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VOCABULARY ACQUISITION IN SENIOR HIGH EDUCATION

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THOUGHT

"Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles begins with a single step"

– Lao Tzu

DEDICATED:

* To my parents, who always gave me the necessary support to be able to carry out this research.
* To my beautiful family who was always aware of the development of this research.
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ABSTRACT

This paper focuses on a subskill of the language which is determinant for the rest as the lexical approach states without grammar few can be conveyed in the language, without words nothing can be conveyed in the language. Vocabulary acquisition plays an important role in foreign language learning, because words and phrases are an essential part of it. The importance of this topic lies on the need of reinforcing the area in the school to accomplish the aims stated in the syllabus and guide lines. for this reason, this major has the purpose of elaborating a set of technology-related activities to contribute to foster the vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School. In the work different articles, books and research on the topic are consulted and taken into account. Most of these works indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. This paper discusses definitions of vocabulary acquisition, and the role of vocabulary acquisition in English learning. Also, this research analyzes the importance of using Mass Media and new technologies in the classroom and finding the ways to foster the vocabulary acquisition. Throughout the development of the paper different methods, tools and instruments were used among them the scientific observation, the survey, the analysis and synthesis, the historical and logical and the descriptive ones. This paper provides a set of activities which are original and related to the students' profile and the characteristics of the technology they have.

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INTRODUCTION

Teaching English as a Foreign Language or EFL (English Foreign Language) underwent major changes during the last century. However, the tradition of English language teaching goes back beyond a time when language was not widely spoken or taught. Before instructors taught English as a foreign language, the main languages taught were Latin and Greek, which were seen as essential for building the intelligence of young researchers. The foreign language teachers of the 17th and 18th centuries used the classical method, so the main emphasis was on grammar, syntax and vocabulary memorization.

In the second half of the 19th century, the classical method of language teaching gave way to the grammatical conversion method that English teachers used to instruct people with other native languages. Using this teaching method, teachers focused on the grammatical structure of English as well as how to translate it into a second language, and vice versa.

It was not until the 1940s that English teachers began to emphasize oral dominance as well as reading and writing. In the 1950s, this new form of teaching was called the audio-lingual method, based on psychology and linguistic theory. Teachers used this method focused on imitating words and phrases, memorizing words and expressions, repetitive exercises, using visual and audio aids, and using vocabulary in their daily context of English.

In recent years, the English term as a second language has been called inaccurate, as some English language students already speak several languages. However, proponents of the ESL degree argue that the word "a" in English as a second language presupposes that its students can speak other "second" languages. Other acronyms of this type of courses are EFL (English Foreign Language) and EAL (English Additional Language).

Speculating about the origins of foreign language teaching in Cuba would be difficult to search about. It is possible to be affirmed that Jose Marti dominated several languages and that James O'Kelly left the Island with a very favorable impression of the English that listened in the lips of Carlos Manuel de Céspedes.

Some say that Tomás Estrada Palma expressed better in English than in Spanish. However, the polyglot status of some of our heroes cannot be taken as an indicator to evaluate the teaching of foreign languages in Cuba, considering that most of them did their studies and part of their lives abroad.

Currently, within the Curriculum of General Education, the teaching of the English language, aims to contribute to the overall comprehensive culture of adolescent and young children through the development of cognitive communicative competence. This concept involves the expression, interpretation and negotiation of meanings in the interaction between two or more people, or between a person and a written or oral text.

The integration of Information and Communication Technologies (ICT) in modern life has caused a transformation in fields such as education. In a particular case as a teacher, it is considered important to embrace new virtual tools to support teaching. The lack of appropriate ICT in classroom activities and the importance of adopting different teaching strategies highlight the need to increase interest in practicing a foreign language.

Using various kinds of Media in the classroom has always been a challenge, and how to bring these Media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies.

Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills.

They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the vocabulary acquisition in and the ability to continue their reading outside the classroom. Media "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched". (Shirley Biagy, 1996)

The Cuban archipelago is constantly evolving. The need to speak this language is becoming more and more entrenched and means that at the level of Ministry in Cuba are taking various alternatives as in the future to ensure that all university graduate students master English at the end of their majors. It will be mandatory.

In the field already mentioned many have been the researchers from abroad and from Cuba that have done works related to the teaching-learning process of the English language in different levels from abroad can be mentioned:

Nation (2011), Widdosen (2007), Hedge, T (2011), Henrikson, B (1999), Herrel, A, L. (2004), Jamal, Afsha (2016), Mukoroli, Joseph (2011), Keit S. Rolse (2004) among others and from Cuba Maritza Rodríguez Valdés (2017), Iris Caridad Hernández Barro (2015), Raiza Texidor Pellón, Daniel Reyes MirandaII y Maryduleidy Echevarría Ceballos (2016), Bounsy Lee LereNou (2011) among others.

In this work a deep analysis is made in what concerns vocabulary acquisition in Senior High. Therefore, it is selected IPU Honorato del Castillo Cancio which is located in Sancti-Spiritus. English classes are taught there, as in every educational institution of the Cuban national territory. In this school was decided to employ different tools and instruments to reaffirm if there was a real scientific or methodological problem at school from these were detected some strengths and weaknesses in relation to the vocabulary acquisition in the English language learning.

Strengths:

Students are interested in learning English. English teachers have adequate experience to facilitate the learning of the foreign language. Students have ICTs that can be used in class for their learning, they like to learn in the English language, they know the importance of knowing the language for their life projects. The school has the necessary conditions to teach the language.

Weaknesses:

Lack of use of ICTs in lessons on behalf of the professors, teachers do not paramount vocabulary teaching because they think it is granted in the use of the communicative functions, teachers do not recycle the use of learned words,

students lack of vocabulary to express in the English language, students do not understand or interpret most of the information given in texts, students' vocabulary is limited to cover small areas, pupils do not use word formation processes to augment their vocabulary, they do not look up words in dictionaries, they only consider important the words teachers copy on board. They do not have strategies to learn vocabulary or new words, they try to memorize words out of context.

Taking into account the contradictions between the limitations stated previously and the level that is expected to achieve in the development of the vocabulary acquisition in the students according to the theoretical propositions, the work states the presence of a contradiction between theory and reality which leads to problematic situation if this topic has recently received such importance abroad and in Cuba and a flow of articles and books are edited in this concern how is it possible that students still do not have an adequate vocabulary to express in the foreign language? Thus, the following scientific problem is stated:

- How to contribute to foster the vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School?

From this, it is set as Objective: To propose a set of technology-related activities for the fostering of the vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School.

For a better organization and design of the paper some scientific questions and tasks are stated.

Scientific Questions:

1. What theoretical and methodological foundations support the vocabulary acquisition in English as a foreign language?

2. What is the current state of vocabulary acquisition in English as a foreign language in Honorato del Castillo Cancio Senior High School?

3. What should characterize the technology-related activities to foster the vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School?

4. How to evaluate the effectiveness of the proposal of the technology related activities?

To develop the research process and to fulfill its main objective, the following scientific tasks are proposed:

1. Determination of the theoretical and methodological foundations of the vocabulary acquisition in English as a foreign language.

2. Diagnosis of the current state of the vocabulary acquisition in English as a foreign language of eleventh graders from Honorato del Castillo Cancio Senior High School.

3. Determination of the characteristics of the technology-related activities to foster the vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School.

4. Evaluation of the effectiveness of the technology related activities by expert analysis.

For the development of this research, some scientific methods and techniques were used:

From the Theoretical Level:

- The **historical and logical analysis** allowed to describe the historical treatment to the development of the vocabulary acquisition in EFL from different points of view as well as the evolution of the problem within the teaching and learning process in Senior High.

- The **analytical-synthetic method** was used to analyze the bases related to the development of the vocabulary acquisition in EFL in eleventh graders taking into account its components to favor communication and to evaluate its development.

- The **inductive-deductive** method was used to state the causes of the deficiencies present in the development of the vocabulary acquisition in EFL and how they limited it as well as to analyze the way the proposal could diminish the negative effects of these deficiencies on the development of the vocabulary acquisition in EFL.

From the Empirical level

- The **survey** was used to the students at the beginning of the research process in order to determine how they feel about learning the foreign language and about the treatment given to the development of their vocabulary acquisition during lessons.
- The **interview** was applied to teachers at the beginning of the research process in order to determine how they teach words to the students during lessons.
- The **scientific observation** was used in the research process in order to state the level achieved in the development of the vocabulary acquisition in students and how teachers motivate their students to learn new words.
- The **documentary analysis**. During the research process were analyzed all documents intended for the level and the attention was focused mainly on the vocabulary treatment and the lessons in which this area is worked. Also a review was made to the book of exercises to determine the types of activities proposed for this subskill of the language.

From the Mathematical-Statistical level

- The **statistical analysis** permitted processing the data and expressing quantitatively and qualitatively results obtained during the researching process.
- The **percentage calculation** to process the instruments result applied with the objective to confirm the level of vocabulary in students and the quality of the proposal through experts` criteria, as well as the table and graphic confection.

For this research a **population** of 350 students from eleventh grade from Honorato del Castillo Cancio Senior High, in Sancti Spíritus were selected. The **sample** selected was composed of 35 students which represent 10% of the population, and it was intentionally selected because it represents the population in all its qualitative traits.

The **scientific novelty** of this research is to foster the vocabulary acquisition in eleventh grade students through activities which are related to the correct use of the new technologies during the lessons and it is characterized by being dynamic, propitiate constant interactions, the technology is used as a support of the

activities, the activities are related to their school context and students have fun when working in pairs, groups and individually.

The structure of the research is the following: Introduction, Development, Conclusions, Recommendations, Bibliography and Annexes.

1. **Theoretical and methodological bases that support the development of the vocabulary acquisition in the English language.**

In this chapter an analysis is made in relation to vocabulary acquisition in the English language where most recent research papers are consulted on the topic. Also, it is made a quantitative and qualitative analysis of the results obtained in the initial stage of the research.

1.1 Vocabulary acquisition in English.

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. According to Colorado (2007) the average native English speaker enters nursery school knowing at least 5,000 words while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap.

One of the biggest struggles in every classroom is making sure students have the appropriate vocabulary skills to succeed with both general and content-specific tasks. If a child knows and understands the concepts of mass, gravity, and acceleration, but does not understand what the words "compare" or "contrast" mean, they will not be able to tackle questions that gauge their understanding of these topics.

Vocabulary acquisition strategies are useful across content areas, and help students build deep, meaningful learning structures whereby they can learn, utilize, and even play with new terms. Vocabulary is of vital importance in the classroom once it receives the relevance it requires.

Handling students a list of vocabulary words and definitions is the start of their journey to vocabulary acquisition. However, the path includes several more steps in order to ensure that the vocabulary word is embedded into the student's long-

term, working memory. It can take up to seventeen exposures to a new word for automaticity to be built in the student's brain for quick definition retrieval. Providing definitions and examples of the new term is just the start.

Acquiring wider and deeper vocabulary knowledge is paramount in the pursuit of becoming a proficient foreign language speaker. It can be argued that lack of vocabulary knowledge often has a more severe impact on clarity and fluency of spoken and written language than insufficient grammatical knowledge or poor pronunciation (Hedge, 2000, pp. 22-88).

Shaw and McMillion (2008, p. 141) show that vocabulary is related to reading speed by comparing native speakers of English with Swedish English as foreign language (EFL) students. They find that the latter needed 25% more time in order to comprehend the given text in relation to the native-speakers' benchmark, pointing to the severe impediment of having an inadequate vocabulary.

It seems as though vocabulary is a key feature in order to make oneself understood as well as to understand others. Several thresholds have been established in trying to pin down how many words actually should be learned. Nation (2006, pp. 59-81) maintains that in order to understand a variety of texts, learners need a lexicon of around 8000-9000 word families. This number is believed to be enough for a 98% comprehension rate of a novel or newspaper.

