paintings; sketches; drawings by children; stick-figure drawings; wordless street signs; silhouettes; calendar pictures; pictures from travel, news, and popular magazines; ink blots; postcard pictures; wordless picture books; stamps; X-rays</p>
<p>Authentic Printed Materials</p>	<p>newspaper articles, cartoons, advertisements, movie advertisements, astrology columns, sports reports, obituary columns, and advice columns; travel magazines; science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's songs; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; department store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired</p>
<p>Realia Used in EFL/ESL, Classrooms</p>	<p>dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trains, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks, mannequins</p>

If we waited for a second and think of all these materials and the power of technology we would come to a conclusion that almost everything listed above could be stored into a computer.

CHAPTER III: METHODOLOGY

This chapter provides specific information about the setting, the participants, and the instruments used to carry out this research. A step-by-step description of the data collection and the analysis procedures followed to develop this research are also given. First of all, this research was carried out using Descriptive Methodology, Criollo (2003), which involves collecting data in order to answer questions or test the hypothesis. Specifically, a comparison was made between the results of the traditional classroom techniques learning vocabulary and of using the Interlingua magazine for learning vocabulary. In the case of the Interlingua method, the amount of correct answers from three different final exams applying the Interlingua techniques implemented in the classroom (appendix 1) were taken, and in the case of Interlingua Magazine, the percentage displayed by the established data processor of the e-magazine that scores the vocabulary exercises were taken during three classes.

3.1 Subjects

Eight students participated in this research, 6 males and 2 females, studying at Interlingua Tecamac, with ages ranging from 17 to 45 years old. This is the total population of the two advanced groups registered in the Semi-intensive course in the afternoon. The eight students are from advanced levels, more accurately advanced levels 11, 12 and 13. The students first of all had to be asked if they were willing and available to attend 3 sessions of 1:30 minutes after class. They also agreed to participate and to bring a personal electronic device such as: tablet, iPad and/or laptop which could be connected wireless to the school's internet connection so that they could use these devices in the three sessions of the Interlingua magazine vocabulary learning classes. Figure 7 shows the eight participants.



Figure 7. Interlingua Magazine is being used by the participants.

3.2 Instruments

For this research several instruments were used: one questionnaire (appendix 4), four different vocabulary check lists (appendix 8), test results in regular courses advanced 11, 12 and 13 (appendix 5) and Interlingua Magazine scores (appendix 7).

3.2.1 Final Test Results Advanced Levels 11, 12 and 13

Tests at Interlingua are administered at the end of every course (level). There are 33 items in all tests and they are divided into four sections: Reading/Grammar, Listening, Vocabulary and Reading. In the vocabulary section they all have eight items; in advanced levels 11, 12 and 13 students complete a text with vocabulary words from a box, in other words, a completion type exercise. They have to write the answers on an answer sheet. Final Interlingua tests were revised in order to look at the students' performance in vocabulary when they are tested after a 3-week-and-half course. Figure 8 an advanced exam 11 is shown below.

SECTION 3: VOCABULARY

Read the story. Then complete the text with a vocabulary word from the box. Write the vocabulary words ON THE ANSWER SHEET. Follow the example.

assumed	although	arrival
package	fear	measured
developed	bandage	surface
likely	significant	outbreak
container	survival	stubborn
resort	equipment	delay

A SURVIVAL STORY

One of the most incredible stories of survival that I know happened to my friend David a couple of years ago. He was staying at a ski _____ 18 _____ in the Rocky Mountains, and had spent the day skiing. He was supposed to be back at about 5:00, but when he didn't show up, people began to worry. Everyone was filled with the same _____ 19 _____: that if he wasn't back before nightfall, he would be in serious trouble. After it got dark, everyone knew that the chances of him surviving the night were small, and that any _____ 20 _____ in finding him could mean the difference between life and death. That's why everyone was so happy at the arrival of the rescue team; they brought an enormous amount of rescue _____ 21 _____ with them, including search and rescue dogs. _____ 22 _____ the team worked through the night, they weren't able to find him. His friends knew that David had a great deal of experience in outdoor situations, and that he was far too _____ 23 _____ to just give up and die. Finally, at about 10:00 the next morning, they found him. During the search, the team _____ 24 _____ that David had spent the night in the open, and they were prepared for the worst. However, David had made a hole in the snow, and spent the night below the _____ 25 _____, which kept him fairly warm. When they pulled him out, he was cold, tired, and hungry, but he was otherwise okay.

Figure 8. Interlingua advanced 11 exam.

3.2.1.1 Procedure for Obtaining Results in Vocabulary Sections from Final Exams.

Advanced level 11, 12 and 13 graded answer sheets were collected. The overall results were revised, however, the eight items in the vocabulary section were processed in Excel calculating the percentage allotted to vocabulary and determining the results students had in each of the three vocabulary sections corresponding to the three tests that were considered as instruments for analyses.

ANSWER SHEET INTERLINGUA

NAME: José Jesús Reyes Mte
 SCHEDULE: _____ LEVEL: 13
 Oral Grade: 7
 Final Grade: 88

1. c ✓
2. b × d
3. c ✓
4. a ✓
5. d ✓
6. b ✓
7. a × b
8. b × d
9. c ✓
10. a ✓
11. d ✓
12. b ✓
13. a ✓
14. c ✓
15. c ✓
16. d ✓
17. b ✓
- 18. argument × lack of
19. embellish × conceal
20. run the risk × embellish
21. believe in ✓
22. quit ✓
23. guilt ✓
24. waste ✓
- 25. encourage ✓
26. a ✓
27. a ✓
28. d ✓
29. b ✓
30. b ✓
31. c ✓
32. a ✓
33. b ✓

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Figure 9. Answer sheet for final exam 13.

3.2.2 Interlingua Magazine Scores

Interlingua Magazine keeps track of a progress every time a user completes an activity; there is one section called Activities Dashboard where one can see the analytics/percentage, view overall percentage and check what the students have scored in each activity. These performance section will be analyzed to compare with the performance in the traditional Interlingua classes. Figure 10 illustrates this process.

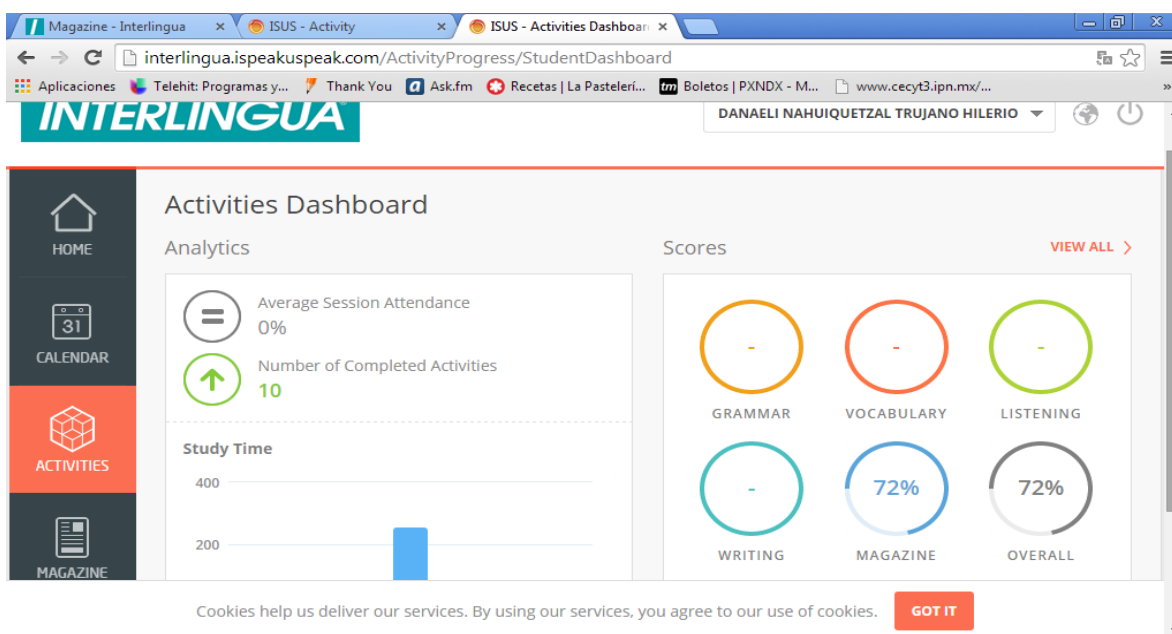


Figure 10. Interlingua Magazine Dashboard.

3.2.2.1. Procedures for Obtaining the Interlingua Magazines Scores

As the first step, a lesson plan (seen in appendix one) was prepared for one session following the standards (seen in Appendix two) Interlingua has established when presenting an advanced level class: mentioning the name of the activity, the time that an activity will last, Activate Schema (prepare students for the lesson by asking questions and/or brainstorming among others), setting clear instructions for every single activity, and proving students with examples. Since Interlingua does not have access to technology in class, a classroom had to be set with enough room so students could make themselves comfortable, a digital class was carried out using the school's internet connection and working with state-of-the-art technology such as: one tablet, one laptop, one projector with high definition connection, and one high quality speaker. In the lesson plan, out-of-the-ordinary-activities were added. Diverse exercises had to be completed on line. Participants were instructed before attending the sessions to bring with them the electronic devices. Students had to print screen and send the overall and scores via e-mail to the teacher (researcher), so that is how students' scores were collected. As a result a concrete percentage of 3 vocabulary activities was obtained within the 10 different activities students had done, these three exercises were completion type exercises just as Interlingua tests students in regular exams. All equipment can be seen in figure 11. Some of the Interlingua Magazine activities can be seen in figure 12.



Figure 11. Technology implemented in an Interlingua classroom.

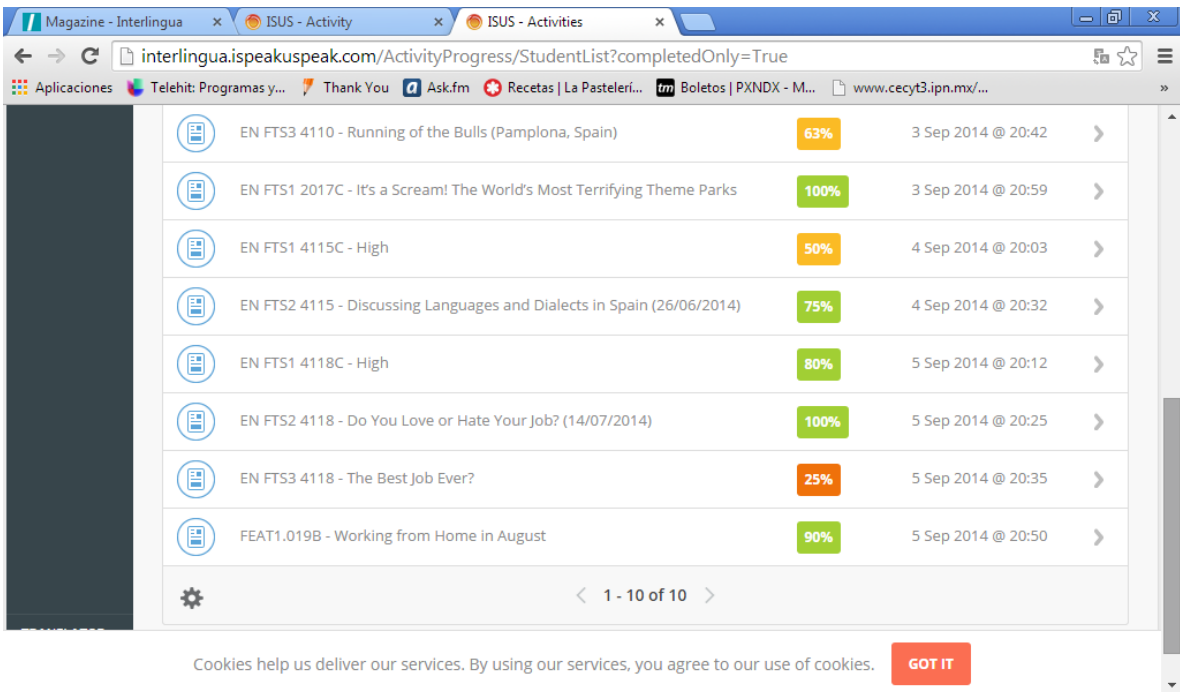


Figure 12. Interlingua Magazine Activities.

