



UNIVERSIDAD DE SANCTI SPÍRITUS

José Martí Pérez

FACULTY: PEDAGOGICAL SCIENCES.

DEPARTMENT: FOREIGN LANGUAGES.

THE VOCABULARY ACQUISITION IN STUDENTS FROM ENRIQUE VILLEGAS
POLYTECHNIQUE SCHOOL, IN SANCTI-SPIRITUS .

AUTHORESS: Claudia Vergel Hernández.

TUTOR:M.Sc. Geonel Rodríguez Pérez.(A.P)

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Phrase

“without knowing the face of words, it is impossible to know men”

Confucius.

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Abstract

This Major Paper proposes different strategies to work with vocabulary acquisition in Enrique Villegas Polytechnique School in Sancti-Spiritus . A deep analysis is made in what concerns the teaching of English as a foreign language in Cuba and abroad. It also provides teachers with a set of strategy-based activities related to the vocabulary as a subskill of the language, for it is paramount in the communication process; this work departs from the importance given to the vocabulary acquisition in the text interpretation and comprehension and the few that can be done in any language without having a vast vocabulary when it comes to communication. Also, the work proposes different activities that are easy and according to the psychological characteristics of the students from Enrique Villegas Polytechnique School in Sancti-Spiritus. The levels of assimilation were also taken into consideration for students are needed of activities that demand from them effort and thinking attitudes. For the elaboration of the work some empirical, theoretical and statistical-mathematical methods were put into practice with the aim of clarifying the aspects taken into account in what concerns the teaching and learning of vocabulary in Enrique Villegas Polytechnique School in Sancti-Spiritus , so the objective of this work deals with the application of different strategy-based activities directed to vocabulary acquisition in Enrique Villegas Polytechnique School in Sancti-Spiritus students. This work also considers some of the most revolutionary theories in what concerns the vocabulary teaching, for it deals with the Vigotskiayan theories of teaching and learning entailed to the communicative approach and the linguistic competences as a need for it to be developed.

Introduction

Learning a language is a complex process and mostly when this language is not currently used in the country someone lives. The teaching of foreign languages have been an important issue for many countries and Cuba is not the exception to this goal achievement. In the late nineteenth century and the beginning of the twenty century the teaching of English in Cuba was only for the elite and some important persons, during this period few schools were created for this purpose.

Together with the revolutionary triumph in 1959, an educational revolution began to emerge and this educational revolution conceived since the very beginning the study of foreign languages, mainly the English language.

The study of English during this period was remarked by the use of the direct method very popular in those days, though many people could learn with this method. It did not prove to be efficient and effective enough to enhance the English language learning.

From this perspective, the English language teaching and learning took a new turn related to research outcomes introduced to the characteristics of the Cuban English learners.

In the 80s came into use the communicative approach in the English language teaching and learning in Cuba. This method which is the combination of different methods for its axiomatic values has proved to be effective but not perfect. Because there are some aspects of the language that are not taken into consideration and more importance is given to the learned expressions, functions and notions of the language.

Through the years many have been the methods created by men to learn foreign languages. Ever since, the majority has forgotten about the teaching of languages as social phenomena. Plenty of these methods base their principles on the learning of grammar, pronunciation, reading and writing. That is, they focus only one aspect of the language and not the language as a whole. Some of the methods mostly

used are the grammar translation method, the audio lingual method, the phonetic method, suggestopedia method among others.

In within these approaches and methods, many have been the methodologies given to teachers to introduce and work with the language, without giving the importance to the teaching of vocabulary as it deserves it, that is, the teaching of intentional vocabulary.

The lexical approach makes an approach to this subskill of the language but from a very absolute position in which is stated that language is learned through lexical chunks or collocations standardized by the speakers. Therefore, the speakers creativity is not an important issue not to mention that vocabulary and personality are closely related for it shows the intellectual and cultural level of the language user. Then, this approach though emphasizes on vocabulary acquisition puts aside grammar and other aspects of the language which require of conscious and meticulous concern.

Teaching a word does not mean the students learn it. Teaching and learning do not go lockstep, hand in hand, from the easy to the difficult. It is to forget that teaching does not cause learning, and to forget that because students have finished a unit does not mean they have mastered all the words in it.

Students cannot guess the meaning of an unknown word from context if the surrounding text is too difficult. Hu and Nation (2000) suggest that students need to know about 98% or more of the other words in the text (one new word in 50) before successful guessing can take place. At a rate of one new word in the probability of guessing the meaning of an unknown word is close to zero.

Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general vocabulary i.e. those which are found in almost all texts. Students who are specializing in one area of study should start by learning their general vocabulary first, and later go on to learn the specialized vocabulary.

Some words are more difficult to learn than others. Research suggests that words which are more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those which are more abstract and are relatively dissimilar from the first language.

Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings such as by the way, the day after tomorrow, bus ticket, half past three, sunny day and so on. These are often called collocations, or lexical units.

Written and spoken vocabularies are different. Fewer (and often different) words are needed for fluent speaking and listening, than for reading and writing.

Students learn best by making sense of their own vocabulary and internalizing it. The more they work with the words, and the more deeply they are processed (i.e. by working with the new words in many different ways) it is more likely the words will be retained in memory.

After the employment of different techniques, instruments and tools at school such as notebook checking, oral and written quizzes observation, interchange and discussions with other teachers from school, some strengths and weaknesses were detected among the strengths students like the subject, they are disciplined and punctual, they participate in classes, they are motivated to learn the language and do the independent works assigned, they have a life project predetermined, they want to be competent in their profession.

Among the weaknesses; students leave vocabulary acquisition to teachers and rarely have vocabulary acquisition strategies and techniques. Dictionary skills especially are rarely used by the students, they do not keep vocabulary notebooks, most vocabulary acquisition is from the text with an emphasis on identifying and learning single words, rather than collocations or lexical phrases, many students do not seem to take a systematic approach to vocabulary selection.

From the above-mentioned a problematic situation arises which is based on what the students should know and what they know of the language. Though, through the science many have been the attempts to accomplish the aim of vocabulary learning, still this aspect needs of different studies to solve it.

In this level students are supposed to domain at about three hundred words related to their professional profile and no students is able to master this amount, besides these students should use the functions and notions learned in a communicative way with fluency, coherence, cohesion, proper diction and with few grammatical and spelling mistakes. According to the information gathered in this respect few students fulfill these objectives of the syllabus.

All what has been analyzed before makes the research states the following **scientific problem** How to fix the English language vocabulary in First year students in Enrique Villegas Polytechnique School in Sancti-Spiritus ?. As **objective** of the research to evaluate the effectiveness of a set of strategy-based activities directed to vocabulary acquisition in the polytechnique school.

For this reason and for a better structuring the research has the following **scientific questions:**

1. What are the theoretical and methodological fundamentals of the vocabulary acquisition in the English language?
2. What is the current state of the vocabulary acquisition of the students from Enrique Villegas Polytechnique School in Sancti-Spiritus ?
3. What characteristics should the proposal for the vocabulary acquisition in Enrique Villegas Polytechnique School in Sancti-Spiritus have?
4. How to evaluate the effectiveness of the proposal?

Scientific Tasks.

1. Determination of the theoretical and methodological fundamentals of the vocabulary acquisition in the English language.

2. Diagnosis of the current state of the vocabulary acquisition of the students from Enrique Villegas Polytechnique School in Sancti-Spiritus .
3. Elaboration of the proposal for the vocabulary acquisition in Enrique Villegas Polytechnique School in Sancti-Spiritus .
4. Evaluation of the effectiveness of the proposal.

To put into practice the work some methods, tools and techniques were also taken into consideration: From the theoretical level.

Analysis and synthesis: The investigation does a division of processes in the production of words from analytical, physical, physiological points of view, deepening into the usage of words while interacting with other people in a communicative environment. To deepen into the correct use of learned words to improve the oral and written expression in Enrique Villegas Polytechnique School in Sancti-Spiritus students.

Induction and Deduction: The investigation is based on the solution of problems and the knowledge of the phenomena of the oral and written expression and the introduction and usage of new and given words. Until the moment other researching works have been devoted to this field in this school but still the problem has not been solved, in such a way that the paper goes from specific aspects of the language to the general ones and the other way around, in the teaching-learning process in the school.

Historical and logical method : The investigation is based on the evolutionary historical analysis of English as a language ; it makes reference to some schools and authors who have deepened into the subject of oral and written production in the English language, analyzing the language in all its parts, to distinguish in the word introduction the aspects that allow the fixation of them.

Systematization: There is a gradual and integral treatment that analyzes the phenomenon of the word introduction from the acoustic, physiological and physic points of view, without reducing the value of each one of these processes in the oral production. The word introduction is not studied as an isolated element. Each

activity is elaborated considering the correct production of sounds, to work as a system and avoiding the analysis of the language as a mechanical form and to work it as a complex structure.

Transit from the abstract to the concrete: The work done makes a study of the foreign language, deepening into all its components to improve the preparation of teachers. This work is centered in the word introduction processes, to obtain from students a correct use of the words in the oral and written production. Using elements that allow the language use, as a whole.