The discrepancy found between Nation's vocabulary threshold and the vocabulary knowledge of EFL students as presented in Laufer (2000, p. 48) is daunting (e.g. German high-school students had a lexicon of around 1200 words after 400 hours of instruction), but consequently emphasizes the need for a long-term and sustainable strategy and practice in vocabulary teaching.

Researchers have put forward different theories trying to map out the cognitive processes involved in vocabulary acquisition. Depending on the stance taken by the researchers, different hypotheses and consequently different experiments have shown when acquisition takes place and when it does not.

Krashen's Input Hypothesis (1989) has been influential in one strand of research, investigating the effectiveness of learning large quantities of vocabulary through a flood of input with extensive reading as his focus of study.

The model questions the need for structured input, as well as the need for learners to produce newly encountered vocabulary in order to acquire it.

The Input Hypothesis is based on the postulate that learners are often successful in inferring meaning from context. However, its critics have often maintained that this is not necessarily the case, and that learners might not even notice the unknown word or make an effort to learn its meaning (Oxford & Crookall, 1990, pp. 9-30).

Meeting new vocabulary and even though not in is full form, the input hypothesis still is considered to have bearing (Nation, 2007, p. 4). Other theories have instead maintained the need for methods where learners have the chance to convey meaning (Skehan 1996, pp. 38-62), notice new words and their morphology in communication (Schmidt 1990, pp. 129-158, Long 1996, Pp. 14-19), and practice them through output (Swain and Lapkin, 1995, pp. 371- 391).

Laufer (1991, pp. 82-83) made an attempt to pinpoint what knowing a word actually implies. She described five separate categories: First, form is singled out, which encompasses the ability to recognize a word in aural and written contexts as well as being able to pronounce and spell the word. The second category is word structure, which alludes to the morphemes (free or bound) that constitute a word, as well as its derivatives. Third, syntactic behavior is found, which signifies how a word operates in a sentence and what lexical consequences have to be taken into consideration when using the designated word.

The fourth category is meaning, which includes its referential meaning (homonyms, polysemes, idioms etc.) affective meaning, and its pragmatic meaning. The last category found is lexical relations, which denotes knowing the word's relationship to other words and their meanings (synonymy, antonymy, hyponomy), as well as its collocations.

These five categories, she says, are related to different pitfalls that a learner might encounter, either due to L1 transfer or from misconceptions of words and their different meanings and connotations (Laufer, 1991). Miller (1999, pp. 1-19) defined word knowledge in a similar way, but he also noted that knowing a word is not a

static category within the learner. He writes that people rarely express themselves through decontextualized words but through sentences.

Therefore, it cannot be assumed that everyone who uses a word in a sentence can define the word itself. A more fluent scale is presented, on which the learner is positioned according to how extensive the knowledge of a word is. This bears with it that even though a learner might not have the ability to describe a word or state all of its features, it does not mean that the learner is completely oblivious to that word.

1.1.2 Receptive and productive vocabularies

Receptive and productive vocabulary are two terms important for a more global understanding of vocabulary learning. Receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing.

A productive vocabulary, in the same broad strokes, is the portfolio of words available within a learner's interlanguage for production. These concepts have been made more detailed and precise by Laufer and Goldstein (2004, pp. 399-436) who defined vocabulary into a hierarchy of four levels: active recall (being able to use the target word); passive recall (understanding the meaning of the target word); active recognition (recognizing the word when given its meaning); passive recognition (the ability to recognize meaning when given options). Additionally, Laufer and Goldstein suggest that the vocabulary level most associated with L2 classroom success is passive recall, and this could be considered as a proposed point of focus for vocabulary teaching.

However, one could also argue that passive recall is related to success as classroom practice often revolves around passive or receptive activities, such as reading and listening (Webb, 2005, pp. 33-52). Expanding one's active vocabulary might be a very desirable goal for non-native speakers in order to progress in terms of fluency, accuracy and complexity.

This might involve activating words that are already known but are not likely to occur in production due to lack of explicit knowledge of the word, or due to lack of confidence to use more complex vocabulary. High-frequency vocabulary is more

likely to be used since such words are encountered more often in input. These words also have a tendency to have wider definitions where low frequency vocabulary might be very specific (Laufer, 2005, pp. 223-250).

1.1.2.3 Incidental and intentional learning

Incidental learning of vocabulary can be described as words being acquired when engaging in an activity with another purpose than learning vocabulary, such as reading a book, listening in on a native-speaker conversation or trying to decide together with a peer the order of furniture in a room.

Intentional learning is defined as an activity where learning vocabulary is the purpose or emphasis of a task. This could be done either through form-focused instruction (FFI) or through learner activities, such as memorizing word lists.

This dichotomy is, however, somewhat problematic as pointed out by Bruton, García López and Esquiliche Mesa (2011). They argue that it is important to recognize that vocabulary acquired as a by-product of an activity can be both incidental and intentional.

They maintain that intention can only be measured at task level, in form of task objectives. Intention, however, is also found at the subordinate learner level, concerning choices made by the individual in order to understand and learn the designated word, even if being involved in an incidental-learning activity. Therefore, the term incidental should only be used to explain task design rather than the actual learning situation since the strategies learners implement cannot be known beforehand and is not quantifiable (Bruton, 2011, pp. 759-768).

However, they occur, form-focused activities are argued to be essential to vocabulary learning and acquisition (Laufer, 2005). These are commonly divided into two groups: focus on forms (FonFs), denoting decontextualized and non-communicative activities that stress lexical form, and focus on form (FonF), encompassing activities in which form is noticed as a result of a need to grasp the meaning of a word, the need to use target vocabulary in communication, or through negative feedback given by the interlocutor (Shintani, 2013, pp. 36-62).

From a task-based standpoint, FonF activities, or incidental form focus, should be preferable since tasks revolve around meaning and its purpose usually centers on

task completion rather than explicit language learning (Skehan, 1996). Yet, many studies seem to indicate FonF as not being a sufficient activity in order for students to amplify their lexical proficiency.

Instead some researchers would maintain FonFs to be indispensable to L2 acquisition, pointing to the need for explicit teaching and perhaps even towards a necessary diversion from the naturalistic assumptions stipulated within the strong version of TBLT and input-centred vocabulary learning (de la Fuente, 2006, pp. 263-295; Laufer & Rozovski-Roitblat, 2011, pp. 391-411).

Krashen's Input Hypothesis states that language can only be learned to a certain extent since it is an unnatural process of gaining competence (Krashen, 1989, pp. 440-464). Language, Krashen says, is acquired, and this happens unconsciously whilst engaged in decoding meaning. The most effective way of gaining linguistic competence is through comprehensible input, and he specifically prescribes extensive reading as good source for such input.

This view is contrasted in Swain's Output Hypothesis, which proposes that comprehensible input is not enough in terms of reaching close to native-like competence (Swain & Lapkin, 1995). Although input is acknowledged as a vital part of L2 learning she maintains that in order for a learner to reach beyond the understanding of meaning, grammatical organization of language has to be initiated.

This happens when learners are pushed to produce language as correct and comprehensible as possible (so called pushed output). Comprehension is achieved from having the opportunity to revise and modify that output (Pica, Holliday, Lewis & Morgenthaler, 1989, pp. 63-90). Swain and Lapkin (1995) write that it is in language production that learners have the opportunity to acknowledge where their linguistic competence is inadequate.

Noticing this deficiency is a result of feedback, either from an external source (for example a teacher or peer), or from the learner himself (Schmidt, 1990, pp. 129-158). This is in line with Long's interaction hypothesis (1996), which states that face-to-face communication is a good arena for language acquisition.

Conversation is seen to be an aggregate of comprehensible input, negative feedback, and negotiation for meaning. Long (1996) suggests that when a conversation breaks down due to the speaker's inadequacy to produce a certain word, form or grammatical structure, the interlocutor may attend to the failed statement, using a correct grammar or word, and the speaker may negotiate for meaning.

It is believed that at this stage, when the meaning of the messages being conveyed has been established, attentional space can be allocated to form of a word and the feedback of the interlocutor. Long writes that "negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS [native speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (1996, pp. 451-452)

In addition to Swain and Long's influential hypotheses, the Involvement Load Hypothesis, put forward by Laufer and Hulstijn (2001, pp. 1-26), has been found to be useful for predicting outcomes of tasks. The theory gravitates around the idea that learners' engagement in the establishment of meaning of newly encountered vocabulary is paramount for acquisition. Laufer and Hulstijn present three categories generating such involvement load: need, search and evaluation.

Need signifies the motivation to understand or use a word. Search, draws on the concept of noticing (Schmidt, 1990), and signifies the attention paid by students to find out the meaning of a word. This is done by turning to a dictionary or by consulting an authority. Evaluation occurs when the learner has to make a syntactic and semantic choice between words, contrasting them for precision. If tasks inspire students to engage in these activities, this increases the involvement load, and so, the chances of acquiring target vocabulary.

1.1.2 The importance of learning vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Underscoring the importance of vocabulary acquisition, Schmitt (2000, pp. 15) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" Nation (2001, Pp. 26-43) formerly described the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. Researchers such as Laufer and Nation (1999), Read (2000), Gu (2003), and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011).

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995, Pp. 29-33). In production, when they have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept. "When students travel, they do not carry grammar books, they carry dictionaries" Lewis (1993, pp. 25)

Many researchers argue that vocabulary is one of the most important -if not the most important component in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972, pp. 97) states that:

"There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed"

On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980, pp. 221-246). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause

of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge.

Vocabulary acquisition is a useful and helpful tool to grant learning in content areas, and helps students build deep, meaningful learning structures whereby they can learn, utilize, and even play with new terms. It is also a vital tool in classroom for executing reading, writing, listening and oral activities. (Rod Ellis, 2011, p.65)

In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford (1990) also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or a mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language components measured in language tests'' (Schmitt, 1999, pp. 189).

Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied

linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

Many recent articles talk about vocabulary acquisition, such as: The Imagery-Language Connection for Vocabulary Skills, written By: Erin Bell, Director of Communication, Lindamood-Bell Learning Processes(2017):

Today's standards-based English Language Arts curricula have put a new spotlight on reading comprehension and vocabulary. To function in the classroom and do well on assessments, students are expected to have strong "everyday" language skills in addition to acquiring academic words—this is key for college and career readiness. At the same time, US schools are educating increasing numbers of

students with diverse needs, including English Language learners. Explicit teaching of vocabulary has become a critical part of preparing students for the 21st century. Teaching methods do typically fall into one of the following categories: 1) close reading/text analysis, 2) students demonstrate understanding through using words in context, and, 3) practice. However, high expectations and the opportunity to practice are not always enough. Students who have weak vocabulary skills will struggle with typical classroom practice. What's more, teachers may find these activities do little to actually *improve* outcomes for their most challenged students.

2. **Analysis and interpretation of the results of the initial diagnosis to determine the level of the vocabulary acquisition in the students of Eleventh Grade at "Honorato del Castillo" Senior High School.**

In order to have a solid starting point for the research, and to proceed with the elaboration of a series of activities related to new technologies, it was necessary to carry out a diagnostic test to determine the main needs to meet for the fulfillment of the objective. Thus, a series of instruments were designed and applied, such as:

- Analysis of documents.
- Observation guides.
- Individual and group interviews.

For the design of the above listed instruments, the following indicators were determined:

1. Vocabulary acquisition in students.
2. Potentials of the subject.
3. Teachers' level of preparation.

To know the current state of the problem it was necessary to make a diagnosis. For this, it was chosen the sample formed by 35 students from 11th grade "Honorato del Castillo" Senior High School. In the diagnosis of the sample, many methods and instruments were used in order to determine the real necessities, with the purpose of designing a group of activities to contribute to increase vocabulary acquisition in students.

The analysis of documents (Annex 1) was applied to the Senior High School Model, to the documents of Senior High School such as: textbook and workbook of

the subject and to class plans with the purpose of corroborating the presence of themes and aspects related with the objective of the research.

The observation guides (Annex 2) were designed and applied to the English lessons in 11th grade with the purpose of corroborating how teachers motivate their students in English classes.

