

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema:** SELF-ASSESSMENT STRATEGIES TO ENHANCE  
VOCABULARY RETENTION IN ADULT  
STUDENTS

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Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magister en Enseñanza del Idioma Inglés como Lengua Extranjera.

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Ambato – Ecuador

2018

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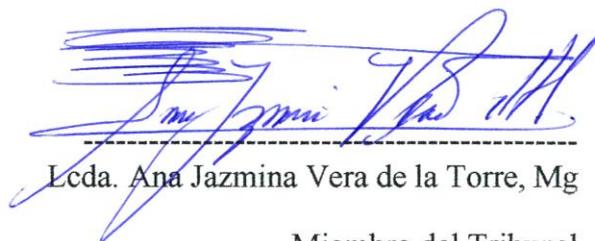
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Maritza Ortiz

## **DEDICATION**

This work is for all those teachers who look for a different way to teach and love their profession. For those who keep trying new things every day.

Maritza Ortiz

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**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**TEMA: “ESTRATEGIAS DE AUTOEVALUACIÓN PARA MEJORAR LA RETENCIÓN DEL VOCABULARIO EN LOS ESTUDIANTES ADULTOS”**

**AUTOR:** Licenciada Maritza de los Ángeles Ortiz Paredes.

**DIRECTORA:** Doctora Sara Nidhya Camacho Estrada, Magíster.

**FECHA:** 13 de Julio de 2018

**RESUMEN EJECUTIVO**

La presente investigación consiste en el estudio de las estrategias de autoevaluación, como herramientas que se utilizan para mejorar la retención del vocabulario en los estudiantes adultos de un idioma extranjero. En el estudio se consideró a los estudiantes del Instituto Tecnológico Superior Guayaquil de la ciudad de Ambato, quienes reciben inglés en un nivel básico y presentan un bajo nivel de retención de vocabulario. El principal objetivo del presente trabajo consistió en investigar como las estrategias de autoevaluación mejoran la retención del vocabulario en los estudiantes adultos. A partir de la aplicación de una encuesta se determinó que la metodología utilizada por los docentes no contribuye a que los estudiantes presenten una buena retención del vocabulario en inglés y se estableció que los alumnos no suelen utilizar recursos para autoevaluar su proceso de aprendizaje del idioma. De igual manera, mediante el estadístico de prueba de hipótesis Chi-Cuadrado se demostró que las estrategias de autoevaluación inciden en la retención del vocabulario. Con la finalidad de aportar a la solución de la problemática existente, se formuló un folleto de siete estrategias que pueden ser utilizadas por los estudiantes en clase o en su casa, entre las cuales constan: un diario, rúbricas, una plataforma virtual, aplicaciones libres para smartphones, una hoja de autoevaluación del progreso y una estrategia de enseñanza a un amigo y un portafolio. En cada una de las estrategias se indican el modo de uso, el objetivo, la función, los recursos requeridos y una escala de calificación para que los estudiantes tengan conocimiento de su progreso en el aprendizaje.

**Descriptor:** Autoevaluación, conocimiento de la palabra, estrategias, estudiantes adultos, folleto, habilidades, retención de vocabulario, portafolio, proceso cognitivo, taxonomía.

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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**THEME: “SELF-ASSESSMENT STRATEGIES TO ENHANCE  
VOCABULARY RETENTION IN ADULT STUDENTS”**

**AUTHOR:** Licenciada Maritza de los Ángeles Ortiz Paredes.

**DIRECTED BY:** Doctora Sara Nidhya Camacho Estrada, Magíster.

**DATE:** July 13<sup>th</sup>, 2018

**EXECUTIVE SUMMARY**

This research is about the study of self-assessment strategies, as tools that are used to improve the vocabulary retention in adult students of a foreign language. Students from the Instituto Tecnológico Superior Guayaquil in the city of Ambato were considered in the research, who receive English at a basic level and have an important problem which is a low vocabulary retention. The main research objective is to investigate how self-assessment strategies enhance English vocabulary retention in adult students. It was found that the methodology used by teachers does not contribute to the students having a good vocabulary retention, the data were got from the application of a survey and it was established that the students do not usually use resources to self-assess their language learning process. Similarly, the results obtained from the statistical Chi-Squared hypothesis test showed that self-assessment strategies influence vocabulary knowledge in adult students. In order to contribute to the solution of the problem, a brochure of seven strategies that can be used by students in class or at home was formulated, among which are: a diary, rubrics, a virtual platform, mobile free Apps, progress self-assessment sheet, teach a friend, and portfolio. In each of the strategies, the mode of use, the objective, the function, the resources required and a rating scale are indicated so that the students have knowledge of their progress in learning.

**Keywords:** Adult students, booklet, cognitive process, portfolio, self-assessment, skills, strategies, vocabulary retention, word knowledge, taxonomy.

## INTRODUCTION

This research aims to study the impact of self-assessment strategies to enhance vocabulary retention in English language learners at Instituto Tecnológico Superior Guayaquil. It is known that adult students have a low retention of English language vocabulary according to the teachers, this does not allow them to develop listening, reading, speaking and writing skills. In several studies it was determined that the use of self-assessment strategies such as diaries, rubrics, mobile applications, portfolios, virtual platforms, among others, motivate students the desire to learn a foreign language and improve the learning capacity, reflection and self-assessment of learning. In that sense, the implementation of a booklet of self-assessment strategies is implemented to help teachers to evaluate the vocabulary retention in adult students, assigning part of the evaluation process responsibility to the students themselves.

The research study has been organized in the following chapters:

Chapter I. The problem. It contains the research topic and describes the problem which has to be solved. It encompasses the reasons why the research is done. It also has the problem tree, the critical analysis, the justification as well as the general and specific objectives.

Chapter II. Theoretical Framework. It includes the research background, the philosophical foundation, the legal grounds, the fundamental categories, the hypothesis and the identification of variables. Theoretical Framework development requires a revision of bibliographical resources from data bases and digital repositories.

Chapter III. Methodology. It describes how the research is carried out. It has the research approach, the basic research modality, the level of research, the population and the sample calculated, the operationalization of variables, the techniques and instruments, the data collection plan and the information processing and analysis

plan. All of these items provide a explanation of the process the author follows to do the research.

Chapter IV. Analysis and interpretation of the results. It includes a quantitative and qualitative analysis of the results obtained through a survey. Moreover, this chapter contains the hypothesis verification which allows the evaluation of the feasibility of the implementation of proposal.

Chapter V. Conclusions and recommendations. It encompasses the final thoughts based on the results, in response to the research objectives, in order to give a solution to the problem.

Chapter VI. The proposal. It contains a booklet of self-assessment strategies to enhance vocabulary retention. This proposal has been made based on the results obtained in the study. Therefore, it has all the components such as: the informative data, the background of the proposal, the justification, the objectives, the feasibility analysis, the theoretical foundation which contains seven strategies, the administration and the evaluation of the proposal. All this information aims to contribute to the practical implementation of the booklet in the classroom or home. Finally, there is a list of bibliographical references and the annexes.

## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1. Topic**

“Self-assessment strategies to enhance vocabulary retention in adult students”.

#### **1.2. Problem Statement**

##### **1.2.1 Contextualization**

According to (EF Education First Ltd, 2017) in its report called “EF English Proficiency Index” in its seventh edition, Latin America was identified as the region with the lowest proficiency in English in the world, with an average proficiency score barely surpassing the low proficiency cut-off. Eighty countries were evaluated worldwide, as well five categories were also considered in the ranking: very high, high, moderate, low, and very low. However, there are some Latin American countries, such as: Argentina, Dominican Republic, and Cost Rica that reach a moderate level. Most programs to improve English proficiency in Latin America focus on financing teacher training or student exchange to North America. This emphasis on training is adequate given the level of teachers in the region. Other initiatives are under development, including programs that use technology for teachers in other countries to teach high quality English lessons.

In some countries, including Uruguay, the “Plan Ceibal” was implemented, which showed favorable results in sixth grade students, especially in terms of vocabulary, grammar and reading skills. The plan needs participation in the teaching-learning of native English speaking teachers (Plan Ceibal, CEIP, & ANEP, 2015).

One of the reasons why Latin Americans have a low level of English proficiency is because teachers are not trained at a high level and they also do not apply all the teaching-learning strategies available (EF Education First Ltd, 2017, p. 27). Therefore, the ability to retain vocabulary in adult students is not known, but it is assumed to be limited due to the results of the EF English Proficiency Index.

The English vocabulary retention is one of the main problems that limits the language learning. The factors that interfere with learning a word are: difficult pronounceability, similarity of form and morphology between the word and other words, different syntactic patterning in native language, multiplicity of meaning and metaphors/idioms nonsistent in native language, differences in lexical gridding between native and foreign language, deceptive morphological structure, lexical voids, connotations nonsistent in first language and apparent rulelessness of collocation (Laufer, 1990, p. 150). According to Saigh & Schmitt (2012) who studied the case of Arabian students, English learners have serious troubles with the word form and they show difficulties with the spelling of English vowels in general. These aspects and added to the fact of the poor preparation of English teachers or the use of obsolete teaching strategies, contribute to the difficulties in the English learners' vocabulary retention.

In relation to the Latin American context, Pérez and Alvira, (2017) state that there is lack of vocabulary and the ability to retain and retrieve words. He found that, when Colombian university students read a text, the strategies used by them to learn new words are limited to trying to infer their meaning from the context and to resorting to their native language to guess the meaning of words and understand the reading (p. 105).

In the case of Ecuador, the situation is not different, despite the fact that the state has promoted the training of teachers and the increase of academic hours in the English language subject, however satisfactory results are not achieved. According to the EF Education First, Ecuador ranked 55th among the 80 countries assessed in

the English proficiency index seventh edition (2017), because its level is low domain (the score was 49.42) although the tendency is to improve.

The Ministry of Education (2014) makes emphasis on the development of skills in adult students proposed by the National Curriculum Guidelines for English as a Foreign Language. This initiative had a number of aspects, including targets for functional competence aligned with the Common European Framework of Reference for Languages (CEFR), a new evaluation parameters for newly qualified English teachers, continuous professional development for existing English teachers, travel-study options for English teachers, scholarships for students to study at universities abroad that teach in English, among others (Villalba & Rosero, 2014).

Related to the vocabulary, assessment indicators for every skill have been given in Ecuador, such as: to recognize cognate words, to write short words that are in their vocabulary with reasonable phonetic accuracy, to have enough language to get by with sufficient vocabulary to express themselves on topics such as family, hobbies, interests, work, travel and current events. In order to obtain good results in these evaluations, the need to apply self-evaluation strategies to enhance vocabulary retention in adult students (Villalba & Rosero, 2014).

Institutes do not have standards for the teaching-learning process of a foreign language. Under these circumstances, the vocabulary retention required for students according the CEFR do not satisfy the requirement. Unfortunately, there are still many teachers who are adopting methods, strategies and techniques which are not necessarily efficient and meaningful to teach the language. Some teachers are still employing ineffective ways to make their students develop their vocabulary understanding and retention, and obviously, they fail to do so since the methodology used was inaccurate.

At Instituto Tecnológico Superior Guayaquil from Ambato, there is a low degree of English language acquisition. Several problems have been detected in the English vocabulary retention according to the information provided by the area

meetings, in which there are evaluations that evidence that from the 100 percent of the grade, 30 percent from the vocabulary section has a low degree from most of the students. Additionally, the methodology of teaching is not standardized, so the teacher is responsible for programming the curriculum according to their knowledge and experience, in that sense it has also been demonstrated that the teachers do not adopt self-assessment strategies as support in the learning process. The resources used by teachers are: a workbook, auxiliary written material and audio recordings, the tests contain questions prepared according to the topics by units. While student self-assessment is used in a limited way, as a part of educative feedback.

### Problem Tree

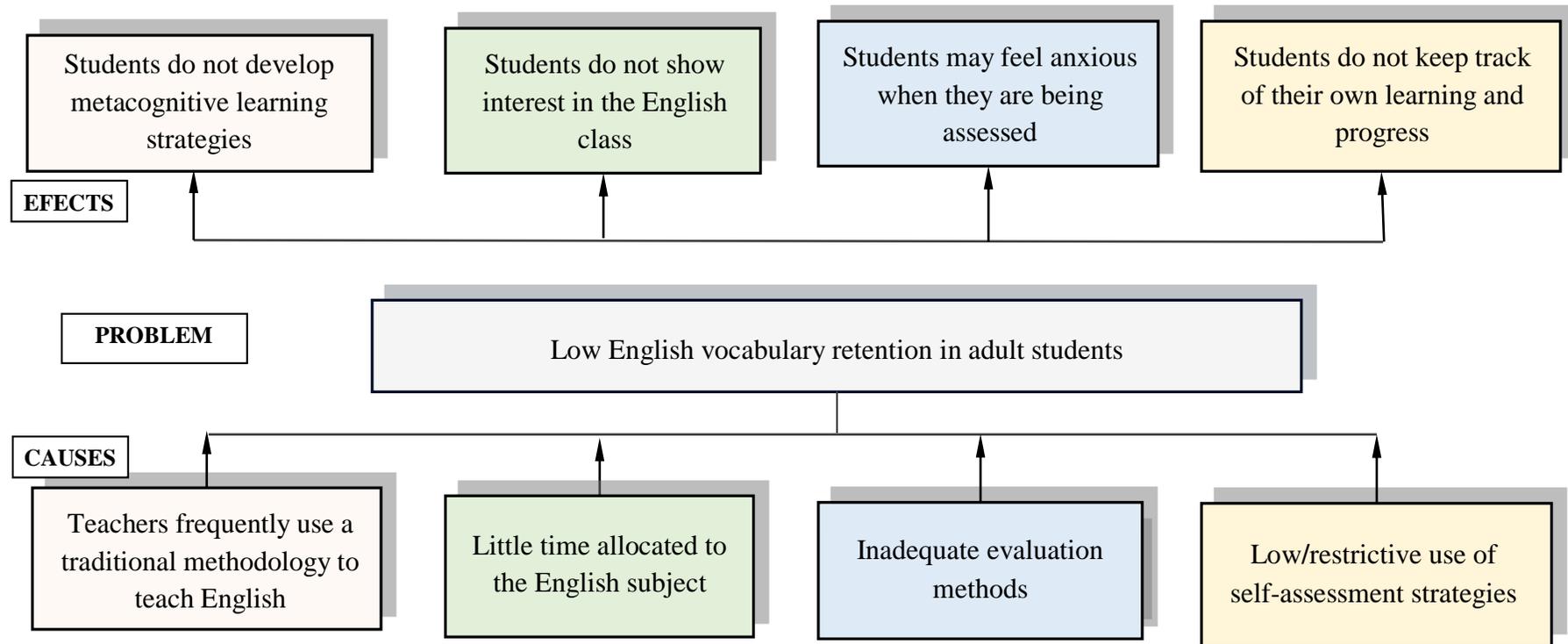


Figure N° 1. Problem tree analysis.

Made by: Ortiz, M. (2018).

### **1.2.2 Critical Analysis**

The core problem of this research is the low English vocabulary retention in adult students at Instituto Tecnológico Superior Guayaquil. Firstly, it is necessary to refer that teachers frequently use a traditional methodology to teach English, they promote memorization and use of printed resources. This does not encourage independent learning, so students do not develop metacognitive learning strategies. Consequently, they are not able to identify their strengths and weaknesses when learning a foreign language.

On the other hand, there is little time allocated to the English subject at Instituto Tecnológico Superior Guayaquil, students only have two hours of English subject per week. This is a limitation because students generally do not contribute in the evaluation of their learning progress. For this reason, vocabulary retention do not reach a high level, according to the opinion of the teachers of the subject, based on the tests applied to measure the vocabulary domain. As a result, students do not show interest in English class nor in their home and consequently they do not feel the necessity to use English language in their daily life neither in reading activities.

Another aspect is that teachers do not develop adequate evaluation methods, which are almost exclusively written and they reward memorization rather than reading comprehension, that does not contribute to the vocabulary retention and it causes that students may feel anxious when they are being assessed. As a result of that, the students do not make progress in English learning skills.

Furthermore, the low/restrictive use of self-assessment strategies causes difficulties in the development of the ability to associate words and to get an English vocabulary retention. For this reason, students do not keep track of their own learning and progress. There is low self-assessment strategies that are applied considering the time of each class and are: dialects among peers, writing a diary of learning advances, identification of song lyrics, flash cards, class discussions, and the uses of a virtual platform. Among the reasons that do not allow the massive use

of strategies based on the aforementioned resources is the fact that some of the students are native speakers of Quichua, they also work, and they have difficulties to use the virtual platform that contains tests.

The use of dialects among peers, diaries of learning advances, identification of song lyrics, flash cards, class discussions, and a virtual platform has been well received by the students, because according to a preliminary interview applied to some students, they consider that these resources motivate them to pay more attention to learn and reduce monotony. They also state that they would like to take advantage of the availability of mobile apps to assess their vocabulary domain, thanks to the fact that they can observe images that facilitate the mental assimilation of concepts and words. But it is difficult to spread the resources for several reasons, especially due to the limited time available in the classes and at home by the students.

### **1.2.3 Prognosis**

If the low English vocabulary retention in the students keeps on happening, the students in third and fourth semesters at Instituto Tecnológico Superior Guayaquil will not improve their ability to retain the words and will have difficulty in developing the receptive (listening and reading) and productive (speaking and writing) skills of the English language. If the problem is not successfully solved now, it will affect the adult students' academic future and professional lives.

Besides, the low vocabulary retention of the English language will lead the students to be disengaged because of the poor understanding and they will not show interest in the activities planned by the teacher during the class time. Additionally, their experience learning English as a foreign language will not be meaningful or long-lasting. In fact, they will see English as a difficult subject and not as an opportunity to improve their own learning for professional purposes.

In the social and professional field, students will not apply English in their daily lives and will have limitations in their professional development, due to the fact that it is becoming necessary to have knowledge of the universal language to

communicate with the outside world and to be efficient at work even more when most of the manuals that students use as part of their training in the different technological fields are illustrated in English.

#### **1.2.4 Research Problem Formulation**

Which types of self-assessment strategies enhance English vocabulary retention in adult students?

#### **1.2.5 Research Questions**

- What self-assessment strategies do enhance vocabulary retention from students?
- What are the word knowledge components and the features of learnability?
- How are developed the cognitive skills in English vocabulary retention?
- How could adult students improve the vocabulary retention?

#### **1.2.6 Delimitation of the Research Problem**

Field: Education

Area: Young Education

Specific Field: Vocabulary teaching and learning, and Self-assessment strategies.

##### **1.2.6.1 Time Delimitation**

February – June 2018.

### **1.2.6.2 Spatial Delimitation**

This research will take place at Instituto Tecnológico Superior “Guayaquil” with third and fourth semesters of Automotive Mechanic, Industrial Mechanic, Electricity, Electronic and Integrated Child Development.

### **1.3. Justification**

The present research has the interest to determine how the adoption of self-assessment strategies can contribute to enhance the vocabulary retention in the students at Instituto Tecnológico Superior Guayaquil. In that sense, the work is done in order to provide an effective solution to the present problem in the English language vocabulary retention. It is of great importance to find a solution in order to have more active students in the language learning process.

There is a clear evidence of the poor acquisition of the language and that problem comes from the low vocabulary that students have. In order to give a solution to this problem it is important to apply an strategy that could get students involved in vocabulary learning and retaining it as much as possible to be able to use it in future situations where communication is required.

The self-assessment can be an instrument that helps students to pay attention, respect and value the different learning rhythms, according to the different characteristics of students. The research focuses on contributing to the metacognitive development of students, so that they will be able to control their mental processes during their learning. In this way a contribution will be made for the benefit of the Instituto Tecnológico Superior Guayaquil and its students.

At the same time, the research is innovative because there are not studies applied to the knowledge on how self-assessment strategies enhance vocabulary retention. In addition, it encourages the independent learning of students in this institution. This work will be a mean of consultation for teachers who wish to innovate in the teaching of the English language through the use of self-assessment strategies such

as a diary, rubrics, a virtual platform, mobile free apps, self-assessment progress sheet and a portfolio. These are strong, convincing reasons to support and justify the development of this research work.

From the development of the research work it is expected that teachers have self-assessment resources to use in the classes and students improve the vocabulary retention as well it will allow them to develop reading, writing, speaking, and listening skills that is may be the main advantages of vocabulary retention. Therefore, it is fundamental to find out the impact of self-assessment strategies on the development of the vocabulary domain to help students be more accurate and fluent in English when using it to communicate in authentic settings.

In terms of feasibility, from the academic point of view, teachers could incorporate the strategies they consider appropriate for the improvement of the teaching-learning process. Additionally, the subject of research is within the scope of the academic field of the Master's Program in Teaching the Language English as a Foreign Language. Finally, from the economic scope, the costs will be covered by the researcher.

#### **1.4. Objectives**

##### **1.4.1 General Objective**

To investigate how self-assessment strategies enhance English vocabulary retention in adult students.

##### **1.4.2 Specifics Objectives**

- To identify the self-assessment strategies that enhance English vocabulary retention in adult students.
- To analyse the word knowledge components and the features of learnability.

- To determinate the cognitive skills developed in English vocabulary retention.
- To propose an alternative solution that effectively helps to enhance the vocabulary retention in adult students.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research Background

When checking the repository of Universidad Técnica de Ambato, there is concluded that researches evidence related to the topic “Self-assessment strategies to enhance vocabulary retention in adult students” does not exist. That is the reason why this thesis will be of great help for future studies.

- It is necessary to consider a study made by Casso (2010), titled “Análisis y revisión crítica de los materiales de evaluación de la competencia léxica. Elaboración de un test de vocabulario de nivel umbral”, research made to obtain the official Master's degree in Linguistics Applied to the Teaching of Spanish as a Foreign Language at Universidad Nebrija. In that research, the author did lexical tests, based on frequency lists that would serve to measure the size of the receptive and productive vocabulary of B1 Spanish students. However, at the same time, a revision of the vocabulary proficiency tests in the English language was carried out. In this sense, the most used tests for the evaluation of the extension and depth of the vocabulary were analyzed. Among the conclusions established by the author, he states the main types of tests are diagnostic, sufficiency and proficiency tests. There are some tests that measure the lexicon in English, for example, The Vocabulary Levels Test, The Eurocentres Vocabulary Size Test (EVST), Productive Vocabulary Levels Test, Word Associates Test, Association Vocabulary test, and The Vocabulary Knowledge Scale (VKS). In addition, he concludes that the tests evaluate the size of the candidate's receptive and productive vocabulary. Other tests could be made to evaluate the depth of that knowledge, in terms of collocations, synonyms, hyperonyms.

The information obtained is very useful to choose the appropriate test to measure the retention of vocabulary in English, by students at Instituto Tecnológico Superior Guayaquil because the measurement indicators of the knowledge of the vocabulary are described.

- Another related research to keep in mind, made by Alqahtani (2015), is titled “The importance of vocabulary in language learning and how to be taught”. In the Literature review section, the author addresses the importance of vocabulary learning, the definition of vocabulary, the kinds of vocabulary, the techniques in teaching vocabulary, and vocabulary learning strategies. The author also concludes that lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and lack of vocabulary knowledge is an obstacle to learning. Additionally, he says that the most important techniques of teaching vocabulary are using objects, drawing, using illustrations and pictures, enumeration, contrast, mime, expressions and gestures, translation, guessing from context, and eliciting. These techniques of teaching vocabulary are of great importance and therefore should be widely known by English teachers.
- In the study conducted by Martínez-Figueira, Tellado-González, & Raposo-Rivas (2013), called "The rubric as an instrument for self-evaluation: a pilot study", published in journal REDU, the aim of the research is to experiment with a methodology based on peer evaluation and self-assessment of learning by the students themselves through e-rubrics. In that sense, the researchers adopted the use of rubrics as instrument for the content learning self-assessment in a group of 70 students. According the results, students states the use of rubrics allows them to improve their learning, cooperate with their peers, reflect, respond and identify mistakes. As students progress in the use of rubrics, they will verify the indicators that are considered important for their correct resolution, which gives them "clues" of where to focus their work in groups. This research contributes as a support for the adoption of the rubric for the self-assessment of foreign language vocabulary.