Empirical ones:

1. Interview to the teachers and students with the aim of knowing how they handle and learn words respectively, considering all the aspects mentioned above.
2. Notebook checking. Aiming at the reinforcement of the words in use, and to verify what type of activities are devoted to the teaching of vocabulary.
3. Pairwork in and outdoor. To detect how words are put into practice taking into account the communicative approach, letting the students interact with the little they know of the language.
4. Pedagogical tests. Aiming at the fixation and use of the given vocabulary.
5. Lesson observation. To detect what kind of activities are put into practice and motivate students the most in the acquisition of vocabulary.

From the mathematical-statistical level , mainly the percentage analysis.

For the elaboration of the work is taken as **population** forty students from The first year Polytechnique School Enrique Villegas in Sancti-Spiritus and as **sample** which is intentionally and non probabilistic selected, because the characteristics of the population are reflected in the sample; this is the group where there is a greater manifestation of the problem, in this group there is more control, besides they have a predetermined life project, the intellectual level is as the population, the group composition is also similar to the population. the sample also has the following traits: they are adolescent, they have selected a profession at this age,

they are motivated for the work they do at school, there are eleven are females and nine are males, they are enthusiastic and like to collaborate.

The practical contribution of the research goes to the proposal elaborated to fix vocabulary in Enrique Villegas Polytechnique School in Sancti-Spiritus students. The proposal is characterized by its creativity and flexibility, the entailment of the proposal to the characteristics of the students as such, the recycling of the vocabulary use while working in and out of the class, the activities are created in a system, they are dependable one from the other, they respond to the psychological and pedagogical characteristics of the students, the activities are related to the profession they study.

Development

1.1 Theoretical and methodological groundworks for the learning of vocabulary in Enrique Villegas Polytechnique School in Sancti-Spiritus.

In this chapter a deep theoretical study is done in relation to the English language skills and subskills emphasizing on the vocabulary acquisition, also it is considered the diagnosis initial stage and its results.

In the recent years, vocabulary has not received the recognition it deserves in the classroom. Most of the time teachers do not consume time while working with it, most translate words and students just copy them to fill their note books with aspects, they will not longer study, and the teaching of vocabulary is banned from unit to unit. That is, the words trainees learn in unit one are not longer practiced in the coming units.

There are other professors that litter the chalkboard with a vast mass of words impossible to recognize or retain, because they are given in different contexts or contents that do not have anything to do one with the other.

Researchers state that the root of the problem comes from the lack of practice given to the words introduced and the unentailment of the activities regarding the characteristics of the students. Also, it is important to mention some other factors

that hinder the work with the vocabulary in the classroom. To mention some regardless the level of the mentees, are.

- 1- Imposed syllabus demands.
- 2- Time for the subject.
- 3- Demands of the pupils.
- 4- The teaching of random vocabulary.
- 5- Practitioner's motivation.
- 6- Opportunities for practicing.
- 7- Lack of repeated exposure to words.
- 8- Superficial analysis of the words as such.
- 9- Imprudent selection and organization of lexis.
- 10- Divorce between practice and learning.
- 11- Avoidance of reading activities to fix lexis.
- 12- No feedback on students' efforts.
- 13- Satisfaction on behalf of the teachers with the course book.
- 14- Minimization of vocabulary importance.
- 15- Not systematic approach to vocabulary teaching.
- 16- Not vocabulary acquisition strategies.
- 17- Not recycling of words where possible.
- 18- Not grouping of vocabulary.
- 19- Not teaching situations related to the vocabulary introduced.

These are, among other aspects, barriers that affect the acquisition of a vast vocabulary on behalf of the learners.

Traditionally, the teaching of vocabulary has been a synonym of the teaching of meaning; that is, vocabulary belongs to the field of semantic. Recent cognitive studies and their applications on thrilling teaching experiments like the multilingual language class where several languages are taught at the same time. Ellis(1997:48) states that, a linguistic item is in fact a two-faced coin: one of sides is ascribed to semantics, the other one to pronunciation, and neither of them can be conceived without the other.

In the multilingual class, it has been proved that, without a more or less distinct phonemic mental association, the students will not dare to use a term, regardless of their knowledge of its meaning, at least for oral purposes. There is not meaning without pronunciation, and vice versa.

This is the last conclusion of logical path already undertaken, among others, by Tanaka, Y., & Yamazaki, A. (1994). :333) when they affirmed that, "An iconic stream of sounds must be interpreted as phonemes (morphemes) clauses. Meaning must be assigned to these various structures within a few seconds per phrase".

The association between sound and meaning, however raised by the cognitive theorists, was already established by the structuralists. In the 70s, for instance, McDonough (1977) established that phonemic distinctions correlate with meaning. Indeed, many teachers have complained about the lack of phonetic instruction in their classes.

for example the professor Nassaji, H. (2004 : 38) states "Oral comprehension and expression command (...) demand an evaluation of the phonetic and phonologic in professional and academic English, in issue somewhat relegated in some works on specialized languages" It seems a duty, then, to integrate the phonic side of teaching, in syllabuses.

A relevant specification, nevertheless, has to be pointed. For same reason that students do not have to command the fundamentals of phonetic, they are not taught grammar or expression if the specific needs of the content discipline do not require it.

In fact, teachers teach students phonetics, but because it is a clear component of the conveyance of meaning. As they will not be working, therefore, at the level of specialist, they must clearly establish the difference between phonetic and phonemics, and move only in the second level:

“Phonemes are communication code units which the speaker is aware (...) Unlike phonetic level, which a level of specialist analysis, phonemic level is the level of communication, the level the speaker uses efficiently on speaking.” Nation, I.S.P. (1990: 21) This distinction allows to take up again Prator’s previous quotation, in all its length:

“Since phonemic distinctions correlate with meaning, they are more important than allophonic distinctions to a student who is learning a language in order to be able to communicate meaning in it,” Nation(2001:62)

The conclusion for this thesis on vocabulary teaching is as follows: sustained-content vocabulary has to be taught in a unified course, together with academic vocabulary. And it has to be done in spite of the fact that students already know most of this vocabulary, because they will not really become aware of their possibilities of use until they command the other side the vocabulary coin: pronunciation.

Baver,L in 1998 puts the realm of text linguistics at the service, mainly for comprehensive reading purposes. She explained that the receptive use of a word must lead to the one, a process absolutely governed by the textual and co-textual, circumstance.

There is relation of significant dependence between meaning deduction of general vocabulary and specific terms unknown to the students, with topic knowledge, informative content organization and text acceptability.

Vocabulary is regarded, from this point of view, as a textual element, which it certainly is, but not less than it is a systemic and a phonetic unit. The text and its immediate context in the case of a scientific text, the content subject related with that text-provide a knowledge schema, activate mental associations based on background information and shape not only the word meaning, but also the clause, sentence, paragraph and text meaning. The role of the sustained-content terms or key words in this process, as Carter,R and McCarthy, M.(1988:397) have highlighted, is indispensable.

- 1- They trigger vivid imagery in the readers' mind.
- 2- They are related in an obvious way to the topic of the passage, and.
- 3- They are related to the readers' purpose in reading the passage.

From all the above exposed, can be treated academic vocabulary, that is, they meet language common to all scientific disciplines and prone to certain rhetorical patterns imposed by the very use of the terms (linking words, prepositions, relatives, expressions for definition, etc); that set of words exclusive from one discipline, usually known by the students, which singles out the text among many others. Each level has to be present in our teaching, and each one flows in both directions.

If a look is taken to the latest books edited for the acquisition of vocabulary in a foreign language, there can be detected some contradictions or scarce treatment given to the teaching and learning of vocabulary. For example, Andrew Wright and Penny Ur (1992), in the book ; Five minutes Activities ; give a series of activities that can be worked out to practice and evaluate students language, but few elements are related to the teaching of vocabulary.

This book is composed of 143 short activities, giving a "brief" vocabulary review before starting a text and not other treatment is given to vocabulary throughout the activity, as can be seen. These authors, though they work with the Communicative Approach, give importance to grammar and other aspects of the language other than vocabulary fixing.

Other authors work with incidental learning and this is not entirely "incidental", as the learner must pay at least some attention to individual words. However, the amount of attention and the amount of learning varies according to a number of factors, including context, type of attention, and task demands.

Although incidental acquisition takes place incrementally over a period of time, there is no agreement as to know how many and what kinds of exposures are needed for successful acquisition.

Other scientist work on effective word guessing which requires of flexible application of a variety of processing strategies, ranging from local ones such as grapheme identification to global ones such as the use of broader contextual meanings.

Some strategies seem to arise naturally but others need to be taught Students generally benefit from explicit vocabulary instruction in conjunction with extensive reading, Some kinds of reading texts are more conducive to incidental learning than others in particular, texts that are personally interesting to learners.

Input modification, including glossing of specific words, is generally effective, especially if it involves the learner interactively. Incidental learning depends on educated guesswork and thus can lead to imprecision, misrecognition, and interface with the reading process. To overcome these problems, learners need to have a well-developed core vocabulary, a stock of good reading strategies, and some prior familiarity with the subject matter.

Though many students may feel they have a mental block or even lack the aptitude for learning foreign languages, most can learn a second language. Here are some practical strategies for studying effectively and learning the vocabulary.

Herrel (2004:123) suggests the following strategies in assisting students guessing meaning from context:

Definition - a definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: —are/is known as,, —are /is described as,, —are/ is defined as,,.