The interview to the students (Annex 3) was applied to 11[th]1 with the purpose of corroborating the level of vocabulary acquisition and interest of the students toward the English language.

The interview to the teachers (Annex 4) were intended for English teachers to check their level of knowledge and vocabulary handling when dealing with their approach to teach English to their students.

In addition to that, to evaluate the vocabulary acquisition three different levels were considered:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary.

Level2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities.

Level3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from.

Analysis of documents:

The students' textbook

The students' textbook has many communicative exercises to foster the vocabulary acquisition but they are not enough for the students of the sample as they have many difficulties. In addition, the exercises are very outdated and do not correspond to the way English is taught today.

Analysis of the results of the interview to the students (Annex 3)

A group of 35 students were interviewed at "Honorato del Castillo" Senior High School including 22 girls and 13 boys, average age 16, with the objective of diagnosing the methodological treatment of vocabulary acquisition.

The questions of the interview are intended to know the level of vocabulary that eleventh grade students possess. The question related to the teaching methods used in the lessons showed that 20 students, (57.14%), think that none are used. The answers obtained from this question have been interpreted as a lack of creativity and proposals on the part of teachers when teaching English lessons.

The question related to the aspects taken into account by teachers when teaching new vocabulary showed that 29 students, (82.85%), believe that few methods are used to teach words in English, showing a lack of use of other methods that can be applied. On the interest shown by students in learning new vocabulary, 26 students (74.28%), say that they like English words and would be interested in learning them. This shows that there is an interest on the part of students to know the new vocabulary and teachers should take advantage of this interest.

The other questions are intensified to know what is the learning of new vocabulary in eleventh grade students and their considerations about how this new vocabulary is taught.

The last question is related to the knowledge that students have of the English words. This showed that 21 students, who represent 60%, have a low knowledge of words, 10, (25.57%) have a half knowledge of the words in English and only 4 students, (11.42%) have a wide knowledge of the vocabulary in English according to the grade in which they study.

In general terms, the interview shows the level of interest that students have to learn new vocabulary and the lack of preparation that exists on the part of teachers to teach vocabulary.

Analysis of the results of the interview to the teachers (Annex 4)

In this interview participated two teachers.

Both teachers answered that the students have a low level of knowledge of the words in English (100%).

One of the professors thinks that new technologies can become an effective means of teaching so that students learn new vocabulary in a fun and entertaining way for them (50%).

The question related to the main problems found in the eleventh grade students to teach new vocabulary, one of the teachers answered that the students have little interest in learning English and that they do not have retentive to memorize new words (50%).

Both teachers considered the knowledge of vocabulary in English important and responded that they dedicate a large part of their lessons to teach new words (100%).

On the other hand, both teachers talked about the strategy they use to teach vocabulary. In summary, the interview with teachers shows an adequate level of preparation to teach new vocabulary, it also shows that eleventh grade teachers prefer to use conventional methods rather than create new ways to teach new vocabulary in English.

Results of the survey to the students (Annex 5)

A survey was given to the 35 students of $11^{th}1$ with the objective of knowing students' interest to foster the vocabulary acquisition, besides the use of teaching aids by the teachers in the English lessons and the way the students practice the language, the following results were obtained:

- In the question related to the level of vocabulary that they possess, it was corroborated that 23 students (65.71%) have a low vocabulary, 10 students (28.57%) have a middle vocabulary and only 2 students (5, 71%) have a high vocabulary in English. The results show the little knowledge about English words that eleventh grade students have.

- In the question related to the importance of the English language for them, 18 students (54.42%) categorize it as very important, 12 students (34.28%) classify it as not very important and 5 students (14.28%). They expressed in the survey that the English language is not necessary. The results show that many students consider it necessary to learn English for their lives.

- In the question related to the methods for learning new vocabulary in the English language, 19 students (54.28%) prefer the use of technologies and 16 students (45.71%) prefer other methods such as individual activities or groups and tasks. The results show that technology can be used to achieve the greatest learning of vocabulary by students, because they feel a great attraction for cell phones, televisions, tablets, laptops, among others.

- In questions related to the use of technologies and mass media for the learning of the English language, 28 students (80%) refer to never being used in the classes, 4 students (11.42%) assure that they are rarely used and 3 students (8.57%) think they are used sometimes. The results show that the use of the technologies and means of mass media is very low, in the English language classes, missing out on the impact they have on the students.

- In the question related to the knowledge of English tenses, 26 students (74.28%) refer to that they do not know the exact amount, 7 (20%) know some and 2 (5.71%) know them all. The results show that there is low knowledge about the different verb tenses that exist in English and if they do not know each other, they can not be used and they are words that they do not dominate

The other questions in the survey are related to the aforementioned topics.

Results of the survey to the teachers (Annex 6)

The account was made to the two professors who were interviewed previously.

- In the question related to teachers' proficiency in the English language, both expressed yes (100%).

- In the question related to the teaching of new vocabulary in their students, one teacher expressed yes (50%) and the other teacher expressed sometimes (50%).

- In the question related to the taste they feel when teaching English classes, both teachers expressed that they like it (100%). In the question related to the importance of acquiring vocabulary in the students, both teachers said both expressed yes (100%).

- In the question related to the use of new technologies for learning English, one of the teachers mentioned that he liked to use them and the other teacher said no (50%).

- In the question related to the interest shown by the students when it comes to knowing new words, one of the teachers mentioned that the students have no interest in knowing the English language (50%) and the other professor mentioned that they have a middle or high interest for knowing the English language (50%).

Also, in this survey, both teachers offered the methods they use to teach new vocabulary to students.

The results of the survey show that teachers have the necessary knowledge to teach English classes and the acquisition of vocabulary in students but they must use newer methods so that students feel an interest in learning.

2.1 Communicative language teaching and activities related to technology.

Communication has always been the goal of language teaching, but this goal has been attained, since few learners ever achieve full proficiency. Most of them learn how to form grammatically correct sentences but are unable to perform simple communicative functions.

Since the late 1960s many authors have reported this problem; A. N. Leontiev (1982, pp. 33-41), points out that there has been emphasis on forming linguistic habits but not on developing skills.

Attention has been focused on form rather than on psychological factors. It seems there has not been a strong conception about communication and teaching. In fact, the problem of teaching communication is closely related not only to linguistics but also to psychology and pedagogy. These three sciences lead to an integral approach to the teaching of communication.

From the psychological point of view the theory of verbal activity reflects the materialistic dialectical position about communication; pragma linguistics seems to be the current Linguistic theory that best suits the needs of teaching oral communication, and the unity of instruction and education is the pedagogical theory that scientifically expresses man-world interrelationship.

The theory of verbal activity is based on the general theory of activity developed in the former Soviet Union by A. N. Leontiev and his followers. Verbal activity is a type of active relationship between man and the world. It is a process in which man uses language to transmit and assimilate the socio-historical experience, to establish communication and to plan its activities.

Zimnaya (1999, Pp. 5-55) defines verbal activity as a language system that activates, mediates and orients man's exchange with reality, a process of transmission and reception of information conditioned by a communicative situation.

A. N. Leontiev (1974, pp. 12-15) established the general structure of activity in which he lays stress on the interrelation between needs, motives, objectives, actions, operations and conditions. The structure of activity serves as a basis for the analysis of any activity including the verbal one. Verbal activity is characterized by a hierarchy of communication, motivational factors and definite objectives. The formation of verbal actions and operations goes through a sequence of stages: conscious activity, conscious control, automatized activity and mastering spontaneous speech.

A. N. Leontiev distinguishes three stages in verbal activity:

- Orientation and planning, realization and control.

On the other hand, mastery of language as communication implies:

- imparting knowledge orientation, forming verbal habits, perfecting verbal habits and creative activity (communication).

Habit formation is the basis of the unity of thought and speech. Leontiev and Koroliova (1982) refer to the habit formation as a consecutive process, a movement of consciousness towards communication a movement from external to internal actions.

Vigotsky (1960, pp. 15-39) summarizes the structural organization of verbal activity in the theses below:

- Language should be considered a verbal action inserted in man's cognitive and productive activity.

- Activity as a whole is motive-oriented. A motive or hierarchy of motives impel man to set his goals beforehand.

-Verbal activity should be associated with the solution of cognitive problems and so language is used as a means to solve problems.

 - The orientation and planning stage could include an orientation activity of any complexity. Comprehension of a text is a prerequisite for verbal action, which includes the planning of the statement at the semantic level of language. This is based on images and schemes and only rarely on words and word combinations

The realization stage includes a grammatical plan.

Verbal activity manifests itself externally through speaking and writing or internally through listening and reading; the former belong to reproduction, the latter to recognition. Reading aloud and translation belong to the so-called intermediate level.

A. N. Leontiev (op. cit.) distinguishes the following psychological components of verbal activity.

- Object: Thinking. It is a way of reflecting the relationship between objects and phenomena and the environment. Thinking determines the whole verbal activity.

- Means: Language. It is the means of forming a thought; a system made up of phonetic, grammatical and lexical components to express thought.

-Procedure: Speech. It is a way of forming and formulating thought. Speech is a social and individual unit which reflects reality with the help of language as a system of socially made signs. In the process of verbal activity, language and speech form an inner mechanism of the realization of the processes or listening, speaking, reading and writing.

Product: It is what materializes verbal activity: deductions and conclusions the listener comes to in the case of receptive skills; utterances and texts the speaker produces in the case of productive skills.

- Result: It is man's reaction as a result of verbal stimulus.

- Subjects: They are listener and reader in receptive skills (listener), and speaker and writer in productive skills (speaker).

The content of communication is derived from the content of thinking which, in turn, comes from reality (reflected in man's consciousness). The main function of language is communication, which involves the other functions (Rubinstein, op. cit) such as informative, expressive, influential and exchange of thought.

In verbal activity, the material (external) factors and the internal factors form a unit. Psychological activity is formed on the basis of the material activity, the task being transference of the subject of teaching from external (text) into the internal, psychological form into mental operation (This process is called 'interiorization") The task of teaching is then to transfer the components of the language to a level of speech.

According to Kontos Canal, Cynthia Penélope (2015, pp. 67-69), The theory of historical-cultural activity, whose reference is Vygotsky, has evolved through three generations of research. The first generation, centered around Vygotsky, who created the idea of mediation, the second generation, centered around Leontiev, who never graphically expanded the original model of Vygotsky into a model of a system of collective activity at the end of the years 70 and has been reformulated at the moment by Engeström, (Engeström, 2001), the third generation of the theory of the activity around numerous authors since it needs to develop conceptual tools to understand the dialogue, the multiple perspectives, and the networks of interaction of activity systems, as well as Wertsch, Bakhtin, Engeström, Russell, Latour, Escalante, Miettinen and Gutiérrez, among others. According to Vygotsky explains, the student must be in a class, which will be the cultural framework in which he focuses his link with the object, in this case any type of study object, mediated by a tool or several, on the one hand the teacher, the language, technological tools, books, etc.

Based on the definition of pedagogy, it contains, for the eyes of the first generation centered on Vygotsky, the idea of a subject, which through a mediating instrument, such as language, generates a direct connection but conditioned by the instrument, with the resulting object. This implies the idea of mediation, which was materialized in the famous triangular model of Vygotsky. The idea of mediation of actions is commonly expressed as the triad of subject, object and mediating instrument.

The second generation exceeds the limitation of the first generation, which remained focused on the analysis of the individual unit of the triad. From the developments of the second generation, centered on Leontiev on the activity was formulated an elaboration of the notions of object and result and established that the transformation of the object is what leads to the integration of the elements of the activity system and the fundamental difference between an individual action and a collective action of the activity.

According to this approach, the activity is a collective and systematic formation with a complex mediating structure. A system of activity produces actions and develops through actions; however, the activity is not reducible to actions, which are relatively ephemeral and have a determined beginning and end in the time of the individuals or groups. The activity systems, on the other hand, evolve during periods of time, adopting the form of organizations. The upper sub-triangle can be considered as the tip of the iceberg representing the individual and group actions embedded in a lower collective activity system. The object through actions and operations generates a result that indicates that object-oriented actions are always, explicitly or implicitly, characterized by ambiguity, surprise, interpretation, the production of meaning and the potential for change.