- Berns, Palomo-Duarte, Doderó, Ruiz-Ladrón, and Calderón-Márquez (2015), in their research titled “Mobile apps to support and assess foreign language learning”, the purpose of the project is to explore some of the possibilities of integrating smartphones in blended teaching practices to make independent learning processes. The researchers designed an application architecture idea aimed at a group of 100 students from the University of Cádiz, Spain. Personalized tests to self-assess are among the app components whose experience and results sheds some light on the possibilities of using mobile apps to facilitate learning as well as assessment processes. Students reported that by creating definitions themselves they significantly improved their vocabulary retention and writing skills, getting much more confident in the target language. This research supports the importance of using mobile apps to develop vocabulary retention.
- Popescu-Mitroia, Todorescu, and Greculescu (2015), in the research named “The usefulness of portfolios as assessment tools in Higher Education”, in this study, authors made a comparative analysis between the features of the portfolio acknowledged by experts in education and those identified by students, expressed as advantages-disadvantages. The researchers made a qualitative and quantitative analysis of the students’ opinions regarding the advantages and disadvantages of the portfolio as an evaluation method. It was discovered that among the main benefits of the use of the portfolio are the motivation for training in the field of study, consolidation of the extensive knowledge, the theory put into practice, the interest in the topics discussed, the development of the capacity to synthesize, the development of oral and written communication competence, the creativity and originality, the participation in the learning process, and the analysis of self-study. The portfolio strategy evaluates what students can do (rather than what they know), reveals students’ professional competence and measures the students’ active involvement in learning and evaluation. This study is useful because it reveals the advantages of using portfolios in student learning.

## **2.2 Philosophical Foundation**

This research will be based upon constructivism paradigm proposed by Jean Piaget (1972). This approach sees learning as interdisciplinary, integrating and practical process. This means learners relate prior knowledge to new knowledge in different contexts. Moreover, developing thinking, imagination, creativity, critical analysis, collaboration and cooperation constitute important elements in this approach.

The constructivist paradigm encourages students to construct their own knowledge, ideas and learning situations where they can freely use the language acquired according to their needs and interests. With this approach, students will be dealing with authentic tasks that resemble real situations in the world where they have to use the input in meaningful contexts. On the other hand, constructivism promotes collaborative work boosting learners to share their knowledge to equally succeed through cooperation rather than competition.

The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge (Jones M., 2002).

Besides, this approach emphasizes on how learners acquire new knowledge. The active role of the students is what makes this approach attractive to educators. What learners bring to the classroom permits them to construct new understandings and have new experiences (Jones M. 2002). Based on this, it can be said that the traditional teaching approach disappears with constructivism because students are not passive learners. In fact, the learning process is centered on students. Sanaa (2006) mentioned that constructivism is reflected in the student-centered approach since learners construct their own understanding.

Similarly, this research is axiological because it requires participants to show a good practice of values. Students, teachers and authorities are the main audience of the

present study. Consequently, values such as respect, cooperation, responsibility, honesty and others should be reflected in every action taken by the participants.

### **2.3 Legal Foundation**

The legal statutes that support this research are the following:

- **Ley Orgánica de Educación Superior LOES (2010)**

“Art. 124. Formación en valores y derechos.

Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas”.

[Art. 124. Training in values and rights.

It is the responsibility of the institutions of the Higher Education System to provide those who graduate from any of the careers or programs, effective knowledge of their duties and citizenship rights, and of the socioeconomic, cultural, and ecological reality of the country; the domain of a foreign language, and the effective use of computer tools.]

Instituto Tecnológico Superior Guayaquil from Ambato is part of the Higher Education System institutions. Therefore, according to LOES it is obliged to provide the domain of a foreign language those who graduate from their careers and the vocabulary knowledge is one of aspects that are part of the English language proficiency.

- **Ley Orgánica de Educación Intercultural LOEI (2011)**

Art. 7. Derechos de los estudiantes.

“a. Ser actores fundamentales en el proceso educativo”.

[Art. 7. The Rights of Students.

a. Be fundamental executors in the educational process].

It is recognized in the LOEI that students have to be fundamental actors in the educational process, which supports the need for them to self-assess their knowledge through the use of strategies. In the present case, it belongs to develop self-assessment to vocabulary learning.

Art. 11. Obligaciones de los docentes.

“i. Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas”.

[Art. 11. The Obligations of Teachers.

i. Give students support and pedagogical monitoring to overcome the lag and difficulties in learning and development of competences, capacities, abilities and skills.]

The article states that teachers must provide pedagogical support to students, which justifies the need to monitor the use of self-assessment strategies for English vocabulary.

- **Reglamento de Régimen Académico Consejo Educación Superior (2017)**

Art. 31. Aprendizaje de una lengua extranjera.

“...las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas”.

[Art. 31 Learning a foreign language.

...the IES will guarantee the level of proficiency in the language to meet the graduation requirement of higher technical, higher technological and equivalent degrees; and, third level of degree, they will have to organize or homologate the corresponding subjects from the beginning of the race. The sufficiency of the foreign language must be evaluated before the student enrolls in the last regular academic period of the respective career; such proof will be enabled for the continuation of their studies, without prejudice to the fact that this requirement can be fulfilled previously.

In higher technical level, higher technological and equivalent careers, proficiency in the use of a foreign language must be understood as the level corresponding to B1.1 and B1.2, respectively, of the Common European Framework of Reference for Languages.]

- **National Curriculum Guidelines by the Ministry of Education**

### 1.1 Approach Characteristics

The communicative-functional approach proposed for the English curriculum is characterized by two main features:

2. Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): “Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes” (Brown, 2007, p.46) supported by knowledge of the language structures.

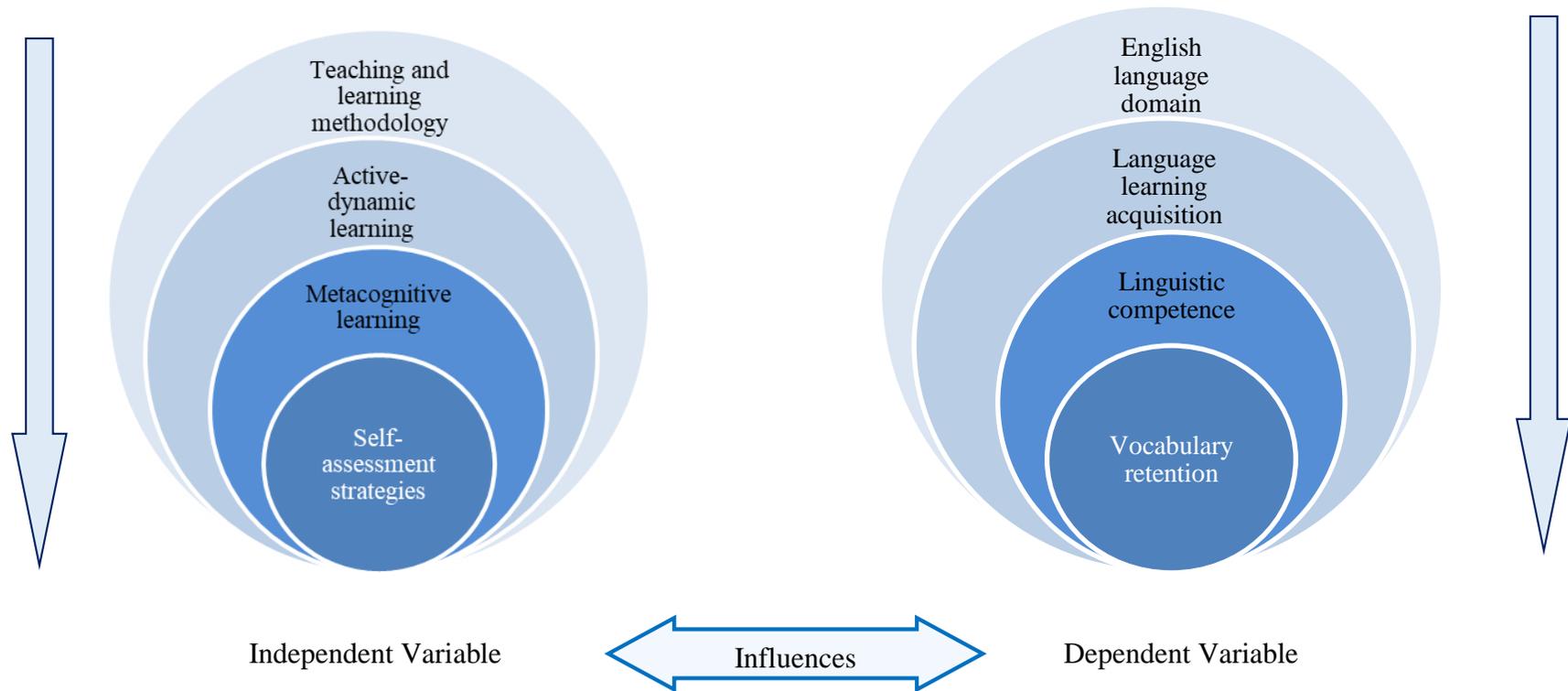
Linguistic competence: “includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system” (CEFR, 2003, p.13). For example: vocabulary, pronunciation, and grammar (Villalba & Rosero, 2014). It is expressly noted that the domain of the vocabulary is part of the linguistic competence, which justifies the need to implement the proposal of the present research.

#### **2.4 Fundamental Categories**

Self-assessment strategies.

English vocabulary retention.

### 2.4.1 Fundamental Categories Network



**Figure N° 2.** Fundamental Categories.

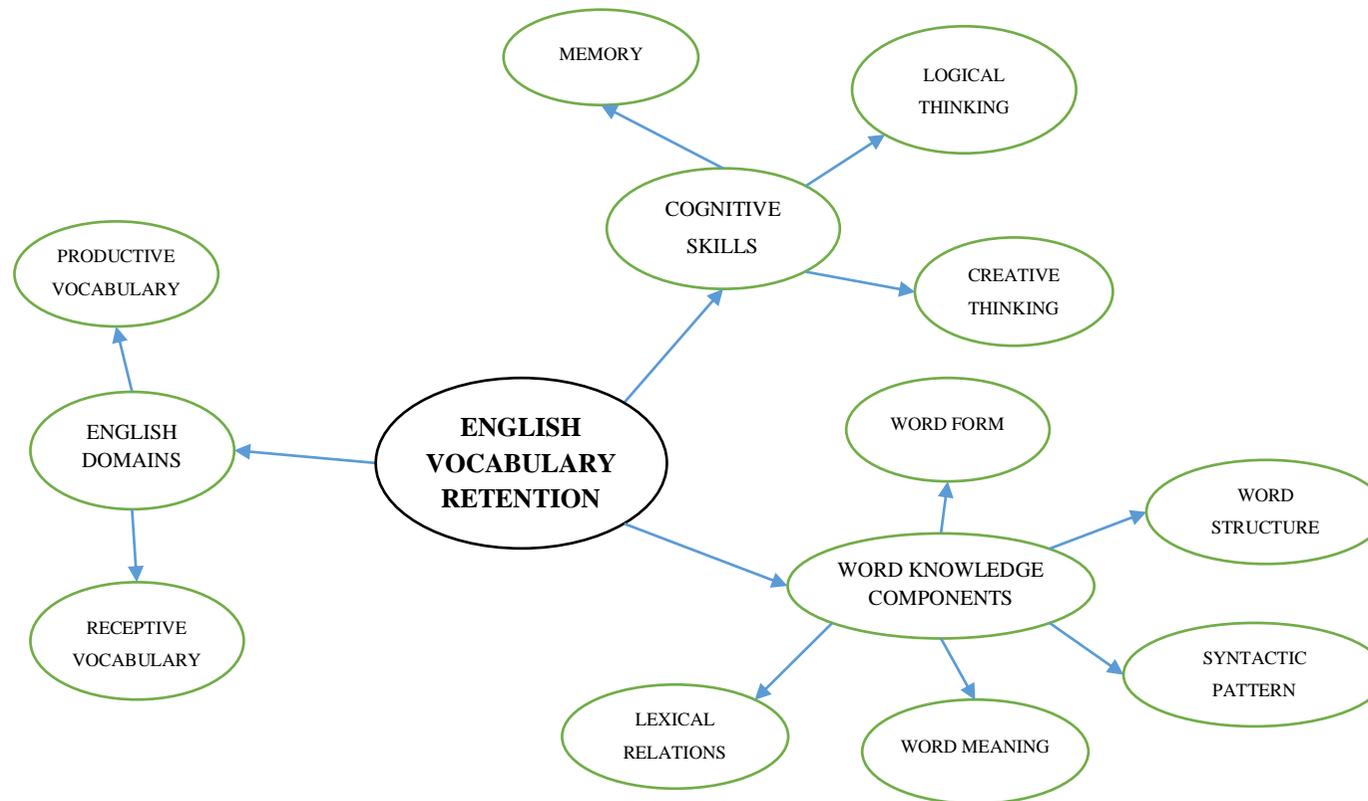
**Made by:** Ortiz, M. (2018).

### 2.4.2 Independent Variable Interrelated Graphics



**Figure N° 3.** Graphics Independent.  
**Made by:** Ortiz, M. (2018).

### 2.4.3 Dependent Variable Interrelated Graphics



**Figure N° 4.** Graphics Dependent.  
**Made by:** Ortiz, M. (2018).

## **2.5 Dialectical View of Conceptualizing Variables**

### **2.5.1 Independent Variable Theoretical Framework**

#### **2.5.1.1 Teaching and learning methodology**

Learning is a process that is developed through complex systems of our brain which begins with life and becomes more latent as our age develops, it is expected that in developing those mental processes we will become competent beings, and a person is competent when that knowledge is used for their own benefit or the benefit of others focusing on the resolution of problems and the application of professional technical skills or research.

The English language, like any other object of knowledge, bases its principles on what the taxonomy of Marzano & Kendall (2006), both in the levels of information processing and the domain of the knowledge.

The level of processing is that which allows us to identify how the brain is articulating information from a very basic level such as motivation, planning, to the domain of knowledge. At the processing level, a hierarchy of processes such as internal (motivation), metacognitive (goals and objectives), and cognitive (recovery, understanding, analysis, and use of knowledge) is distinguished. Furthermore, the domain of knowledge is one that integrates information, mental and psychomotor procedures to achieve learning from the basics such as vocabulary to reach the highest level of thought as macroprocedures. It involves information, mental procedures, and psychomotor procedures (Mejía, 2016, pp. 10-13).

Moreover, teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners, you cannot motivate others if you are not self-motivated. Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external. The modern role of a teacher is to be a facilitator instead the center of attention (Sequeira, 2012, p. 3).

It is understood that teaching and learning are intimately linked, the process begins with teaching conceived as the transmission of knowledge, which are assimilated by the receiver. This implies that the apprentice will participate actively in the reception of knowledge and will be able to develop the capacity to use it in the circumstances that it requires up to a level of cognitive processing. In the case of the mastery of a language, teaching-learning is a process that evolves gradually through the four skills of language proficiency.

### **2.5.1.2 Active-dynamic learning**

Having a dynamic approach to teaching is essential to exploit students' potential to get the maximum results. Learners' attitude towards learning suffers a positive transformation. Their motivation, enthusiasm, energy is fostered. Consequently, the quality of their performance is superior compared to the passiveness they have in a teacher-centered lesson. Hughes and Reed (2016) point out that this dynamic teaching approach is authentic and exciting since it activates intrinsic motivation in learners. Moreover, the author stated that a student-centered methodology aims at promoting continuous development, reflection and improvement.

Likewise, Caine and Caine (2011) state that a more dynamic and less prescriptive approach to learning and teaching includes the following aspects:

- Hierarchy between students and teachers is flattened as everyone respectfully exchanges ideas and information, with teachers becoming the facilitators of excellence.
- Students become more creative and ready to explore and experiment with their own ideas, with teachers preserving some boundaries as they integrate high standards into student-generated products.
- Learning becomes more complex, with a focus on questions that require uniquely organized research and demonstration of higher-level thinking skills

rather than 24 the mere gathering of facts and information for written or verbal summaries or reports. (p. 21)

With these aspects, both teachers and students take a more dynamic role. A collaborative culture is initiated in an environment like this. Students are provoked to crystallize, clarify and concretize their thoughts by discerning meaning and making sense of the things around them.

### **2.5.1.3 Metacognitive learning**

Metacognition is the process by which we are able to control mental processes during our learning; It is undoubtedly an element that can be of great help in our daily teaching. To make it happen students must be able to identify, organize and know when the learned information will serve them. Also, to analyze and better determine learning challenges. That makes them more effective in solving problems (Ramírez García, 2012, p.384).

According to the definition, the metacognitive knowledge is the information that people know about themselves, as well as the ways in which they try to solve problems and know how to identify what is needed to get ahead in specific learning activities. It is about knowing how they think and how solve problems when learning.

### **2.5.1.4 Self-assessment strategies**

Self-assessment is a formative process during which students reflect on the quality of their learning, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly (Andrade & Heritage, 2017, p. 88).

A self-assessment demands the active and critical intervention of a student, since they must analyze for themselves how much each person is learning to understand the strengths and weaknesses, for example in the vocabulary domain of a foreign language.

Teachers are not the sole source of judgment of student learning in the classroom. At the same time, students themselves can analyze learning and recommend next steps via peer and self-assessment (Andrade & Heritage, 2017, p. 87). There are three steps of formative self-assessment: the first is understanding learning goals and criteria, the second is critiquing their learning in terms of those goals and criteria, and the third is revision of their ideas and work. The last one is crucial because students must have opportunities to update their understandings of concepts and skills, and improve their performances (Andrade & Heritage, 2017, p. 88).

The research on student self-assessment is pretty clear: When students have opportunities to review and revise their own learning in light of the criteria for it, their performance improves.

Characteristics inherent to: capacities, learning styles, cognitive strategies, previous experiences and knowledge, motivation, attention, emotional and social adjustment. Self-evaluation is the main strategy to educate in responsibility and to learn to value, criticize and reflect on the individual learning process (Calatayud, 2018, p. 1).

Self-evaluation processes are developed through the use of some strategies such as self-assessment block, weekly plan sheets, self-reflection tools developed by the teacher, student diary, portfolio, student dialogues, flash cards, class discussion forums, online evaluation, and others. However, these resources are not widely used in the teaching-learning of English.

Teaching strategies aimed at verbal intelligence are among others: storytelling, journal writing, brainstorming, publishing and tape recording. Whereas the strategies directed to the visual intelligence can be: color cues, idea sketching, graphic symbols, picture metaphors, visualization, and others (Pishghadam, Khodadady, & Khoshsabk, 2010, p. 381).

## **Formative process**

A formative process is composed by a set of actions and interactions that are generated, in a planned manner, between different agents as students, teachers, educational space and educational resources, to achieve the proposed learning outcomes. The purpose of formative process and assessment is to provide feedback and correctives at each stage in the teaching-learning process (Bennett, 2011, p. 7). The role of the student is to be the protagonist of the training process itself, this implies knowing, wanting and being able to learn (Moreno, 2002, p. 9).

The formative process in the foreign language learning involves the acquisition of knowledge and the development of skills.

**Knowledge.** The definition of knowledge in relation to the cognitive processes of students is linked to instructional models that make school knowledge equivalent to the cognitive domains to be evaluated in students. The most well-known and widely used approach is the Benjamin Bloom proposal of the mid-fifties, which organizes cognitive domains into ordered categories from the simple to the complex and from the concrete to the abstract. Bloom's proposal defines six categories for the cognitive domain: knowing, understanding, applying, analyzing, synthesizing and evaluating (Villalta-Páucar, Budnik, & Valencia, 2013, p. 86).

**Skills.** The learning of English involves the knowledge of four skills, which are fundamental to speak and understand this language. The mastery of these skills that are: speaking, written, listening and reading comprehension, will help to improve the knowledge of this language (Sánchez, 2007, p. 91). The four skills are divided in two categories such as receptive (listening and reading) and productive (speaking and writing) skills. The main senses that intervene in receptive abilities are sight and hearing. Receptive skills include understanding when students listen and read. Learners receive the language and decode the meaning to understand the message. Knowing the gist of a word is all learners need when hear or read. In other words, students must be in control of a lot of information about a word before you are able to use it appropriately.

## **Reflecting process**

Farell (2007) states that reflecting process helps teacher and students to think about “what happened, why it happened, and what else could have been done to reach these goals” (p. 4).

Reflective process involves three attributes on students: responsibility, wholeheartedness and open-mindedness. Responsibility is the consideration of the consequences which an action leads, wholeheartedness implies that students can overcome fears and uncertainties to critically self-assess their learning, open-mindedness is a desire to listen to more than one sight of an issue which means to give attention to alternative views (Farell, 2007, p. 2).

Self-reflection implies a self-initiation, a self-direction and a self-evaluation, so teachers or students can apply strategies to know if their goals have been reached. In the case of students, the self-assessment strategies can help them to know the effectiveness of the learning progress.

**Learning progress.** It is very important to measure the English language learning progress and self-assessment has an important role in this regard. It must be considered that learning rhythm is different to an initial level of language knowledge of the compared to what happens at an advanced level. When students start learning English it is easier for them to progress because there is so much to learn. In the traditional teaching system, written tests have always been used to measure progress.

In the traditional teaching system, written tests have always been used to measure progress, in that sense student assessment will measure the progress they show in the English language domain. Indicators are used to measure the learning progress in the application of the exams, for which performance standards are used, which are established based on the learning objectives. In the case of Latin America there is a deficit of current measurement standards to assess the English progress (Cronquist & Fiszbein, 2017, p. 63).

## **Physical resources**

The resources used for the teaching-learning of the English language can be very varied, although basically they can be classified as physical and digital as well as the human beings use the verbal and the visual intelligence in the assimilation of knowledge. For this reason, teachers must apply strategies for the development of both intelligences, with the aim of contributing to the learning of the foreign language. There are a lot of physical resources to self-assess vocabulary knowledge, such as: a diary, rubrics, a portfolio, a progress self-assessment sheet, among others.

**Diary.** The first methodological option to assess the learning is a diary which is a document made by a student to collect the different situations lived through the learning process (Trujillo-Sáez, 2013, p. 4). Diaries have an important role in English language learning, according to Klimova (2015) more successful learners are in control of their learning which implies students know what they are doing, what they want to achieve and they can identify their mistakes and correcting them. Teachers can review students' diaries, see what are the patterns of individual problems and make suggestions to solve them.

**Rubrics.** The use of rubrics is commonly associated with the evaluation of the learning process, whether it has a formative or summative purpose. Rubrics allow teachers to monitor and evaluate the competencies acquired by students in a more systematic way by using indicators that measure their progress, creating a more objective and consistent evaluation (Martínez-Figueira, Tellado-González, & Raposo-Rivas, 2013, pp. 375-376). The evaluation rubrics allow students to specify and detail the criteria of evaluation according to the main learning tasks and they significantly facilitate the performance rating of students in productions that are imprecise and complex (Navarro, Ortells, & Martí, 2009, p. 3).

According to Martínez-Figueira, Tellado-González, & Raposo-Rivas (2013), Rubrics encourages cooperative learning and is an agile, useful and coherent tool that promotes learning, favors a more systematic evaluation by the teacher, is a tool of extraordinary value for the development of monitoring, self-evaluation and peer

evaluation skills, contributing to a greater understanding of the learning process itself and to a greater autonomy and self-regulation of the student (pp. 375-376).

**Portfolio.** A portfolio can be used as an assessment tool, teachers can use them to evaluate students' performance based on genuine samples of student work. At the same time, students can also use their own portfolios for self-assessment and reflection. Portfolios allows students to increase the meaningful learning and to promote students' role in assessment and decision making (Rostami Charvade, Jahandar, & Khodabandehlou, 2012, p. 137).

**Progress self-assessment sheet.** A progress self-assessment sheet is a strategy that has specific questions about the development that students have had to improve their vocabulary retention. The main function of progress self-assessment sheet is to analyze the necessities and requirements to be improved for a next lesson (Wride, 2017, p. 1).

### **Digital resources**

Digital resources are currently indispensable elements for the process of foreign language teaching. There is a wide variety of resources that can be used for different purposes, in that sense digital resources can be used as self-assessment strategies, among the most known are virtual platform and mobile apps.

