UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención: Inglés

Theme:

"ETYMOLOGY INSTRUCTION AND VOCABULARY LEARNING"

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Ambato – Ecuador

2022

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DEDICATION

I dedicate this work to my parents Iván and Patricia. They supported me economically and emotionally during all this process. They also encouraged me to be responsible and to do the best in all my facets. My parents worked hard to make me climb until where I am now.

To my siblings: Cristian, Karen, and Dámaris who supported me during all the difficult times and sleepless nights. They looked after me and trusted me. To my soulmate who motivated me to continue working every day. He pushed me to believe that I could do anything I set my mind to.

Finally, I dedicate this research work to my understanding and patient professors who instructed me. I learned a lot from their experience and years of hard work. They became an inspiration for me.

I would not have made it without all of you.

With all my love

Johanna

ACKNOWLEDGEMENTS

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THEME: ETYMOLOGY INSTRUCTION AND VOCABULARY LEARNING

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ABSTRACT

The present research delves to analyze the influence of Etymology instruction to enhance the vocabulary learning of sixth-semester University students in Ecuador. Twenty-six young adults were selected to be the experimental group who received the instruction. There was not a control group. Therefore, this was a pre-experimental study. A test was applied to assess their receptive vocabulary knowledge before and after the treatment. Treatment consisted of 5 one-hour sessions about key concepts of Etymology. Instruction included cognates, borrowings, word-formation processes, tracing the diachronic study of words, and basic Greek and Latin roots. Also, students learned how to use etymological dictionaries. Students' vocabulary learning only could be demonstrated by comparing their performance before and after the treatment. Therefore, the difference between their performance in both tests revealed an improvement of 1,46 points on their score average. It signified their progress regarding receptive vocabulary. A survey was applied to know students' perceptions towards the instruction. The majority of the participants agreed that Etymology permitted them to improve their receptive vocabulary size. Finally, statistical procedures such as the Wilcoxon test revealed a positive influence of Etymology instruction in students' receptive vocabulary learning.

Key Words: Etymology, Etymology instruction, Vocabulary learning, EFL (English as a foreign Language), Learning, ELL (English Language Learning).

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RESUMEN

La presente investigación profundiza en el análisis de la influencia de la instrucción etimológica para mejorar el aprendizaje de vocabulario de los estudiantes universitarios de sexto semestre en Ecuador. Se seleccionaron 26 jóvenes para ser el grupo experimental que recibió la instrucción. No había un grupo de control. Por lo tanto, se trataba de un estudio pre experimental. Una prueba fue aplicada para evaluar sus conocimientos de vocabulario receptivo antes y después del tratamiento. El tratamiento consistió en 5 sesiones de una hora sobre los principales conceptos etimológicos. La instrucción incluía los cognados, los préstamos, los procesos de formación de palabras, el estudio diacrónico de las palabras y las principales raíces griegas y latinas. Además, los estudiantes aprendieron a utilizar diccionarios etimológicos. El aprendizaje de vocabulario sólo pudo demostrarse comparando su rendimiento antes y después del tratamiento. De esta manera, la diferencia entre su rendimiento en ambas pruebas reveló una mejora de 1,46 puntos en su promedio general. Esto significó su progreso en cuanto al vocabulario receptivo. Se aplicó una encuesta para conocer las percepciones de los estudiantes respecto a la instrucción. La mayoría de los participantes estaba de acuerdo en que la Etimología les permitió mejorar su vocabulario receptivo. Por último, procedimientos estadísticos como la prueba de Wilcoxon revelaron una influencia positiva de la instrucción de Etimología en el aprendizaje del vocabulario receptivo de los participantes.

Key Words: Etymology, Etymology instruction, Vocabulary learning, EFL (English as a foreign Language), Learning, ELL (English Language Learning).

CHAPTER I
THEORETICAL FRAMEWORK

1.1. Justification

The present research is **important** because it desires to relate two different variables. Etymology instruction and vocabulary learning. Etymological awareness can be used for the development of this important component in the English language which is vocabulary. First, because Etymology deepens the knowledge of words not only to definitions, but also to their origins. Moreover, it is essential to demonstrate the advantages of Etymology as a promising strategy for teachers to apply in lessons.

Also, this research is **purposeful** because it proposes a new way of developing vocabulary for English learners. However, it is studied by other authors in different countries obtaining positive results. The purpose to make the study relies on the problem that students do not use appropriate vocabulary according to their proficiency level.

This research is **feasible** because it can be applied and tested online. As technology plays an important role in modern days, this research is practicable to be verified through different virtual platforms. Also, the researcher counts on the institution's help and free resources from the internet like websites that are necessary to carry out this investigation.

The **beneficiaries** of this research are students from sixth-semester at Pedagogía de los Idiomas Nacionales y Extranjeros, so it is realistic because this research is applied with real students in a real educational context. Taking evidence of students' limitations and perspectives of the etymological instruction in an EFL class. Students are beneficiaries because they are going to use the instruction of Etymology pedagogically to enhance their vocabulary learning. Also, English teachers are beneficiaries because they take advantage of this instruction to complement vocabulary focused lessons.

1.2. State-of-the-art

The following research papers and scientific articles were taken from different sources that have been collected from global libraries, virtual magazines, journals, and repositories. Therefore, information was collected from international sources.

In the research work elaborated by Mahmoudi and Mirioğlu (2020) entitled "The effect of etymological instruction on receptive and productive vocabulary learning of adult EFL learners in Turkey", the authors set the goal to discover the effects of the etymological instruction on receptive and productive vocabulary learning. This study was chosen because it showed the significance of Etymology instruction and why it should be applied in normal English vocabulary-focused lessons. The population was 48 Turkish adults from level B1 (CEFR). The authors used a mixed-method, with quantitative and qualitative approaches. The population was divided randomly into two different groups formed by 24 participants each. They worked with control and experimental groups to evaluate the effectiveness of the strategy. The experimental group took Etymology lessons for two months whereas the control group took conventional vocabulary lessons. The instrument to collect data was a pre-test and post-test. Results of this research showed that the experimental group had a better performance on the post-test than the control group. It signified the positive effects of the instruction to vocabulary learning. In addition, researchers asked 14 voluntaries from the experimental group to participate in an interview to know their perceptions towards the training. Responses to the interview showed a positive reaction to Etymology. The conclusion reached by the study was that students who took the instruction could memorize words easily when they were aware of the etymological background of the word.

The research paper: "Etymology – an effective approach to vocabulary acquisition" was a descriptive study about the efficiency of Etymology for retaining words for a long time. This research study was important because author proposed the concept of Etymology instruction as a teaching strategy even though Etymology by itself was not a strategy. Author concluded that there were many vocabulary items that people learned that could be well-received at the time of processing. However, because of the time and lack of use of the words, many of them were forgotten or they did not

take part of the person's lexicon, but they became part of their passive source of vocabulary that was not commonly and correctly used. Etymology instruction was effective for enhancing vocabulary because it helped students to convert passive vocabulary into active vocabulary and made students aware of every single word they used and how they acted in sentences, their denotation, and connotation. Etymology should be included in formal education because it was a great tool not only for language learning but for students to improve their capabilities for many other subjects. (Yamsani, 2018)

Golzarnia and Rahmani (2018) shared the research paper entitled: "The effect of teaching the Etymology of words to learn and reinforce vocabulary by Iranian children", an investigation in which EFL learners from two different classes were tested with this type of instruction. The present research paper was chosen because of its reliability since it was published by the *Journal of Teaching English Language Studies*. It was an experimental study that evaluated participants' knowledge about word parts. There were 23 young learners from an intermediate level. One of the groups was the experimental group and the other one was the control group. Researchers applied a pre-test to both groups with almost equitable results. However, after 9 sessions, a post-test was applied which showed outstanding progress in the experimental group. According to the author, explicit understanding of Etymology helped students to be independent learners and work based on their learning background of the problem. Therefore, their etymological knowledge helped them to remember the meaning of the roots to give significance to the new words. Authors concluded that the results of this research proved that using Etymology in vocabulary lessons could enlarge vocabulary size of EFL learners.

Another previous research called "An experimental study of learning Etymology: how it accelerates EFL learners' English vocabulary expansion" was published by Ogata (2019). This research was selected because it emphasized the concept of learning vocabulary to be retained in the memory as the current investigation. In this research paper, Ogata pointed out the importance of Etymology instruction to foster meaningful vocabulary learning. This research used the methodology of controlled groups where 78 EFL learners were divided. The researcher used the (GTEC) Global Test of English Communication to test their vocabulary

knowledge. The difference between the population who has been learning vocabulary using Etymology instruction and the group who did not receive the same preparation had opposite results. The experimental group outperformed while the control group had the same results as in the pre-test. Learners could expand their vocabulary and enhance their English understanding when there was a complete background to consider when using a word. Then, words became more memorable for the group that was using them. Author concluded that Etymology had a positive influence on vocabulary learning. Thereby, Ogata considered that Etymology instruction should become an indispensable subject in Education.

The research paper entitled: "The positive influences of Etymology instruction on the enhancement of Iranian intermediate EFL learners' vocabulary level" was an experimental design. It aimed to analyze the influence of Etymology instruction as a strategy to vocabulary enhancement. Researchers worked with 60 EFL learners. They were divided randomly to become experimental and control groups. A pre-test and a post-test were applied before and after the treatment. Tests were taken from TOEFL (2007) which was an international multiple-choice test. The treatment consisted of 8 sessions that lasted one hour. Results indicated that the experimental group had better scores in the post-test, surpassing the other group with a big gap. The researchers concluded that this type of instruction was meaningful learning because students not only repeated vocabulary, but, they understood how words were created and changed over the years. That was meaningful because they knew the origins of words more than just using them without a total understanding of their meanings. (Mashhadia & Saki, 2019)

The article, "Using Etymology to increase Japanese high school students' ability to acquire vocabulary" was a mixed research to analyze students' vocabulary progress using Etymology. This investigation was selected because it used qualitative and quantitative methods that permitted to obtain more accurate conclusions. Author used a pre and a post-test and an interview to collect data. In this research, 7 Japanese students participated. The pre-test and the post-test were taken from the EIKEN test (CEFR A2-B1). They took 2 thirty-minute sessions on Etymology. Sessions consisted of different activities like repetition, flashcards, and word games. Consequently, the results showed a slightly positive effect that represented an 8% improvement in grades.

So, the results were positive but the effect was low. However, researchers collected positive feedback from the participants who were really interested in learning Etymology deeply. Author concluded that Etymology had a positive impact on vocabulary and students considered it as an engaging activity because the instruction caught their interest. As Motomi (2021) mentioned "Etymology in learning vocabulary is a promising initiative" (p. 48). Nevertheless, it was necessary to do more research on this topic to apply this instruction in the educational system.

All previous investigations concluded that Etymology instruction was a great strategy to progress students' vocabulary learning. The research on this instruction was elaborated on different countries like India, Japan, Turkey and Iran. However, this type of instruction was not investigated in Ecuador. For that reason, this strategy needed more research and studies to corroborate its applicability in a formal English educational context.

1.2. Theoretical Framework

The present research is based on two main theories. First of all, Etymology instruction is sustained based on structural linguistics. Also, vocabulary learning is based on the cognitivist theory to retain words. Therefore, this research takes information from linguists' books related to linguistics structuralism's school. It is important to emphasize that structuralism's theory is studied by considering linguistics as a descriptive and theoretical science.

1.2.1. Independent Variable Theoretical support

Linguistics

Linguistics is a complex science because it studies a complex topic which is language. Therefore, the following authors mention the definition and purpose of linguistics as a science of study.

Lyons (1968) states in the book "Introduction to theoretical Linguistics" that Linguistics studies all aspects related to language. According to this author, everything that is referred to as language is studied deeply to respond to all fields of knowledge. It examines the complexity and growth of a specific language and how it differs from others. Also, Linguistics aims to find the origins of language, its construction, and relation with other subjects.

Linguistics is mainly a theoretical, descriptive, and empirical study of how language is constructed. Aronoff and Rees-Miller (2003) in the book "The handbook of Linguistics" outline the conception of Linguistics as a science. Like any science, Linguistics must be tested, measured, and verified. Therefore, it responds to hypotheses and pieces of evidence about language development to test its reliability.

Structural linguistics

Saussure (1916) is one of the founders of structural linguistics. In the book "Course in general linguistics", he presents his conceptions of linguistics, which represent language as a structure. Structuralism theory has as the main principle that

language is an autonomous organism integrated by independent parts that can be combined to create a complete scheme of meaning. In other words, each part of the structure of language makes sense on its own. However, the relationship between the parts gives the language its fullness.

Another author who is a representative of structuralism is Bloomfield (1933) who writes the book "Language" and introduces new contributions to structural linguistics, also called descriptivism. He is known for being the first to recognize morphemes alongside phonemes as the shortest parts in language to carry meaning. Structuralism also pretends to describe what happens to language and its forms rather than looking for its production as it is studied in generativism Chomsky's theory. Based on this principle, it can be argued that Linguistics involves different areas of study. Therefore, it contains different levels that allow for the complexity of language.

Levels of Linguistics analysis

As described by Fromkin (1974), Linguistics is a complex matter of study. It involves different components that must be studied to understand the structure of Language from specific to general. Therefore, it is divided into components or levels that represent the form of Language.

— **Phonology:** It is the study of how sound patterns work in a Language.
— **Morphology:** It is the study of how words are constructed in a Language
— **Syntax:** It is the study of the words linking to make sentences. It is partly related to grammar.
— **Semantics:** It refers to the relationship between texts or oral messages and meaning.
— **Pragmatics:** It studies Language according to the context in which it is spoken.

Figure 1

Levels of Linguistics analysis
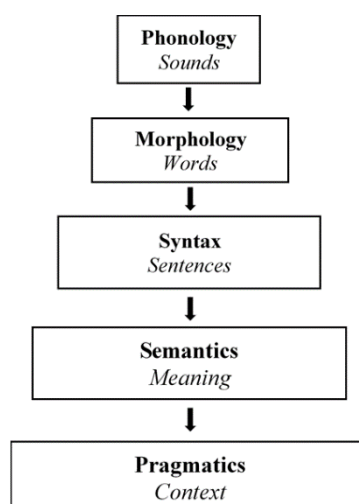
Note: The figure represents the hierarchy of components of study in Linguistics. Elaborated by researcher. Taken from the book "A course in Linguistics" by Saussure (1916).

Scope of Linguistics

As mentioned before, Linguistics has a wide area of study because it involves all aspects of Language. Its scope refers to the areas in which Language is analyzed. Linguistics as a science covers different topics and fields (Cook, 2003). Some of the branches are:

- Descriptive linguistics
- Historical linguistics
- Comparative linguistics
- Psycholinguistics
- Sociolinguistics
- Anthropological linguistics
- Ethnolinguistic.

Historical Linguistics

Languages have existed for a long time. However, it is accurate to state that languages known in modern days are not the same as past languages and they must have

changed at some point. Historical Linguistics is based on this premise. According to Winfred (1992), the fate of natural languages is to change. The author terms language changes as "language corruptions". They do not appear as unprincipled events, but they are part of a natural process of evolution. Like everything else, Languages must adapt to fulfill the needs of new users. However, differences are more noticeable when compared with old texts. For example, reading Shakespeare's literature, the structural form of the language differs from today's literature structure. The changes in form are called morphological changes.