3.2.3 Vocabulary Checklists

This format was adopted from the advanced levels of Interlingua books where students have to check the vocabulary words they know at the beginning and at the end of all units in a book. This was implemented in order to make students aware of the amount of words they have consolidated and the amount of new words they consider they learned. Figure 13 below explains the process on how vocabulary is reviewed every time a unit is started and concluded. The procedure is illustrated in figure 13 – VOCABULARY LIST- . An example of this vocabulary progress list in advanced levels can be seen in figure 14.

Tangle

Lesson Plan, Book 14 Unit 1, Block 1

Unit 1: Danger—Dangerous Pastimes [Block 1]

GET TO KNOW YOUR STUDENTS (10 m)

Welcome students to Interlingua. Check that they are in the right classroom. Write students' names, *matricula* numbers and telephone numbers on the grade sheet.

WELCOME PAGE (3 m)

- Go over the information on the welcome page.
- Recommend that students bring a notebook to class every day, because they will be writing down ideas and doing some writing practice in class.
- Ask if there are any questions, and clear up any doubts that students may have.

TOPIC GOALS (3 m)

Refer students to pages 6-7 and go over the topic goals using the procedure.

VOCABULARY LIST (2 m)

Vocabulary List: (2 m)
 Instructions:

- Open your book to page 48 and look at the list of vocabulary. S3, can you read the instructions?
- Check off the words you know from the list.

ACTIVITY 1: SPEAKING / NOTE TAKING (15 m)

Getting to Know You: (introduction to the topic; 15 m)
Activate Schema (A): Are there some activities or sports that you think are dangerous? Which ones?

Instructions:

- S4, could you read the instructions for activity 1? (Ss do the task. 10 m)

Example:
 T: S2, have you ever gone skydiving?
 S2: Yes/No, ...
 T: Would you do it?
 S2: No, I wouldn't.
 T: Why not?
 S2: Because...

Note to the teacher: Skiing refers to snow skiing. When we talk about water skiing, we always mention "water." Rock climbing can be free style where you don't use any ropes or special gear or it can be done with ropes for more challenging climbs.

- What was some surprising or interesting information you found out? (2 m)

1

Figure 13. Procedure for the vocabulary progress list.

INTERLINGUA

VOCABULARY REVIEW
 Below is a description of a job. Fill in the blanks with a vocabulary word from the box. Follow the example.

supplies	assume	sewage
survival	source	likely
epidemic	disease	measure
reveal	stone	develop

As an epidemiologist, my job is to study and prevent disease. In many developing countries, people are more _____ to die of a food or water-borne illness than any other cause. Last year, I traveled to a village in Africa to fight a cholera _____. We quickly determined that the _____ of the infection was the village's water supply. Our first step was to _____ the amount of bacteria in the drinking water; we quickly discovered that the water had been contaminated with _____. Fortunately, we had brought enough medical _____ to fight the outbreak, and only a handful of people died. We then worked with the people of the village to _____ a more modern system to get rid of waste. I feel proud of the work I do: I know that the _____ of thousands of people depends on it.

VOCABULARY PROGRESS LIST

When you start work on this unit, read the vocabulary words below and check the words that you know. Do this again at the end of the unit.

Before studying unit 2	After studying unit 2		Before studying unit 2	After studying unit 2
assume <input type="checkbox"/>	<input type="checkbox"/>		reveal <input type="checkbox"/>	<input type="checkbox"/>
develop <input type="checkbox"/>	<input type="checkbox"/>		sewage <input type="checkbox"/>	<input type="checkbox"/>
disease <input type="checkbox"/>	<input type="checkbox"/>		significant <input type="checkbox"/>	<input type="checkbox"/>
epidemic <input type="checkbox"/>	<input type="checkbox"/>		source <input type="checkbox"/>	<input type="checkbox"/>
measure <input type="checkbox"/>	<input type="checkbox"/>		stone <input type="checkbox"/>	<input type="checkbox"/>
outbreak <input type="checkbox"/>	<input type="checkbox"/>		stubborn <input type="checkbox"/>	<input type="checkbox"/>

80

Figure 14. Interlingua vocabulary progress list.

3.2.3.1 Procedures for Obtaining the Number of Known Words and New Words from Checklists

A total of three vocabulary checklists were provided to participants, one for each class session using *Interlingua Magazine*. The checklist was used before the start of the sessions using the *Interlingua Magazine*. Students were instructed to check the vocabulary words that they knew in one column, before the session, and at the end of the session they were asked to check the vocabulary words again in the other column. Twelve vocabulary words were checked off in the first session, fifteen words were checked off in the second session and thirty-four vocabulary words were checked off in the last session. An example of the vocabulary check list can be seen in figure 15 and all checklists can be found in appendix five.

SESSION 2
DIALECT VS LANGUAGE: DO YOU KNOW THE DIFFERENCE?

LEVEL: HIGH

Name: *Trujano Hilario Daniel Nahuiquetzalzin* Matricula: *TC02575*

VOCABULARY PROGRESS LIST					
When you start work on this session, read the vocabulary words and check the words that you know. Do this again at the end of the session.					
	Before	After		Before	After
	Studying	Studying		Studying	Studying
	Session 1	Session 1		Session 1	Session 1
tricky (adj.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	chips (n.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
label (v.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	fries (n.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Brits (n.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	discrepancies (n.)	<input type="checkbox"/>	<input type="checkbox"/>
Aussie (n.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	rich (adj.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kiwi (n.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	unintelligible (adj.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
trip up (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>	wonder (v.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
turns out (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>	At the end of the day (expression)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
mistakenly (adv.)	<input type="checkbox"/>	<input type="checkbox"/>			

Figure 15. Vocabulary checklist.

3.2.4 Questionnaire

The choices and format of this survey were adapted from Dudeney & Hockly (2007). The statements were adapted by the researcher and it was revised by the researcher's assessor. The purpose of this survey was, firstly, to identify students opinions about the techniques used in an Interlingua regular class; secondly, opinions on the implementation of technology in the classroom taking up Interlingua Magazine as a resource; lastly, to elicit how they felt in both ways of learning vocabulary with traditional vocabulary teaching techniques and with

technology. The questionnaire administered can be found in appendix two. An example of the questionnaire is provided below in figure 15.

(S)

QUESTIONNAIRE

Name: Armando León Martínez Age: 25 Sex: M Matricula: _____

This survey has the purpose of gathering information on how you have learned vocabulary in the classroom, and using Interlingua Magazine.

Please, read the following statements carefully and check in the column that best describes your opinion.

1= disagree totally 2= disagree 3= no strong opinion 4= agree 5= agree strongly

	1	2	3	4	5
Attitudes to Technology					
1. I enjoy using technology.					✓
2. I avoid using technology when I can.		✓			
3. Using technology takes up too much time.				✓	
Vocabulary in the Classroom					
1. Introducing new vocabulary with posters is very effective.			✓		
2. Writing vocabulary on the board is important.				✓	
3. I like learning vocabulary with flashcards and repeating several times.				✓	
4. I like how vocabulary is presented in my class.				✓	
Vocabulary Using Interlingua Magazine					
1. Interlingua Magazine can help me learn new vocabulary.					✓
2. Interlingua Magazine should be integrated in my regular class in order to learn more vocabulary.				✓	
3. I learned many new words in the three sessions I attended using Interlingua Magazine.				✓	
4. Reading Interlingua Magazine articles enhances my vocabulary.					✓
5. Interlingua Magazine was designed to practice with reading comprehension, listening comprehension and NOT for learning vocabulary.		✓			

Figure 15. Questionnaire answered by S1.

3.2.4.1 Procedures for Determining the Extent of Agreement or Disagreement from Interlingua Magazine and Interlingua Vocabulary Teaching Techniques and Attitudes to Technology from Participants.

Data was collected by means of a twelve-question questionnaire which was divided into three different features: Attitudes to Technology, Vocabulary in the Classroom and Vocabulary Using Interlingua Magazine. Participants were instructed to express the extent of agreement or disagreement which each statement, by checking in one of the five columns: 1= disagree totally, 2= disagree, 3= no strong opinion, 4= agree, and 5= agree strongly. This survey was conducted after going over three different articles, several YouTube videos, and several listening recordings on Interlingua Magazine where students had the opportunity to study for 1 hour and 30 in each session covering 10 different activities, having the vocabulary activities at the end of the sessions.

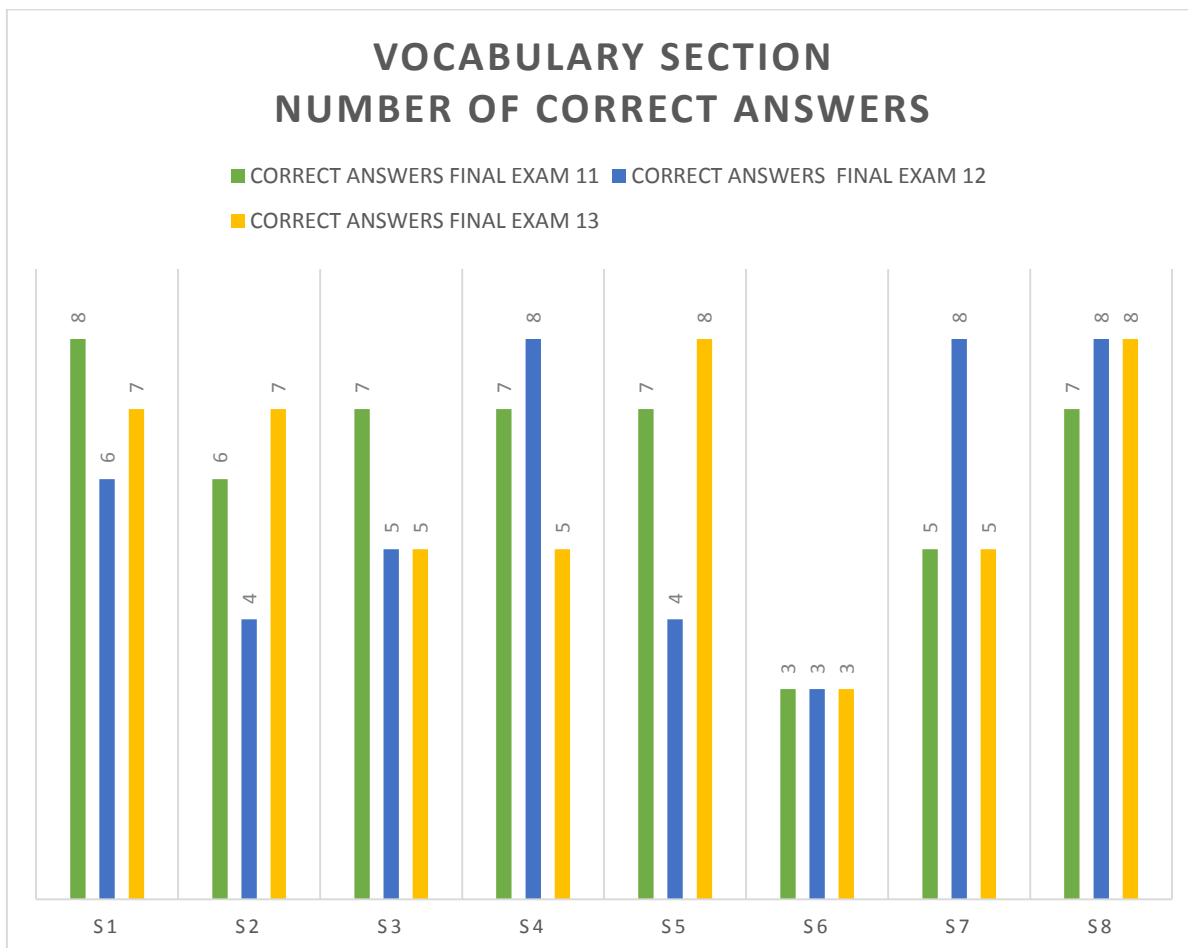
CHAPTER IV: RESULTS

In this chapter, the results of learning vocabulary in regular Interlingua classes, and learning vocabulary through the use of Interlingua Magazine will be presented. This chapter will be organized as follows: first, students' performance on Interlingua exams will be presented. Secondly, an analysis of students' performance using Interlingua Magazine will be shown. As a further step, background vocabulary knowledge will be determined. Finally an analysis of the questionnaire carried out with students will be presented.

