COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

RESEARCH PROJECT

> **"LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS"**

Project presented previous to obtain the Sciences of Education Degree with major in the English Language.

Authors:

Arequipa Tandalla Yesenia Anabel

Cueva Julia Alexandra

Tutor:

MSc. Abata Checa Fanny Mercedes

Latacunga - Ecuador

August, 2016

AUTHORSHIP

We, Arequipa Tandalla Yesenia Anabel and Cueva Julia Alexandra declare to be authors of the present research project "LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS", being MSc Abata Checa Fanny Mercedes tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

…………………………   …..……………………..
Arequipa Tandalla Yesenia   Cueva Julia Alexandra

   C.I. 050418399-7   C.I. 050204937-2

TUTOR´S ENDORSEMENT

As a tutor of the research work titled: "LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS" presented by Arequipa Tandalla Yesenia Anabel and Cueva Julia Alexandra, of English major, I certify this research project meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

………………………………….
MSc. Abata Checa Fanny Mercedes
Research Project Tutor

COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Arequipa Tandalla Yesenia Anabel and Cueva Julia Alexandra with the research project title: "**LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS**", have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, July 2016

Yours faithfully

…………………………………   …………………………………
Reader 1   Reader 2
Lic. Arias Arroyo Paulina A., Msc   Lic. Castro Bungacho Sonia J., Msc
050221209-5   050197472-9

…………………………………
Reader 3
Lic. Rosero Menéndez Jorge L., Msc
050086272-7

GRATEFULNESS

DEDICATION

This research work is dedicated to my family, especially to my parents, Victor Arequipa and Ofelia Tandalla, who have always loved me unconditionally and whose good examples have taught me to work hard to achieve my goals.

Besides, my wholehearted thanks my sisters, and brother because they were with me all the time as well.

Yesenia Arequipa

DEDICATION

To my husband Hernán, who has always supported me in everything. To my dearest children Lesly, Arlette and Mateo, who are my inspiration.

To my parents, especially to my mother Regina who has been there for me my whole life and I love you so much for it. Finally, to my dear sister Mary for supporting me in every step of my life.

Alexandra Cueva

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

TITLE: "LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS"

AUTHORS:
Arequipa Tandalla Yesenia Anabel
Cueva Julia Alexandra

ABSTRACT

Vocabulary is an essential part in the teaching learning process of the English language. Its importance resides in the fact that without enough knowledge of vocabulary; people cannot communicate and express ideas and feelings with others. This study arises from the necessity to perform a diagnostic that determine if the students of 8 th EGB know and use learning strategies at the moment to learn English vocabulary. Consequently, for this study, it was used descriptive method because it observes and describes the facts without influence them. In the same way, the bibliographical research was applied. The bibliographical research allows looking for, and recollecting background about the learning strategies focused on English vocabulary which has been demonstrated in the literature review. Finally, the survey´s technique was used in order to recollect information. It was applied to teachers and students of the institution. In the same way, the sample of this research was constituted by 101 high school students of 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi", and 7 English teachers. The findings of the surveys revealed that the students don't know what the learning strategies more suitable are at the moment to learn English vocabulary. In addition, the results showed that the learning strategies more used by learners were the cognitive strategies such as: note taking, key words method, resourcing, classify information. To conclude, the impact expected to get from this study is that students meditate about the strategies more adequate to their learning styles inside and outside the classroom. Through of the continuous use of the learning strategies learners will be able to develop different skills that will permit them to enhance and increase the English vocabulary.

KEY WORD: learning strategies, metacognitive strategies, cognitive strategies, socio-affective strategies

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADEMICA DE CIENCIAS ADMINISTRATÍVAS Y HUMANÍSTICAS

TÍTULO: "ESTRATEGIAS DE APRENDIZAJE PARA VOCABULARIO DE INGLÉS EN LOS ESTUDIANTES DE SECUNDARIA"

AUTORAS:
Arequipa Tandalla Yesenia Anabel
Cueva Julia Alexandra

RESUMEN

El vocabulario es la parte esencial en el proceso de enseñanza aprendizaje del idioma Inglés. Su importancia radica en que sin suficiente conocimiento de vocabulario, las personas no pueden comunicarse ni expresar ideas y sentimientos hacia los demás. Este proyecto de investigación surge con la necesidad de realizar un diagnóstico que determine si los estudiantes de 8vo EGB conocen y usan estrategias de aprendizaje al momento de aprender vocabulario de Inglés. En consecuencia, para esta investigación se utilizó el método descriptivo ya que este observa y describe los hechos sin ejercer influencia en ellos. De la misma manera, se empleó la investigación bibliográfica, la cual permite buscar y recolectar antecedentes sobre las estrategias de aprendizaje enfocadas en vocabulario de Inglés, que se evidencian en la revisión de la literatura. Finalmente, se empleó la técnica de la encuesta que fue aplicada a profesores y estudiantes de la institución, se usó con el objetivo de recolectar información. En ese mismo contexto la muestra de esta investigación la constituyeron ciento un estudiantes de 8vo año de EGB de la Unidad Educativa "Victoria Vásconez Cuvi", y siete profesores del área de Inglés. Los resultados de las encuestas revelaron que los estudiantes desconocen cuáles son las estrategias de aprendizaje más apropiadas al momento de aprender vocabulario de inglés. Cabe agregar que la investigación realizada arrojó resultados que demuestran que las estrategias de aprendizaje más empleadas por los estudiantes fueron las estrategias cognitivas, entre ellas: tomar notas, el método de las palabras clave, recursos, clasificar información. Para concluir, el impacto que se espera obtener a través de esta investigación es que los estudiantes reflexionen sobre las estrategias más adecuadas a sus estilos de aprendizaje dentro y fuera del aula. A través del uso constante de las estrategias de aprendizaje los estudiantes serán capaces de desarrollar diferentes habilidades que les permitirán mejorar e incrementar, el vocabulario de Inglés.

PALABRAS CLAVE: estrategias de aprendizaje, estrategias metacognitivas, estrategias cognitivas, estrategias socio-afectivas.

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CHART AND GRAPHIC INDEX

1. GENERAL DATA

Research Title:

"LEARNING STRATEGIES FOR ENGLISH VOCABULARY IN HIGH SCHOOL STUDENTS"

Starting date:

4th April, 2016

Completion date:

15th July 2016

Place to be done the project

Neighborhood: La Merced

Parish: La Matriz

Province: Cotopaxi

Zone: 3

Institution: Educative Unit "Victoria Vàsconez Cuvi"

Address: Félix Valencia 4274

Academic Unit Sponsor

Academic Unit of Administrative and Academic Science

Major Sponsor:

English Major

Work team:

The Coordinator of this project is the M.Sc. Cando Guanoluisa Fabiola Soledad, the Tutor is M.Sc. Abata Checa Fanny Mercedes, and the researchers are Arequipa Tandalla Yesenia Anabel and Cueva Julia Alexandra.