The concept of activity took the paradigm a step further, in the sense that it shifted the focus towards the complex interrelationships between the individual subject and its community.

But this is not enough, the subject in addition to linking with the object, say the result of his mental process that will be seen reflected in actions, not only is linked by a tool, but also determined by the rules that imposes the teacher in the class, the community of the class (integrated by the teacher and his classmates), the division of the assigned task or the role that the student fulfills in that class. Although Leontiev expands the environment of the student to improve their cognitive development, even as have been seen theoretically is not enough for the development of student learning optimally.

The third generation of the theory of activity, called expansive learning, is summarized, five systems are considered to study the activity systems in their internal dynamics and their interrelation:

The first principle considers that the minimum unit of psychological analysis is a system of activity in relation to another system (s) of activity. Individual and group actions are relatively independent, but they are subordinate and interwoven. The activity systems of the students involve individual and group actions that are relatively independent but subordinate to one another. Which as a teacher invites us to take into account each student individually for the social consequences in the classroom, which a student can generate, both positively and negatively? In addition, a student with a different culture from the place where he/she studies, can also generate positive as well as negative contributions for the teaching practice, for which the teacher must establish a set of cultural guidelines for the optimal development of the students in their class.

The second principle understands that the division of labor is an activity that creates different positions for participants, and involves agents with multiple points of view, interests and traditions. This multiplicity of voices allows the author to think about how mental models are negotiated, modified or crystallized in concrete socio-cultural scenarios.

As the division of labor is an activity that creates different positions for students, in this case, the teacher must take into account the need to use tools to accommodate this multiplicity of points of view, interests and traditions. On the one hand, the individual development of the student that having the correct tool will expand his knowledge optimally, based on his own prior knowledge. With the development of group work, this personal vision can be merged and expanded with the vision of another student and even that of the teacher. For the teacher it is essential to find a form according to the group, to adopt group tasks, even in design classes that are individual in the sense of production can be remarkably beneficial for the students.

The third principle rescues the historical character of activity systems, understanding that they are shaped and transformed over long periods of time and

that history must be studied as the local history of the activity and its objects and as the history of the instruments conceptual and material that have shaped the activity.

The fourth principle highlights the historical contradictions that accumulate activity systems, as sources of change and development, understood as open systems that when introducing new technologies or objects cause contradictions that open the possibility of innovative change actions.

The last and fifth principle establishes the possibility of expansive transformations in activity systems, based on collective efforts. This can be understood in two ways, one in the functionality of the student working in groups, or on the other hand that the group already constituted of the class, work in conjunction with another group constituted of similar development and knowledge to enter into conflict of perspectives, and thus generate new knowledge. So we could analyze the convergence of two groups of the same subject with different concepts in a shared class for example to develop a brainstorm of ideas, to generate new knowledge that with the individual follow-up of the initial group, could later be developed more creative and innovative designs.

These principles analyzed from the point of view of the development of a classroom, leads the author to understand that if they also converge in a classroom workshop, which conceptually is based on the definition of pedagogy, understood as a theoretical and practical environment, the development of the student, and their psychological, creative and social processes will be conflicted for the greater individual and group development of said class. This theoretical framework allows the investigator to detect a series of tensions and contradictions that occur within and between the activity systems in which psycho-educational agents have interventions. Several authors point out the need to build new conceptual tools to address the processes of professional learning and the conflicts that occur in these processes, in order to overcome both classic individualistic learning models and those contextualist models that are not very sensitive to the conflictive character of the dynamics of the learning, like many of the framing of expert-novice learning.

2.2 Teaching English through Technology.

According to Bull and Ma (2001, Pp. 41-56), technology provides unlimited resources to language learners. Harmer (2007, Pp. 35-37) and Gençlter (2015, Pp 11-33) emphasized that teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning.

Clements and Sarama (2003, pp. 7-69) declare that the use of suitable technological materials can be useful for learners. According to Harmer (2007), using computer-based language activities improve cooperative learning in learners. Furthermore, Tomlison (2009, pp. 21-29) and Gençlter (2015) say that computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more. In addition, Larsen-Freeman and Anderson (2011) supported the view that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When talking about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady&Lockyer, 2013, p. 71).

Solanki and Shyamlee (2012, Pp. 26-30) and PourhoseinGilakjani (2017, pp. 36-46) supported the view that language teaching method has been changed due to technology. The researchers continued that the application of technology helps learners learn on the basis of their interests. It also satisfies both visual and auditory senses of the learners.

According to Lam and Lawrence (2002, Pp. 75-79) and PourhoseinGilakjani (2017, Pp. 44-52), technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide. According to PourhoseinGilakjani (2013), the use of technologies has the great potential to change the existing language teaching methods. PourhoseinGilakjani and Sabouri (2014) through using technology, learners can control their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching, they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (PourhoseinGilakjani, 2017; Solanki & Shyamlee, 2012).

Developing learners' knowledge and skills pertinent to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skillful users of technology (Bennett, Maton & Kervin, 2008, Pp. 55-78).

Technology has been defined by different researchers. According to İŞMAN (2012, Pp. 45-49), it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (İŞMAN, 2012).

Dockstader (2008) defined technology integration as the use of technology to improve the educational environment.

It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014, pp. 13-17).

Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli, 2012, Pp. 7-10).

According to Bransford, Brown, and Cocking (2000), the application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms.

According to Susikaran (2013, Pp. 8-10), basic changes have come in classes beside the teaching methods because chalk and talk teaching method is not sufficient to effectively teach English. Raihan and Lock (2010, Pp. 24-28) state that with a well-planned classroom setting, learners learn how to learn efficiently. Technology-enhanced teaching environment is more effective than lecture-based class.

Teachers should find methods of applying technology as a useful learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert. The application of technology has considerably changed English teaching methods.

It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013, pp. 25-26). In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard.

This method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in becoming familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts (Arifah, 2014, pp. 41-44).

PourhoseinGilakjani (2014) maintained that using technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. They emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning. Drayton, Falk, Stroud, Hobbs, and Hammerman (2010, pp. 1-12) argued that using computer technology indicates a true learning experience that enhances learners' responsibilities.

Technology encourages learners to learn individually and to acquire responsible behaviors. The independent use of technologies gives learners self-direction.

According to Arifah (2014, pp. 41-44), the use of internet increases learners' vocabulary acquisition in. The use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

Some studies have been done on the advantages of using technology in English language teaching and learning. Hennessy (2005) stated the use of ICT acts as a catalyst in motivating teachers and learners to work in new ways. The researcher understood that as learners become more autonomous, teachers feel that they should urge and support their learners to act and thinking dependently.

Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase (Costley, 2014, Pp. 2-5).

The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning (Riasati,

Allahyar, & Tan, 2012, pp. 41-48). Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.

Warschauer (2000, pp. 61–67) described two different views about how to integrate technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities.

Eaton (2010, Pp. 2-5) told that computer-based communication is a useful feature for language learning. Computer-assisted discussion features more equal participation than face to-face discussion.

According to Rodinadze and Zarbazoia (2012, pp. 8-16), technology helps learners and teachers in studying the course materials owing to its fast access. Advancements in technology have a key role in preparing learners to use what they learn in any subject matter to finding their place in the world labor-force. Technology facilitates learners' learning and serves as a real educational tool that allows learning to occur.

Using various kinds of Media in the classroom has always been a challenge, and how to bring these Media in the classroom is more than a challenge. Students and teachers should be able to use in their classroom's different media through different technologies.

Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the vocabulary acquisition in and the ability to continue their reading outside the classroom. Media

"inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched". (Shirley Biagy, 1996, pp. 2-4)

Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

3. Characteristics of the technology-related activities to foster vocabulary acquisition in English as a foreign language in Eleventh Grade students from Honorato del Castillo Cancio Senior High School.

The proposal has been designed with the objective that the students of Eleventh Grade of the Senior High School increase their level of vocabulary acquisition in classes.

The proposal contains 8 **innovative** activities that put new technologies and mass media on the basis of increasing the vocabulary acquisition of students. It is organized from different units taking into consideration the English objectives for 11th grade students. All the lessons were either taken from authentic reference or adapted by the author.

This proposal can be taken as a reference material that teachers may consult and use any activity to increase vocabulary acquisition in 11th grade students in classes.

The activities are designed for free practice lessons in which the students are supposed to reinforce vocabulary and it is characterized by being dynamic, propitiate constant interactions, the technology is used as a support of the activities, the activities are related to their school context and students have fun when working in pairs, groups and individually.

The activities are structured as follows: title, main goal, type of lesson, time, orientation stage, execution stage and control and evaluation stage.

Activities:

Activity # 1 (See annex 11)

Title: Zapya Group.

Main Goal: To express orally in the English language related to visiting a place in the city to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The teacher checks if the students have their laptops and cell phones and indicates to change the language to English. He also explains the objective of the activity in which students are to visualize information and talk about a visit to a place in the city. The teacher models the activity: first go to gallery and select the pictures you took during your visit. Second find the words you need to describe all the things that happened during the trip. Third zapya the pictures to your partner and exchange the vocabulary words that really connote what you want to express.

Execution stage: Students in pair or trios exchange information related to the trip and find the words they do not know. They make a list of the new words, where they learn to pronounce the words and learn to determine the kind of word it is. They have to use the new words in different contexts by making simple sentences. Once they are ready, they make the description of the visit using the new words. The teacher in this stage walks about the classroom for feedback and controls if students know what they have to do.

Control and evaluation stage:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to

that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

Activity # 2 (See annex 12)

Title: My friends and I.

Main Goal: To express orally in the English language related to the activities students do with their friends.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The activity will be carried out on the radio station: "Radio Sancti Spíritus", in "Jóvenes de Hoy" radio show. The teacher will also be the radio show's announcer. Before the beginning of the radio show, the teacher will divide the students into 4 groups that will compete to know the group with the best vocabulary. He also explains the objective of the competition to listeners and students. The teacher models the activity and the radio show (See Annex 12): First, two rounds of questions for each group related to translate from Spanish to English the greetings and colors. After that, he asks the students questions to express the adjectives with which they characterize their friends. In the second part of the radio show, the radio announcer has eight cards with different questions related to the activities students do with their friends. Each group has to choose two cards. In the third part and last one, the teacher gives some nouns and adjectives related to hobbies and the students have to say the synonyms.

Execution stage: Students in group exchange opinions about the activities they do with their friends and their qualities. They prepare to answer the questions that the announcer will ask and each member of the team must answer a question. They have to use new words in different contexts by making simple sentences. Once they are ready, they make the characterization of their friends and they mention the activities they do with their friends. The teacher in this stage will indicate each step to the listeners and the students and will control all the activity.

Control and evaluation stage: This is an activity done in a radio show, so, the evaluation will be different. Points will be accumulated for each question that is

answered correctly. The group with the most points will be the winner and all its members get 10 points. The "Jóvenes de Hoy" radio show and the Radio station will reward the winning group. The group in second place gets 8 points. The group in third place gets 6 points and the group in last place will be devalued.

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from.

Activity # 3 (See annex 13)

Title: Learning through entertainment.

Main Goal: To express orally in the English language related to verbs and adjectives to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The teacher will turn on the TV to play Chapter 1 of the Teen Wolf series when the activity begins. He also explains the objective of the activity in which students must identify the verbs and adjectives that are used in the chapter fragment they will watch. This fragment will last 10 minutes. The teacher models the activity: first, students should listen carefully to the characters in the series. Second: write down in their notebooks the verbs and adjectives they heard. Third: pronounce them correctly after the fragment has finished and write simple sentences with these words.

Execution stage: They have to listen carefully to the characters in the series to write down all the verbs and adjectives they know and share them with their partner. They have to use the new words in different contexts by making simple sentences. Once they are ready, they must present to the teacher the list they made. The teacher in this stage walks about the classroom and controls if students know what they have to do.