4.1 Vocabulary Section in Final Exams of Interlingua Regular Classes

First of all, it was necessary to collect concrete data from students' performance in exams, Interlingua assesses students with a final exam every three weeks and a half. The final exam consists of 33 items, as it was previously mentioned in chapter III. The maximum of points students can get in this test is 10, considering 7.0 as the minimum. Interlingua final exams are divided into four sections: Reading/Grammar, listening, Vocabulary and Reading. In the vocabulary section they all have eight items. These eight items were analyzed and it was found that students did a consistent job in the vocabulary section in the three final exams, as it can be seen in Figure 1. Five students got all answers correct, in at least one exam. S8 (student 8) was the exception getting an outstanding record of two exams in a row without mistakes in the vocabulary section. Seven students got 50 percent, or more, of correct answers in the vocabulary section. S6 was the only one who showed a poor performance having five mistakes in the final exam 11, 12 and 13.

Figure 1. Number of Correct Answers in the Vocabulary Section.



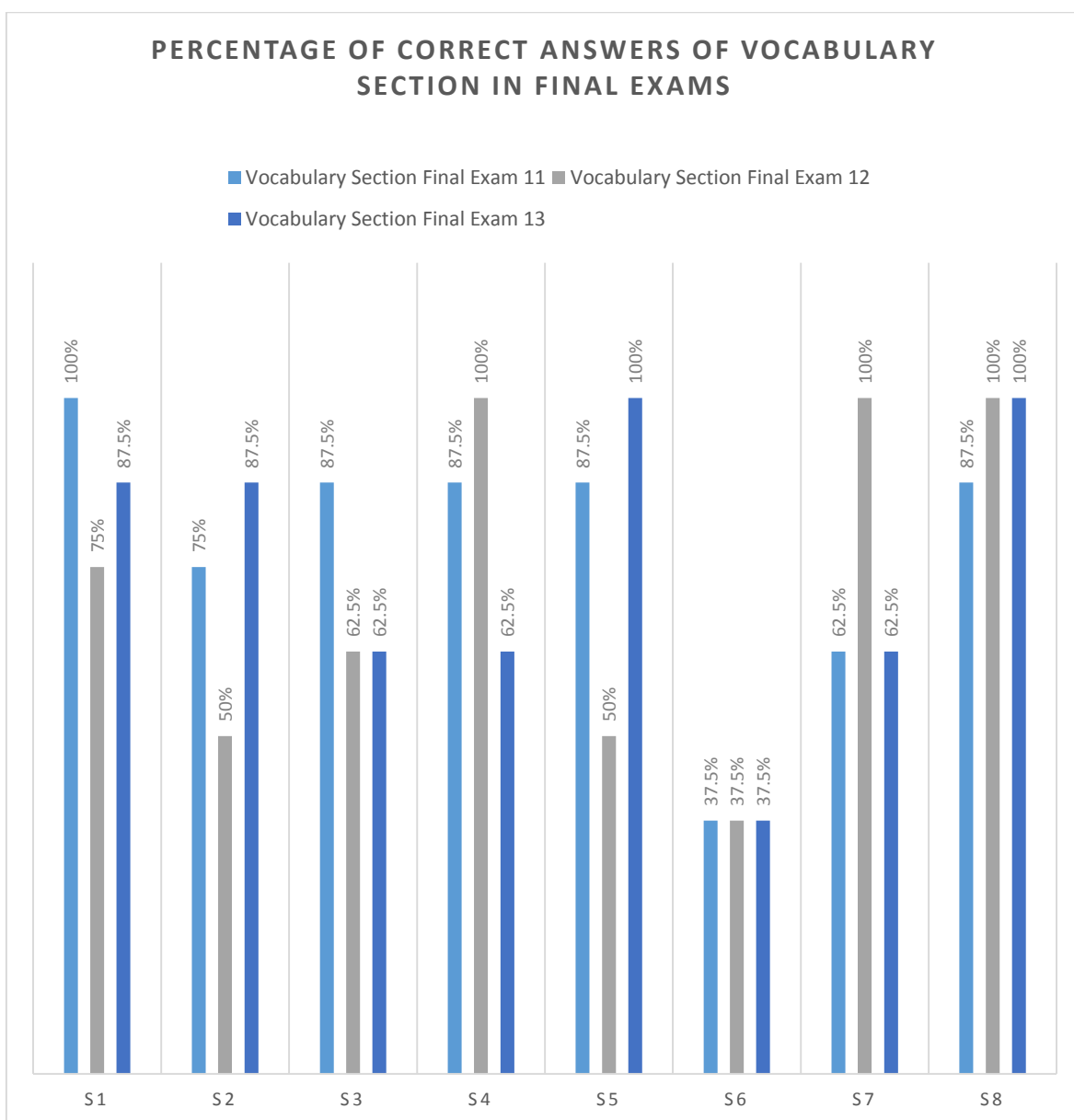
It was also found that mistakes in the vocabulary section in the final exams were not the main reason students got low grades except for S6, where 10 points were taken away due to her performance in the final exams. This information is summarized below in Table 1.

Table 1. Final Grades and Correct Answers in the Vocabulary Section.

STUDENTS	FINAL EXAM 11	FINAL EXAM 12	FINAL EXAM 13	VOCABULARY SECTION
S1	10	8.8	8.8	Number of Correct Answers out of 8
	8	6	7	
S2	9	8.4	8.4	Number of Correct Answers out of 8
	6	4	7	
S3	8.4	9.6	8.8	Number of Correct Answers out of 8
	7	5	5	
S4	9.6	9.8	9	Number of Correct Answers out of 8
	7	8	5	
S5	8.4	8	8.8	Number of Mistakes out of 8
	7	4	8	
S6	7.2	7	7.4	Number of Mistakes out of 8
	3	3	3	
S7	9	8.8	7	Number of Mistakes out of 8
	5	8	5	
S8	8	9.4	9.2	Number of Mistakes out of 8
	7	8	8	

As shown in table 1, four students had no mistakes in the vocabulary section in at least one of the exams. S5 had a very strong performance having the eight items correct. Seeing this in percentage we can say that five participants got an outstanding score; one hundred per cent. Figure 2 illustrates this results.

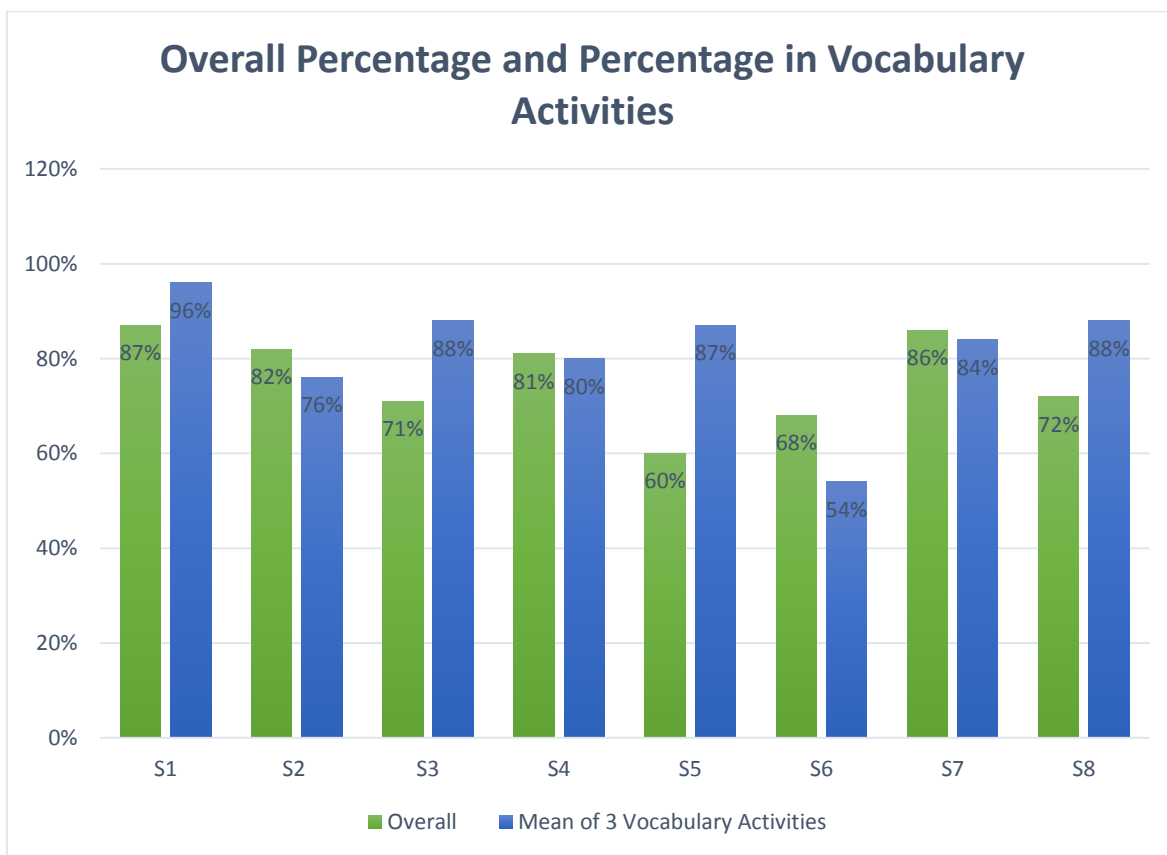
Figure 2. Percentage of Correct Answers of Vocabulary Section in Final Exams.



4.2 Interlingua Magazine Overall and Percentage in Vocabulary Activities.

The second point in this part of the analysis was to look at the scores students got after attending three sessions, where three classes were planned by the researcher using interlingua format of lesson planning in advanced levels, previously described in 3.2.2.1 Procedures, an example of the lesson plan in session one can be seen in Appendix one. Interlingua Magazine was first used as a tool in an Interlingua classroom if we take into account that it is currently used at home and not being part of an Interlingua program for regular classes so these results are rather significant for the purpose of this study. Figure 3 below illustrates the results found regarding the percentage in the overall of the ten activities and the percentage in the three vocabulary activities.

Figure 3: Interlingua Magazine Overall vs. Percentage in Vocabulary Activities.