Knowledge Area: English.

Research Line: Education and Communication for the human and social development.

Research Sub line: Methodologies for the teaching of the general English.

2. PROJECT SUMMARY

Vocabulary is the collection of words that an individual knows. Hence, vocabulary represents an important area of knowledge in a target language. Thus, learners need to realize about different techniques, strategies, methods and skills that they need to develop to acquire English vocabulary.

This study is trying to determine if students of high school know the kind of strategies that they can use to learn English vocabulary. Clearly, learning strategies are the most suitable and useful in this issue. Learning strategies are divided in three important types: metacognitive, cognitive and socio-affective learning strategies.

Metacognitive learning strategies are classified into three important categories: planning, monitoring and evaluating. They allow learners to become autonomous, conscious and critical. On the other hand, cognitive learning strategies develop some skills like memory, attention and comprehension. Some activities related to this learning strategy include note taking, key word, resourcing, and imagery and auditory representation among others. Finally, socioaffective learning strategies that encourage positive behaviors like cooperation and question for clarification. All of them will contribute positively in the learning of English vocabulary in high school students.

Furthermore, the main goal of the learning strategies is that students can internalize relevant information and the learner can access to this information at any time. Therefore, English teachers must train learning strategies to their students so that to

ensure a successful learning. In addition, teachers should encourage in their learners independence and confidence during their academic training.

To conclude, it is necessary that English teachers up-date their knowledge according to the new trends in education in order to help their students in the achievement of their learning goals.

3. RATIONALE OF THE PROJECT

The importance of this study resides in the deficient of English vocabulary of the students of the 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi". It is essential to find a solution for this problem being that the lack of English vocabulary affects negatively in the teaching learning process. Some consequences will be produced like students won´t learn the language and they present knowledge gap. Moreover, they will be unmotivated, as a result they won´t like English language. Besides, if the students don't have the elemental bases of English vocabulary, they will have serious problems later.

Through this inquiry, it will hope to determine learning strategies for English vocabulary in high school students in order to achieve that they can communicate, express ideas, feelings and thoughts in the language that they are learning inside and out of the classroom.

The beneficiaries of this research will be the students and teachers of this institution. Besides, the principal impact will be that the students know and use the learning strategies so that they will internalize the vocabulary learned. Finally, the practical utility is that the students improve their communicative level in the target language.

4. BENEFICIARIES OF THE PROJECT

The direct beneficiaries of the project are the students of 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi", 100 are female, and 1 is male. Besides, 7 teachers, all of them are female.

The indirect beneficiaries are the students of lower grades, and 10 English teachers.

5. THE RESEARCH PROBLEM

The vocabulary`s role is vital due to it allows to communicate and to express ideas, feeling and thoughts in the language that the learners are learning. According to Wilkins (as cited in Tariq & Ibrahim, 2014) "while without grammar very little can be conveyed without vocabulary nothing can be conveyed" (p.41). Clearly, it is necessary to carry out this inquiry due to the students of 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi" have a deficient of English vocabulary. There are many causes for this problem such as the students have received few English classes, they don't like English language, and they don't pay attention into the class. As a result, all of these affect the comprehension of the language, they don't understand the instructions, and they cannot communicate and express their ideas in the target language.

Ahour & Salamzadeh (2014) carried out a research whose main aim was to find out to what extent poor Iranian high school students use metacognitive, cognitive, social, and affective vocabulary learning strategies and which vocabulary learning strategies has the highest and lowest use among the participants. A questionnaire, the descriptive survey research was selected as the most appropriate design. The questionnaire was taken from Gue and Johnson (1996) was employed in the study, it consisted of 49 items with 4 categories including Metacognitive VLS, cognitive VLS, social VLS, and Affective VLS. The results of the survey revealed that cognitive strategy is the most frequently used strategy among participants. Social strategy is the second frequently used strategies. The third frequently used strategy is affective strategy and the least frequently used strategy is metacognitive strategy it means that metacognitive strategy is not actively used by the participants

On the other hand, Zhao (2009) carried out a research whose main aim was to tap the relationship between metacognitive strategy training and vocabulary learning of college students through a five week training program. He applied a quantitative

methodology such as data gathering and analyzing methods to investigate the use of metacognitive strategies and to explore the influences of metacognitive strategies on vocabulary learning.

The result was summarized in two: (1) these college students do not frequently use metacognitive strategies in learning vocabulary. They are very weak in all the planning, monitoring and evaluating strategies. (2) Metacognitive strategy training could facilitate students' vocabulary learning.

These researches will help to support the feasibility of this project. Finally, the principal impact will be that the students know and use the learning strategies so that they can achieve a meaningful learning of English vocabulary.

6. OBJECTIVES:

General Objective
- o To determine the learning strategies used by students in the English vocabulary learning.

Specific Objectives
- o To establish the background of the learning strategies in papers.
- o To identify the learning strategies focused on learning English vocabulary used by students of 8th year EGB.

7. ACTIVITIES AND TASKS SYSTEM REGARDING TO THE RAISED OBJECTIVES

TASKS SYSTEM REGARDING TO THE RAISED OBJECTIVES

Objective	Activity	Result	Ways of verification
To establish the background of the learning strategies in papers.	Literature review about vocabulary, and the learning strategies	Knowledge about the learning strategies	Framework
To identify the learning strategies focused on learning English vocabulary used by students of 8th year EGB.	Application of the surveys.	The surveys applied for students and teachers are presented in the analysis and discussion.	Surveys

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

There are some learning strategies, however this paper aims to focus on the metacognitive strategies, cognitive, and socioaffective learning strategies.

8.1 Importance of English vocabulary

Into English learning, the vocabulary is the central part in order to learn a language because it allows people to communicate and to express ideas, feelings and thoughts in the language that they are learning. According to Wilkins (as cited in Tariq & Ibrahim, 2014) "while without grammar very little can be conveyed without vocabulary nothing can be conveyed" (p.41).

Therefore, vocabulary is the most essential part into the teaching learning process of a language because if the students don't have sufficient knowledge of it, it affects drastically and impedes the production of the language.

Vocabulary is the most indispensable part of the learning English vocabulary. Thus, some authors refer about it. Swan & Walter (as cited in Deylamsalehi, 2015) state that "vocabulary acquisition is the largest and most important task facing the language learner" (p, 138).   Besides, Godwin - Jones (as cited in Deylamsalehi, 2015) claims that "vocabulary is an indispensable component for improving competency in all areas of communication" (p. 138).

Nakata (as cited in Mehring, 2005) indicates that "vocabulary acquisition requires continual repetition in order for effective vocabulary learning" (p. 3). Undoubtedly, English vocabulary needs a constantly practice for their long term retention in the human minds. It is originated from the necessity to learn a new language, and it must become a habit in our daily lives.