**Virtual platform.** A virtual platform is the technology used for the creation and development of courses or training modules on the Web (Wiki Didactic, 2013). Virtual platforms could have some tools such as: chats, bookmarks, forums, e-mail, group work areas, profiles, calendar, self-assessment tools, support tools, bulletin board, assessments for a course.

**Mobile apps.** Apps are mobile technologies tools installed on smartphones which has an Android or iOS operating system. They allows learners to acquire new language input and create new language learning contents, share information with

people, and assess their foreign language knowledge (Berns, Palomo-Duarte, Dodero, Ruiz-Ladrón, & Calderón-Márquez, 2015, pp. 51-52).

## **2.5.2 Dependent Variable Theoretical Framework**

### **2.5.2.1 English language domain**

According to Mejía (2016), “for a person to demonstrate knowledge and expertise in the use of a second language, in this case the English language, must demonstrate that domain the inherent components of the language called skills such as: listening, reading, writing, and speaking” (p. 17).

There are other ways that measure this acquisition of the language, among them, examinations of national educational centers where each institution at the end of the studies grant "sufficiency" as irrefutable proof that the student is able to function in an environment where the language. Additionally, there are international certifications such as the Test of English as a Foreign Language (TOEFL), and the FC, first certificate, for its acronym in English, which also certify the competences of students in the language domain.

### **2.5.2.2 Language learning acquisition**

Language is a fundamental part of total human behaviour, and behavioural psychologists have examined it as such and sought to formulate consistent theories of language acquisition. A behaviourist considers effective language behaviour to be the production of correct responses to stimuli. Children produce linguistic responses that are reinforced, they learn to comprehend an utterance by responding appropriately to it and reinforcing for that response (Brown, 2007, p. 36).

It is important consider that acquisition-learning distinction states that adults have two distinct and independent ways of developing competence in a second language. Language acquisition and acquired competence are subconscious processes, language acquirers are not usually aware of the fact that they are acquiring

language, but are only aware of the fact that they are using the language for communication. Learners are not also conscious aware of the rules of a second language. On the other hand, implicit, informal and natural learning interact in the process of acquiring a new language to "picking-up" a new language (Krashen, 1982, p. 13).

The second way to develop competence in a second language is by the conscious language learning, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules" (Gass, 2013, p. 87). Some second language theorists have assumed that children acquire a second language, while adults can only learn. However, adults can access the same natural "language acquisition device" that children use. As we shall see later, acquisition is a very powerful process in the adult (Krashen, 1982, pp. 13-14).

From the previous paragraphs it is evident that the process of acquiring a second language can be developed consciously or unconsciously. In the present case, the study of the acquisition of language in young people or adults is of interest, for this reason it is pertinent to prioritize conscious learning, which implies that the trainees consider the grammatical rules and the mastery of the cognitive abilities of the language.

### **2.5.2.3 Linguistic competence**

According to Brown (2007) "competence refers to one's underlying knowledge of a system, event, or fact" (p. 43). The language teacher needs to understand the functioning and system of the second language and the differences between the first and second language of learners. It is one of the most important things for a teacher to speak and understand a language to explain the system of that language. The linguistic competence involves phonemes, words, sentences, morphemes, and discourse structures (Brown, 2007, p. 13).

The competence is defined through skills that are part of English language, such as: listening, speaking, writing and reading. Listening is defined by Mejía (2016) as "the process of receiving and constructing meaning by responding to non-verbal messages, there are different listening skills depending on the objective such as understanding information, criticizing and evaluating a message, showing empathy for the sentiment expressed by others" (pp. 10-13).

According to last paragraph it is important to listen to the words or phrases and capture the general idea or global comprehension, the students should try to understand the general or global idea of everything they are listening, even if they do not understand all the information presented.

Reading is the recognition of letters that form an article, a preposition or a word and the link between these elements gives a meaning in a singular or plural way within a text. Among the sub-skills of reading are: read to get details, to take notes, to take a look, to scan or to predict (Mejía, 2016, p. 20).

Writing is a system of more or less permanent strokes used to represent a statement in such a way that it can be recovered more or less exactly without the intervention of the issuer. The sub-skills of writing are: correction, paraphrasing, editing and summary.

Finally, Speaking is a unique act of people to share and exchange information, ideas and emotions in a daily or formal court. For the information to be effective, communicators are required to organize the messages in a coherent and clear manner so that they are transmitted to their listeners (Seligson, 2013, p. 125).

Each one of learning skills has types. For example, there are four types of reading: extensive reading, intensive reading, silent reading, reading aloud. Meanwhile, it is considered that there are two main kinds of listening, according to the depth of the listener's action: passive and active listening. The first is also known as "hearing", while the second just "listening". Hearing or passive listening is the reception of

sound and active listening is the attachment of meaning to the sound and focuses on the meaning (Kline, 2008, p. 7).

#### **2.5.2.4 Vocabulary retention**

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Furthermore, Hornby (1995) states vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". In addition While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language" (Alqahtani, 2015, pp. 24-25).

When relating all the above definitions it is understood that the vocabulary includes all the words and phrases or list of words that make up a language. Vocabulary is the first point required to establish even the most simple communication. Therefore, vocabulary is the set of words and their respective meanings that make up a language. In this sense, a person who knows the vast majority of words will have the tools to make effective communication, which is complemented by the development of language proficiency skills.

It is important to understand that the evaluation is intended to measure the progress that is being made by students, and that it should not only focus on assigning a grade to the student.

Retention is "the ability to recall or remember things after an interval of time" (Richards, Platt, & Webber, 1985, p. 244). As Thornbury (2004) indicates, two factors determine retention. First those words that were easy to learn were better retained. Secondly, those words that were learned over spaced learning sessions were retained better than words that were learn in concentrated bursts. Thornbury (2004) stated visualizing a mental picture silently for a new word makes them more memorable. Learners can even associate abstract words with some mental images (Pishghadam et al., 2010, p. 381).

A study made by Laufer (1990) demonstrated that knowing which words are easy or difficult to learn should affect teachers selection and presentation of vocabulary, how students should memorize words, and the development of learned self-learning strategies. Researcher suggested that some difficult error-prone words should also be introduced quite early, that easy words should be taught early even if they are not frequent.

The number of words to be taught at one lesson depends on the number of easy and difficult words in the lesson. Difficult words should be grouped with already familiar ones and that the presentation of difficult words will be beneficial if both translation and explanation of the words in context are used. As far as memorization is concerned, it should be applied organization activities and frequent reactivation as possible aids for difficult words (Laufer, 1990, p. 154).

It is necessary awareness of ‘pseudofamiliar’ words and more frequent use of dictionaries with regard to self-learning. Experienced pedagogues know that difficult learning material may require a special teaching approach. In that sense, vocabulary learning is no exception.

### **Word knowledge components**

A word is a complex of features (phonological, orthographic, morphological, syntactic, semantic) and since a word is related to other words in a language. The knowledge of a word imply familiarity with the lexical relations of it.

The following are the components of word knowledge, both passive and active:

- **Word form:** recognizing the spoken and the written form of a word, being able to pronounce and spell it correctly.
- **Word structure:** recognizing the basic free morpheme and the bound morphemes; being able to produce some derivations of the word.

- **Word meaning:** what a word is, the connotation of the word, it can be referential, affective or pragmatic.
- **Syntactic pattern** in a phrase or sentence. The English language syntactic patterns are established considering the subject, the verb and the elements (Bech, 2001).
- **Lexical relations** of the word with other words, such as synonymy, antonymy, hyponymy.
- **Common collocations:** the combinations of words are easy in comprehension, but when they have to be used, errors occur (Laufer, 1990, p. 149).

### **Domains of English vocabulary**

**Productive vocabulary.** It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time (Alqahtani, 2015, p. 25).

**Receptive vocabulary.** It is the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Alqahtani, 2015, p. 25).

The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. The second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

There are some test that measure the productive and receptive vocabulary in English, for example, The Vocabulary Levels Test, The Eurocentres Vocabulary Size Test (EVST), Productive Vocabulary Levels Test, Word Associates Test,

Association Vocabulary test, and The Vocabulary Knowledge Scale (VKS) (Casso, 2010, pp. 39-52).

### **Cognitive skills in vocabulary retention**

According to Cox (2018) “Cognitive skills are the mental capabilities that students need in order to successfully learn”. All cognitive skills help students to read, think, analyze, write, understand, remember, and solve problems or in this case learn a foreign language.

The learning of a foreign language is closely linked to the development of cognitive abilities among which you have the following: concentration, memory, logical thinking, perception, creative thinking among others.

In the educational process there are some taxonomies that start from the adoption of a cognitive model, as for example the Bloom’s Taxonomy of (1956), the Guilford’s intellect structure model (1967) and the integrative educational taxonomy (1996). The contributions of taxonomies to the educational field are propose a perspective of teaching in which formal behaviours are introduced and take on special importance, offer a structural map of the various levels and dimensions of this training process and act as a guarantee of the integrity of the didactic process to be developed (Medina, 2006, pp. 5-6).

**Memory.** It is the capacity to retain knowledge or information. Students have both a working memory which allows them to retain information for short periods of time and long-term memory allows them to store and recall information later (Cox, 2018). Correlational studies have showed that immediate phonological memory, as measured by the capacity to repeat back non-words varying in length, is associated with level of vocabulary in young learners (Gathercole & Baddeley, 1990, p. 439). It means that vocabulary knowledge and immediate phonological memory skills are highly related. Learners of low phonological memory skills may being impaired in the learning speed of new names, they also appear to forget them more rapidly once they have been learned.

**Logical thinking.** It is the ability to plan, prioritize and problem-solve. It involves the cognitive skills of logic and reasoning. Students who lack these skills will have trouble completing academic activities that involve problem-solving or any comprehension activities. In the case of learning processes in students in professional training, where a specific field of action is defined and learning is carried out through a specific logical thought, learners consciously perceives the ways in which the content is taught and they can be critical about it.

**Creativity thinking.** It is one of the most complex aspects of human behaviour, which for many years has been studied by philosophers, artists, historians and psychologists. Creative thinking focuses on producing proposals, establishing objectives, evaluating priorities and generating alternatives. To develop creative thinking in the learning and retention of vocabulary are required to apply strategies and methods that allow students to develop their creativity (Correa, 2010, pp. 1-2).

Language learning is a creative act, it implies people transform thoughts into language that can be heard or seen by others. The different forms of language expression are established thanks to the creativity of people.

To be creative, students need four fundamental requirements:

- Having verbal and mental fluency to produce ideas.
- Flexibility to produce different ideas.
- Ability to elaborate ideas and make them more extensive.
- Being original to build your own ideas.

To promote creativity, it is necessary to generate ideas related to a topic (brainstorming), search for polysemous words and explain their different meanings, argue, make small representations of real or invented situations adopting a certain role, create discussions, ask questions or answer them, expand ideas, among others.

## **2.6 Hypothesis**

Self-assessment strategies improve the English vocabulary retention in adult students at Instituto Tecnológico Superior Guayaquil.

## **2.7 Identification of variables**

### **2.7.1 Independent Variable**

Self-assessment strategies.

### **2.7.2 Dependent Variable**

English vocabulary retention.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

The research work has both a qualitative and quantitative approach because of the following reasons. First, qualitative because it is more typical of human sciences and the word itself implies privileging of qualitative techniques. This approach seeks the comprehension of social phenomena and has an analytical observation, which permits to assume a dynamic reality. Additionally, the contents concerning the problem, the low English vocabulary retention in adult students, is described in detail being this way a descriptive or interpretive investigation.

Besides, this thesis has a logical hypothesis since it is based on known facts that are proved. Furthermore, given that the population size is big, obtaining a sample is required so that the people involved in this dilemma can be examined in detail for drawing conclusions. Consequently, the type of study is internal because the researcher is in direct contact with the students and teachers involved with the research problem.

The study results is not generalized; the findings will only be for the target group of students at Instituto Tecnológico Superior Guayaquil, having a different outcome in other contexts or institutions. Apart from employing the qualitative approach, it was said that this research project is also quantitative because the data collected are systematically determined through using mathematical and statistical processes, which will be later statistically tabulated after having evaluated the corresponding surveys. Therefore, this approach will enable the researcher to answer several questions emerging from the current problem research.

## **3.2 Basic Research Modality**

### **3.2.1 Bibliographic-Documentary Research**

This research project employs a variety of approaches, paradigms, theories, conceptualizations and criteria of numerous authors who made papers and publications about the contents of the current research problem. All the factual information included in this thesis is based upon different types of valid documents such as articles, books, journals, magazines, websites, dissertations, and other sources of information that are preferably updated as well as well-founded with scientific support. The bibliographic and the documentary research helps the researcher to study in depth the two variables purpose of this research, self-assessment strategies and English vocabulary retention, respectively.

### **3.2.2 Field Research**

It is a field research because the investigation is carried out in the place where the research problem occurred, in this case at Instituto Tecnológico Superior Guayaquil. The author could have a systematic analysis and a closer view of the reality. Thus, she could collect information according to the research objectives. Based on her observation, she will proceed to keep on working on the project research steps taking into account that background teaching information obtained from the real sample target group of students and teachers.

## **3.3 Level of Research**

### **3.3.1 Descriptive**

The research is descriptive because the information is collected to assess the retention of vocabulary by students and about the resources used by English teachers. Similarly, in order to gather the data required, a survey is employed so that information obtained is later tabulated and analyzed.

### 3.3.2 Relational

This level of research enables to identify the relationship existing between the two variables. In that sense, through employing the relational research, it was easy to notice the effect one variable causes upon the other (self-assessment strategies influence the English vocabulary retention), and how they change if one of them is modified.

### 3.4 Population y sample

This study took place at Instituto Tecnológico Superior Guayaquil, from a group of one hundred nineteen (119) students, who are from third and fourth semester, as described below:

**Table N° 1.** Population.

Population	Frequency	Percentage
Third semester students of Integrated Child Development	19	15.97 %
Fourth semester students of Integrated Child Development	20	16.81 %
Third semester students of Electricity and Electronics	20	16.81 %
Third semester students of Industrial and Automotive Mechanics	20	16.81 %
Fourth semester students of Electricity and Electronics	20	16.81%
Fourth semester students of Industrial and Automotive Mechanics	20	16.81%
<b>TOTAL</b>	<b>119</b>	<b>100 %</b>

**Made by:** Ortiz, M. (2018).

People that are part of the population are men and women between 18 and 40 years old.

### 3.5 Operationalization of Variables

**Table N° 2.** Operationalization of the Independent Variable. Self-assessment strategies.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
<p>Self-assessment is a <i>formative process</i> during which students <i>reflect</i> on the quality of their learning, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly.</p> <p>The process is developed through the use of some <i>strategies</i> such as physical and digital resources.</p>	Formative process	<p>Knowledge</p> <p>Skills</p>	<p>Does your teacher encourage you to self-assess your knowledge of vocabulary?</p> <p>1) Always 2) Sometimes 3) Never</p> <p>What is the biggest problem that you face when you speak or write in English?</p> <p>1) Limited vocabulary 2) Grammar structure 3) Organization of ideas</p>	Survey	Questionnaire to Students
	Reflecting process	Self-reflection	<p>¿Do you keep track of your own learning and progress in English vocabulary domain?</p> <p>1) Always 2) Sometimes 3) Never</p>		
	Strategies	<p>Physical resources</p> <p>Digital resources</p>	<p>What extent do you think that the use of a diary could help you learn and retain vocabulary?</p> <p>1) Completely 2) Moderately 3) In no way</p> <p>How often do you use Student's book virtual platform (vocabulary section) or mobile apps to self-assessment your vocabulary?</p> <p>1) Always 2) Sometimes 3) Never</p>		

Made by: Ortiz, M. (2018).

**Table N° 3.** Operationalization of the Dependent Variable. English vocabulary retention.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
English vocabulary retention is expressed through the ability of keeping and holding the <i>knowledge of words</i> to make them use in the different <i>English domains</i> and it implies the development of a <i>cognitive skills</i> . The vocabulary knowledge includes recognizing and understanding the word form, the word meaning and the word use.	Word knowledge	Word form  Word meaning	What extent are you able to associate the spoken and the written form of the words? 1) Completely 2) Moderately 3) In no way What kind of words are the hardest to recognize? 1) Nouns 2) Verbs 3) Adjectives 4) Adverbs 5) All the above	Survey	Questionnaire to Students
	Domains of English vocabulary	Productive vocabulary  Receptive vocabulary	What level do you handle most of the English vocabulary that you know? 1) Understanding 2) Recognition 3) Almost nothing Do you think that the methodology or strategies used by your professor let you learn vocabulary in an effective way? 1) Totally 2) Average 3) No		
	Cognitive skills	Memory  Logical thinking  Creative thinking	What extent can you memorize and understand the meaning of words in English? 1) High 2) Medium 3) Low Doing a basic conversation in English is 1) Easy for me 2) Complicated 3) Impossible.		

Made by: Ortiz, M. (2018).

### 3.6 Techniques and instruments

#### 3.6.1 Techniques

##### Survey

The researcher uses a survey through a questionnaire addressed to students (Annex 1).

##### Observation

The researcher applies an evaluation about the vocabulary retention, using a test that indicates the rating scale and the criteria to be measured (Annex 2).

### 3.7 Data Collection Plan

**Table N° 4.** Data collection plan.

Questions	Detail
1. - Why?	To meet and achieve the research objectives.
2.- Whom?	Students and English teacher.
3. - What is about?	Self-assessment strategies and English vocabulary retention.
4. - Who?	The researcher.
5. - When?	January – June 2018.
6. - Where?	Instituto Tecnológico Superior Guayaquil.
7. - How many times?	Once.
8. - What research techniques with?	Survey and Vocabulary Evaluation
9.-What research instruments with?	A questionnaire and a Vocabulary evaluation format.
10. - What situation in?	In an English class.

Made by: Ortiz, M. (2018).

### **3.8 Information Processing and Analysis Plan**

Once the data are systematically collected through employing the techniques and instruments previously mentioned, the information is tabulated, analysed, and interpreted based on the results gathered. The data is illustrated by graphs, which visualizes demonstrate the outcomes obtained. Afterwards, the established hypothesis is verified through using the chi-squared test. Based upon all this information obtained as well as the objectives proposed at the beginning of this research project in chapter one, the researcher is able to draw conclusions and recommendations accordingly. In that sense, for each objective suggested, there is a conclusion and a recommendation. Hence, all the research components are cohesive and coherent among themselves so that they all properly match together.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of results and data interpretation

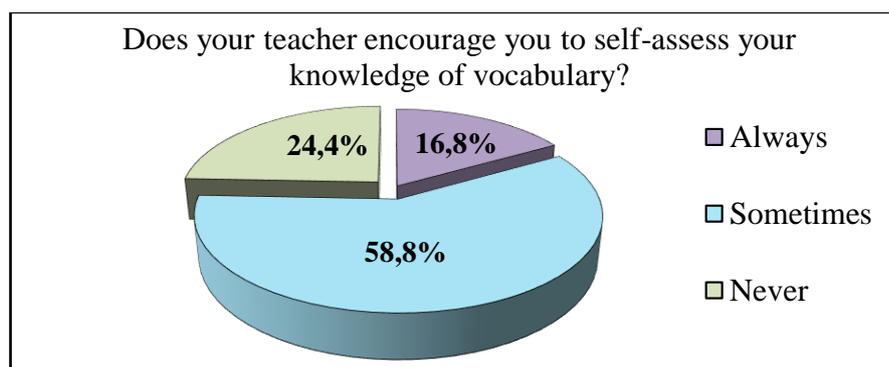
##### 1. Does your teacher encourage you to self-assess your knowledge of vocabulary?

**Table N° 5.** Your teacher encourages you to self-assess your vocabulary.

Option	Absolute frequency	Relative frequency
Always	20	16,8%
Sometimes	70	58,8%
Never	29	24,4%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 5.** Your teacher encourages you to self-assess your vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

#### Analysis

As it is observed in Table and Figure N° 5, 58,8 % of surveyed say that their teacher sometimes encourages them to self-assess the knowledge of vocabulary, 24,4% consider that their teacher never does it, and 16,8 % say always.

## Interpretation

According to the students' perception, the teacher sometimes asks their students to self-assess their knowledge of vocabulary. However, when relating these statements with the previous interpretations, it is understood that although the teacher manifests the importance of the self-assessment, this one is not supervised by the teacher, but in most cases, it only remains a suggestion.

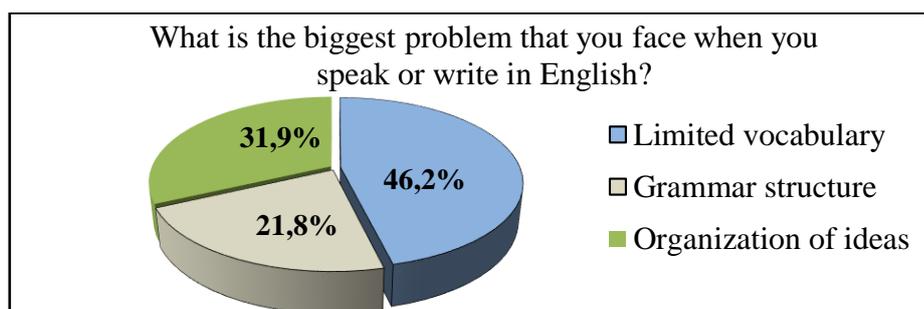
### 2. What is the biggest problem that you face when you speak or write in English?

**Table N° 6.** Biggest problem when you speak or write in English.

Option	Absolute frequency	Relative frequency
Limited vocabulary	55	46,2%
Grammar structure	26	21,8%
Organization of ideas	38	31,9%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 6.** Biggest problem when you speak or write in English.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

## Analysis

According to the data seen in the Table and Figure N° 6, 46,2 % of students say that the biggest problem that they face when they speak or write in English is limited vocabulary. On the other hand, 31,9 % of them manifest that the biggest is organization of their ideas, and 21,8 % indicate the grammar structure as the main.

## **Interpretation**

The limited knowing of vocabulary is the main problem that have the students at Instituto Tecnológico Superior Guayaquil to speak or write in English. It is upper than grammar structure and organization of ideas. This result shows that the strategies to apply should be driven in that way.

According to (Santana-Villegas, García-Santillán, & Escalera-Chávez, 2016), two main factors that influence the English learning are the number of hours dedicated to the language and a constant program of reading (p. 92). It implies that to improve the vocabulary domain, the grammatical structure and the organization of ideas is necessary to devote a lot of time to their learning.

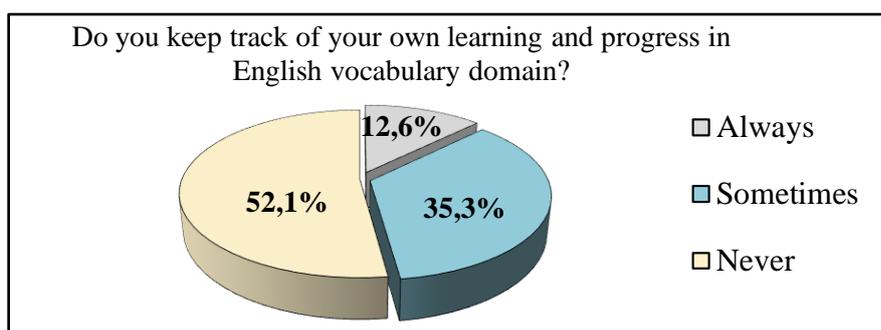
3. Do you keep track of your own learning and progress in English vocabulary domain?

**Table N° 7.** You keep track of your own learning and progress in vocabulary.

Option	Absolute frequency	Relative frequency
Always	15	12,6%
Sometimes	42	35,3%
Never	62	52,1%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 7.** You keep track of your own learning and progress in vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

According to the information given above, 52,1 % of students admit they never keep track of your own learning and progress in vocabulary domain, while 35,3 % state that they sometimes do it, and just 12,6 % say do it always.

### Interpretation

Most students do not perform a self-assessment of their vocabulary knowledge. It means, they are not aware of the importance of self-assessment so it causes the students do not have a progressive evolution of vocabulary learning. (Tortosa-Ybáñez, Álvarez, & Pellín, 2013) state that there is a tendency to encourage students to play a greater role in their own learning process and take an active part in their

self-assessment. However, the results of survey reflect that the English teacher at Instituto Tecnológico Superior Guayaquil has not instilled this aspect towards the students in an effective way.

