
Cognitive strategies to enhance vocabulary learning

Ensayo

**Que para sustentar examen profesional y obtener el
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Presenta

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INTRODUCTION

The present research was focused on the topic cognitive strategies to enhance vocabulary learning, where strategies could be defined as a detailed plan to achieve something in this case they were linked with the cognitive process to help students enhance vocabulary learning.

The use of cognitive strategies was the path that helped students learn several aspects related to the elements of a language that they could follow to remember new words such as, repetition, association, inference, the use of imagery, guessing unknown words from context, and keyword method, which are going to be explained later.

This final paper was made up of different aspects that guided me to analyze the progress that students had with the application of cognitive strategies to learn vocabulary, some of them were to know the background of the students of the case study such as, age, likes and dislikes, personal and academic information, English level, learning styles, and behavior inside and outside the school.

This research is made up of three parts which were developed over time in chronological order as well mention, the first part was the topic and the study, this part of the research was to know the background of the field of study, how the school is, where it is located, the location of the topic in one of the three thematic lines which are "Adolescents and their learning process", "Analysis of the teaching experiences", and "School management and its educational processes".

In this part of the research are included the development of the general and specific purposes, the questions to be answered, the type of methodology by which the research would be guided, and the resources that will be necessary in the moment of the application of the cognitive strategies.

The second part was the development of the topic which is constituted by the background of the group of study that was a description of the whole group of students and finally the description and analysis of the four students who were selected to be part of the study case.

It is important to mention that in this part of the document paper were applied five cognitive strategies that are mention in this paper as the teaching intervention strategy, those cognitive strategies were described, analyzed, and reflected one by one according to the results that students showed whit their application.

In the third part of the research are written the conclusions and suggestions that were obtained through the results of the applied cognitive strategies.

It is important to add that, to know which the best cognitive strategies were for the students was necessary to analyze the factors that could block their vocabulary learning process of a new language, due to that problematic, according to the educational ambit, this research was done with the principal interest of knowing which were those factors and which were the best strategies to solve them.

The election of this topic was with the principal purpose of helping students improve in their knowledge according to the English subject, and also identifying the factors that block their learning, so that by knowing those facts teachers and students could use the correct strategies to improve their knowledge.

In the professional ambit, as a trainee teacher, the interest arose in order to achieve a degree in secondary education with a specialization in foreign language (English) and with the interest of helping students to enhance their vocabulary which was necessary to communicate with each other in whatever form of communication such as, writing, speaking, signs or gestures.

RATIONALE

The present final paper was focused in the main aspect of employing different cognitive strategies in order to know which or what were the best ways students learn new vocabulary of a different language than their mother tongue.

To know the learning process that students followed to learn something is a complex work to understand, several researches have tried to answer through the time this aspect, and they have designed different activities that teachers can apply inside and outside the classroom with the purpose of helping students to learn easily.

When students tried to learn a new language different than their mother tongue there are involved complex aspects such as troubles to understand the accent or the pronunciation, and most important the practice of the same new language that could result difficult because they were not involve in a context that push them to use and practice it.

Many of the times there are factors that affect their learning process that is why cognitive strategies played an important role as a tool to solve at least some of those issues.

It is important to add that, this final paper allowed to show which the best cognitive strategies for the students were in order to enhance their vocabulary learning according to their learning needs in the classroom, and the commons aspects that affects the vocabulary learning.

At the end of this final paper I demonstrate the best strategies for the students where this research was applied to learn new vocabulary of a different language to their mother tongue and the aspects that affected the learning process observed during the development of every cognitive strategy.

It is important to add that, the principal interest that pursued this final paper was trying to help students to discover which the best activities were in order to improve their learning about a specific content, and also to apply different cognitive strategies to help students during their teaching-learning process to enhance the vocabulary learning.

Finally, through the use of cognitive strategies in the classroom it was pretended that students elicit new vocabulary to improve their four skills which were listening, speaking, reading and writing, since vocabulary learning is the beginning of each language that help people to communicate and express their ideas, feelings, tips and so on between each other.

PART I
THE TOPIC OF STUDY

1.1 THE TOPIC AND THE CONTEXT

According to INEGI (2019) the town of La Mesa de Chosto is located in the Municipality of Atlacomulco (in the State of México). There are 2190 inhabitants, there are 1089 men and 1101 women; 30.09% of the inhabitants are economically active, 43% of the population is indigenous, and the education level is 6.57.

The Secondary School “Roberto Barrios Castro” is located near downtown, so students walk to arrive to the school every day, it is located in an accessible part of the community where students could get easily didactic materials, and food for the school (see appendix #1).

Transport service is scarce even though the principal work activity for men is taxi drivers, factory workers, masons, carpenters and for women housewives.

In the past there were not a lot of opportunities to go to the school and less for women, however, today we are living in other ages and girls and women have better educational chances to study, in La Mesa de Chosto, most of the girl students came to the secondary school at the same way than boys, and that was a positive aspect since education could improve.

It is well known that people who speaks another language different to their mother tongue has more ability to learn another one because they have the facility to do it, according to INEGI (2019) 35.43% of the population in La Mesa de Chosto is indigenous, nevertheless, it did not help students to learn the English language easily and also because people who speaks another language in this town were older people.

For that reason the topic of Cognitive strategies to enhance vocabulary learning was carried out with the main purpose that students could enhance their vocabulary of a different language in order to improve their knowledge in it and at the same way to express their opinions, feelings or ideas.

It is important to add that, according to the educational level of the population it is necessary that the community improve because in that way students will have better opportunities to find a good job in the future, and also because today we are living in an globalized world and it is important that students and people speak a different language than their mother tongue such as English.

1.2 INFORMATION BACKGROUND

It is known that to carry out a good activity as teaching practices in the secondary school it is necessary to have a set of plans to achieve the objectives that had been raised beforehand; it was for that reason that for understanding this paper it is important to define the term strategy.

Strategy has been historically linked through different scenarios one of the most popular created by the Greeks, who used it to refer to a plan through the use of effective resources to destroy the enemy troops (Porto & Merino, 2008), but it is also important to add that in this paper the term strategy was related to the educational context.

According to Cambridge (2019) the term strategy is defined as “A detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations.”

Strategies have been used through time for several situations, not only for military or business, this term was adapted for whatever situation having into consideration the principal purpose that is to adapt a set of steps to conclude something or achieve a goal.

For that reason, it is also important to mention that in the educational context strategies have been classified into different categories, according to Jack C. Richards (2002) in his book *Methodology in Language Teaching* he has divided the strategies in four categories as mentioned below:

Affective: Affective strategies are those that serve to regulate emotions, attitudes, and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading materials.

Social: Those strategies refer to actions learners take to interact with users of the language. For example, students may deliberately seek out opportunities to use the target language with native speakers of the language.

Metacognitive: Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For example, students may develop a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum.

Cognitive: Cognitive strategies involve the identification, retention, and retrieval of language elements. For example, students may use memory-enhancing strategies (e. g., the keyword method) to help them remember new words. (Richards, *Methodology in Language Teaching*, 2002).

Cognitive strategies were one type of learning strategies that could be used for learners in order to learn easily and more successfully and they also could be used for the teacher in order to involve students to deliberately manipulate language to improve learning.

Those strategies are useful tools to help students to solve learning problems, as the name says cognitive strategies are closely related to the use of the mind “cognitive” to solve a problem that is so complex such as algorithms in mathematics or the chemical elements on the periodic table, but the complex problem that was solved for students in this final paper was vocabulary learning and how this could be enhance it.

Vocabulary learning is an important component of language proficiency and provides a lot of elements in order to people speak, read, and write better. Without vocabulary learners do not have enough elements to achieve an excellent potential to develop a good communication with native and non-native speakers of whatever language, in this case English.

It is also important to mention that to know a lot of vocabulary it helps people to be able not only in the academic aspect, but also in satisfying language learning

opportunities in different contexts, such as listening to the radio, listening to native speakers, or even listening to music, reading a good book or watching television.

Paul Davies mention that “In communication, vocabulary is often more important than grammar. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need.” (Davies, 2000).

Vocabulary has enormous importance in communication, but it is sometimes set aside in an English class or courses. Learning words and to know how to use them can be so interesting not only for the students but for the teachers because they can notice how students learn and how they can enjoy to learn something new if it is showed through didactic and not complex strategies.

There were some strategies that could be included into the cognitive category, for example, repetition, association, inference, the use of imagery, guessing unknown words from context, and keyword method, that are going to be explained in detail.

Repetition

According to Marion Williams in Burden (1997) most of the people probably use some or all of the following in learning a foreign or second language:

- Repeating words over and over again.
- Practicing the sounds of the language to them.
- Asking to a speaker to repeat something.

Guessing unknown words from context

Although this may seem to be meaning-focused activity, at least in the early stages of the development of the guessing skill, it involves learners consciously focusing on unknown words, interrupting their normal reading, and systematically drawing on the available clues to work out the unknown word’s meaning.

Guessing from context focuses on the particular reference of a word as determined by the context rather than on its underlying meaning. It is likely that this knowledge

will directly enter implicit memory as it will be less complicated than the concept of the word. Guessing may also serve to raise consciousness of the word.

There are various effects of guessing procedures. Their main effect should be to raise learners' confidence in guessing from context, to make them sensitive to the range of clues available, and to help them avoid strategies- such as focusing too quickly on the form of the word- that will reduce their chances of guessing accurately. (Davies, 2000). In a brief summary guessing the meanings of unknown words.

Inference

Williams in Burden (1997) mention that "Inference refers to a various strategies concerned with making hypothesis about how the language works". In this type of strategy students need to be able to select and use the appropriate information from the context and their previous knowledge.

The use of Imagery

In this type of strategy teachers can apply several interesting ways in order to present their students a visual definition about the vocabulary, for example, according to Anne Fraenkel she says that teachers can use "Using visual definition, for example, pointing at an object, drawing or showing a picture, miming or using gesture. This would be particularly appropriate for dealing with a concrete object like a spider or a newspaper headline". (Fraenkel, *The Language In English Teaching*, 2003).

Memorization

"It is also concerned with storage and retrieval of information, and ways of organizing the information for storage. This category includes mnemonic strategies and using lexical groupings". (Fraenkel, *The Language In English Teaching*, 2003).

Association

As teachers we know that for students is so difficult try to learn something new even more when the work is to learn vocabulary in a language different to their mother tongue, for that event many authors have studied this situation and they have been developing different theories to help students with the vocabulary learning, one of the most popular is the association method.

This method is related as its own name says; it is about how students can learn something easily through associations with words and mainly with mental images, Paul Richard Kuehn (2012) mentions that vocabulary is one of the most difficult things for students to learn. The simple fact is that most learners are only searching for the equivalent of the unfamiliar English word in their native language. They are not associating a mental image of anything to go with the new vocabulary.

People acquire their native language through word associations, and for students of a second language is so important to make associations of what they are learning with mental images that they use in their daily life, of that way vocabulary will be taken as a significant learning, for example, to teach the word “sweet” students can associate the word with simple mental images such as cookies, candy, cake, and ice cream.

To understand better this type of method Paul Richard Kuehn (2002) share a set of steps to teach vocabulary using the following sequence of steps:

1. Oral presentation of new words: Before students can see the word that you can teach, you should ask students repeat the word several times to make sure that they are pronouncing correctly, and then it is appropriate to show students an image representing the meaning of the word.
2. Written presentation of new words: After students repeated the word and saw the image representing the meaning of the word, if they do not make sure with the meaning, teacher asks a student to provide to their classmates

the translation of the word but, if he or she does not have the correct meaning students look up for the word in their bilingual dictionaries and write the word with their correct meaning in their notebook.

3. Using new words with associations: if you can use the new word it is part of your vocabulary; in this part of the steps if a teacher want to teach the word “tasty”, he or she asks the students think in several words or things they know related to “tasty”, in this step students can search in their mind for mental images related to the word, for example, French fries, steak, ice cream, and fried chicken.
4. Testing the use of new words with associations: In this step are designed exercises and test to measure how well students have learned how to use new words with associations, an example could be that students match new vocabulary with its corresponding associations. For example, include the new words **tasty**, **bitter**, **sweet** and **vanilla** in a bold on one line, then students have to match these words with the following associations by writing the words in the blanks as in the following example:

Medicine, coffee, and tea _____

Cake, ice cream, and cookies _____

French fries, steak, and cake _____

Seasoning, plant, and pudding _____

5. Using new words in sentences: If students have mastered the use of new words with associations, they should be ready to use words in sentences. To test the ability of the students to do this, the next examples could be applying:

1. Cake, ice cream, and cookies all taste _____.

- a. salty
- b. bitter
- c. sweet

d. vanilla

2. French fries, steak, and cake are all _____ food.

a. tasty

b. bitter

c. sweet

d. vanilla

3. She thinks medicine, coffee, and tea are _____.

a. sweet

b. tasty

c. bitter

d. vanilla

6. Making sentences using new words: This is the final step to teach new vocabulary, in this part of the sequence when students acquired the vocabulary they will be able to generate sentences, for example:

- The cookies are sweet.
- Medicine tastes bitter.
- This steak is very tasty.

These are 6 steps proposed by Paul Richard that can help teachers to teach vocabulary to the students easily and at the same way can help students to learn vocabulary of a simple way and also to appropriate of it.

Keyword method

The Keyword Method is an effective system for remembering definitions, learning foreign language vocabulary, and more. Any two pieces of information can be linked together in your memory using this method.

The way you use the Keyword Method is by combining the creation of substitute words with visualization (a two-step process): First, convert the *sound* of the word into one or more concepts that can be visualized. Then, associate those concepts with an image representing the actual meaning of the word (Jobes, 2019).

Didactic strategies will help trainee teacher to explore into the previous knowledge of the students in order to provoke that they get involve acquiring the vocabulary taking into account that students are the central part in the teaching-learning process.

Through the use of all these strategies students will be able to bring into play their previous knowledge and search in their mind mental images that help them learn new vocabulary and also use it in an effective way in their daily life of learning a new language.

1.3 THE TOPIC INTO THE THEMATIC LINE

According to SEP (2002) “Orientaciones Académicas para la Elaboración del Documento Recepcional” there are three different thematic lines in which we can settle down the final paper the first of them is “Los adolescentes y sus procesos de aprendizaje”, the works registered under this thematic line are referent to the knowledge during the Teaching Work I and II and the ways that trainee teachers use this knowledge to the lesson planning and the development of the proposed didactic activities.

A work under this thematic line demands that the student use their abilities to observe and relate with the adolescents inside and outside the classroom, to chat with them, and apply certain tools in order to explore their knowledge.

The second thematic line, “Análisis de experiencias de enseñanza” covers topics related to experiences that trainee teachers have developed with one or several groups of secondary school.