8.2 Learning strategies

There are some learning strategies that students can use. They should use different strategies at the moment to learn English vocabulary because they permit to the learners to remember and retain the new words. Ellis (as cited in He, 2010) defines "learning strategies as how learners accumulate new L2 rules and how they automate existing

ones. This process can be conscious or subconscious. He further explains it as the mental processes of acquiring and using the L2" (p. 13).

According to Nyikos & Oxford (as cited in Oxford, 2003) "yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective" (p. 9).

Learning strategies are important tools that permit to the students to learn English vocabulary in efficient and effective way, developing positive values like independence, confidence and responsibility.

It is so important that the students use some learning strategies in order to learn and improve their English vocabulary. According to Oxford (as cited Branch, 2012) "Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning" (p. 168).

On the other hand, teachers need to study and investigate new learning strategies and techniques to learn English vocabulary in order to train their students how to use the learning strategies in order to improve their English vocabulary. Alqahtani (2015) supports that "The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques." (p. 24).

On the contrary, Allwright & Little (as cited in Oxford, 2003) learning strategies can also enable students to become more independent, autonomous, lifelong learners (p. 9). For that reason, teachers need to help their students develop some learning strategies and enable the students to use learning strategies in order to improve their skills.

The best resources to learn English vocabulary are through audio visual aids. It helps to improve the pronunciation, and retain new words. Malekpur (2015) supports that "watching videos not only helps the learners to realize and learn the new words directly within a context but may also motivate them to learn more new words." (p. 241).

8.3 Vocabulary learning strategies

Catalán (as cited in Saengpakdeejit, 2014) mentions that VLSs is

> Knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode. (p. 1102).

Vocabulary learning strategies are quite important into the teaching learning process because those strategies are used by students with the main objective to learn new vocabulary. Vocabulary learning strategies are closely related with other language learning strategies.

8.4 Learning Language Strategies

O'Malley & Chamot (as cited in Vlčková, Berger & Völkle, 2013) distinguish three broad types of learning strategies which are metacognitive, cognitive, and socioaffective.

8.4.1 Metacognitive strategies

The metacognitive strategies are quite important so that they give to the students the elemental tools to convert in autonomous and conscious learners of their own learning process. Students also will be able to know if the task and strategies that is using are the most suitable, and correct their mistakes.

According to Anderson (as cited in Díaz, 2015) "the use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general" (p. 89).

Schunk (as cited in Fahim & Dorrimanesh, 2008) states that "training students to use metacognitive learning strategies effectively can strengthen their self-confidence and increase their sense of responsibility for their own learning which will possibly lead to the development of a higher level of motivation for learning" (p. 803).

The metacognitive strategies allow to the students acquire a significant knowledge of the English vocabulary, and get skills to learn by oneself in order to lead the teaching learning process in an efficient way.

O'Malley & Chamot (as cited in Vlčková, Berger & Völkle, 2013) classified the metacognitive strategies into three categories:

1. **Planning**: it includes five learning strategies: advance organizers; direct attention; selective attention; self-management; and functional planning.
2. **Monitoring:** it includes self-monitoring.
3. **Evaluation:** it includes self-evaluation. (p. 98).

Metacognitive strategies has two important components that are knowledge and self-regulation, which are focused to achieve a learning goal. Hence, it allows that students can plan, organize and evaluate their own learning activities.

Planning: Planning provide learners rules and steps in order to solve a problem, take into account time goals that students should accomplish in a specific task. It is relevant that students determine their goals, define the contents, and finally they choose the methods and techniques more suitable. According to O'Malley & Chamot (as cited in Lv, 2010) "planning is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system." (p, 136). Planning includes five learning strategies which are advance organizers; direct attention; selective attention; self-management; and functional planning.

When focus about advance organizers is important to focus on Ausubel (as cited in Shihusa & Kerarroan, 2009) "advance organizer is a material that is introduced before an unfamiliar content so as to facilitate its assimilation. They, therefore, act as an anchor for the reception of new content" (p. 414).

Chamot, Barnhardt, El-Dinary & Robbins (as cited in Barbosa, 2012) define the next planning strategy that is the direct attention as "the direct attention strategy can help focus attention and ignore distractions" (p. 64)

Selective attention, according to Sheorey & Mokhtari (as cited in Zhang & Seepho, 2013) "refers to the strategies used when readers "work directly with texts" and comprehension problems occur". (p. 62).

Self-management, according to White (1993) "self-management can be considered to be the definitive metacognitive strategy in that it comprises two dimensions of metacognition: knowledge of cognition and control of cognition." (p. 195-196).

Finally, the last planning strategy is functional planning.

Direct attention, selective attention and self-management help to the students to be aware in the learning process. Therefore, these strategies don´t permit interferences or distractions at the moment to learn. On the other hand advance organizers and functional planning need materials that facilitate the learning in the students.

Monitoring: This strategy helps the students to identify academic problems and they should try to find solutions so that they reach their learning goals. Besides, learners have the control about the comprehension of the different contents. O'Malley & Chamot (as cited in Lv, 2010) state that "Monitoring can also be described as being aware of what one is doing" (p. 137). It includes one learning strategy which is self-monitoring.
Mace, Belfiore, & Huchinson (as cited in Menzies, Lane & Lee, 2009) "Self-monitoring is a two-stage process that involves observing and recording. The student needs to determine if the target behavior did or did not occur. Then, the student self-records some feature of the target behavior." (p. 28). This strategy is so important because it helps the students to monitor how is performing the task, and select the most suitable learning strategies to do the activity.

Evaluation: Lastly, this strategy allows to the students after completing a learning task, they can assess it and determine if it was done in a correct way. It requires a lot of concentration. O'Malley & Chamot (as cited in Lv, 2010) state that "Evaluation is

mental process conscious inspection of learning outcomes, one's own progress in the new language." (p. 137). It includes one learning strategy which is self-evaluation.

Schunk (as cited in McMillan & Hearn, n.d) mentions self-evaluation as "Positive self-evaluations encourage students to commit more resources to continued study and set higher goals in the future." (p.44). On the other hand, in this strategy, when the students self-evaluate their progress, the students have the opportunity to correct their mistakes. Harmer & Naghizadeh (as cited in Hartono & Khunaivi, 2015) mention that "a correction helps students to clarrify their understanding of the meaning and construction of language." (p. 16).

Students need to assess their own progress so that they realize whether what they are doing is effective, and determine if they are using the metacognitive strategy correctly.

8.4.2 Cognitive strategies

Cognitive strategies, enclose the memory and the knowledge doing feasible the learning of the student. These strategies are the actions or steps that students perform in order to obtain a particular learning goal or when the learner needs to accomplish a learning task. This strategy has given good results in the teaching learning process.