Control and evaluation stage:

Students who have found 25 or more verbs and adjectives will get from 9 to 10 points. Students who have found from 10 to 24 verbs and adjectives will get from 6 to 8 points. Students who have found 9 or less verbs and adjectives will be devalued.

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from.

Activity # 4 (See annex 14)

Title: Describing famous characters.

Main Goal: To express orally in the English language related to describe people to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The teacher will check if the students have a picture of their favorite characters on the cell phone. These characters may be actors, singers,

athletes, but they must have a great influence on social networks. He also explains the purpose of the activity in which students must describe with new adjectives the physical characteristics of that person. The teacher models the activity: First, each student shows the picture and presents who the character is. Second, the student should talk briefly about the number of followers the character has on social networks and why. Third, the student will describe the physical characteristics of the character.

Execution stage: Each student will look at the character's physical qualities. He must also know about the character's life and its popularity in social networks. Once they are ready, they have to use the new words in different contexts by making simple sentences talking about physical qualities. The teacher in this stage controls the activity and if students know what they have to do.

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

Activity # 5 (See annex 15)

Title: My emojis.

Main Goal: To express orally in the English language related to describe people to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: Teacher explains the objective of the activity in which students are to describe people's feelings through emojis. This exercise teaches students to describe a person. The teacher models the activity: First, he has to choose in which language students have to describe their person. Then, he pairs up the students and give them both a chart with emotions. Teacher guides the students of one group to select an emoji and the students of the other group must guess what emoji is through questions they ask. When they're done, the teacher lets them do the same exercise, but a little bit different. Teacher chooses a student to describe through prayer the emoji he has, and the second student must guess which emoji he is referring to.

Execution stage: Students have to choose the emoji the other student has to guess. Then, they can start asking questions about the emoji's appearance. They have to use the new words in different contexts by making simple sentences. Once they are ready, they make the description of the emoji they selected to the other student. The second student has to guess which one it is.

Control and evaluation stage:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

Activity # 6 (See annex 16)
Title: My camera.

Main Goal: To express orally in the English language related to describe places around the school to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: Teacher explains the objective of the activity in which students are to find and describe different things around the school. The teacher models the activity: He gives a list of things to students that they should find in the school setting. Then, students should take a picture of these things when they find them and finally, they should describe what is seen in the picture. Teacher should decide whose phone or camera will be used in each team to take scavenger hunt photos.

Execution stage: Students are handed a list of things that can be found within school grounds ranging from very easy (ex: a world map) to moderate (ex: a student reading a book) to difficult (ex: a lizard). Students have to vary the amount of points for each level of difficulty. They have to use the new words in different contexts by making simple sentences. Once they are ready, they are instructed to take photos on their smartphones or tablets and cross off the items they have found. After that, students have to describe all the things they see in the picture. They can form teams or work individually. It should be the same phone for all of the team photos.

Control and evaluation stage:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to

that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

Activity # 7 (See annex 17)

Title: uVocab.

Main Goal: To express orally in the English language related to the meaning of the words to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The teacher guides the students to install the uVocab app. Then he sends to open the app and follow the steps to start the activity. Students must select the "Test" link. Then, select Vocab Test, Use all words. Students should select what is the meaning of the words that are displayed above the app in a given time.

Execution stage: Students must install the app on cell phones and then follow the steps given by the teacher to do the activity. They have to use the new words in different contexts by making simple sentences. Once they are ready, they must select the meaning of the words that are displayed above the app in a certain period of time. The teacher in this stage walks about the classroom for feedback and controls if students know what they have to do.

Control and evaluation stage:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning to approximate to that of a native speaker and use of vocabulary approximates to

that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

Activity # 8 (See annex 18)

Title: My job on TV.

Main Goal: To express orally in the English language related to different professions on television to foster the vocabulary acquisition.

Time: 45 minutes.

Type of lesson: Free practice.

Orientation stage: The teacher brings to the classroom a PowerPoint with views of different professions within the work on television. He teaches these images to the students, then the teacher guides the students to form a text with the profession of the person and the importance that it has within the production of television programs.

Execution stage: They have to use the new words in different contexts by making simple sentences. Once they are ready, they should select one of the professions that will be shown on the slides and then make a text talking about this profession and how important it is to develop the television programs. The teacher in this stage walks about the classroom for feedback and controls if students know what they have to do.

Control and evaluation stage:

Level 1: Very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items, frequently uses wrong words or leaves words out and everyday conversation and classroom discussion limited because of inadequate vocabulary. Students get from 9 to 10 points.

Level 2: Sometimes uses inappropriate words and/or must rephrase because inadequate vocabulary, often gropes for words and developing language necessary for content class activities. Students get from 6 to 8 points.

Level 3: When vocabulary continues to cause some difficulties, but students are able to work around problems, in everyday conversations vocabulary is beginning

to approximate to that of a native speaker and use of vocabulary approximates to that of a L1 speaker but lacks extensive synonyms base to draw from. Students get from 2 to 5 points.

4. Evaluation of the proposal by expert analysis.

Expert analysis is a useful validation method to verify the reliability of an investigation that is defined as "an informed opinion of people with experience in the subject, who are recognized by others as qualified experts in it, and that they can give information, evidence, judgments and assessments"(Escobar-Pérez and Cuervo-Martínez, 2008, p. 29).

After submitting a collation instrument to the consultation and to the judgment of experts, it must meet two quality criteria: validity and reliability. Content validity is often established from two situations, one that concerns the design of one test and the other, to the validation of an instrument submitted to translation procedures and standardization for adapting it to different cultural meanings. This is where the expert's task becomes a fundamental task to eliminate irrelevant aspects, incorporate those that are essential and / or modify those that require it.

To achieve the validation of the proposal of this Major Paper, the Expert Criteria was necessary. Through a survey, ten experts gave a specialized opinion. (See Annex 8 and 9)

Seven experts are Masters (70%) and three have a degree (30%). The average of years of experience is 26 years. The experts consulted are professors of the "University of Medical Sciences in Sancti Spíritus", "José Martí University in Sancti Spíritus", "IPU: Honorato del Castillo Cancio", "IPU: Jose Luis Tassende de las Muñecas (Jatibonico)", and "IPVCE: Eusebio Olivera Rodríguez".

In the question related to research and publications related to the topic, 6 teachers have a high level (60%), 3 teachers have a middle level (30%) and one has a low level (10%).

In the question related to the experience in learning and studying new vocabulary of the English language, 8 teachers have a high level (80%) and 2 teachers have a middle level (20%).

In the question related to the analysis of specialized literature and publications of national and foreign authors, 6 teachers have a high level (60%), 2 teachers have a middle and low level (20% for each level).

In the question related to the knowledge of the current state of the problem in the country and abroad, the 10 experts have a high level (100%).

In the question related to knowledge about new technologies as teaching aids for vocabulary learning, 4 teachers have a high level (40%), 3 teachers have a middle and high level (30% for each level).

In the question related to Intuition, 6 teachers have a high level (60%), 3 teachers have a middle level (30%) and one has a low level (10%).

These results demonstrate that there is a preparation and knowledge on the use of new technologies to teach new vocabulary in students in many of the teachers. Also, the intuition of teachers to know, understand or perceive the real needs that students have to learn new vocabulary is middle.

Experts' criteria about the proposal:

Regarding the quality of the proposal, the experts mark one and two if they consider the proposal to be bad and they mark between three and five if they consider it good. Regarding the applicability, the same procedure was followed.

In the question related to the theoretical foundations of the proposal 9 experts pointed out that it has a high quality and applicability (90%).

In the question related to the particular requirements that govern the topic, 7 experts pointed out that it has a high quality (70%) and 6 pointed out that it has a high applicability (60%).

In the question related to the Measure in which the model meets the needs of the wide-profile language teacher, the 10 experts pointed out that it has a high quality and applicability (100%).

In the question related to the correspondence between problem-objective-solution, 7 experts indicated that it has a high quality (70%) and 8 experts indicated that it has a high applicability (80%).

In the question related to the degree of correspondence between the problems, the objectives, the contents, the methods, the means and the forms, 9 experts pointed out that it has a high quality and applicability (90%).

In the question related to the conception of the execution component, 7 experts indicated that it has a high quality (70%) and 9 indicated that it has a high applicability (90%).

In the question related to the conception of the evaluation component, 9 experts pointed out that it has a high quality and applicability (100%).

All the experts cataloged the proposal as a novel and practical way to foster the vocabulary acquisition in eleventh grade students.

In addition to that, the majority of the experts coincided with the theoretical foundations and the particular requirements about the subject. The results show that the proposal presented in this Major Paper is valid and effective for eleventh graders of Senior High School.

CONCLUSION

- The bibliographical revision permitted the work to deepen into the vocabulary acquisition trends since the first methods that remarked it in the learning of foreign languages to the contemporary ones. It also allowed to make decisions when sustaining the basis of the paper and to update the work with the latest theories.

- The diagnosis study revealed that there is a low level of vocabulary in Senior High School and some weaknesses were found, such as: lack of vocabulary to express in the English language, students do not understand or interpret most of the information given in texts, their vocabulary is limited to cover small areas, they do not use word formation processes to augment their vocabulary, they do not look up words in dictionaries, they only consider important the words teachers copy on board. The students showed an interest in learning new words; however, the lack of ICTs in lessons, makes them lose interest in classes.

- The elaborated proposal is directed to the students of eleventh grade of Senior High School and it is characterized by being dynamic, propitiate constant interactions, the technology is used as a support of the activities, the activities are related to their school context and students have fun when working in pairs, groups and individually.

- The experts' criteria revealed that the proposal in this Major Paper is a novel and practical way to foster the vocabulary acquisition in eleventh grade students. The pointers used to evaluate the proposal by the experts showed acceptable outcomes in all of them.

RECOMMENDATIONS

✹ It is recommended the application of this research in the students of Eleventh Grade of Senior High School, since it was verified that it helps foster the vocabulary acquisition in them.

✹ Continue with the research to increase student's vocabulary acquisition, because it is a real need today in the country for citizens to learn English language.

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Annex 1

Guía para el análisis de la documentación.

Objetivo:

1. Recoger información de cómo los estudiantes de Onceno Grado de preuniversitario aprenden nuevas palabras y amplían sus vocabularios en las clases de inglés como lengua extranjera teniendo presente la integración de los contenidos en los documentos oficiales emitidos por el Ministerio de Educación.

Aspectos:

- Actividades relacionadas con vocabulario.
- El tratamiento de los objetivos, contenidos, teaching aids, métodos, evaluación, etc.
- Ejercicios.
- Calidad de los ejercicios.

Documentos:

- Programas de 11no Grado.
- Orientaciones Metodológicas de Humanidades.
- Libros de textos de inglés.
- Cuaderno de trabajo de inglés.

Annex 2

Guía de la Observación Científica

Objetivo: Obtener información sobre el desarrollo del aprendizaje de nuevo vocabulario de los estudiantes de onceno grado en las clases.

Aspectos a ser observados:

* ✸ Si poseen un amplio vocabulario.
* ✸ Las palabras y las formas verbales que dominan.
* ✸ Las facilidades lingüísticas que poseen a la hora de crear una familia de palabras.
* ✸ Si conocen los diferentes tiempos verbales y conjugaciones del idioma.
* ✸ Las técnicas que utilizan los maestros para el aprendizaje de nuevo vocabulario.
* ✸ Si recuerdan los contenidos estudiados anteriormente.
* ✸ Si se comunican libremente, el tipo de lenguaje que usan, además, de la comprensión y la coherencia.

Annex 3

Entrevista a los estudiantes

Objetivo: Determinar el nivel de vocabulario que poseen en las clases de inglés.

Guía para la entrevista

• Selecciona los medios de enseñanza que utiliza tu profesor en las clases:

• Textos escritos

• Medios de difusión masiva.

• Tecnología (Celular, tablet, PC, laptop, tv)

• Láminas

• Videoclases

• Otro Medio de Enseñanza.