A work under this thematic line demands students bring into play their knowledge, the initiative and the pedagogic imagination that have been achieved during the initial formation, to design, apply, and analyze congruent teaching activities with the purposes of the secondary education.

In these works will include the analysis of the role that the trainee teacher plays to apply the teaching strategies and the role of the students while doing the suggested activities. Likewise, the analysis will be supported on evidences produced in the classroom (works of the students, registers, observations of the tutor, journal); this will allow students to assess their own achievements in the development of their professional skills.

The third thematic line, “Gestión escolar y sus procesos educativos”, the works that are inscribed in this thematic line have the purpose to find explanations to

problems related with management in the secondary school and the ways in which they affect the educational process of students.

A research under this thematic line implies that the student expand his knowledge about the complexity of the work that should be developed in the secondary schools (SEP, 2002).

According to the descriptions of the three different thematic lines the topic “Cognitive strategies to enhance vocabulary learning” was located into the first thematic line “Los adolescentes y sus procesos de aprendizaje” because it was closely related to the ways students could acquire the English vocabulary through several didactic strategies.

Considering what was stated above that didactic strategies were considering important tools to improve the process of teaching and learning. The use of these tools helped the cognitive and metacognitive abilities of the students and at the same time helped the trainee teacher to reflect in his teaching practices.

It is also important to add that with the help of didactic strategies students were able to acquire English vocabulary easily, and also students were able to apply the strategies to learn autonomously.

By applying cognitive strategies, it was pretended to observe how the students could acquire and enhance the vocabulary learning easily and which or what were the best learning strategies for them according to their needs in the classroom, and also it allowed the trainee teacher to choose and plan appropriate activities in order to teach vocabulary to students.

1.4 PURPOSES

1.4.1 General

- The main purpose of this final paper is to employ cognitive strategies to enhance vocabulary learning.

1.4.2 Specifics

- To practice cognitive strategies to learn vocabulary.
- To recognize different aspects that affect vocabulary learning.
- To analyze if cognitive strategies help lower level students to break the gap with high level students.
- To employ cognitive strategies to develop vocabulary learning.
- To learn vocabulary by using of imagery.

1.5 QUESTIONS TO BE ANSWERED

The following 5 questions guided this research in order to answer different interrogatives that could affect the vocabulary learning with the students in the secondary school and, at the same time to know which or what were the best ways for students to learn according to their needs in the classroom.

They were not intended to be the only ones but definitely they were needed to be answered as the research went on.

First of all it was necessary to know, what were the best ways to teach with different cognitive strategies? Knowing the different ways that students learned content and the teacher preparation of sessions in order to satisfy their needs.

It is well known that in every classroom of a school there are factors that affect the teaching-learning process, such as the students motivation, the context of the school or even the context that teacher contextualizes his or her own classroom, the level of the students when we talk about learning a different language, and obviously the activities and strategies that teacher uses to teach a content, for that motive it was necessary to know, which were the most common aspects that affected vocabulary learning?.

Taking into account the level of the students when they are learning a different language to their mother tongue, it was crucial that teacher applied adequate strategies that helped the whole group to learn at the same rhythm all together, for that it was necessary to know if, it was useful to employ cognitive strategies to help lower level students to break the gap with high level students.

Was it useful for students to use cognitive strategies inside the classroom? It was known that the attitude of the students in a classroom depended most of the time on how students deal the academic works; they did not always answered to the same way if they did a work inside the classroom than outside the classroom.

Finally, as long as this research went on, I knew how useful the applied strategies with the students were and what were the best cognitive strategies to learn vocabulary in order to increase their English vocabulary as a second language.

1.6 METHODOLOGY

The term methodology takes part in a research that helps to the researcher or researchers to carry out a study, S. Rajasekar (2013) mentions that Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of a research.

There are several methods of study to carry out a research, such as quantitative method, qualitative, deductive, inductive, analytic, scientific, synthetic, and comparative; however, this research was developed based on the qualitative method because it was developed through the use of interviews, interpretation, observation, and a case of study through the research of four specific students in order to see the progress that was written in a journal.

1.6.1 Qualitative Method

According to Paul D. Leedy and Jeanne Ellis Ormrod (1989) the term qualitative research encompasses several approaches to research that are, in some respects, quite different from another one. Yet all qualitative researches have two things in common. First, they focus on phenomena that occur in natural settings- that is the “real world”. And second, they involve studying those phenomena in all their complexity.

Qualitative research requires considerable preparation and planning. The researcher must be well trained in observation techniques, interview strategies, and whatever other data collection methods are likely to be necessary to answer the research problem.

It is important to add that, according to the mentioned before this research was settled down in the qualitative method due to that, it was carried out in the

secondary school with a group of study, that was, in the real world, through the use of some techniques as the observation of the develop of the students to know if some cognitive strategies were useful to enhance vocabulary learning, and at the end it will demonstrate through verification the usefulness of them.

Qualitative research studies typically serve one or more of the following purposes, according to Peshkin in Paul D. Leedy and Jeanne Ellis Ormrod (1989) they are the following:

- Description: They can reveal the nature of certain situations, settings, processes, or people.
- Interpretation: They enable a researcher to a) gain new insights about a particular phenomenon, b) develop new concepts or theoretical perspectives about the phenomenon, and c) discover the problems that exist within the phenomenon.
- Verification: They allow a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contexts.
- Evaluation: They provide a means through which a researcher can judge the effectiveness of particular politics, practices, or innovations.

1.6.2 Ethnographic study

In an ethnographic case study, the researcher looks at an entire group-more specifically, a group that shares a common culture-in depth. The researcher studies the group in its natural setting for a lengthy period of time, often several months or even several years. The focus of investigation is on the everyday behaviors (e.g., interactions, language, rituals) of the people in the group, with intent to identify cultural norms, beliefs, social structures, and other cultural patterns (Leedy & Ormrod, 1989).

1.6.3 Case study

One of the research designs is the case study, in a case of study, a particular individual, program, or event is studied in depth for a defined period of time. In a

case of study, the researcher collects extensive data on the individual(s), program(s), or event(s) on which the investigation is focused. The data often include observations, interviews, documents (e.g., newspaper articles), past records, and audiovisual materials. In many instances, the researcher may spend an extended period of time on site and interact regularly with the people who are being studied (Leedy & Ormrod, 1989).

This research was focused in the case study method because, it was done in the real world with a group of study in the secondary school, applying cognitive strategies in order to see the progress of four specific students to enhance their vocabulary learning.

Through the use of the case study method they were used some instruments, such as photos, observations, interviews, and tests which were noted in a journal, describing the analysis of the obtained results of every one of them, and the principal problems or situations that occurred with the group of study while the research went on.

In the case study, the researcher looks at a particular person, program, or event in considerable depth, such as characteristics as the number of students, the total number of men and woman, children with special abilities, the manner of how it is their behavior, social, economic and cultural issues that they face in their daily life, their leisure activities and the most important, how good they are at English.

1.7 RESOURCES

Didactic material

This final paper was carried out through the use of different instruments in order to answer some questions about enhancing vocabulary learning with students in the secondary school, so for the development of this research there were used several types of didactic material like English-Spanish dictionaries during the sessions to look up unknown words, flashcards, images, posters, and realia that was necessary for every single session according to the lesson plan, electronic resources to the use of technology in the classroom such as, speaker, computer, videos and audios about specific topics (see appendix #2).

Journal

The use of a journal which was described by problems or situations that occurred during the development of a session. That journal was written through the reflective practice, it means that it answered some questions that guided the writing in order to reflect in the situations that were presented while setting up activities such as, what did I do?, what did I learn?, what will I do next? And a reflection on action (see appendix #3).

Lesson Plan

And the most important instrument, the lesson plan which had to be designed through cognitive strategies to enhance vocabulary learning of the students in the secondary school. The lesson plan that was used, had essential aspects that helped to the research such as, the environment, specific competency, social practice of the language, doing with the language, knowing about the language, being through the language (see appendix #4), that were carried out through a period of time of 3 weeks in order to develop a product at the end of every unit, achievements that were carried out one of them per week, the plan of every session and the materials and resources that were used per class, and finally the assessment work peer class too.

PART II
THE DEVELOPMENT OF
THE TOPIC

2.1 THE GROUP OF STUDY

The selected study group to carry out the research “Cognitive strategies to enhance vocabulary learning” was the 2nd “A” in the Secondary School OFIC. No. 0834 “Roberto Barrios Castro” in La Mesa de Chosto, Atlacomulco, Mexico.

This group had a total of 29 students, in general that group was considered as an integrated group between them, students had a good relationship between their classmates and when they had to carry out an activity by teams they did it in an excellent way.

This group was always considered as one of the most participative in academic activities, even when there was a special event like on September about “Mexican Independence”, in which all the students in the school participated performing a Mexican song but at the same time they had to act it; the group that did the best representation was 2nd “A”, and students were known because they did quality works.

It is important to add that, there were 11 men and 18 women, between the women there was a girl with special characteristics, she was diagnosed with “Attention Deficit Hyperactivity Disorder”, and she always had to take medicine to control this problem.

Before identifying the problem of this girl in 1st grade, she had a lot of issues in the school related to the subjects and their works; however, when she was in 2nd grade and her parents knew her problem she improved in the school, she was an excellent worker in the English class and she was responsible in her works.

Taking into account the behavior of the group it is important to mention that, students were so talkative, uneasy, and a few lazy but when it was time to work they did it, they knew that at the end of every class they had to deliver their works in order to register them in the list of their continue evaluation.

Talking about men students, some of them spent their time playing video games outside of the school, a fashion video game in that time was “Free fire”, and listening to music; however, according to the women students, they spent their time outside of the school helping to their mothers in the house or playing football.

It is important to say that, students did not have an excellent English level as was showed in the got results according to the diagnostic test that was applied at the beginning of the school cycle by the mentor teacher (see appendix #6), but they had the basic knowledge about the subject, due to that, students could participate to basic answers during the sessions and also the most important was that they had the intrinsic motivation to be part of the class.

Most of the parents of the students were masons, and merchants for that reason most of the students spent the most of the time with their mother, and they were who had to take care of their sons in the school and in their house.

When was time to work individually students tried to deliver every work during the English sessions, it is important to mention that not the whole group was responsible, nevertheless, at the end of the day they knew they had to deliver their outstanding works.

Taking into account the work of the students the English class, there were several ways in which they could learn and the teacher must knew the best activities that could help them to do it.

In the words of Ingrid Mosquera Gende (2016) Learning styles are considered as the way of every person can learn, there are three different styles, first “Visual”, this style is related with see and read, and students that predominate in this prefer to read inside of listening and they can catch bigger quantities of information seeing.

The Auditory learning style is related with speaking and listening, students who predominate in this style learn through oral explanations and they show ability to learn languages and music.

The Kinesthetic learning style is related with touching and doing, students who predominate in this style catch information through senses and movements, and they use to do pictures and diagrams.

According to the applied test of “Learning Styles developed by Lynn O’Brien” that was built by 36 questions (see appendix #5), students answered it and the results were as following:

From the total of 29 students, 5 students had the Auditory Learning Style, which means the 17% of students, 18 students the Visual Learning Style, which represented the 62% of the students in the group, and 6 students ha the Kinesthetic Learning Style, showing the 21% of them.

As a conclusion, according to the results, in the 2nd Grade, Group “A”, the most of predominating style was the Visual in which students learn through the use of visual elements. Those results were an excellent factor to carry out the topic of study “Cognitive strategies to enhance vocabulary learning” because it included strategies as the use of imagery, besides that, during the sessions the use of flashcards and other type of visual materials considered as didactic material were constant.

Besides knowing the learning style of the students it is important to know their previous knowledge, so the mentor teacher applied a test to see the English level (see appendix #6), and she concluded that most of the students were in A1 level of the MCER.

Some of the questions that were presented through the test were about personal information such as likes and dislikes, place where they live, favorite activities, leisure activities, colors, types of food, animals, and some information about their friends.

Students in this group did not have a high English level, however, they had the basic knowledge to work in the sessions, and the most important, they had the interest and the intrinsic motivation to participate during the class.

It is important to mention that, according to the total number of students just one of them had taken English courses of and independent way, but she was located in the same level of the rest of their classmates, although it is crucial to say that, she was a student that understand more the topics and instructions than their classmates.

From my point of view, I consider that the test that was applied to the students was not useful at one hundred percent to locate students in a correct English level, it was not designed by a trust worth institution that measure the different levels in the 4 skills, listening, speaking, writing, and reading in order to get an analysis of the real results.

It is important to add that, a real test that could measure the level of the students was not applied because of administrative issues, although it was possible to notice the few vocabulary and level that students had about basic knowledge to share personal information about them.

2.2 STUDENTS' PROFILE

Next descriptions were regarded to four students of the Second Grade Group A, who were chosen of case studies to carry out the research "Cognitive strategies to enhance vocabulary learning", in the Secondary School OFIC. No. 0834 located in La Mesa de Chosto, Atlacomulco, Mexico.

Those descriptions disclosed information about the chosen students, such as, their age, likes and dislikes, leisure activities, what they think about the school, favourite subjects, type of behavior in the school and in their house, and the most important, what they thought about the English subject, and the English class.

Students A and B had a high English level respect to the whole group of students, and students C and D had a lower English level respect to students A and B those students were the principal protagonist to analyze if cognitive strategies helped lower level students to break the gap with high level students no matter everybody in the study group had to improve their vocabulary learning.

2.2.1 Student A

Age: 12 years old

General average: 9.8

English average: 10

Student A spend her time with her friends inside and outside the school, she live with her mom, grandparents, and an uncle, and the most important for her is to be with her family, she has her father alive but according to an interview she only live with the people mentioned above.

Her father work in a car wash, her mom is a house wife, and she is the unique daughter. When it was break of classes, she did not work, she preferred to help her mom in her house or visit to her parents, because the family is the most important for her.

She likes to practice sports such as basketball and soccer and they were the sports that frequently practices at school with her group or with her friends, sometimes she plays them with students of other groups, she only likes to do things she enjoys.

It is crucial to mention that, it was necessary to know her learning style, for that reason according to an applied Test of Learning Styles developed by Lynn O'Brien (1990), she had the Visual Learning Style (see appendix #7) which means that, she prefers to read instead of listening and she can learn better by seeing.

She thinks that school is good and it provides her education that helped her become a better person. Some of her favorite subjects are Physics, Spanish and Physical education, and her less favorite subjects are History and Math, about the English subject, she thinks that it is functional for her life and it helps her to learn a different language that their mother tongue.

2.2.2 Student B

Age: 12 years old

General average: 9.7

English average: 10

Talking about different types of leisure activities that can be the best for teenagers during their stay at secondary school Student B shared through an interview that one of her favorite is playing video games in her house, she loves playing with her mobile or computers in her free time.