Anttila (1989) claims that Historical linguistics, also identified as diachronic linguistics, is not about preventing Languages to change but it intends to support languages' studies based on the past versions of them. Some of the traces left by the old versions of the language can serve as a foundation for finding the meaning of words. Variations act in all the Language components. However, phonological, morphological, and syntactical changes are more perceptible.

Etymology

Etymology has a strong connection to finding the "original meaning" of the words (Malkiel, 1993). As commented before, language is not static and words have changed due to language users, psychological and sociological reasons. Therefore, some keys presented in the present form of the words permit users to deduce the meaning of words. However, etymology is also a study of knowing in which context a word has been used, what was its purpose, and its meaning. The keys are the roots presented in the words.

One of the first philologists to investigate etymology as a science of study is Skeat (1887). He proposes the importance of etymological study for the identification of words and their respective meanings. His studies were based on the Etymology of the English language. Etymology is a complex study because there are many aspects of words' formation and origins to take into account. To find the etymological background of words it is indispensable to know the aspects involved in an etymological instruction.

Etymology Instruction

Etymology instruction is a type of training that studies the foundations of etymology as an area of study. Etymology implicates studying the diachronic study of words and word formation. (Bauer, 1998). The training process offers linguistic information because it involves morphological awareness to decompose a word into parts to understand its meaning. Also, it takes the support of comparative and historical linguistics to trace the origins of words that are established through historical books and dictionaries.

The following principles of etymological studies proposed by Bauer are part of the instruction to know the real meaning of words.

- Tracing the diachronic study of words
    - Borrowing
    - Cognates
- Morphology and Word formation
    - Inflectional morphology
    - Derivational morphology
    - Greek and Latin roots
    - Compounding

Tracing the diachronic study of words

It refers to finding the complete journey of words from their creation until their current use. In English, Bonet (1992) proposed the following division of the English language:

- Old English (AD 450-1150)
- Middle English (AD 1150-1500)
- Modern English (1500-today)

Borrowing

It is taking words from other languages. Sometimes, words maintain their meaning or they are completely different. An example of this is the French word *realise* whose original meaning was "make real". However, the English meaning

becomes "to be aware of something". Borrowings are common between Latin languages: English, French, Spanish, Italian, Portuguese, and Catalan. (Fisiak, 1981)

Cognates

When words are borrowed, some of them change due to their utilization. Cognates refer to words from different languages that share their geneses. For that reason, some words are similar and share meaning even in a minimal sense. Examples of cognates are *tragedy* from the English language and *tragedia* from Spanish. Cognates are also usual in Latin languages. (Campbell, 2004)

Morphology and Word formation

All aspects of Etymology instruction are important to study the complete background of words. However, this research is focused on morphological awareness of words to identify their etymological contexts. First of all, it is important to conceptualize Morphology. It studies word construction. Also, it analyzes the formation of words with their elements called morphemes. Morphemes represent the smallest part of language structure that contains meaning. Each component of a word represents a meaning block that contributes to giving sense to the whole (Mereu, 1999).

According to Halle (1973)**,** Morphology is not only the accommodation of morphemes. But, parts arranged to build meaning. For instance, the order of morphemes plays an important role to display significance. The author suggested the following example:

(A) trans-form-at-ion-al
(B) ion-trans-al-at-form
(C) al-form-at-ion-trans

This example indicates that even though all the words are structured with the same morphemes, just example (A) carries meaning.

Morphology is divided into different categories. Perlmutter (1988) proposed a radical division which is determined by the way morphemes are arranged to build

words. Therefore, Perlmutter offered the concept of inflectional and derivational morphology.

Inflectional morphology

Inflectional morphology refers to the rules set in a language to construct new meaning. Rules vary according to the purpose of the changes. Variations change the person, number, gender, and tense of words. Matthews (1974) traces the basis of inflectional Morphology. He represented inflection with the following example:

Table 1

Inflection example

Word	Inflection	Change	Process	Purpose
Bird	Birds	-s	Concatenation	Number
Man	Men	-e-	Vocalic change	Number
Go	Went	went	Suppletion	Tense

Note: This table represents the modifications that can occur in a word to change meaning. Elaborated by researcher. Taken from the book "Morphology" (Matthews, 1974).

This example illustrates the change in number and tense. The inflectional process to follow can be divided into three categories which are: concatenation, vocalic change, and suppletion. Concatenation refers to adding morphemes to the base word. The word "bird" needs –s to be pluralized. Vocalic change refers, as presented in the word "man" a substitution of vowels, in this particular case -a- for the vowel -e-. Suppletion refers to the complete change of the word. As presented in the example, "went" substitutes "go" to modify the tense. For that reason, Matthews states that "there is not constant inflection" (p.14). It means that even though there are rules set to make changes, inflection differs from case to case.

Derivational morphology

The term derivational Morphology is closely associated with combinatorial Morphology (Stonham, 1994)**.** Derivational Morphology is part of word formation. In word-formation, the main aim is to create words based on morphemes. Derivational Morphology implies grammatical changes that affect the syntactic meaning of language. Therefore, concepts as composite words are unveiled. They are

polymorphemic items that contain meaning as a whole but in turn, they are morphologically divisible.

Word constructions in derivational Morphology not only change the meaning of words, but also change the grammatical use of the word. According to Klamer (1998), an important process associated with derivation is affixation. Affixation refers to the addition of affixes to roots.

Greek and latin roots in English etymology

Since their creation, languages have shared morphemes. English has also borrowed some words and roots from other languages. Greek and Latin roots are considered to be one of the main sources of the English language. English words, as other languages are characterized for containing past languages roots. Greek roots appeared because of the cultural and political importance of Greece 1100 B.C. On the other hand, Latin was a source of roots to other languages due to the Roman conquer of Europe which caused mixing in languages. (Štekauer, 1960)

Compounding

It is the process of the unification of words to create a new word. It happens frequently with nouns (Ryder, 1994). Meaning is usually a combination of both words. For example, the word *toothpaste* is the combination of words *tooth* and *paste*. The combination of both words describes a paste to brush teeth.

Etymological dictionaries

Etymological dictionaries are indispensable to analyze the Etymology of words. They include information of words like the part of speech, the historical stage in which the word was created, the original meaning according to the language where the word came from, the roots presented in the word. Finally, there are some example of uses and their meanings according to each period of time. For example:

Figure 2

Dictionary entry

house (n.)

Old English *hus* "dwelling, shelter, building designed to be used as a residence," from Proto-Germanic **hūsan* (source also of Old Norse, Old Frisian *hus*, Dutch *huis*, German *Haus*), of unknown origin, perhaps connected to the root of **hide** (v.) [OED]. In Gothic only in *gudhus* "temple," literally "god-house;" the usual word for "house" in Gothic being according to OED *razn*.

Meaning "family, including ancestors and descendants, especially if noble" is from c. 1000. Zodiac sense is first attested late 14c. The legislative sense (1540s) is transferred from the building in which the body meets. Meaning "audience in a theater" is from 1660s (transferred from the theater itself, *playhouse*). Meaning "place of business" is 1580s. The specialized college and university sense (1530s) also applies to both buildings and students collectively, a double sense found earlier in reference to religious orders (late 14c.). As a dance club DJ music style, probably from the *Warehouse*, a Chicago nightclub where the style is said to have originated.

To **play house** is from 1871; as suggestive of "have sex, shack up," 1968. **House arrest** first attested 1936. **House-painter** is from 1680s. **House-raising** (n.) is from 1704. **On the house** "free" is from 1889. **House and home** have been alliteratively paired since c. 1200.

And the Prophet Isaiah the sonne of Amos came to him, and saide vnto him, Thus saith the Lord, Set thine house in order: for thou shalt die, and not liue. [II Kings xx.1, version of 1611]

Note: The presented entry was retrieved from the Etymological dictionary "Etymonline" https://www.etymonline.com/. This is an online source of Etymological information.

Dependent Variable and Development (Effect)

Language learning

Linguistics is highly related to language learning because linguistics theories are the guide to establishing how language is learned or acquired. Many Linguists authors have developed theories of language, their studies include observations and empirical evidence to support their hypotheses.

Chomsky (1968) proposes in the book "Language and mind" the theory of "Universal grammar" which refers to the concept that humans were born ready to acquire a language because language is already on humans' minds. Humans just need to "activate" it. Also, Chomsky proposes the concept of "acquisition" which consists of deducing grammar rules from listening to other language users.

Sapir (1921) suggests instead that language is not a biological inheritance. He believes that language is acquired because of the cultural environment that surrounds the new individual. Language is an ability humans need to develop. Even if humans are predestined to talk, it is stimulated by society and tradition for communicative needs.

However, as mentioned before, this research is based on the conception of language as a structure as proposed by structuralism linguists. Based on this premise, language can be defined as a "complex system of signs that are used by humans as mental structures to permit them to communicate meanings." (Luelsdorff, 1994, p.52). Therefore, language as a structure must be learned and be interpreted with Linguistics arrangements. For that reason, this research is supported by the cognitivist learning theory.

Cognitivist learning theory

Piaget (1971), also known as the father of cognitivism, describes Saussure's structuralism as a diachronic and systematic perception of language. In his book entitled "Structuralism", he outlines the relation between mental structures to language learning. Cognitivism is a learning theory that claimed the importance of stages based on cognitive skills. Humans develop their ability to speak based on their mental

representations. This theory is related to structuralism, in which language is perceived as a structural system and cognitivism is a learning theory to decompose language and its forms.

Cognitivism's main premise is that the human brain is developed by mental structures that go from simple to complex forms since birth and continue until cognitive maturity. (Isaacs & Lawrence, 1973)

Table 2

Piaget´s stages

Stage	Age	Characteristic
Sensory-motor stage	First 18 months	Development of motor skills
Intuitive thought stage	2 - 5 years old	Symbolic representations
Concrete operational stage	6 – 8 years old	Real-world problem solving
Formal operational stage	12 years old and up	Abstract problem solving

Note: This table represents the stages of Language development developed by (Piaget, 1971). Elaborate by researcher. Taken from the book "Brief introduction to Piaget" by Isaacs and Lawrence (1973)

Learning is a complex process that involves the biological maturation of the mind. Therefore, it is important to identify Piaget's cognitivism theory to sustain the importance of mental structures in the brain to assimilate and accommodate knowledge. This research is focused on adult learners' second language learning. According to Piaget's cognitive development stages, they are part of the formal operational stage which implies that adult learners have a mature cognitive status. It means that they can imagine abstract or complex structural systems such as the one proposed in this research. It is an etymological understanding of words, their origins, and their morphological structure.

Vocabulary learning

Vocabulary is an indispensable English component because other skills cannot be displayed without words because they constitute the form of language. Vocabulary learning is a process that lasts for a lifetime. Humans never stop learning vocabulary. However, this process seems to be more difficult regarding L2 learners. According to

Arnaud (1992), vocabulary learning is a process in which the use of vocabulary in the Language skills (writing, speaking, reading and listening) is stimulated. For that reason, vocabulary learning aims to enhance the vocabulary knowledge in number (as many words as possible) and in depth (the value and significance of words for the language user).

Use of vocabulary

Hiebert and Kamil (2005) outline that comprehension of words is a skill in cognitivism. But, it is not enough to learn vocabulary. Therefore, it is important producing vocabulary. In this perspective, the authors trace the importance of making students develop two aspects of vocabulary usage: receptive and productive.

Receptive vocabulary: It refers to the vocabulary that students are able to identify. It is commonly trained in listening and reading. Melka (1997) states that receptive vocabulary tends to be widely developed than productive vocabulary. However, the reception of words constitutes the guide and basis to produce them. Understanding vocabulary in listening and writing products represent identifying the words to their semantic and pragmatic comprehension.

Productive vocabulary: It refers to the vocabulary that students are able to use in different contexts. It is commonly trained in speaking and writing. Productive vocabulary goes farther than identifying words and its definitions, but it includes producing oral and written products using appropriate vocabulary. (I. S. P. Nation, 2001)

Vocabulary knowledge

Vocabulary size: Vocabulary size means the number of words presented in the lexicon of the language user. Measuring vocabulary is essential because mastering more words lead to being fluent. (Meara, 1996)

Vocabulary size according to Milton and Alexiou (2020) must depend on the CEFR. Therefore, users are supposed to dominate a certain number of words for each language level they reach. However, vocabulary size also differs from active to passive vocabulary.

Table 3

Vocabulary size and the CEFR

CEFR	Active vocabulary	Passive vocabulary
A1	<1500	2000
B1	1500	2750
B2	3250	3750
C1	3750	4500
C2	4500	5000

Note: This table represents the expected vocabulary size according to the CEFR. Elaborated by researcher. Taken from the research paper "Vocabulary Size Assessment: Assessing the Vocabulary Needs of Learners in Relation to Their CEFR Goals" (Milton & Alexiou, 2020)

Vocabulary depth:

Vocabulary depth is the wealth of vocabulary knowledge. It includes analyzing, contrasting, presenting synonyms and being able to use vocabulary taking into account the semantic and pragmatic context. Also, for Milton and Alexiou, it constitutes being aware of the morphological background of the words.

Memorization in vocabulary learning

Memory plays an important role in vocabulary learning. Memory represents the storage of information in the brain. However, the period of time vocabulary can be retained in the brain differs depending on the emphasis and importance of that information (Miller, 1956).

Short-term memory: It consists of the information retained for specific purposes that lasts only a short time (from minutes to days) in the memory (Baddeley, 1975). For example, the parking ticket number.

Long-term memory: It refers to the information retained for a long period of time. This information is retained because of the meaningful relationship with the individual (Rumelhart et al., 1972). For example, the phone number.

Learning aims to make meaningful connections to the individual in order to allow knowledge to stay in their minds for a long period (Randall, 2007). Teaching is

useless when students just remember lessons to take a quiz but then they forget them. Words are not supposed to be memorized, but to be meaningful enough to be remembered when needed.

Benefits of etymology instruction to learn vocabulary

- Bellomo (1999) points out the importance of teaching etymology in vocabulary lessons. First of all, he outlines the advantage of Latin languages native speakers such as Spanish users, because they can deduce meaning from Latin roots due to cognates.

- Etymological awareness provides students with a background to identify words. When students have more information about words, the cognitive process occurs receiving stronger links in the brain. Therefore, it is hard to forget vocabulary. (Ausuble, 1978)

- Analyzing words etymologically permits students to know the morphological structure of words, it leads to a better comprehension of meaning. Roots and affixes carry meaning to words. So, understanding is easier. (Kirsten, 1991)

- Etymology instruction provides students with a purposeful and meaningful background of linguistics principles that are helpful not only to use the vocabulary learned but to deduce vocabulary meaning. (Pierson, 1989)

- Greco-Latin roots represent the major source of meaning in the English language. They are a great dictionary for EFL learners. Just learning one root can lead to deducing the meaning of many other words that use the same root. (Weisse, 1878)

1.3. Objectives

1.3.1. General Objective

To analyze the influence of Etymology instruction on the enhancement of vocabulary learning in sixth-semester students at Pedagogía de los Idiomas Nacionales y Extranjeros.

1.3.2. Specific Objectives

- To assess students' receptive vocabulary before and after the treatment.
- To report students' perceptions about Etymology instruction.
- To identify the benefits of Etymology instruction that improve students' vocabulary learning.