• Ninguno

• Selecciona los diferentes aspectos que tiene en cuenta tu profesor para explicar las nuevas palabras:

• La ortografía de la palabra.

• La pronunciación de la palabra.

• El significado de la palabra a través de diferentes medios de enseñanzas.

• El significado de la palabra usando un sinónimo.

• El significado de la palabra traduciéndola al español.

• La familia de palabras que se pueden crear con las mismas.

• Otros.

• ¿Encuentras interesante el aprendizaje de nuevo vocabulario en las clases de inglés?

• En el preuniversitario los turnos de clases de inglés duran 45 minutos. ¿Cuántos minutos de la clase se utilizan para aprender nuevo vocabulario?

• ¿Son utilizados los medios de enseñanza en las clases de inglés?

____ Siempre   ____ A veces   ____ Nunca

   • ¿Te sientes bien en las clases de inglés?

____ Siempre   ____A veces   ____ Nunca.

- ¿Consideras que las actividades que se relacionan con la tecnología y los medios de difusión masiva son útiles y facilitan el aprendizaje de nuevas palabras?

____ Siempre   ____ A veces   ____ Nunca

- ¿Dominas los verbos, sustantivos, adjetivos y adverbios del español?

____ Sí   ___ No

- ¿Cuántas reglas de la gramática en inglés conoces?   ___ Todas   ___ Algunas   ___ Todas   ___ Ninguna

- ¿Conoces cómo formar familia de palabras?

- ¿Cuántas palabras en inglés dominas?

Gracias

Annex 4

Entrevista a los profesores

Objetivo: Reunir información sobre la enseñanza de nuevo vocabulario con los profesores de la asignatura de Inglés.

Elementos a tratar:

- ¿Cuál cree usted que sería la manera correcta de enseñar nuevo vocabulario a los estudiantes?

- ¿Usted cree que los estudiantes de preuniversitario tienen poco vocabulario en idioma inglés? ¿Por qué?

- ¿Cuáles son los problemas más frecuentes que usted observa a la hora de enseñar nuevas palabras?

- ¿Usted tiene conocimiento de los diferentes medios de enseñanza que se pueden utilizar para el conocimiento de nuevas palabras?

- ¿Usted utiliza las nuevas tecnologías o los medios de difusión masiva en sus clases?

- ¿Cómo usted enseña nuevas palabras a sus estudiantes?

- ¿Están interesados sus estudiantes en el conocimiento de nuevas palabras?

- ¿Qué importancia usted le concede al vocabulario?

- ¿Cuánto tiempo de su clase usted consume en el aprendizaje de nuevas palabras?

Muchas gracias

Annex 5

Encuesta a los estudiantes

Objetivo: Determinar cuál es el nivel de vocabulario de los estudiantes en las clases de inglés.

Estudiantes, a través de esta encuesta el autor de la investigación necesita conocer el nivel de vocabulario que posee, cómo aprenden nuevas palabras y si le resulta interesante el conocimiento del mismo, además de la cantidad de actividades que ustedes realizan para adquirir nuevo vocabulario y si utilizan las nuevas tecnologías y los medios de difusión masiva. Las preguntas son sencillas y seguro podrá responder pronto. Agradecemos su honestidad para lograr un desarrollo exitoso de esta investigación.

Preguntas:

- ¿Te gusta el inglés?

__ Sí   __ No   ¿Por qué?_____

- A tu autovaloración, ¿cuál es tu nivel de vocabulario en inglés?

__ Bajo __ Medio__ Alto

- ¿En tus clases de inglés se aprenden nuevas palabras?

__ Siempre   __ A veces   __ Casi Nunca   __ Nunca

- ¿Cuál es la importancia que le concedes al conocimiento de nuevas palabras en inglés?

__ Muy importante   ___ Importante   ___ No muy Importante   __No es necesario

- De los siguientes métodos, ¿con cuál te sentirías más a gusto para aprender nuevo vocabulario?

___ Actividades en grupo   ___Usando la tecnología   ___ Actividades individuales   __ Tareas   ___ Otras.

- ¿Te gustaría ampliar tu vocabulario en inglés?

__ Sí__ No

- ¿Con cuánta frecuencia practicas el inglés?

__ Siempre   __ Usualmente __ A veces__ Raramente__ Nunca

- ¿Conoces los tiempos verbales que posee el inglés?

__ Si   __ No   __ Algunos   __ No sé cuántos son.

- ¿Te gusta la grámatica en el inglés?

__ Si   __ No

- De las siguientes clasificaciones, expresa la que prefieres para desarrollar el vocabulario:

__ Sustantivo ___Adjetivo   ___ Adverbio   ___ Verbos   ___FNPV

- ¿Con qué frecuencia se usan actividades con el uso de tecnología en las clases de inglés?

__ Siempre   __ Usualmente   __ A veces   __ Raramente   __ Nunca

- ¿Con qué frecuencia se usan actividades basándose en los medios de difusión masiva en las clases de inglés?

__ Siempre   __ Usualmente   __ A veces   __ Raramente   __ Nunca

- ¿Qué tipo de tecnología se utiliza en las clases de inglés?

    __ TV   __Laptop   __ PC   __ Reproductor de Música __Otro __Ninguna

- ¿Cuáles son los medios de difusión masiva que utilizan en las clases de inglés?

__ Radio   __ Televisión   __Prensa Escrita   __Ninguno

- ¿Siente que la asignatura de inglés lo prepara para la vida?

__ Sí   __ No   ¿Por qué? _____

Si tienes algo más que aportar sobre el tema de esta encuenta, exprésate libremente, nos gustaría conocer tu opinión para futuras investigaciones.

Gracias.

Annex 6

Encuesta a los profesores

Objetivo: Determinar cómo los profesores aumentan el vocabulario de los estudiantes en las clases de inglés.

Estimados profesores: La presente encuesta tiene como objetivo fundamental conocer el nivel de preparación y criterios que tiene usted acerca de la enseñanza del idioma inglés en los estudiantes de onceno grado del Instituto Preuniversitario Urbano Honorato del Castillo Cancio.

Preguntas:

- ¿Siente que tiene un buen dominio del inglés? __ Sí   __ No
- ¿Le gusta impartir clases a los estudiantes? __Sí   __ No   __A veces.
- ¿Enseña usted nuevo vocabulario a sus estudiantes?

__ Sí   __ No   __A veces

- ¿Qué métodos utiliza para ello?: _____.
- ¿Qué importancia le concedes a la adquisición de nuevo vocabulario en el idioma inglés?: _____
- ¿Qué piensa del uso de las tecnologías para ampliar el vocabulario en los estudiantes?:_____
- ¿Cuál es el interés que muestran los estudiantes a la hora de conocer nuevas palabras?:_____

Muchas gracias

Annex 7

Level of vocabulary in students from 11th 1

Low   Middle   High
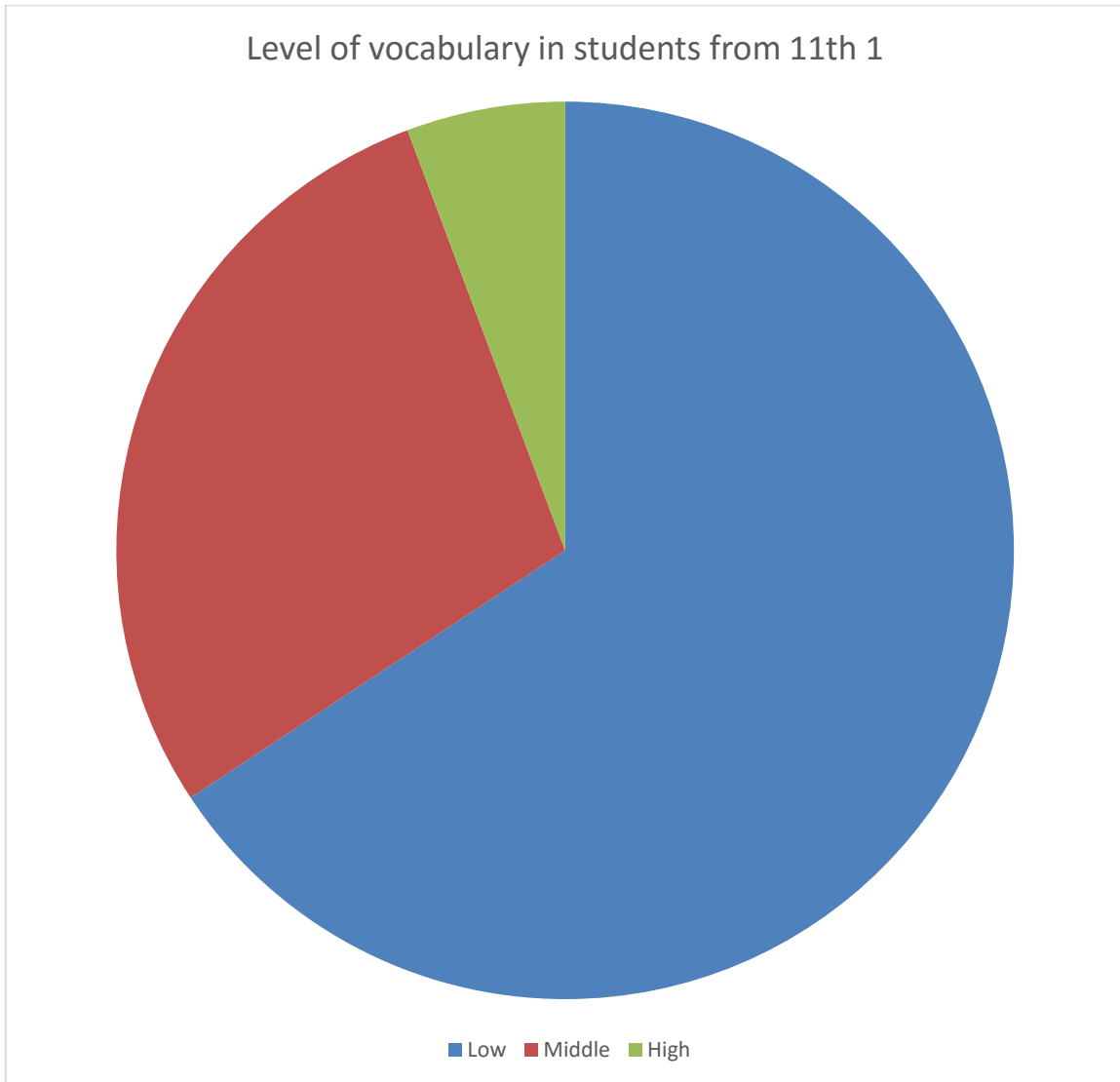
Annex 8

Encuesta a expertos

A raíz de la búsqueda constante y mantenida de nuevos medios de enseñanza, métodos y el uso de las TIC para lograr incentivar a los estudiantes a aprender nuevo vocabulario, se propone un modelo de actividades novedosas y creativas para cumplir este objetivo y lograr que los estudiantes aprendan con mayor facilidad las palabras en el idioma inglés. Es por ello, que es necesario someter este modelo a valoración directa de expertos a los que recurrimos para que juzguen el mismo y emitan su fallo en favor o en contra dependiendo de su criterio personal, profesional y calificado.

Por dicha razón, recurrimos a usted para solicitar su cooperación. De antemano, gracias.

DATOS GENERALES DEL ENCUESTADO:

Nombre y apellidos:

Centro y Dpto. donde labora actualmente:

Categoría científica:

Categoría docente:

Años de trabajo en el sector de la Educación:

AUTOVALORACIÓN

Marque con una cruz (X) el valor que corresponde al grado de dominio que usted posee sobre la enseñanza de nuevo vocabulario en los estudiantes del idioma inglés (1 indica dominio mínimo y 10 dominio máximo):

___ ___ ___ ___ ___ ___ ____ ____ ____ ____

1   2   3   4   5   6   7   8   9   10

Evalúe la influencia de las siguientes fuentes de argumentación en los criterios emitidos por usted.