Restatement - the writer may use other words, phrases or sentences to provide meaning of difficult words. The key words used in restating something: —in other words,, —that is,, and —that is to say.,,

Punctuation marks - the writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as - , commas, —|| inverted commas, () parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together.

Examples help learners understand the meaning of new words. Key words—such as,||| like,|| —for example,||| for instance,|| —is/ are|| , are used by the author.

Contrast shows the opposite meaning of new words. Key words- —but,|| instead of,|| even though,|| —in contrast to||, —yet, —and —in spite of,|| are used by the author.

Similarity - the writer uses signal words of similarity. Key words – —like,||| similarly,|| in the same way||, —as||, and —just as.||

Surrounding words - words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous.

Background knowledge - Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text.

Once learners have mastered the word part, they can create their own words (Schmitt and McCarthy, 2004:22).

Association: Learners learn to associate the new vocabulary or target word with something they already know or something that is meaningful to them Schmitt (2000:45).

Semantic mapping: This method is used to motivate and involve students in thinking, reading and writing. It enhances vocabulary development by helping students link new information with previous experience. This is done by making

an arrangement of words into a picture, which has a key concept at the center and related words and concepts linked with the key concept.

According to McCarthy (1996), the below strategy fix vocabulary, character trait vocabulary chart. After reading a story students are asked to describe what each of the characters was —really like and the teacher creates a chart of the students' responses Yoshii, M. (2006). The brain storming process prompts students to analyze the characters and provide the teacher with a rich context in which to teach new vocabulary.

Learning vocabulary via analogy, an analogy is an implied (unstated) relationship between two pairs of objects Webb, S. (2005). Analogies require students to identify a similar relationship between dissimilar objects. Understanding analogies requires the use of higher thinking skills. The major forms of vocabulary via analogy are: synonyms, antonyms, homonyms, word and word structure, part to whole, whole to part and characterization. An example of an analogy is: which one does not belong to the group:

1. flood
2. debris
3. facility
4. rain
5. current

Vocabulary teaching strategies used by Joseph Mukoroli at Riverside Language Program. He focuses on form, meaning and use of words when teaching vocabulary in his ESL classroom.

Form: pronunciation, spelling, inflections, and derivations of the word. Meaning: basic and literal meaning, figurative meanings, semantic relation and the connotation of the word. Use: sub-categorization, collocation, socio-linguistic and stylistic meaning of the word.

Mukoroli mainly uses the Presentation, Practice and consolidation, lexical and semantic development teaching strategy as outlined below.

Presentation: The teacher provides a description, explanation or example of a new term. Students are asked to restate the description, explanation or example of the new term. Students then construct a picture, symbol or graphic designed of the term. The teacher engages students in activities that will help in mastering the new concepts. Students are asked to discuss the new terms often in class.

Practice and Consolidation: The teacher uses songs and games when teaching vocabulary and employs semantic field and semantic mapping strategies. The teacher uses the key word method to reinforce important concepts and provides sufficient practice. Regular review of important concepts and vocabulary is done in class.

Lexical and Semantic Development: Teachers employ extensive reading activities in and out of the classroom and facilitate communicative activities such as role-play and debates to enhance fluency and confidence in speech.

Vocabulary teaching strategies used by Evelyn Hatch, Cambridge University. Hatch uses the criteria below to select vocabulary items:

Range - the extent to which a word occurs in different types of texts.

Coverage - the capacity of a word to replace other words.

Frequency - the number of occurrences of a word in the target language.

Learnability - the extent to which a word can be learned without difficulty.

Language needs - the extent to which a word is regarded as essential for the specific outcomes of the course or communication purposes.

Academic vocabulary journal

Hatch recommends a vocabulary journal in which students write word pairs and semantic maps which help students understand the relationship between words. The main idea here is input flooding, he states. The more the learners are exposed to a specific word, the higher the retention and usage of the word. Hatch requires students to have an ongoing collection of the academic vocabulary words that they study in class and sets short reviews (tests) on the lexical items covered in the journal.

Hatch uses a master academic word list to teach specific lexical items. Although she advocates for the use of wordlists, it has been proved word lists to be ineffective in teaching academic vocabulary, due to the following reasons:

Wordlists do not contain all the words that students need to know because students must still learn many words from oral language and from extensive reading in order to be academically successful. Moreover, the definitions on many wordlists are not learner-friendly and some of the students might already know the words and thus become bored in class.

Through the analysis of different conceptions have been discovered that teaching vocabulary in context, it is more meaningful than just teaching with wordlists because students have a better understanding of a word when they see and hear how the word is used in daily life or how its meaning is related to their own reality.

However, Grabe and Stoller (2002) suggest the following teaching methods for using a word list: introduce ten focus academic words each week, and have

short test on the words at the end of each week. Encourage students to use the focus academic words in sentences through class presentations and essays. Create flash cards with the focus words, adding definitions, synonyms and antonyms, pictures and —clues to help students learn the words. Play games so that students become accustomed to the focus words.

Graphic organizers are used to explain concepts and related words. New vocabulary is posted on a word wall and reviewed daily. Drawings and pictures are labelled to help students make the connection between oral and written English. They constantly refers to the visuals to clarify meaning when he uses the target lexical items.

Focus on cognates, according to Hatch the identification and use of cognates can be a building block in vocabulary acquisition. Students look at the words and discuss how they are alike and different by focusing on word roots, endings and affixes. She states that it is crucial for students to be aware of false cognates - words that have similar spelling and pronunciation but do not share the same meaning.

Hatch uses the following strategy to facilitate mastery of more complex words and concepts in academic English. She pre-selects words from an upcoming text or conversation and explains meaning with student-friendly definitions. She provides examples of how the word is used and asks students to repeat the word, in order to model correct pronunciation. She constantly engages students in activities to develop mastery of the words.

Teaching word maps, Hatch uses word maps to teach the definition of key academic vocabulary concepts by focusing on the key components of a concept, such as characteristics, examples, corpus and category.

Teaching productive prefixes and suffixes, this strategy is aimed at teaching the definition of key vocabulary concepts by focusing on the parts of words such as roots, prefixes and suffixes.

Semantic feature analysis, this strategy helps students define characteristics of a concept by comparing its features to those of other concepts that fall into the same category.

Word sort activities, this strategy helps students enforce new vocabulary by allowing students to sort words into categories.

Oral presentations and academic discussions, these activities allow students to use (produce) the words they have learned in class and grant them the opportunity to negotiate for meaning with each other and the teacher. They also allow them to test their hypothesis of the target language.

Model correct usage of language, Hatch states that when students listen to the teacher talking in class, they automatically learn how to pronounce words; therefore it is important that the teacher reaffirms the student's ideas and pronunciation of words correctly in context. She pronounces the target vocabulary a few times in class, in order to provide the students with the confidence to also pronounce the target vocabulary in their daily interaction correctly.

Vocabulary teaching strategies implemented by Hedge, T at OxfordUniversity

Word awareness, Hedge puts the target vocabulary on posters on the wall and constantly refers to the vocabulary for reinforcement. He asks students to create a weekly vocabulary poster as the lesson progresses.

Use of corpus linguistics, according to Hedge, the main aim and focus of Corpus Linguistics is to discover patterns of authentic language use through analysis of actual usage. Hedge suggests that a corpus and concordance can be used in the English classroom to:

- Compare language use - Standard English/ Scientific English, written/spoken English and analyze the language in books, novels and textbooks.

- Compile exercises and student activities.
- Analyze usage - when is it appropriate to use —obtain rather than —get. Examine word order and compare similar words – —ask versus —request.

However, Hedge warns that teachers should be aware of the following problems when using corpus and concordances:

Usefulness - the teacher must make sure that the corpus is useful for the particular teaching context and that it covers the target register and lesson objectives.

Corpus bias- some data can be misleading when the teacher uses a large general corpus.

Comprehensibility - it might be difficult for both teacher and learner to understand the data provided when using concordance.

Learning differences - discovery learning might not be exciting for some learners, which might lead to a lack of interest in the activity.

It is evident that there are many vocabulary teaching strategies. However, it is the teacher's responsibility to employ the most effective strategies that will enhance and expedite the vocabulary acquisition process of the English language learner.

The teaching and learning of vocabulary has been receiving a great deal of attention in recent years. Traditionally, language classes were dominated by in-depth study of the grammatical system and vocabulary acquisition deemed to be of only peripheral importance. But increasingly since the mid-seventies, more attention has been paid to matters of lexis and a host of articles have been published on the subject (Newton J,(1995:146). This trend has undoubtedly been encouraged more recently by developments in computer technology, which have made it so much easier to observe words and how they behave Waring, R. and Takaki, M. (2003).

There now appears to be a growing consensus that teaching vocabulary merits as

much attention as teaching grammar. Lewis (1993) calls for an end to the dichotomy that separates grammar and vocabulary and describes a lexical approach that grammaticalizes lexis.

McCarthy M. and F. O' Dell (1994) draw the attention to the predominance of lexical phrases in both speech and written language and their role in achieving fluency. Oxford R. L. and R.C. Scarella (1994) underline the need for specific vocabulary instruction that should accompany the usually haphazard discovery of lexical items by the individual learners.

Learning vocabulary is one of the key elements in learning a language. In fact, vocabulary has been described as the key element (Wilkins 1972 : 111) since lexis is more useful than grammar at low levels for communicating meaning. The basic problem with learning vocabulary is that there is so much of it, it is very easy to become overwhelmed. This is true for the teacher as well as the student.