The term cognitive strategies, according to O'Malley & Chamot (as cited in Ratna, 2014) "are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material." (p. 3).

O'Malley & Chamot (as cited in Vlčková, Berger & Völkle, 2013) mention that the cognitive learning strategies are: repetition, resourcing, translation, grouping, note taking, summarising, deduction, recombination, imagery and auditory representation, keyword method, contextualization, elaboration, transfer, and inferencing.

The definition of some cognitive learning strategies from O'Malley & Chamot (as cited in Ratna, 2014) are summarized as follows:

Repetition consists in repeating a word or phrase in the course of performing a language task.

Resourcing is using target language some reference materials such as dictionaries, encyclopedias, or textbooks in order to learn a target language.

The next cognitive learning strategy is grouping. It consists to classify words, terminology, or concepts according to their attributes or meaning.

The following cognitive learning strategy is note taking. The authors defines it as writing down key words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading in order to improve the students' skills.

Another useful learning strategy is summarizing that it is making a mental, oral, or written summary of new information gained through listening or reading.

Deduction strategy consist to apply rules in order to understand or produce the second language or making up rules based on language analysis.

Imagery and auditory representation is so important, according to the authors refers to using visual images either mental or actual to understand or remember new English vocabulary.

Finally, elaboration that is relating new information to previous knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information. (p. 4-5).

On the other hand, another useful cognitive learning strategy is key word method because it allows the students to remember new words and later they are going to relate these words in context. According to Murcia (as cited in Mofareh, 2015) proposes some strategies to learn English vocabulary, "…she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword." (p. 30-31).

These learning strategies are quite important because they help students to develop internal procedures that enable the abilities of the students regarding to the comprehension and solving problems.

8.4.3 Socioaffective strategies

Socioaffective strategies reinforce the motivation of the students and encourage the team work helping solving problems in order improve their academic performance.

Research by Magno (as cited in Zeynali, Zeynali & Pishdadi, 2015) mention that "affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency." (p.12).

O'Malley & Chamot (as cited in Fandiño, 2007) mention that the main socioaffective learning strategies are: question for clarification and cooperation.

Cooperation, according to O'Malley & Chamot (as cited in Fandiño, 2007) "peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance." (p. 61).

O'Malley & Chamot (as cited in Fandiño, 2007) define question for clarification as "asking for explanation, verification, rephrasing, or examples about the material or the task; self-questioning." (p. 61).

This strategies are quite important because the students learn to work in cooperation with their classmates and teachers. They also ask questions about their doubts when are learning a target language.

9. SCIENTIFIC QUESTIONS

- o   What are the learning strategies to learn English vocabulary?

- o   What learning strategies focused on learning English vocabulary are used by students of 8th year EGB?

10. METHODOLOGY AND EXPERIMENTAL DESIGN

For this inquiry, It will be used descriptive method because it observes and describes the facts without influence them. According to Lans & van der Voordt (2002) "descriptive research is trying to describe reality according to a systematic approach rigorously followed. Usually it is based on theoretical considerations and is dependent on the objective of the study as well." (Section of methodological choices, para. 2).

After that, the bibliographical research will be applied. The bibliographical research will help to look for, and recollect background about the learning strategies in the English vocabulary learning which will be presented in the literature review. Reed & Baxter (n.d) define the bibliographic research: "the process of using the library and bibliographic resources to locate information relevant to your topic." (p. 41).

Next, the survey technique will be used in order to recollect information. The survey will be applied for teachers and students whose main objective is to determine if the students and teachers know about learning strategies. At the end, with the results of the surveys will be performed the analysis and discussion of data which will help to obtain the conclusions and recommendations. According to Babbie (as cited in Creswell, 2009)

> Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population (p. 12).

Finally, the sample of this research will comprise 101 students of 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi" in Latacunga, Ecuador. 100 are female, and 1 is male that will be the participants in the research. They will be 101 students; aged 11 to 12, the participants will fill the students´ surveys. Furthermore, 7 teachers of 8th year EGB of the Educative Unit "Victoria Vásconez Cuvi" will participate filling the teachers´ surveys. The study will be conducted during the academic term March and August 2016.

11. ANALYSIS AND DISCUSSION OF THE RESULTS

ANALYSIS AND DISCUSSION OF THE SURVEY APPLIED TO STUDENTS OF 8th YEAR OF HIGH SCHOOL AT "VICTORIA VÁSCONEZ CUVI" EDUCATIVE UNIT

1. **Have you heard about the learning strategies that can be used to learn English vocabulary?**
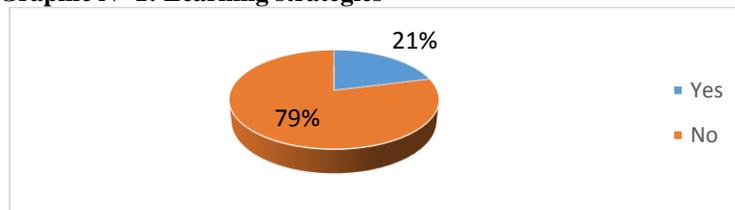
Chart N° 1: Learning strategies

Options	Frequency	Percentage
Yes	21	21%
No	80	79%
Total	101	100%

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 1: Learning strategies

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

According to the chart and graphic N°1, 21 students, who represent the 21%   have heard about the learning strategies. On the other hand, 80 students, who represent the 79% have not heard about the learning strategies which can be used to learn English vocabulary.

The results of this question show that the students don't know about the learning strategies. They also have not heard about it. Consequently, it probably would impede to extend their English vocabulary in order to communicate, express ideas, feelings and thoughts in the language that they are learning. According to Oxford (as cited Branch, 2012) "Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning" (p. 168). Undoubtedly, the learning strategies are quite important because they allow students to improve their English vocabulary.
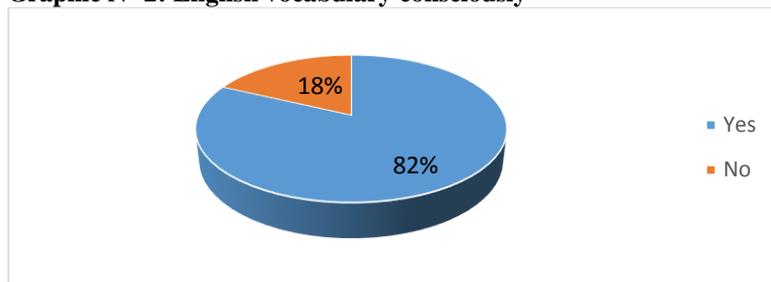
2. Do you practice English vocabulary consciously?