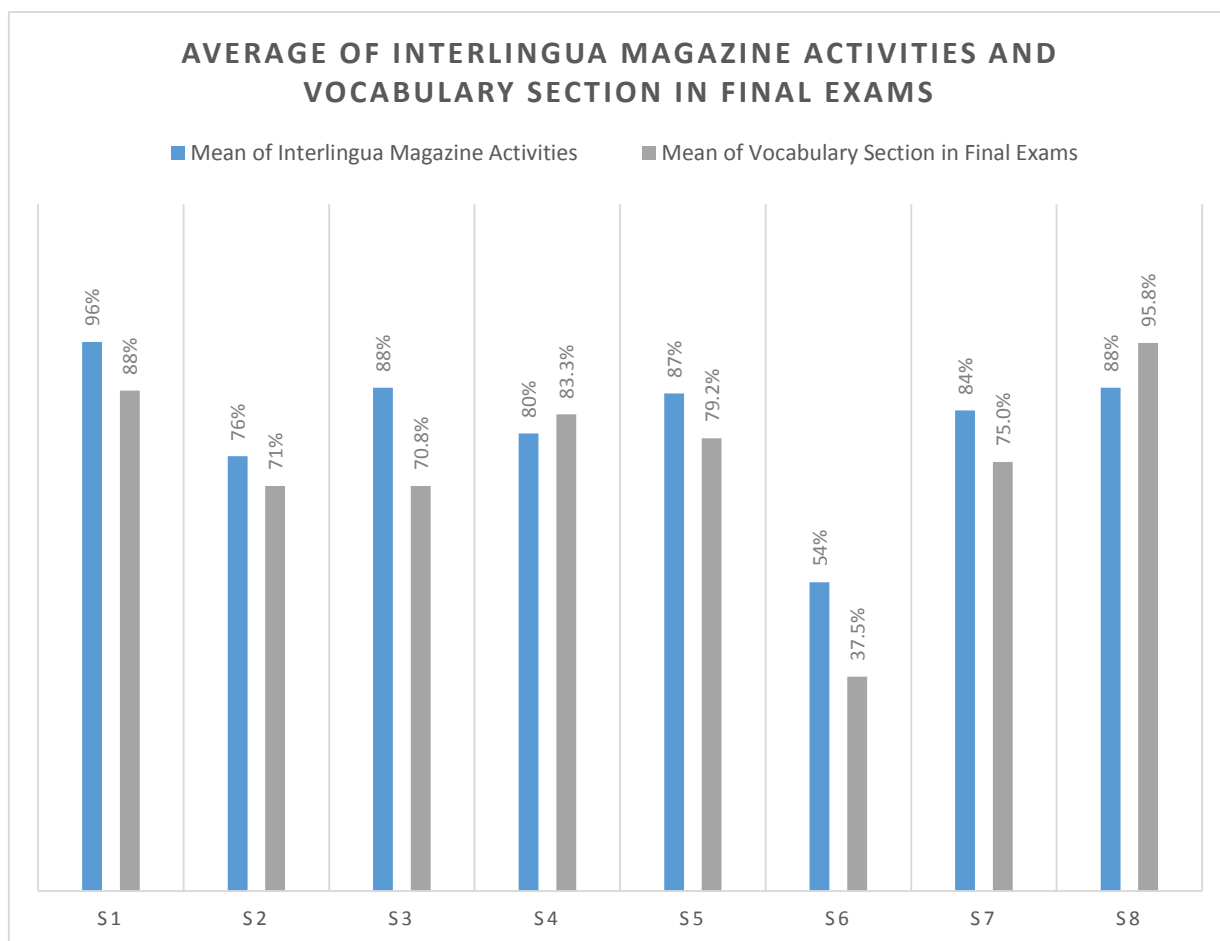


As the figure shows, four students had a strong overall percentage when completing the ten activities; three reading comprehension activities, four listening activities (students watched two YouTube videos that are considered listening comprehension), and three vocabulary activities which were completion type exercises. The same number of students – four- had a solid performance on the three vocabulary activities. As a matter of fact, S1 was the one who got the highest score with 96%. This percentage belongs to the vocabulary section. The lowest score was registered from the vocabulary section where S6 got 54%. We consider him as the weakest student using Interlingua Magazine since he got 68% in the overall of the ten activities, just above the 60% S5 got in the same section with an overall of 87%.

In order to have an accurate glimpse of the results of vocabulary section in final exams (figure 2) compared to the results using Interlingua Magazine, it was necessary to calculate their mean. Even though, five students reached one hundred percent in the vocabulary section in one or two of the final exams, most participants showed a stronger performance on Interlingua Magazine scoring 96% as the highest result, and 54% as the lowest, in contrast with the 95.8% in the vocabulary section in final exams S8 reached, and the lowest percentage; 37.5% showed by S6 in the vocabulary section of final exams. It is clear that six students had a stronger performance practicing with Interlingua Magazine comparing to the two students who showed better results in final exams. The percentages of these results are shown in Figure 4, below.

Figure 4. Average of Interlingua Magazine Activities and Vocabulary Section in Final Exams.

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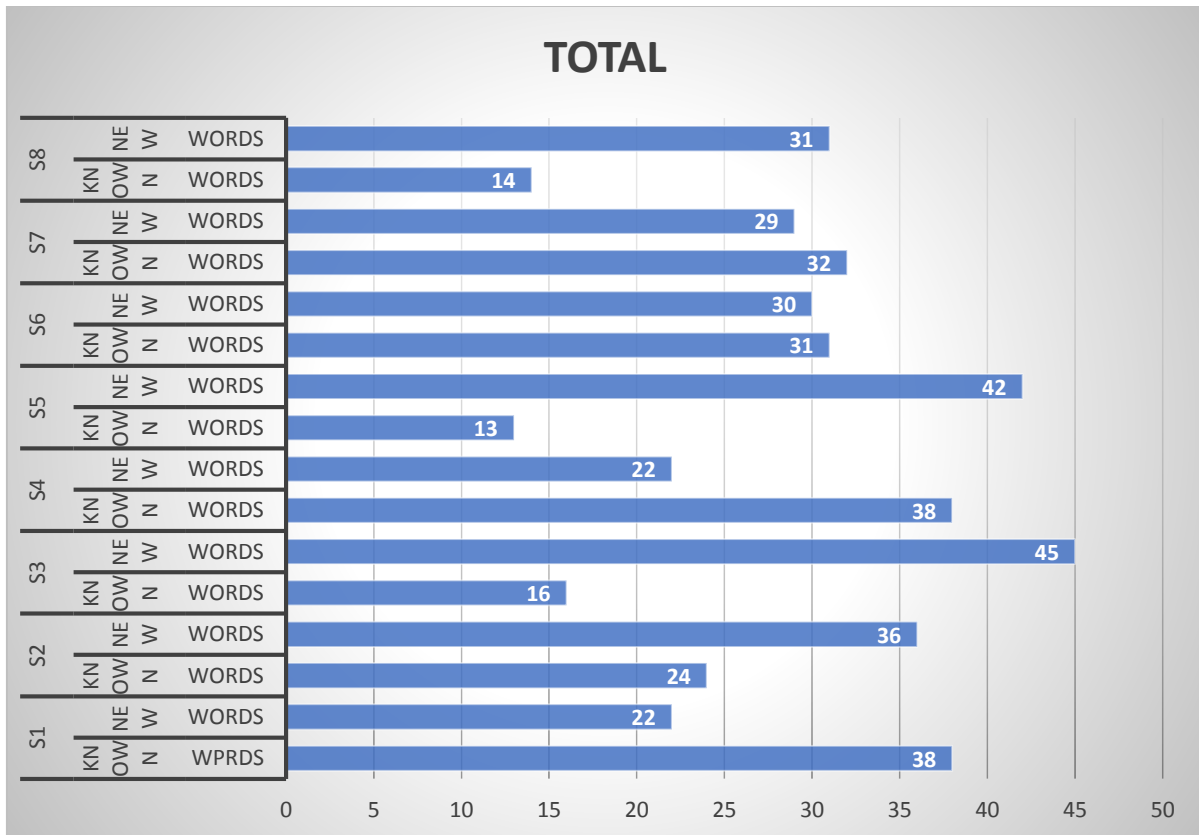


4.3 Analysis of the Three Checklists of Known Words and New Words.

Another rather important part of this analysis was the four check lists handed out to the eight subjects of this research. Students were instructed to check twelve words in the first session before and after the class, then in the second session students had to check fifteen words before and after the class, finally by the third session, students had to check thirty-four vocabulary words before and after the class. This procedure is implemented by Interlingua

The Study of Two Ways of Teaching and Learning Vocabulary in a Language School in Mexico City in its advanced levels every time a unit is started and finished in order to make students aware of their progress in the area of vocabulary learning. Before studying every session using Interlingua Magazine students had to check the vocabulary they considered they had already consolidated, and after studying every session students had to check the vocabulary they considered they had just learned. Sixty-one words were studied in the three sessions that were carried out, four different checklists were designed for this purpose and they can be seen in Appendix five. The four checklists were processed in Excel, and the sixty-one vocabulary words studied in the three sessions are listed in Appendix six. The number of words students had consolidated before going over the vocabulary in the three classes and the words they learned are shown below in Figure 3.

Figure 3. Number of Known Words and New Words.



It was found that four students considered they knew more words than the number of words they were able to learn after going over the three classes using *Interlingua Magazine*, the same number of students –four– showed that they learned new words. If we calculate the number of known words and new words we cannot get the total of sixty one, in cases such as: S1, S2 and S4 who left one square unanswered, S5 left six squares unanswered and S8 left the remarkable number of sixteen squares unanswered, this cannot be seen in this figure, however, it is clearly displayed in Table 3. The number of known words comparing to the amount of words two students learned was by a very narrow margin, for example, S6 knew 31 words, meanwhile, she stated learn only 30 words or S7 who knew 32 words and learned 29 new words, a broader margin was obtained by S1 and S4 that got the same number of known and new words, they both knew 38 words and learned 22. A prominent number of new words can be seen in the cases of S3 and S5 with 45 and 42, respectively. Seeing this in percentages salient figures were found as S3 learning 73% of new words or S5 who added 68.9% to his new vocabulary repertoire comparing to the 62.3% S1 checked in the column of known words which was the highest of the eight students. These figures can be seen in Table 3.

Table 3. Percentage of Known Words, New Words and Unanswered Number of Squares.

Students	% of total known words before studying the 3 sessions	% of total new words after studying the 3 sessions	% of total unanswered squares in the 3 sessions
S1	62.3%	36.1%	1.6%
S2	39.3%	59.1%	1.6%
S3	26.3%	73.7%	0%
S4	62.3%	36.1%	1.6%
S5	21.3%	68.9%	9.8%
S6	50.8%	49.2%	0%
S7	52.5%	47.5%	0%
S8	22.9%	50.9%	26.2%