Objective fulfillment process

The general objective was achieved through the development of the specific objectives. It was possible to analyze the influence of Etymology instruction on the enhancement of vocabulary learning by reporting and interpreting the results from three resources to collect data: bibliographic research, pre-test and post-test, and a survey.

To assess students' receptive vocabulary before and after the treatment it was necessary to use a data collection instrument. The instrument chosen was a pre-test and post-test in which population took the tests in the same conditions but in different stages. Population was tested before and after using the instruction. Assessment showed numerical results.

To achieve the second specific objective, a survey was applied to collect students' perceptions about Etymology instruction. The survey was a questionnaire consisted of eight items. An operationalization of variables was executed to create the items. Also, it was validated by Language learning experts. Results were reported through descriptive analysis using graphics.

Finally, it was necessary to read and collect information about the variables to sustain them based on theories. Once the researcher read as much information as possible, it was fundamental to critically choose the bibliographic sources to carry out the investigation. Then, the benefits of Etymology instruction according to authors were identified, collected, and listed.

CHAPTER II
METHODOLOGY

The present chapter reports the research procedure followed by the researcher to carry out the investigation. First of all, the means available to conduct the research process are presented. It involves the human and technological resources that enabled the development of the project, as well as specifying the population who participated. Also, this chapter describes the instruments to collect data used to fulfill the objectives and the plan stablished for the treatment. In addition, this section gives an overview of the research design including the methods and modality adopted. Finally, the hypothesis and variables are signaled.

2.1. Resources

Different resources were needed to carry out this study. First, students and teachers participated actively. They offered their valuable time for the application of the experiment. In addition, the research tutor gave the guidelines and guidance to continue with the research process since the beginning of the investigation. Also, some professionals and authorities validated documents and provided access to the researcher to get connected with the population. Other important resources were the technological supplies including computers, speakers, web browsers, digital libraries, and mobile devices. They facilitated the communication between contributors. Finally, websites and apps were used to present lessons. (Zoom, Jamboard, Google documents, Google forms, Google slides, Nearpod, learning Apps, Padlet, Etymonline, etc.)

2.1.1. Population

The population who took part in this research work was selected based on their English level because this type of instruction was intended to be applied to University adult students with previous Linguistic instruction.

They were in an intermediate and upper intermediate English proficiency (B1-B2 CEFR), because they were preparing to take the Cambridge B2 First test (FCE). The

population was formed by 26 participants of the class who were taking "English VI" as a subject of study in the academic period of October 2021 to March 2022. They were sixth-semester EFL adult learners at "Pedagogía de los Idiomas Nacionales y Extranjeros" program. Participants were a mixed group conformed by both male and female members. All of them were young adult learners ranging from 20 to 27 years old.

Table 4

Population

Population	Level	Age	Gender		
26 EFL adult learners	Intermediate	20 to 27 years old	Men	10	37%
			Women	17	63%

Source: Direct observation
Elaborated by: Miño, R. (2022)

2.1.2. Instruments

To achieve the objectives, it was necessary to use two instruments. The use of a pre-test and a post-test permitted the researcher to collect quantitative data about students' vocabulary learning, whereas the survey permitted collect qualitative data about students' perceptions towards the instruction.

2.1.2.1. Pre and Post Test

The instrument used was a Pre-test (*Annex 2*) and a Post-test (*Annex 3*). The objective to be fulfilled through the application of the test was to assess students' receptive vocabulary before and after the treatment. The test was taken from the research paper entitled "The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students" elaborated by Hosseini, et al. (2012) and published by the journal "Theory and Practice in Language studies". To calculate the reliability of the test it underwent the Cronbach Alpha formula. The test obtained (r=0.84) as a result, which meant that it was trustable to its application.

The test was important for this investigation because it offered a mixed bank of words that had to be analyzed in each sentence. It allowed researcher to collect information about their understanding of vocabulary not only to definitions but in context. Also, it was directed to University students as in the present investigation. To

obtain more accurate results, the pre-test and post-test did not have the same questions. Instead, everything was done under the same conditions, structure, and instructions. However, the items changed. To do this, the Excel tool was used to randomly divide the bank of 40 questions obtained from (Hosseini, et al., 2012) This allowed 20 questions to be part of the pre-test and 20 in the post-test.

Tests were multiple-choice questionnaires consisting of 20 items. Each item was a sentence including an underlined word that must be replaced using one of four options (A, B, C or D). To assign grades, each of the items equated 0,5. Therefore, the test was over 10 points. It was applied using the technological resource Nearpod.

2.1.2.2. Survey

After the application of the pre and post-test, a survey was applied to collect the perceptions of the treated population about the instruction. See (*Annex 4*). This survey consisted of eight items. The format was a multiple-choice questionnaire using the Likert (1932) agreement scale that contained five options:

TA: Strongly Agree

A: Agree

U: Undecided

D: Disagree

SD: Strongly Disagree

The application of the survey was carried out through Google Forms. Additionally, it was validated by three experts who were Masters in Language Learning. See (*Annex 5*).

2.1.3. Procedure

In the initial stage of the process, an authorization document was signed by the pertinent authority to permit and support the project development. See (*Annex 1*). Once the permission was approved, it was necessary to follow a chronogram that consisted of the application of the pre-test, five sessions, the post-test, and the survey.

To implement the plan, the researcher was introduced to the students. Then, the pre-test was applied with the pertinent instructions. After reviewing the test results, 5 sessions were executed. Each of the sessions lasted one hour. It was important to note that the population took Linguistics courses at University. For that reason, the

introduction to complex content in one hour succeeded. However, researcher broadened the students' linguistic knowledge with an etymological approach to the linguistic processes they had already received.

Session 1: The first session was an Introduction to Etymology. The lesson aimed to describe the definition of Etymology and its importance. Students played a hangman game to discover the topic. Then, the researcher presented an example of Etymology and asked students to deduce the meaning without searching on the Internet. Students shared their definitions and the investigator concluded with the definition from the Oxford dictionary. Examples were presented to build their understanding of Etymology. Next, the use of an Etymological dictionary was introduced. (Etymonline https://www.etymonline.com/) and students shared their favorite words using the dictionary. At the end of the class, students wrote their perceptions about Etymology and its importance. See (*Annex 6*).

Session 2: The second session aimed to permit students to identify key concepts of Etymology based on the diachronic study of words. The researcher played four audios of people talking in English. However, each of them represented one period of English development: Photo-Germanic English, Old English, Middle English, and Modern English. Students shared their opinions about the evolution of the English language. The investigator presented concepts like roots, cognates, and borrowings. Finally, students searched for words with interesting origins and shared them with their classmates. See (*Annex 7*).

Session 3: The topic for the third session was "Word-formation", the lesson aimed to analyze the structure of a word and its formation process. The researcher introduced some word-formation processes such as derivational morphology (affixation), inflectional morphology, and compounding. Then, students played a matching game to relate words with the different processes. In the end, students wrote a word, analyzed its structure, and used the etymological dictionary. See (*Annex 8*).

Session 4: The fourth lesson focused on Greek and Latin roots. It aimed to identify Latin and Greek roots and their meanings. The lesson started with a game in pairs. One student proposed a prefix and the partner said a word using that prefix. Then, the investigator introduced basic Latin and Greek roots. Using Jamboard, students wrote words that use the presented roots and checked them in the Etymological dictionary. Finally, students played a Kahoot multiple-choice game identifying the roots and their meanings. See (*Annex 9*).

Session 5: The last session was intended to analyze words using Etymology in context. Students played a multiple-choice game in Quizziz, questions contained the presented roots in sentences. Next, the researcher sent students a list of Greek and Latin roots. They had to choose a root from the list to create an Etymological workbook on Google drive. Etymology and its importance was summed up in a short video. See (*Annex 10*).

2.2. Methods

2.2.1. Basic Method of Investigation

2.2.1.1. Mixed Method

Philip (2019) stated that "Research approaches are general techniques that researchers follow when conducting a study." (p.3). The present study was conducted using two types of data collection techniques. It used a pre-test and a post-test to collect quantitative data. Additionally, it used a survey to collect qualitative data. So, the approach followed in this research was mixed. Using a mixed-method was supported by Tashakkori and Teddlie (2003) who indicated that using a mixed approach in Educational and Social studies represented a complete overview of the problem to be addressed and the accuracy of the results. They concluded that numbers and receiving feedback from the treated population were useful but they combined resulted in the precision of the study.

First, it followed a quantitative approach because data was collected using a pre-test and a post-test. They showed numerical results over 10 points. Therefore, numerical data was analyzed using percentages, calculating averages, and statistical procedures. In addition, to verify the hypotheses, it was necessary to undergo statistical processes like Shapiro-Wilk and Wilcoxon tests. Moreover, statistical software like IBM SPSS 21 and Excel were used. Consequently, the researcher analyzed students' progress towards vocabulary learning with quantitative techniques.

On the other hand, this research was qualitative because it collected data using an online survey to collect students' perceptions about Etymology instruction.

Although percentages were used to show the results, the main focus was the descriptive analysis about the thoughts of students towards Etymology.

2.3. Research Modality

2.3.1. Field Research

Pontis (2018) affirmed that "Field research is first-hand information". For conducting this study, it was necessary to take primary information about the object of study. So, the data collection took place in the same virtual spot as the research intended to study. For instance, the researcher observed sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros" and observed the phenomena directly. Due to the pandemic situation, the observation and application of the instruction were conducted in a virtual modality. So, the researcher had contact with the population using Zoom. This research took information from the source and verified it in a realistic context.

2.3.2. Bibliographic-Documentary Research

It was bibliographic and documentary-based research because the investigator explored different sources to incorporate into the study to support the topic. Sources were analyzed before extracting the information to give content validity and reliability Also, dependent and Independent variables were theoretically supported with previous research papers, articles, websites, and books from different sources like journals, repositories, and virtual libraries. (Mcculloch, 2004)

2.4. Level or Type of Research

2.4.1. Exploratory Research

The present investigation was exploratory because it represented a new horizon for the researcher. (Stebbins, 2001) The independent variable which was Etymology instruction had not been deeply studied in Ecuadorian investigations. Etymology instruction and its incidence in vocabulary learning had very little prior information in Ecuador. It could be verified while searching in National repositories and libraries. Therefore, the present study could lead to future studies that deepen the correlation of the variables in the country.

2.4.2. Correlational Research

The correlational level was intended to relate two different variables and to size their level of incidence and impact. (Shyam, 2019). This study tried to prove the premise that using the independent variable could bring benefits or positive effects to the dependent variable. Etymology instruction was shared with sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros" to enhance their vocabulary learning. Then, the relationship between the variables could be analyzed.

2.5. Research design

2.5.1. Pre-experimental Research

To conduct the investigation, a pre-experimental design was applied. It consisted of comparing two stages of the research. (Bruce, 2018) First of all, the researcher assessed students' current vocabulary knowledge. Then, students took 5 sessions of Etymology instruction. Once sessions finished, students were tested again providing the same conditions as in the first test to track their improvement on vocabulary. The treatment was applied to an experimental group in different stages. Therefore, no control group was necessary.

2.6. Data Analysis Methods

2.6.1. Quantitative Data Analysis Method

2.6.1.1. Analysis of variance

The present investigation worked with an inferential analysis of variance because this research used the Wilcoxon signed-rank test to analyze the difference between the average of two different measurements with the same sample (Xia, 2020). For instance, researcher collected data from the same population in two stages to test if the average of the first stage in the pre-test differed from the average of the last step using the post-test. Using the IBM SPSS Statistics, the variance of the average was analyzed.

2.6.1.2. Percentage

Data collected from the survey was analyzed using a descriptive analysis of percentages. Percentages of each of the options from the Likert scale that were chosen by students were presented. The descriptive analysis used the answers from the majority of participants.

2.7. Hypothesis

2.7.1. Null hypothesis

The use of etymology instruction does not influence vocabulary learning in sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

2.7.2. Alternative hypothesis

The use of etymology instruction does influence vocabulary learning in sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

2.8. Variable identification

2.8.1. Independent variable: Etymology instruction

2.8.2. Dependent variable: Vocabulary learning

CHAPTER III
RESULTS AND DISCUSSIONS

The present chapter reports and analyzes the results taken from two collection data instruments which were the pre-test and post-test and a survey. Twenty-six EFL learners were selected to be the population from which the data was collected. They were sixth-semester University students at "Pedagogía de los Idiomas Nacionales y Extranjeros" program. The experimental group who received the instruction and took the tests and the survey started and ended the process with the same 26 participants. Therefore, the following results were based on their responses to the stimuli which was "Etymology instruction" The process followed to obtain results was:

- Application of the pre-test
- Treatment (5 sessions lasting one hour)
    1. Introduction to Etymology
    2. Diachronic study of English words
    3. Word-formation
    4. Greek and Latin roots
    5. Etymology in context
- Application of the post-test
- Students' perceptions survey

The following results are presented in statistical tables that gathered data to its clear analysis and interpretation. Results are presented in the following order. First of all, results from the pre-test and post-test. Then, it is shown a comparison between both results. Next, students' responses to the survey are reported. The eight items are analyzed. Finally, using the SPSS software, the hypothesis is verified.

3.1. Analysis of the Results

3.1.1. Students' Pre-test and Post test

Students pre and post-test consisted of a 20 item multiple-choice questionnaire to assess students' receptive vocabulary. It was helpful to analyze the influence of the instruction to vocabulary learning. After being applied the tests, the following results were taken.

Table 5

Pre-test and Post-test results

Population	Pre-test	Post-test
Student 1	7,00	8,00
Student 2	7,50	8,00
Student 3	7,50	9,00
Student 4	5,50	7,50
Student 5	7,00	9,00
Student 6	5,00	9,00
Student 7	5,00	6,50
Student 8	8,00	7,00
Student 9	7,50	9,00
Student 10	7,50	7,50
Student 11	8,00	8,50
Student 12	5,50	8,00
Student 13	6,50	8,50
Student 14	4,00	8,50
Student 15	4,00	6,00
Student 16	8,50	9,00
Student 17	6,00	6,50
Student 18	5,00	9,00
Student 19	7,50	9,50
Student 20	9,00	9,50
Student 21	8,50	9,00
Student 22	7,50	9,00
Student 23	8,00	9,50
Student 24	8,50	8,50
Student 25	5,50	7,00
Student 26	7,50	8,50

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

This table showed the results taken from the pre-test and the post-test. Twenty-six adult EFL learners took the evaluation that tested their receptive vocabulary. There were 20 questions. Each of the items equated to 0,5 points. For instance, the more correct answers participants obtained, the closer they were to marking the perfect score. Results obtained in the pre-test showed that the lowest score was 4,00 while the best score equated 9,00 points. It meant that the worst performers answered twelve questions poorly. In contrast, the best performer answered incorrectly two items. Therefore, grades were mixed. It signified that some students had a poor vocabulary level. In contrast, very few students were able to appropriately use the words given to match the context. However, the general results from the class signified that their vocabulary knowledge needed additional support.

On the other hand, the table contained the records of the scores obtained in the post-test. The same 26 participants took the test which meant that there was no handling in the population. It was possible to note the difference in the students' scores compared to the first time they took the test. As well as a higher number of correct answers. The lowest score was 6,00 and the highest was 9,50 points. Results showed that the number of correct answers increased. It implied a better performance on the test.