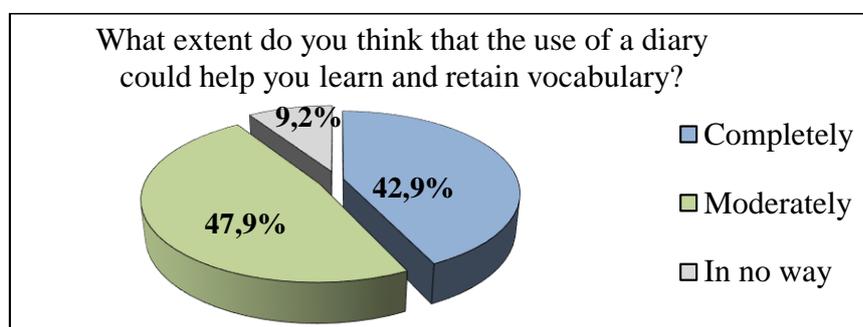
4. What extent do you think that the use of a diary could help you learn and retain vocabulary?

**Table N° 8.** You think the use of a diary could help you retain vocabulary.

Option	Absolute frequency	Relative frequency
Completely	51	42,9%
Moderately	57	47,9%
In no way	11	9,2%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 8.** You keep track of your own learning and progress in vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

The results obtained for this question show that 47,9 % believe that the use of a diary could help them learn and retain vocabulary moderately, instead 42,9 % who think it can help to do it completely, and 9,2 % say that a diary does not give any benefit.

### Interpretation

Most students consider that the use of diaries for learning self-assessment can provide some benefit. For this reason, it would be desirable to incorporate this kind of resource in the vocabulary learning self-assessment.

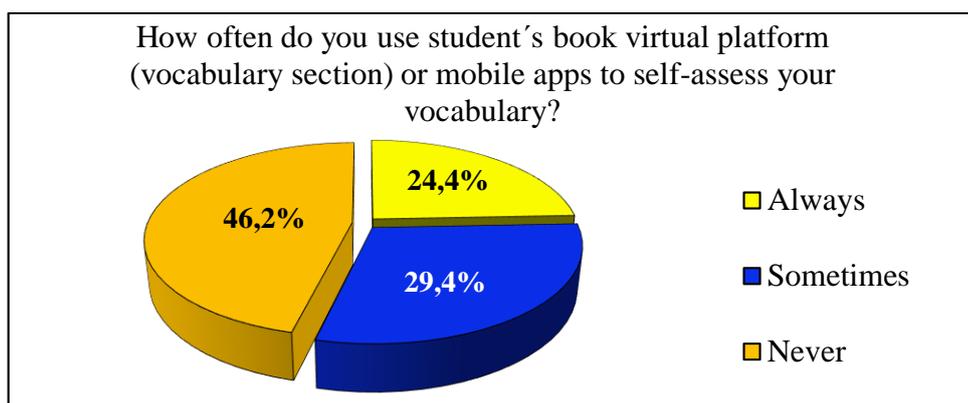
5. How often do you use student's book virtual platform (vocabulary section) or mobile apps to self-assess your vocabulary?

**Table N° 9.** You use student's book virtual platform or mobile apps.

Option	Absolute frequency	Relative frequency
Always	29	24,4%
Sometimes	35	29,4%
Never	55	46,2%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 9.** You use student's book virtual platform or mobile apps.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

According the results, 46,2 % of students say that they never use student's book virtual platform (vocabulary section) nor mobile apps to self-assess your vocabulary, meanwhile 29,4 % admit do it sometimes, and 24,4 % indicate they always use that technological resources.

### Interpretation

Almost a half of the students do not use the virtual platform of the book nor mobile apps to self-assess the vocabulary. This reflects that students do not take advantage of this kind of resources that can help them in a widely way to develop their knowledge of vocabulary.

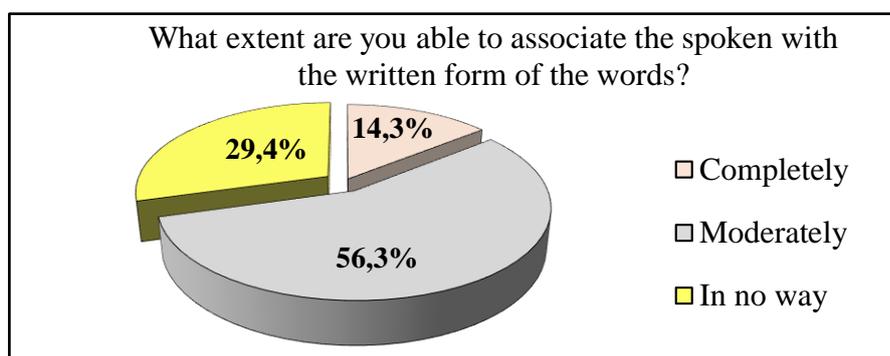
6. What extent are you able to associate the spoken with the written form of the words?

**Table N° 10.** You are able to associate the spoken with written form.

Option	Absolute frequency	Relative frequency
Completely	17	14,3%
Moderately	67	56,3%
In no way	35	29,4%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 10.** You are able to associate the spoken with written form.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

Out of a total of 119 students, 56,3 % say that they can moderately associate the spoken with written form of the words, 29,4 % state they cannot associate the spoken and the written form of the words, and 14,3 % consider they are able to associate them completely.

### Interpretation

Most answers admit that they can associate written form with the pronunciation of words. However, almost a third of students indicate that they cannot do it, this one warrants intervention with strategies that enhance the vocabulary teaching.

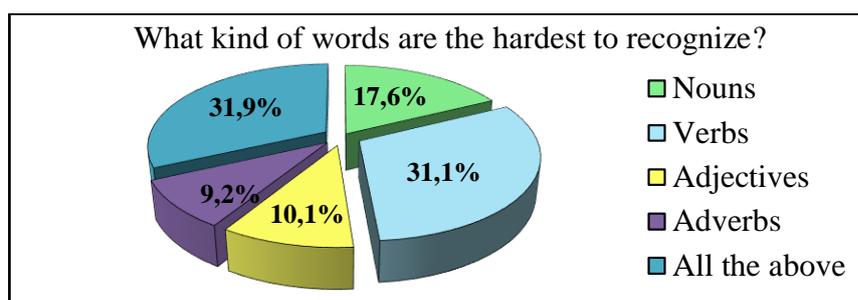
7. What kind of words are the hardest to recognize?

**Table N° 11.** The hardest words to recognize.

Option	Absolute frequency	Relative frequency
Nouns	21	17,6%
Verbs	37	31,1%
Adjectives	12	10,1%
Adverbs	11	9,2%
All the above	38	31,9%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 11.** The hardest words to recognize.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

According the results showed in Table and Figure N° 11, 31,9 % admit they cannot recognize all the kind of words, 31,1 % think the most difficult are the verbs, 17,6% say the nouns are more complicated, 10,1 % state adjectives, and 9,2 % believe the adverbs are the harder to recognize.

### Interpretation

It is observed that all kinds of words are difficult to assimilate for the students. Although verbs deserve special attention. This one means that the teaching of vocabulary has to be intensified in all its context.

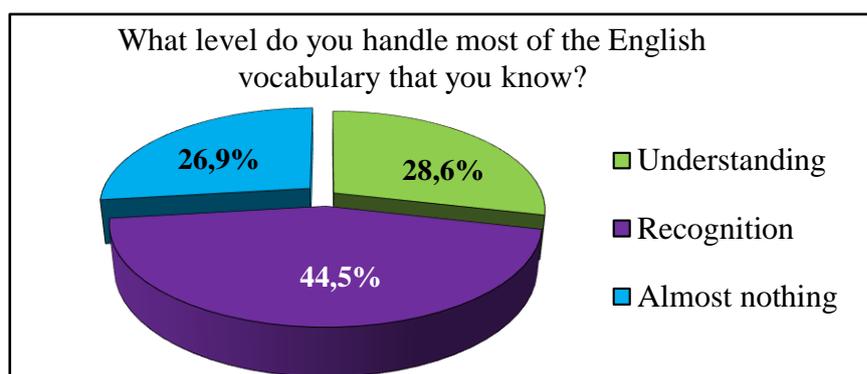
8. What level do you handle most of the English vocabulary that you know?

**Table N° 12.** Level you handle most of the English vocabulary.

Option	Absolute frequency	Relative frequency
Understanding	34	28,6%
Recognition	53	44,5%
Almost nothing	32	26,9%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 12.** Level you handle most of the English vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

Paying attention to the outcomes showed above, 44,5 % of surveyed students admit they just recognize the most of words, 28,6 % say they can understand the meaning and the features of the vocabulary, and 26,9 % state that they cannot recognize worst understand the vocabulary.

### Interpretation

It is observed that there is a difference between the level of knowledge of the students' vocabulary, since some of them understand most of words, others only recognize them and some cannot identify them. The latter case represents a problem, because it implies that the students are not trained to understand the basic concepts.

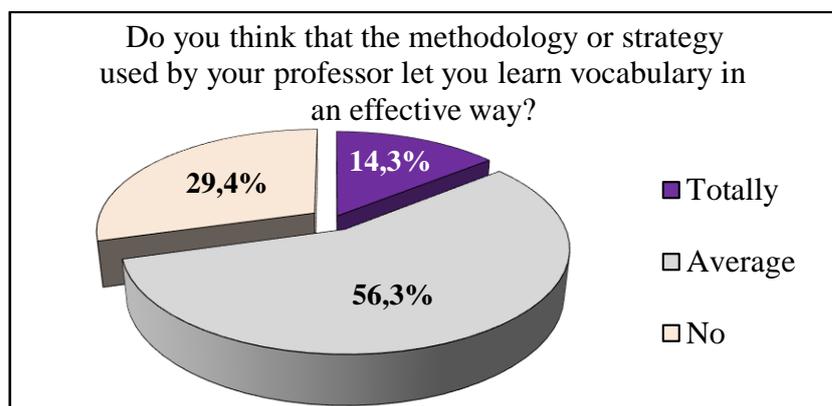
9. Do you think that the methodology or strategy used by your professor let you learn vocabulary in an effective way?

**Table N° 13.** The methodology used by your teacher let you learn vocabulary.

Option	Absolute frequency	Relative frequency
Totally	17	14,3%
Average	67	56,3%
No	35	29,4%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 13.** The methodology used by your teacher let you learn vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

Finally, 56,3 % consider that the methodology or strategy used by their professor let them learn vocabulary in an average way, 29,4 % say that it does not let students to learn vocabulary in an effective way, and just 14,3 % believe the methodology or strategy is effective.

### Interpretation

The methodology and strategies used by the teacher must be improved, because currently it does not have the desired reception in adult students.

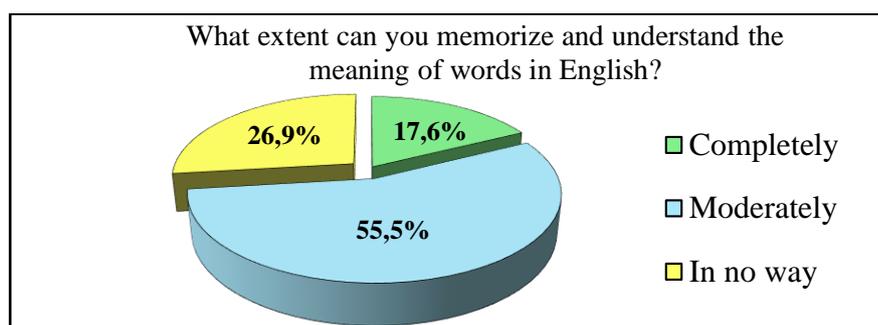
10. What extent can you memorize and understand the meaning of words in English?

**Table N° 14.** You memorize and understand the meaning of words.

Option	Absolute frequency	Relative frequency
High	21	17,6%
Medium	66	55,5%
Low	32	26,9%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 14.** You memorize and understand the meaning of words.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

The results obtained for this question show that, 55,5 % state that they can memorize and understand the meaning of words in English in medium level, meanwhile 26,9 % say they cannot do it, and 17,6 % consider they can memorize and understand the meaning of words in a high way.

### Interpretation

Some students admit that they have difficulty to memorize and understand the meaning of the largest number of words in English. It is corroborated that there is a problem with the ability of students to retain and use the vocabulary in the educational institution studied. Another aspect to consider is the use of idiomatic expressions, as mentioned (Villalva & Taberoa, 2012), the idiomatic expressions can

improve the communication process and reinforce the ability to transmit ideas in different contexts and situations of a foreign language, they include the most daily and changing communication expressions of English.

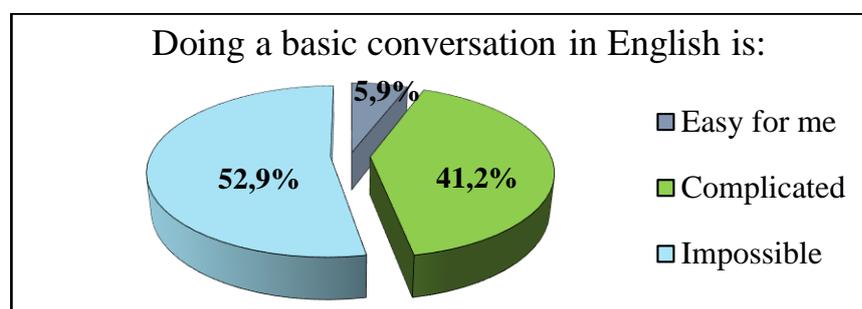
**11. Doing a basic conversation in English is:**

**Table N° 15.** Doing a basic conversation in English is.

Option	Absolute frequency	Relative frequency
Easy for me	7	5,9%
Complicated	49	41,2%
Impossible	63	52,9%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 15.** You are able to associate the spoken with written form.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

**Analysis**

The results obtained for this question show that, 52,9 % of students admit that it is impossible for them doing a basic conversation in English language. On the other hand, 41,2 % say that it is complicated to do it, and just a 5,9 % consider that it is easy to have a conversation.

**Interpretation**

It is complicated or impossible for students doing a basic conversation. It implies that the cognitive abilities of second language learning are not developed in adult students and this one is due to the deficient knowledge of the vocabulary.

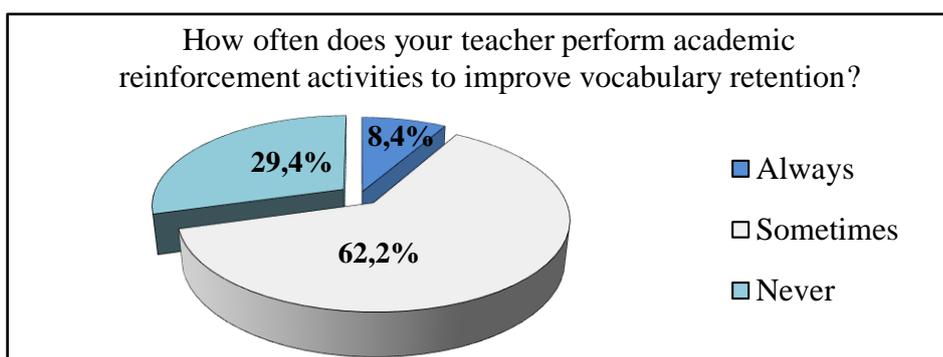
12. How often does your teacher perform academic reinforcement activities to improve vocabulary retention?

**Table N° 16.** Your teacher performs academic reinforcement activities.

Option	Absolute frequency	Relative frequency
Always	10	8,4%
Sometimes	74	62,2%
Never	35	29,4%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 16.** Your teacher performs academic reinforcement activities.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

With regards to this inquiry, 62,2 % of students state that their teacher sometimes performs academic reinforcement activities to improve vocabulary retention, meanwhile 29,4 % say that teacher never do it, and just 8,4 % indicate that teacher performs academic reinforcement activities always.

### Interpretation

The teacher eventually incorporates academic reinforcement activities. This reinforcement should focus on the improvement of vocabulary and educational self-assessment by students.

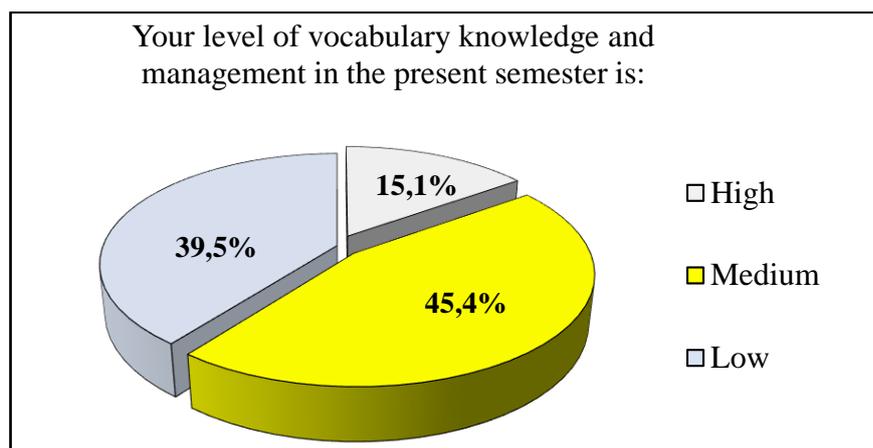
13. Your level of vocabulary knowledge and management in the present semester is:

**Table N° 17.** Level of vocabulary knowledge.

Option	Absolute frequency	Relative frequency
High	18	15,1%
Medium	54	45,4%
Low	47	39,5%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 17.** Level of vocabulary knowledge.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

The results reflect that, 45,4 % of students admitted that their level of vocabulary knowledge in the semester is medium, 39,5 % said that it is low, and just 15,1 % of them considered it is high.

### Interpretation

The students are aware that they do not have a good level of vocabulary. It is a problem because speaking, writing, listening and reading skills are based on vocabulary. This situation shows that the English teaching-learning process is not fulfilling the performance indicators.

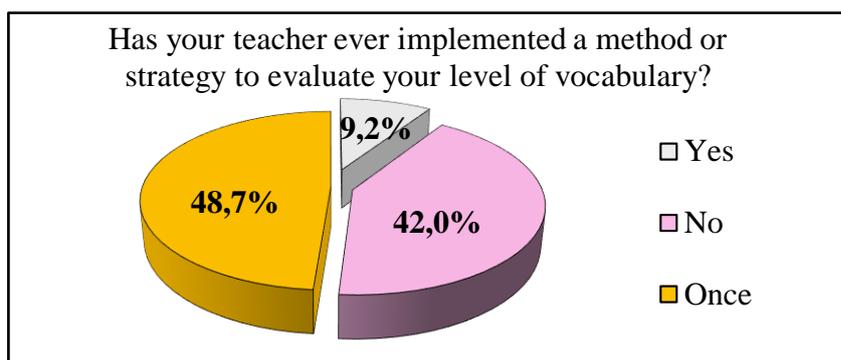
14. Has your teacher ever implemented a method or strategy to evaluate your level of vocabulary?

**Table N° 18.** Teacher ever implemented a method to evaluate your vocabulary.

Option	Absolute frequency	Relative frequency
Yes	11	9,2%
No	50	42,0%
Once	58	48,7%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 18.** Teacher ever implemented a method to evaluate your vocabulary.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

Out of a total of 119 students, 48,7% of students say their teacher has implemented a method or strategy to evaluate your level of vocabulary once, instead of 42 % who indicate the teachers have done it sometimes, and 9,2 % state it is made continuously.

### Interpretation

The teacher evaluates the level of vocabulary sometimes or he/she has done it just once. This situation implies that the importance of the assessment of the vocabulary domain is being underestimated by teacher.

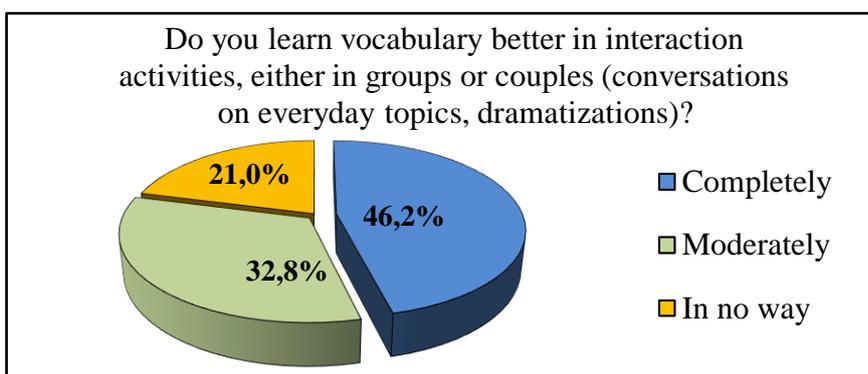
15. Do you learn vocabulary better in interaction activities, either in groups or couples (conversations on everyday topics, dramatizations)?

**Table N° 19.** You learn vocabulary better in interaction activities.

Option	Absolute frequency	Relative frequency
Completely	55	46,2%
Moderately	39	32,8%
In no way	25	21,0%
TOTAL	119	100%

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).



**Figure N° 19.** You learn vocabulary better in interaction activities.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Analysis

Based upon the results displayed above, 46,2 % of students consider they completely learn vocabulary better in interaction activities, either in groups or couples (conversations on everyday topics, dramatizations), meanwhile 32,8 % say to do it moderately, and 21 % admit they do not believe that interactive activities could improve their vocabulary.

### Interpretation

Three-quarters of the students believe that the interaction activities, whether in pairs or groups, help them to improve the vocabulary knowledge more easily. This highlights the importance of interaction activities.

## 4.2 Hypothesis verification

The statistical objective is the association of variables to find the incidence of self-assessment strategies in the vocabulary retention. Both variables are qualitative so it is adequate to apply the independence Chi-squared as the hypothesis statistical test, in order to know if the variables are related. Next, a null hypothesis (the one that undergoes the test) and an alternative one (established by the researcher) are presented.

### **Null Hypothesis H<sub>0</sub>:**

Self-assessment strategies do not improve the English vocabulary retention in adult students at Instituto Tecnológico Superior Guayaquil.

### **Alternative Hypothesis H<sub>1</sub>:**

Self-assessment strategies improve the English vocabulary retention in adult students at Instituto Tecnológico Superior Guayaquil.

Chi-squared ( $X^2$ ) is computed from the data obtained in the investigation (survey), which is contrasted with the limit value established in the Chi-squared distribution tables.

### 4.2.1 Calculated Chi-squared

**Independent variable:** Self-assessment strategies.

This variable is measured through questions 1 and 3 of the survey:

1. Does your teacher encourage you to self-assess your knowledge of vocabulary?
  
3. Do you keep track of your own learning and progress in English vocabulary domain?
  1. Always

2. Sometimes
3. Never

**Dependent variable:** English vocabulary retention.

This variable is measured through questions 10 and 13 of the survey:

10. What extent can you memorize and understand the meaning of words in English?

13. Your level of vocabulary knowledge and management in the present semester is:

1. High
2. Medium
3. Low

**Table N° 20.** Qualitative equivalence.

Value	Options	
	Independent Variable	Dependent Variable
1	Always	High
2	Sometimes	Medium
3	Never	Low

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Contingency tables

**Observed frequencies O:**

**Table N° 21.** Observed Frequencies.

Observed frequencies		Dependent variable: Vocabulary retention			TOTAL
		High	Medium	Low	
Independent variable: Self-assessment strategies	Always	14	12	9	<b>35</b>
	Sometimes	13	59	40	<b>112</b>
	Never	12	49	30	<b>91</b>
	<b>TOTAL</b>	<b>39</b>	<b>120</b>	<b>79</b>	<b>238</b>

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

### Expected frequencies E:

The formula is as follows:

$$E = \frac{(\text{Row total})(\text{Column total})}{\text{Observed frequencies total}}$$

**Table N° 22.** Expected frequencies.

Expected frequencies		Dependent variable: Vocabulary retention			TOTAL
		High	Medium	Low	
Independent variable: Self-assessment strategies	Always	5,74	17,65	11,62	<b>35</b>
	Sometimes	18,35	56,47	37,18	<b>112</b>
	Never	14,91	45,88	30,21	<b>91</b>
	<b>TOTAL</b>	<b>39</b>	<b>120</b>	<b>79</b>	<b>238</b>

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

It is necessary to find the Chi-squared  $X^2$ , by using the corresponding formula once the observed and expected values are known (Spiegel & Stephens, 2009, p. 296):

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  = Chi-square.

$O_i$  = Observed frequency.