Chart N° 2: English vocabulary consciously

Options	Frequency	Percentage
Yes	83	82%
No	18	18%
Total	**101**	**100%**

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 2: English vocabulary consciously

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

According to the students of eight year at "Victoria Vásconez Cuvi", 83 students, who represent the 82%, practice English vocabulary consciously; however, 18 of the students, who represent the 18%, don't practice it consciously.

The findings show that the students practice their English vocabulary consciously. According to Nyikos & Oxford (as cited in Oxford, 2003) "yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective" (p. 9). Clearly, the students need to focus their attention so that they can develop their process of learning to improve performance in the target language.
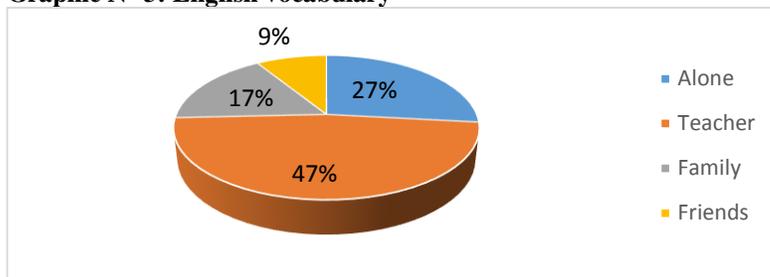
3. With whom do you learn English vocabulary?

Chart N° 3: English vocabulary

Options	Frequency	Percentage
Alone	27	27%
Teacher	48	47%
Family	17	17%
Friends	9	9%
Total	**101**	**100%**

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 3: English vocabulary

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

According to the chart and graphic N°3, 27 students, who represent the 27% practice English vocabulary alone. On the other hand, 48 students, who represent 47%, practice English vocabulary with their teacher. Moreover, 17 students, who represent the 17%, practice it with their family. Finally, 9 students, who represent the 9%, practice English vocabulary with their friends.

The results show that the students learn their English vocabulary with their teachers. Cooperation, according to O'Malley & Chamot (as cited in Fandiño, 2007) "peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance." (p. 61). Cooperation learning strategy is very useful because working in cooperation, the students will be able to solve different problems, and improve their English vocabulary. However, teachers need to train their students in the use of the learning strategies.

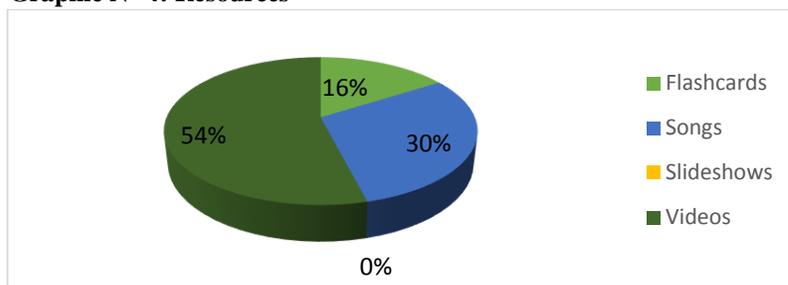**4. Which of the following resources do you use to learn English vocabulary?**

Chart N° 4: Resources

Options	Frequency	Percentage
Flashcards	16	16%
Songs	30	30%
Slideshows	0	0%
Videos	55	54%
Total	**101**	**100%**

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 4: Resources

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 16 students, who represent the 16%, express that flashcards are the activities that engage their attention at the moment to learn English vocabulary. On the other hand, 30 students, who represent 30%, mention that songs are the activities that engage their attention. Finally, 55 students, who represent the 54%, state that videos are the activities that engage their attention.

The resources that engage the students´ attention at the moment to learn English vocabulary are videos and songs. Malekpur (2015) claims that "watching videos not only helps the learners to realize and learn the new words directly within a context but may also motivate them to learn more new words." (p. 241). Hence, the teachers should use videos at the beginning of the classes in order to motivate the students in their learning of English vocabulary because this tool engages the attention of the students.

**5. When you learn English vocabulary, do you have the habit of?**

Chart N° 5: Habit to learn English vocabulary

Options	Frequency	Percentage
Memorize	25	25%
Underline keywords	53	52%
Repetition	1	1%
Imagery and auditory representation	7	7%
Classify information	7	7%
Others	8	8%
Total	**101**	**100%**

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 5: Habit to learn English vocabulary
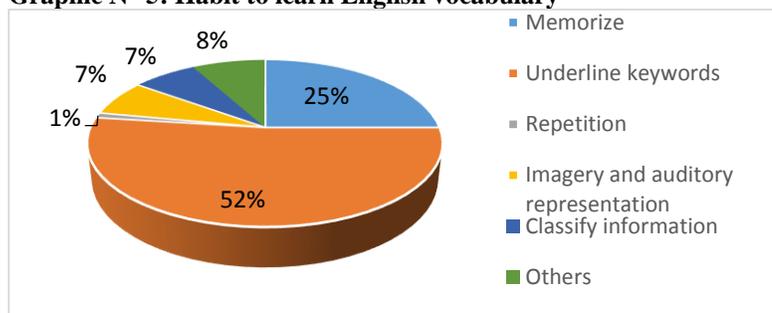
Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 25 students, who represent the 25%, express that they memorize when they learn English vocabulary. On the other hand, 53 students, who represent 52%, mention that they underline keywords. Moreover, 1 student, who represents the 1%, says that uses repetition. Furthermore, 7 students, who represent the 7%, claim that they use imagery and auditory representation. In addition, 7 students, who represent the 7%, argue that they classify information. Finally, 8 students, who represent the 8%, state that they have other habits such as play with the new vocabulary, and perform sentences using the new words.

The majority of the students have the habit to underline keywords in order to learn English vocabulary. According to Murcia (as cited in Mofareh, 2015) "…she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword." (p. 30). This strategy belongs to the cognitive strategies, whereby it is

very useful and allows the students to remember new words and later they are going to relate these words in context. Therefore, the teachers should encourage this strategy constantly in their students.

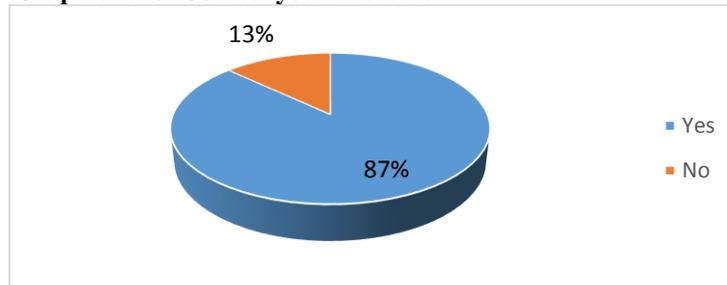**6. Do you correct your own mistakes immediately when you discovered?**

Chart N° 6: Correct your mistakes

Options	Frequency	Percentage
Yes	88	87%
No	13	13%
Total	**101**	**100%**

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 6: Correct your mistakes

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 88 students, who represent the 87%, state that they correct their mistakes immediately when discovered them. On the other hand, 13 students, who represent 13%, mention that they don't correct their mistakes when discovered them.