Fuentes de argumentación	Grado de influencia		
	Alto	Medio	Bajo
Investigaciones y publicaciones relacionadas con el tema			

Experiencia en el aprendizaje y estudio de nuevo vocabulario del idioma inglés			
Análisis de la literatura especializada y publicaciones de autores nacionales.			
Análisis de la literatura especializada y publicaciones de autores Extranjeros.			
Conocimiento del estado actual de la problemática en el país y en el extranjero.			
Conocimiento sobre las nuevas tecnologías como medios de enseñanza para el aprendizaje del vocabulario.			
Intuición			

CRITERIOS ACERCA DE LA PROPUESTA

¿Cómo evalúa usted la propuesta? (En la escala 5 representa el valor máximo y 1 el mínimo)

Criterios para evaluar el Modelo	Calidad					Argumentos	Aplicabilidad					Argumentos
	1	2	3	4	5		1	2	3	4	5	
Fundamentos teóricos												
Requerimientos particulares que rigen la temática.												

Medida en que el modelo satisface las necesidades del profesor de idiomas de perfil amplio											
Correspondencia entre problema-objetivo-solución.											
Grado de correspondencia entre los problemas, los objetivos, los contenidos, los métodos, los medios y las formas											
Concepción del componente ejecución											
Concepción del componente evaluación											

Annex 9

Relación de los Expertos encuestados para validar la propuesta del presente trabajo investigativo.

Experto 1:

Nombre y apellidos: Raúl Antonio Cardoso Cabrera.

Centro donde labora actualmente: Delegación Provincial del Instituto Cubano de Amistad con los Pueblos y Universidad José Martí de Sancti Spíritus.

Categoría científica: Máster en Ciencias de la Dirección.

Categoría docente: Profesor instructor.

Años de trabajo en el sector de la Educación: 28 años.

Experto 2:

Nombre y apellidos: Yania Fernández Pérez.

Centro donde labora actualmente: Instituto Preuniversitario Urbano "Honorato del Castillo Cancio".

Categoría científica: Licenciada en Lenguas Extranjeras.

Categoría docente: Profesor instructor.

Años de trabajo en el sector de la Educación: 25 años.

Experto 3:

Nombre y apellidos: Michel Valdivia Valdivia.

Centro donde labora actualmente: Instituto Preuniversitario Urbano "Honorato del Castillo Cancio".

Categoría científica: Licenciado en Lengua Inglesa.

Categoría docente: Profesor instructor.

Años de trabajo en el sector de la Educación: 19 años.

Experto 4:

Nombre y apellidos: Olga Rodríguez Benítez.

Centro donde labora actualmente: Universidad de Ciencias Médicas de Sancti Spíritus.

Categoría científica: Máster en Ciencias de la Educación.

Categoría docente: Profesor auxiliar.

Años de trabajo en el sector de la Educación: 36 años.

Experto 5:

Nombre y apellidos: Imilsi Prieto Alonso.

Centro donde labora actualmente: Universidad de Ciencias Médicas de Sancti Spíritus.

Categoría científica: Máster en Ciencias de la Educación.

Categoría docente: Profesor instructor.

Años de trabajo en el sector de la Educación: 14 años.

Experto 6:

Nombre y apellidos: Esber Luis González Ávila.

Centro donde labora actualmente: Universidad de Ciencias Médicas de Sancti Spíritus.

Categoría científica: Máster en Ciencias de la Educación Superior.

Categoría docente: Profesor auxiliar.

Años de trabajo en el sector de la Educación: 40 años.

Experto 7:

Nombre y apellidos: Zulima Sonia Legón Noreste

Centro donde labora actualmente: IPVCE: Eusebio Olivera Rodríguez.

Categoría científica: Máster en Ciencias de la Educación.

Categoría docente: Profesora.

Años de trabajo en el sector de la Educación:39 años.

Experto 8:

Nombre y apellidos: Aramis Rodríguez González.

Centro donde labora actualmente: IPVCE: Eusebio Olivera Rodríguez.

Categoría científica: Licenciado en Lenguas Extranjeras.

Categoría docente: Profesor instructor.

Años de trabajo en el sector de la Educación: 23 años.

Experto 9:

Nombre y apellidos: Yaritza García.

Centro donde labora actualmente: Instituto Preuniversitario Urbano: José Luis Tassende de las Muñecas (Jatibonico).

Categoría científica: Máster en Ciencias de la Educación.

Categoría docente: Profesora.

Años de trabajo en el sector de la Educación: 14 años.

Experto 10:

Nombre y apellidos: Yupen Castro

Centro donde labora actualmente: Instituto Preuniversitario Urbano: Jose Luis Tassende de las Muñecas (Jatibonico).
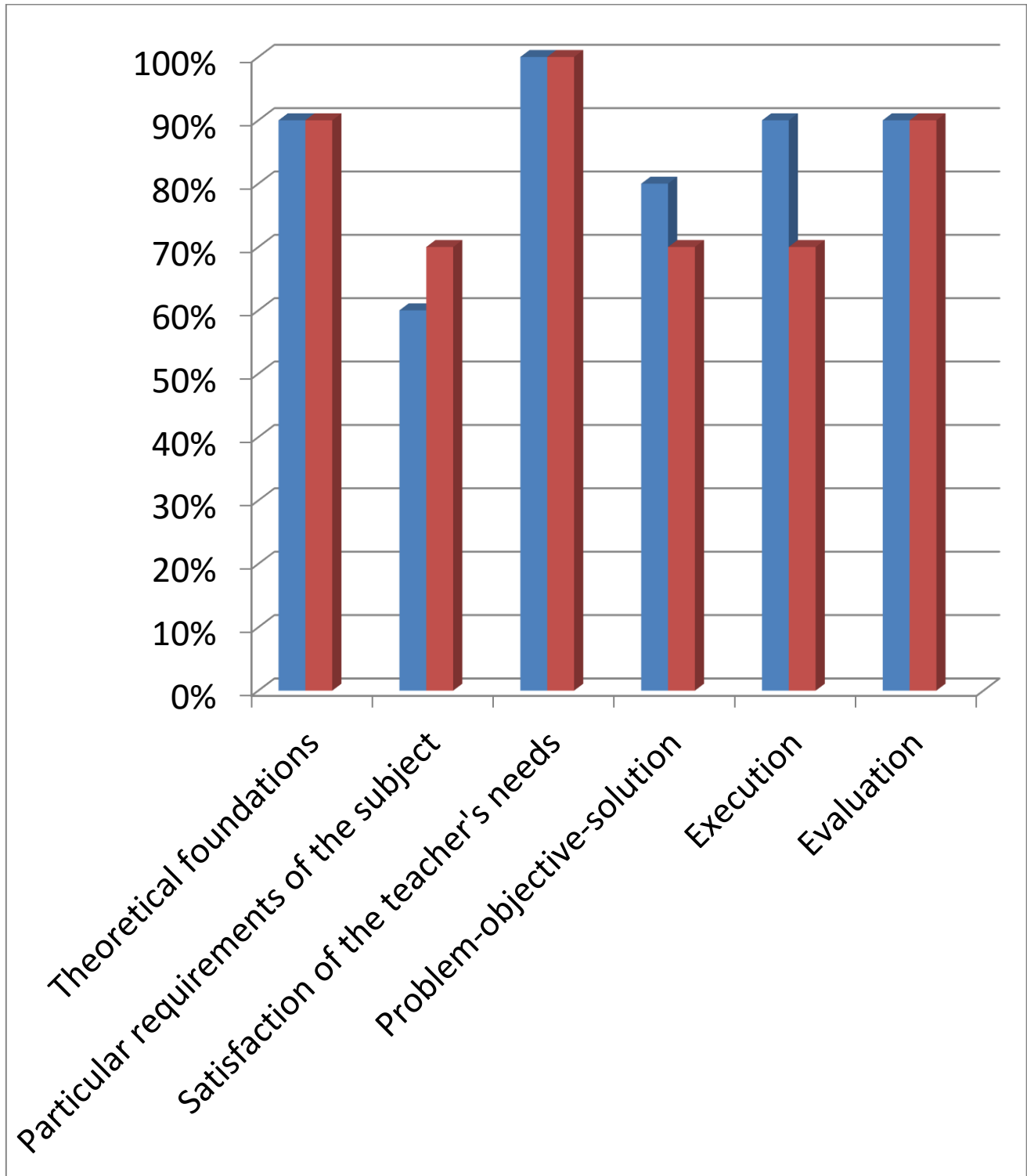
Categoría científica: Máster en Ciencias de la Educación.

Categoría docente: Profesor asistente.

Años de trabajo en el sector de la Educación: 22 años.

Annex 10

Análisis porcentual del Criterio de Expertos obtenido sobre la propuesta a través de la encuenta.

GUION DEL PROGRAMA JÓVENES DE HOY

ESCRIBE: MARCOS ANTONIO PÉREZ ACOSTA.

ASESORA: LILIA ISABEL PÉREZ FARFÁN.

DIRECTORA: MARLENE CUÉLLAR.

LOCUTORES: DAYANA SOLENZAL Y MARCOS A. PÉREZ.

SALIDA AL AIRE: MIÉRCOLES 10 DE FEBRERO DE 2019.

OPE: SITÚA TEMA DE PRESENTACIÓN…BAJA A FONDO Y MANTIENE.

1 MAR: "Dime y lo olvido, enséñame y lo recuerdo, involúcrame y lo aprendo."

2 DAY: "Aprender es como remar contra corriente: en cuanto se deja, se retrocede."

OPE: SUBE CORTE DE PRESENTACION Y A SEÑAL ABRE A LOC

3 LOCS: SALUDO HABITUAL A LA AUDIENCIA Y ENTRE SÍ.

En instantes comenzamos a adelantar.

OPE: LIGA TEMA SUMARIO Y A SEÑAL BAJA A SP.

5 MAR: Tarde de Encuentros de Conocimientos en nuestro programa, aquí están los alumnos de 11no 1, que competirán con 11no 2.

6 DAY: Recuerden que esta temporada los encuentros los realizamos con los estudiantes del IPU: Honorato del Castillo Cancio.

7 MAR: El programa de hoy está dedicado a la asignatura de: inglés. (TR) De inmediato conoceremos los integrantes que compiten hoy. Por 9no 1 encontramos a:

ALUMNOS DE 11NO 1 DICEN SU NOMBRE.

8 DAY: Y por 11no 2 tenemos en nuestro estudio a:

ALUMNOS DE 11NO 2 DICEN SU NOMBRE.

9 MAR: Ya está todo listo para comenzar. Buenas Tardes.

OPE: LIGA JINGLE PROMOCIONAL

10 MAR: (HORA) (PRESENTA MÚSICA)

OPE: LIGA TEMA MUSICAL 1…LIGA CORTE DEL PROGRAMA Y A SEÑAL BAJA A SP.

11 MAR: (HORA) Comenzamos de inmediato el encuentro de conocimientos de hoy con preguntas fijas a cada grupo, si no la saben, se puede pasar. Las primeras preguntas fijas son de Inglés.

Grupo 1: ¿Cómo se dice Buenos Días, Buenas Tardes y Buenas Noches en inglés?

R/ Good morning. Good Afternoon. Good evening. Al despedirnos por la noche también podemos decir Good Night.

Grupo 2: ¿Cuál es la pregunta en inglés más frecuente para saber el nombre de alguien?

R/ What is your name?

Grupo 3: (UN PUNTO POR CADA COLOR) Diga en inglés los siguientes colores:

Rojo: Red.

Azul: Blue.

Blanco: White.

Amarillo: Yellow.

Negro: Black.

Grupo 4: Traduce al inglés la siguiente oración.

Profesor, ¿puedo ir al baño?

R/ Teacher, Can I go to the bathroom?

Segunda ronda de preguntas fijas.

PARA TODOS LOS GRUPOS: Mencione los adjetivos con los que ustedes caracterizan a sus amigos.

R/ (EL GRUPO QUE MAYOR ADJETIVOS DIGA GANA LA PREGUNTA).

12 DAY: Es tiempo de hacer una pausa en la competencia, y al regreso conoceremos cómo va la puntuación hasta este momento.