She lives with her father, mother, two men siblings, and she is the older daughter. Her father is a carpenter, although he works outside of his town, he always goes back to his house at the end of his work; her mom is a house wife and she spends the most of the time with student B.

She likes studying when she is not in the school; one of her favorite hobbies in the school is to play soccer because she likes to spend her break time with her friends doing activities they have in common.

She thinks that school is so wide, for that reason she spends her time practicing sports, it is a way for her to feel free. She mentions that some of her favorite subjects are Physical Education, English, Arts and Math, and her less favorite are History and Geography.

According to an applied Test of Learning Styles developed by Lynn O'Brien (1990), the results for her were that she has the Visual Learning Style (see appendix #8) which means that, she learns seeing, she can catch bigger quantities of information in that way.

According to the English subject, she thinks that it is functional for her life because she learnt a different language than their mother tongue that will help her to develop herself professionally.

2.2.3 Student C

Age. 13 years old

General average: 9.4

English average. 9.5

Taking into account that teenagers like to practice and do a lot of type of activities today that are linked technology and some other types of electro domestics that were not used before, student C mentions that she likes to spend her time surfing on the internet, she often spends her time on social networks meeting new people or chatting with her friends.

She lives with her father, mother and her five siblings, she is the younger daughter. Her father is a mason, her mother is a house wife, two of her siblings work, and she and the other three siblings are studying. She likes going out with her friends when she is in her house, and she does not like sports.

She thinks that the school helps her to improve in her education, but she sometimes thinks that if she was not in the school she would work in order to help her family with the expenses.

Fortunately she is studying and some of her favorite subjects are Physics, Spanish and Arts, and some of her less favorite are History, and Civic and Ethical Formation.

In order to work efficiently it was essential to know her learning styles, for that reason according to an applied Test Learning Styles developed by Lynn O'Brien (1990) the results for Student C was that she has the Visual Learning Style (see appendix #9) which means that, she needs to see images or whatever type of didactic material about a certain topic to catch bigger extensions of information in order to learn them.

On one hand, she thinks that English subject is functional for her life because it helps her to learn a different language than Spanish, and it can help her to be better in whatever type of work that in the future she could find.

On the other hand, she is the only student that mentions that she would have liked that the English classes were more traditional like write a lot of times a verb or write a lot of sentences to practice an specific grammatical time, because she thinks that if she practices a lot of exercises refer to grammar, she can learn easily and she can understand better.

2.2.4 Student D

Age: 12 years old

General average: 8.4

English average: 8.5

Respect to an interview applied time ago to know more about students, student D had the confidence to write that one of his favorite activities that he likes to do when he is in his house is listening to music and sometimes helps his mom to do house chores; however, if he has a few time and the opportunity to do another thing outside his house, he goes out to walk around his town with his friends, it is important to add that, his town is small and there are not several type of activities that he can do with his friends such as go shopping, play video games in a store or spend money in an specific place.

He lives with his mom and his two siblings, he is the oldest. His mom is a house wife, and his siblings study as him. Not forgetting the applied interview, he answered that he does not have father, but he did not write if his father is alive or not or something else.

One of his favorite sports are soccer and basketball, and he often practices them when he is in the school, because he has more classmates that share his same likes about sports, and they enjoy practicing them as much as him.

In some occasions he thinks that if he had not studied he would work to help his mom and his siblings; nevertheless, he thinks that he has the chance to study so he takes advantage of that and mentions that some of his favorite subjects are Arts and English, and his less favorite is History.

It is important to mention that, it was crucial to know the different styles that students had to learn, so it was applied a Test of Learning Styles developed by Lynn O'Brien (1990), the results for Student D was that he has the Auditory Learning Style (see appendix #10) which means that, he learns through oral explanations and shows ability to learn languages and music, it is an important factor that during the English classes was useful because he has the ability to learn and develop the language.

2.3 THE TEACHING INTERVENTION STRATEGY

2.3.1 Situation I- Repetition strategy

Thursday, October 24th, 2019.

Grade: 2nd Group: A

Time: 10:50- 11:40

Environment: Academic and Educational

Communicative Activity: Interpretation and follow-up instructions.

Social practice of the language: Produces instructions to prepare for a risk situation derived from a natural phenomenon.

Achievements: Read and understand instructions.

Select and review instructions.

Write instructions.

Edit instructions.

English Program: 2018

Purpose: Students will be able at the end of the class to remember the 10 types of environmental emergencies that are going to be practiced through the repetition strategy.

Topic: Types of environmental emergencies.

DESCRIPTION

Types of environmental emergencies was a topic of Unit III “Poster with instructions” that students were studying with help of the teacher, before this class students had previous knowledge about what an environmental emergency is and some types of environmental emergencies such as Hurricane, Tsunami, Earthquake, Flood, Forest fire, Toxic-waste dumping, Oil spill, Ice storm, Influenza, and Drought, that were repeating since the beginning of the unit through the use of flashcards that represents them (see appendix #11).

During this class students were sitting in forum there were 4 rows, they were horizontally seeing the blackboard, students were ordered according to their role

number to exception of some students that needed to be in front because some healthy problems of sight, and some due to indiscipline.

Students were sitting according to their role number this helped me to check attendance because is faster, besides students did not have the chance to being close to their friends, and at the same time to control the discipline inside the classroom during the English classes.

At the beginning of this class, I showed students 10 types of environmental emergencies through the use of flashcards (see appendix #11), it is important to mention that, the vocabulary was practiced from the beginning of the unit, every class students repeated them, sometimes the vocabulary was practice in chorus, individual, and by rows at least 5 times per class.

After practicing the vocabulary of the environmental emergencies I asked students to tell me the vocabulary without showing them the flashcards, students repeated the vocabulary without seeing the images, everyone was repeating it and they did not have problems at all.

Then, I gave students a little paper and I asked them to close their notebooks, after, I wrote on the blackboard the numbers from 1 to 10, those numbers were related to the number of the 10 flashcards of the environmental emergencies, those numbers were written by the students in the little paper I gave them before.

After that, I explained students what they had to do in the little paper, the instructions were to complete the list of the numbers with the name of the 10 types of the environmental emergencies they were repeating before, and I gave students 4 minutes to write them.

In this part of the class I noticed that, most of the students were doing a great effort to remember the name of the environmental emergencies, to some students it was easy and they wrote faster, other students were repeating slowly, and others were asking to their classmates what vocabulary was missing to them.

Next, at the end of the time that was given to students to write the list of the 10 environmental emergencies, I asked students to change their little papers to check if everyone had the vocabulary correct or not. We checked the activity and I noticed that, most of the students had a great score remembering the environmental emergencies, some students had 8 correct, others 7, 6, and the fewer score was 5.

Next, I showed students a presentation about “Types of environmental emergencies” (see appendix #12), in this activity students helped me to read every definition of them, after reading every environmental emergency I asked students which were the key words for every environmental emergency and students answered me according to the information.

Finally, students made a chart in their notebook divided in three columns: Name of the environmental emergency, Definition and Picture, I gave them a handout “Environmental emergencies-Pictionary” (see appendix #13) and with the information that we read previously in the presentation of “Types of environmental emergencies” students classified the elements of the handout in the chart to consolidate their knowledge about them.

ANALYSIS

At the beginning of the strategy students thought that it was boring repeating the name of the environmental emergencies a lot of times, they were repeating in chorus, individually and by rows, even I observed that several students were not repeating the vocabulary, but when I told them that they needed to do an activity with the vocabulary they paid attention and participated with the rest of the group.

Students were repeating the vocabulary a lot of times because repetition is considered one of the strategies belonging to cognitive according to the classification of Jack C. Richards (2002) in his book Methodology in Language Teaching, thus the repetition strategy was carried out with the topic “Types of environmental emergencies” in order to students enhance the vocabulary learning,

with this topic students practiced the name of several environmental emergencies such as Hurricane, Tsunami, Earthquake, Flood, Forest fire, Toxic-waste dumping, Oil spill, Ice storm, Influenza, and Drought.

As was mentioned before the repetition of the vocabulary of environmental emergencies by students was done in different ways such as chorus, individually, and by rows, that topic was studied during three weeks, so the vocabulary was repeated at least 15 times during that time by students, which means that students repeated the vocabulary at least 5 times in every class.

Marion Williams in Burden (1997) mentions that most of the people use the repetition strategy in learning a foreign or second language repeating the words over and over again, so the vocabulary was practice every class.

During this session I realized that Student A was a little bit anxious, she was repeating the words with the whole group so it was an activity that she liked to do because she took part in it, besides, it is important to mention that she is a student that works and catches information of the class very fast, due to, she repeated the vocabulary few times because she learnt it fast.

Student B sometimes repeated the vocabulary, at the beginning of the class she was paying attention, then when their classmates were repeating the vocabulary, she was seeing to other sides, her notebook, the windows, or simply she was observing the class but she did not participate.

It was interesting because when it was time to make an evaluation of the vocabulary she got the highest results, she got 10 right words (see appendix #23), it means that she has the Visual style as the Test of Learning Styles that was applied to the group showed it. She repeated the vocabulary a few times, then she only observed the class and finally she got excellent results.

In contrast with the Students A and B, Student C was repeating the vocabulary together with the class, sometimes I asked her the vocabulary individually and I noticed that it was a little bit difficult for her, she was doing a great effort trying to

learn the vocabulary at the end she did not get the highest result as Students A, B, and D, but she got a good result, she got 8 words correctly (see appendix #23).

Student D always had excellent grades although he is a passive person. He often was sitting in his table all the class, but he always paid attention, in this class during the activity of repetition of the vocabulary he was participating and repeating it, even when I asked him to repeat alone the words he did it very well. He as Students A, and B got the highest result, he got 10 right words (see appendix #23). It is important to mention that, Student D was one of the students that finished writing the 10 words of the vocabulary of environmental emergencies as fast as Student A.

The reaction of the students about the repetition strategy was good; I noticed that, when I asked the class to raise their hand who got the highest result, 10 words, they were happy with their results.

It is crucial to mention that, according to the students of the study case during the evaluation of the strategy of repetition that I did, Student A and B, that are students with the high English level and Student D, one of the students with the low English level did not have problems to remember the vocabulary about types of environmental emergencies. I was surprised because when I asked them for their grade, they had 10 in the vocabulary, which means that they got the highest result, however, Student C the other student related with low English level as Student D, got 8 in the vocabulary, that was not a bad result, I noticed that Student C have a great improvement in vocabulary learning in relation with some other classes with the same activity of the little paper with the name of every environmental emergency.

In contrast with the boring attitude that 2nd A took to the same repetition strategy, I could notice that the group of 2nd B took a different attitude respect to the activity, when I asked students repeat the vocabulary they did it without problems, it is important to mention that not all the students participated in the activity perfectly but most of them did it.

Students of 2nd B did not need to be encourage to participated, they simply took their role in the class normally and followed the instructions, but one different thing was that the group in general had more vocabulary corrections in contrast to 2nd A when they developed the strategy, which means that although they followed the activity without problems they did not get excellent results.

In relation with all mentioned before about both groups 2nd A and B the principal problem that I observed during the development of the class was that, students told me they did not know how to write some names of the environmental emergencies.

Some words in the vocabulary were easy for them to write because they are similar to Spanish such as hurricane, tsunami, or influenza, students knew the vocabulary but only by speaking thanks to several times of repeating the names, due to that, the suggestion that I gave them was that they could write the vocabulary how they pronounced and at the end of the activity they did not change their notebook to check their answers, they graded their own work to understand what they wrote or what they wanted to say.

Going back to 2nd A, it is important to add that, when we checked the order of the vocabulary on the blackboard and students graded their own list I realized that, most students had between 10 to 8 environmental emergencies of the vocabulary correct, so I felt happy because repeating the vocabulary over and over again as mentions Marion William in Burden (1997) all classes had been useful for them.

REFLECTION

According to the events of this class, I learnt that practicing vocabulary of environmental emergencies all the classes helped students to learn it, sometimes students saw the repetitions a kind of boring activity, but that repetition was useful to obtain good results in the evaluation of the strategy.

Due to the good results, I will continue practicing the repetition strategy with students to learn vocabulary, but I will practice with them the writing of the vocabulary too to solve the problem that they faced at the moment to write it.

I consider that, the strategy of repetition was functional; students improved their vocabulary about types of environmental emergencies. Also the application of this strategy taught me that it was not necessary that students wrote the name of every environmental emergencies exactly in the order I wrote on the blackboard, I mean, maybe I thought that it could be easier for them, however, I should remembered that I have students with different learning styles and not everyone learn at the same way.

Learning the vocabulary according to a list is a part of the class that if I had the opportunity to change it I will do it, the important here is that students enhance their vocabulary learning.

The most surprised thing about this strategy is that the Students A and B with high English level according to the applied diagnostic test and Students C and D with low English level had excellent results in the evaluation of the strategy.

It is crucial to say that some obstacles that I faced with the application of the strategy with these students and the rest of the group was the writing of the vocabulary, Students A, B, C, and D, at the end of the strategy had a little bit difficulties to remember how to write the name of the environmental emergencies.

Due to that, this is an important aspect that I have to consider in the vocabulary learning, so if I had the opportunity to carry out the strategy again I would practice this part with the students.

Repetition strategy is a way that students can do to improve their vocabulary learning, in this case the repetition strategy was useful for them because it was practiced from the beginning of the unit, I taught vocabulary through the use of flashcards and students repeated them almost perfect, sometimes they were wrong in the pronunciation but they did it.

I will follow practicing this strategy because according with the results I consider that it is functional and practical for students, maybe in a moment it could be a kind

of monotonous one so I will have to modify it to overcome that difficulties so that it was not boring for students.

Another thing that I will do if I tried one more time the strategy repetition will be that students could practice it but with the use of draws and magic boards by teams in order to practice how to write the respective vocabulary, for example, after to practice the repetition strategy for several times I will tell students a word of the vocabulary, after that they will draw and write the word, it could be more dynamic because students have to make a competition between them, and they will gave their best effort.

Another thing that I will change is that students at the end of the class write in a little paper some suggestions to work the same strategy or if they think that it is functional or not, I should not forget what students think of the activities because if they make suggestions of the activities it is easier to know what I need to change.

2.3.2 Situation II-Inference

Thursday, December 5th, 2019.

Grade: 2nd Group: A

Time: 10:50-11:40

Environment: Familiar and Community.

Communicative Activity: Exchanges associated with the environment.

Social Practice of the language: Express complaints about a product.

Achievements: Interpret the general sense, main ideas and details of complaints.

Listen and review product complaints.

Make oral complaints.

English Program: 2018

Purpose: Students will be able at the end of the class to infer the meaning of 13 verbs that are going to be used to describe things that people can do with the use of home appliances.

Topic: Home appliances and Modal Verb-Can.