$E_i$  = Expected frequency.

Table 23 shows the calculation of the Chi-squared once the formula is applied:

**Table N° 23.** Chi-squared calculation.

Independent variable: Self-assessment strategies	Dependent variable: Vocabulary retention	Observed O	Expected E	O – E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Always	High	14	5,74	8,26	68,31	<b>11,91</b>
	Medium	12	17,65	-5,65	31,89	<b>1,81</b>
	Low	9	11,62	-2,62	6,85	<b>0,59</b>
Sometimes	High	13	18,35	-5,35	28,65	<b>1,56</b>
	Medium	59	56,47	2,53	6,40	<b>0,11</b>
	Low	40	37,18	2,82	7,97	<b>0,21</b>
Never	High	12	14,91	-2,91	8,48	<b>0,57</b>
	Medium	49	45,88	3,12	9,72	<b>0,21</b>
	Low	30	30,21	-0,21	0,04	<b>0,00</b>
$X^2 = \sum (O-E)^2/E$						<b>16,9773</b>

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

It is noted the chi-square value is 16,9773 in Table 23.

#### 4.2.2 Tabulated Chi-squared

The calculated value is contrasted with the Chi-squared of tables to establish the region in which the distribution of the graph is located, that means null or alternative hypothesis. For this purpose, degrees of freedom are determined and a desired level of confidence is chosen.

#### Degrees of freedom d. f.

$$d. f. = (r - 1)(c - 1) \quad (4.4)$$

Donde:

c = Number of columns in the contingency table.

r = Number of rows in the contingency table.

$$d. f. = (3 - 1)(3 - 1)$$

$$d.f. = 4$$

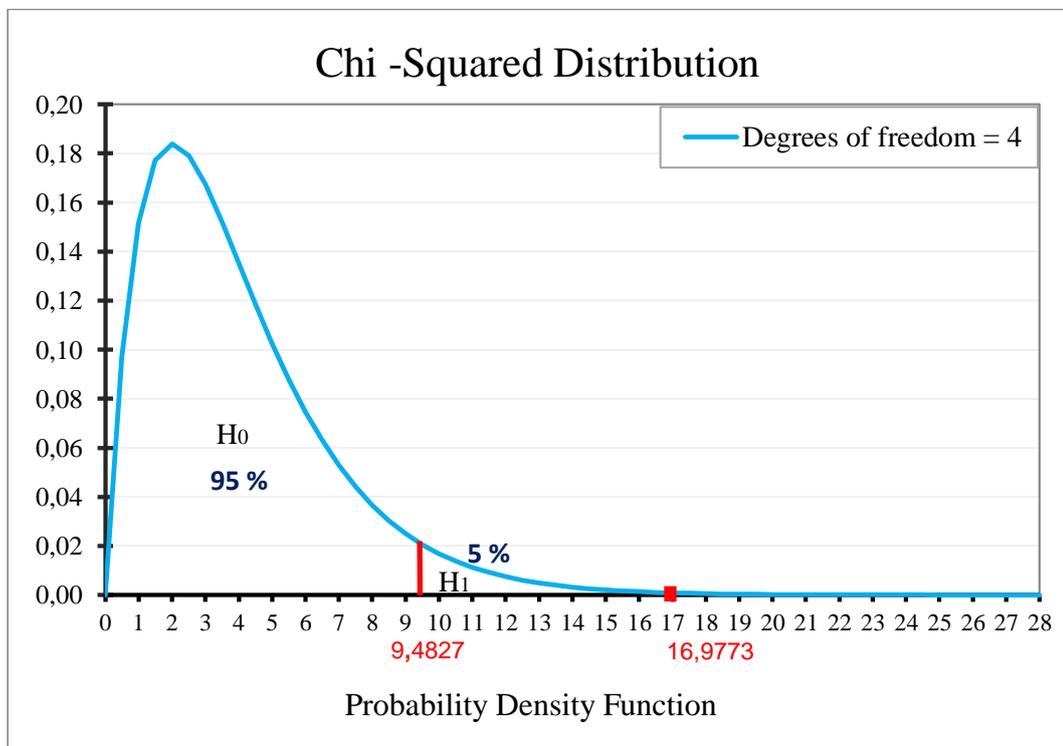
Confidence level: **95 % = 0,95**, significance  $\alpha = 0,05 = 5 \%$

The value of the Chi-squared is determined from the degrees of freedom and the level of confidence, for which the table in Annex 2 is used:

$$X^2_{tablas} = 9,4877$$

### 4.2.3 Chi square distribution

Calculated and tabulated Chi-squared values must be contrasted through the distribution graph shown below:



**Figure N° 20.** Chi-squared distribution.

**Source:** Survey to students.

**Made by:** Ortiz, M. (2018).

#### 4.2.4 Decision rule

Chi-squared tabulated value is 9,4827 with 4 degrees of freedom which is lower than calculated Chi-squared value of 16,9773. Therefore, the null hypothesis of the  $H_0$  investigation is rejected, and consequently the alternative hypothesis of the investigation is accepted  $H_1$ : **“Self-assessment strategies improve the English vocabulary retention in adult students at Instituto Tecnológico Superior Guayaquil”**. At same time, the alternative hypothesis is met with a significance (margin of error) of **0,195 %**, which belongs to **99,80 %** confidence level.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

- Self-assessment strategies develop the formative and the reflecting process which involves knowledge, skills and learning progress. There are several self-assessment strategies that could be used to measure the English vocabulary retention such as: a diary, rubrics, a virtual platform, mobile free apps, progress self-assessment sheet, and portfolio which have been development in the proposal. Adult students at Instituto Tecnológico Superior Guayaquil have limited English vocabulary retention, they cannot perform grammatical structures and they have difficulty in organizing ideas to establish communication with other people. They do not currently use self-assessment strategies to evaluate their knowledge of the English language. Most of them have only used the student's book virtual platform in vocabulary section but no other strategies. They state their teacher does not implement a methodology to evaluate the level of vocabulary and only occasionally encourages them to use self-assessment strategies.
- The components of word knowledge are word form, word structure, word meaning, lexical relations, syntactic pattern and common collocations. Meanwhile, learnability features are phonological, morphological, orthographic, semantic and syntactic. The knowledge of a word implies familiarity with that features and with the lexical relations of the word. Students at Instituto Tecnológico Superior Guayaquil are not able to associate the spoken and the written form of the words and have difficult to identify nouns, verbs, adjectives and adverbs.

- The cognitive skills involve memory, logical thinking and creative. Students evaluated only recognize vocabulary, but they do not understand it for a constructive use. The results obtained from the statistical Chi-Square showed that self-assessment strategies influence vocabulary knowledge. It means that the implementation of resources based on self-assessment strategies could improve the English learning. In that sense, it is necessary to improve the low English vocabulary retention through the use of self-assessment strategies.
- It is necessary to propose an alternative solution that effectively helps to enhance the vocabulary retention in adult students. In that sense, it is suggestable to design a booklet of self-assessment strategies to improve vocabulary retention in adult students. It is recommended the use of self-assessment strategies such as a diary, rubrics, a virtual platform, a mobile free apps, a progress self-assessment sheet, a teach a friend and a portfolio, according to the studies carried out and published in journals. These strategies have shown to be effective in the English language vocabulary learning and they are adaptable to the case of the Instituto Tecnológico Superior Guayaquil.

## **5.2 Recommendations**

- It is necessary to highlight the important role that students play in the evaluation process, especially in the subject of English and focused on vocabulary learning, so it is necessary that teachers be trained in the incorporation of self-assessment strategies for their students. So that, teachers could help students to use the different traditional or technological resources available at the educational level.
- Manage the implementation of material as: sheets of paper and folders, and technological resources as: Internet, PC computer and smartphones for the use of self-assessment strategies, both institutionally and for each student. In

this way students will be able to have the resources required for the use of self-assessment strategies.

- It is suggested that teachers give students the necessary tools to take active participation in class, this should start from paying a greater emphasis on learning the vocabulary. Teaching should focus on refining students' ability to use vocabulary in a constructive use and in the association of writing and pronunciation of words. In addition, the academic reinforcement tasks should consider as a fundamental aspect the treatment of vocabulary.
- Create a booklet of self-assessment strategies based on the application of a taxonomy methodology and the use of physical resources as: diaries, rubrics, progress self-assessment sheets and portfolios, as well as virtual resources such as: mobile apps and student's book virtual platform (vocabulary section). The strategies must state the objective and the function that it fulfills, the resources that are needed, the instructions for the teacher, examples with vocabulary exercises, the topics that should be developed, suggestions for the students, responsibilities of the teachers, evaluation rubrics, the benefits of each strategy, among other criteria that allow managing the implementation of the proposal.

## **CHAPTER VI**

### **THE PROPOSAL**

**TOPIC:** Creation of a booklet of self-assessment strategies to improve vocabulary retention in adult students.

#### **6.1 Informative data**

Name of the institution: Instituto Tecnológico Superior Guayaquil

Location: Bolivariana avenue and El Cóndor avenue, Ambato

Beneficiaries: Students and teachers of the Third and Forth semester of Integrated Child Development, Electricity and Electronics, Industrial and Automotive Mechanics.

Estimated time for the execution: One month

Beginning: May 1, 2018

End: May 31, 2018

People in charge: Researcher: Maritza de los Ángeles Ortiz Paredes.

Cost: 400 dollars

#### **6.2 Background of the proposal**

The previous research has revealed the importance of using self-assessment strategies in the classroom because this approach focuses on learners, their interests, needs and characteristics. Therefore, self-assessment is the most recommendable methodology to develop vocabulary retention in adult students.

Based on the arguments that show the reality of how English classes are typically held in the institute, it is absolutely relevant to propose an alternative solution, which is the creation of a booklet that collects several self-assessment resources to promote the vocabulary retention.

### **6.3 Justification**

It was determined that students do not have a good level of vocabulary domain from the study based on the application of a survey, for this reason it is necessary to incorporate strategies that allow students to keep track of their learning process. Students said the methodology and strategies used by their teacher must be improved, because currently it does not have the desired reception in adult students. The **importance** of the proposal is that it is an alternative to reinforce the learning of vocabulary, so that students can apply them individually and at the desired time. In addition, each resource has quantitative and qualitative grades.

The **impact** of the proposal is that with the development of the booklet, an evident improvement in the vocabulary domain will be experienced by students. In fact, students will become independent users and keep track of their learning in a more fluent and spontaneous way.

The **beneficiaries** with the application of the booklet will surely be students, teachers and Instituto Tecnológico Superior Guayaquil authorities. Students will feel more confident with their ability to retain vocabulary in English, that way they will be able to develop their passive skills of reading and listening, and their active skills of writing and speaking in English. Teachers will feel satisfied because they could witness students' learning, and authorities will have evidence of the learning outcomes at the end of the academic period.

## **6.4 Objectives**

### **6.4.1 General**

Create a booklet of self-assessment strategies to improve vocabulary retention in adult students.

### **6.4.2 Specific**

- To identify the most significant and useful self-assessment strategies that can be used in English language learning.
- To design self-assessment resources to measure vocabulary retention in adult students.
- To socialize the booklet proposed with English teachers of the institution and students so that they know what self-assessment resources are entailed in it and how they work.

## **6.5 Feasibility analysis**

The proposal of creating a booklet of self-assessment strategies to improve vocabulary retention in adult students is feasible to be implemented at Instituto Tecnológico Superior Guayaquil. In that sense, some aspects are taken into consideration to analyze the viability.

### **Organizational**

The organization of the Instituto Tecnológico Superior Guayaquil is well-structured. Authorities, teachers and administrative personnel work collaboratively. This situation helps the implementation of the proposal in a suitable environment for students to feel comfortable and enthusiastic about learning vocabulary in a foreign language.

## **Technological**

The use of technology is essential today, Instituto Tecnológico Superior Guayaquil has audiovisual resources for the socialization of the proposal among students. In addition, each student has a smartphone, which allows the strategies designed by the researcher to be implemented. Each of the required technological resources is explicitly detailed in the booklet.

## **Sociocultural**

The proposal has been created taking into account aspects such as how to promote interaction, respect, keep track of learning, responsibility and active participation. All of these factors are aimed to provide students with an environment where they can experience the language differently. In addition, it is also cultural because learning English implies exploring habits, behaviors and customs that identify English native speakers.

## **Economic-financial**

The necessary financial resources must be covered by each student, for this reason the low cost of the resources to be invested was prioritized, with the exception of the use of a smartphone for the Apps but it is considered that a mobile device is in common use today.

## **6.6 Theoretical foundation of the proposal**

Vocabulary retention is one of the most important aspects for learning English, this is the beginning point for the development of English skills such as: listening, reading, writing and speaking. This proposal is focused on Self-assessment strategies to be implemented in the class or home. These strategies will be alternatives for students to self-assess their vocabulary knowledge, that will allow them to keep track of their progress thanks to the fact that they are personalized evaluation tools. The advantage of its use will be that students can choose when to

self-assess their knowledge and they can obtain a personalized result. Besides, with the implementation of self-assessment strategies students will learn effectively, their motivation will be enhanced and have the feeling of succeeding in learning. This proposal is framed within the objectives of the learning process established by Benjamin Bloom, called “Bloom’s Taxonomy” which identifies three domains of educational activities: Cognitive, Affective and Psychomotor domains.

### **Self-assessment**

Self-assessment is a formative process during which students reflect on the quality of their learning, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly (Andrade & Heritage, 2017, p. 88).

McMillan and Hearn (2008) states that student self-assessment is a dynamic process in which students self-evaluate, self-monitor, and identify correctives to learn better. It is a process “that enhances student motivation and achievements”. It makes students “reflect on their learning and generate strategies for more learning” (p. 48).

It is of great importance to have students self-assessing themselves, since they must have the opportunity to judge their own learning progress and understand the things or knowledge that should be required to achieve the manager of the language.

Student Self-Assessment Cycle has three components: first is self-monitoring (awareness of thinking or actions), second is self-judgment (knowing progress toward learning targets), and the third is Learning Targets and Instructional Correctives (implementing strategies to improve performance). All of that means the self-assessment process (McMillan & Hearn, 2008, p. 41).

It is clear to see that self-assessment is not just an evaluation that learners must do. It is to follow a complete process in which the learners should analyze their own development, comprehend what they need to accomplish the complete succeed in the language and find a way to solve the weaknesses in the learning process.

According to García-Beltrán, Martínez, Jaén, and Tapia (2016), the implementation of self-assessment through virtual environments is perfectly feasible in tests of objective response.

This could be verified nowadays by the use of virtual platforms or free Apps that are of general knowledge. One advantage of the use of virtual environments for self-assessment process is that most of the students have at least a basic knowledge of how to use them. The teacher's responsibility is to lead them in the correct use to avoid wasting of time and potentiate the new technologies.

It allows the realization of different teaching activities that promote learning before, during and after the academic period:

1. The initial self-assessment allows knowing the initial knowledge profile of the students to decide the content, orientation and level of the classes, as well as the type of pedagogical help.

This refers when a person wants to assess themselves to know the level in which they are, and according to the first results, the students are able to understand what they need to improve and make it better in the English language. Most of this kind of initial assessment are related to vocabulary.

2. The continuous self-assessment gives information of the progress in the learning process in parallel to the teaching.

As well as other kind of evaluations, there must be a progress in the self-assessment process. This lead to have students knowing the progress they are doing in the language.

3. The combined self-assessment with the theoretical or practical classes allows to measure in situ and immediately the assimilation of the teaching contents. In the case of the evaluation prior to the realization of the practice, it obliges an activity

of study and individual assimilation of the student, in many cases very necessary for the intended objectives.

It is important to remember that self-evaluation must allow students to be responsible for their own learning. Consequently, we must let students understand the importance of doing it at least when a class have finished. It will permit to give them a clear view of what is going on during the teaching learning process.

4. The final self-assessment allows to assess the degree of achievement of the teaching objectives. (p. 9).

Similar to the rest of evaluations that we have with students, self-assessment as well let not only the teacher, but the student understands their achievements in the learning progression.

### **Paradigm**

The present proposal is based on the “Cognitive Paradigm”, which is defined as a set of theoretical principles related to the functioning of the mind and the acquisition of knowledge in particular. The cognitive paradigm takes into account as a starting point the study of mental representation; as an epistemological foundation, rationalism; as a methodology, inference, and as a theoretical assumption the models of information processing; memory, thought, learning, problem solving, mental representations (pictures, propositions), knowledge organization forms (plans, strategies, schemes) (Hernández, 2007, p. 8).

### **Bloom´s Taxonomy**

Dr Benjamin Bloom developed his taxonomy to enhance learning in 1956. It promotes the HOTS (higher, order, thinking, and skills) starting by the development of the LOTS (lower order thinking skills). Lorin Anderson reviewed Bloom´s Taxonomy and he changed the categories from noun to verbs forms in the mid-nineties, as it is shown in the following table below:

**Table N° 24.** Lorin Anderson revisited Bloom´s Taxonomy.

<b>Original domain</b>	<b>New domain</b>
Evaluation	Evaluating
Synthesis	Creating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

**Source:** <http://thepeakperformancecenter.com/educational-learning/thinking/blooms-taxonomy/blooms-taxonomy-revised/>  
**Made by:** Ortiz, M. (2018).

Each of the cognitive processes of Bloom's Taxonomy has several subprocesses (Cortés, 2016), among which the main ones are the following:

**Table N° 25.** Bloom´s Taxonomy dimensions.

<b>New domain</b>	<b>Dimensions</b>
Evaluating	Checking Criticizing Detecting Tying
Creating	Generating Planning Producing Devising
Analyzing	Differentiating Organizing Attributing Comparing Structuring
Applying	Executing Implementing Using
Understanding	Interpreting Exemplifying Summarizing Inferring Comparing Explaining
Remembering	Recognizing Recovering Describing Identifying Finding

**Source:** Churches (2013, p. 3).  
**Made by:** Ortiz, M. (2018).

These terms have the next meanings:

**Remembering:** Retrieving, recognizing and recalling relevant knowledge from long-term memory.

**Understanding:** Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

**Applying:** Carrying out or using a procedure through executing or implementing.

**Analyzing:** Braking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing.

**Evaluating:** Making judgements based on criteria and standards through checking and critiquing.

**Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Forehand, 2011).

### **Structure of the Knowledge Dimension of the Revised Taxonomy**

**Factual Knowledge** - The basic elements that students must know to be acquainted with a discipline or solve problems in it. It is the knowledge of terminology and specific details and elements.

**Conceptual Knowledge** - The interrelationships among the basic elements within a larger structure that enable them to function together. It implies the Knowledge of classifications and categories, principles and generalizations, and of theories, models, and structures.

Procedural Knowledge - How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. Knowledge of subject-specific skills and algorithms, of subject-specific techniques and methods, and of criteria for determining when to use appropriate procedures.

Metacognitive Knowledge - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition. It comprises Strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, and Self-knowledge (Krathwohl, 2002, p. 214). As can be interpreted from the previous paragraph, self-evaluation is the culminating point of metacognitive knowledge.

Based on this idea, the self-assessment strategies must be based on the metacognitive knowledge to let students understand their own obligation with their role of acquiring a new language and furthermore with the purpose of this study, vocabulary retention.

It is of great importance to apply Bloom's taxonomy to the present proposal, since it covers all the necessary aspects about learning and evaluating as well as the procedure. This proposal will focus only on self-assessment from students, nevertheless it is important to show a real example about the use of this taxonomy into all the aspects of learning. This example was taken from the Omaha Public Schools Teacher's Corner where a fairytale was used to develop the 6 levels of the cognitive process.

**Table N° 26.** Levels of the cognitive process.

<b>Level</b>	<b>Activities</b>
Remember	Describe where Goldilocks lived
Understand	Summarize what the Goldilocks story was about
Apply	Construct a theory as to why Goldilocks went into the house
Analyze	Differentiate between how Goldilocks reacted and how you would react in each story term.
Evaluate	Assess whether or not you think this really happened to Goldilocks.
Create	Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

**Source:** Forehand (2011).

This is a strong example about how good Bloom's taxonomy works in all the levels. It helps to develop all the necessary skills such as the ones about remembering and understanding that helps with the purpose of self – assessment for vocabulary retention.

According to Fernández-Sánchez, Salaverría-Garnacho, González-Dacosta, and Mandado-Pérez (2009) Bloom's Taxonomy is suitable for the methodology of elaboration of self-assessment strategies. A constructivist environment demands resources that include motivation which is an important factor in the assessment procedure. Churches (2013) states that Bloom's Taxonomy is perfectly adaptable to the digital age in favor of cognitive knowledge, which is why it is taken as a reference in the development of this proposal. In that sense, the following proposal is developed:



Source: I.T.S. Guayaquil

Made by: Ortiz, M. (2018)

# BOOKLET

## Self-assessment strategies to improve vocabulary retention

**ENGLISH  
VOCABULARY**

*By:* Maritza Ortiz

# INTRODUCTION

The present Self-assessment booklet is done with the intention to evaluate and reinforce the vocabulary retention of students who are learning English as a second language. The teachers who may make use of it would find it helpful to follow and develop each one of the activities that are presented in this work.

The group of students to whom the activities are directed is a A1 level. They have a basis in the language and a clear understanding of what they must do in order to be self-assessed in the vocabulary retention.

It is organized by showing the most useful and well-known self-assessment activities that all teachers have managed at least once in their professional lives.

It has seven powerful assessment activities that can lead students to make use of their own understanding about the importance of assess themselves to know how much vocabulary they have acquired and retained during a given period.

They all have clear instructions to be followed by the teacher in charge and can be modified if the teacher wants to. It is necessary to understand that the different activities are an example of how to use them, but they do not represent a straight road to follow. They, as many other kind of strategies could and should be modified if the teacher needs in order to make them better or reinforce according to the kind of students and level.

It is of great importance the use of these strategies in the self-assessment of vocabulary, since the weakest aspect in the acquisition of the second language is the poor vocabulary retention that is fundamental for the communication and improvement of the language.

The present activities are important as they provide a well-designed way to assess students and contribute clear instructions for both the teacher and the student. It shows the advantages of using the activities and provide detailed directions that lead the teacher to have success in each one of them.

## METHODOLOGY

For the application of the next self-assessment strategies booklet, it is necessary to understand each one of them as well as possible, so it could be transmitted to the students in first person. It is necessary that the teacher manage in a clear and understandable way all the strategies as they are explained, but at the same way the teacher must manage new ways to adapt each one of the activities according to the necessities of the group and the level of manager of the language.

The teacher in charge must have in mind the weakness and strengths of the students and should be able to lead the group in order to have all the students following the activities. Nevertheless, the teacher must be able to transmit the necessity that each one of the students have, so they could become self-conscious of their own learning progress in the vocabulary retention.

The teacher is not only the monitor of the activities that students perform, the teacher is the person in charge of assessing and giving the necessary feedback as soon as students notice their problems in the retention of vocabulary.

The teacher must control the four skills of listening, speaking, reading and writing to lead students in the process of acquisition and retention of the vocabulary. Since the vocabulary it is used in all the aspects, it is important to develop the vocabulary not only in the written aspects. They must be developed in the four skills to provide right manage of the language.

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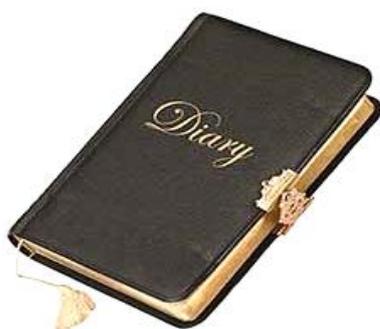
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## STRATEGY 1:

# DIARY

### Strategy: Diary



**Source:** <https://www.collinsdictionary.com/dictionary/english/diary>

A diary is a written or multimodal document, prepared by the student for the collection and reflection on the experiences lived throughout a learning project (Trujillo-Sáez, 2013, p. 4).

Diary, also called a journal, is a notebook where people can write anything they want such as their thoughts, ideas, feelings or experiences (Klimova, 2015, p. 551).

Objective	To allow students narrate their daily learning in the English classes or any other event by making use of all the acquired vocabulary.
Function	To keep a record of the vocabulary learnt in the class. In this way the stress is reduced and the learning comes from their own self-evaluation of how much vocabulary they acquired that day.
Resources	A notebook, coloured pencils, a pen, a marker, pictures.