The population had struggles with their vocabulary reception while taking the pre-test. In contrast, the table showed a slightly improvement in their vocabulary reception taking the post-test. They understood and related more words based on what they remembered from the instruction.

Discussion of the results

According to Milton and Alexiou (2020), students between levels B1 to B2 are able to identify up to three thousand English words. However, it is unrealistic to assess students' vocabulary using that number of words. For instance, using a bank consisting of certain words permitted the researcher to identify students' vocabulary management (O'Dell, et al., 2000).

The questions included in the test were supposed to assess their receptive vocabulary because students were not producing them, but analyzing them in sentences. To accomplish the task, abilities like identifying the function and understanding the context in which words could be used were helpful. Additionally, the most important ability to successfully complete the test was to analyze words with their respective synonyms. The test required to choose a synonym to match the context of the sentence. As noted by Miller (1956), those abilities refer to vocabulary depth. It consisted of understanding words in their morphological, semantic, and pragmatic use.

Results implied that before the treatment, their receptive vocabulary size was lower than expected according to their level. Also, their failure in the pre-test signified that vocabulary learned before the instruction was not meaningful enough to be remembered. Vocabulary can be retained because of the meaningful relationship with the individual (Rumelhart et al., 1972). For that reason, the treatment consisted of developing their interest through engaging activities that included technological resources.

Once identified, the possible reasons because students did not succeed in the pre-test. Researcher planned lessons to improve receptive vocabulary size and depth. The results in the post-test showed a progress. However, the possible reason of the improvement in students' scores is analyzed in the next discussion.

Pre-test and Post-test comparison

Table 6

Average and difference

	Pre-test	Post-test
Average	6,81	8,27
Difference	1,46	

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

The presented table symbolized the average comparison for both tests. The average score for the pre-test was 6,8. In contrast, the post-test revealed 8,27 as the average. The difference between both results was 1,46 points.

It meant that class had a better performance during the post-test. Therefore, there was a significant positive correlation between both results. Even though questions were not the same, they improved their vocabulary reception. From 20 questions, they managed to answer correctly 16 of them. It represented a growth of their receptive vocabulary size. This result was significant for the research because, it demonstrated that a positive stimuli occurred.

Discussion of the results

There were many factors that could determine students' improvement. However, the aspect presented in this investigation included the cognitive process occurred while students took the test. As mentioned before, the population consisted of adult learners who are in the formal operational stage (Piaget, 1971). It implied that they were able to solve abstract problems as the presented in the test. Students had to relate words according to a given sentence that they could not experience or see. Therefore, they had to create mental representations to understand what the sentences were referring to.

While learning about Etymology students had to create mental links to relate the etymological background and the meaning of the unknown words. The instruction permitted students to make meaningful connections and enable vocabulary to stay in their minds for a longer period (Randall, 2007).

3.1.2 Survey

The objective of the survey was to collect students' perceptions towards the instruction. It was necessary to take into account their opinions that were essential to the analysis since this instruction was student centered. The survey contained eight items and five options. It followed a Likert agreement scale which corresponded to the following options:

TA: Strongly Agree

A: Agree

U: Undecided

D: Disagree

SD: Strongly Disagree

Results taken from this instrument were helpful to demonstrate from students' perspectives if their performance improvement was influenced by the instruction or not and all the subtopics helped to their fullest understanding of words. The following statements were proposed to students:

1. Knowing the meaning of basic Greek and Latin roots was helpful to deduce the meaning of unknown words.

2. Cognates and borrowings between English and Spanish languages facilitated your comprehension of vocabulary.

3. Learning key concepts of Morphology permitted you to have a complete overview of words.

4. Using an etymological dictionary supported your understanding of words rather than using normal English dictionaries.

5. You are able to use the vocabulary learned through Etymology instruction in oral and writing products.

6. You are able to identify the vocabulary learned through Etymology instruction while listening and reading English products.

7. You can identify and comprehend more than one word with the study of a single root.

8. Vocabulary learned through Etymology instruction is still remembered despite the time.

Statement 1: Knowing the meaning of basic Greek and Latin roots was helpful to deduce the meaning of unknown words.

Table 7

Greek and Latin roots

1. Knowing the meaning of basic Greek and Latin roots was helpful to deduce the meaning of unknown words.

Scale	Frequency	Percentage
Strongly Agree	11	42%
Agree	12	46%
Undecided	2	8%
Disagree	1	4%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

This figure represented students' perceptions about Greek and Latin roots to deduce meaning. In response to statement 1, the majority (twelve students) who represented 46% agreed with the statement, eleven students who represented 42% strongly agreed. Two students who represented 8% were undecided. Finally, one student that was the 4% of the population disagreed with the statement.

It meant that the majority of the population thought that Greek and Latin roots were helpful to deduce the meaning of unknown words. According to them, knowing the meaning of basic Greek and Latin roots played an important role in their test improvement.

Students' perceptions revealed that what Weisse (1878) proposed is accurate. He stated that the major sources of meaning in the English language are Greco-Latin roots. Therefore, just learning one root during the lessons permitted students to deduce the meaning of other words that were not included in the lessons but used the same root as the one they learned.

Statement 2: Cognates and borrowings between English and Spanish languages facilitated your comprehension of vocabulary.

Table 8

Cognates and borrowings

2. Cognates and borrowings between English and Spanish languages facilitated your comprehension of vocabulary.		
Scale	**Frequency**	**Percentage**
Strongly Agree	6	23%
Agree	18	69%
Undecided	2	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

The graphic showed that eighteen participants who represented 69% agreed that cognates and borrowings facilitated their comprehension of vocabulary. Additionally, six students who represented 23% responded that they strongly agreed. Two students who represented the 8% were undecided. Finally, there were no students who disagreed with what was proposed in the statement.

The majority of the participants found it easier when there were cognates and borrowings between English and Spanish languages. Knowing key concepts about cognates and borrowings permitted them to relate words with their L1. Therefore, the introduction to them was an important factor in their vocabulary development.

As proposed by Bellomo (1999), Latin languages native speakers such as Spanish users have an advantage. They can deduce meaning from Latin roots due to cognates shared by both languages. Students, who are Spanish users, agreed with Bellomo.

Statement 3: Learning key concepts of Morphology permitted you to have a complete overview of words.

Table 9

Morphology

3. Learning key concepts of Morphology permitted you to have a complete overview of words.		
Scale	**Frequency**	**Percentage**
Strongly Agree	6	23%
Agree	17	65%
Undecided	2	8%
Disagree	1	4%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

In response to statement 3, it can be seen that seventeen students who embodied 65% agreed with it. Moreover, six students who represented 23% responded that they strongly agreed. Two students who represented the 8% were undecided. One student who was the 4% disagreed with the statement. Finally, there was not a single student who disagreed with what was proposed in the statement.

The majority of the population agreed that learning key concepts of Morphology permitted them to have a complete overview of words. Therefore, they considered Morphology useful to their vocabulary enhancement.

Based on their experienced, students agreed with Kirsten (1991) who stated that knowing the morphological structure of words permitted them to have a better comprehension of vocabulary. Students learned how to deconstruct words to their easier analysis.

Statement 4: Using an etymological dictionary supported your understanding of words rather than using normal English dictionaries.

Table 10

Etymological dictionary

4. Using an etymological dictionary supported your understanding of words rather than using normal English dictionaries.		
Scale	**Frequency**	**Percentage**
Strongly Agree	10	38%
Agree	10	39%
Undecided	6	23%
Disagree	0	0%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

The presented graphic showed students' responses to the use of etymological dictionaries. Ten students answered their strong agreement to their etymological dictionary preference. Similarly, ten students agreed. Each of them represented 39% and 38% respectively. Six students who equaled 23% were undecided about the statement. Finally, there was not a single student who disagreed with what was proposed in the statement.

Results implied that participants preferred an etymological dictionary rather than using a normal English dictionary. When they looked up entries in the dictionary, they understood the background of words better. However, some of them felt more comfortable searching for words in a source they have already used.

Students found it useful to search words on an etymological dictionary. It supported the idea of Pierson (1989) that stated that Etymology offers a background of linguistic principles that are interesting for students while they find or deduce the meaning of words.

Statement 5: You are able to use the vocabulary learned through Etymology instruction in oral and writing products.

Table 11

Productive vocabulary

5. You are able to use the vocabulary learned through Etymology instruction in oral and writing products.		
Scale	**Frequency**	**Percentage**
Strongly Agree	6	23%
Agree	20	77%
Undecided	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

This figure represented students' perceptions about the usability of the instruction in a real English context. In response to statement 5, 77% agreed that they were able to use the vocabulary learned in oral and writing products. Additionally, six students who represented 23% responded that they strongly agreed with the statement. Finally, there was not a single student who disagreed with what was proposed in the statement.

All of the participants believed to be able to create oral and writing products using the vocabulary studied during the instruction. Therefore, it can be concluded that the instruction enhanced productive vocabulary.

Using vocabulary in oral and writing products required a complete understanding of the words not only to definitions (I. S. P. Nation, 2001). Productive vocabulary was developed through the instruction by learning the uses of words throughout history.

Statement 6: You are able to identify the vocabulary learned through Etymology instruction while listening and reading English products.

Table 12

Receptive vocabulary

6. You are able to identify the vocabulary learned through Etymology instruction while listening and reading English products.		
Scale	Frequency	Percentage
Strongly Agree	6	23%
Agree	17	65%
Undecided	3	12%
Disagree	0	0%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

According to seventeen students who represented 65% of the population, they are able to identify the vocabulary learned through Etymology instruction while listening and reading English products. Additionally, 6 students who represented 23% strongly agreed with the statement. In contrast, three students who represented the 12% were undecided.

Participants found the instruction useful to identify the vocabulary while listening and reading English products. Using the instruction, they considered they could have more opportunities to receipt and retain vocabulary than using normal vocabulary strategies.

As stated by Melka (1997), understanding vocabulary in listening and writing products represented identifying the words to their semantic and pragmatic comprehension. Etymology permitted students to know the semantic context in which a word was created.

Statement 7: You can identify and comprehend more than one word with the study of a single root.

Table 13

Vocabulary size

Scale	Frequency	Percentage
7. You can identify and comprehend more than one word with the study of a single root.		
Strongly Agree	9	34%
Agree	14	54%
Undecided	2	8%
Disagree	1	4%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

This figure represented students' perceptions about the importance of the instruction to increase their vocabulary size. The majority of participants agreed with the statement. Also, nine students who represented 34% answered that they strongly agreed. Two students who represented the 8% were undecided. Finally, one student that corresponded the 4% disagreed with the statement.

Participants agreed that studying a single root permitted them to identify and comprehend more than one word. They were aware that the acknowledgment of some roots permitted them to create more words and increase their vocabulary size.

Mastering more words enabled students to be fluent (Meara, 1996). They agreed they were able to master more words only by learning some roots. It was an advantage for them because they were able to identify much more words than before the treatment.

Statement 8: Vocabulary learned through Etymology instruction is still remembered despite the time.

Table 14

Vocabulary depth

8. Vocabulary learned through Etymology instruction is still remembered despite the time.		
Scale	**Frequency**	**Percentage**
Strongly Agree	10	38%
Agree	12	46%
Undecided	3	12%
Disagree	1	4%
Strongly disagree	0	0%
Total	**26**	**100%**

Source: Sixth-semester students at "PINE"
Elaborated by: Miño, R. (2022)

Analysis and interpretation

This figure represented students' perceptions about Etymology instruction to their vocabulary retention. Twelve students who represented 46% agreed with the statement. Additionally, ten students who represented 38% responded that they strongly agreed. Three students who represented 12% were undecided. Finally, one student who equaled 4% disagreed with the statement.

Participants considered that vocabulary learned through Etymology instruction was still remembered despite the time. According to them, Etymology instruction reinforced their vocabulary depth which meant they could remember vocabulary learned because lessons were meaningful learning.

Rumelhart et al. (1972) proposed that the more meaningful something is, the more likely it is to be remembered. Students reported that they recalled the vocabulary learned during the treatment during the test which meant that the instruction was memorable for them.

3.2. Discussion

The present research had positive results as the previous works mentioned at the beginning of the research. The collection of data was divided in two parts: the results from the pre-test and post-test and the results taken from the survey. First of all, the pre-test and the post-test collected numerical data about students' receptive vocabulary learning. However, their vocabulary learning only could be demonstrated by comparing their performance before and after the treatment. Because "learning involves comparing what students did not know to what students know." (Pitkin, 1931 p. 257). Therefore, it was imprescindible to compare averages between both tests.

Although questions differed, it could be seen a slightly progress between their performance at the beginning and at the end of the assessment. Students got an average score that equated 6,81 for the pre-test. In contrast, the post-test revealed 8,27 as average. The difference between both results was 1,46. Therefore, it signified their progress regarding receptive vocabulary. Previous researches presented before showed an improvement on their scores too. As in the case of Golzarnia and Rahmani (2018), Mashhadia and Saki (2019), and Yamsani (2018) who reported a positive effect of the instruction in vocabulary learning.

Once analyzed their results, it was fundamental to know how much Etymology instruction influenced their improvement. For instance, a survey was applied. The results taken from the survey showed that the majority of students agreed with the statements that proposed the relationship between etymological concepts (Greek and Latin roots, borrowings and cognates, Morphology and etymological dictionaries) and vocabulary proficiencies (receptive vocabulary, productive vocabulary, vocabulary size and vocabulary depth). According to Ogata (2019), who applied an interview as a qualitative contribution to quantitative results, students were enthusiastic to continue studying Etymology. Similarly, the current research reported students' agreement that Etymology instruction allowed them to perform better in the vocabulary test. Therefore, both qualitative and quantitative results involved a positive feedback from students.

The present and the previous investigations concluded that students understood and identified vocabulary when they were aware of the etymological background of the

words. They related roots and their meanings creating mental links as proposed in the Cognitivist theory by Piaget (1971) between the story of the words (Historical Linguistics) and their formation (Structural Linguistics). Also, they deconstructed words to its morphological parts to extract meaning from each of them as proposed by Saussure (1916) considered language as the combination of minimal parts that carry meaning. As a result of the instruction, students could enhance their vocabulary learning and improve their Linguistic training.

3.3. Verification of the hypothesis

The verification of the hypothesis was carried on through the use of software to process data. Statistical analysis was analyzed by using the software package called *IBM SPSS Statistics 21*. The process to verify the hypothesis included:

- Formulation of the hypotheses
- Test of normality
- Wilcoxon test
- Verification of the hypothesis

3.4.1. Formulation of the hypotheses

Null hypothesis: The use of Etymology instruction does not influence vocabulary learning in sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

Alternative hypothesis: The use of Etymology instruction does influence vocabulary learning in sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

3.4.2. Test of normality

To verify the hypothesis of the present investigation it was necessary to undergo the data collected to a test of normality to analyze its variation. The Shapiro-Wilk test was selected because the population size required to be less than 30 participants. The population of the present investigation was formed by 26 members which approved a requirement for the application of the test.

Shapiro-Wilk

To test the normality of the sample, data needed to follow the following formula:

Null hypothesis H0 = Data is normally distributed.

Alternative hypothesis Ha = Data is not normally distributed.