DESCRIPTION

At the beginning of this class students arrived to the classroom as in the other classes, they sat according to their role number by rows, there were 5 rows in the classroom with around 6 students per row, in a row next to the mentor teacher there were sitting students that were considered students at risk, who were 5 students, in that way students were monitored with help of the mentor teacher.

The first activity according to the lesson plan was to show students 10 flashcards about home appliances (see appendix #14) which were blender, fridge, iron, washing machine, computer, TV, mobile, microwave oven, stove, and remote control, that vocabulary was not difficult to say for students because they were working with some of them in a previous unit with the mentor teacher.

I showed students images of the vocabulary one by one and students told the name, it was an activity that did not take a lot of time because students knew some words of the vocabulary. Then I asked students if sometimes they had bought some home appliance of another defective product, they answered yes, so the next question was “What did you do in that situation?” obviously they answered that they went back to the place where bought the product and made a complaint to make a devolution of the product.

The answer that students told was useful to start to work with the topic about “complaints”, next, I showed students once again the 10 images of home appliances but now students told which issues they could face with every one of them in order to make a complaint, they shared their answers in Spanish and that was fine to start to work with some complaints for some products.

After that, students went to their book on page 154 exercise 6 (see appendix #15) in that exercise there was a little text of a complaint about a defective product, the first thing students did previously starting to read the text was underline the words they knew, those words were worked and analyzed a class before which were dissatisfaction, purchase, complaint, phone number, and e-mail to infer what the text says.

When students finished to underline the words I asked them which were the meaning of every one of them and they answered me without problems, then, taking into account that students had the knowledge of the meaning of some words, we started to read the text, I read the text aloud for the students and at the same time students were saying what the text said, which means that, students translated the text inferring according to the context and with help of the words they had as previous knowledge, I noticed in this part of the class that not all the students knew what the text said, but they tried to understand with the use of the words they knew.

After reading the text, students circle information they need to write a complaint letter (see appendix #15), which were aspects that we were working in previous

classes, such as, Supplier's name, Address, Phone, Email, Description facts (complaint), Date, Cost, Amount, Name, and Signature.

Finally, we checked the complaint letter with the obtained information of the e-mail students circled, I gave students one participation who passed in front of the class to complete every aspect of the complaint letter, of that way students checked the activity.

ANALYSIS

In this class students were working with Unit V "Complaints", the final product was to express an oral complaint about a product. It is important to mention that before starting with this unit students were working with the mentor teacher the product number IV "Computer Infographic" in that topic students were using vocabulary about parts of a machine and names of every one of them such as, blender, fridge, iron, washing machine, computer, TV, mobile, microwave oven, stove, remote control, camera, and coffee maker, due to that, students did not have problems to learn the vocabulary of home appliances that was taught in this unit, because they had the previous knowledge of them.

According to the applied strategy that was Inference, students of the 2nd grade group A reacted in a positive way, they participated without problems, I observed that boys were the most participative in contrast with girls, but in a general way all the group took part in the class.

In contrast with 2nd grade group B, students were so passive, when I showed students the flashcards with the images of the 10 home appliances although they knew the name of every one of them, they did not answer when I showed the images, at least 3 students participated, the whole group only saw the image, maybe that happened because the class with this group was in the morning, it was the first class according with the schedule of the school at 7:00 am to 7:50 am.

Respect to the attitude of the students in 2nd grade group B I had to change the activity in order to students participated, what I did was to show students the same

images of the 10 home appliances, but I made a competition by rows, which means that by rows students had to tell the name of every home appliance, and students participated very well. According to the change I did in the activity I observed that it was functional to the class and for the students because it helped them as motivation.

Going back to the 2nd grade group A that is the study group, students continued with the activities according to the lesson plan, with this group it was easier to work because they were so active, the only problem that I observed in this class was that several students did not bring their books to work. It is important to say that when that happens students had to copy the activities that are worked in the book to their notebooks, it took a little bit more time because I had to wait for the students who were copying the activity.

It should be noted that students reacted with expressions like “No teacher”, “Can we work with a classmate?”, and “Can we make a copy of the page of the book?”, but they knew that they could not do that, so at the end they had to copy the activity.

Taking into account the 4 students of the case study, I had to mention that, the 4 students brought their book to the class, they worked perfectly even at the beginning of the class when I showed to the group the 10 flashcards of the home appliances, they participated in every image that I showed.

Student A looked interested in participating when I showed images of the 10 home appliances, only one home appliance she did not know the name, but she took a positive attitude, she wrote in their notebook the name and drew a picture of the new home appliance that she learnt that day that was “remote control” in their notebook.

An important aspect to consider is the definition of Inference and how it was carried out in the application of the Inference strategy, according to Vicente (2018) “Las inferencias son las conclusiones que extraemos en función de lo que ya sabemos y los juicios que hacemos en función de la información que nos presentan. Esta

estrategia ayuda a personas y estudiantes a establecer conexiones entre sus experiencias personales y su comprensión de un texto”.

It is important to say that the activity in the book on page 154 exercise 6 (see appendix #15) is a picture taken from the book of Student A, it is a clear example of how students used some strategies to carry out the inference strategy, in this activity students underlined words they knew as a previous knowledge, they wrote the meaning of them in Spanish, and finally when was time to read the text that was a short email about a complaint of a defective product, they could infer what the email said with the clues they had according with the context.

Williams in Burden (1997) mentions that “Inference refers to a various strategies concerned with making hypothesis about how the language works”, so students used some strategies in order to help themselves to understand the text, they underlined words they knew, wrote the meaning of other words in Spanish and remembered words that we checked in other classes.

Student B participated a little bit less in contrast with Student A, she knew the name of every home appliance that I showed in the class, and although she did not participated all the times during the class I realized that she understand the activity. When was time to check the activity with the whole group she was one of the students who pass in front of the class to complete the complaint letter that was the final activity for students according to the lesson plan, she completed one aspect of the complaint letter and she was correct.

Student C in contrast with the Student A and B, her attitude in the classes always was very passive, since the moment when she arrived to the class, she sat in her table, opened her notebook and started working according to the activities in the class, in this class she took the same attitude but when she had some doubts about the work she raised her hand and asked her doubts, when she had the idea clearer about what she needed to do, she did her work.

At the end of the activity, when it was time to check the complaint letter that was the last activity according to the lesson plan, she did not pass in front of the class

to participate in order to complete the activity, but when I graded her work she did it very well.

Student D participated in the class even when I read the text for students, he tried to translate the text in Spanish for his classmates, he reacted to the class in a positive way since the moment I started the class with the use of flashcards about the 10 home appliances he participated saying the name of every one of them, and in the last activity he passed in front of the class and he completed one of the aspects of the complaint letter correctly.

It is important to mention that the rest of the group, when was time to complete the complaint letter together they helped their classmates to write the answers correctly, besides, if one of their classmates had some mistakes of spelling, in this aspect I observed that the rest of the group had understood the activity, in comparison with the 2nd grade group A, the 2nd grade group B I had to ask students to pass in front of the class so they participated to complete the complaint letter, when they passed in front of the class to complete it, they did it, they did not have a lot of mistakes but they participated until I asked them.

REFLECTION

According to the applied strategy that was Inference in the 2nd grade A and B, I learnt that not all the students reacted of a same way to the same activities carried out according to the lesson plan, in the 2nd grade group A I observed that some of them used their previous knowledge as words that we checked in previous classes to make connections with the other information in the text to infer what it wants to say.

Besides I realized that students used different strategies to solve problems that they face in order to discover the new knowledge, a clear example was the activity students had to solve in their book page 154 exercise 6 (see appendix #15) in that exercise students underlined words they knew, wrote meaning of some words in Spanish, and identified words we checked in previous classes, Mireya Cisneros Estupiñán (2010) says “La inferencia es un modelo poderoso por el cual las

personas complementan la información disponible utilizando el conocimiento conceptual y lingüístico y los esquemas que poseen”.

It is important to mention that, when students tried to infer the context of the text in the page 156 exercise 6 in their book, not every one of them reacted at the same way, some students tried to discover what the text said, others at the beginning of the activity participated but when they felt they did not understand the rest of the text they left to try.

As that type of reactions Khul in Jesús Alonso Tapia (1999) mentions that “Cuando las personas nos encontramos con una dificultad, no abandonamos automáticamente la tarea que tratamos de realizar. Inicialmente todos solemos intentar de nuevo resolver el problema. Sin embargo, si la dificultad no desaparece, se desiste de hacer nuevos intentos, si bien unos lo hacen antes que otros”.

That was one of the obstacles that I faced, however, one advantage that I observed in this class was that students helped their classmates when they did not know how to continue inferring the text.

One of the difficulties that I experimented was with the 2nd grade group B, they did not want to take part in the class, I overcome this by changing the activities, I made the competition between rows, because throughout the time I have worked with students I have noticed that activities related with competitions they are the ones that students like best.

Going back with the 2nd grade group A, some of the things that I like most was that this group worked and participated very well since the class started, other thing that I could observe was that the whole group helped their classmates to pass in front of the class to complete the complaint letter, they observed some mistakes of spelling and it is a big example that students showed when they learnt a content.

Besides I noticed that, Student D was one of the students that did not give up, he continued solving the activity in the book page 154 exercise 6 in comparison with their classmates, and students A, B, and C, who were some of the students who

passed in front of the class to answer the exercise on the blackboard they did it very well, he completed the missing aspects of the complaint letter without mistakes.

If I did the same strategy again I would change some activities in order to students participated, one of those activities will be a warm up with the use of the flashcards of the 10 home appliances, the competition that I did with the 2nd grade group B will be a clear example that motivated to the 2nd grade group A too.

2.3.3 Situation III-The use of imagery

Tuesday, January 14th, 2020.

Grade: 2nd Group: A

Time: 12:30-1:20

Environment: Familiar and Community.

Communicative Activity: Exchanges associated with the environment.

Social Practice of the language: Express complaints about a product.

Achievements: Interpret the general sense, main ideas and details of complaints.

Listen and review product complaints.

Make oral complaints.

English Program: 2018

Purpose: Students will be able at the end of the class to learn home appliances vocabulary through the use of images.

Topic: What can you do with this home appliance?

DESCRIPTION

The topic that is described in this paper was worked with the students two weeks before they went on vacations, so it was taken again to apply the strategy of the use of imagery.

Before vacations students were studying the name of 10 home appliances such as blender, iron, remote control, microwave oven, fridge, stove, washing machine, cellphone, computer, and TV, besides students were working with the use of the modal verb “can”.

According to the lesson plan, in the first activity I asked students “What is the content do you remember that we checked before vacations?” some students answered the question in chorus the other ones just listened to their classmates, this part of the class was in order to review who of the students remembered the topic that was taught.

Then, I showed students 10 images of home appliances (see appendix #14) that we were studying during the development of the unit, those images were blender, iron, remote control, microwave oven, fridge, stove, washing machine, cellphone, computer, and TV. I showed the images one by one and they were telling the name of every one of them, first students repeated in chorus then I asked some students that did not participate to do it individually, besides I used this moment to realize if the students of the study case remembered the vocabulary. It is important to mention that, most of the students participated in the class; I observed that the most participative ones were boys.

After that, I asked students what they could do with the use of every home appliance that I showed them, they answered me in English, for example, I used the question “What can you do with the blender?” and they answered me “You can mix food”, they could answer that question because it was a topic worked in classes before.

Next, I showed students 10 different images about different actions that a person can do with home appliances (see appendix #16) and I asked them to tell me what they saw in the images, they answered me in Spanish what they saw in every one of them, it was with the main purpose to introduce new vocabulary.

According to Cambridge Dictionary (2020) Imagery refers to pictures or words that are used to represent something, for example a situation, so I wrote on the blackboard some sentences using the modal verb “can” and, instead of writing the complete sentences I used the images that were the new vocabulary for the students in order to they imagined what every sentence tried to say (see appendix #17).

Students copied the sentences in their notebook at the same time I was writing and sticking on the blackboard the sentences, after, I explained students how they should answered the exercises, I used 2 examples, first I asked students what they saw in the images, then they used the modal verb can to read the complete

sentences, finally students completed the sentences themselves (see appendix #18).

The last activity for students and the whole group was to pass in front of the class to answer some examples so that students who did not finish on time completed their work, and finally I graded the activity to the whole group.

ANALYSIS

Teaching the use of the modal verb “can” some classes before was with the main purpose to students understood the use of it, then taking into account its use they could use the modal verb “can” in the negative form in order to students made oral complaints with the use of vocabulary about home appliances. In this part of the class I could notice who of the students remembered how they can use the modal verb “can” and who did not.

It is important to say that, I noticed Student A was the only student who participated with the rest of the group when was time to participate in chorus in comparison with Student B, C, and, D, they were sitting in their respective tables; however, they only were paying attention to what their classmates answered.

In this part of the class I could notice that, most of the students who participated in the repetition of the name of the home appliances were boys and some others were girls but not the whole group, for that reason I asked some students repeat the vocabulary individually between them the four students of the study case.

Student A was participating since the beginning of the class, so in this activity I observed that she did not have problems with the vocabulary, she said the name of every image of the home appliances that I showed her. Her pronunciation was not a problem; she said every home appliance correctly.

In contrast with Student A, Student B was not participating during the activity to mention the name of the home appliances but it was necessary for me to know which problems she could be facing with the vocabulary learning.

Fortunately, when was the moment for Student B to participate she said the name of all 10 home appliances, she had some details in repeating the name of a home appliance that was “remote control”, the mistake was not the pronunciation, it was the order of the words.

Taking into account that, students were studying English as a foreign language sometimes students can face this type of problems, one problem that I faced in this class was the mother tongue. Our mother tongue that is Spanish we can find words that are similar in English, a clear example are the words “remote control” as Hortensia Montiel Ahumada (2018) says “Learning a foreign language as English has certain implications for students because they have a reference that is their mother tongue, which is why it will permanently interfere with their learning”. Student B faced this kind of interference in the vocabulary learning of those words changing the order of the words.

During the turn of Student C to participate repeating the name of the 10 home appliances, she said the name of all home appliances, nevertheless, she was a little bit slow to say the names in comparison with Students A, B, and D, I noticed that she took a little bit time to remember the name of the home appliances showed through the images, sometimes her classmates helped her to remember some words of the vocabulary, as Vygotsky (2017) believed that peer interaction was an essential part of the learning process, so that motivated Student C to continue trying to say the name of the home appliances, and at the end she said the name of all the images.

Students C and D are students that according with the applied Diagnostic Test (see appendix #6) had fewer English level respect to the whole group, everyone have had an advance in the English subject, for Student C is a little bit difficult try to remember the vocabulary during the classes as a clear example this class, however, she has done a great advance regarding the English subject.

Student D, in comparison with Student C participated during the class without problems even when I asked Students A,B, and C repeat the vocabulary

individually Student D raised his hand voluntarily because he wanted to participate. I noticed with the attitude of Student D that he have learnt the vocabulary during the classes, when Student D did this to participate that meant that he had the confidence to say the vocabulary because he knew it, during his participation Student D said the vocabulary so fast, and without problems with the correct order of the words of the vocabulary.