According to this question, the majority of the students correct their mistakes when they discovered them. Harmer & Naghizadeh (as cited in Hartono & Khunaivi, 2015) mention that "a correction helps students to clarify their understanding of the meaning and construction of language." (p. 16). Therefore, the correction of their mistakes is a valuable tool to enhance the learning process in a target language. Through it, the students have the opportunity to evaluate and rectify their mistakes.

7. Do you perform a self-evaluation about your progress of English vocabulary learned in class?
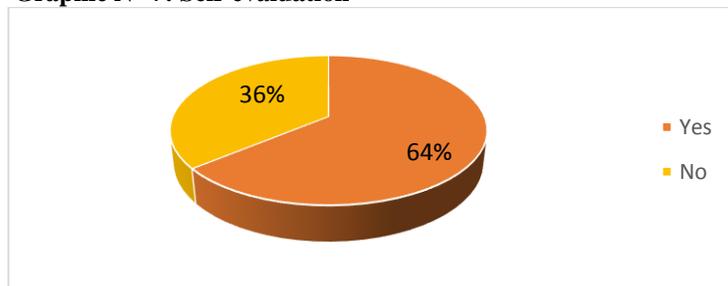
Chart N° 7: Self-evaluation

Options	Frequency	Percentage
Yes	65	64%
No	36	36%
Total	101	100%

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 7: Self-evaluation

Source: Students of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 65 students, who represent the 64%, mention that they perform a self-assessment about their progress of English vocabulary. On the other hand, 36 students, who represent 36%, say that they don't perform a self-assessment of their progress of English vocabulary.

According to the question, the students perform a self-evaluation about their progress of English vocabulary. Schunk (as cited in McMillan & Hearn, n.d) mentions that "Positive self-evaluations encourage students to commit more resources to continued study and set higher goals in the future." (p.44). The self-evaluation is a tool that helps the learners to know and be aware of their progress in the teaching learning process in order to determine their strengths and weaknesses. Besides, it helps the learners to be responsible in their learning tasks selecting suitable strategies according to their learning styles.

ANALYSIS AND DISCUSSION OF THE SURVEY APPLIED TO TEACHERS OF 8th YEAR OF HIGH SCHOOL AT "VICTORIA VÁSCONEZ CUVI" EDUCATIVE UNIT

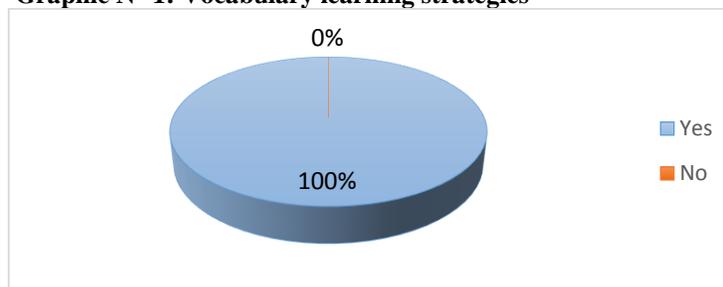1. **Do you consider that is necessary to teach vocabulary learning strategies to students?**

Chart N° 1: Vocabulary learning strategies

Options	Frequency	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 1: Vocabulary learning strategies

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

The chart and graphic N°1 show that the overall of the teachers, who represent the 100%, mention that is necessary to learn vocabulary learning strategies to their students.

Teachers mention that is necessary to teach vocabulary learning strategies to their students. According to Oxford (as cited Branch, 2012) "Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning" (p. 168). Hence, teachers need to focus on the learning strategies to develop different skills in order to improve English vocabulary in their students.

2. Do you consider important that the teacher investigate new vocabulary learning strategies in order to teach and use them to students?
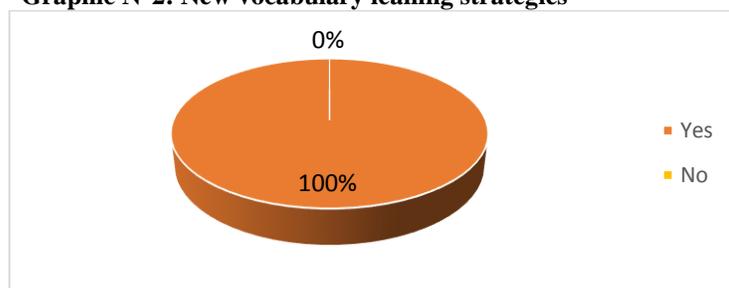
Chart N° 2: New vocabulary leaning strategies

Options	Frequency	Percentage
Yes	7	100%
No	0	0%
Total	**7**	**100%**

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N°2: New vocabulary leaning strategies

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

The data collected from teachers of eight year at "Victoria Vásconez Cuvi" Educative Unit, show that the 100%, who are 7 teachers say that it is important investigate new vocabulary leaning strategies to teach to use them to the students.

Teachers are aware of the necessity to investigate new vocabulary learning strategies with main aim that the students improve their knowledge about it. Alqahtani (2015) supports that "The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques." (p. 24). Therefore, teachers need to update their knowledge in vocabulary using learning strategies like cognitive, metacognitive and socio-affective.

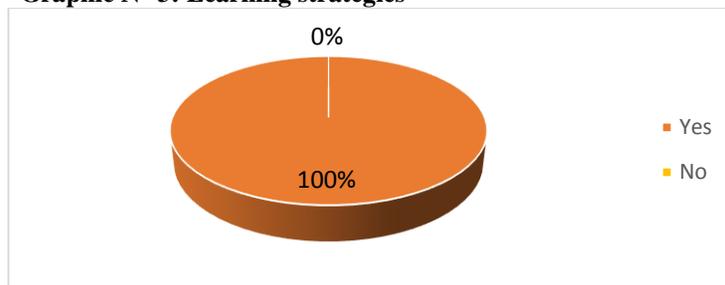3. **Do you know what learning strategies you can use to help your students to acquire English vocabulary?**

Chart N° 3: Learning strategies

Options	Frequency	Percentage
Yes	5	71%
No	2	29%
Total	**7**	**100%**

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 3: Learning strategies

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 5 teachers, who represent the 71%, express that they know learning strategies they can use to help their students to acquire English vocabulary. On the other hand, 2 teachers, who represented 29%, mention that they don't know what learning strategies they can use.

The data collected shows that the majority of the teacher know about vocabulary learning strategies; Catalán (as cited in Saengpakdeejit, 2014) mentions that VLSs is

Knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode. (p. 1102).

Indeed, the teachers should promote the use of learning strategies in their students to achieve a meaningful learning, and improve their English vocabulary.