Technical vocabulary words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use.

Academic vocabulary on the other hand is the vocabulary critical to understanding the concepts of the content taught in schools (Stahl and Fairbanks, 1986 as cited in Shillaw, J. (1995). Another aspect is to direct the attention to the problems associated with vocabulary acquisition and teaching. In an open discussion of how and why explicit vocabulary teaching is generally seen to be lacking in today's classrooms. Teachers go on to describe some important factors that need to be taken into account when teaching and learning vocabulary, such as the role of memory, what it means to know a word, and the advantages and disadvantages of both contextualized and decontextualized approach to lexis.

In line with prevailing communicative methodology in language teaching, the activities emphasize oral communication and teachers try to maximize the opportunities in class for oral practice. Most of the oral work is in the form of discussions arising from the study of a certain number of set texts. The students receive selected activities, mainly from their daily, to study at home and then discuss in class. Due to class sizes, the students are encouraged to work in small groups or pairs, so that

everyone can participate actively in the discussions.

The management of oral practice in the classroom is a complex issue and when the students all have the same mother tongue, it often presents a particular challenge. Although the students recognize the need to practice their vocabulary acquisition, they find it very hard to speak together in English without the presence of the teacher. The unfamiliar nature of the subjects and the lack of a clear task at work on as a group also tend to exacerbate the difficulties of managing constructive discussion sessions. Some of the problems related to oral work are those which require reading and it has not been done before class, the students have nothing to discuss. This is a problem experienced by many colleagues and one to which teachers have yet to find a satisfactory solution.

Teachers require the students to read a lot of authentic documents, mainly from habitual aspects as input for class discussion. There are several reasons for this high reading load. One of them is simply to encourage the students to read more, by introducing them to longer authentic texts which they will almost certainly have to cope with in their professional lives.

Some recent researches related to the use of the written English by, Kim, M. (2007) or examples, cite reading professional journals among the three most frequent activities alongside exchanging written messages and writing reports (Thomas, B. and J. Advanced 1997) Up to now, most students have only had to read one or two-paragraph texts, so the reading load in itself presents a challenge to them.

At present teachers, do not pay enough attention to this fact, or do not do enough to help the students meet that challenge.

Another reason for emphasising more extensive reading is that it is commonly held to be the best way to increase the size of one's vocabulary. Frequent exposure to the language used in these texts is therefore expected to help the students acquire some of these specialized terms among other things. While reading is no doubt of great benefit,

vocabulary acquisition does not necessarily follow automatically, because a good reader focuses on the meanings expressed through the words and not on the words themselves. For vocabulary to be acquired from their reading material, the students'

attention needs to be directed to form at some stage.

Apart from this exposure to vocabulary in their reading, the students are provided with thematic lists of vocabulary. These lists have been compiled over the years at the school from a variety of sources. The students are given vocabulary tests during the course to encourage them to learn the words. The use of vocabulary tests at this level is perhaps surprising and certainly seems to go against the notions of increased autonomy and responsibility that teachers are trying to work towards in other parts of the course.

The argument for supplying vocabulary lists and conducting tests is mainly one of efficiency. In the time available, there is no way that the teacher could introduce all the basic business vocabulary into the course in a contextualised form.

Research into the learning of words in isolation by beginners has proved that large numbers of new words can be learnt from word pairs and the meanings retained for some time (Nation 1982). Teachers tell the students that, having learnt a certain number of new words out of context, they will be better equipped to read their texts, where they will inevitably encounter some of these words again, thus consolidating and enriching their initial rote learning.

Serious reservations about the value of these tests in helping the students learn more vocabulary have been raised by both teachers and students, who are particularly conscious that their rote-learning is of only short-term value.

Another criticism of the tests is that the students are no longer 'at school' and should not be obliged to learn in that way. It could be argued, however, that 'boring old rote-learning' is part and parcel of the hard graft involved in learning a language, whether it be self-imposed or other imposed, and that if teachers bother to supply the lists in the first place, they should also endeavour to see that students are used in some way.

Teachers do not think it does the students any harm to try to learn from these lists. Rote-learning is common practice in the French education system, so the students are used to it and the testing element ensures that they will spend some time looking through the lists. Teachers complain is that testing recreates a tense 'us' and 'them' environment, reminiscent of school days that teachers are working

so hard to banish most of the time. Some have noticed that it is often difficult to re-establish the more open, cooperative atmosphere required for other learning activities after a vocabulary test.

Vocabulary acquisition is more than knowing words according to Phillip Martin (2009:72) vocabulary acquisition is learning and understanding new terminology to such degree that it can be used accurately in oral and written form. this is a subconscious and intuitive process of constructing language system and acquiring language abilities.

1.1.2 Vocabulary means of assessment in Enrique Villegas Polytechnique School in Sancti-Spiritus .

It is important to take the assessment system into account because, whether teachers like it or not, in a school context, getting a good grade constitutes the basis of the students' motivation. There are other motivational forces at work as well, inspired by professional aspirations, but the bottom line remains the pass mark and some students will always be content just to satisfy that.

Teachers feel that one of the greatest strengths of the course is the place accorded to oral work during class time. The opportunity to use new language productively is an extremely important part of the acquisition process (Oxford and Crookall 1990) and the students themselves recognize that speaking is what they need to practice most. However, in order for class discussion time to be used efficiently, the students need to accept more personal responsibility, first of all for preparing the subjects properly in their own time, and then managing their small group discussions more or less independently of the teacher.

The teacher seems to have played a key role in deciding which words should be learnt and there is also a strong preference for giving a glossary of L1 equivalents for each text. Apart from the continued use of vocabulary tests, their past experience of English classes differs greatly from this approach, which puts the focus on the individual to read and deal with the vocabulary as he sees fit in the circumstances.

Teachers can see that keeping a vocabulary notebook is by far the most popular

method used. This usually amounts to listing new words with their L1 equivalents, but they did not ask for further details so you cannot be sure of their recording format. It was encouraging to see that some students recorded words in context or with a definition.

There are some observable differences between the prepared and non-prepared students. The non-prepared students are generally used to studying longer, more texts (relating to their chosen subjects) and seemed to have received less help from the teacher in the form of lists and tests.

Teachers use of vocabulary lists and tests fits in with what they are used to but, paradoxically, runs contrary to some overall aim of encouraging them to take a more individual interest in cultivating their own personal store of useful words.

Working conditions are also different. Students have to adapt to studying without the stimulating effect of preparing for an exam and no doubt miss the competitive working atmosphere that has generated in the past.

Learning, however, is a life-long enterprise and is not always (in fact, is very rarely) oriented to passing exams. The major challenge in teaching these students is in helping them evolve from a rather rigid high school learning environment, where they have been pressed to pass an exam, to a more open and relaxed one, where the emphasis is on real communication. In order to take full advantage of the opportunities this style of teaching offers, however, they will also need to exercise more personal discipline and responsibility for their own learning.

Oxford (1990) recognizes self-direction as a key element in successful learning and the lack of it as a major problem that prevents the learner from making use of his language learning potential.

Owing to conditioning by the culture and the educational system, however, many language students (even adults) are passive and accustomed to being spoon-fed. They like to be told what to do, and they do only what is clearly essential to get a good grade even if they fail to develop useful skills in the process.

Attitudes and behaviours like these make learning more difficult and must be changed, or else any effort to train learners to rely more on themselves and use better strategies is bound to fail. Just teaching new strategies to students will

accomplish very little unless students begin to want greater responsibility for their own learning. (Oxford 1990 : 10)

Helping the students take on this responsibility and become more autonomous is a new role that the teacher must assume when working with learners, but it needs to be handled sensitively in order for the learner not to feel abandoned. He/she needs to build

confidence in his/her own abilities to manage his/her own learning and attain his/her own goals. As far as vocabulary acquisition is concerned, the goal is a similar one to put students in the position where they are capable of deriving and producing meanings from lexical items both for themselves and out of the classroom.

Carter (1987 : 146) on this concern states, "The move towards more autonomy needs to be made gradually and, if it is to lead to more successful and enriching learning, must be accepted by the learners as the right direction for them to take.

point out Sunderman, G., & Kroll, J.F. (2006). that in order for more learner-centered methods to be accepted, the beliefs of both learners and teachers about how learning takes place need to be uncovered early on. Failure to discuss these matters can lead to serious misunderstandings and mistrust, which will gradually undermine the learning process itself."

1.2 Diagnosis of the initial state of students' vocabulary acquisition in Enrique Villegas Polytechnique School in Sancti-Spiritus .

In the diagnosis state was decided to identify the strengths and weaknesses of the students in what concerns vocabulary acquisition through the application of different instruments, tools and techniques. These elements in the aftermath let the research a more realistic reality and allowed the implementation of the proposal for this type of students.

After the employment of the different techniques, instruments and tools the following results were obtained: With the objective of knowing students' conditions towards vocabulary acquisition. Five English lessons were observed, from them can be stated that in the five lessons the teachers orient the objective of

the lesson, also teachers motivate students to learn and participate in classes. In the lessons could be observed that teachers use mainly the direct translation when it comes to word explanation, no vocabulary treatment or strategy is conceived throughout the class.