I taught students how to say the words in English which were, turn on, press the button, open the door, download music, iron clothes, mix food, keep food, cook, play, and wash one by one, it is important to add that before teaching the vocabulary in English, with the use of the images and that students knew the meaning of them it was easier for students see and learn the vocabulary through the use of images through this example I can mention to Anne Fraenkel (2003) who says that “Teachers can apply several interesting ways in order to represent their students a visual definition about the vocabulary.”

After that, I wrote on the blackboard sentences about actions people can do with the use of some home appliances (see appendix #17), in this part of the activity according to the lesson plan, instead of writing the sentences completely I replaced some specific words by images that were showed students previously using the aspects that Cambridge Dictionary (2020) says in their definition of imagery which refers to pictures or words that are used to represent something, for example a situation, finally they complete the sentences in English (see appendix #18) and after that in Spanish (see appendix #19) according to the context of the sentences.

Finally, at the end of the activity some students passed in front of the class in order to complete the sentences, they wrote what tried to say every sentence according with the context and the images.

2nd grade group A in comparison with 2nd grade group B showed big differences, students in 2nd B were more participative since the beginning of the class, besides

in the activity about write the sentences using the images of home appliances was more complicated for them.

When I showed students the images one by one and they told me what they could see in every image, they did it without problems, they answered me; however, when was time to join the context of the sentences with the images it was kind of difficult for them, so I explained students through 3 examples how they could know what the sentences said, for example with the sentence “*You can (image of a sign of music with a down arrow) in the (image of a computer)”*”, first I asked students tell me the meaning of “you can”, then I asked them tell me what they saw in the image “descargar música”, then I asked them the name of the home appliance at the end of the sentence which was “computer”, finally they said the complete sentence in Spanish “Tú puedes descargar música en la computadora”, taking into account that, students wrote the vocabulary in English behind every image (see appendix #19).

The use of the imagery was one strategy to help students in the vocabulary learning, because vocabulary is one of the most important part in the learning of a language as Emma Huey (2007) mentions, vocabulary knowledge is necessary for effective listening, speaking, reading, and writing skills, and a student’s ability to acquire new vocabulary is an important contributor to academic success, it is for that reason that it was applied with the main objective to help students to improve in their vocabulary learning.

REFLECTION

Through the application of this strategy I learned that the use of images to read sentences in English is more useful for students, I mean, if I write sentences in English with key images instead of words is easier and more useful for students to read and complete them, I observed that when they realize that they can understand the topic or the exercise that I am teaching in the classroom they feel comfortable and confident to learn English and work in the classroom.

This strategy helped me to change the way I saw students, sometimes I thought that try to teach them vocabulary about whatever topic according to the unit of the English program will be really difficult with the principal obstacle that they think they could not learn or understand the English language; however, if I applied the best strategy they can learn and understand the topic in the classroom they realize that English is not difficult and they can learn it.

I consider that if I as a teacher show students that English is difficult to learn, students immediately realize it is difficult; however if I teach the topic applying the correct strategies it is easy to learn they feel comfortable and able to learn.

One of the things that surprised me in this class during the application of the strategy was the participation of the Student D, I saw that he was really enthusiastic to take part in the class and showed me that he learned the vocabulary.

One thing that I did not like during the application of the strategy was that I did not put more attention in how students should write the vocabulary that was taught through the images, we practiced how to say it in English but not how to write it, for that reason if I had the opportunity to apply once again the strategy I will change this part, I could notice that the use of images was useful for them to read the sentences in English but they had some problems to write the words of the vocabulary.

If I applied the strategy once again I will pay attention to teach how to write the vocabulary but I will not forget the use of the images that were the principal protagonist of this strategy, which was fructiferous for students.

Some obstacles that I faced in this class during the application of the strategy according to the activities in the lesson plan was the attitude of the students, I could say that they were kind of restless because it was the last class according to their schedule, for that reason not the whole group participate at the beginning of the class.

According to the obstacle I faced in this class, I consider it could be solved with a different activity, which means that, if I started the class asking students what they remember about the content that was taught before they went to vacations, maybe the use of a question was not very attractive to start the class, it could be exchanged for an activity more attractive in order to catch the attention of the students and motivate them to participate.

I will change the questions about the topic for games that is a kind of activities that students enjoy to do for example a competition between teams in the classroom is one of the games by which students test their knowledge because every team wants to win.

2.3.4 Situation IV-Keyword method

Monday, February 17th, 2020.

Grade: 2nd Group: A

Time: 7:50-8:40

Environment: Literary and ludic.

Communicative Activity: Literary expression.

Social Practice of the language: Read plays.

Achievements: Select and review short plays for young people.

English Program: 2018

Topic: Elements of theater plays.

DESCRIPTION

Elements of theater plays were the topic of this class; it was the first one to start the unit "Dramatic readings". To contextualize this class I started asking students 3 questions "Do you know what does the title 'Theater plays' mean?, Have you ever participate in a theater play?, and Have you ever seen a theater play?".

Those 3 questions were the starting point to situate students in the topic of the class. At the beginning, they told me that 'theater plays' referred to games because it had the word 'plays', so I asked students think in the meaning of 'theater', they immediately told me that theater referred to the word in Spanish 'Teatro' after they told me that the topic referred "Obras de Teatro".

Then, according to the second question students shared with the class some examples of theater plays that they knew or they had participated such as "La pastorela", "Romeo y Julieta", "La sirenita", "Blanca Nieves" and "El Principito".

Next, I showed students a short theater play of "Romeo and Juliet", and students told me what characteristics they saw in the video such as "personajes, escenografía, vestuario, escenas, y diálogos", this activity helped me because students saw in the video vocabulary that was necessary to learn during this class.

I used 10 word cards to teach the vocabulary of theater plays like props, act, authors, dialogue, scene, stage directions, play script, costumes, scenery, and characters.

To this activity I showed students the words cards about elements of theater plays one by one and at the same time I taught students how the correct pronunciation for them was, they repeated the words several times with my help, after that, I showed students the words cards and they repeated alone to correct the possible mistakes in pronunciation.

After that, students had 2 minutes to analyze the words about elements of theater plays that were the same words we checked previously, the task for them was to find the meaning of the words taking into account the phonological or orthographic similarity in Spanish.

When the time was over, students told me the words they considered were similar in Spanish, their answers were: scene was equal to "escena", authors to "autores", act to "acto", dialogue to "diálogo", and scenery to "escenario" (see app. #20).

The 5 answers students gave for the words were correct to the meaning in Spanish; however, I presented 10 words of vocabulary and they only told me 5 words of it, which means that 5 words were missing, that was not a problem because the other words were not similar to Spanish, so I took to the class some pictures that referred to every word of the vocabulary to have an idea about the meaning of them.

I showed students the images one by one and I asked them joined the images with their respective words when I showed them one by one it was easy for students to relate some images with the similar orthography in Spanish because they were the first images they related; however, the other images were related with my help, but after joined all the images students could relate the images, the words about vocabulary of theater plays and their meanings.

Finally, I gave students a handout about a crossword puzzle of "Vocabulary of theater plays" (see app. #21), it was an activity to reinforce vocabulary of theater plays that was practice during the class, in this activity students needed my help to read the clues that were given by the puzzle but all the answers were given by themselves.

ANALYSIS

The order of the activities in which the class was carried out was the same for both groups of 2nd grade "A" and "B"; however, the answered of the students of every group to the class was not the same, for example, in the 2nd "B" that was the first group to teach this topic students were participative to every activity of the class, I observed that this class liked them and they enjoyed learning new words of the topic of elements of theater plays, and I saw in their faces that this topic was easy for them, I think that, that happened because they could relate the new words with words they know in their first language (L1).

However, students of the 2nd grade "A" that was the study group reacted positive to the activities of the class but in every one of them I had to incite their curiosity, the students of this group participated in the class and they had the disposal to do it, but I needed to be more energetic with them to catch their attention.

The first three questions that I asked students was an activity that I did with the main purpose of contextualizing students in the topic of Theater plays and their elements, I observed that in 2nd "A" in comparison with 2nd "B" the second question about "Have you ever participate in a theater play?" had more impact in the participation to answer the vocabulary of elements of a theater play because all the students in this group had the opportunity to participate in a play in the school, the play was "La Pastorela" a typical play that goes to stage on December.

The participation of the students in a play had a great advantage in this class because it was easier for them to know the elements of a theater play are, such as

the scene, scenery, props, act, authors, dialogue, stage directions, play script, costumes, and characters although they were said by students in Spanish.

Nevertheless, although students of the group “A” had the experience of their participation in a theater play this did not mean that the other group of 2nd “B” was in disadvantage in the learning of vocabulary of theater plays for that reason I showed students a video of a short theater play of “Romeo and Juliet” that played an important role to show students the elements of a play in a real context although they did not have the experience.

Next activity that was carried out according to the lesson plan was the strategy “Keyword method”, in words of Brown (2000) he says that this strategy consists on “remembering a new word in the second language by (1) identifying a familiar word and (2) generating easily recalled images of some relationship between the new word and the familiar word”.

I used 10-word cards with the words of vocabulary of elements of theater plays which were props, act, authors, dialogue, scene, stage directions, play script, costumes, scenery, and characters with the principal objective to teach learners the elements of it, then I asked students repeat the words several times to check the pronunciation of them.

Those words that were practiced with the students I stuck them on the blackboard, and then I asked students watch carefully the words and identify the familiar words in Spanish (L1), they immediately identified 5 words which were “scene, scenery, act, authors, and dialogue” because they are similar orthographically in Spanish as Brown (2000) says “remembering a new word in the second language by (1) identifying a familiar word”.

It is necessary to remember that, I showed students 10 different words through word cards but they only found 5 words with the similar meaning in Spanish, so the missing 5 words that were props, costumes, characters, play script, and stage directions they did not find the similarity because they are not phonological and

orthographically similar in Spanish, so I used images to students discovered the meaning of them with help of the images.

The use of the images during this activity played an important role because as Brown (2000) says they helped learners to generate easily recalled images of some relationship between the new word and the familiar word.

It is important to add that, according to Celce (1999) the Keyword method has 3 stages: First, the learners choose an L1 or L2 word, preferably a concrete entity, based on phonological or orthographic similarity with the L2 target word. So students linked the words scene, scenery, act, authors, and dialogue because these words have an orthographic similarity with L1 (Spanish language).

In the second stage, “a strong association between the target word and the keyword must be constructed so that, when seeing or hearing the target word, the learner is reminded immediately of the keyword” (Celce, 1999). For example, when I pronounced and showed the word “costumes”, the students linked the word with “costumbres” (keyword), or when I said and showed the word “characters”, students linked the word with “características” (see app. #22), this association achievement when the students heard the pronunciation and when they saw the words because they are similar in Spanish.

The last stage consists in present “a visual image is constructed to combine the referents of the keyword and the target word” (Celce, 1999), For this stage I showed students images referred to the elements of the theater plays (see app. #20), I did that because Brown reinforces the idea of Celce in generating images to help learners remember the new word with the familiar word.

According to this applied strategy named “Keyword method,” I observed that was easier for students to find the relation between the new words that were taught with familiar words in our language because of that way they discovered the meaning of some of them for their orthographic similarity in Spanish.

Student A, for example, was one of the students who I observed during the class enthusiastic because it was easier for her discovered the meaning of the words about elements of theater plays, besides, it is important to say that, she was the first student who finished her work about last activity which was to answer the crossword puzzle of vocabulary of theater plays (see app.#21) and her answers for it were correct.

Student B was not one of the students who finish her work first or to participate actively during the class, however, I saw she did associations with the new words and the familiar words because when I checked her work about the crossword puzzle I asked her told me the meaning of the words of the elements of theater plays and she answered me correctly.

Besides, I noticed that students C and D enjoyed the class because it was not tedious for them to learn new words in English, the association they did with the keywords was easier for them.

Student C is a shy girl during the classes, she sometimes did not want to participate because she is afraid of being wrong, and however, in this class she was paying attention and participating with their classmates making the associations between the familiar words with the new words.

One thing that I observed of Student D is that he participated as student C without being shy and also he reacted as student A, with enthusiasm and like Student B with the confidence to answer correctly the meaning of the new words when I asked him individually.

REFLECTION

What I learned with the application of this strategy “Keyword method” is that is pretty important for students to make associations with familiar words (keywords) that allow them to relate the new vocabulary they want to learn with their previous language, that helps students have a clearer idea they are learning and also they

can keep in their minds the new vocabulary they are learning and practicing during the class.

The applied strategy in this class changed the way I saw the students because I observed that they were able to learn easily words in English if I applied the correct way to teach them according to their needs, besides I learned too that is very important to search the best ways to teach a specific topic that helps students learn easily and that the topic is not complex for them.

This obtained information from students helped me to know which the best way is for them to learn new vocabulary in English and also used it in a different way to the topic could be easier to learn for them.

It is important to add that, the most surprised thing was that students caught the vocabulary I taught in this class, besides it was kept in their minds fast, I observed this because before leaving the classroom I stayed in the door in order to students tell me an element of a theater play so that they could go out, and they told me words faster, some of them had mistakes in pronunciation but they had the idea of the words, for example, Student D was the first student to tell one word about the vocabulary to go out the classroom he told the word “props” very good, Student B told the word “costumes” perfect, Student A said the word “dialogue”, and Student C pronounced the word “characters” the second time she passed very well, the first one she had a mistake in pronunciation (see video #1).

So, if I had the opportunity to apply the same strategy I think I will not change the way I did it because it helped students to learn the new vocabulary very well and kept them in their minds, besides, the activity at the end of the class about saying a word to leave the classroom made students made a big effort in pronunciation.

2.3.5 Situation V-Association

Friday, February 21st, 2020.

Grade: 2nd Group: A

Time: 7:00- 7:50

Environment: Literary and ludic.

Communicative Activity: Literary expression.

Social Practice of the language: Read plays.

Achievements: Select and review short plays for young people.

English Program: 2018

Topic: Stage directions of Cinderella's play script

DESCRIPTION

The first activity I applied to this class was asking a question to the students which were "What did we check last class?" I asked them that question because this class was the third one of the unit "Dramatic reading", so students answered words about the vocabulary of elements of theater plays that we saw in the first and second class.

Then, I showed students 7-word cards with 7 stage directions that appeared in the play script of Cinderella which were "surprised, smiling, laughing, crying sadly, fighting, shouting, and calling out". Those word cards were showed students one by one and students repeated the words several times (see video #2). During this activity I observed students were very active and participative in the activity, all of them were repeating the words, I saw they were motivated to take part in the class.