Sig > 0,05 = H0

Sig < 0,05 = Ha

Table 15

Test of normality

	Test of normality		
	Shapiro-Wilk		
	Stadistic	df	Sig.
Pre-test	,918	26	,040
Post-test	,893	26	,011

Source: IBM SPSS Statistics
Elaborated by: Miño, R. (2022)

$0,040 < 0,05$

$0,011 < 0,05$

As it could be seen in the table, the significance of the data taken from the pre-test and the post-test was less than 0,05. For instance, the null hypothesis was rejected. It signified that the data was not normally distributed (Ha). Consequently, it was necessary to undergo the Wilcoxon sign test for non-parametric testing.

3.4.3. Wilcoxon signed ranks test

Table 16

Ranks Wilcoxon

		N	Mean rank	Sum of ranks
	Ranks			
	Negative ranks	1[a]	8,00	8,00
Post-test Pre-test	Positive ranks	23[b]	12,70	292,00
	Ties	2[c]		
	Total	26		

Source: IBM SPSS Statistics
Elaborated by: Miño, R. (2022)

a. Post-test < Pre-test = There is a negative correlation

b. Post-test > Pre-test = There is a positive correlation

c. Post-test = Pre-test = There is no correlation

The presented table showed the positive and negative ranks. It could be seen that there was a negative rank which signified that the result from the post-test was lower than the result from the pre-test. It signified the failure of the instruction for one member of the population. However, the table also showed the number of positive ranks. There were 23 participants who had a positive influence from the instruction. Also, there were 2 students whose results showed there was no correlation between their performance and the instruction, because they obtained the same results.

Table 17

Test statistics

Test statistics[a]	
	Post-test - Pre-test
Z	-4,077[b]
Asymp, Sig. (2-tailed)	,000

Source: IBM SPSS Statistics
Elaborated by: Miño, R. (2022)

To verify the hypothesis, it was important to undergo the significance to the following formula:

Sig > 0,05 = H0

Sig < 0,05 = Ha

0,000 < 0,05

The significance obtained from the Wilcoxon signed ranks test was lower than 0,05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It signified that the use of Etymology instruction does influence vocabulary learning in sixth-semester students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After collected data and analyzed it, the following conclusions were collected according to the objectives set at the beginning of this research entitled "Etymology instruction and vocabulary learning"

The influence of Etymology instruction on the enhancement of vocabulary learning was analyzed using the Wilcoxon ranks test. It showed that Etymology instruction influenced on the enhancement of vocabulary learning in students at "Pedagogía de los Idiomas Nacionales y Extranjeros" Results demonstrated that their performance improved after receiving the instruction for five sessions. In addition, students concluded that the reason of their improvement had relationship with the instruction that permitted them to relate etymological key concepts when they found unknown words to analyze them and enhance their receptive vocabulary knowledge. In that way, they learned vocabulary.

Using a pre-test and a post-test, students' receptive vocabulary was assessed before and after the treatment. Their performance on the pre-test resulted on an average of 6,81. It signified that students needed to improve their vocabulary knowledge. Therefore, the treatment was applied. It consisted of 5 sessions during one hour each. Sessions included dynamic activities and the use TICS to study basic concepts of Etymology like: the diachronic study of words, borrowings, cognates, Morphology and word-formation, inflectional and derivational Morphology, Greek and Latin roots, compounding and using etymological dictionaries. After the treatment, students took the post-test and their performance improved 1,46 points. The average score was 8,27 which finished the assessment process.

Students completed a survey to collect their perceptions about Etymology instruction. According to them, Etymology was an effective instruction that permitted them to enhance their vocabulary learning. Students concluded that knowing the

meaning of basic Greek and Latin roots was helpful to deduce the meaning of unknown words. Also that cognates and borrowings between English and Spanish languages facilitated their comprehension of vocabulary. Similarly, they agreed that learning key concepts of Morphology permitted them to have a complete overview of words. As well as using an etymological dictionary supported their understanding of words rather than using normal English dictionaries. Another conclusion was that they were able to use the vocabulary learned through Etymology instruction in oral, writing, listening and reading English products. Moreover, they considered that they could identify and comprehend more than one word with the study of a single root. Finally, they reflected that vocabulary learned through Etymology instruction was still remembered despite the time.

The benefits of Etymology instruction that improved students' vocabulary learning were identified by taking the findings of different authors in their works. First of all, instructing Spanish native EFL students in Etymology was beneficial because both languages share Greek and Latin roots, cognates and borrowings. Students related vocabulary to Spanish words and found the option that best matched the context. Therefore, using comparative linguistics to trace the relationship of both Languages permitted students to use L1 to infer the definition of L2 unknown words. Also, Etymology instruction permitted students to retain vocabulary in the long term memory because learning became meaningful when the complete morphological and historical background of words were stablished. It could be demonstrated when students remembered vocabulary presented in classes and used them in sentences while practicing. Another benefit was that Etymology permitted learners to deduce meaning of unknown words by deconstructing them to their minimal parts and taking meaning from roots and affixes. Just learning one root could lead to deducing the meaning of many other words that used the same root. Students created word webs using one root. Therefore, everything that was part of the instruction permitted them not only to identify words and definitions, but to create words by themselves using the proposed roots. Finally, it could be demonstrated in the post-test because they did not choose definitions but found the synonym that matched the context. This process involved identifying the word, knowing the definition of the word, and knowing the use of the word in sentences and the context in which the word can be used.

4.2. Recommendations

The influence of Etymology instruction on the enhancement of vocabulary learning is positive. However, teachers need to increase the number of sessions according to the level of the class to permit students to internalize contents. More sessions are recommended to classes that do not have previous linguistic training.

Assessing receptive vocabulary differs from each level. Vocabulary assessment using Etymology needs to be study deeper in Ecuador. The application of the instruction should be progressive, i.e., it can start with students with a higher level of English as presented in the present research. But it can also lead to study how to assess vocabulary from the first steps of learning English.

Students perceptions about Etymology instruction were positive. However, for some students, this type of instruction may be seen as boring. For that reason, it is indispensable for the teacher to use imagination and technological resources to make interactive activities to use Etymology in class. When lessons are interesting and engaging, Etymology instruction becomes meaningful leaning.

Using Etymology instruction is beneficial to enhance vocabulary learning. Etymology instruction can support vocabulary focused lessons and improve their performance in the four skills. Therefore, it is important to instruct students in their path to master the four skills. Introducing students to basic etymological awareness benefits their deductive skills.

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Annexes

Annex 1: Authorization document

CARTA DE COMPROMISO

Ambato, 19 de octubre de 2021

Doctor

Marcelo Núñez

PRESIDENTE DE LA UNIDAD DE INTEGRACIÓN CURRICULAR

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Mg. Sarah Iza en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Etymology Instruction and Vocabulary learning" propuesto por la estudiante Raquel Johanna Miño Meneses, portadora de la Cédula de Ciudadanía No 1850871722, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

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Annex 2: Pre-test

The present test was taken from the research paper entitled "The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students" elaborated by Hosseini, Sarfallah, Bakhshipour, & Dolatabadi (2012) and published by the journal "Theory and Practice in Language studies". The reliability of the test was calculated through Cronbach Alpha formula (r=0.84).
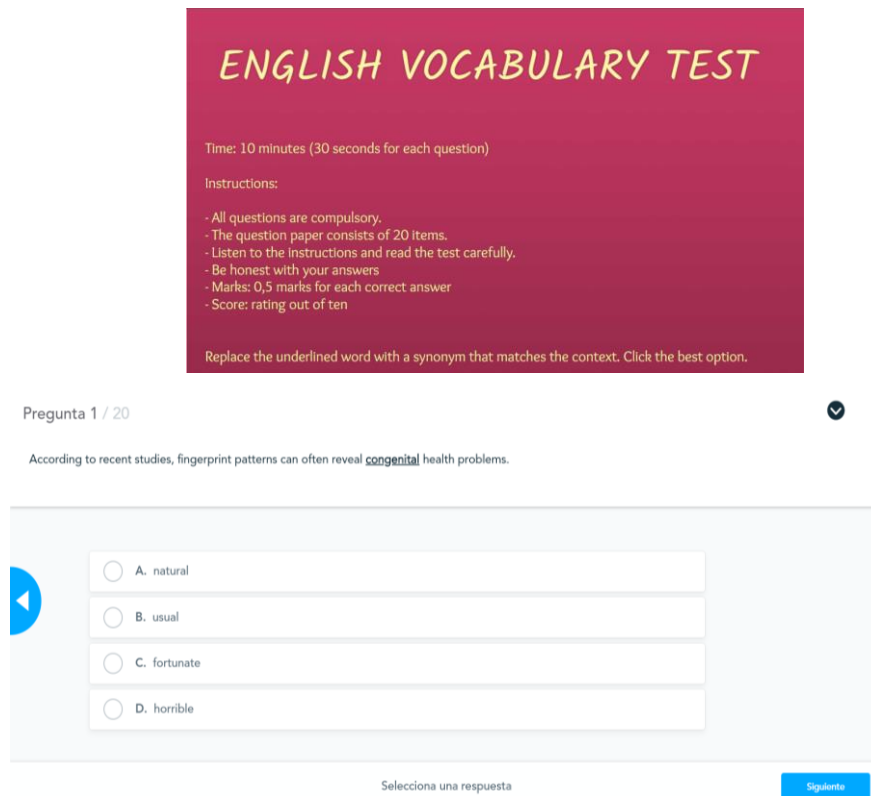
**Test purpose:** To assess students' receptive vocabulary before the treatment.

Website: Nearpod

Link: https://app.nearpod.com/?pin=0A6F982A073FE1ADEA607930F6091ED0-1

Figure 3

Evidence of the Pre-test

Source: Nearpod
Elaborated by: Miño, R. (2022)

Marks: 0,5 mark each correct answer. Grade over 10 points

Questions: 20

Type: Multiple choice

Time: 10 minutes (30 seconds for each question)

Instructions: **Time: 10 minutes**
- Listen to the instructions and read the test carefully.
- The question paper consists of 20 items.
- Each correct answer equals 0,5 points
- The test is over 10 points.
- Be honest with your answers

Replace the underlined word with a synonym that matches the context. Choose between a, b, c or d.

Name: ……………………………………….

1. According to recent studies, finger print patterns can often reveal **congenital** health problems. (0,5 marks)
    a. natural
    b. usual
    c. fortunate
    d. horrible

2. The **genocide** of Americans during World War I resulted in over a million deaths. (0,5 marks)
    a. suffering
    b. sadness
    c. murder
    d. hunger

3. The girl's **vivacious** temperament and sense of fun made her popular at school. (0,5 marks)
    a. innocent
    b. careless
    c. young
    d. lively

4. Psychologists believe that the human **psyche** is governed by primitive needs for food and love. (0,5 marks)
    a. family
    b. soul
    c. terror
    d. loneliness

5. Although germ theory was once laughed at, it is now considered a **tenable** explanation of how diseases spread. (0,5 marks)
    a. logical
    b. negative
    c. desirable
    d. ridiculous

6. Since scandal has ruined many careers, public figures should be **circumspect** in their personal lives. (0,5 marks)

a. unfriendly
b. worried
c. cautious
d. busy

7. Those who walk with their hand in their pockets may be **perverse** and critical of others. (0,5 marks)
a. unhappy
b. contrary
c. observant
d. lonely

8. They had **inadvertently** left without paying the bill. (0,5 marks)
a. meticulously
b. accidentally
c. profoundly
d. presumably

9. Work on the building was **impeded** by severe weather. (0,5 marks)
a. ignored
b. inspected
c. blocked
d. postponed

10. An increase in employment is an **auspicious** sign for the economy. (0,5 marks)
a. favorable
b. noticeable
c. reasonable
d. detrimental

11. The brightly lit, large store was **conspicuous** on a street filled with dark buildings. (0,5 marks)
a. constant
b. noticeable
c. enormous
d. broad

12. My wife and my mother **concur** on the suit I should wear to the interview. (0,5 marks)
a. state
b. think
c. influence
d. agree

13. Both houses of Congress **congregated** to hear the president's State of the Union address. (0,5 marks)
a. cheered
b. accepted
c. gathered

d. socialized

14. Hundreds of flood victims have lost all their possessions and left **destitute**. (0,5 marks)
    a. fearful
    b. insane
    c. unhappy
    d. poor

15. As the pretended heirs of Peter Wilks were disposing of his fortune, the **veritable** heirs arrived. (0,5 marks)
    a. dreadful
    b. true
    c. sudden
    d. slight

16. The false prophet **deluded** people into thinking the world would end by New Year's Day. (0,5 marks)
    a. helped
    b. advised
    c. frightened
    d. fooled

17. The **equitable** professor graded all students by the same standard. (0,5 marks)
    a. fair
    b. good
    c. helpful
    d. strict

18. We find it **incongruous** when very rich people shop at discount stores. (0,5 marks)
    a. uncomfortable
    b. ridiculous
    c. not in harmony
    d. not at peace

19. Modern human beings feel **antipathy** toward slavery. (0,5 marks)
    a. fear
    b. hatred
    c. poverty
    d. pride

20. Because the house wife kept her **equilibrium**, she was able to deal calmly with three crying children and a broken window. (0,5 marks)
    a. comfort
    b. confidence
    c. balance
    d. focus

ANSWER KEY

Answer Key		
#	Answer	Mark
1	a	0,5
2	c	0,5
3	d	0,5
4	b	0,5
5	a	0,5
6	c	0,5
7	b	0,5
8	b	0,5
9	c	0,5
10	a	0,5
11	b	0,5
12	d	0,5
13	c	0,5
14	d	0,5
15	b	0,5
16	d	0,5
17	a	0,5
18	c	0,5
19	b	0,5
20	c	0,5
Total		10

Source: Pre-test from "The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students"
Elaborated by: Miño, R. (2022)

Annex 3: Post test

The present test was taken from the research paper entitled "The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students" elaborated by Hosseini, Sarfallah, Bakhshipour, & Dolatabadi (2012) and published by the journal "Theory and Practice in Language studies". The reliability of the test was calculated through Cronbach Alpha formula (r=0.84).

Test purpose: To assess students' receptive vocabulary after the treatment.