The new vocabulary is not recycled, teachers do not emphasize on the need of knowing the words from the morphological, syntactical and phonetic perspectives. The word-building processes are scarcely used, the communicative situations are not related to the specialty of the students, so learning is not granted under these conditions. Teaching aids are not linked to their specialty, no emphasis is made on what concerns the importance of knowing the English language for their future profession.

The results obtained in the observation guide permitted to determine some of the causes that affect vocabulary acquisition in this education level, from this a deeper study on the matter was needed to design and redesign the activities. It was considered the positive aspects observed during this stage of the experiment and the experience of teachers on this aspect of the language were consulted for a better structuring of the work and the activities.

In the interview to students with the objective of stating methods and strategies that students use to learn the vocabulary related to their specialty twenty students were interviewed and the following result were obtained: six students like to learn the English language it represents the 30% of the total, two students feel motivated in the English lessons it represents the 10%.

Three students answered yes in the question about the use of vocabulary related to his-her professional profile in the English classes, it represents the 15%, in the four question related to how they learn the general and specialized vocabulary in the English language only three students answered that they learn it by making lists of words and memorizing them, it represents 15%, the others do not answer the question.

Only one student yessed about to have any method, procedure or strategy to learn the vocabulary in the English language, it represents the 5%,four students answered yes about the use of communicative situations related to their specialty, it represents the 20%,one student states that she feels prepared if after she finishes her studies a client asks her to explain in English how to elaborate any dish, it represents the 5%.

Three students are able to answer about what kind of vocabulary is easier or more difficult to learn in the English language ,it represents the 15%,only three students are able to mention some ingredients in the English language, it represents the 15% and in the final question also three students answer about the importance they give to the knowledge of the English language to the specialty vocabulary related to their professional profile.

This instrument allowed to realize that vocabulary acquisition is not considered an important issue of the language, it also permitted to state that no method or strategy is conceived or given for the students to learn this determinant element of the language. Students are left to learn the English words by their will or before an exam. The specialized vocabulary is not given the importance it deserves and few classes are related to this aspect of the language.

In the survey to students the following results were obtained: in the question related to the influence they received in their profession selection, thirteen students feel motivated about the specialty they chose, it represents the 65%,in the item related to who helps in their choice, nine students answer mother which represent 45%, three their fathers which represent 15%, four both which represent 20%, none chose friends' influence and four students which represent 20%, by personal decision.

In the item related to knowledge of the curriculum of the specialty, only two students which represent 10%, knew about the subjects they were going to receive. In the one related to the link of the English subject to their profession,

three students which represent 15% answer that the English subject is linked to his-her personal profile, the rest give no answer representing 85% of the sample.

In the item related to the meaning of the English subject for their professional life, three students which represent 15%, answer in a positive way about how much means the English subject to themselves and fourteen students which represent 70% state that they like to speak the English language.

In the question related to if the English lessons were motivating and linked to their specialty, two students which represent 10%, answer yes in the question about if the English lesson are motivating for them and four students which represent 20% say that English lessons are related with their specialties.

The item related to their knowledge in both languages of a dish preparation, only one student which represent 5%, knows the same words in English and Spanish related to her specialty. In the case of the use of teaching aids to reinforce their preparedness in the specialty, none say yes about the use of teaching aids related to their specialty in the English lessons.

In relation to the description of the preparation of a simple dish using the English language, none representing 100 % of the sample can describe a traditional dish of easy elaboration in this language. In the aspect related to vocabulary knowledge and control of it in the English language, none representing 100 % of the sample has a good control of the vocabulary specialized in the English language.

In the question about the importance they give to the knowledge of the vocabulary in the English language of their specialty, three students which represent 15%, answer, a lot, 9 students which represent 45% answer something and eight students which represent 40% say none.

In the item related to the importance they give to need of mastering the phrases and words entailed to their profession in the English language, three students which represent 15% think it is important because they can know words and phrases in the English language related to their specialty and only three student

which represent 15% say that they enjoy when they learn something new in the English language.

This aspect permitted to highlight that the motivational and professional elements are not given the relevance they deserve while teaching these students and contents are given without taking into consideration these psychological components of learning.

In the pedagogical test related to vocabulary and idiomatic forms acquisition three levels are conceived, the level one is for those students who have many difficulties in the language and are completely incompetent in their language use. The level two is for those students who handle the language but with certain incompetence though able to communicate certain ideas and level three for those students who are competent and face few difficulties when using the language. After the employment of this instrument the following results were obtained:

Thirteen students that represent 65% of the sample are in level one, due to the very little vocabulary, vocabulary limited to topics of personal information, use of simple words to convey an idea, very limited use of verb tenses, many agreement errors, understanding is very limited and grammar and syntax errors are too frequent.

Four students that represent 20 % of the sample are in level two, due to the use of some specialized vocabulary, beginning to use idiomatic forms but often incorrectly, use of complex sentences but with frequent errors, some errors in spelling, inconsistent use of articles and prepositions, understanding of most every day conversations and understanding of most teacher-student discussion.

Three students that represent 15 % of the sample are in level three, due to understanding every day conversation without difficulties, occasionally repetition and explanation is needed, use of vast vocabulary of the specialized area, ideas usually clearly stated and supported, use of complex sentences with verbs agreement, occasionally misuse of words and mastery of a number of idioms related to their specialty.

This tool allowed the determination of more specific aspects related to English language learning in this level where could be detected the students' learning weaknesses and strengths. This tool showed that the major quantity of the students are in level one and two, few students are in level three. Therefore, few students can fulfill the academic year objective in the English language.

It is important to mention some words and phrases that students are supposed to know in this level and they were not even able to recognize them, among them are; rice, beans, string beans, salt, sugar, oil, safran, bay leaf, rosemary, roast, cummin, simmer, heat, reheat, spoonful, I want it pinky or well-done, exquisite, flavor and others.

1.3 Strategy-based activities for vocabulary acquisition in the English language foundations.

Man in its daily activity routine has been shaping its behavior and personality, so each action made is a product of an activity. This can be stated in a general sense but activity conceptualize in a more specific context is a complex phenomenon in which the subject-object interaction is paramount.

Activity is called whatever a person does with a given purpose in a general sense but when it comes to learning, that is, learning activities the psychological, pedagogical and didactic components of the teaching-learning process come into being, then this general definition loses its objectivity and other factors and purposes are to be influencing the activity realization.

To Richards, J. C. (1976), "Every activity of man comes from himself as personal as a subject of that activity". Hence, they postulate results basic for the planning and the development of this educative labor since the formation of the qualities expected to be seen in the students, they must be done with their active participation in the activity.

In this sense, Richards, J. C. (1976) expressed: "(...)activities are all those processes through which the subject, responding to his needs, gets in an

interaction with his reality, adopting a given attitude towards the set reality. The activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, the activity is a process in which transformations occur between the subject and the object with the end of pleasing the needs of the subject.”

Schmitt, N. (2000) exposed that: “It is in the activity where the transit of the object towards its subjective form occurs (...) and at the same time in the activity also happens the transit towards the objective results which are the product. From this point of view, the activity appears like the process in which mutual transformations between subject-object take place (...) the activity of the human being appears like a system included within the system of relations of societies”

Newton, J. (1995) stated that: “we call activity to those processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards that reality (...) in the form of activity occurs the subject-object interaction, thanks to which the psychic reflects permit the set interaction originate”.

On the other hand, Carlos M. Alvarez de Sayaz (1999:66) defined activity as: “(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for the pleasing of their own needs. It is through the activity that man can transform and get to know the world.

Therefore, any way of putting an activity into practice requires the executing and inducting components, this way the activity is done through actions and operations that constitute its executing components.

Teaching activities, one of the most effective ways for oral practice, have been approached by different authors and have been defined in different stages. Studies realized coincide that they have a great importance in the learning process; they

contribute to the instruction and education of the personality and to the development of the reflexive thought.

On the other hand, teaching activities are planned, and oriented by the teacher and they are executed by the students, they can be in class or outdoor class, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001:35).

Several works related to teaching activities among them: Labarrere (1997), Álvarez de Zayas (1997, 1999, 2004) state some points of coincidence in the conception and formulation of the teaching activities. For the application of these, the teacher should take into account the following parameters:

- What elements of thought need to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative demands.
- The conditions in which they are developed.
- What sociocultural aspects involve the students

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. et.al (2002:43-44). Sufficient, because they assure the necessary practice; the assimilation of knowledge for the development of the abilities. So, if the student is going to learn she/he will learn to do it in an effective way and when she/he is prepared to put the difficulties away, then learning is granted.

Varied, because they have different demand levels to promote the intellectual effort in the students, from a simple exercise to the solution of a problem, the formulation of a hypothesis to the search of solutions.

Differentiated, because they are within the range of everybody's capacities, they facilitate the attention of the individual needs of the students and the students do not need a great amount of effort to do them.

Without a doubt, the analyzed criteria before showed a double functionality of the teaching activities taking into account each of the levels that intervene in the teaching learning process, for example:

1) - As a means to learn (students).

2) - As a means to direct the learning process (teachers).

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items they can use in different communicative situations keeping in mind the uses to which the language is put and through the major role given to speech activities.

The activities have the following structure title, time, type of lesson, procedure and evaluation, they are graded from simple activities to more complex ones in which students play the most important role.