Besides, Student C who several times in the English class did not want to participate, on this occasion she was doing the activity and I saw that she was motivated this class to be part of it. Also, Students A, B, and D were participating in the activity like in the other classes but I noticed they were doing it with more energy.

After that, I asked students if they knew the meaning of every word they were repeating, they answered they did not know, so, I did not tell them the meaning of the words I just showed the images so that they had the idea about the meaning of the words.

When students discovered the meaning of the words with the help of the images that represent every one of them, students repeated the words of the vocabulary several times again.

Finally, I gave students the play script of Cinderella that play script was one of the third ones that students after to read and practice they could choose to carry out the product “Dramatic reading”. I read the play script the first time for the students and in every dialogue; students told me what they thought the dialogue said.

ANALYSIS

The use of the 7-word cards in the second activity I applied in this class was with the main purpose to teach students the words they should learn during the class, those words appeared in the play script of Cinderella, but before students read the play script it was necessary that students knew some stage directions written in it.

First, students repeated the words several times to have an idea about the correct pronunciation of them, however, when I asked students if they knew the meaning of the words they said they did not have an idea about them except to the word “surprised”. I noticed that they could say the meaning of that word because it is similar to the orthography in Spanish in comparison with the other ones which were smiling, laughing, crying sadly, fighting, shouting, and calling out.

After students told me the unique word they knew, I did not say the meaning of the other ones; I only showed learners images that helped them to have a mental image of what the words represented, in other words, students made an association of the words with mental images to help them discover the meaning by themselves.

According to Scott Thornbury (2002), the association strategy involves first recognizing words and then pairing them with a visual representation. So, during the activity, I showed students images to associate the words with it.

The presentation of the images to find the meaning of every one of the stage directions (vocabulary) that were learned in this class by students was an strategy that helps students all the time to learn something because they could connect the words they were learning with mental images which means that, images played an important role for students to make associations about what they are learning.

I observed that students enjoyed the class because they were participating and being part of the class in the vocabulary learning process, one of the students who always is active during the class was Student A, she was participating during the association strategy and I saw that she was a student who made a great effort to associate the words with the images to say what was the meaning according to the presented images.

Besides, Student B another student that took part in the class and with help of their classmates found the meaning of every word that was showed as vocabulary in this class.

The participation of all students in this class was an aspect that surprised me because not only the students of the case study were the most participative, all the group took part in the class, they showed me they were present in the session and they showed me that they enjoyed the class too.

I noticed that the student who never wanted to work or participate in the classes was one of the students who spoke aloud at the moment of repeating the vocabulary of the stage directions even I did not need to ask him to participate in the activity.

The Student C and Student D as Students A and B and their other classmates I noticed they knew the word “surprised” because it was similar in Spanish but they

did not leave to had a positive attitude and motivation in the session to learn the new vocabulary through the association of the pictures with the words.

The imagery into the English lesson allowed students to remember words because they made a relation with what they see in the images with what they see linguistically in the word cards.

In words of Haycraft (1995) the use of images on cards that are used during the English classes called flashcards by teachers is useful for representing, practicing and revising vocabulary or as prompts for other activities. I observed that the use of flashcards with images representing the meaning of the words and the words reinforced how students learned the meaning quickly.

REFLECTION

What I learned with the application of this Association strategy was that students had the disposal to be part of the class and participate in all the activities if they have the curiosity to discover new things, in this class students needed to know the meaning of the word cards I put on the blackboard, so if they had the curiosity to know what the words mean they felt motivated.

I consider that the curiosity for students during the class was an important factor that incited them to participate in the session, the use of the words cards was an item to students saw the linguistic part of the words, then, the use of the images to learners associate the words was a motivating activity.

This applied strategy changed the way I saw students learn new vocabulary, sometimes as teacher I thought that could be very difficult students learned English vocabulary; however, if I apply the correct strategy for them to learn new vocabulary it could be less complex for them, and at the same time it will help students to learn motivated and inciting their curiosity to learn.

Besides, what the most surprised me was that students learned the words faster than I thought, however, one of the things that disappointed me was that I could

not applied the same strategy with the 2nd-grade group “B” I only had the opportunity to do it with the group of study (2nd-grade group “A”), for that reason I cannot compare the attitudes of the students in both groups and see the impact of the students respect to the strategy.

If I had the chance to apply the association strategy once again I would like to apply it in both groups to see the impact it has on the vocabulary learning of the students.

PART III
CONCLUSIONS AND
SUGGESTIONS

3.1 CONCLUSIONS

The five cognitive strategies that were applied such as Repetition, Inference, Association, The use of imagery, and the Keyword method in the second grade group “A” were the main factor to analyze and observe the efficiency they had in the learning process of the students to acquire vocabulary respecting to different topics of the units of the English program 2018.

Those cognitive strategies were carried out in both groups of second grade “A” and “B”. The process and the attitudes of the students in every group were described in every one of the strategies, and although they were applied according to the lesson plan every group responded differently and students had different attitudes at the moment of facing every situation.

The application of the strategies allowed recognizing some aspects that affect vocabulary learning in students, the principal factor that was found out in all the applied cognitive strategies was the participation of the students. The motivation and attitude that students have to learn something always will play an important role in their learning.

As it is known motivation increases the amount of effort and energy that students spend on activities directly related to their needs and goals that motivation engages students to start a task that they really want to do.

Another factor that interfered with the vocabulary learning according to the applied strategies was the mother tongue interference; a clear example was presented in the use of imagery strategy where a student of the study case got confused with the order of a word.

The English language has a lot of similar words in Spanish and vice versa for that reason many of the times students can be confused because in Spanish we write the words in the same way that we say them, but this is not the same of the English language.

It is important to highlight that, all the five cognitive strategies were applied to the students inside of the classroom which allowed observing that one of the best ways to learn vocabulary for students was by using images that represent the words they need to learn in the class.

The use of imagery was one of the principal characters in the learning of the students because of that way they created mental images that allowed them to acquire the vocabulary easily. The five cognitive strategies had as the principal character the use of imagery.

The repetition strategy was carried out with help of images of environmental emergencies; the inference strategy used images of different home appliances like the strategy of the use of imagery, keyword method, and association used images of several stage directions that are written in play scripts that students check with help of the teacher in the unit of dramatic readings.

It is important to mention that, all the strategies that were applied to the students helped them to improve in their vocabulary learning, however, there are some of them that had a better impact on their learning process of enhancing vocabulary.

Students A and B are the students who according to the applied diagnostic test at the beginning of the school year got the highest result in the English level, in contrast with students C and D who got the lower English level.

It was observed that students A, B, and D had the best result in the application of repetition strategy, Student C one of the students with the lower English level had a great improvement in their vocabulary learning in contrast with other classes, at the same time it is important to highlight that student D just like student C had a big improvement since he got excellent results in the vocabulary learning as Student A and B.

Student D at the beginning of the school year was a shy and passive person like Student C, however, it was observed that with help of the application of the different strategies in English, he was gaining self-confidence, most of the times he

did not want to participate in the class but it was noticed that when he had learned something in the class he liked to show it especially the vocabulary.

It was the same case in the inference strategy; he was the student that always was participating in the class, even he in comparison with Student A and B never gave up during a reading activity of inferring.

Student A just like Student B according to the application of the strategies they learned the vocabulary that was taught in the classes; however, the improvement was most notable in the Students C and D.

Student C who is a shy person in the strategies of keyword method and association was more participative than in the other ones, those strategies were related to dynamic topics where students had to act a text through a reading activity, in comparison with the repetition, inference, and the use of imagery strategies she did not feel comfortable to participate in the class, it could be because they were less dynamic.

Student D during the application of the five strategies was very participative in the classes, but I observed that the strategies where he felt more confident were in the repetition, the use of imagery, keyword method, and association.

Student A and Student B several times of the classes did not participate with their classmates, they are students more autonomous but in spite of participating several times repeating the vocabulary, I observed that for they were enough to do it few times.

Therefore is was notable that the application of the strategies was useful to help lower students to break the gap with high-level students, it was shown with the advance that Student C and especially Student D had with the cognitive strategies.

Student D through the applied cognitive strategies was more notable the advance he had in the vocabulary learning, even he could be more self-confidence with himself and he had a great improvement as Student A and B.

Thus the best cognitive strategies that were more useful and had a great impact to learn vocabulary for students of the study case and the general group were the repetition, keyword method, association, and the use of imagery.

It is important to say that, the strategy of the use of imagery always was present in all the strategies because in every one of them were used images to teach vocabulary, however, they were presented in different ways according to the topics and strategies for students.

The use of images played an important role in the vocabulary learning of the students and in the applied strategies because the students of the case study have the Visual learning style with the exception of Student D who has the Auditory learning style.

3.2 SUGGESTIONS

Once this final paper is completed it is considered interesting to design different activities that represent the use of images in the class not only the use of flashcards since the use of images had a depth impact in the visual students, therefore it is necessary to employ the use of different tools for students with this kind of learning style that helps them improve their vocabulary learning.

For example for student A, B, and C of the study case who are visual the use of images during the classes was a useful tool, however, for student A and B sometimes they did not participate all the time during the classes, therefore it is suggested to improve the images by other visual tools that encourage them to participate and be more motivated such as realia or crafts made by the students.

Also, it is necessary to work on improving the application of dynamic activities to motivate the group to be active and participative in the class as the case of Student C who is a shy person with help of dynamic topics like “Dramatic readings” she feels confident and also students who have a good English level can improve on it just like students of the lower level.

In the association strategy I showed students images that help them to have an idea about the vocabulary but according what I observed is a better option that students create their own mental images even draw them according to the word of the vocabulary they are learning of that way what they are learning will be more relevant and therefore the content will be easier to remember and learn.

Finally, extent the studies in the application of auditory strategies that help increase vocabulary learning in students who has the auditory learning style such was the case of Student D who was a student that had great improvement with the applied five cognitive strategies that were more visual, therefore applying listening strategies to students like him could further increase their vocabulary learning.

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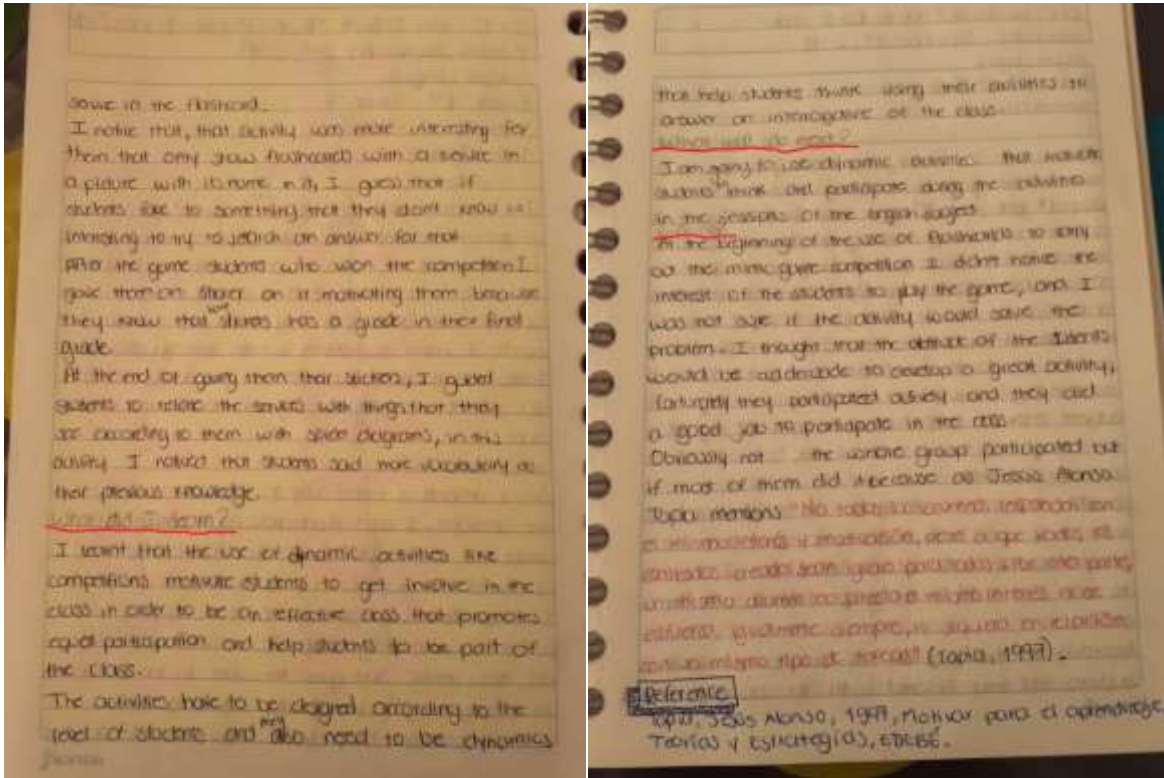
APPENDIXES



App. #1 Secondary School located near downtown and a stationary.



App. #2 Materials used in the classroom to develop the English sessions.



App. #3 Journal written into the reflexive practice.

OFICIAL SECONDARY SCHOOL NO. 9834 "PROFESOR ROBERTO BARRIOS CASTRO" LA MESA DE CHOSTO ATACOMULCO, ESTADO DE MÉXICO						
TEACHER'S NAME: PATRICIA CRUZ CÁRDENAS		GRADE: 2 ^a		GROUP: "A" AND "B"		
SUBJECT: FOREIGN LANGUAGE: ENGLISH						
ENVIRONMENT:	Family and community					
COMMUNICATIVE ACTIVITY:	Exchanges associated with the environment					
SOCIAL PRACTICE OF THE LANGUAGE:	Express complaints about a product.					
ACHIEVEMENTS:	<ul style="list-style-type: none"> Listen and review product complaints. Interpret the general sense, main ideas and details of complaints. Make oral complaints. 					
DIDACTIC SUGGESTIONS: How can I express dissatisfaction about a product I buy?						
ACHIEVEMENT	BEGINNING:	ACTIVITIES	TARGET LANGUAGE	RESOURCES AND MATERIALS	ASSESSMENT	TIME
Interpret the general sense, main ideas and details of complaints	<ul style="list-style-type: none"> T checks attendance. T asks ss if they remember what topic we were checking last classes, and asks them say the name of the 10 home appliances. 	<ul style="list-style-type: none"> T shows ss 10 home appliances that were taught before vacations and ss tell the name of them, first in chorus, then by rows and finally some students individually. T asks ss what they can do with every home appliance (it could be in Spanish) T shows ss 10 images and ask ss tell what they see in every one of them. T writes on the blackboard sentences about what we can do with every home appliance but they are not going to be complete, sentences will have images in order to ss use the imagery to complete the sentence. T helps ss with 2 examples of the sentences, then ss copy in their notebook. Ss complete the sentences. T and ss check the correct answers, ss pass in front of the class to complete the sentences. 	<ul style="list-style-type: none"> SENTENCES USING IMAGERY -You can turn on the TV. -You can press the button in the remote control. -You can open the door of the microwave oven. -You can download music in the computer. -You can spin clothes with the iron. -You can mix food in the blender. -You can keep food in the fridge. -You can cook in the stove. -You can plug in the cellphone. -You can wash in the washing machine. 	<ul style="list-style-type: none"> Images of the home appliances. -10 images to the sentences. 	<ul style="list-style-type: none"> 10 Sentences using the modal verb can. 	<ul style="list-style-type: none"> 2^a A 0^a January 2^a B 8^a January

App. #4 Structure of the lesson plan.