Website: Nearpod

Link:

https://app.nearpod.com/?pin=0BC8E7E1A1DF49CEA263F3C30B7D2E27-1

Figure 4

Evidence of the Post-Test
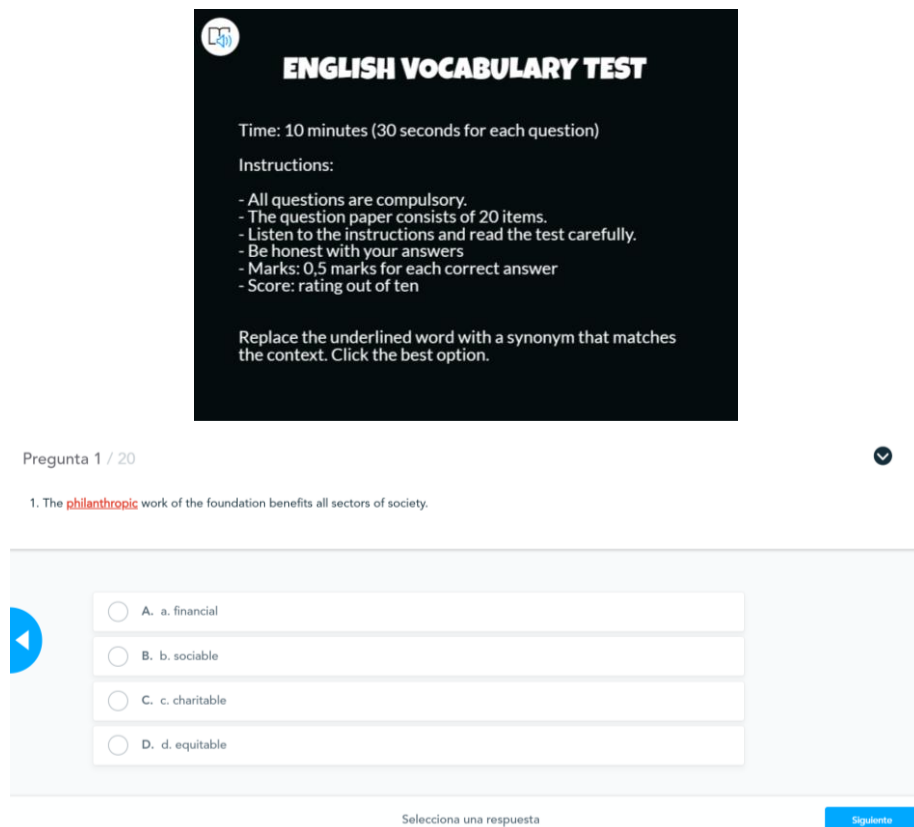
Source: Nearpod
Elaborated by: Miño, R. (2022)

Marks: 0,5 mark each correct answer. Grade over 10 points

Questions: 20

Type: Multiple choice

Time: 10 minutes (30 seconds for each question)

ENGLISH TEST

Instructions: Time: **10 minutes**

- Listen to the instructions and read the test carefully.
- The question paper consists of 20 items.
- Each correct answer equals 0,5 points
- The test is over 10 points.
- Be honest with your answers

Replace the underlined word with a synonym that matches the context. Choose between a, b, c or d.

Name: ………………………………………….

1. The **philanthropic** work of the foundation benefits all sectors of society. (0,5 marks)
    a. financial
    b. sociable
    c. charitable
    d. equitable

2. The newspaper **retracted** its false statements about the political candidates. (0,5 marks)
    a. was firm about
    b. discussed intelligently
    c. delayed slightly
    d. took back

3. The **malevolent** criminal deliberately released poison into the water. (0,5 marks)
    a. evil
    b. careless
    c. thoughtful
    d. smart

4. Researchers find that plants are **beneficial** to the quality of the indoor air. (0,5 marks)
    a. noticeable
    b. harmless
    c. superficial
    d. helpful

5. According to experts, money is the most common cause of **discord** in marriage. (0,5 marks)
    a. poverty
    b. hopelessness
    c. disagreement
    d. empathy

6. The student's appearance was not so **<u>reputable</u>** that we thought he was a beggar. (0,5 marks)
a. respectable
b. impressive
c. good looking
d. bad sounding

7. Since Thelma was **<u>gregarious</u>**, she liked to talk to client while she styled their hair. (0,5 marks)
a. intelligent
b. sociable
c. charming
d. untrustworthy

8. People were **<u>incredulous</u>** when told that the boy had survived for three years alone in the forest. (0,5 marks)
a. unbelieving
b. amused
c. surprised
d. horrified

9. Any **<u>deviation</u>** from this procedure would invite the invasion of the unlucky spirit. (0,5 marks)
a. benefit
b. rumor
c. change
d. noise

10. When I am on vacation, I **<u>revert</u>** to my old habit of sleeping late. (0,5 marks)
a. go forward
b. go away
c. go out
d. go back

11. Thirteen was also believed to be a central number in the **<u>creed</u>** of witches. (0,5 marks)
a. great harm
b. bad character
c. belief system
d. bad luck

12. A financial panic known as Black Friday left many people **<u>destitute</u>**. (0,5 marks)
a. fearful
b. insane
c. poor
d. unhappy

13. In fact, dropping a salt container could make a **<u>nonchalant</u>** diner suddenly become agitated. (0,5 marks)

a. calm
b. hungry
c. horrified
d. pleasant

14. Any **deviance** from this procedure would invite the invasion of the unlucky spirit. (0,5 marks)
a. change
b. benefit
c. rumor
d. noisy

15. Certain that they had seen a devil, they would break into an **abrupt** panic. (0,5 marks)
a. dreadful
b. sudden
c. slight
d. true

16. Montgomery **deluded** himself into thinking that the cats had been these women in disguise. (0,5 marks)
a. helped
b. fooled
c. advised
d. frightened

17. Even quiet, **nondescript** women were killed as witches. (0,5 marks)
a. peaceful acting
b. warm-hearted
c. very religious
d. ordinary looking

18. Of course, this idea had no **veracity**. (0,5 marks)
a. support
b. faith
c. belief
d. truth

19. Yet some of us still trust them so that they have **credibility**. (0,5 marks)
a. support
b. faith
c. belief
d. truth

20. Most modern people are **skeptical** when told of these superstitions. (0,5 marks)
a. unbelieving
b. amused
c. surprised
d. horrified

ANSWER KEY

	Answer Key	
#	Answer	Mark
1	c	0,5
2	d	0,5
3	a	0,5
4	d	0,5
5	c	0,5
6	a	0,5
7	b	0,5
8	a	0,5
9	c	0,5
10	d	0,5
11	c	0,5
12	c	0,5
13	a	0,5
14	a	0,5
15	b	0,5
16	b	0,5
17	d	0,5
18	d	0,5
19	c	0,5
20	a	0,5
Total		10

Source: Pre-test from "The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students"
Elaborated by: Miño, R. (2022)

Annex 4: Students' survey
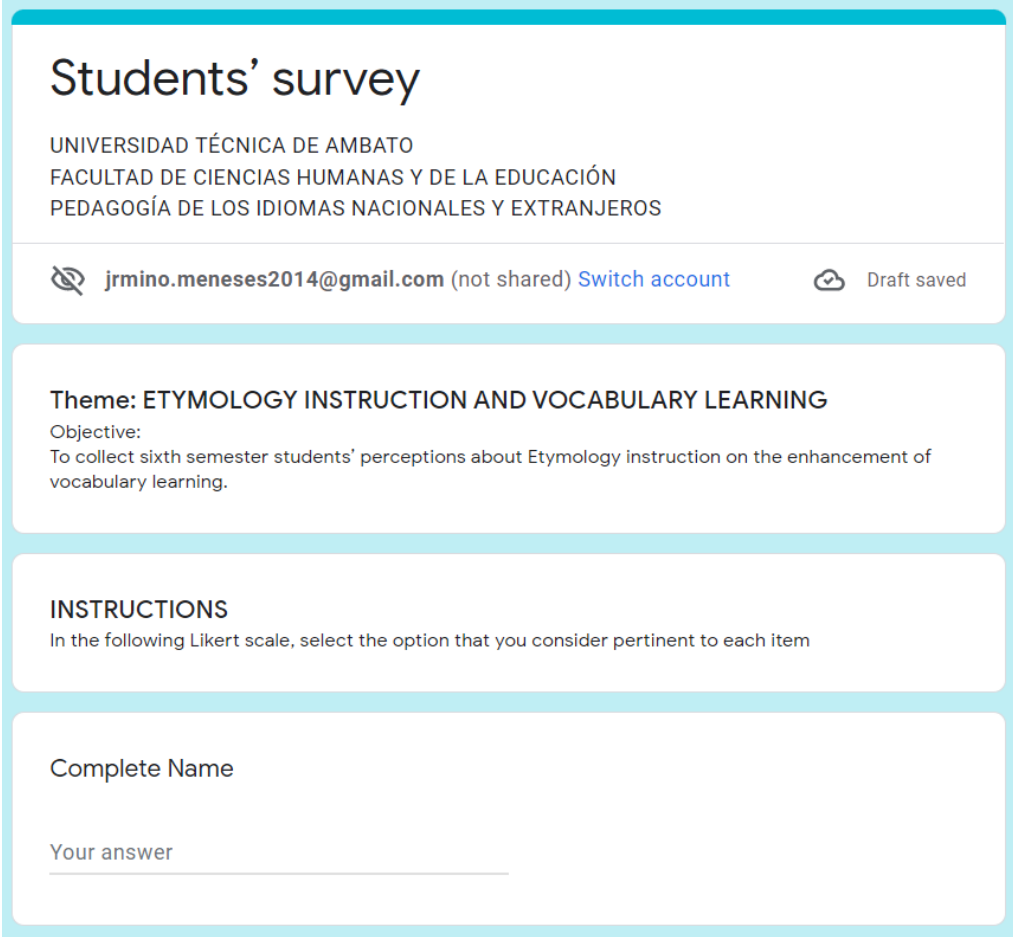
- **Google Forms**

Link:

https://docs.google.com/forms/d/e/1FAIpQLScb_Nq6Jon5ELtAG8wbk6OmDvlS52VnBIiso1T4W0XT
AcMZsQ/viewform?usp=sf_link

Figure 5

Evidence of the survey

Source: Google Forms
Elaborated by: Miño, R. (2022)

Annex 5: Experts survey approval

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Lic. Edgar Encalada, Mg. with I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument designed by Raquel Johanna Miño Meneses, with I.D. No. 1850871722 for the Final Degree Project entitled "ETYMOLOGY INSTRUCTION AND VOCABULARY LEARNING" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, January 5th, 2022.

Sincerely,

Firmado electrónicamente por:
**EDGAR GUADIA
ENCALADA
TRUJILLO**

_____

Lic. Edgar Guadia Encalada Trujillo, Mg
I.D. 0501824171

EXPERT JUDGMENT EVIDENCE

I, Lic. Ximena Calero, M.Sc. with I.D. No 1802884062, certify that I conducted the expert judgment on this instrument designed by Raquel Johanna Miño Meneses, with I.D. No. 1850871722 for the Final Degree Project entitled "ETYMOLOGY INSTRUCTION AND VOCABULARY LEARNING" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ambato, January 5th, 2022.

Sincerely,

XIMENA ALEXANDRA
CALERO SANCHEZ

_____

Lic. Ximena Alexandra Calero Sánchez, M.Sc.
I.D. 1802884062

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Lcda. Dorys Cumbe, Mg. with I.D. No 1803694569, certify that I conducted the expert judgment on this instrument designed by Raquel Johanna Miño Meneses, with I.D. No. 1850871722 for the Final Degree Project entitled "ETYMOLOGY INSTRUCTION AND VOCABULARY LEARNING" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, January 6th, 2022.

Sincerely,

DORYS MARIBEL
CUMBE
CORAIZACA

Firmado digitalmente por
DORYS MARIBEL CUMBE
CORAIZACA
Fecha: 2022.01.06 14:26:02
-05'00'

Lcda. Dorys Cumbe, Mg.

I.D. 1803694569

Table 6

Lesson Plan Session 1

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN			
Teacher	Johanna Miño	**Date**	Tuesday 14th December, 2021
Aim	At the end of the lesson students will be able to describe what is Etymology and its importance.	**# of students**	26
		Level	Sixth semester (B2)
Technological resources	– Computer – Speakers – Internet – Zoom		
Topic	**Introduction to Etymology**		
STAGE	**ACTIVITIES**	**MATERIAL**	**TIME**
Engage	- Students will play hangman to discover the topic of the lesson - Teacher will introduce the agenda	- Website: Learning Apps https://learningapps.org/view22729685	15 min
Study	- Students will brainstorm "What is Etymology?" based on an example. - Teacher will present the definition of Etymology based on previous students' answers. - Teacher will present the areas studied in Etymology. - Teacher will present the online dictionary "Etymonline" - Students will share ideas on the importance of dictionaries. - Teacher will show how to use the dictionary. - Students will play a memory game based on their favorite words. - Students will remember and search their classmates' favorite word on the dictionary using the wheel of names.	- Zoom chat - Power Point Presentation https://docs.google.com/presentation/d/1YLP1MmdgM1ida1gm-VFpsAxAjaVy-xSz/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true - Dictionary https://www.etymonline.com/ - Wheel of names https://wheelofnames.com/act-9bq	10 min 10 min 10 min
Activate	- Students will write their perceptions about Etymology and its importance - Teacher will answer students questions.	- Padlet https://padlet.com/jrminomeneses2014/2bs720aysc1h2ov2	10 min
Observations	None		

Source: How to teach English (Harmer, 2007)
Elaborated by: Miño, R. (2022)

Material

- **Learning Apps**

Link: https://learningapps.org/view22729685

Figure 6

Hangman to discover the topic of the lesson
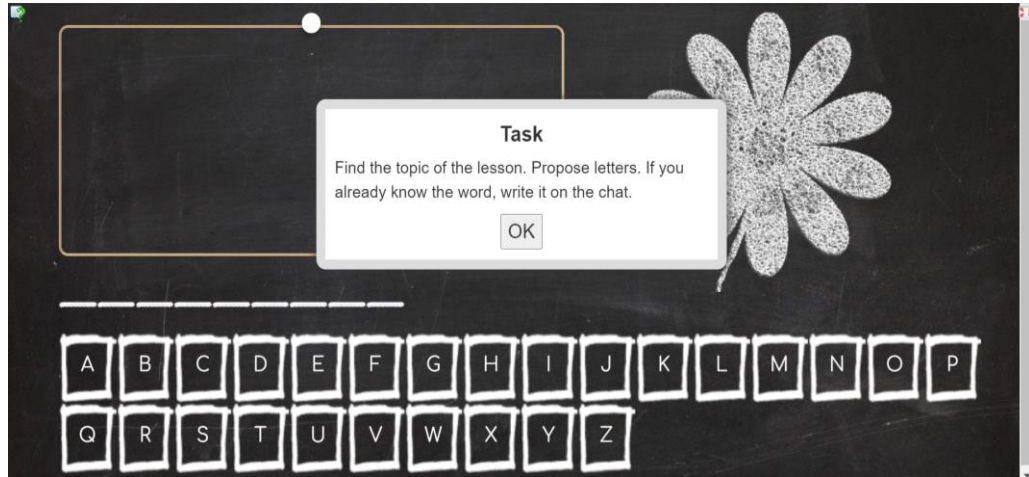
Source: Learning Apps
Elaborated by: Miño, R. (2022)

- **Power Point Presentation**

Link: https://docs.google.com/presentation/d/1YLP1MmdgM1ida1gm-VFpsAxAjaVy-xSz/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true

Figure 7

Introduction to Etymology

Source: Power Point Presentation
Elaborated by: Miño, R. (2022)

- **Etymonline**

Link: https://www.etymonline.com/

Figure 8

Etymological dictionary
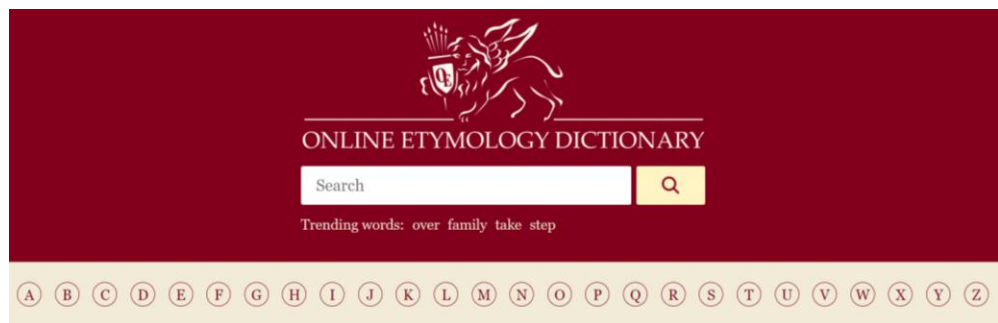
Source: Etymonline
Elaborated by: Miño, R. (2022)