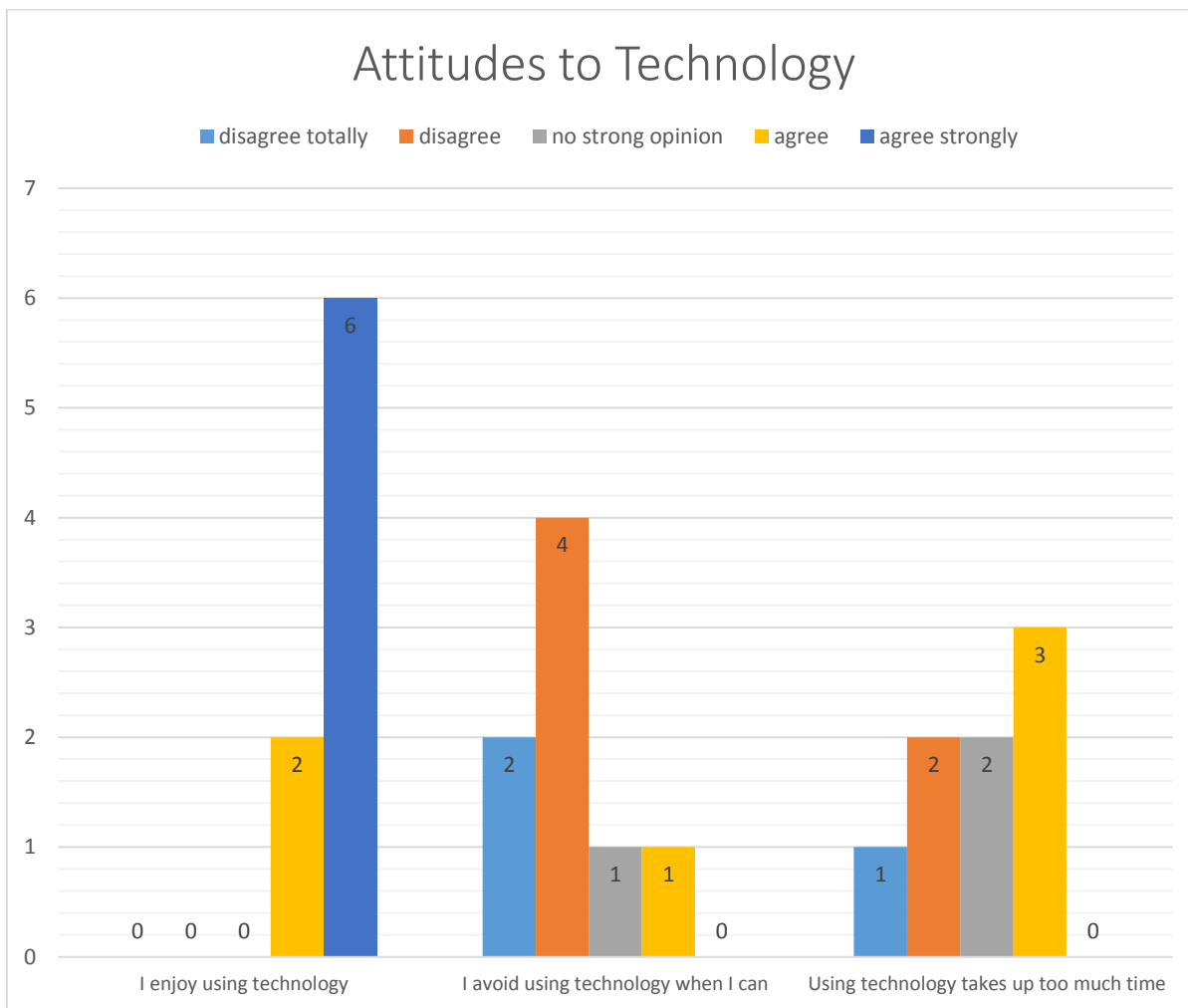
4.4 Learning Vocabulary in a Regular Interlingua Class, with Interlingua Magazine and How Interlingua Student Feel Using Technology.

A crucial analysis of learning vocabulary in a regular Interlingua class, learning vocabulary with Interlingua Magazine during a three-session period and the students' feelings towards technology was made. To do this, data was collected by means of a twelve-question questionnaire which was divided into three different features: Attitudes to Technology, Vocabulary in the Classroom and Vocabulary Using Interlingua Magazine. Participants were asked to express the extent of agreement or disagreement which each statement, by checking in one of the five columns: 1= disagree totally, 2= disagree, 3= no strong opinion, 4= agree, and 5= agree strongly. Questionnaires were processed in Excel and

the total of students' opinions were determined. The questionnaire administered can be seen in appendix two.

The first section regarded the attitudes to technology where three statements were placed: (1) I enjoy using technology, (2) I avoid using technology when I can, and (3) Using technology takes up too much time. In number one, six students disagree totally, this means they do enjoy using technology, while two agreed, and no one agreed on that particular statement. In number two, four disagreed, meanwhile, two disagreed totally, one had no strong opinion and one agreed, nobody agreed strongly, in general it was found out that students do not avoid technology. Finally, three students agreed on using technology takes up too much time, two people disagreed, two had no strong opinion and one agreed strongly. Figure 4 shows students' responses.

Figure 4. Attitudes to Technology.

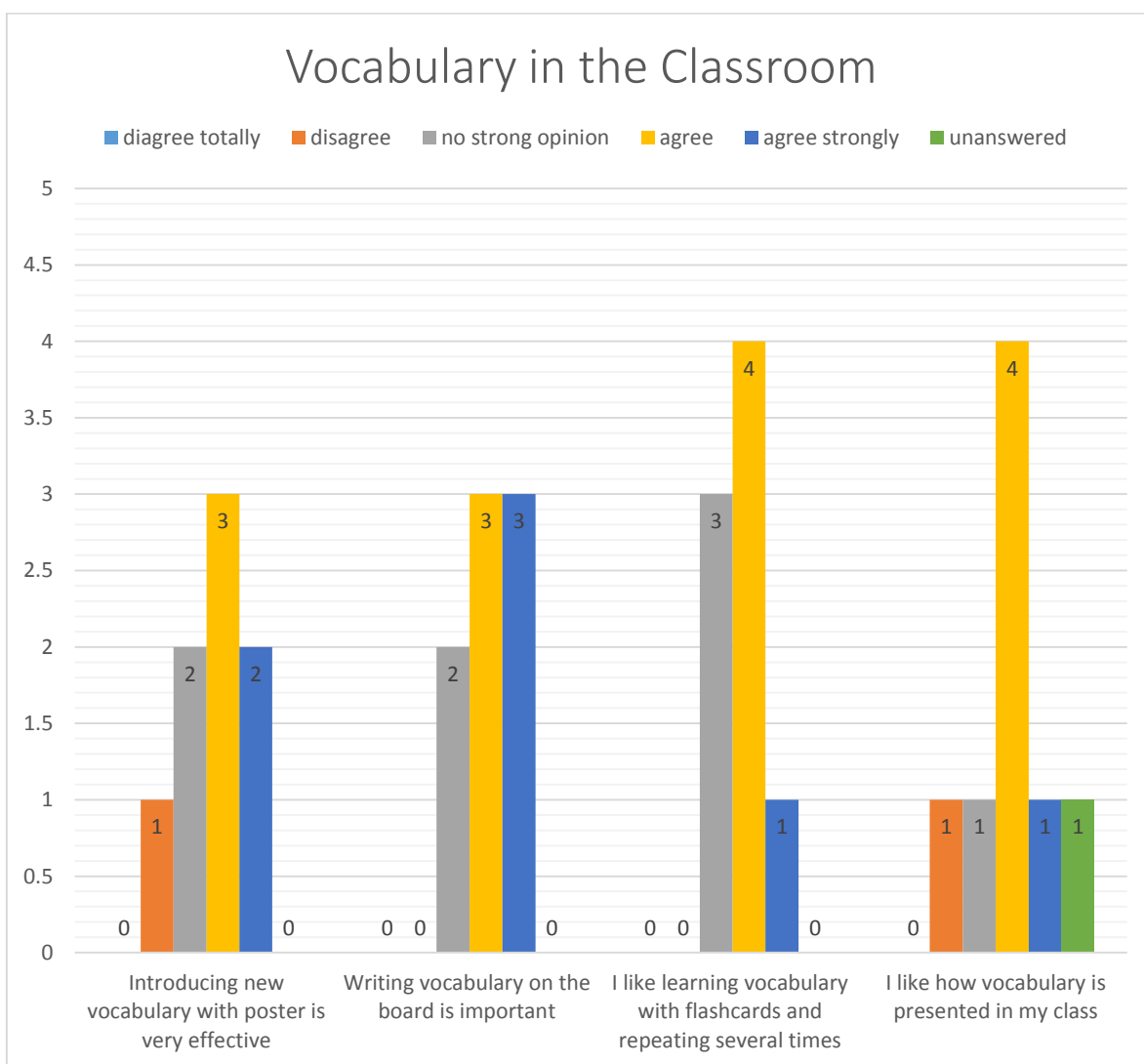


The second section regarded vocabulary learning in the classroom, four statements were provided: (1) introducing new vocabulary with posters is very effective, (2) writing vocabulary on the board is important, (3) I like learning vocabulary with flashcards and repeating several times, (4) I like how vocabulary is presented in my class. In number one, three students agreed on the fact that introducing vocabulary with posters is very effective, two agreed strongly, other two had no strong opinion and just one disagree. In number two, three subjects agreed strongly on the fact that writing vocabulary on the board is important, while, other three pronounced they agree, and two people had no strong opinion. In number

three, four students agreed on the fact that they like learning vocabulary with flashcards and repeating several times, three people did not give a strong opinion, and one person agreed strongly, lastly, in number four with split decisions, four students agreed on the fact they like how vocabulary is presented in their regular class, one person agreed strongly, another one had no strong opinion, one subject disagreed and one student left this square unanswered.

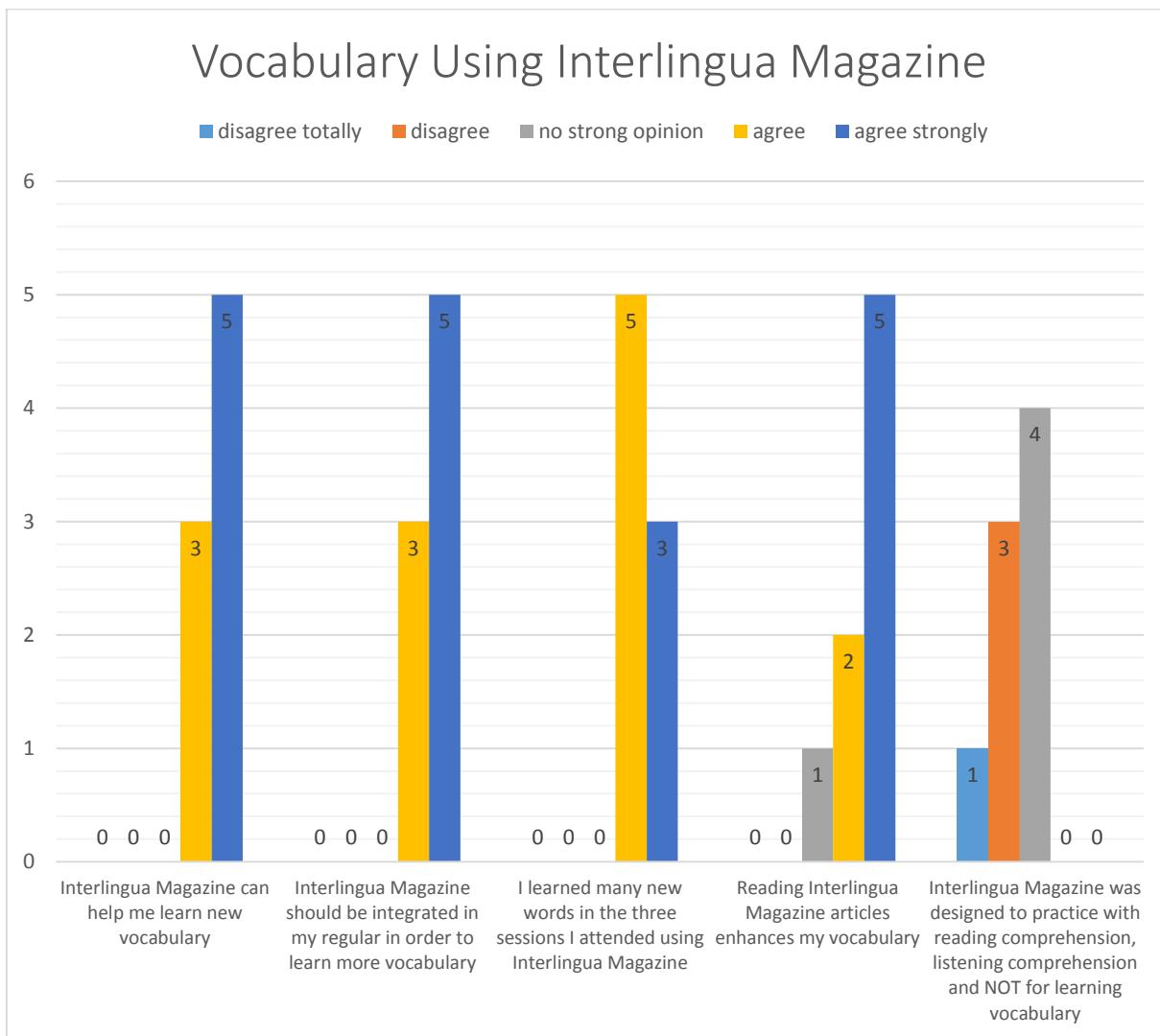
Figure 5 shows these results.