4. **What strategies do you consider are the most important to develop English vocabulary in your students?**

Chart N° 4: Strategies

Options	Frequency	Percentage
Note taking	1	14%
Keywords	4	57%
Repetition	0	0%
Grouping	0	0%
Imagery and auditory representation	2	29%
others	0	0%
Total	**7**	**100%**

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 4: Strategies
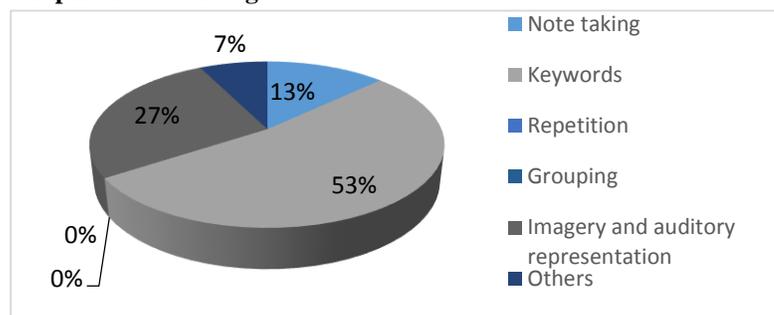
Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

According to the chart and graphic N°4, the 14% of respondents, who represent 1 teacher consider that note taking is the most important strategy to develop English vocabulary in their students. On the other hand, 4 teachers, who represent 57%, state that keywords method is the best option. Finally, 2 teachers, who represent 29%, mention that imagery and auditory representation is the most important strategy to develop English vocabulary.

Teachers use keyword method to develop English vocabulary in their students. According to Murcia (as cited in Mofareh, 2015) "…she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword." (p. 30). Certainly, they should develop all cognitive learning strategies like note taking,

grouping, imagery and auditory representation, resourcing, and others in order to train students responsibly.

5. **According to your experience, learning English vocabulary depends just on the student?**
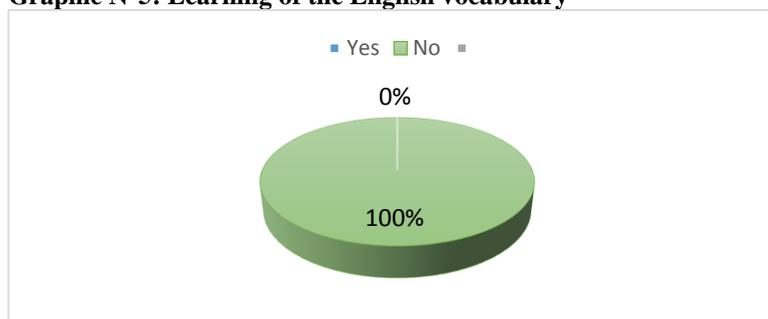
Chart N° 5: Learning of the English vocabulary

Options	Frequency	Percentage
Yes	0	0%
No	7	100%
Total	7	100%

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N°5: Learning of the English vocabulary

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

According to the data collected from the teachers at "Victoria Vásconez Cuvi" Educative Unit, the 100% of respondents, who represent 7 teachers believe that learning English vocabulary do not depends just on the students.

With the result obtained in this question, it can be noticed that the learning of the English vocabulary do not just depend on the student. Cooperation, according to O'Malley & Chamot (as cited in Fandiño, 2007) "peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance." (p. 61). Furthermore, teachers need to teach to their students the usefulness of teamwork, and provide the adequate socio-affective learning strategies so that both of them are beneficiated in the teaching learning process.

**6. When you teach English vocabulary, what habit do you encourage more frequently in your students?**

Chart N° 6: Habits

Options	Frequency	Percentage
Keywords	3	43%
Note taking	1	14%
Repetition	1	14%
Imagery and auditory representation	1	14%
Grouping	1	14%
Others	0	0%
Total	7	100%

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Graphic N° 6: Habits
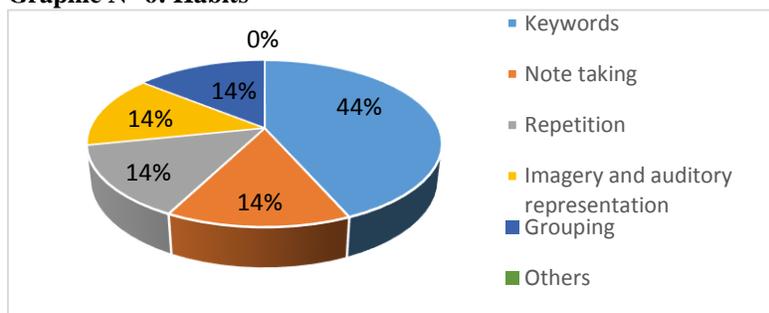
Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 2 teachers, who represent the 29%, express that they encourage the habit to underline keywords in their students. On the other hand, 2 teachers, who represent 29%, mention that they encourage the habit to note taking of the new vocabulary. Furthermore, 1 teacher, who represents the 14%, state that encourage the habit to repeat the vocabulary. In addition, 1 teacher, who represents 14%, argues that they encourage imagery and auditory representation in order to develop English vocabulary in their students. Finally, 1 teacher, who represents 14%, says that they encourage the habit to grouping information in the students.

All teachers use the cognitive learning strategies in the teaching learning process with the aim of improving the English vocabulary in their students, and the most common used are keyword method. According to Murcia (as cited in Mofareh, 2015) proposes some strategies to learn English vocabulary, "…she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword."

(p.30). Therefore, teachers should train their students in the use of all learning strategies due to each of one contribute in a significant way in the learning process.

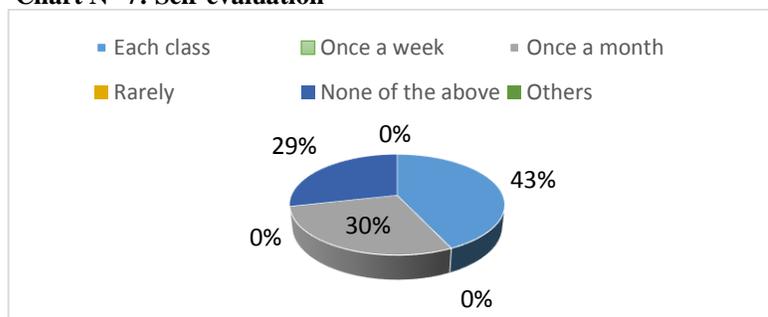**7. How often do you apply the self-evaluation in your students?**

Chart N° 7: Self-evaluation

Options	Frequency	Percentage
Each class	3	43%
Once a week	0	0%
Once a month	2	28,5%
Rarely	0	0%
None of the above	2	28,5%
Others	0	0%
Total	**7**	**100%**

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

Chart N° 7: Self-evaluation

Source: Teachers of Victoria Vásconez Cuvi
Elaborated by: Alexandra Cueva and Yesenia Arequipa

In this question 3 teachers, who represent the 43%, support that they assess their students about the progress of the English vocabulary each class. On the other hand, 2 teachers, who represent the 28, 5%, argue that they assess their students once a month. Finally, 2 teachers, who represent the 28, 5%, mention none of the above.