OPE: SUBE CORTE Y A SEÑAL BAJA A SP.

13 MAR: (HORA) Ya tenemos la puntuación actual.

DAN RESULTADO DE COMPETENCIA HASTA EL MOMENTO.

14 DAY: Ahora, es tiempo de ir con una de las secciones de nuestro programa.

<u>OPE: LIGA TEMA SECCIÓN DE LA CIENCIA Y LA TÉCNICA Y A SEÑAL BAJA A SP.</u>

15 MAR: (HORA) ¿Sabías que es malo mirar el móvil antes de dormir? Los detalles a continuación.

16 DAY: Los móviles se han convertido en una parte imprescindible de nuestra vida diaria y es por eso que cada vez se dan más enfermedades relacionadas con ellos.

17 MAR: Muchas personas acostumbran a revisar su teléfono antes de dormir, ya sea para actualizarlo, terminar algún juego, enviar un mensaje nocturno, entre otras opciones.

18 DAY: El hecho de mirar una pantalla tan luminosa como es la de un smartphone cuando el resto de la habitación esta normalmente a oscuras puede ser el causante de efectos secundarios en nuestro sueño de ese día.

19 MAR: Nos podrían ocurrir cosas como es el insomnio, la imposibilidad de coger el sueño pronto, la mala calidad del sueño, la dificultad para recordar las cosas que nos han sucedido ese día…

20 DAY: ¿Por qué se produce esto? (TR) Muy fácil. Es por la descarga de fotones de luz que la pantalla realiza en el justo momento antes de irnos a dormir lo que desequilibra todo nuestro organismo el cual se estaba preparando ya para irse a dormir.

21 MAR: Ya lo sabes, trata de actualizar tu móvil y dejarlo listo unos minutos antes de acostarte y apagar la luz de tu cuarto, debes preservar tu salud.

<u>OPE: LIGA TEMA CIERRE SECCIÓN Y CROSS FADE CON SPOT Y A SEÑAL BAJA A SP.</u>

22 MAR: (HORA) (PRESENTA MÚSICA)

<u>OPE: LIGA TEMA MUSICAL 2…LIGA CORTE DEL PROGRAMA Y A SEÑAL BAJA A SP.</u>

23 MAR: A continuación, un bloque con 8 preguntas de inglés. Encima de su mesa hay 8 papelitos que contienen un número para cada tarjeta. El capitán del equipo escogerá cada uno.

Inglés 1: ¿Cuál es la interrogante en inglés más utilizada para preguntar ¿Cómo estás?

R/ How are you? También se puede utilizar How's life? What's up?, entre otras.

Inglés 2: Menciona 1 actividad que realices con tus amigos y explícala en inglés.

Inglés 3: De las siguientes actividades, selecciona una que realices con tus amigos y explícala en inglés.

--Nadar   --Montar bicicleta   --Cantar   --Bailar   --Irse de fiesta

Inglés 4: Explica las características de los deportes que practicas con tus amigos, en inglés.

Inglés 5: Diga en inglés cuántos amigos tienes y en qué empleas el tiempo cuando estás con cada uno de ellos.

Inglés 6: Diga en inglés las actividades que hicieron el verano pasado con sus amigos.

Inglés 7: Diga en inglés las actividades que realices junto a tus amigos de la escuela.

Inglés 8: Describe en inglés cómo te imaginas las vacaciones perfectas con tus amigos.

24 DAY: Es tiempo de hacer una pausa en la competencia, y al regreso conoceremos cómo va la puntuación hasta este momento.

OPE: SUBE CORTE Y A SEÑAL BAJA A SP.

25 MAR: (HORA) Ya tenemos la puntuación actual.

DAN RESULTADO DE COMPETENCIA HASTA EL MOMENTO.

26 DAY: Ahora, es tiempo de ir con un segmento de saludos y felicitaciones.

OPE: LIGA TEMA DE SALUDOS Y A SEÑAL BAJA A SP.

27 LOCS: COMIENZAN A DESARROLLAR EL TIEMPO DE SALUDOS Y FELICITACIONES DONDE INCLUYEN LOS SALUDOS DE LOS JÓVENES.

28 MAR: (HORA) (PRESENTA MÚSICA)

OPE: LIGA TEMA MUSICAL 3…LIGA CORTE PARA COMPETENCIA Y A SEÑAL BAJA A SP.

29 MAR: (HORA) Tercer y último tiempo de competencia en nuestro programa. En este bloque a cada grupo se les dará 5 sustantivos y adjetivos en inglés relacionados con el tiempo libre y ustedes deben buscarle los sinónimos.

OJO: EL LOCUTOR EVALUA LAS RESPUESTAS DE LOS ESTUDIANTES Y OTORGA 1 PUNTO POR CADA SINONIMO CORRECTO.

Grupo 1: Entertainment, play, sport, pleasure, swimming.

Grupo 2: Activity, friends, summer, hotel, hobbie.

Grupo 3: phone, book, games, craft, exciting.

Grupo 4: Like, excellent, favorite, little, economical.

OPE: SUBE CORTE Y A SEÑAL BAJA A SP.

30 MAR: (HORA) Ya tenemos todas las puntuaciones.

31 LOCS: DAN PUNTUACIÓN DE LA EMISIÓN Y TAMBIÉN PUNTUACIÓN DEL GRUPO GANADOR DE LA ESCUELA.

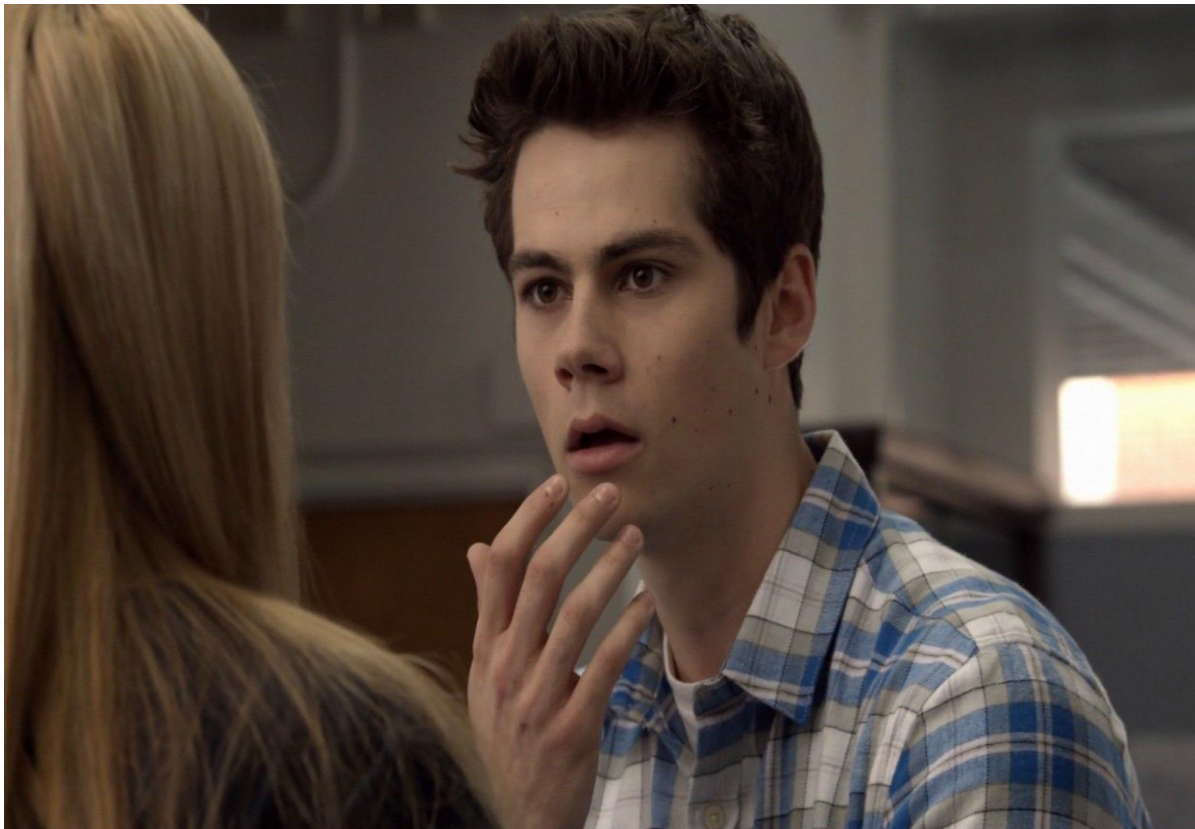OPE: LIGA TEMA DE DESPEDIDA Y A SEÑAL BAJA A SP.

32 LOCS: DAN CREDITOS.

35 MAR: Nos vamos con música (PRESENTA MÚSICA) Buenas Tardes Juventud.

OPE: LIGA TEMA MUSICAL 4 HASTA EL FINAL.
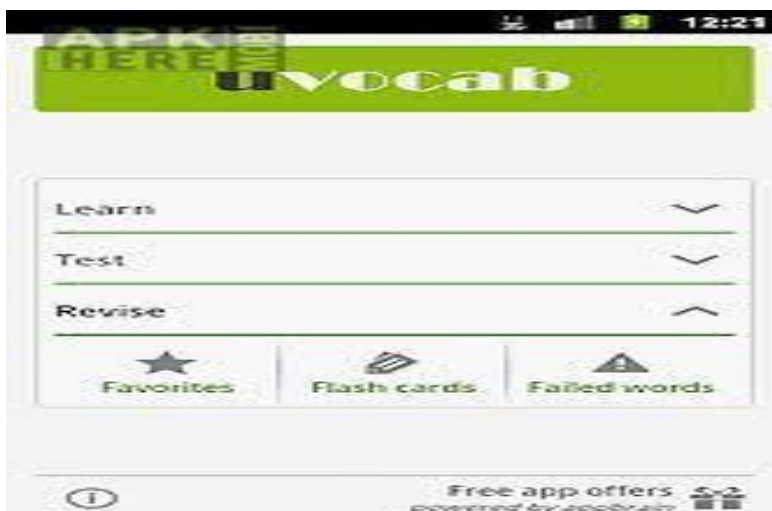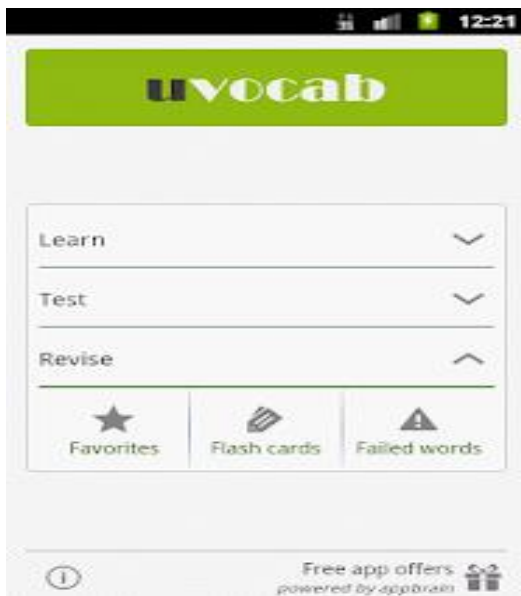
Annex 13

Annex 14

Annex 16

Definitions of
pulchritudinous

1.

adj used of persons only; having great physical beauty

"*pulchritudinous* movie stars"

uvocab

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AFFABLE ☆

meaning
easily approachable; easy to talk to; warmly friendly

synonym
friendly, good-natured, amiable, pleasant, genial

antonym
contemptuous, impolite, withdrawn, reserved

example
Earp was fond of using the word affable when describing his friend to others.
http://www.opednews.com/articles/The-Alwa...

That setup may sound dark for the man who prior to "Breaking Bad" was best known as the affable dad Hal on Fox's long-running sitcom "Malcolm in the Middle."
http://online.wsj.com/article/SB10001424052...

etymology
late 15c., from Old French afable (14c.), from Latin affabilis "approachable, courteous, kind,

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uvocab

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Annex 18