Figure 5. Learning vocabulary in the classroom.



Finally, the last section regarded the importance of learning English using Interlingua Magazine, five statements were stipulated: (1) Interlingua Magazine can help me learn new vocabulary, (2) Interlingua Magazine should be integrated in my regular class in order to learn more vocabulary, (3) I learned many new words in the three sessions I attended using Interlingua Magazine, (4) reading Interlingua Magazine articles enhances my vocabulary, (5) Interlingua Magazine was designed to practice with reading comprehension, listening comprehension and NOT for learning vocabulary. In number one, five students agreed strongly on the fact that Interlingua Magazine can help them learn new vocabulary, while three just agreed on that. In number two, five subjects agreed strongly and just three people agreed on the recommendation of integrating Interlingua Magazine in regular classes so that they can learn more vocabulary. In number three, five students agreed on this, stating that they learned many new words in the three sessions they had attended using Interlingua Magazine, nobody disagreed. In number four, five subjects agreed strongly on the fact that reading Interlingua Magazine articles enhanced their vocabulary, while two chose agree and just one person had no strong opinion. Finally, while students seemed to have the same extent of agreement or disagreement in the previous statements, number five showed a different tendency having four students with no strong opinion, 3 people disagree and one agreed strongly on the fact that Interlingua Magazine was designed to practice with reading comprehension, listening comprehension and NOT for learning vocabulary. Figure 6 illustrates these results.

Figure 6 Vocabulary Using Interlingua Magazine



Some important conclusions can be drawn from the total results of vocabulary section in Interlingua final exams analysis, students' vocabulary background, the analysis of the extent of agreement or disagreement from participants towards Interlingua teaching vocabulary techniques in regular classes and the use of technology, in this case, Interlingua Magazine. As it was previously stated in students' performance when taking exams showed that seven out of eight participants had compelling grades, the number of mistakes were not very high,

however, after revising the vocabulary section and processing the figures, it was found that the percentage was lower than the percentage calculated in Interlingua Magazine activities. In terms of students' vocabulary background knowledge there was an equal number of students who stated that they knew the same number of words as the ones who stated learning new words. Students' feelings towards technology were determined, as it was pointed out, students enjoy using technology, they do not avoid working with technology, notwithstanding, they could not determine if technology takes up too much time when studying English. An overwhelming bias was pronounced by participants when referring to the fact that they had learned many words in the three sessions they attended using Interlingua Magazine, this contradicts at certain point the posture they had when they had previously determined the number of known they had consolidated and they amount of new words they had learned. Another remarkable point is that participants considered Interlingua Magazine can help them learn new vocabulary, and reading Interlingua Magazine articles enhanced their vocabulary repertoire. Even so, after studying ten different activities students did not give a strong opinion on whether Interlingua Magazine was designed primarily for listening and reading comprehension or learning vocabulary.

CHAPTER V: CONCLUSIONS

In this chapter, a summary of the results and their main highlights are presented. In addition, the implications of the study, its main limitations, and some directions for further research are also provided.

5.1 Conclusions

The results of the instruments administered to participants provided important information on how students reacted towards the use of Interlingua Magazine, their opinion on how they feel using technology, on vocabulary teaching techniques in their regular Interlingua classes, and their performance on final exams. First of all, an unquestionable acceptance was shown by students taking into account that the majority of them agreed or agreed strongly on the fact that they had, not only, learned new vocabulary, also, they enhanced their vocabulary repertoire, another point is the strong opinion they had given on suggesting the implementation of this tool in regular classes. The state-of-the-art technology, the classroom atmosphere and the varied and high quality materials used on Interlingua Magazine contributed to the expected results in terms of learning vocabulary with technology in an Interlingua classroom.

Eight subjects agreed on attending three sessions working with Interlingua Magazine instead of their regular classes or after them, that shows the level of commitment participants had throughout the sessions working with this tool, besides that, it was shown that all of them enjoy using technology, regardless of their age or social-economic status since they brought an electronic device showing great skills when using it for completing all assignments they were instructed to do.

As the study has shown students at Interlingua have a positive response on how vocabulary is presented in their regular classes which involves: practicing with posters, flashcards, repeating words several times, receiving explanations, definitions and examples of vocabulary words, having written words on the board and using these words in context because they consider all these techniques are effective, this is linked to the results shown in the vocabulary section in final exams, as they were able to use a vocabulary in completion type exercises after a considerable period of time when final exams were administered. Therefore, it is clear that the implementation of Interlingua Magazine in a regular Interlingua class can enhance advanced students' vocabulary repertoire.

5.2 Implications

This research pointed out the need of using a new way of teaching vocabulary at Interlingua. Undoubtedly, technology is a powerful resource that subjects of the study enjoyed using, thus the field is open for new kinds of projects that will no doubt enrich new ways of teaching and learning vocabulary. This work only performed a small part of the work that needs to be complemented with the redesigned of classes at Interlingua implementing Interlingua Magazine. One implication is the need to adapt the facilities of Interlingua because for this study, the students had to bring their own laptops or iPads because the use of the E-magazine was just a complementary material to be used at home.

5.3 Limitations of the Study

The number of activities, ten, performed by students were limited if we take into account that only three were focused on vocabulary, for that, more time was required to design classes, revise different articles and conduct a broader analysis. Another limitation is the appropriate equipment to develop this kind of research, for example, the internet connection was slow when using all electronic devices at the same time.

5.4 Directions for Further Research

As stated above, this project provided part of the potential of Interlingua Magazine in advanced levels. However, further research is necessary. It is clear that Interlingua students consider they are learning vocabulary with a very effective method they also consider the implementation of Interlingua Magazine in the classroom as part of this effective method. In this sense, the research can be extended to other levels and different Interlingua branches to get more information. A new syllabus will need to be designed to include this technological resource. Interlingua Magazine articles will need to be revised, a proper digital classroom may have to be prepared in order to create a suitable atmosphere for subjects of the study so they can show willingness and excitement about technology, particularly, Interlingua Magazine just as participants in this study showed during the period of time when this research lasted. In the meantime, it is hoped that this study will contribute to what is already known and will provide some insights that can be useful for students, teachers and researcher who are interested in learning vocabulary with technology.

APPENDIX ONE: LESSON PLAN SESSION ONE

SCARY TRAVEL EXPERIENCES

LEVEL: HIGH

ACTIVITY 1: READING/ VOCABULARY/ SPEAKING/ MULTIPLE CHOICE (20-22 m)

Scary Travel Experiences (10min)

Activate Schema (A/B): What do people do adventure vacations? Look at these pictures (T projects this images) Do you know any of these activities? (elicit examples from Ss).

Instructions:

1. Look at this article. S1 please read the title. S2 what is the article related to? S3 can you please read the subtitles.
 - 1.1. Now let's look at the vocabulary (T reads the words and their meanings and asks if they have any doubts if they do, T will give an example, syn. Etc.)
 - 1.2. T reads the first paragraph then T assigns S3, S4, S5 and S6 to read a paragraph.
 - 1.3. Look at the next activity. There is a multiple choice activity, we have ten questions and the possible answers, please read them if you have any doubts about vocabulary or you don't understand the questions let me know. Questions? Now, you will have 7 minutes to complete this activity. (7m)
 - Let's go to the score section. Please print your screen and send your pictures to do1.leon.victor@gmail.com. (make sure Ss send the results) (3m)
 - 1.4. Transition Questions: (3m) look at the following section. What is it about? S7: speaking. How many questions do we have? S8 Can you please ask question 1 to the class? (class: S9 only speak two, S10 I barely speak Spanish...)

ACTIVITY 4: LISTENING (5 m)

What makes a good vacation?: (listening; 5m)

Activate Schema (A/B): Who is married? Who has a girlfriend/ boyfriend? Have you ever given a present to your spouse or your significant other that he/she didn't like? Have ever had and an argument about where to go on vacation? (elicit examples from Ss).

Instructions:

1. Listen to Tim and Kate talk about their next adventure. You'll find that they don't agree on what makes a good vacation. Then do **the comprehension exercises** below. (make sure students skip tip, phrase, and fact of the week. Assign for homework, ask them to check them).
2. Let's go to the score section. Please print your screen and send your pictures to do1.leon.victor@gmail.com. (make sure Ss send the results) (3m)
3. Transition Questions: (3m) look at the following section. What is it about? S11: speaking. How many questions do we have? S12 Can you please ask question 1 to the class? (S1 yes, my cousin share the room with me last time we went to Cancun, he paid for the suite...)

ACTIVITY 5: VIDEO (10m)

Running of the Bulls (watching, listening comprehension): (6:22m)

Activate Schema (A): Do you remember the listening? What is Pamplona, Spain famous for? Have you ever been to Spain?

Instructions:

1. Let's watch Rick Steves as he explores the Running of the Bulls in Pamplona, Spain. (T plays the YouTube video).
2. Now, look at the next activity. There is a T/F exercise, we have eight statements and some possible answers, please read them if you have any doubts about vocabulary or you don't understand the questions let me know. Questions? Now, you will have 5 minutes to complete this activity. (5m)
3. Let's go to the score section. Please print your screen and send your pictures to do1.leon.victor@gmail.com. (make sure Ss send the results) (3m)
4. Transition Questions: (3m) look at the following section. What is it about? S7: speaking. How many questions do we have? 5. S8 Can you please ask question 1 to the class? (Class: staying up all night XD)

ACTIVITY 6: READING/VOCABULARY/SPEAKING/FILLING IN THE BLANKS (20-22m)

It's a Scream! The World's Most Terrifying Theme Parks (20-22m)

Activate Schema (A): When was the last time you went to Six Flags? Did you ride any of the attractions there?

Instructions:

1. Look at this article. S1 please read the title. S2 what is the article related to? S3 can you please read the subtitles.
 - 1.1 Now let's look at the vocabulary (T reads the words and their meanings and asks if they have any doubts if they do, T will give an example, syn. Etc.)T reads the first paragraph then T assigns S3, S4, S5 and S6 to read a paragraph.
2. Look at the next activity. There is a VOCABULARY exercise. There are five vocabulary words we have seen in the previous activities. Please read all the statements then answer them dragging the words and completing the gaps, you will have 7 minutes to complete this activity. (7m)
3. Let's go to the score section. Please print your screen and send your pictures to do1.leon.victor@gmail.com. (make sure Ss send the results) (3m)
4. Transition Questions: (3m) Look at the following section. What is it about? S7: speaking. How many questions do we have? S1 Can you please ask question 1 to the class? (class: S2 I guess, a chicken... S3 Why?...S2 I don't know I guess it's a trauma since my childhood :(...)

APPENDIX TWO: INTERLINGUA LESSON PLANNING STANDARDS

Lesson Plan, Book 14

Unit 1, Block 2

Instructions: Work in groups of four. Each of the groups gets a set of cards. Together, say something about the mountains in Mexico. Include a sentence using the connector on your card, then move on to the next card.

Example: Let's say my card says 'in spite of.' Let me think for a second... The towns around Popocatepetl have been on alert for years because of the danger of an eruption. The government has built shelters, posted evacuation routes, and so on. In spite of the warnings, the Popo has been really quiet most of the time, and no dangerous eruptions have taken place.