**Instruction for the teacher:**

The teacher should show to the students the characteristics of their diaries.

The Diary characteristics are the next:

- It should be a medium size notebook.
- It should be decorated in the outside
- Every writing should be done with pen. (Different colors)
- Every new entry should be accompanied by pictures or drawings to let the teacher or other people have a bigger idea about his/her feelings and thoughts.
- Every new entry should have the date of the writing.
- Liquid paper or blots are not allowed. They must put every written error in parenthesis and continue with the writing.
- At the beginning of the class, week or lesson the teacher must provide students with the list of vocabulary that will be studied during that period.

**Example 1:**

**Vocabulary 1**



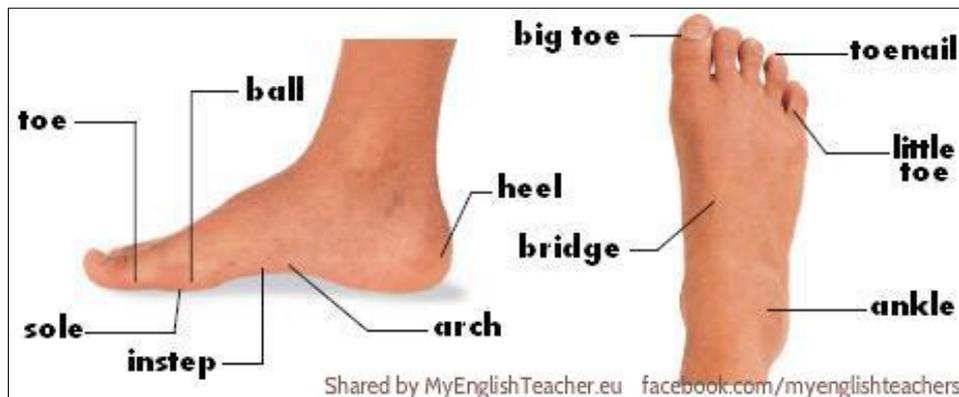
**Vocabulary 2**



Source: (Koltai, 2013).

Retrieved from: <https://www.myenglishteacher.eu/blog/english-vocabulary-with-pictures/>

**Vocabulary 3**



Source: (Koltai, 2013).

Retrieved from: <https://www.myenglishteacher.eu/blog/english-vocabulary-with-pictures/>

The teacher should be sure that all the vocabulary provided is going to be reviewed in the week. Students must have a lot of input from the teacher all the time. They should be practicing the new vocabulary in context in every class they attend.

- Before writing on their diaries, the teacher must be sure the students are able to write a complete sentence based on the grammatical structures.
- After a week of classes, the teacher must ask students to write on their diaries about their experience with the new vocabulary.

**Topics to be developed:**

- Students must express their problems in the English class about learning the language.

Students must express the most difficult part about learning English during the week. Example: their poor vocabulary, their lack in the listening sections, personal problems, and so on.

Students must express what they did in order to change the situation. How they solved their problems.

Students must express what kind of reinforcement they did at home to improve the situation.

- Students should write about the situations in which the vocabulary learnt must be applied.

Students must write different examples by making use the vocabulary.

Students must describe how the vocabulary could help them to have a conversation. Example: the words are easy to understand and useful for talking with friends.

Students must express the kind of conversation they could have with the learnt vocabulary. *Example: asking directions, expressing interest in something, buying a product, talking about family.* They have to clarify with examples how they could use the new words in a talk. *Example: The **supermarket** is in front of the **park**.*

- Students must express how they felt about doing this kind of activity.

Students must show if they felt bad, good, excellent, a little nervous, confused, and so on.

Students must express what they did before, during and after writing the diary.

Students must express how they felt at the end of the activity. This part should be changing every week as they increase their knowledge and confidence.

- The teacher has an entire week, before students need to write again, in order to review the diaries, in this way there is enough time to check some problems students must have and to give some possible suggestions to improve their activity every new week.
- The teacher must motivate students' independence to express their ideas and to encourage them not to feel ashamed to hand out their diaries to the teacher. Students should be motivated not to find it as a hard work, but to understand it is something necessary in their daily learning process.

### **Kind of delivery:**

- The diaries should be delivered every beginning of the week (depending on the schedule of the professor).
- The diaries should be done at home. Only if the classes are about 8 or 10 hours per week it is recommended to allow students to have some extra time (30 minutes) at the end of every week to start performing their writing and to have some support from the teacher.
- If the classes are about 2 or 5 hours per week it is recommended to emphasize the learning process and require the diaries to be done at home.
- Students must write their diaries by using complete sentences. The vocabulary that they have to use is according to the one provided by the teacher during the week. It could be one per day or one per week.
- There must be pictures or drawings that represent most of the activity such as: their feelings, the vocabulary they are using when writing. They have to focus only in the most important ones to use the pictures. They do not have to use a picture every time, it could lead to overfill the pages and the writing could be reduced.
- There must be minimum one page per week and maximum 2 pages.
- When writing their examples by using the studied vocabulary students must highlight them. In this way it will show them how much words they have already used and the professor could pay quick attention to the learnt vocabulary in case the group is very big and the time is reduced. *Note: The teacher has the responsibility to check the learnt vocabulary and the process how the diary was done in order to provide help not only with the retention*

*of words, but with the complications that this kind of work could produce on them as it is mentioned in the **topics to be develop**.*

### **Suggestions for the students:**

- Students must take notes every class and collect all the possible worksheets they get from the teacher. It is important to do this since our minds tend to forget information all the time.
- Students must be aware of the time they have in order to hand out their diaries. Knowing the period of time, they have would lead them to avoid delay works.

Out of 15 students who are enrolled in the course, just four have been willing to share their diary with the teacher. All of them have written them in an electronic form so that they can submit them online, which also gives evidence about the privacy of diary writing. Students usually make the diary entry once a week and they prefer to write it in their native language, i.e. Czech. Just the foreign students, who study at FIM, do it in English. Students' entries show that students are quite aware not only of their shortcomings in the learning of English but also of the strategies which can help them to improve this process of learning. The only obstacle in the improvement of this process seems to be their procrastination which has been also mentioned in their entries (Klimova, 2015, p. 551).

### **Teachers' responsibility:**

- To make sure about the progress of the students in the retention of new vocabulary by using the diary as self-assessment, it is necessary that the teacher collect the diary at the beginning of the new class, week or lesson (it will depends on the amount of hours for teaching) and review according to the directions in the topic. The teacher must grade it by using a rubric and giving some suggestions about the way the students must improve their writing skills.

If the student show a lot of mistakes even in the grammar aspect and in the logical way a diary should be done, it is recommended to let the student start writing about things he / she likes. *Example: My family, My favorite food, My best friend, and so on* In this way the teacher leads the student to find it more achieved until he develops the writing skills in a better way.

**Diary evaluation:**

- For the evaluation and grading of the diary, it is necessary to use a rubric for the reason that it will let the students understand what they are going to be graded and what they have to do to achieve it. Having a rubric for evaluation is more comfortable for the learners because they have a clear idea of what the teacher wants and that leads to reduce common stress during an evaluation.

**Rubric for the evaluation:**

CATEGORY	4	3	2	1
<b>Requirements of vocabulary</b>	The diary includes all the vocabulary (100%) presented during the week.	The diary includes most of the vocabulary (80%) presented and studied during the week.	The diary includes only few vocabulary (50%) all the vocabulary presented during the week.	Most of the vocabulary is missing.
<b>Organization</b>	The diary is very well organized. Each entry includes a date. One entry follows another in a logical sequence.	The diary is pretty well organized. Some entries include dates. One entry may seem out of place.	The diary is a little hard to follow. A few of the entries include dates.	Entries seem to be randomly arranged. None of the entries include dates.
<b>Accuracy of Facts</b>	All facts presented in the diary are accurate.	Almost all facts presented in the diary are accurate.	Most facts presented in the diary are accurate (at least 70%).	There are several factual errors in the diary.

CATEGORY	4	3	2	1
<b>Focus on Assigned Topic</b>	The entire diary is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the diary is related to the assigned topic. The diary wanders off at one point, but the reader can still learn something about the topic.	Some of the diary is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the diary to the assigned topic.
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the diary wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Creativity</b>	The diary contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The diary contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The diary contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

**Made by:** Ortiz, M. (2018).

This rubric can be modified and adapted according to the kind of writing the students are required to do, but it is presented as a general way to grade everything that is mentioned above.

**Self-assessment advantages:**

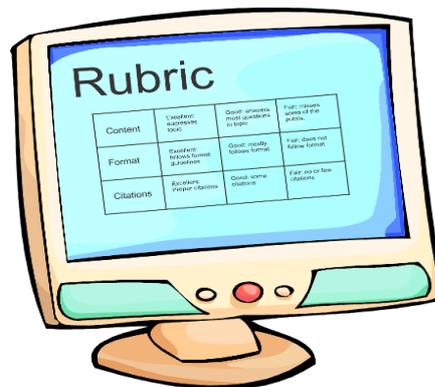
- With the use of this strategy as self-assessment, the students make use of the **UNDERSTANDING** verb from bloom's taxonomy. According to it, they will be able to **summarize** what they learnt in a period of time, **exemplify** the uses they could give to their new learnt vocabulary and **explain** each one of their examples in their own words.

As the diary is designed not only to write about the new words they learnt, but to reflect in one self-learning process and the best way to break down their fears and accomplish their goals, it is considered **EVALUATION** as one important verb from bloom's taxonomy. This is primary because they have to **justify** everything they mention as well as they **appraise** the content they studied during the week.

## STRATEGY 2:

# RUBRICS

### Strategy: Rubrics



**Source:** <https://blueline.instructure.com/courses/964554/pages/create-a-rubric>

A rubric, or evaluation matrix, is a selection of those aspects that you want to evaluate throughout a learning process together, with descriptors ordered by levels of execution or quality for each of the aspects to be evaluated (Trujillo-Sález, 2013, p. 9).

A rubric is a document that lists criteria and describes varying levels of quality, from excellent to poor, for a specific assignment (Andrade, 2000). Many teachers use rubrics for scoring student work, but rubrics can do much more. In the hands of students, a good rubric can orient learners to the concept of quality as defined by experts in a field, inform self- and peer assessment, and guide revision and improvement. Rubrics can be informative as well as evaluative (Andrade, 2011, p. 61).

It is used to grade certain criteria of a specific topic. In this way a student must be aware of the things that should be included in order to get a good result.

Objective	To develop effective skills in the vocabulary acquisition by following a list of specific criteria that must be fulfilled to acquire knowledge.
Function	Facilitate student's understanding of their own learning process and the needs they have to solve.

### **Instructions for the teacher:**

- The principal responsibility of the teacher is to provide enough knowledge to the students about the creation and use of a rubric.
- The teacher must present an empty rubric to the class and explain how every space should be filled.
- The rubric must be taught in a specific class where students could pay careful attention to the way it is created.
- There must be active participation from the students. The teacher must be sure that students understand how a rubric is done and works by asking different questions. *Example: What do you like? What is important about.....?, What makes it good?, What characteristic should it have to be perfect?*
- As a way to help them understand this kind of self-assessment it is important to let them create their own rubrics about a specific topic that they easily could follow. *Example: Presentation about the use of Facebook.*

### **The Rubric characteristics:**

- It is a chart with different divisions depending on the quantity and quality that the teacher wants to evaluate from the students.

*Example:*

	<i>Higher grade</i>	<i>Medium grade</i>	<i>Low grade</i>
<i>Topic 1 to be evaluated</i>	Characteristics that the topics must or must not have to get this grade		
<i>Topic 2 to be evaluated</i>			
<i>Topic 3 to be evaluated</i>			

- It should cover all the vocabulary aspects.
- It must be written in a clear way so students are able to understand easily.
- It must be printed to avoid any misunderstanding from the kind of writing of each person.
- The teacher should ask students to participate in the rubric creation in order to let them think about the way how they are evaluated and what they think are the most important aspects that should be considered.
- The rubric should be done with enough time to let students know the different aspects they have to cover.
- The teacher also must let students create their own rubrics to have them thinking in their own responsibilities for the vocabulary retention.
- The teacher has the responsibility to check the students' rubric to notice any mistake and suggest any improvement.

**Topics about vocabulary to be graded in the rubric:**

- Vocabulary in different context.
- Grammar structure.

- Definition of words
- Original sentences
- Association of words with synonyms and antonyms.

In relation with the list above, it is only directed to the self-assessment of the vocabulary, but it is recommended to let students assess other aspects that are required when presenting a work or having a presentation.

**Complement topics to be graded in the rubric:**

- Clarity (in the writing of ideas / in the oral presentation)
- Accurate (in reference to the topics that should be explained or expressed)
- Confidence (it is important the students show they manage what they are presenting)
- Originality (It is essential that students present something that it is not constantly repeated or just copied from other sources)
- Quantity / quality (If the work requires certain time or an specific amount of words from the vocabulary)
- Manage (The teacher must notice the correct manage of the presentation with the required vocabulary)
- The teacher must show students the importance of self – assess themselves with the use of the rubric by providing them the opportunity to analyze their own weaknesses and strengths in the vocabulary retention.

- The teacher should let the students keep their rubrics after their self-assessment.

**When to use the rubric:**

- The rubric must be used as a strong self- assessment strategy with the intention of having students being aware of their own progress in the vocabulary retention.
- The rubric must be used almost all of the time for different activities. Example: to grade the diary, for a presentation, for a specific homework/ classwork, and so on.

**Suggestions for the students:**

- Students must know very well the creation and manage of a rubric.
- Students can look for extra information or help on line.
- If the student creates the rubric it is important they analyze the most important aspects they think should be included in the rubric to know they have retained new vocabulary.

If the teacher creates the rubric, the student can socialize it with the intention to suggest anything they think is important or not to be graded.

**Teachers' responsibility:**

- The responsibility of the teacher is to create the rubric according to the need of verifying the retention of English vocabulary.

- The teacher must be responsible for the socialization of the rubric to avoid stress in the self- assessment process.
- To let students know the results immediately as they can.
- The teacher has the responsibility to go improving the rubrics every time they see it is not covering all the aspects of self- assessment.
- To provide the necessary help and feedback by analyzing the weaknesses of each one.

#### **Self-assessment advantages:**

- With the use of this strategy as self-assessment, the students make use of the **EVALUATING** verb from bloom’s taxonomy. According to it, they will be able to **criticize** the knowledge they have acquired. It will let them understand by themselves their weaknesses in the vocabulary retention. At the same time, they are **checking** their progress in the learning of new vocabulary and could be able to change or improve the situation in which the rubric gives as a result.

As the rubric is going to be created by both the teacher and the professor it is necessary to stablish the verb **CREATING** since it helps to develop the **generating or producing** part in which students have to make the rubric with help or by themselves, this with the intention that at the same time they could be responsible for the important aspects that should be considered in order to know if they retained or not the proposed vocabulary.

#### **Procedure:**

It is essential to determine a certain activity. To choose a specific topic in which students will have to use certain vocabulary. The rubric must cover the most important aspects.

Example:

**Rubric to evaluate oral evaluation**

<b>Indicator</b>	<b>3</b>	<b>2</b>	<b>1</b>
Words Identified	Identified more than 8 words.	Identified 4 or 5 words.	Identified less than 4 words.
Synonyms	Each word had a correct synonym for vocabulary word	Has identified a synonym that does completely work for word.	Synonym doesn't match the meaning or the word.
Antonyms	Each word had a correct antonym for vocabulary word	Has identified an antonym that does completely work for word.	Antonym doesn't match the meaning or the word.
Definitions	Definitions were detailed and accurately matched the meaning.	Definitions accurately matched the meaning and context clues in sentence.	Most definitions accurately matched the meaning and context clues in sentence.
Sentence	Sentence accurately used the vocabulary word in a structurally sound sentence.	Sentence accurately used the vocabulary word, but the sentences had structural errors.	Sentence did not use the word accurately, but sentence was structurally sound.

**Made by:** Ortiz, M. (2018).



Objective	To evaluate and grade the vocabulary acquired in the class.
Function	Students have the opportunity to evaluate themselves in the vocabulary section and to correct their mistakes as it is possible.
Resources	Richmond, Virtual platform (vocabulary section), user's account and password.

**Instructions for the teacher:**

- The teacher must have a virtual platform that serves students to access in a free way without breaking any property law.
- Once there is a virtual platform available for the whole class, the teacher must be sure each one of the students is able to get into it and use it without any problem.
- The teacher must provide enough training in the platform to the students before they are required to use it as self – assessment strategy.

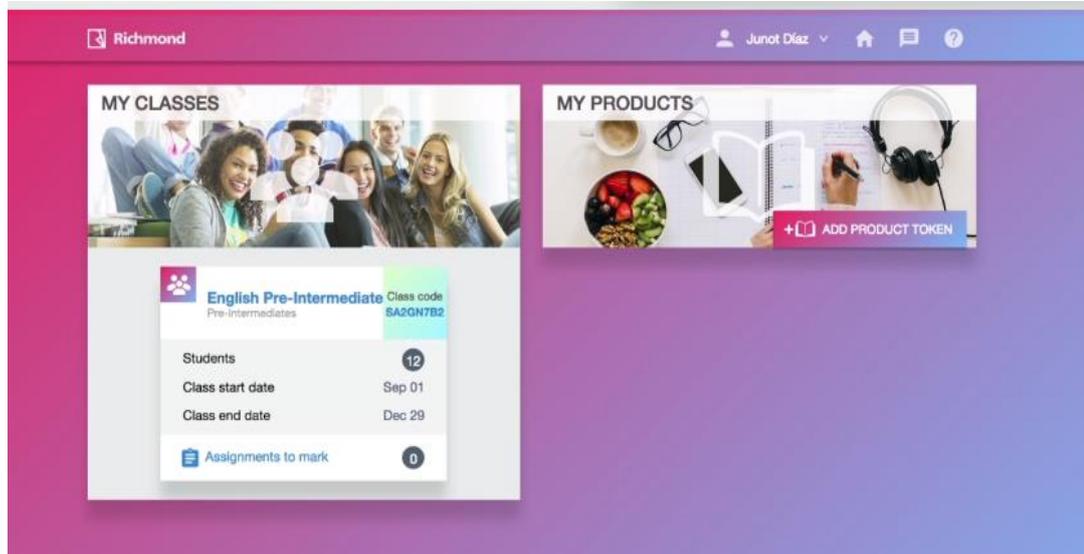
**The platform characteristics:**

- It will change depending on the different e-learning platforms available on line or those provided by a book company.

**Procedure:** Students have to get a personal ID password in order to get into the platform. They also get a password from the teacher. This password let them find their classroom. Once in the platform they have to complete the different activities according to the teacher's instructions.

## Example:

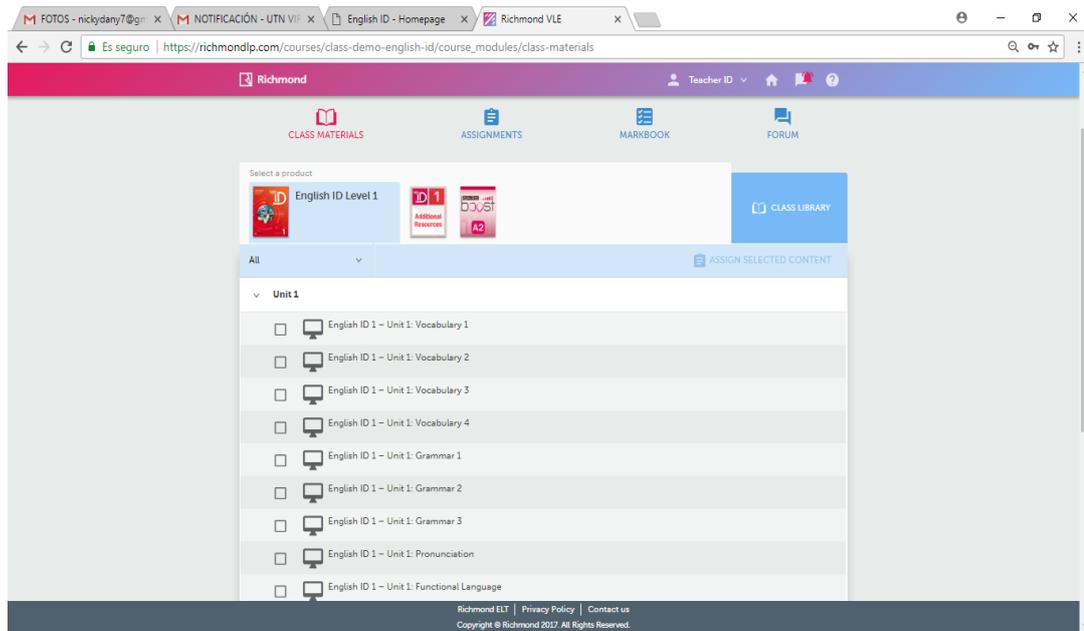
1. Enter the virtual platform with the user's account and password.



**Source:** Richmond ELT Learning Platform (2018).

**Retrieved from:** <https://richmondlp.com/>

2. Choose the vocabulary section in the virtual platform.



**Source:** Richmond ELT Learning Platform (2018).

**Retrieved from:** <https://richmondlp.com/>

3. According to the activity selected students have to match, complete, select or write.

**Example of Vocabulary Self-Assessment Activity.**

- a. Match the colors to the words in the Adjective and Colors topic.



- b. Put the letters in the correct order to make words in Vacation topic:



Source: Richmond ELT Learning Platform (2018).

Retrieved from: <https://richmondlp.com/>

c. Match the rooms to the furniture in Rooms and Furniture topic:

The screenshot shows an interactive exercise titled "Rooms and Furniture" with the instruction "Match the rooms to the furniture." The interface features a red header with the "English ID1" logo. Below the header, there are two rows of draggable items. The first row contains: "bed, closet", "sink, stove, refrigerator", "shower, toilet", "sofa, armchairs and a fireplace", and "chairs and table". The second row contains: "bedroom", "living room", "bathroom", "kitchen", and "dining room". At the bottom right, there are three buttons: "Submit", "Try again", and "Reset". A copyright notice at the bottom left reads "© 2013, Santillana Educación, S.L. / Richmond".

d. Put these words in the correct column in Party items topic:

The screenshot shows an interactive exercise titled "Party Items" with the instruction "Put these words in the correct column." The interface features a red header with the "English ID1" logo. Below the header, there are two rows of draggable items. The first row contains: "invitations", "candies", "glasses", "napkins", "beer", "lemonade", and "fireworks". The second row contains: "snack", "wine", "cake", "balloons", and "plates". Below these items are three columns for dropping the items: "Connected with food", "Connected with drink", and "Other". At the bottom right, there are three buttons: "Submit", "Try again", and "Reset". A copyright notice at the bottom left reads "© 2013, Santillana Educación, S.L. / Richmond".

Source: Richmond ELT Learning Platform (2018).

Retrieved from: <https://richmondlp.com/>

## Example of solving an exercise

The screenshot shows a digital exercise interface. At the top left, it says 'English ID1'. The main title is 'Public Places' with a sub-instruction 'Match the broken sentences.' Below this, there is a list of activities on the left and a list of locations on the right, each with an empty radio button for selection. The activities are: 'Go running in', 'Stay three nights in', 'Watch football in', 'Have dinner in', 'Have a drink in', 'Go shopping in', 'Swim in', and 'Buy a book from'. The locations are: 'a park.', 'a bookstore.', 'a hotel.', 'a bar.', 'a mall.', 'a stadium.', 'a restaurant.', and 'a swimming pool.' At the bottom right, there are three buttons: 'Submit', 'Try again', and 'Reset'. At the bottom left, there is a copyright notice: '© 2013, Santillana Educación, S.L. / Richmond'.

## Exercise solved:

This screenshot shows the same exercise interface as above, but with the matching exercise completed. Lines connect the activities to their corresponding locations: 'Go running in' to 'a park.', 'Stay three nights in' to 'a hotel.', 'Watch football in' to 'a stadium.', 'Have dinner in' to 'a restaurant.', 'Have a drink in' to 'a bar.', 'Go shopping in' to 'a bookstore.', 'Swim in' to 'a swimming pool.', and 'Buy a book from' to 'a mall.'. The 'Submit' button is now highlighted in grey, indicating it has been clicked. The copyright notice and other interface elements remain the same.