TEST DESARROLLADO POR LYNN O'BRIEN

INSTRUCCIONES: Lee cuidadosamente cada oración y piensa de qué manera se aplica a ti. En cada línea escribe el número que mejor describe tu reacción a cada oración.

1 Casi nunca 2 Rara vez 3 A veces 4 Frecuentemente 5 Casi siempre
RECUERDA QUE NO HAY RESPUESTAS BUENAS NI MALAS

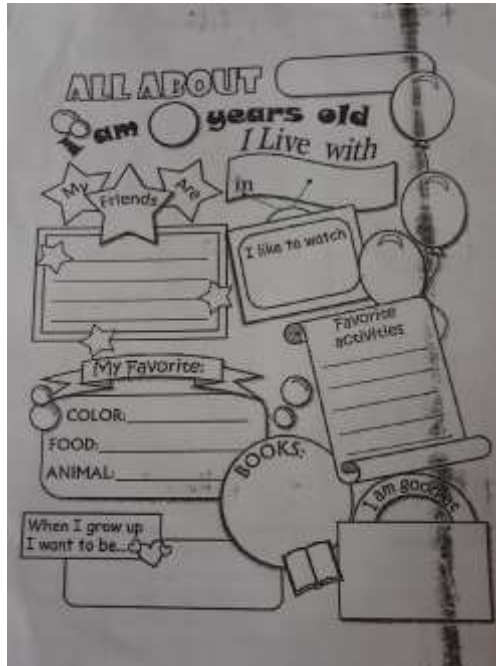
1. Puedo recordar algo mejor si lo escribo: ____
2. Al leer, oigo las palabras en mi cabeza o las leo en voz alta: ____
3. Necesito hablar las cosas para entenderlas mejor: ____
4. No me gusta leer o escuchar instrucciones, prefiero simplemente comenzar a hacer las cosas ____
5. Puedo visualizar imágenes en mi cabeza. ____
6. Puedo estudiar mejor si escucho música. ____
7. Necesito recesos frecuentes cuando estudio. ____
8. Pienso mejor cuando tengo la libertad de moverme, estar sentado detrás de un escritorio no es para mí. ____
9. Tomo muchas notas de lo que leo y escucho. ____
10. Me ayuda MIRAR a la persona que está hablando. Me mantiene enfocado. ____
11. Se me hace difícil entender lo que una persona está diciendo si hay ruido alrededor. ____
12. Prefiero que alguien me diga cómo tengo que hacer las cosas que leer las instrucciones. ____
13. Prefiero escuchar una conferencia o una grabación que leer un libro. ____
14. Cuando no puedo pensar en una palabra específica, uso mis manos y llamo al objeto "esa cosa". ____
15. Puedo seguir fácilmente a una persona que está hablando aunque mi cabeza esté hacia abajo o me encuentre mirando por la ventana. ____
16. Es más fácil para mí hacer un trabajo en un lugar tranquilo. ____
17. Me resulta fácil entender mapas, tablas y gráficos. ____
18. Cuando comienzo un artículo o un libro, prefiero espiar la última página. ____
19. Recuerdo mejor lo que la gente dice que su aspecto. ____
20. Recuerdo mejor si estudio en voz alta con alguien. ____
21. Tomo notas, pero nunca vuelvo a releerlas. ____
22. Cuando estoy concentrado leyendo o escribiendo, la radio me molesta. ____
23. Me resulta difícil crear imágenes en mi cabeza. ____
24. Me resulta útil decir en voz alta las tareas que tengo que hacer. ____
25. Mi cuaderno y escritorio pueden verse un desastre, pero sé exactamente dónde está cada cosa. ____
26. Cuando estoy en un examen, puedo recordar con exactitud la página en el libro y la respuesta. ____
27. No puedo recordar un chiste lo suficiente para contarlo luego. ____
28. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo. ____
29. Me gusta completar una tarea antes de comenzar otra. ____
30. Uso mis dedos para contar y muevo los labios cuando leo. ____
31. No me gusta releer mi trabajo. ____
32. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo. ____
33. Para obtener una nota extra, prefiero grabar un informe a escribirlo. ____
34. Fantaseo en clases. ____
35. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe. ____
36. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad. ____

RESULTADOS DEL TEST CANALES DE APRENDIZAJE

Con mucho cuidado transfere tus resultados a la siguiente tabla al finalizar cada columna y obtendrás tu canal de aprendizaje.

# de pregunta	Respuesta	# de pregunta	Respuesta	# de pregunta	Respuesta
1		2		4	
5		3		6	
9		12		7	
10		13		8	
11		15		14	
16		19		18	
17		20		21	
22		23		25	
26		24		30	
27		28		31	
32		29		34	
36		33		35	
VISUAL		AUDITIVO		KINESTÉSICO	

App. #5 Learning styles test developed by Lynn O'Brien built with 36 questions.



App. #6 Diagnostic test applied to know the previous knowledge of the students.

28. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerla. 5

29. Me gusta completar una tarea antes de comenzar otra. 2

30. Uso mis dedos para contar y muevo los taberos cuando leo. 3

31. No me gusta releer mi trabajo. 1

32. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo. 5

33. Para obtener una nota extra, prefiero grabar un informe a escribirlo. 3

34. Fantaséo en clases. 1

35. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe. 5

36. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad. 1

RESULTADOS DEL TEST CANALES DE APRENDIZAJE

Con mucho cuidado transfere tus resultados a la siguiente tabla al finalizar cada columna y obtendrás tu canal de aprendizaje.

# de pregunta	Respuesta	# de pregunta	Respuesta	# de pregunta	Frecuencia
1	4	2	3	4	
5	4	3	3	5	
8	5	12	3	7	
10	5	13	1	8	
11	5	15	1	14	
16	5	19	1	18	
17	5	20	1	21	
22	5	23	1	25	
28	5	24	1	30	
27	5	28	1	31	
29	5	29	1	34	
36	5	33	1	35	
VISUAL	47	AUDITIVO	39	KINESTÉSICO	31

App. #7 Student A got the Visual Learning Style according to the Learning Styles Test.

28. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo. 3

29. Me gusta completar una tarea antes de comenzar otra. 5

30. Uso mis dedos para contar y muevo los labios cuando leo. 3

31. No me gusta releer mi trabajo. 1

32. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo. 1

33. Para obtener una nota extra, prefiero grabar un informe a escribirlo. 1

34. Fantaseo en clases. 1

35. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe. 4

36. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad. 2

RESULTADOS DEL TEST CANALES DE APRENDIZAJE

Con mucho cuidado transfere tus resultados a la siguiente tabla al finalizar cada columna y obtendrás tu canal de aprendizaje.

# de pregunta	Respuesta	# de pregunta	Respuesta	# de pregunta	Respuesta
1	5	2	2	4	1
5	4	3	3	8	5
9	4	12	5	7	1
10	4	13	2	8	3
11	2	15	1	14	5
15	3	19	1	18	1
17	4	20	1	21	1
22	1	23	1	25	1
26	3	24	1	30	3
27	3	28	3	31	1
32	1	29	5	34	1
36	2	33	1	35	1
VISUAL	26	AUDITIVO	26	KINESTÉSICO	27

App. #8 Student B got the Visual Learning Style according to the Learning Styles Test.

28. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo. 3

29. Me gusta completar una tarea antes de comenzar otra. 3

30. Uso mis dedos para contar y muevo los labios cuando leo. 4

31. No me gusta releer mi trabajo. 2

32. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo. 3

33. Para obtener una nota extra, prefiero grabar un informe a escribirlo. 2

34. Fantaseo en clases. 2

35. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe. 3

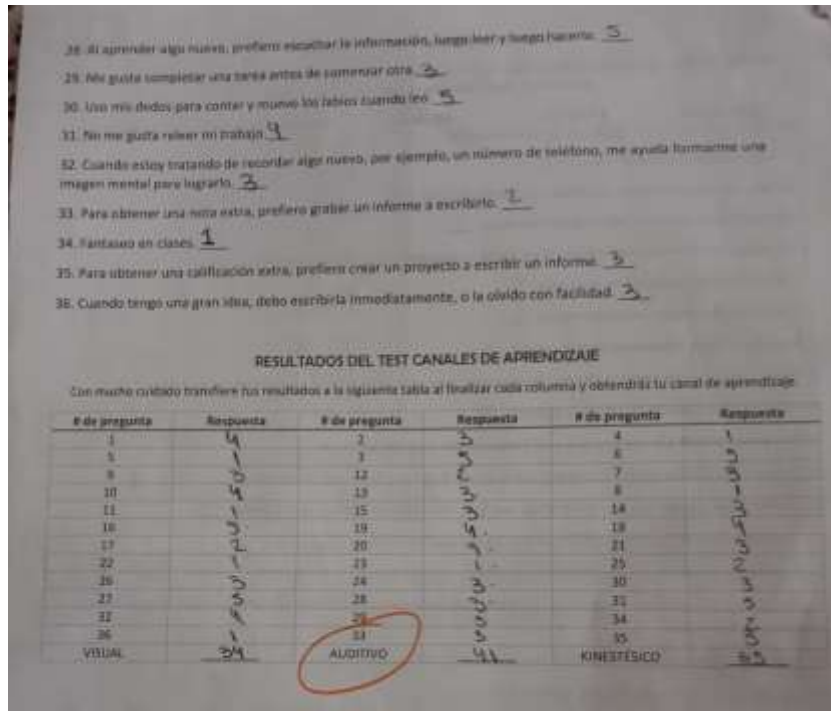
36. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad. 2

RESULTADOS DEL TEST CANALES DE APRENDIZAJE

Con mucho cuidado transfere tus resultados a la siguiente tabla al finalizar cada columna y obtendrás tu canal de aprendizaje.

# de pregunta	Respuesta	# de pregunta	Respuesta	# de pregunta	Respuesta
1	3	2	3	4	3
5	3	3	3	8	3
9	3	12	3	7	3
10	3	13	3	8	3
11	3	15	3	14	3
15	3	19	3	18	3
17	3	20	3	21	3
22	3	23	3	25	3
26	3	24	3	30	3
27	3	28	3	31	3
32	3	29	3	34	3
36	3	33	3	35	3
VISUAL	30	AUDITIVO	28	KINESTÉSICO	29

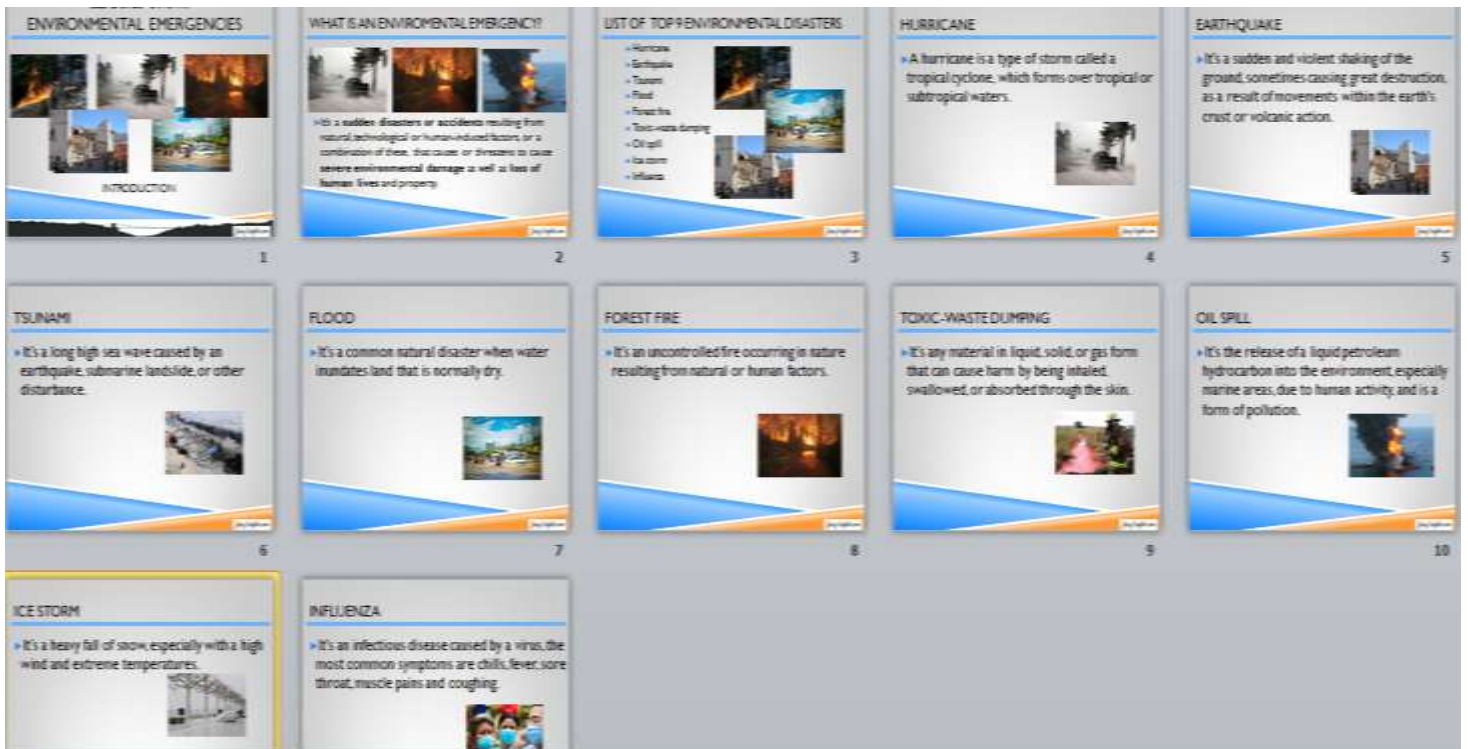
App. #9 Student C got the Visual Learning Style according to the Learning Styles Test.



App. #10 Student D got the Auditory Learning Style according to the Learning Styles Test.



App. #11 Flashcards of environmental emergencies.



App. #12 Presentation about “Types of environmental emergencies”.