Teachers assess the progress of their students regarding the English vocabulary. Schunk (as cited in McMillan & Hearn, n.d) mentions that self-evaluation: "Positive self-evaluations encourage students to commit more resources to continued study and set higher goals in the future." (p.44). Therefore, teachers should train to their students to self-evaluate their own progress so that they realize whether what they are doing is effective, and determine if they are using the learning strategy correctly.

12. IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL OR ECONOMIC)

The impact of this research is educative because it will allow developing following studies related to the deficient of English vocabulary in the students of 8th year of EGB. Moreover, it is expected that this diagnosis research will help other researchers to develop different use of the learning strategies in order to improve, increase and retain the English vocabulary inside and outside of the classroom. Besides, this research leaves open the possibility for future researches regarding the learning strategies.

13. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

There are some learning strategies for English vocabulary such as metacognitive the most important are planning, monitoring and evaluation. Cognitive which are grouping, note taking, resourcing, keyword method, imagery and auditory representation, repetition, and others. Finally, socio-affective strategies which includes cooperation, and question for clarification. According to the literature review the use of these strategies are quite important so that students can internalize the vocabulary learned in a better way.

The results showed that the learning strategies that students of 8th EGB use more frequently are the cognitive strategies such as note taking, imagery and auditory representation, resourcing, grouping, and keywords method. Besides, they use metacognitive and socio-affective strategies with less frequently. Teachers should update in the use of these learning strategies. This kind of strategies would help the students of this Institution to improve their English vocabulary.

RECOMMENDATIONS

It's necessary to deepen in the literature review about the use of learning strategies in the target language by the English teachers. Undoubtedly, English teachers should be a guide and teach their students about the learning strategies that can use at the moment to learn English vocabulary, and the teachers should encourage the use of learning strategies constantly in their students due to these strategies can help students to learn English vocabulary in an autonomous and conscious manner.

The next researchers should deepen in the type of learning strategies that the students use focusing on English vocabulary. This diagnosis research showed a theoretical base that will be a core of other inquires. Moreover, it will benefit teachers doing easier their work, and it will help students to improve, increase, and retain their English vocabulary.

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15. ANNEXES

CURRICULUM VITAE

1.-DATOS PERSONALES

APELLIDOS:	Arequipa Tandalla
NOMBRES:	Yesenia Arequipa
CEDULA No.	0504183997
FECHA DE NACIMIENTO:	05 de Septiembre de 1993
LUGAR DE NACIMIENTO:	Latacunga
ESTADO CIVIL:	Soltera
DIRECCION:	Zumbalica Norte
TELEFONO:	0958772859

2.- ESTUDIOS REALIZADOS Y TITULOS OBTENIDOS

PRIMARIA:	Escuela "Ana Páez"
SECUNDARIA:	Instituto Tecnológico "Victoria Vásconez Cuvi"
	Título de Bachiller Químico Biólogo

1.-DATOS PERSONALES

APELLIDOS:	Cueva
NOMBRES:	Julia Alexandra
CEDULA No.	050204937.2
FECHA DE NACIMIENTO:	13 de Agosto de 1973
LUGAR DE NACIMIENTO:	Zamora Chinchipe
ESTADO CIVIL:	Casada
DIRECCION:	Av. 5 de Junio y las Pampas
TELEFONO:	0984475535

CURRICULUM VITAE

2.- ESTUDIOS REALIZADOS Y TITULOS OBTENIDOS

PRIMARIA:	Escuela Fiscal "Elvira Ortega"
SECUNDARIA:	Colegio Técnico Femenino "Luis Fernando Ruiz"
	Título de Bachiller en Comercio y Administración Especialización Secretariado Bilingüe.

3.- EXPERIENCIA LABORAL

- o Secretaria Consultorio Médico "UNIMEDI"
- o Recaudadora de Panavial Peaje Panzaleo

COTOPAXI TECHNICAL UNIVERSITY

ENGLISH CAREER

SURVEY TO THE STUDENTS AT "VICTORIA VÁSCONEZ CUVI"
EDUCATIVE UNIT

Objective: Determine the learning strategies of the English vocabulary of the students of the Educative Unit "Victoria Vásconez Cuvi"

Instructions: Read the questions and select (X) that you consider appropriate.

1. **Have you hear about the learning strategies that can be used to learn English vocabulary?**

( ) Yes

( ) No

2. **Do you practice English vocabulary consciously?**

( ) Yes

( ) No

3. **Do you learn English vocabulary?**

( ) Yes

( ) No

4. **Which of the following resources do you use to learn English vocabulary?**

( )   Flashcards

( )   Songs

( )   Slideshows

( )   Videos

5. When you learn English vocabulary, do you have the habit of?

( ) Memorize

( ) Underline keywords

( ) Repetition

( ) Associate knowledge

( ) Classify information

( ) Others

6. Do you correct your own mistakes immediately when you discovered?

( ) Yes

( ) No

7. Do you perform a self-evaluation about your progress of English vocabulary learned in class?

( ) Yes

( ) No

COTOPAXI TECHNICAL UNIVERSITY

ENGLISH CAREER

SURVEY TO THE TEACHERS AT "VICTORIA VÁSCONEZ CUVI" EDUCATIVE UNIT

Objective: Determine the level of knowledge that have the teachers about the learning strategies in the learning of English vocabulary.

Instructions: Read the questions and select (X) that you consider appropriate.

1. **Do you consider that is necessary to teach vocabulary learning strategies to students?**

( ) Yes

( ) No

2. **Do you consider important that the teacher investigate new vocabulary learning strategies in order to teach and use them to students?**

( ) Yes

( ) No

3. **Do you know what learning strategies you can use to help your students to acquire English vocabulary?**

( ) Yes

( ) No

4. **What strategies do you consider are the most important to develop English vocabulary in your students?**

( ) Note taking

( ) Keywords

( ) Repetition

( ) Grouping

( ) Imagery and auditory representation

( ) Others

5. According to your experience, learning English vocabulary depends just on the student?

( ) Yes

( ) No

6. When you teach English vocabulary, what habit do you encourage more frequently in your students?

( ) Keywords

( ) Note taking

( ) Repetition

( ) Imagery and auditory representation

( ) Grouping

( ) Others

7. How often do you apply the self-evaluation in your students?

( ) Each class

( ) Once a week

( ) Once a month

( ) Rarely

( ) None of the above

( ) Others

Which?...
....
....