ACTIVITY 8: READING / SPEAKING (10-15 m)

Thrilling or Killing?: (scanning, reading for specific information; 10-15 m)

Activate Schema (A): Do you like amusement parks? What rides do you like? Are these rides dangerous? Have you ever heard of accidents occurring on these rides?

Instructions:

1. Open your books to page 19. S11, please read the instructions to activity 8. Let's do the first one together. What does the first question say? (How often are there fatalities in amusement parks?) Where can we find that information? Quickly look through the first paragraph. Did you find the answer there? (Yes. Rarely.) Now, work in pairs to find the answers to the rest of the questions. Let's see who can finish first. (5-7 m)
2. Let's check your answers. (Go over any questions they may have.) (2 m)
3. **Transition Questions: (3-5 m)**
 - Do you like to go to amusement parks? Why (not)?
 - What is your favorite ride? Why do you like it?
 - Are there any rides you won't go on? Which one(s)? Why?
 - Do you ever think about being in danger before you get on a ride?
 - Have you ever refused to go on a ride because you thought it was too dangerous? Why was that or what made you feel that way?
 - Do you think that amusement parks properly maintain their rides? Why (not)?
 - Have you ever heard about an accident happening on an amusement park ride? What happened? Whose fault was it?
 -
 -

ACTIVITY 9: LISTENING (10 m)

Dave's FunWorld Park: (listening for specific information; 10 m)

Activate Schema (A): Are some amusement parks better than others? What are some good ones? Some bad ones?

Instructions:

1. Open your books to activity 9. S7, can you please read the instructions? (Play the tape. If they have difficulty understanding, play the tape a second time.) (3-5 m)
2. Do you have any questions? (Go over any questions they may have.)

APPENDIX THREE: TECHNIQUES FOR TEACHING VOCABULARY

Method Kit Version 2011 **INTERLINGUA**

Vocabulary

STEPS FOR INTRODUCING NEW VOCABULARY

1. Use the new word **in context**.
2. **Explain** the new word using one or more of the techniques (see following page).
3. Ask students to **repeat** the word three times.
4. Write the new word **on the board**.
5. **Check comprehension** by asking one or two *meaningful* questions to individual students. Students **MUST** use the new word in their answer.

1. Use the new word in context:

TEACHER	STUDENTS
In this picture, it's hot because it's SUMMER.	

2. Explain the new word using one or more of the techniques:

TEACHER	STUDENTS
Summer is the months of June, July, and August.	

3. Ask students to repeat the word three times:

TEACHER	STUDENTS
Please repeat: summer, summer, summer.	summer summer summer

4. Write the new word on the board:

TEACHER	STUDENTS
(write on board): summer	

5. Check comprehension:

TEACHER	STUDENTS
Is it normally hot in the summer? What activities do people do in the summer?	S1: Yes, it's normally hot in the summer. S2: They swim in the summer.

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VOCABULARY: Using the board

When writing the vocabulary words on the board, it's important to separate them into two columns: one for verbs, and one for everything else:

at all	(to) approach
recess	(to) make friends
outgoing	(to) give up
stranger	

Notice that the verbs are always written in infinitive form, and the "to" is normally written in parentheses.

NOTE: In some units, you will be asked to create another column, usually for an additional verb form; when this happens, it will be clearly indicated in the lesson plan.

VOCABULARY: Teaching multiple items

In some warm-ups, we introduce two vocabulary items at the same time. This is usually done when the items in question share a common root or are otherwise related to one another. When the items in question have different grammatical functions (e.g., verb and noun), you should always have students repeat them separately:

TEACHER	STUDENTS
Please repeat: to delay, to delay, to delay; (write "(to) delay" on board) a delay, a delay, a delay; (write "a delay" on board)	to delay to delay to delay a delay, a delay, a delay

When the items have the same grammatical function, we usually teach them in pairs, because we want students to associate the two words. In this case, it's acceptable to teach both words simultaneously:

TEACHER	STUDENTS
Please repeat: north/south, north/south, north/south,	north/south north/south north/south

INTERLINGUA®

Manual RE Version 2011

TECHNIQUES FOR TEACHING VOCABULARY

After you use the word in context, the **second step** is to explain the word or expression. Below are some techniques you can use to explain a word to students:

TECHNIQUE	DESCRIPTION	EXAMPLE
Visuals	Pictures, flashcards, posters, photographs and drawings.	<i>(Pointing to the picture in poster)</i> This is a boat .
Cognates	Words that look similar in English and Spanish and have the same meaning.	Detergent (<i>detergente</i>) list (<i>lista</i>)
Brief Definitions	Clear and concise explanations.	to go back is the same as to return
Realia	Objects in the classroom.	<i>(Touching the chair.)</i> This is a chair .
Mimicry	Acting out the meaning of a word or phrase.	<i>(Mimes driving)</i> This is to drive .
Synonyms	Words that have the same meaning.	Smart is the same as intelligent .
Antonyms	Words that have the opposite meaning.	Ugly is the opposite of beautiful .
Association	Connecting a word with well-known names.	Wine is an alcoholic drink like Padre Kino.
Creating the Need	Describing a situation that calls for the new word or phrase.	After I ran 20 km, I needed to rest because I felt exhausted .
Translation	Saying what the word means in Spanish. [NOTE: Should be used <i>only</i> after the other options have been exhausted].	to borrow = pedir prestado

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APPENDIX FOUR: THE QUESTIONNAIRE ADMINISTERED

Name: _____ Age: ____ Sex: ____ Matricula: _____

This survey has the purpose of gathering information on how you have learned vocabulary in the classroom, and using Interlingua Magazine.

Please, read the following statements carefully and check in the column that best describes your opinion.

1= disagree totally 2= disagree 3= no strong opinion 4= agree 5= agree strongly

Attitudes to Technology	1	2	3	4	5
1. I enjoy using technology.					
2. I avoid using technology when I can.					
3. Using technology takes up too much time.					
Vocabulary in the Classroom					
1. Introducing new vocabulary with posters is very effective.					
2. Writing vocabulary on the board is important.					
3. I like learning vocabulary with flashcards and repeating several times.					
4. I like how vocabulary is presented in my class.					
Vocabulary Using Interlingua Magazine					
1. Interlingua Magazine can help me learn new vocabulary.					
2. Interlingua Magazine should be integrated in my regular class in order to learn more vocabulary.					
3. I learned many new words in the three sessions I attended using Interlingua Magazine.					
4. Reading Interlingua Magazine articles enhances my vocabulary.					
5. Interlingua Magazine was designed to practice with reading comprehension, listening comprehension and NOT for learning vocabulary.					

APPENDIX FIVE: FINAL INTERLINGUA TEST RESULTS

ANSWER SHEET INTERLINGUA

NAME: Manuel Hernandez Bandiera

SCHEDULE: _____ LEVEL: 11

Oral Grade: 9

Final Grade: 90

1. b //
2. d //
3. d X //
4. b X //
5. c X //
6. d //
7. b //
8. c //
9. b //
10. d //
11. c //
12. b //
13. a //
14. d //
15. c //
16. b //
17. c //
18. resort //
19. fear //
20. delay //
21. equipment //
22. although //
23. assumed X //
24. assumed X //
25. container X //
26. b //
27. c //
28. a //
29. d //
30. b //
31. c //
32. b //
33. a //

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ANSWER SHEET INTERLINGUA

NAME: Daniel Trujano Hilerio

SCHEDULE: 6:10-7:30 LEVEL: 12

Oral Grade: _____

Final Grade: 94

1. b ✓
2. d ✓
3. c x 9
4. d ✓
5. a ✓
6. d ✓
7. b ✓
8. c ✓
9. b ✓
10. d ✓
11. c ✓
12. b ✓
13. a ✓
14. c ✓
15. c ✓
16. b ✓
17. c ✓
- 18. bass ✓
19. skill ✓
20. self-esteem ✓
21. record ✓
22. achievement ✓
23. unauthorized ✓
24. copyrighted ✓
- 25. pracy ✓
26. b ✓
27. c ✓
28. c x 9
29. d ✓
30. b ✓
31. c ✓
32. a x b
33. a

ANSWER SHEET INTERLINGUA

NAME: José Jesús Reyes Nte

SCHEDULE: _____ LEVEL: 13

Oral Grade: 7

Final Grade: 88

1. c ✓
2. ~~b~~ x d
3. ~~c~~ ✓
4. a ✓
5. d ✓
6. b ✓
7. ~~a~~ x b
8. ~~b~~ x d
9. c ✓
10. a ✓
11. d ✓
12. b ✓
13. a ✓
14. c ✓
15. c ✓
16. d ✓
17. b ✓
- 18. argument x lack of
19. Embellish x concept
20. run the risk x embellish
21. believe in ✓
22. quit ✓
23. Guilt ✓
24. waste ✓
- 25. encourage ✓
26. a ✓
27. c ✓
28. d ✓
29. b ✓
30. b ✓
31. c ✓
32. a ✓
33. b ✓

N-019b DPTO EDITORIAL JUL 2003

**APPENDIX SIX: SIXTY-ONE WORDS STUDIED WITHIN 3 SESSION OF
INTERLINGUA MAGAZINE.**

VOCABULARY	S1		S2		S3		S4		S5		S6		S7		S8	
	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.	K. W.	N. W.
TOTAL	38	22	24	36	16	45	38	22	13	42	31	30	32	29	14	31
UNANSWERED	1		1		0		1		6		0		0		16	
1 to pump	1			1		1	1		1			1		1	1	
2 thrill-seekers		1		1		1	1		1			1		1		1
3 leap of faith		1		1		1		1		1		1		1	0	0
4 back-up	1		1			1	1		0	0	1		1		0	0
5 picks up	1		1			1		1		1	1			1		1
6 to sway		1		1	1			1		1		1		1	0	0
7 rush	1		1		1		1			1		1		1	0	0
8 scared of height		1		1		1		1	0	0		1	1			1
9 neat	1			1		1		1	0	0		1		1	0	0
10 to gore	1			1		1	1			1		1		1		1
11 a buzz		1		1		1	1			1	1			1		1
12 to get their kicks		1		1		1		1	0	0	1			1	0	0
13 tricky	1			1		1		1		1	1			1		1
14 label	1			1		1		1		1	1		1			1
15 Brits	1			1		1	1			1		1		1		1
16 Aussies		1	0	0		1	1			1		1		1		1
17 Kiwi	1			1		1	1			1		1		1		1
18 trip up		1		1		1		1		1		1		1	0	0
19 turns out	1		1			1	1		0	0		1	1		0	0
20 mistakenly		1		1		1	0	0		1		1	1		0	0
21 chips	1			1	1		1		1		1		1		1	
22 fries		1	1		1		1			1	1		1		1	
23 discrepancies	1		1			1	1			1	1		1		0	0
24 rich	1		1		1		1			1	1		1		1	
25 unintelligible		1		1		1	1			1	1		1			1
26 wonder	1		1		1		1		1		1		1		1	
27 at the end of the day	1		1			1	1			1		1		1		1
28 commute	1			1		1	1			1		1		1		1
29 in turn	1		1			1	1			1	1		1			1
30 couple with	1		1			1		1		1	1		1		0	0