1.3.1 Strategy-based activities proposal

Activity One

Title: Cooking **Braised Pork With Red Wine**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients: 2 pounds boneless pork shoulder, cut into large chunks

Salt and pepper, 2 cups fruity red wine, like Beaujolais or Burgundy (pinot noir), 1 cup good stock, or water, 1 pound fat carrots, peeled and cut into large chunks, 10 cloves

garlic, more or less peeled, 2 tablespoons butter, Cooked egg noodles for serving, Chopped fresh parsley leaves for garnish.

Preparation:

Combine pork, salt and pepper to taste, wine, stock, carrots and garlic in a saucepan, Dutch oven or slow cooker. Bring to a boil, then adjust heat so that mixture simmers steadily but not vigorously. (If using a slow cooker, just turn it to "high" and let cook for at least three hours.)

Cook, stirring every half-hour or so, until meat is very tender and just about falling apart, at least an hour and most likely a bit longer. Use a slotted spoon to remove solid ingredients to a bowl, then turn heat to high. (If using a slow cooker, transfer liquid to a saucepan for this step.) Reduce to about a cup, or even less. Taste and adjust seasoning, then lower heat and stir in butter.

Add solids to sauce and reheat. Serve over egg noodles, garnished with parsley.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity two

Title: Cooking **Stuffed chicken**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients : 3 tablespoons olive oil, 4 cloves garlic, minced, 1 16-oz. bag frozen chopped spinach, thawed, squeezed dry, Salt and pepper, 4 boneless, skinless chicken breast halves, 1/4 teaspoon poultry seasoning, 3/4 cup dry white wine.

Preparation:

In a skillet over medium heat, warm 1 Tbsp. oil. Add garlic and cook, stirring, until fragrant, about 30 seconds. Add spinach and cook, stirring, 2 minutes. Season with salt and pepper; remove from heat.

Slice chicken breasts almost in half horizontally, open like a book and, if necessary, pound to 1/2-inch thickness. Sprinkle with poultry seasoning, salt and pepper. Spoon a heaping 1/4 cup filling onto open breasts. Roll lengthwise over filling; secure with toothpicks.

Warm 2 Tbsp. oil in a large skillet over medium-high heat. Add chicken and cook until golden, about 7 minutes total, turning once or twice. Add wine, cover, reduce heat to medium and simmer until cooked through, about 10 minutes. Remove chicken to a platter and tent with foil. Turn heat to high and boil sauce, uncovered, until thickened, about 3 minutes. Remove toothpicks from chicken; serve with sauce.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity three

Title: Cooking **Grilled lobster**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients: 8 tbsp. unsalted butter, softened, 2 tbsp. finely chopped parsley
1 ½ tsp. crushed red chile flakes, 4 cloves garlic, finely chopped, Zest of 1 lemon

Kosher salt and freshly ground black pepper, to taste
1 live lobster (about 1 to 1 ½ lb.), ¼ cup olive oil

Preparation

Combine butter, parsley, chile flakes, garlic, lemon zest, salt, and pepper in a bowl; set aside. Using a cleaver, split lobster in half lengthwise through its head and tail. Scoop out and discard the yellow-green tomalley and break off claws. Transfer

lobster halves, shell side down, to a baking sheet; crack claws and place them on the baking sheet. Drizzle halves and claws with oil, and season with salt and pepper.

Heat a charcoal grill or set a gas grill to high; bank coals or turn off burner on one side. Place lobster halves, flesh side down, and claws on hottest part of grill; cook until slightly charred, 2-3 minutes. Flip lobster over and using a spoon, spread lobster with the garlic-parsley butter; continue grilling until lobster meat is tender, 3-5 minutes more.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity four

Title: Cooking **Cheese burger**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients:

- 1 1/2 pounds ground beef
- 1/2 cup steak sauce, (e.g. A-1), divided
- 2 tablespoons prepared horseradish
- 2 tablespoons finely chopped fresh parsley

- 2 tablespoons finely chopped green onion
- 4 slices Muenster cheese
- 4 hamburger buns, split and toasted
- Add all ingredients to list

Preparation

- Prep 15 m
 - Cook 6 m
 - Ready In 35 m
1. Heat an outdoor grill for high heat.
 2. In a bowl, mix 6 tablespoons steak sauce, horseradish, parsley, and green onion. Form the ground beef into 4 patties. Brush the patties with the remaining steak sauce.
 3. Place patties on the grill, and brush with the remaining steak sauce. Grill for 6 to 8 minutes per side, or until meat is no longer pink. Top with Muenster cheese and the horseradish sauce, and serve on buns.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity five

Title: Cooking **Cheesecake**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients:

- 2 (8 ounce) packages cream cheese, softened
- 2 cups frozen whipped topping, thawed
- 1 cup white sugar

- 1 teaspoon vanilla extract
- 1 (21 ounce) can apple pie filling

- 1 (9 inch) prepared graham cracker crust
- Add all ingredients to list

Preparation

- Prep 30 m
 - Ready In 2 h 30 m
1. Beat cream cheese, sugar, and vanilla extract until smooth. Fold in Cool Whip.
 2. Fill pie crust and top with pie filling. Chill 1 to 2 hours before serving.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the costumer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity six

Title: Cooking **Roast pork**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients:

- 2.25kg/5lb loin of pork, bottom bone removed, top bone left in
- 1 small, onion peeled
- 1 tbsp plain flour
- 275ml/10fl oz dry cider
- 275ml/10fl oz vegetable stock (or potato water)
- sea salt and freshly milled black pepper

Preparation:

1. Pre-heat the oven to 240C/475F/Gas 9.
2. While the oven is preheating, score the skin of the pork. It will be scored already, but it's always best to add a few more lines. To do this you can use

the point of a very sharp paring knife, or Stanley knife, or you can now even buy a special scalpel from a good quality kitchen shop! What you need to do is score the skin all over into thin strips, bringing the blade of the knife about halfway through the fat beneath the skin.

3. Now place the pork in a tin, skin-side up, halve the onion and wedge the two pieces in slightly underneath the meat. Now take about 1 tbsp of crushed salt crystals and sprinkle it evenly over the skin, pressing it in as much as you can.
4. Place the pork on a high shelf in the oven and roast it for 25 minutes. Turn the heat down to 190C/375F/Gas 5, and calculate the total cooking time allowing 35 minutes to the pound, then deduct the initial 25 minutes cooking time. In this case it would be a further 2½ hours.
5. There's no need to baste pork as there is enough fat to keep the meat moist. The way to tell if the meat is cooked is to insert a skewer in the thickest part and the juices that run out should be absolutely clear without any trace of pinkness.
6. When the pork is cooked remove it from the oven and give it at least 30 minutes resting time before carving. While that is happening, tilt the tin and spoon all the fat off, leaving only the juices. The onion will probably be black and charred, which gives the gravy a lovely rich color. Leave the onion in, then place the roasting tin over direct heat, turned to low, sprinkle in the flour and quickly work it into the juices with a wooden spoon.
7. Now turn the heat up to medium and gradually add the cider and the stock, this time using a balloon whisk until it comes up to simmering point and you have a smooth rich gravy. Taste and season with salt and pepper, then discard the onion and pour the gravy into a warmed serving jug. Serve the pork carved in slices, giving everyone some crackling.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the costumer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity seven

Title: Cooking **Chicken fricassee**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients: 1 large onion, chopped, 6 cloves garlic, chopped 1/2 green bell pepper, chopped, 8 small whole peeled potatoes, 1 (8 ounce) can tomato sauce, 1/2 cup dry white wine, 1/2 tablespoon cumin, 1 leaf fresh sage, salt and pepper to taste, 2 pounds chicken leg quarters, Add all ingredients to list

Preparation

In a medium bowl, combine onion, garlic, bell pepper, and potatoes. Stir in tomato sauce and wine; season with cumin, sage leaf, and salt and pepper. Place chicken legs in slow cooker, and pour mixture over chicken. Cover, and cook on Low heat until juices run clear, about 6 to 8 hours.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

Activity eight

Title: Cooking **Stewed beef**

Time: 45 minutes.

Type of lesson: Free practice.

Procedure: Students are given the following information before hand in lesson one:

Ingredients: 2 tablespoons olive oil, 1 onion, chopped, 4 cloves garlic, minced

1 red bell pepper, chopped 1 1/2 pounds sirloin tips, cubed 2 bay leaves, 1/2 teaspoon ground cumin, 1 teaspoon dried oregano, 1/2 cup dry sherry

1 (8 ounce) can tomato sauce, 2 tablespoons red wine vinegar, 1/4 cup, pimento-stuffed green olives, 1/4 cup raisins, 2 tablespoons capers, 4 potatoes, peeled and quartered, salt and pepper to taste.

Preparation

In a large saute pan, heat oil over medium heat. Cook onion and garlic in oil, stirring frequently, until transparent. Stir in cubed meat, and cook until browned. Stir in red bell pepper, bay leaf, cumin, and oregano; cook for 2 to 3 minutes.

Stir in sherry, tomato sauce, vinegar, olives, raisins, and capers. Pour in enough water to just cover meat. Bring to boil, reduce heat to low, and cover. Simmer until fork tender, about 1 1/2 hours. Add more water if the stew becomes too thick.

Stir potatoes into the stew. Season with salt and pepper to taste. Cook, covered, until potatoes are almost tender. Uncover, and cook until done.