- **Wheel of names**

Link: https://wheelofnames.com/act-9bq

Figure 9

Wheel of names

Source: Wheel of names
Elaborated by: Miño, R. (2022)

72

- **Padlet**

Link: https://padlet.com/jrminomeneses2014/2bs720aysc1h2ov2

Figure 10

Etymology and its importance
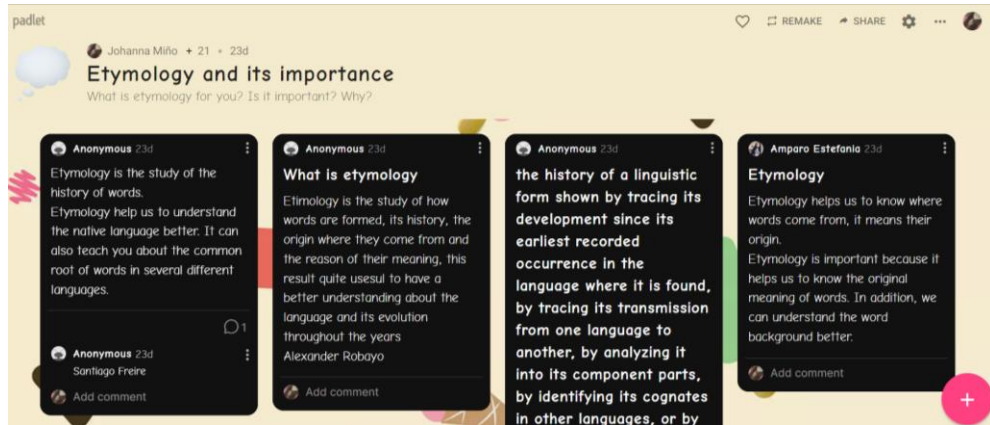
Source: Padlet
Elaborated by: Miño, R. (2022)

Annex 7: Session 2

Table 7

Lesson Plan session 2

<table>
<tr><td colspan="5" align="center">PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
LESSON PLAN</td></tr>
<tr><td>Teacher</td><td colspan="2">Johanna Miño</td><td>Date</td><td>Friday 17th December, 2021</td></tr>
<tr><td rowspan="2">Aim</td><td colspan="2" rowspan="2">At the end of the lesson students will be able to identify key concepts of Etymology based on the diachronic study of words.</td><td># of students</td><td>26</td></tr>
<tr><td>Level</td><td>Sixth semester (B2)</td></tr>
<tr><td>Technological resources</td><td colspan="4">Computer
Speakers
Internet
Zoom
Websites</td></tr>
<tr><td>Topic</td><td colspan="4">Historical development of words</td></tr>
<tr><td>STAGE</td><td colspan="2" align="center">ACTIVITIES</td><td align="center">MATERIAL</td><td align="center">TIME</td></tr>
<tr><td>Engage</td><td colspan="2">Teacher will introduce the agenda
Students will share what they remember from previous lesson.
Teacher will review the key points.</td><td>Wheel of names
https://wheelofnames.com/act-9bq</td><td>10 min</td></tr>
<tr><td rowspan="3">Study</td><td colspan="2" rowspan="3">Students will listen to four audios to identify which of them is in English.
Students write their answers on the chat
Teacher will conclude all audios represent one stage of English development.
Teacher will present "Key concepts of Etymology"
Students will share examples based on the definition of cognates, borrowings and roots.
Students will watch the video: History of the English Language.
Students will answer some questions about the video.
Students will write some sources of English presented in the video.
Teacher will introduce the main sources of English language: Latin and Greek roots.</td><td>Power Point Presentation https://docs.google.com/presentation/d/1xs5kBXTdZoOve1NCeC-Om6U0JDMY85yc/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true</td><td>5 min</td></tr>
<tr><td></td><td>15 min</td></tr>
<tr><td>Nearpod and Youtube https://www.youtube.com/watch?v=YEaSxhcns7Y</td><td>20 min</td></tr>
<tr><td>Activate</td><td colspan="2">   Students in pairs will search for words with interesting origins and share them to their classmates.
     Teacher will answer students questions.</td><td>Nearpod https://app.nearpod.com/?pin=C6CBA2A716CF622274F9C0E425D27C78-1</td><td>10 min</td></tr>
<tr><td>Observations</td><td colspan="2">None</td><td></td><td></td></tr>
</table>

Source: How to teach English (Harmer, 2007)
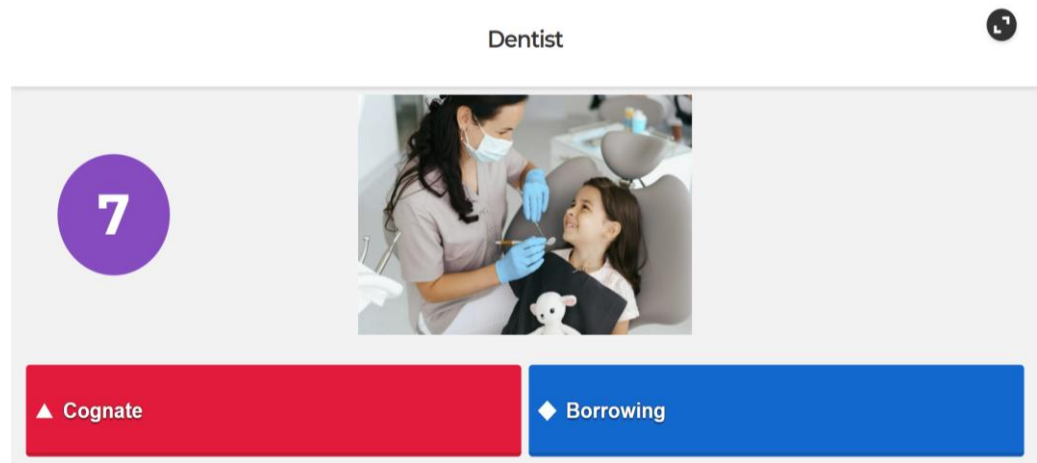Elaborated by: Miño, R. (2022)

Material

- **Power Point Presentation**

Link: https://docs.google.com/presentation/d/1xs5kBXTdZoOve1NCeC-Om6U0JDMY85yc/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true

Figure 11

Historical Development of words
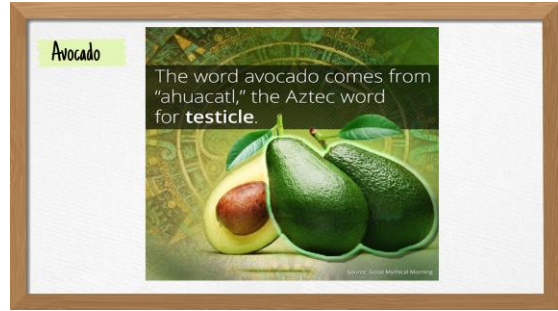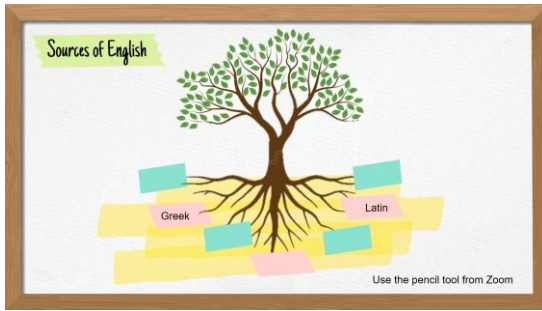
Source: Power Point Presentation
Elaborated by: Miño, R. (2022)

- **Nearpod**

Link:

https://app.nearpod.com/?pin=47085478D4D2919BBF552D924017CAB6-1

Figure 12

Where did English come from?
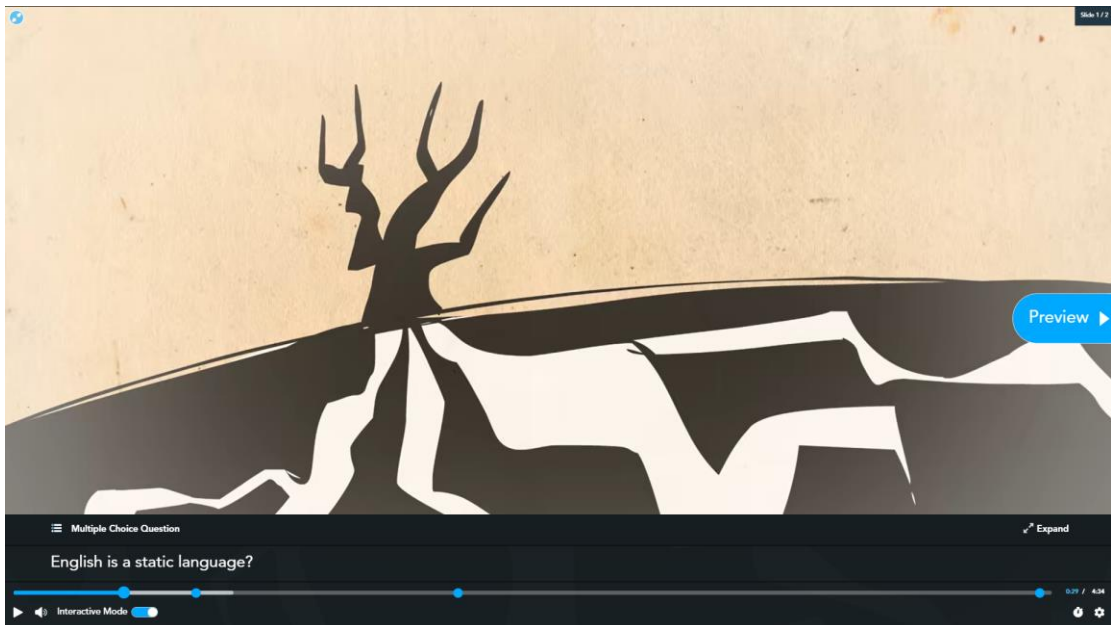
Source: Nearpod
Elaborated by: Miño, R. (2022)

Table 8

Lesson Plan session 3

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN			
Teacher	Johanna Miño	**Date**	Tuesday 21st December, 2021
Aim	At the end of the lesson students will be able to analyze the structure of a word and its formation process.	**# of students**	26
		Level	Sixth semester (B2)
Technological resources	– Computer – Speakers – Internet – Zoom		
Topic	Word formation		
STAGE	**ACTIVITIES**	**MATERIAL**	**TIME**
Engage	• Teacher will introduce the agenda • Teacher will review last lesson • Students will play a game to remember borrowings and cognates.	Kahoot https://create.kahoot.it/share/borrowings-and-cognates/7945d0be-7fa5-4624-a816-5b750f092c54	10 min
Study	• Teacher will introduce the different word formation processes like: Compounding, derivational morphology and inflectional morphology. • Students will write examples on the chat. • Students will play a matching game to relate words with the different processes. • Students will take notes of the video: Latin and Greek roots and affixes • Teacher will present the topic: Affixation	Power Point Presentation https://docs.google.com/presentation/d/1WnXxev_zNv5VkTybXldzyz6fHYQZ9YbD/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true Learning Apps https://learningapps.org/view22943280 Youtube https://www.youtube.com/watch?v=fiaPqgwJFo4	15 min 15 min 10 min
Activate	• Students will write a word, analyze its structure using an etymological dictionary. • Teacher will answer students questions.	Padlet https://padlet.com/jrminomeneses2014/cx8uh6nxjouknqbj	10 min
Observations	None		

Source: How to teach English (Harmer, 2007)
Elaborated by: Miño, R. (2022)

Material

- **Kahoot**

Link: https://create.kahoot.it/share/borrowings-and-cognates/7945d0be-7fa5-4624-a816-5b750f092c54

Figure 13

Borrowings and cognates

Source: Kahoot
Elaborated by: Miño, R. (2022)

- **Power Point Presentation**

Link:
https://docs.google.com/presentation/d/1WnXxev_zNv5VkTybXldzyz6fHYQZ9YbD/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true

Figure 14

Word-formation
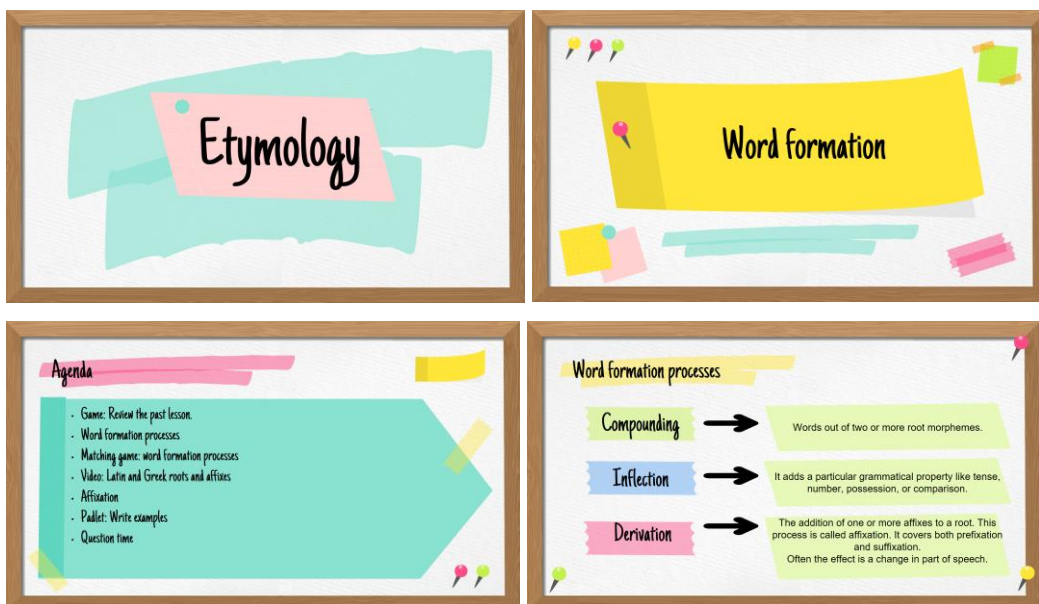
Word formation processes

Compounding → Words out of two or more root morphemes.

Toothbrush

tooth + brush = [toothbrush]

Word formation processes

Inflection → It adds a particular grammatical property like tense, number, or comparison.

Pluralization -s

book   books

Word formation processes

Derivation → The addition of one or more affixes to a root. This process is called affixation. It covers both prefixation and suffixation.
Often the effect is a change in part of speech.