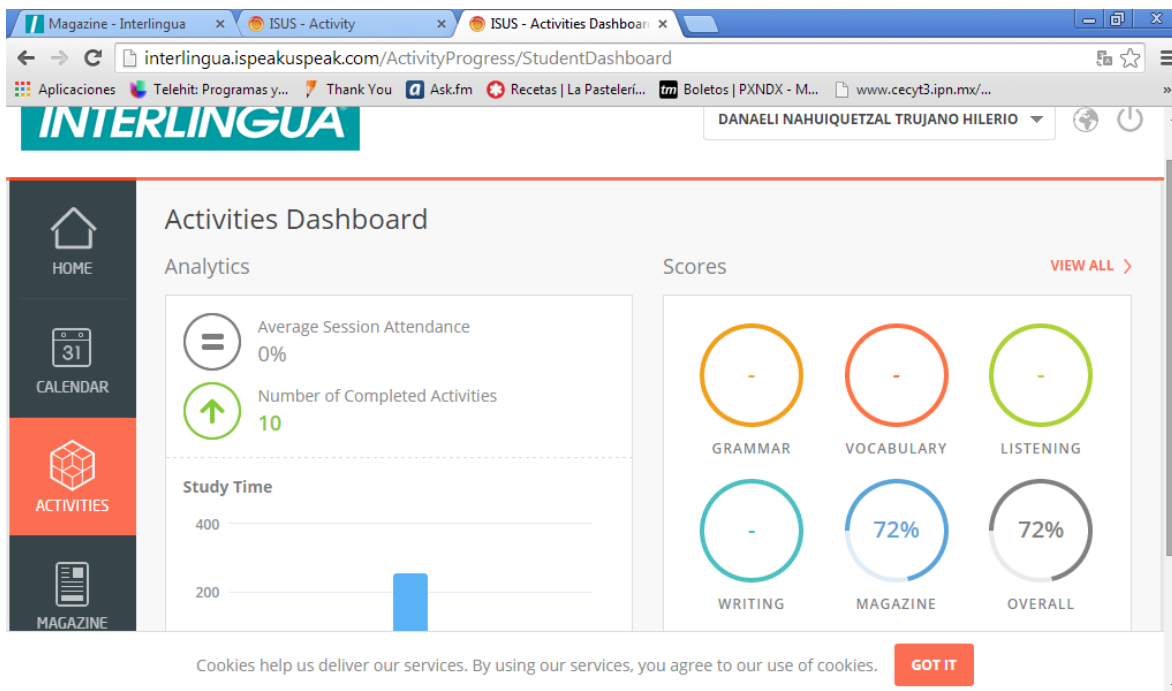
The Study of Two Ways of Teaching and Learning Vocabulary in a Language School in Mexico City

31	fulfilling		1		1		1		1		1		1		1	
32	wages		1		1		1		1		1		1	0	0	
33	outlook		1		1		1	1		1		1		1		
34	set	1			1		1	1		1		1			1	
35	likelihood		1		1		1		1	1			1	0	0	
36	issues	1		1		1	1			1	1		1		0	0
37	heating	1			1		1	1		1	1		1			1
38	laptops	1		1		1		1		1		1		1		
39	join the club	1			1		1	1		1		1	1			1
40	hired	1			1		1		1	1		1	1			1
41	outgoing	1		1		1		1		1		1		1		1
42	go up against		1		1		1	1		1		1		1	0	0
43	perks		1		1		1		0	0		1		1		1
44	flexibility	1		1		1		1		1	1		1		1	
45	advantages	1		1		1		1		1		1		1		
46	disadvantages	1		1		1		1		1		1		1		
47	distractions	1		1		1		1		1		1		1		
48	impromptu		1		1		1		1		1		1		0	0
49	random		1		1		1	1		1		1	1		1	
50	flexi-time	1		1		1	1			1	1		1			1
51	substitute	1		1		1		1		1	1		1		1	
52	misconstrued	1			1		1		1		1		1		1	
53	results-based		1		1		1	1		1		1		1		1
54	task	1			1		1	1		1		1	1			1
55	carve		1		1		1		1		1		1		1	
56	background	1			1		1		1	1		1		1		
57	constantly	0	0	1		1		1		1		1		1		1
58	commuting		1		1		1		1	1			1			1
59	gourmet	1		1		1	1			1	1		1			1
60	face-to-face-communication	1		1		1		1		1		1		1		1
61	replica	1		1		1		1	1		1		1		1	

K.W. = Known Words. N.W. = New Words

***1 = checked, *0 = left unanswered.**

APPENDIX SEVEN: INTERLINGUA MAGAZINE SCORES



The screenshot shows the 'Student List' for completed activities. The table below lists the activities, their scores, and completion dates.

Activity ID	Activity Title	Score	Completion Date & Time
EN FTS3 4110	Running of the Bulls (Pamplona, Spain)	63%	3 Sep 2014 @ 20:42
EN FTS1 2017C	It's a Scream! The World's Most Terrifying Theme Parks	100%	3 Sep 2014 @ 20:59
EN FTS1 4115C	High	50%	4 Sep 2014 @ 20:03
EN FTS2 4115	Discussing Languages and Dialects in Spain (26/06/2014)	75%	4 Sep 2014 @ 20:32
EN FTS1 4118C	High	80%	5 Sep 2014 @ 20:12
EN FTS2 4118	Do You Love or Hate Your Job? (14/07/2014)	100%	5 Sep 2014 @ 20:25
EN FTS3 4118	The Best Job Ever?	25%	5 Sep 2014 @ 20:35
FEAT1.019B	Working from Home in August	90%	5 Sep 2014 @ 20:50

A pagination bar at the bottom indicates '1 - 10 of 10' items. A cookie notice is visible at the bottom of the page.

The Study of Two Ways of Teaching and Learning Vocabulary in a Language School in Mexico City

The screenshot shows a web browser window with the URL `interlingua.ispeakuspeak.com/ActivityProgress/StudentList?completedOnly=True`. The page displays a table of student activity progress. The table has three main columns: 'TITLE', 'SCORE', and 'COMPLETED ON'. There are six rows of activity data. A sidebar on the left contains 'ACTIVITIES' and 'MAGAZINE' buttons. A cookie notice is visible at the bottom of the page.

TITLE	SCORE	COMPLETED ON
EN FTS1 4110C - High	70%	3 Sep 2014 @ 20:10
EN FTS2 4110 - What makes a good vacation? (19/05/2014)	63%	3 Sep 2014 @ 20:29
EN FTS3 4110 - Running of the Bulls (Pamplona, Spain)	63%	3 Sep 2014 @ 20:42
EN FTS1 2017C - It's a Scream! The World's Most Terrifying Theme Parks	100%	3 Sep 2014 @ 20:59
EN FTS1 4115C - High	50%	4 Sep 2014 @ 20:03
EN FTS2 4115 - Discussing Languages and Dialects in Spain (26/06/2014)	75%	4 Sep 2014 @ 20:32

1 - 6 of 6

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APPENDIX EIGHT: VOCABULARY CHECKLISTS (4)

SESSION 1

SCARY TRAVEL EXPERIENCES

LEVEL: HIGH

Name:

Matricula:

VOCABULARY PROGRESS LIST					
When you start work on this session, read the vocabulary words and check the words that you know. Do this again at the end of the session.					
	Before Studying Session 1	After Studying Session 1		Before Studying Session 1	After Studying Session 1
to pump (v.)	<input type="checkbox"/>	<input type="checkbox"/>	rush (n.)	<input type="checkbox"/>	<input type="checkbox"/>
thrill-seekers (n.)	<input type="checkbox"/>	<input type="checkbox"/>	scared of heights (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
leap of faith (expression).	<input type="checkbox"/>	<input type="checkbox"/>	neat (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
back-up (n.)	<input type="checkbox"/>	<input type="checkbox"/>	to gore (v.)	<input type="checkbox"/>	<input type="checkbox"/>
picks up (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>	a buzz (n.)	<input type="checkbox"/>	<input type="checkbox"/>
to sway (v.)	<input type="checkbox"/>	<input type="checkbox"/>	to get their kicks (expression)	<input type="checkbox"/>	<input type="checkbox"/>

SESSION 2

DIALECT VS LANGUAGE: DO YOU KNOW THE DIFFERENCE?

LEVEL: HIGH

Name:

Matricula:

VOCABULARY PROGRESS LIST					
When you start work on this session, read the vocabulary words and check the words that you know. Do this again at the end of the session.					
	Before Studying Session 2	After Studying Session 2		Before Studying Session 2	After Studying Session 2
tricky (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	chips (n.)	<input type="checkbox"/>	<input type="checkbox"/>
label (v.)	<input type="checkbox"/>	<input type="checkbox"/>	fries (n.)	<input type="checkbox"/>	<input type="checkbox"/>
Brits (n.)	<input type="checkbox"/>	<input type="checkbox"/>	discrepancies (n.)	<input type="checkbox"/>	<input type="checkbox"/>
Aussie (n.)	<input type="checkbox"/>	<input type="checkbox"/>	rich (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
Kiwi (n.)	<input type="checkbox"/>	<input type="checkbox"/>	unintelligible (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
trip up (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>	wonder (v.)	<input type="checkbox"/>	<input type="checkbox"/>
turns out (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>	At the end of the day (expression)	<input type="checkbox"/>	<input type="checkbox"/>
mistakenly (adv.)	<input type="checkbox"/>	<input type="checkbox"/>			

SESSION 3

The Best Job in the World

LEVEL: HIGH

Name:

Matricula:

VOCABULARY PROGRESS LIST

When you start work on this session, read the vocabulary words and check the words that you know. Do this again at the end of the session.

	Before Studying Session 3	After Studying Session 3		Before Studying Session 3	After Studying Session 3
commute (v.)	<input type="checkbox"/>	<input type="checkbox"/>	issues (n.)	<input type="checkbox"/>	<input type="checkbox"/>
In turn (phrase/expression)	<input type="checkbox"/>	<input type="checkbox"/>	heating (n.)	<input type="checkbox"/>	<input type="checkbox"/>
coupled with (phrase/expression)	<input type="checkbox"/>	<input type="checkbox"/>	laptops (n.)	<input type="checkbox"/>	<input type="checkbox"/>
fulfilling (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	join the club (phrase/expression)	<input type="checkbox"/>	<input type="checkbox"/>
wages (n.)	<input type="checkbox"/>	<input type="checkbox"/>	hired (v.)	<input type="checkbox"/>	<input type="checkbox"/>
outlook (n.)	<input type="checkbox"/>	<input type="checkbox"/>	outgoing (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
set (v.)	<input type="checkbox"/>	<input type="checkbox"/>	go up against (phrasal verb)	<input type="checkbox"/>	<input type="checkbox"/>
likelihood (n.)	<input type="checkbox"/>	<input type="checkbox"/>	perks (n.)	<input type="checkbox"/>	<input type="checkbox"/>

SESSION 3.1

Working from Home in August

LEVEL: **HIGH**

Name:

Matricula:

VOCABULARY PROGRESS LIST					
When you start work on this session, read the vocabulary words and check the words that you know. Do this again at the end of the session.					
	Before Studying Session 3.1	After Studying Session 3.1		Before Studying Session 3.1	After Studying Session 3.1
flexibility	<input type="checkbox"/>	<input type="checkbox"/>	results-based	<input type="checkbox"/>	<input type="checkbox"/>
advantages	<input type="checkbox"/>	<input type="checkbox"/>	task	<input type="checkbox"/>	<input type="checkbox"/>
disadvantages	<input type="checkbox"/>	<input type="checkbox"/>	carve	<input type="checkbox"/>	<input type="checkbox"/>
distractions	<input type="checkbox"/>	<input type="checkbox"/>	background	<input type="checkbox"/>	<input type="checkbox"/>
impromptu	<input type="checkbox"/>	<input type="checkbox"/>	constantly	<input type="checkbox"/>	<input type="checkbox"/>
random	<input type="checkbox"/>	<input type="checkbox"/>	commuting	<input type="checkbox"/>	<input type="checkbox"/>
flexi-time	<input type="checkbox"/>	<input type="checkbox"/>	gourmet	<input type="checkbox"/>	<input type="checkbox"/>
substitute	<input type="checkbox"/>	<input type="checkbox"/>	face-to-face communication	<input type="checkbox"/>	<input type="checkbox"/>
misconstrued	<input type="checkbox"/>	<input type="checkbox"/>	replica	<input type="checkbox"/>	<input type="checkbox"/>

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