**Source:** Richmond ELT Learning Platform (2018).

**Retrieved from:** <https://richmondlp.com/>

## Exercise being sent

### Button “SUBMIT”

The screenshot shows an English ID1 exercise titled "Public Places" with the instruction "Match the broken sentences." The task lists eight activities on the left and eight locations on the right, connected by lines. At the bottom right, there are three buttons: "Submit", "Try again", and "Reset". A tooltip above the "Submit" button reads "Click to submit your answers to the markbook." The footer contains the copyright information: "© 2013, Santillana Educación, S.L. / Richmond".

English ID1

Public Places  
Match the broken sentences.

Go running in a park.  
Stay three nights in a bookstore.  
Watch football in a hotel.  
Have dinner in a bar.  
Have a drink in a mall.  
Go shopping in a stadium.  
Swim in a restaurant.  
Buy a book from a swimming pool.

Submit Try again Reset

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Click to submit your answers to the markbook.

## Exercise with score and with the possibility to be done again:

This screenshot shows the same exercise interface as above, but with a "Submitted" dialog box open. The dialog box displays the following information: "Correct: 8 of 8", "Score: 100%", "Your first score has been submitted to the markbook.", and "You have 1 attempt left." There is a "Close" button at the bottom of the dialog. The "Submit" button is now disabled. The footer and copyright information remain the same.

English ID1

Public Places  
Match the broken sentences.

Go running in a park.  
Stay three nights in a bookstore.  
Watch football in a hotel.  
Have dinner in a bar.  
Have a drink in a mall.  
Go shopping in a stadium.  
Swim in a restaurant.  
Buy a book from a swimming pool.

Submitted

Correct: 8 of 8  
Score: 100%  
Your first score has been submitted to the markbook.  
You have 1 attempt left.

Close

Submit Try again Reset

© 2013, Santillana Educación, S.L. / Richmond

Source: Richmond ELT Learning Platform (2018).

Retrieved from: <https://richmondlp.com/>

- The platform must provide feedback in order students could recognize their own mistakes and try the exercise again.
- The platform should be available all the time they desire to practice their vocabulary.
- The platform should be easy to get into and if it is possible (with the platforms from a company of books) it must be able to keep a record of the advances in the vocabulary retention.

**When to use the platform:**

- The use of the platform as self-assessment should be considered as a reinforcement of homework. It must be use after every class at least 1 hour per day. It must be done at home or in a place where students could make use of the internet.
- It is important to remember that the use of the platform to self-assess vocabulary retention must be directed by the teacher, but remembering that the student is the one who must feel the responsibility for assessing him/herself.

**Suggestions for the students:**

- Students must know very well all the aspects about the use of a platform.
- Students should ask for help when they need to solve some questions about the platform.
- They must be sure they have all the equipment (computer and internet access) to get into the virtual platform.

- Students must understand that the platform is a way to self – assess themselves, rather than a way to get grades.

**Teachers’ responsibility:**

- The responsibility of the teacher is to verify that all students are into the platform and working in their vocabulary section.
- The teacher must be sure all students are capable to use a computer and to get into the internet to use the platform.
- The teacher must motivate students to feel confident when using the platform. It means by providing extra help to get into it and to do the vocabulary activities as well as assuring them that a grade is the last thing they may worried about but acquiring and retaining as much vocabulary as possible.

**Self-assessment advantages:**

- With the use of this strategy as self-assessment, the students make use of the **KNOWLEDGE** verb from bloom’s taxonomy. According to it, they will be able to **match, list, label, order, select, etc** in the different activities that a virtual platform shows to the users. Students will not only be able to recall the learnt vocabulary, they will also make use of the different technology instruments that are required in every different academic activity.
- As the platforms are used to evaluate students in all aspects, **EVALUATION** verb is going to be considered as one of the principal characteristics in the advantages of this strategy as one of their responsibilities is to **choose, attach or select** the different kind of activities that this way of assess provides.

- The platform will help students develop their independence in self-assessment without justifications of time or monetary implications since everybody uses technology in a higher or lower level.

## STRATEGY 4:

# FREE APPS

### Strategy: Mobile Free Apps



**Source:** <http://www.levelupme.com/mobile-apps-learn-english/>

Apps are mobile technologies tools that allows learners to acquire new language input as well as to create new language learning contents, share these with other users, and assess and co-construct their foreign language knowledge (Berns, Palomo-Duarte, Dodero, Ruiz-Ladrón, & Calderón-Márquez, 2015, pp. 51-52).

There are applications which students can enter by installing on a mobile device, which has an Android or iOS operating system.

Objective	Give the student the possibility to self-assess their level of vocabulary knowledge, based on the use of an Android or iOS smartphone.
Function	Evaluate the vocabulary learning of each student through the use of a free App*.
Resources	An Android or iOS operating system smartphone.

\*App means Application.

**Note:** It is essential to use a free App, so that the user does not infringe the copyrights.

**Instructions for the teacher:**

- The teacher should be able to manage any kind of free application in order to show students the right use of it.
- The teacher should consider that the apps could be used not only in cellphones. They must be provided for the computers also. In this way we avoid the problem that not all the students could be able to afford a cellphone.
- The teacher should test the apps before they are used. The teacher must consider if the app is good enough to assess the required vocabulary according to the necessities of each class.
- The teacher must have not only one app. He/she must have at least 3 apps to be used during the period of classes (semester-academic year).

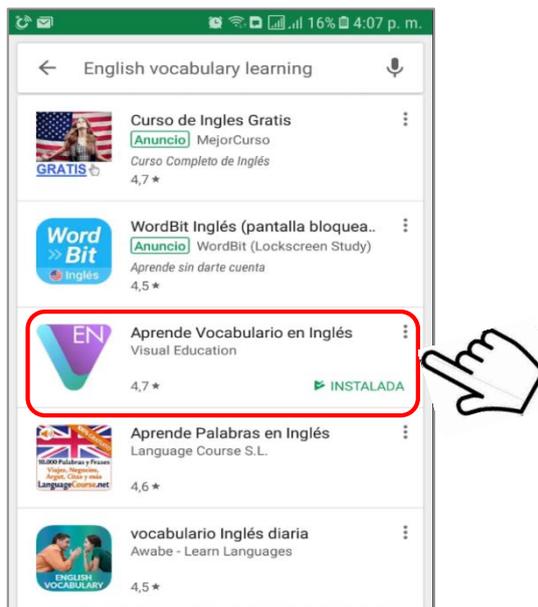
**The free application characteristics:**

- It will change depending on the different applications that could be found on the internet.
- The app should give feedback to have students understanding where they made any mistake.

**Procedure:****Example of a free application for vocabulary self-assessment**

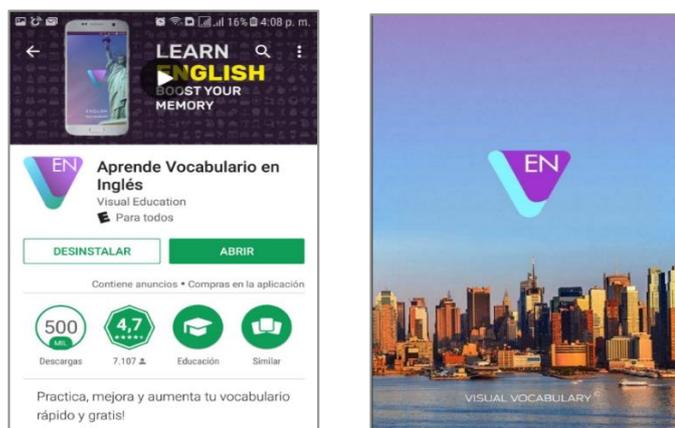
- Enter to the Google Play Store (Android), Apple App Store (iPhone iOS).
- Typing keywords like: English Vocabulary Learning.

- Choose one of the free Apps available in the list.



Source: Visual Vocabulary App (2018).

- Press “install” in the chosen App.
- Once the App have been installed, Open it. For example “Visual Vocabulary”



Source: Visual Vocabulary App (2018).

### Example

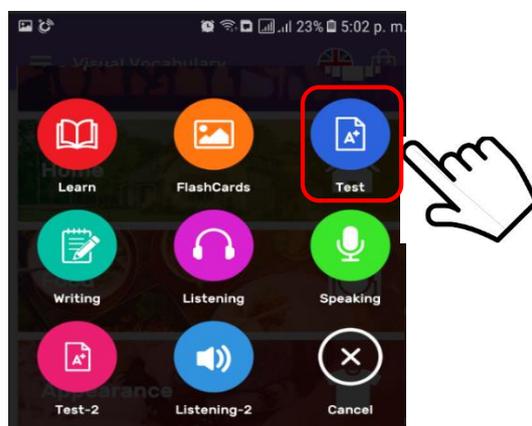
The “Visual Vocabulary” App was selected

- Choose one option:



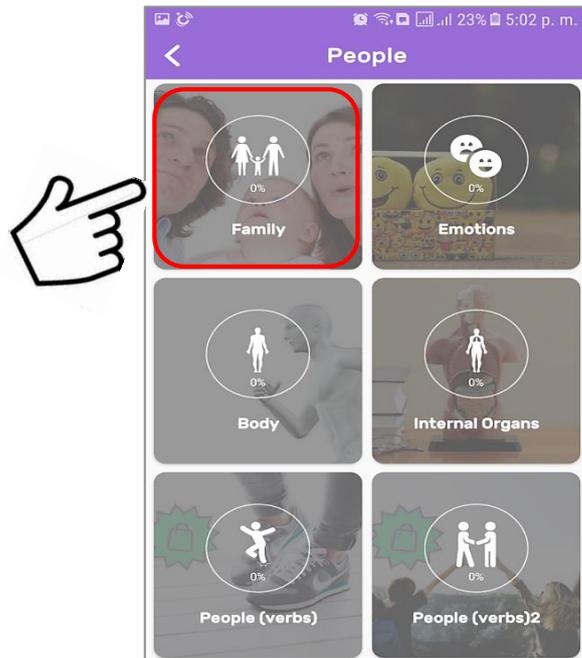
Source: Visual Vocabulary App (2018).

- Select an activity:



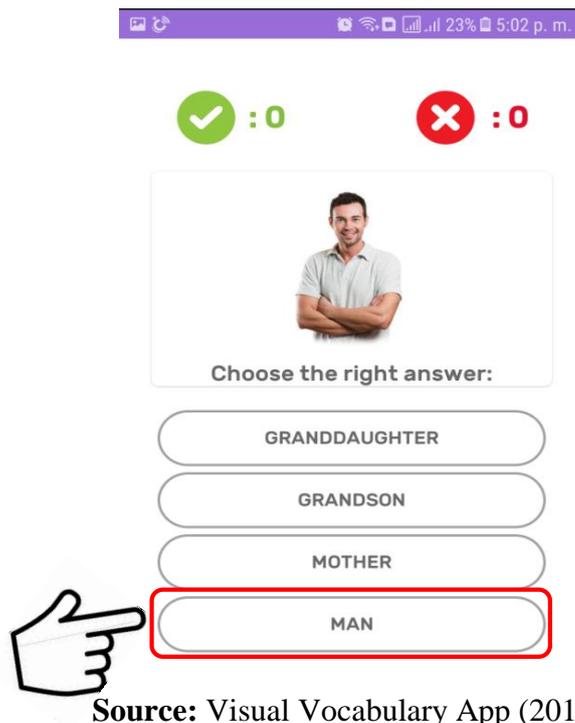
Source: Visual Vocabulary App (2018).

- Select one topic or category:



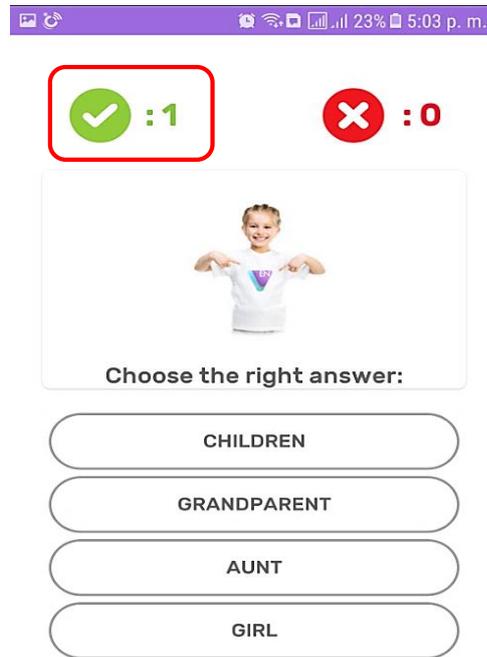
Source: Visual Vocabulary App (2018).

- Choose the right answer:



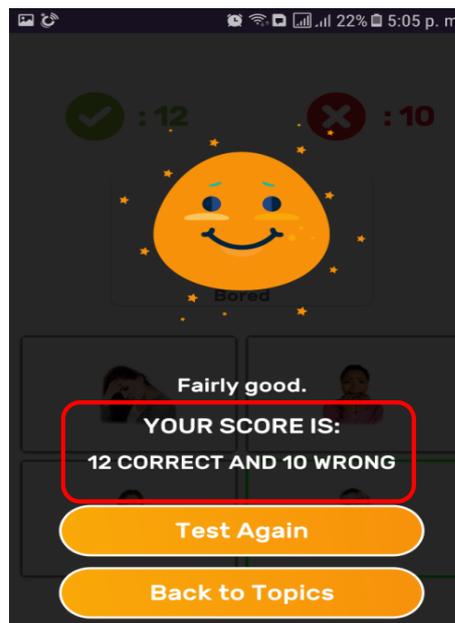
Source: Visual Vocabulary App (2018).

If the answer is right it will appear a tick but if the answer is wrong it will appear a cross and then the second item is shown:



**Source:** Visual Vocabulary App (2018).

It will appear the score at the end the test:



**Source:** Visual Vocabulary App (2018).

The maximum score reached is different for each type of category and activity.

- The app should be easy to understand to fulfill any one of the activities related to vocabulary.
- The app should also be visually attractive to catch student's attention.

**When to use the free app:**

- General talking, a free app should be used every day after each class. It should become a kind of responsibility for acquiring new vocabulary in a most interactive way.
- If there is opportunity, the class could be divided in small groups according to the number of mobiles and computers that have internet access and play games on line with the entire class to self-assess the previous knowledge students acquired.

**Suggestions for the students:**

- Students must know very well all the aspects about the use of an app.
- Students should ask for help when they need to solve some questions about the app.
- They must be sure they have all the equipment (computer, cellphones and internet access) to download the app.
- Students must understand that the app is a way to self – assess themselves, rather than a way to get a grade.

- The student should be conscious about the right use of technology and do not get distracted when doing the self – assessment.

#### **Teachers’ responsibility:**

- The responsibility of the teacher is to verify that all students are into the app working on the vocabulary self – assessment. This could be done by asking all students to take a screenshot from the results.
- Another way to verify that all students are into the free apps practicing their vocabulary self-assessment is by using all the possible cellphones into the class and giving opportunity to those who do not have a smartphone to use the cellphones of others.
- The teacher must provide enough feedback according to the students results and suggestions.

#### **Self-assessment advantages:**

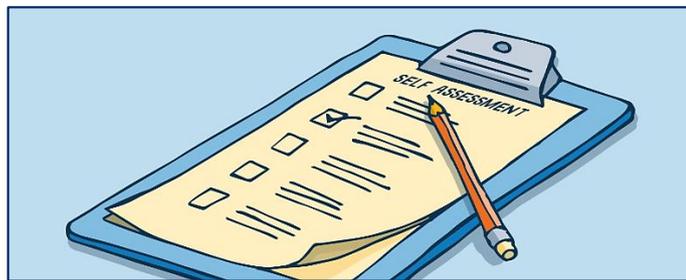
- As was pointed in the virtual platform, with the use of this strategy as self-assessment, the students make use of the **KNOWLEDGE** verb from bloom’s taxonomy. This is for the reason that students have to **match, list, label, order, select, etc** according to the different activities that they find in the free apps. Students will not only be able to self-assess the learnt vocabulary, they will also make use of the different technology instruments that are required in every different academic activity.
- As the apps are used to evaluate and verify students in the vocabulary aspect, **EVALUATION** verb is also going to be considered as one of the principal characteristics in the advantages since one of their responsibilities is to **choose, attach or select** the different kind of activities.

- One of the advantages that this app offers is that students can take the test as many times as he/she wishes and the order in which the questions are observed change randomly. This will depend on the app, of course, but most of them offer this kind of characteristic.

## STRATEGY 5:

# PROGRESS SELF-ASSESSMENT SHEET

### Strategy: Progress self-assessment sheet



**Source:** <http://www.btsbusinessplan.com/self-assessment-2/>

Self-assessment is defined as ‘the involvement of learners in making judgements about their achievements and the outcomes of their learning’ and is a valuable approach to supporting student learning, particularly when used formatively. Self-assessment supports student learning and is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning. This pamphlet introduces self-assessment to academics who are considering implementing it in their teaching. It provides a ‘theory into practice’ approach and outlines techniques and provides examples for integrating self-assessment more directly in the design of curricula. It argues for making its use in the classroom more explicit in order to help students learn more effectively (Wride, 2017, p. 1).

Objective	To let students understand their own weakness on a given topic or activity.
Function	To analyze the necessities and requirements to be improved for a next lesson.
Resources	Sheets of paper and a pen or pencil.

**Instruction for the teacher:**

- The teacher is in charge of providing the progress self-assessment sheet to each one of the students.
- The teacher must design the sheet with the specific things that could serve to understand the problems that students have when learning new vocabulary.
- The teacher must provide questions that should be analyzed and not memorized. These questions must be focused to the students' interpretation on their weaknesses that must be corrected for a next opportunity.

**The progress self-assessment sheet characteristics:**

- It is a paper with specific questions about the development that students did, do and have to do to improve their vocabulary retention.
- It should not be too long in order to have students interested in the activity rather than thinking it is boring.
- The questions must be clear enough to be answered in a proper way.

*Example:*

**Progress Self – assessment**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**1. Before this assessment about vocabulary I...** \_\_\_\_\_

\_\_\_\_\_  
*(explain if you studied or not, explain what kind of study you did)*

**2. The vocabulary that was evaluated today was...** \_\_\_\_\_

\_\_\_\_\_  
*(explain if your test was difficult or not and the reason why)*

**3. I could remember \_\_\_\_\_ % of the vocabulary required for today's evaluation.**

**4. I was able to remember this percent because...** \_\_\_\_\_

\_\_\_\_\_  
*(explain the reason why you think you were able to remember that vocabulary)*

**5. I could be able to retain more vocabulary if I...** \_\_\_\_\_

\_\_\_\_\_  
*(explain the facts or activities that could lead you to retain more vocabulary)*

**6. For the next evaluation I will...** \_\_\_\_\_

\_\_\_\_\_  
*(explain what you plan to do it better the next time)*

**7. I am going to practice vocabulary in this way...** \_\_\_\_\_

\_\_\_\_\_  
*(explain how you pretend to practice vocabulary to retain it)*

**8. I want my teacher help me by...** \_\_\_\_\_

\_\_\_\_\_  
*(explain what do you want your teacher do in order to help you with your vocabulary retention)*

**Made by:** Ortiz, M. (2018).

- The teacher must guide the students when answering the questions by providing different ideas that they could use.

**When to use the sheet:**

- The sheet could be used after every evaluation. But it could also be useful after they finish an activity. *Example: homework, classwork, group work, individual work, listening activity, writing an essay, and so on.*
- It must be used when we want our students reflect on their own learning process. When the teacher wants to get more involved in the students' responsibilities.
- It must be used when the students seem to make a big effort and even though they do not do very well during an evaluation.

**Suggestions for the students:**

- Students must understand that this sheet it is not a graded evaluation. They must be aware that this activity is in order to reflect on their problems when learning and retaining new vocabulary.
- Students are allowed to create their own self – assessment paper to let them take their own decisions about their necessities.
- They could ask for help when they do not understand what to do or answer.

**Teachers' responsibility:**

- The responsibility of the teacher is to verify students are able to answer the paper in a logical way. The teacher must guide students to reflect on their own mistakes, problems or needs.
- The teacher must collect the information and review the points in which students mention their problems and the need they want from the teacher.

- The teacher must find a way to give appropriate feedback to each one of the students in order to fulfill the necessities that they have when acquiring new vocabulary.

**Self-assessment advantages:**

- With the use of this strategy as self-assessment, the students make use of the **ANALYZING** verb from bloom's taxonomy. According to it, they will be able to **analyze** and **criticize** the way they are learning and acquiring new vocabulary. Students **point out** the things they are doing as part of their own effort as responsible for their own learning process.
- The students could also be able to **question** about their own needs as principal responsible for the vocabulary retention. They will be able to **examine** themselves as a strength of appreciating their obligations in the study field.
- Teachers' benefits are that they have a bigger idea about how to help their learners. This help is not anymore related to the class activity. It could be focused to personal aspects and learning problems that students must present.

It is necessary to emphasize the importance of this strategy as this is able to cover all the other strategies. In this portfolio should be keep all the physical material that is produced by the use of diaries, rubrics, and so on.

## STRATEGY 6:

# TEACH A FRIEND

### Strategy: Teach a friend



**Source:** <https://traciclausen.com/2017/07/no-fuss-interactive-math-lessons-curriculum.html>

Teaching a friend is a strategy in which one student take the position of a teacher and teaches a topic or a class to another classmate. This strategy is of great help when the professor wants to analyse how much information students retain and could use to transmit it to others.

Objective	To have students teaching others by making use of their own abilities to transmit retained knowledge on vocabulary.
Function	To let students, communicate what they know about vocabulary.
Resources	Teaching resources.

**Instruction for the teacher:**

- The teacher must provide all the possible material to support the class or topic. These material helps to contain the information that will later be transmitted.
- The teacher must give enough time to the students to prepare their own teaching activity.
- The teacher must be ready to provide extra examples that students could require in the process of preparing their teaching activity.

**Rules for teaching a friend:**

- It must be done one to one. One students must teach something to another student. The topic that they are developing must be related to vocabulary.
- The student who teaches must have all the materials that could be required.
- The student who teaches must use a lot of examples in order that the learner could acquire the vocabulary.
- During the process of teaching a friend the student must use a simple language.
- To verify the acquisition from the learner, the student who teaches must evaluate him/her at the end of the activity.
- The student who teaches must use any strategy to reinforce what is missing the classmate.

- The first ones in teaching must be the students who have more knowledge or retention of the vocabulary. They have to teach someone who showed problems with the learning.
- Once the teaching process has finished, the students who were learning have to choose a new classmate and now they take the teacher position.

This could be done as many times as necessary.

#### **When to use the it:**

- It should be used when the teacher wants to assure that the students retained the class (vocabulary).
- It must be used when there are students who have problems in the learning of a topic. The ones who are stronger in the acquisition must be the first in teaching. The students who are learning must continuous the same activity with another classmate.
- It must be used when the students seem to have problems in understanding and retaining new vocabulary.
- It must be used when we want to assure more self-confidence from our learners. When they have support from their classmates they feel more confident in asking for the needed help.

#### **Suggestions for the students:**

- Students should not be afraid of sharing what you know. They should understand that they have to do it as a way to know how much they know.

- Students are allowed to create their own teaching material. The material should include an evaluation paper or activity.
- They must be patient in order to repeat what they know to their classmates.
- They should bring their personal examples. The examples must not be from internet to avoid misunderstanding.

**Teachers' responsibility:**

- The responsibility of the teacher is to verify student's material to be used in their teaching practice.
- The teacher must monitor the teaching activity and provide extra help to those who are in any kind of need.
- The teacher must make students feel free to teach what they know. The teacher is the one who helps students to feel confident during this process.
- The teacher must encourage all students to ask questions whenever is possible.

**Self-assessment advantages:**

- With the use of this strategy as self-assessment, the students make use of the **APPLYING** verb from bloom's taxonomy. According to it, they will be able to **execute** a teaching activity by preparing a short teaching class in which they have to prepare their own material and organize content. They have to **interpret** their own learning to be able to transmit what they know to others who still have problems.

- Students will **sketch** their process of teaching something by **using** all possible materials and **interpreting** what they already know with what they just have learnt from the class.

It is necessary to understand that this strategy must be done with the complete control of the teacher in order to avoid mistakes or misunderstandings from the students in the moment of teaching.