After having the information students have to look up the meaning of the new words for them. Then they should write sentences with them and use them when explaining to their partners how they make the dish.

The teacher gives them situations in which they have to interchange ideas about cooking in a restaurant. They have to defend the dish of the given activity. The work is done in pairs, one student plays the cook and the other the customer.

Situation: you go to a restaurant because there is a new special dish and you want to be a cook or a waiter/waitress. Ask as many information about the special dish as you want.

Person B: you work as a cook in a restaurant, give as many information about the special dish keeping in mind the ingredients and the preparation. Remember to use the vocabulary learned for the dish.

Evaluation: the students will be given their marks according to the quantity of new words used during the oral exposition. They have to show that they really know how to pronounce the word, know the meaning of the word and use it in the right form.

4.1 Result evaluation and analysis of the effectiveness of the strategy-based activities.

After the application of the strategy-based activities to the selected sample, some instruments, techniques and tools were employed to compare the results from the quantitative and qualitative stand points and to see how pertinent and effective these activities were.

In the interview to students with the objective of stating methods and strategies that students use to learn the vocabulary related to their specialty before the application of the activities, six students said that they liked to learn the English language which represented the 30% of the total after the application of the activities the 100% of the students like learning this language.

This result turns out because new vocabulary acquisition strategies and methods were conceived in the activities elaborated and emphasis was given to them for the students to internalize and use them for their future profession.

Before the application of the activities, two students felt motivated in the English lessons which represented the 10%, after that, the 94% of the students feel motivated in the English lessons.

The motivational aspect has been reinforced since students can appreciate their progress in the language, they have more opportunities in the English language entailed to their profession and most of all they see how productive has been the learning of the language and its vocabulary.

Before, three students answered yes in the question about the use of vocabulary related to his-her professional profile in the English classes, which represented the 15%, after the application of the activities the 60% of the students use the vocabulary related with his-her professional profile in the English classes.

The strategy-based activities have been designed as a cyclical element for the students to acquire vocabulary acquisition mechanisms fixed in such a way that they can learn other words and phrases using the same procedures provided in these activities. Also the communicative situations given depart from the use of the

vocabulary needed to interact with the others and always departing from real situations and experiences.

Before, in the four question, related to how they learn the general and specialized vocabulary in the English language, only three students answered that they learn it by making lists of words and memorizing them, which represented 15%, the others do not answer the question, after, the 66% answered the question and some of them added they learn it by watching TV, reading menu in English, using internet, reading specialized magazines, using specialized dictionaries and it is important to mention that all the students have digitized specialized and no specialized English dictionaries in their cell phones.

Before , only one student yessed about to have any method, procedure or strategy to learn the vocabulary in the English language, which represented the 5%, after, 85% of the students have some strategies and methods to learn the vocabulary in the English language.

Before the application of the activities, four students answered yes about the use of communicative situations related to their specialty, which represented the 20%, after that, the 100% like to work with communicative situations related to their specialty.

Before, one student stated that she felt prepared if after she finishes her studies a client asks her to explain in English how to elaborate any dish, which represented the 5%, after, the 85% feel prepared to explain any dish after finishing their studies.

Before , only three students were able to answer about what kind of vocabulary is easier or more difficult to learn in the English language , which represented the 15%, after, the 80% of the students said that when the new words are linked to pictures related to their profession, it was easier for them to learn it and to use it.

Before, only three students were able to mention some ingredients in the English language, which represented the 15%, after, the 100% of the students were able to mention from five to ten ingridients at least in the English language.

Before, in the final question related to the importance they give to the knowledge of the English language entailed to their specialties only three students gave sensefull answers,after that,the 98% were able to give importance and relevance to this aspect of the language.

This instrument allowed to realize that vocabulary acquisition is not considered an important issue of the language, it also permitted to state that no method or strategy is conceived or given for the students to learn this determinant element of the language. Students are left to learn the English words by their will or before an exam. The specialized vocabulary is not given the importance it deserves and few classes are related to this aspect of the language.

In the survey to students the following results were obtained: In the item related to their motivation for the specialty, thirteen students felt motivated about the specialty they chose, which represented the 65%,after,the 100% of the students feel motivated for their specialty.

The students gave different reasons for their motivational changes but there prevailed the use of the English language as a vehicle to gain competence in their profession. Also, it is important to remark that their participation in class grew day by day and the assignments gained in quality.

Before, only three students;15% answered that the English subject is linked to his-her personal profile,after that,the 100% of the students think that the English language is paramount in their personal profile.

Before,fourteen students;70% liked to speak the English language,after that,all of the students,100%, wanted to use the English language in and outdoors.

Before,four students;20% said that English lessons were related with their specialties,after,the 100% agreed that the English lessons play a very important role in their specilty.

Before,only one student;5%,knew the same words in English and Spanish related to her specialty,after,the 94% of the students were able to handle the vocabulary related with their specialty.

Before, none said yes about the use of teaching aids related to their specialty in the English lessons, after, the 100% of the students stated the usefulness of the teaching aids in their English lessons.

Before, none could describe a traditional dish of easy elaboration in the English language, after, the 97% of the students were able to describe a traditional dish in the English language.

Before, none had a good control of the vocabulary specialized in the English language, after, the 97% had a control of the vocabulary specialized in the English language.

Before, only three students; 15% said that they enjoy when they learn something new in the English language, after that, the 100% of the students wanted to learn something new in the English language every day.

This aspect permitted to highlight that the motivational and professional elements are not given the relevance they deserve while teaching these students and contents. They are treated without taking into consideration the psychological components of learning.

In the pedagogical test related to vocabulary and idiomatic forms acquisition three levels are conceived, the level one is for those students who have many difficulties in the language and are completely incompetent in their language use. The level two is for those students who handle the language but with certain incompetence though able to communicate certain ideas and level three for those students who are competent and face few difficulties when using the language. After the employment of this instrument the following results were obtained:

Thirteen students that represent 65% of the sample are in level one, due to the very little vocabulary, vocabulary limited to topics of personal information, use of simple words to convey an idea, very limited use of verbs tenses, many agreement errors, understanding is very limited and grammar and syntax errors are too frequent.

After the activities application only three students which represent 15 % remain in this level, because they still face difficulties in the vocabulary managing and ten students move to the other levels, seven to level two and three to level one.

Four students that represent 20 % of the sample are in level two, due to the use of some specialized vocabulary, beginning to use idiomatic forms but often incorrectly, use of complex sentences but with frequent errors, some errors in spelling, inconsistent use of articles and prepositions, understanding of most every day conversations and understanding of most teacher-student discussion.

In level two remain seven, 35 % of the students who moved from level one and the four 20% who were in this level moved to level one.

Three students that represent 15 % of the sample are in level three, due to understanding every day conversation without difficulties, occasionally repetition and explanation is needed, use of vast vocabulary of the specialized area, ideas usually clearly stated and supported, use of complex sentences with verbs agreement, occasionally misuse of words and mastery of a number of idioms related to their specialty.

ten students 50 % of the sample moved to level three for they could achieve the objectives of the grade and could use the learned vocabulary in communicative situations and in their pre-service practice.

the results obtained after the application of the activities show in general that seventeen, 85% of the students are able to accomplish the aims of the grade with a mark greater than eighty points and only three students can have a mark lower than seventy five.

This tool allowed the determination of more specific aspects related to English language learning in this level where could be detected the students' learning weaknesses and strengths. This tool showed that the greater quantity of the students were in level one and two, few students were in level three which is the related to their academic objective achievement.

The results obtained permit to state the effectiveness of these kinds of activities for these students. It also allowed to increase the students' motivation for the subject and the acquisition of an ample vocabulary related to their specialty.

The activities also allowed the use of the communicative situations related to their daily life at work which permitted a conscious use of the communicative formulas and a greater use of notions related to their profile.

Students felt more motivated while doing their role-playing activities with situations brought from restaurants where they are to serve in the coming years. They asked for more activities of this type.

Trainers began using their technological means to search for information in English related to dish elaboration, service competence, how to establish a talk with a client, traditional dishes from different parts of the world and so on.

Conclusion

In the bibliographical revision could be stated that few attempts to teach vocabulary have been done in what vocabulary teaching concerns, also that many of the theories used are designed for people who live in an anglo-language environment though deeply sustained . This stage also allowed the updatedness of the theoretical background of the vocabulary acquisition for this kind of students. Besides, this stage provided information about works carried out in this field in Cuba and all over the world where there is a sustained foundation of this aspect.

During the diagnosis stage could be detected that students do not have enough vocabulary related to their specialties, also provided information about the lack of activities related to this aim. This stage also permitted to corroborate the need of designing and elaborating activities to accomplish this aim at school. Students' results were not good in general. They did not have vocabulary acquisition strategies or any other material to prepare them for their future professions.

The activities applied are based on the students' profiles and specialty. These activities are motivational, accessible, objective and interactive. The activities are characterized by their creativity and flexibility, the recycling of the vocabulary use while working in the class, the activities are created in a system and they are dependable one from the other.

The results obtained permit to prove the effectiveness of the activities to enhance vocabulary acquisition in this type of school. the students changed their levels and showed more interest towards the subject, from the qualitative and quantitative stand points the results show that the activities are pertinent and effective.