Adverbialization -ly

Sad → Sadly

Affixation

Prefixes

Add at the beginning

+ ROOT +

Cannot stand alone

Suffixes

Add at the end

PREFIX + ROOT

Needless to say, her outspoken nature does not **enamor** her to the powers that be in the central government.

en- = having   amor = love

EN + AMOR

ROOT + SUFFIX

Take your kids to the **aquarium** instead of shopping for the latest videogame.

aqua = water   -arium = place associated with something

AQUA + ARIUM

ROOT + ROOT

Samuel Clemens was one of America's most celebrated authors, however, most people know him by the **pseudonym** he wrote under, "Mark Twain".

pseudo = false   nym = name

PSEUDO + NYM

PREFIX + ROOT + SUFFIX

History is a **retrospective** way of looking at life.

retro = backwards   spect = look   -ive = having quality of

RETRO + SPECT + IVE

WORD WEBS

TELE
↓
GREEK ROOT
FAR FROM
Operating over distance

Telecast
Television
Telescope
Tele
Telegraph
Telephone

ROOT + ROOT

TELE + VISION
TELE + SCOPE
TELE + PHONE
TELE + GRAPH

VISION: Latin visionem "act of seeing, sight"
SCOPE: Latin scopus "target, object of attention; watcher, one who watches"
PHONE: Greek phōnē "sound, voice"
GRAPH: Greek -graphos "-writing, -writer"

TELE + VISION

TELE: Greek "tele"
Far from, operating over distance

VISION: Latin "visionem"
Act of seeing, sight"

TELE + SCOPE

TELE: Greek "tele"
Far from, operating over distance

SCOPE: Latin "scopus"
Target, object of attention; watcher, one who watches

Source: Power Point Presentation
Elaborated by: Miño, R. (2022)

Youtube

Link: https://www.youtube.com/watch?v=fiaPqgwJFo4
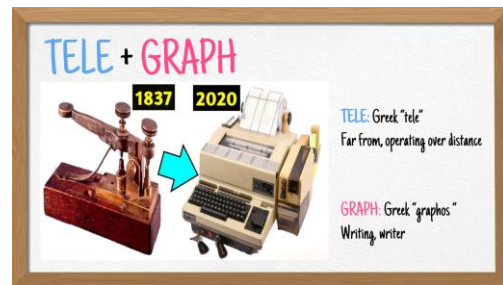
Figure 15

Latin and Greek roots and affixes
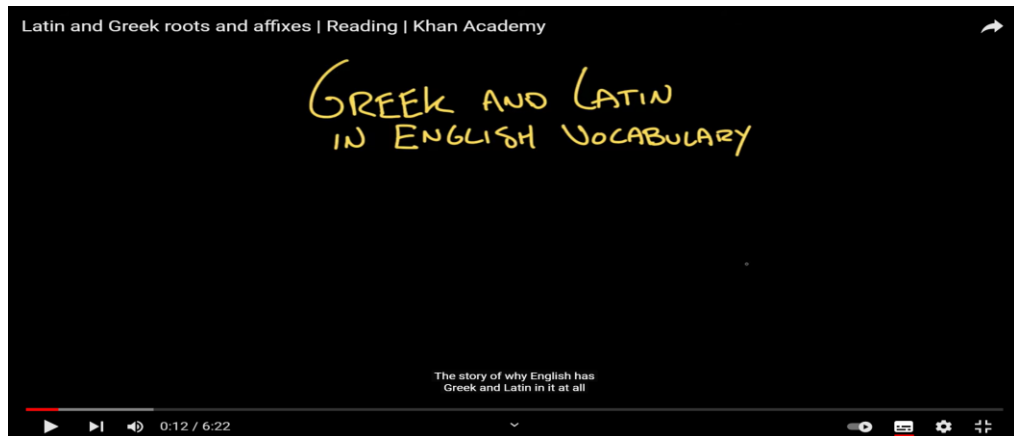
Source: Learning Apps
Elaborated by: Miño, R. (2022)

- **Padlet**

Link: https://padlet.com/jrminomeneses2014/cx8uh6nxjouknqbj

Figure 16

Examples of Word-formation

Source: Padlet
Elaborated by: Miño, R. (2022)

Annex 9: Session 4

Table 9

Lesson Plan session 4

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN			
Teacher	Johanna Miño	**Date**	Tuesday 4th January, 2022
Aim	At the end of the lesson students will be able to identify Latin and Greek roots and their meanings.	**# of students**	26
		Level	Sixth semester (B2)
Technological resources	– Computer – Speakers – Internet – Zoom – Websites		
Topic	**Latin and Greek roots**		
STAGE	**ACTIVITIES**	**MATERIAL**	**TIME**
Engage	• Teacher will introduce the agenda • Teacher will review last lesson • Students will play a game in pairs. One student will propose a prefix and the partner will say a word using that prefix.	Learning Apps https://learningapps.org/view22943280	20 min
Study	• Teacher will introduce different Latin and Greek roots. • Students will write words that use the presented roots. • Students check the words on the etymological dictionary.	Power Point Presentation https://docs.google.com/presentation/d/1T2x8L8ShOvoCiw28Q_I48yi6dfvD_7h0/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true Jamboard https://jamboard.google.com/d/1PC1JU678tpLQBotB9MnUrKD0-vhrblAmPmZM1gKuFJw/edit?usp=sharing Etymonline https://www.etymonline.com/	20 min 10 min
Activate	• Students will play a multiple choice game identifying the roots and their meanings. • Teacher will answer students questions.	- Kahoot https://create.kahoot.it/share/greek-and-latin-roots/bbf26d60-2418-4868-aa08-03cecad118e3	10 min
Observations	None		

Source: How to teach English (Harmer, 2007)
Elaborated by: Miño, R. (2022)

81

Material

- **Learning Apps**

Link: https://learningapps.org/view22943280

Figure 17

Word-formation processes
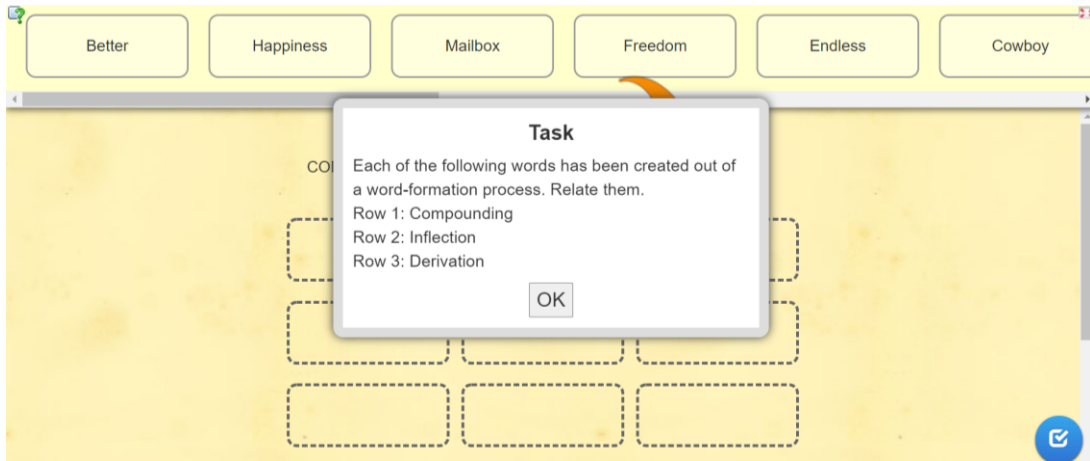
Source: Learning Apps
Elaborated by: Miño, R. (2022)

- **Power Point Presentation**

Link:

https://docs.google.com/presentation/d/1T2x8L8ShOvoCiw28Q_I48yi6dfvD_7h0/edit
?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true

Figure 18

Latin and Greek roots

Source: Power Point

Elaborated by: Miño, R. (2022)

- **Jamboard**

Link: https://jamboard.google.com/d/1PC1JU678tpLQBotB9MnUrKD0-vhrblAmPmZM1gKuFJw/viewer?f=0

Figure 19

Words containing Latin and Greek roots

Source: Jamboard
Elaborated by: Miño, R. (2022)

- **Kahoot**

Link: https://create.kahoot.it/share/greek-and-latin-roots/bbf26d60-2418-4868-aa08-03cecad118e3

Figure 20

Latin and Greek roots activity

Source: Kahoot
Elaborated by: Miño, R. (2022)

Annex 10: Session 5

Table 10

Lesson Plan Session 5

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN			
Teacher	Johanna Miño	**Date**	Friday 7th January, 2022
Aim	At the end of the lesson students will be able to analyze words using Etymology in context.	**# of students**	26
		Level	Sixth semester (B2)
Technological resources	– Computer – Speakers – Internet – Zoom		
Topic	**Etymology in context**		
STAGE	**ACTIVITIES**	**MATERIAL**	**TIME**
Engage	• Teacher will introduce the agenda • Teacher will review last lesson • Students will remember some roots revised previous lesson in context.	Power Point Presentation https://docs.google.com/presentation/d/1Kw3_ps1OLXaVkUdt9Jv-rcJA1mKDX8l_/edit?usp=sharing&ouid=108098737885200204514&rtpof=true&sd=true Quizziz https://quizizz.com/admin/quiz/61bfa2ad986439001eb28525	5 min
Study	• Teacher will present a list of Latin and Greek roots. • Students will choose one root. • Students will create an Etymological workbook based on the root they have previously chose.	Google drive: List of Latin and Greek roots https://drive.google.com/file/d/1hp6f3bjQLOnNkdgPx3nf5tDCHETQtdDO/view?usp=sharing Google drive: Etymological workbook https://drive.google.com/drive/folders/1-9_AeW3c-tkPAo30-HqcKRonvKm3NVMD?usp=sharing	30 min
Activate	• Students will watch a video about the importance of Etymology to vocabulary size. • Students will share their remarks about Etymology. • Teacher will answer students questions.	Youtube https://www.youtube.com/watch?v=KGuwOlXPdOs	5 min
Observations	None		

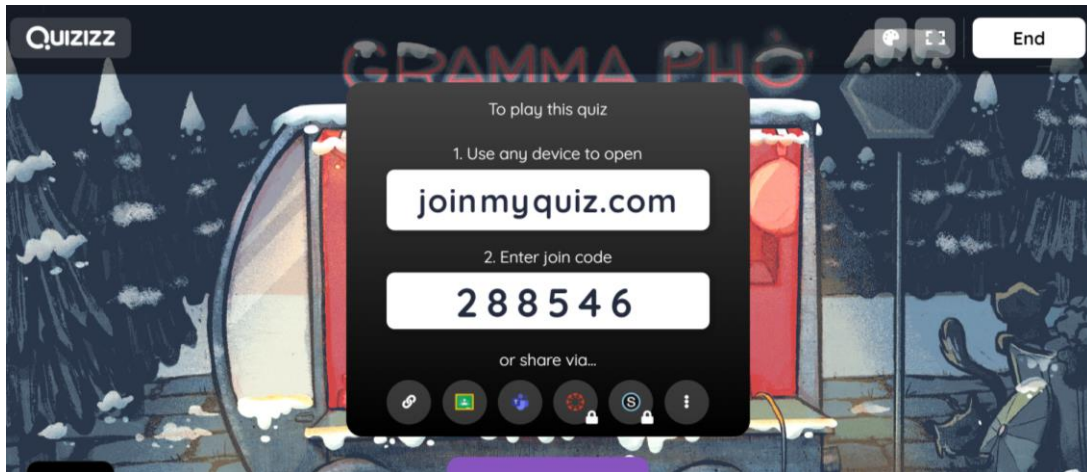Source: How to teach English (Harmer, 2007)
Elaborated by: Miño, R. (2022)

Materials

- **Quizziz**

Link: https://quizizz.com/admin/quiz/61bfa2ad986439001eb28525

Figure 21

Etymology in context

Source: Quizziz
Elaborated by: Miño, R. (2022)

- **Google drive**

Link:

https://drive.google.com/file/d/1hp6f3bjQLOnNkdgPx3nf5tDCHETQtdDO/view?usp

=sharing

Figure 22

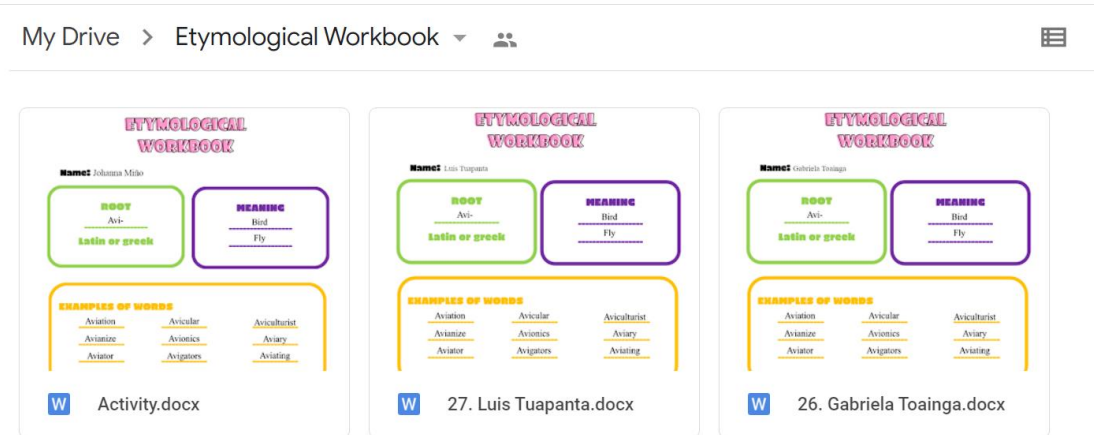*List of Greek and Latin roots in English*

Source: Google drive
Elaborated by: Miño, R. (2022)

- **Google documents**

Link: https://drive.google.com/drive/folders/1-9_AeW3c-tkPAo30-HqcKRonvKm3NVMD?usp=sharing
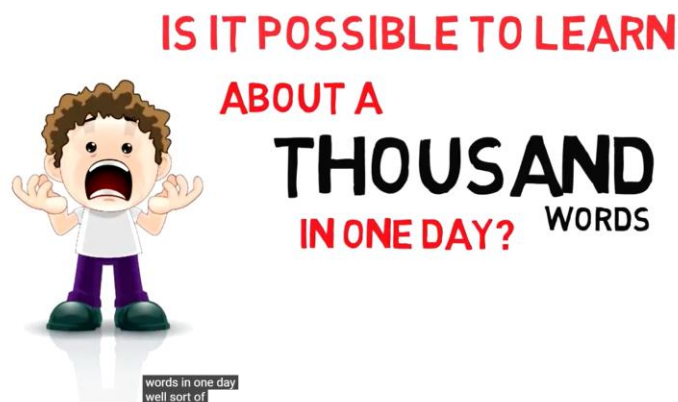
Figure 23

Etymological Workbook

Source: Google documents
Elaborated by: Miño, R. (2022)

- **Youtube**

Link: https://www.youtube.com/watch?v=KGuwOlXPdOs

Figure 24

Final video

Source: Youtube
Elaborated by: Miño, R. (2022)

Annex 11: Urkund report

Curiginal

Document Information

Analyzed document	Thesis Urkund.pdf (D127092787)
Submitted	2022-02-04T21:42:00.0000000
Submitted by	
Submitter email	rmino1722@uta.edu.ec
Similarity	1%
Analysis address	ana.vera.uta@analysis.urkund.com

Sources included in the report

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W	URL: http://www.iaujournals.ir/article_541023_e6b10a0cbc84729d78d05c8d694a41c4.pdf Fetched: 2022-02-04T21:42:19.6300000	⊞	1

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