## STRATEGY 7:

# PORTFOLIO

### Strategy: Portfolio



**Source:** [https://www.freepik.es/vector-gratis/disenio-de-fondo-de-portfolio\\_1028108.htm](https://www.freepik.es/vector-gratis/disenio-de-fondo-de-portfolio_1028108.htm)

A portfolio is both a strategy and an evaluation instrument which is maintained and managed by the student and is shared with the teacher (Trujillo-Sáez, 2013, p. 14). It is used as a systematic evaluation strategy, which is responsible for the collection of the work done throughout the class, which the student can revise and learn as much vocabulary as possible.

The portfolio, according to Romanian pedagogy, is depicted as an alternative or complementary assessment tool which due to its informative and formative value, helps correctly and adequately assess students (Popescu-Mitroia, Todorescu, & Greculescu, 2015, p. 2645).

The portfolio as an assessment technique allows to develop the following general objectives: (1) Evaluate both the process and the learning, (2) Motivate the students to reflect on their own learning, participating in the evaluation process,

(3) develop collaborative skills among students, (4) promote problem-solving capacity, (5) structure learning tasks (establish what is mandatory and what is optional), and (6) ) Provide teachers with information to adjust the contents of the course to the needs of the students (Gallego, Cacheiro, Martín, & Angel, 2009, p. 2).	
Objective	To have documented evidence of the learning process by organizing material that can help to reflect on the acquisition of new vocabulary and its retention.
Function	Collect the evidence of students' self-assessment during the available time.
Resources	Sheets of paper, a pen, images, a folder.

**Instruction for the teacher:**

- The teacher must tell students that they should get a folder (the size and color depend on the teacher and students).
- The teacher must present an example of the folder students are going to use in order to keep all the material used inside and outside the English class (vocabulary).
- The teacher must give the clear instructions about the characteristics, uses and organization of the folder (It will vary according to the professor)

**The portfolio characteristics:**

- It is a folder that serves to keep physical materials that the teacher provides students during classes. Those could be evaluations, worksheets, grammar information, songs, games, and so on.
- It could have a particular color for the whole class or it could be different for each one (depends on the teacher and students).

- The folder should be made of a hard material so it could not be easily damaged every time it is used or carried by the students.
- The folder must be a loose-leaf binder to give easy access to take out and put in new material every time it is required.
- It should be divided in different sections depending on the material and topics to be developed. Each section must be distinguished by a separation paper or stickers with different colors.
- It must contain a vocabulary section for the purpose of this strategy. This vocabulary section must cover in a chronological order the improvement in the vocabulary. They must not only be lists of words. They must be any kind of vocabulary exercises or games that students developed.
- The teacher should be sure students are keeping the physical material by asking different questions that require students a brief check of their folders.
- The teacher must show students the importance of self – assess themselves with the use of the portfolio and make them understand the significance of keeping the physical material for their own help in future situation.

**When to use the portfolio:**

- The portfolio must be use at any moment of the learning process while students are acquiring new vocabulary.
- It must be required especially when students understand the importance of keeping their material with them during the learning process to assure themselves they would be able to check a desired information the times they want.

- It must be used when the teacher wants to go back and check how much vocabulary they were able to retain during a period of time.

#### **Suggestions for the students:**

- Students must know very well the creation and management of a portfolio.
- Students can look for extra information or help on line about the uses and importance of the portfolio.
- They could give extra creativity to their portfolios by personalizing the folders as they want.

#### **Teachers' responsibility:**

- The responsibility of the teacher is to verify students are keeping all the physical material with them in the portfolios.
- The teacher must be responsible for the socialization about the creation and organization of the portfolio.
- To let students evaluate themselves by using the material they keep during a period of time they were studying.

#### **Self-assessment advantages:**

- With the use of this strategy as self-assessment, the students make use of the **ANALYZING** verb from bloom's taxonomy. According to it, they will be able to **organize** the material they use when learning the new vocabulary. It will let them be responsible for giving certain importance about the material they are using every English class. At the same time they are **differentiating** the quality of material they are using every class and understand what they

consider is most relevant for their own learning in the vocabulary acquisition and retention.

- As the portfolio is used to keep all the physical material that is relevant for the student, they are going to **APPLY** this kind of strategy when they need **executing** a self – assessment evaluation to verify they acquired enough vocabulary to understand the second language as much as possible. In this way students are applying their own material to have a bigger perspective of the quantity and quality of retained vocabulary.
- It is necessary to emphasize the importance of this strategy as this is able to cover all the other strategies. In this portfolio should be keep all the physical material that is produced by the use of diaries, rubrics, and so on.

**Procedure:** Students work in vocabulary activities every class. They receive worksheets from the professor to fulfill each one of the activities and they are told to save all the information for future evaluations.

**Possible material:** vocabulary worksheets, written tests and evaluations, classroom activities, information sheets.

**Examples:**

### **1. Informative sheets**

The students receive printable material that serves as a way to learn new words such as the most common verbs.

## Regular verbs

## Irregular verbs

No.	REGULAR VERBS		
	PRESENT	PAST	PAST PARTICIPLE
1	Answer	Answered	Answered
2	Ask	Asked	Asked
3	Boil	Boiled	Boiled
4	Believe	Believed	Believed
5	Love	Loved	Loved
6	Compare	Compared	Compared
7	Cry	Cried	Cried
8	Dress	Dressed	Dressed
9	Play	Played	Played
10	Fill	Filled	Filled
11	Follow	Followed	Followed
12	Gather	Gathered	Gathered
13	Help	Helped	Helped
14	Joke	Joked	Joked
15	Kiss	Kissed	Kissed
16	Need	Needed	Needed
17	Obtain	Obtained	Obtained
18	Replace	Replaced	Replaced
19	Snore	Snored	Snored
20	Visit	Visited	Visited

Irregular Verbs		
Infinitive / Base	Past Simple	Past Participle
be	was / were	been
become	became	become
begin	began	begun
bring	brought	brought
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Source: <https://brainly.lat/tarea/673152>

<https://blackboardjungle.co.nz/products/irregular-verbs-2-charts>

## 2. Grammar exercises

### Verb Tenses Tutorial Exercise 1 Simple Present / Present Continuous

- Every Monday, Sally (drive) ..... her kids to football practice.
- Usually, I (work) ..... as a secretary at ABT, but this summer I (study) ..... French at a language school in Paris. That is why I am in Paris.
- Shhhhh! Be quiet! John (sleep) ..... 4. Don't forget to take your umbrella. It (rain) .....
- I hate living in Seattle because it (rain, always) ..... 6. I'm sorry I can't hear what you (say) ..... because everybody (talk) ..... so loudly.
- Justin (write, currently) ..... a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
- Do you want to come over for dinner tonight. Oh, I'm sorry, I can't. I (go) ..... to a movie tonight with some friends.
- The business cards (be, normally) ..... printed by a company in New York. Their prices (be)..... inexpensive, yet the quality of their work is quite good.
- This delicious chocolate (be) ..... made by a small chocolatier in Zurich, Switzerland.

Source: <https://www.bsu.by/Cache/pdf/243113.pdf>

**Verb Tenses Tutorial Exercise 2**  
**Simple Present / Present Continuous**

Today (be) ..... the second day of my trek around Mount Annapurna. I am exhausted and my legs (shake) .....; I just hope I am able to complete the trek. My feet (kill, really)..... me and my toes (bleed) ....., but I (want, still)..... to continue. Nepal is a fascinating country, but I have a great deal to learn. Everything (be) ..... so different, and I (try)..... to adapt to the new way of life here. I (learn)..... a little bit of the language to make communication easier; unfortunately, I (learn, not)..... foreign languages quickly. Although I (understand, not) ..... much yet, I believe that I (improve, gradually) .....

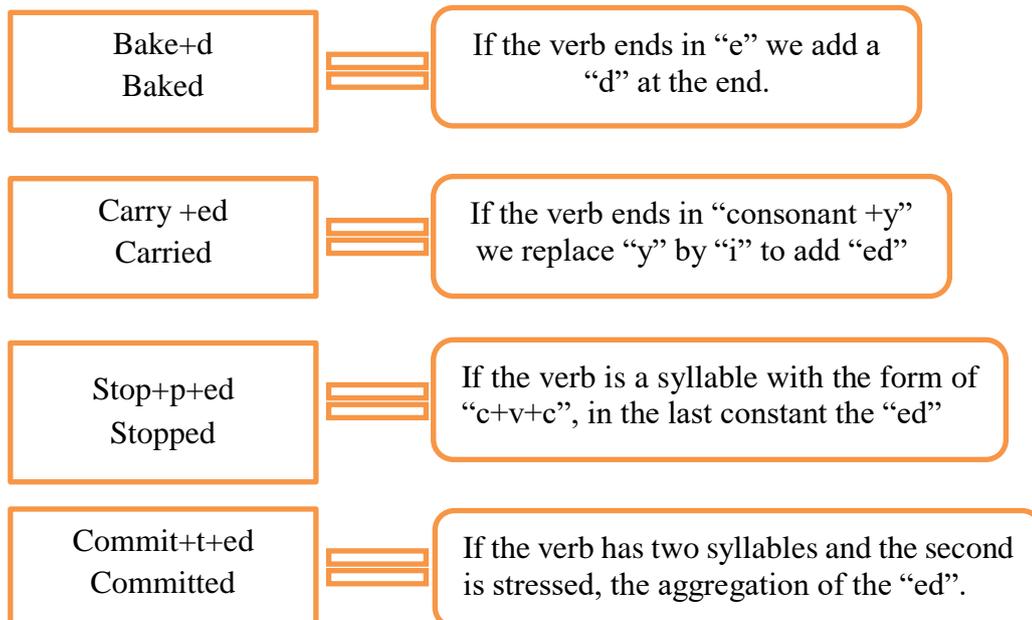
I (travel, currently) ..... with Liam, a student from Leeds University in England. He (be) ..... a nice guy, but impatient. He (walk, always) ..... ahead of me and (complain)..... that I am too slow. I (do) ..... my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old.

Right now, Liam (sit)..... with the owner of the inn. They (discuss)..... the differences between life in England and life in Nepal. I (know, not) ..... the real name of the owner, but everybody (call, just)..... him Tam. Tam (speak) ..... English very well and he (try) ..... to teach Liam some words in Nepali. Every time Tam (say)..... a new word, Liam (try)..... to repeat it. Unfortunately, Liam (seem, also)..... to have difficulty learning foreign languages. I just hope we don't get lost and have to ask for directions.

**Source:** <https://www.bsu.by/Cache/pdf/243113.pdf>

### 3. Grammar explanation sheets

Know how the spelling of regular verbs is done:



**Made by:** Ortiz, M. (2018).

#### 4. Vocabulary Worksheets

##### Weather Vocabulary

Directions: Match the columns. Write the letters on the lines.



1.	_____	thermometer	a.	32° F or less
2.	_____	hot	b.	98° F
3.	_____	° (symbol)	c.	a cloud on the ground
4.	_____	F	d.	abbreviation for Fahrenheit
5.	_____	freezing	e.	announces weather on TV
6.	_____	warm	f.	cold, cool, _____, hot
7.	_____	sunny and clear	g.	degree
8.	_____	weather forecast	h.	flash of light in the sky
9.	_____	weather reporter	i.	frozen water droplets
10.	_____	temperature	j.	sunshine and no clouds
11.	_____	seasons	k.	many clouds in the sky
12.	_____	predict	l.	measures temperature
13.	_____	raining	m.	moisture in the air
14.	_____	snowflakes	n.	raindrops falling from the sky
15.	_____	cloudy	o.	sound during a thunderstorm
16.	_____	thunder	p.	thermometers measure this
17.	_____	lightning	q.	to tell the future
18.	_____	air conditioner	r.	turn this on to cool a room
19.	_____	humidity	s.	weather prediction
20.	_____	fog	t.	winter, spring, summer, fall

Source: [www.elcivics.com](http://www.elcivics.com)

## 5. Pictionaries

With the use of the following verbs make sentences in past and future:



Source:

[https://www.google.com.ec/search?q=verbos+en+ingles&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjI-fT86bDbAhWlzVkkHQ1BBbIQ\\_AUoAXoECAEQAw&biw=1137&bih=548#imgrc=aAjtGs8WI8FoxM](https://www.google.com.ec/search?q=verbos+en+ingles&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjI-fT86bDbAhWlzVkkHQ1BBbIQ_AUoAXoECAEQAw&biw=1137&bih=548#imgrc=aAjtGs8WI8FoxM)

Sentences:

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## 6.7 Administration of the proposal

The proposal will be administered by the researcher who is going to organize the syllabus in which the use of the booklet will be consider. It is recommended that teachers give extra notes to students who make use of the strategies constantly.

## 6.8 Evaluation of the proposal

Having information about the effectiveness of the proposal is relevant to the researcher because it can help teachers to confirm the usefulness of the booklet or make changes to improve it. The following questions are used to determine the evaluation.

**Table N° 27.** Basic questions to evaluate the proposal.

<b>Basic Questions</b>	<b>Explanation</b>
1. What is evaluated?	A booklet of self-assessment strategies to improve vocabulary retention in adult students.
2. Why is it evaluated?	The researcher wants to confirm the efficiency the strategies have on the development on the vocabulary retention.
3. Which criteria are considered?	Appropriateness of the strategies, content, methodological approach and effectiveness on the development of vocabulary retention.
4. Who evaluates?	Teachers who use the booklet in the classroom and the researcher.
5. When is it evaluated?	It is evaluated in May. (May 11 <sup>th</sup> , 2018 – May 25 <sup>th</sup> , 2018)
6. Which are the sources of information?	Performance indicators according to the curriculum.

**Made by:** Ortiz, M. (2018).

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## Linkography

- <https://www.collinsdictionary.com/dictionary/english/diary>
- <https://www.myenglishteacher.eu/blog/english-vocabulary-with-pictures/>
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- <https://blackboardjungle.co.nz/products/irregular-verbs-2-charts>
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# **Annexes**

ANNEX N° 1: Survey Questionnaire.



INSTITUTO TECNOLÓGICO SUPERIOR GUAYAQUIL



SURVEY TO STUDENTS

**Research topic:**

**SELF ASSESSMENT STRATEGIES TO ENHANCE VOCABULARY RETENTION IN ADULT STUDENTS**

**Objective:**

To identify the materials and resources used by teachers in English language teaching at Instituto Tecnológico Superior Guayaquil, to assess the self-assessment strategies and the English vocabulary retention in adult students

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Semester: \_\_\_\_\_

**Instructions:**

Please read the questions carefully. Mark your answer with an **X**.

N°	SURVEY QUESTIONS
1.	Does your teacher encourage you to self-assess your knowledge of vocabulary? 1. Always 2. Sometimes 3. Never
2.	What is the biggest problem that you face when you speak or write in English? 1. Limited vocabulary 2. Grammar structure 3. Organization of ideas
3.	Do you keep track of your own learning and progress in English vocabulary domain? 1. Always 2. Sometimes 3. Never
4.	What extent do you think that the use of a diary could help you learn and retain vocabulary? 1. Completely 2. Moderately 3. In no way
5.	How often do you use student's book virtual platform (vocabulary section) or mobile apps to self-assess your vocabulary? 1. Always 2. Sometimes 3. Never
6.	What extent are you able to associate the spoken with the written form of the words? 1. Completely 2. Moderately 3. In no way

N°	SURVEY QUESTIONS
7.	What kind of words are the hardest to recognize? 1. Nouns 2. Verbs 3. Adjectives 4. Adverbs 5. All the above
8.	What level do you handle most of the English vocabulary that you know? 1. Understanding 2. Recognition 3. Almost nothing
9.	Do you think that the methodology or strategies used by your professor let you learn vocabulary in an effective way? 1. Totally 2. Average 3. No
10.	What extent can you memorize and understand the meaning of words in English? 1. High 2. Medium 3. Low
11.	Doing a basic conversation in English is: 1. Easy for me 2. Complicated 3. Impossible
12.	How often does your teacher perform academic reinforcement activities to improve vocabulary retention? 1. Always 2. Sometimes 3. Never
13.	Your level of vocabulary knowledge and management in the present semester is: 1. High 2. Medium 3. Low
14.	Has your teacher ever implemented a method or strategy to evaluate your level of vocabulary? 1. Yes 2. No 3. Once
15.	Do you learn vocabulary better in interaction activities, either in groups or couples (conversations on everyday topics, dramatizations)? 1. Completely 2. Moderately 3. In no way

*Thanks for your Collaboration!*

# INSTITUTO TECNOLÓGICO SUPERIOR GUAYAQUIL



## ENCUESTA A ESTUDIANTES



### Temas de Investigación:

### ESTRATEGIAS DE AUTOEVALUACIÓN PARA MEJORAR LA RETENCIÓN DEL VOCABULARIO EN LOS ESTUDIANTES

### Objetivo:

Identificar los materiales y recursos utilizados por los docentes en la enseñanza del idioma inglés en el Instituto Tecnológico Superior de Guayaquil, evaluar las estrategias de autoevaluación y la retención del vocabulario en inglés en los estudiantes.

Nombre: \_\_\_\_\_ Edad: \_\_\_\_\_ Semestre: \_\_\_\_\_

### Instrucciones:

Por favor lea las preguntas cuidadosamente. Marque su respuesta con una **X**.

Nº	SURVEY QUESTIONS
1.	¿Su docente le motiva a que usted autoevalúe su conocimiento del vocabulario? 1. Siempre 2. Algunas veces 3. Nunca
2.	¿Cuál es el principal problema que usted enfrenta cuando habla o escribe en inglés? 1. Vocabulario limitado 2. Estructura gramatical 3. Organización de ideas
3.	¿Mantiene un registro de su propio aprendizaje y progreso en el dominio del vocabulario en inglés? 1. Siempre 2. Algunas veces 3. Nunca
4.	¿En qué medida cree que el uso de un diario podría ayudarle a aprender y a retener el vocabulario? 1. Completamente 2. Medianamente 3. De ninguna manera
5.	¿Con qué frecuencia utiliza la plataforma virtual del libro (Sección de vocabulario) o las aplicaciones móviles para autoevaluar su vocabulario? 1. Siempre 2. Algunas veces 3. Nunca
6.	¿En qué medida usted puede asociar la forma oral con la escrita de las palabras? 1. Completamente 2. Medianamente 3. De ninguna manera

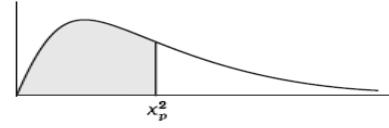
Nº	SURVEY QUESTIONS
7.	<p>¿Qué tipo de palabras son las más difíciles de reconocer?</p> <ol style="list-style-type: none"> <li>1. Sustantivos</li> <li>2. Verbos</li> <li>3. Adjetivos</li> <li>4. Adverbios</li> <li>5. Todas las anteriores</li> </ol>
8.	<p>¿En qué nivel domina la mayor parte del vocabulario en inglés que conoce?</p> <ol style="list-style-type: none"> <li>1. Comprensivo</li> <li>2. Reconocimiento</li> <li>3. Casi nada</li> </ol>
9.	<p>¿Piensa usted que la metodología o estrategias utilizadas por su profesor le permiten aprender vocabulario de una manera efectiva?</p> <ol style="list-style-type: none"> <li>1. Totalmente</li> <li>2. En mediana forma</li> <li>3. No</li> </ol>
10.	<p>¿En qué medida usted puede memorizar y comprender el significado de las palabras en inglés?</p> <ol style="list-style-type: none"> <li>1. Siempre</li> <li>2. Algunas veces</li> <li>3. Nunca</li> </ol>
11.	<p>Hacer una comunicación básica en Inglés es:</p> <ol style="list-style-type: none"> <li>1. Sencillo para mí</li> <li>2. Complicado</li> <li>3. Imposible</li> </ol>
12.	<p>¿Con qué frecuencia realiza su profesor actividades de refuerzo académico para mejorar la retención del vocabulario?</p> <ol style="list-style-type: none"> <li>1. Siempre</li> <li>2. Algunas veces</li> <li>3. Nunca</li> </ol>
13.	<p>¿Su nivel de conocimiento de vocabulario en el presente semestre es:</p> <ol style="list-style-type: none"> <li>1. Alto</li> <li>2. Medio</li> <li>3. Bajo</li> </ol>
14.	<p>¿Alguna vez su docente ha implementado un método o estrategia para evaluar su nivel de vocabulario?</p> <ol style="list-style-type: none"> <li>1. Sí</li> <li>2. No</li> <li>3. Una vez</li> </ol>
15.	<p>¿Aprende usted mejor el vocabulario de Inglés en actividades de interacción, ya sea en grupos o en parejas (conversaciones sobre temas cotidianos, dramatizaciones)?</p> <ol style="list-style-type: none"> <li>1. Completamente</li> <li>2. Medianamente</li> <li>3. De ninguna manera</li> </ol>

*Gracias por su colaboración!*

## ANNEX N° 2: Chi-square distribution

### Apéndice IV

Valores percentiles ( $\chi_p^2$ )  
correspondientes  
a la distribución ji cuadrada  
con  $\nu$  grados de libertad  
(área sombreada =  $p$ )



$\nu$	$\chi_{.995}^2$	$\chi_{.99}^2$	$\chi_{.975}^2$	$\chi_{.95}^2$	$\chi_{.90}^2$	$\chi_{.75}^2$	$\chi_{.50}^2$	$\chi_{.25}^2$	$\chi_{.10}^2$	$\chi_{.05}^2$	$\chi_{.025}^2$	$\chi_{.01}^2$	$\chi_{.005}^2$
1	7.88	6.63	5.02	3.84	2.71	1.32	.455	.102	.0158	.0039	.0010	.0002	.0000
2	10.6	9.21	7.38	5.99	4.61	2.77	1.39	.575	.211	.103	.0506	.0201	.0100
3	12.8	11.3	9.35	7.81	6.25	4.11	2.37	1.21	.584	.352	.216	.115	.072
4	14.9	13.3	11.1	9.49	7.78	5.39	3.36	1.92	1.06	.711	.484	.297	.207
5	16.7	15.1	12.8	11.1	9.24	6.63	4.35	2.67	1.61	1.15	.831	.554	.412
6	18.5	16.8	14.4	12.6	10.6	7.84	5.35	3.45	2.20	1.64	1.24	.872	.676
7	20.3	18.5	16.0	14.1	12.0	9.04	6.35	4.25	2.83	2.17	1.69	1.24	.989
8	22.0	20.1	17.5	15.5	13.4	10.2	7.34	5.07	3.49	2.73	2.18	1.65	1.34
9	23.6	21.7	19.0	16.9	14.7	11.4	8.34	5.90	4.17	3.33	2.70	2.09	1.73
10	25.2	23.2	20.5	18.3	16.0	12.5	9.34	6.74	4.87	3.94	3.25	2.56	2.16
11	26.8	24.7	21.9	19.7	17.3	13.7	10.3	7.58	5.58	4.57	3.82	3.05	2.60
12	28.3	26.2	23.3	21.0	18.5	14.8	11.3	8.44	6.30	5.23	4.40	3.57	3.07
13	29.8	27.7	24.7	22.4	19.8	16.0	12.3	9.30	7.04	5.89	5.01	4.11	3.57
14	31.3	29.1	26.1	23.7	21.1	17.1	13.3	10.2	7.79	6.57	5.63	4.66	4.07
15	32.8	30.6	27.5	25.0	22.3	18.2	14.3	11.0	8.55	7.26	6.26	5.23	4.60
16	34.3	32.0	28.8	26.3	23.5	19.4	15.3	11.9	9.31	7.96	6.91	5.81	5.14
17	35.7	33.4	30.2	27.6	24.8	20.5	16.3	12.8	10.1	8.67	7.56	6.41	5.70
18	37.2	34.8	31.5	28.9	26.0	21.6	17.3	13.7	10.9	9.39	8.23	7.01	6.26
19	38.6	36.2	32.9	30.1	27.2	22.7	18.3	14.6	11.7	10.1	8.91	7.63	6.84

Source: Spiegel and Stephens (2009). Statistics. p. 564

**ANNEX N° 3: Images of the application of the strategies.**



**Source:** Proposal implementation.

**Made by:** Ortiz, M. (2018).



**Source:** Proposal implementation.

**Made by:** Ortiz, M. (2018).