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Annex 1

| Vocabulary and idiomatic forms domain acquisition. | | |
|--|----------|----------|
| Indicators | Quantity | Per cent |
| Level 1 | | |
| <ul style="list-style-type: none"> * Very little vocabulary. * Vocabulary limited to topics of personal information. * Use of simple words to convey an idea. * Very limited use of verbs tenses. * Many agreement errors. * Understanding is very limited. * Grammar and syntax errors. | | |
| Level 2 | | |
| <ul style="list-style-type: none"> * Use of some specialized vocabulary * Beginning to use idiomatic forms but often incorrectly. * Use of complex sentences but with frequent errors * Some error in spelling * Inconsistent use of articles and prepositions * Understanding of most every day conversations * Understanding of most teacher - students discussion. | | |
| Level 3 | | |
| <ul style="list-style-type: none"> * Understanding every day conversations without difficulties. * Occasionally repetitions and explanations are needed. * Use of a vast vocabulary of the specialized area. * Ideas usually clearly static and supported. * Use of complex sentences with verb agreement * Occasionally misuse of words. * Mastering of a limited number of idioms | | |

Annex 2

Entrevista a los Estudiantes

Objetivo: Constatar los métodos o estrategias que utilizan los estudiantes para aprender el vocabulario relacionado en su especialidad.

1 - Le gusta aprender el idioma ingles. ____ SI ____ No

2 - Se siente motivado en las clases de ingles. ____ SI ____ No

3 - El vocabulario que reciben en las clases de ingles está relacionado con su perfil profesional.

____ SI ____ No

4 - Como aprendes el vocabulario general y especializado en el idioma ingles.

5 -Posee usted algún método como procedimiento o estrategia para aprender el vocabulario en el idioma ingles, existir explíquelo.

____ SI ____ No

6 - En las clases de ingles utilizan situaciones comunicativas relacionadas con su especialidad.

____ SI ____ No

7 - Si después de graduados un cliente le pide como se elabora un plato determinado, se siente usted preparado usted para hacerlo en el idioma ingles.

____ SI ____ No

8 - Que tipo de vocabulario es más fácil o difícil de aprender en el idioma ingles para usted.

9 - Que ingredientes es usted capaz de mencionar y escribir en el idioma ingles.

10 - Que importancia le confiere usted al conocimiento en el idioma ingles del vocabulario especializado relacionado con su perfil profesional.

Annex 3

Prueba pedagógica.

Objetivo: Constatar el conocimiento y manejo del vocabulario en el idioma inglés de los estudiantes a partir de situaciones comunicativas relacionadas con su perfil profesional.

Situation One

A: Classmate of your course not know how to prepare a plate. Explain to him/her the ingredients to use and how to elaborate it.

B: You do not know how to prepare a plate ask your classmate for an explanation.

Situation Two

A: You are serving a client in a restaurant and the client ask you about the way the plate is elaborated.

B: You go to a restaurant and you ask about the way the plate elaborated.

Annex 4

Entrevista a profesores de primer año de la escuela politécnica "Enrique Villegas"

Objetivo: Constatar cómo se trabaja la asignatura en el grado y especialmente el vocabulario.

Preguntas a realizar,

- 1- ¿Cuántos alumnos existen en primer año?
- 2- ¿En qué lugar de preferencia mantienen la asignatura Inglés?
- 3- ¿Por qué?
- 4- ¿Considera que sus alumnos tienen un dominio adecuado del Idioma Inglés?
- 5- ¿Qué métodos y procedimientos emplea en cuanto al trabajo con el vocabulario como complemento de la lengua?
- 6- ¿Considera que se obtienen buenos resultados en el empleo del vocabulario acorde al grado con la aplicación de esos métodos y procedimientos?
- 7- ¿Le gustaría aplicar nuevas propuestas en el trabajo con el vocabulario para obtener mejores resultados?

Annex 5

Entrevista a profesores de Inglés donde se aplicará la experiencia

Objetivo: Obtener datos para la caracterización de la muestra en el cual se aplicará la experiencia y valorar el estado de conocimientos que tiene los maestros acerca del trabajo con el vocabulario en la asignatura Inglés.

Preguntas a realizar:

- 1- Caracterización general del grupo
- 2- ¿Cuántos estudiantes tiene en su grupo?
- 3- ¿Cuál es su composición racial?
- 4- ¿Cómo es la situación social del hogar de sus alumnos?
- 5- ¿Cómo son las relaciones de sus familias con la Escuela?
- 6- ¿En qué lugar de preferencia tienen sus alumnos la asignatura Inglés?
- 7- ¿Considera que sus alumnos tienen un amplio uso del vocabulario del Idioma Inglés acorde al grado?
- 8- ¿Qué métodos y procedimientos emplea para el trabajo con el vocabulario?

Annex 6

Guía de observación a clases.

Objetivos: Comprobar cómo se trabaja con el vocabulario.

Comprobar los conocimientos que poseen los maestros acerca de la metodología a emplear para la enseñanza del vocabulario. Valorar cómo los alumnos asimilan el vocabulario.

Constatar los conocimientos que van asimilando los estudiantes acerca del vocabulario con la metodología aplicada por el maestro.

Aspectos a valorar

- 1- Preparación de los maestros en cuanto al trabajo con la asignatura.
- 2- Nivel de asimilación de los estudiantes en general en la asignatura.
- 3- Metodología y procedimientos utilizados en las clases para el trabajo con el vocabulario.
- 4- Conducta mantenida durante el desarrollo de la clase.
- 5- Motivación mantenida en la clase.
- 6- Condiciones creadas para la organización de la clase de idioma Inglés.
- 7- Empleo apropiado del vocabulario del grado, por los alumnos.
- 8- Obtener datos para la caracterización del grupo en el cual se aplicará la experiencia y valorar el estado de conocimientos que tiene el maestro acerca del trabajo con el vocabulario en la asignatura Inglés.

Annex 7

Encuesta a maestros de inglés.

Objetivo: Constatar los problemas existentes en la enseñanza del vocabulario en las clases de la asignatura inglés en la enseñanza politécnica para poder diagnosticar las dificultades en los métodos y procedimientos empleados.

1. Cree usted fundamental el trabajo con el vocabulario en las clases de inglés?.

Si_____

No_____

2. Con qué frecuencia trabaja usted con el vocabulario en las clases de inglés :

Muchas veces

Nunca _____ Sistemáticamente _____

3. Cuando usted aplica la enseñanza del vocabulario en sus clases, de qué forma lo trabaja :

Traduce las palabras oralmente

Las copia todas en la pizarra y luego las traduce _____

Lo hace a través de láminas y objetos _____

4. Le da tratamiento usted al vocabulario sólo en la unidad que lo orienta el programa ¿ Si No _____ Por qué _____

5. Continúa usted ese tratamiento del vocabulario de una unidad en otras unidades? Si_____ No_____ Por qué _____

6. Trata usted el vocabulario de acuerdo a las Orientaciones Metodológicas del Programa?

7. Al introducir el nuevo vocabulario realiza usted la motivación relacionada con esas palabras?

Annex 8

Entrevista a estudiantes :

Objetivo : Constatar estrategias para el aprendizaje del nuevo vocabulario?

1. Cómo realiza usted el análisis de las palabras del nuevo vocabulario?
2. Cómo relaciona usted las actividades de lectura con la fijación del nuevo vocabulario
3. Qué estrategias usted emplea en la enseñanza del nuevo vocabulario.
4. Realiza usted el reciclaje del vocabulario en varias unidades del programa.
5. De qué manera agrupa usted en sus clases las nuevas palabras del vocabulario .
Explique.
6. Tiene usted en cuenta diferentes situaciones que relaciona usted con el nuevo vocabulario.
Siempre____ A veces_____ Nunca_____
7. Qué métodos y procedimientos emplea al tratar el nuevo vocabulario.
8. Le gustaría introducir nuevos métodos y procedimientos para una fijación correcta y profunda del nuevo vocabulario en sus alumnos?
9. Qué medios de enseñanza emplea usted para darle tratamiento a la enseñanza del nuevo vocabulario .

Annex 9

GUÍA DE OBSERVACIÓN A CLASES

Objetivo: Comprobar cómo se realiza el tratamiento del nuevo vocabulario en las clases de inglés de la enseñanza.

Aspectos a observar :

1. Motivación de los alumnos hacia la actividad.
2. Motivación e intereses de los estudiantes hacia la aprehensión del nuevo vocabulario.
3. Métodos y procedimientos empleados por el docente en el tratamiento del nuevo vocabulario .
4. Comprensión por parte de los alumnos del nuevo vocabulario.
5. Medios de enseñanza empleados por el docente.

Annex 10

Survey to students

Objective: To check the student's interest about the English subject.

Students with this survey the authoress of this investigation needs to know your interest to know English. The questions are very easy and do not take a lot of time. The success of this investigation depends on your honesty and sincerity.

1) Do you like English?

Yes No

2) What is your opinion about the English lessons you are taking?

interesting dynamics boring

3) Do you feel that you are learning the new language?

Yes No

4) How often do you practice English language?

always usually sometimes rarely never

5) How often are teaching aids used in English lessons?

always usually sometimes rarely never

6) To know the new vocabulary you have to memorize the dialogues or exercises?

Yes No

7) How often do you participate in the creation of vocabulary acquisition strategies?

always usually sometimes rarely never