Juicy English.com

Environmental emergencies - Pictionary Date: _____

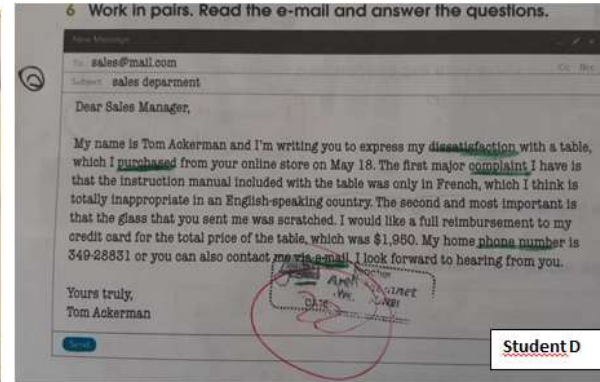
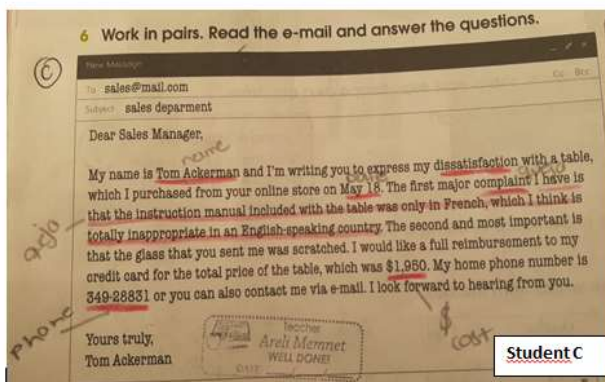
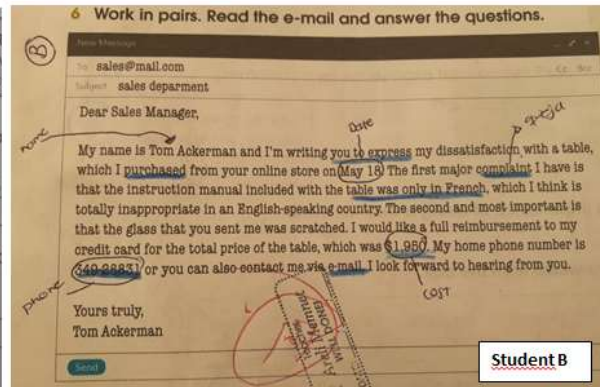
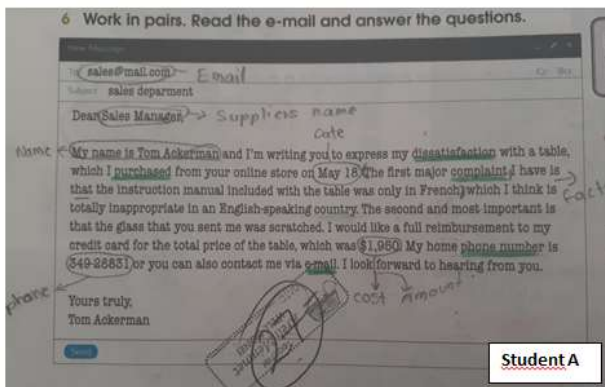
1	2	3
FOREST FIRE It's an uncontrolled fire occurring in nature.	HURRICANE A hurricane is a type of storm called a tropical cyclone , which forms over tropical or subtropical waters.	TSUNAMI It's a long high sea wave caused by an earthquake, submarine landslide, or other disturbance.
4	5	6
FLOOD It's a common natural disaster when water inundates land that is normally dry.	TOXIC-WASTE DUMPING Toxic waste is any material in liquid, solid, or gas form that can cause harm by being inhaled, swallowed, or absorbed through the skin.	EARTHQUAKE It's a sudden and violent shaking of the ground , sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action.
7	8	9
ICE STORM It's a heavy fall of snow , especially with a high wind and extreme temperatures.	INFLUENZA It's an infectious disease caused by virus , the most common symptoms are chills, fever, sore throat, muscle pains and coughing.	OIL SPILL It's the release of a liquid petroleum hydrocarbon into the environment, especially marine areas, due to human activity, and is a form of pollution.



App. #13 Handout of “Environmental emergencies-Pictionary”.



App. #14 Flashcards of Home appliances.



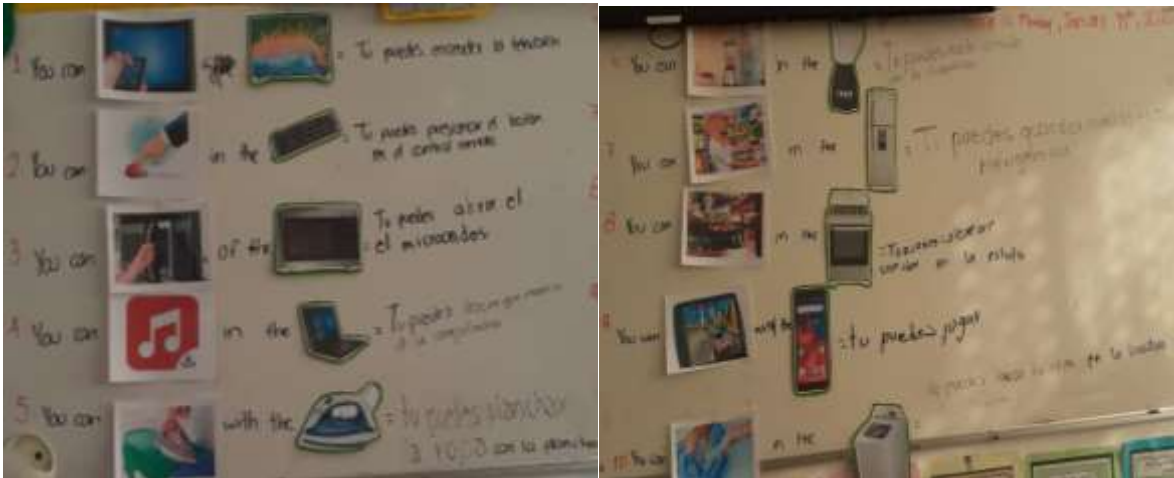
App. #15 Students underlined information they understood in the reading of their book on page 154.



App. #16 10 images used to make reference of some actions that people can do with some home appliances.



App. #17 Home appliances and images of actions so that the students imagine what the sentence try to say.



App. #18 Students completed the sentences on the blackboard in Spanish using the order of the home appliances and other images with different actions.



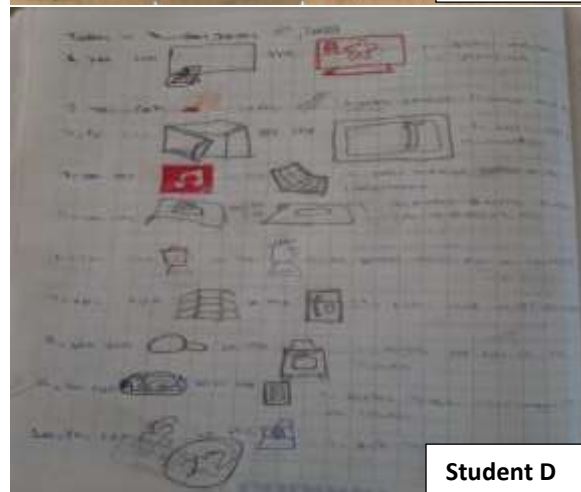
Student A



Student B



Student C

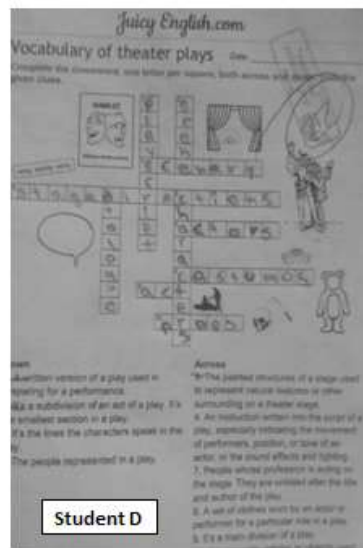
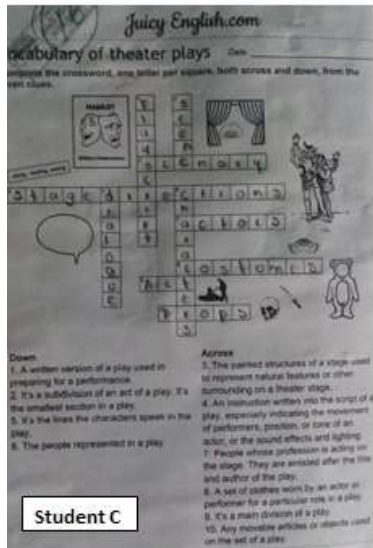
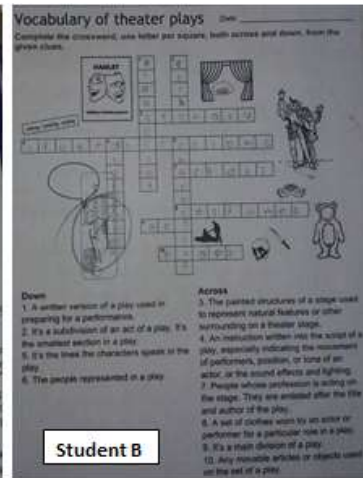


Student D

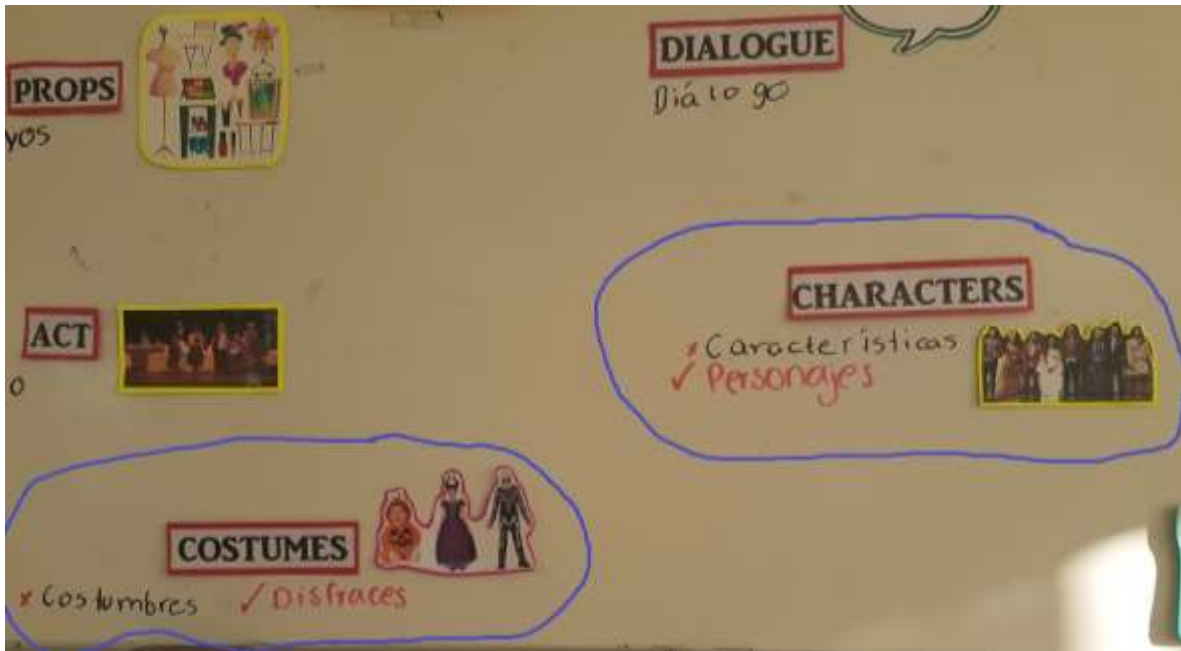
App. #19 Students at the end of the strategy use imagery to completed the sentences in using the images showed on the blackboard.



App. #20 Students wrote on the blackboard the meaning they considered they have in Spanish because of the similar semantic structure.



App. #21 Handout about a crossword puzzle of "Vocabulary of theater plays" in which students reinforce the vocabulary of theater plays that were taught previously.



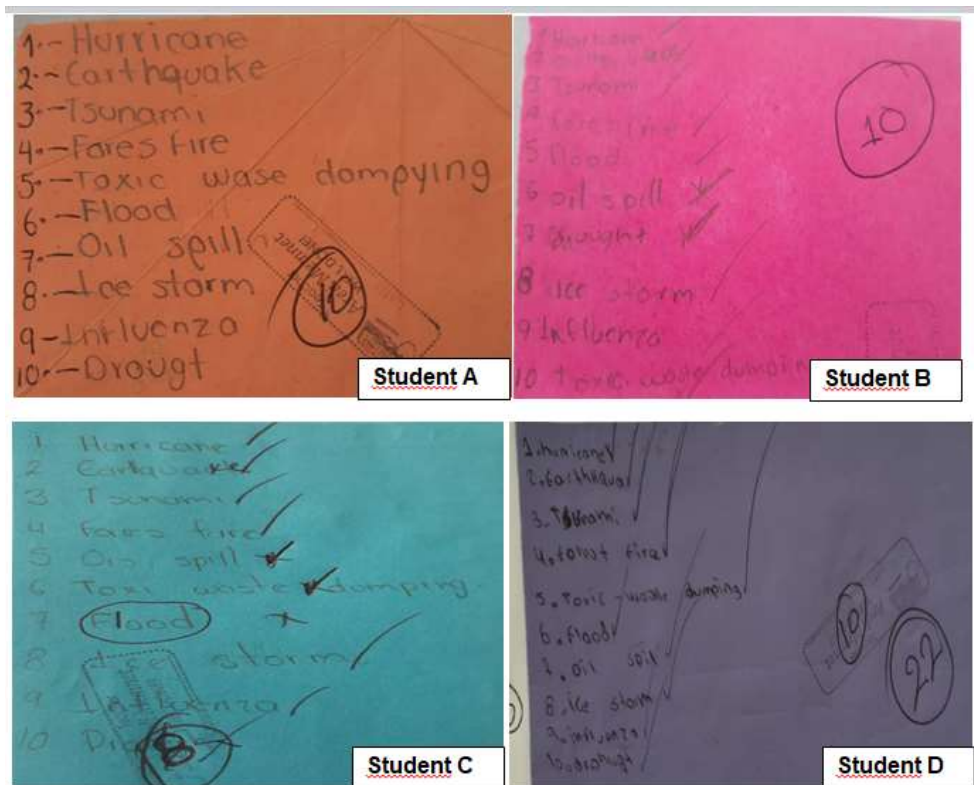
App. #22 Students wrote on the blackboard next words in English their meaning in Spanish according to the similar grammar, but in the word “characters they wrote características” and “costumes they wrote costumbres”.



Video # 1 of Keyword method strategy students tell the vocabulary that was taught in the class.



Video #2 of the Association strategy, students associate some words with images.



App. #23 Results of the students of the study case in the evaluation of the vocabulary.