UNIVERSIDAD ANDRÉS BELLO

Facultad de Educación y Ciencias Sociales

Pedagogía en Inglés

PRE-SERVICE UNAB EFL TEACHERS' BELIEFS ABOUT VOCABULARY INSTRUCTION

Seminario para optar al título de Profesor de Inglés para la enseñanza básica y media y al Grado Académico de Licenciado en Educación

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Santiago de Chile, 2018

ACKNOWLEDGEMENTS

Geraldine Castro.

I would like to dedicate this section to thank all the people that supported me during this long, beautiful, but not easy process. First, I would thank my parents Ines Segovia and Victor Castro for the endless support and encouragement they gave to me throughout the entire program and of course for giving me the opportunity of becoming a professional. To my Brother and sisters that always encourage me to continue in this process. Without their support and love, I would not have been able to make it to this part. Second, I would like to acknowledge Miss Carol Gomez for her great work as a teacher and mentor— thank you miss for all your help, support, and your infinite patience until the end. Without your guidance this work would not have been possible, we are all grateful to you!—I would also like to thank my friends and coworkers in this project since it was wonderful and a pleasure working with you guys Alexa, Boris, and Ignacio you made this experience very special. Even though we faced different situations in this process we made it finally to this part. Love you guys! Finally, I would like to thank all my friends with which I spent and shared beautiful moments there in Hakuna, especially to mis Amores Alexa, Alexandra, Vania and Cota for all your support, Friendship, and love. Thank you, girls, for being there when I needed you the most and make this experience the most wonderful one.

Ignacio Gamboa.

Firstly, I would like to express my sincere gratitude to my guide teacher Carol Gómez for the continuous support throughout this process, for her patience, motivation, sense of humor and tremendous knowledge. Her leadership helped us in all the time of research and writing of our thesis. I am pretty sure there was not a better advisor other than you. Also, my greatest gratitude to Miss Patricia Sánchez and all the members who compose the English Faculty. Secondly, I would like to mention the university teachers: Prof. Gabriel Romero for all your amazing friendship and company the last years of university, you

are one of those teachers every student should have, Prof. Hector Magaña for all your immeasurable knowledge and constant challenges to make me become a well-educated person, Ms. Carla Lobos for all your kindness and support every time I needed it, Ms. Kitty for being the most amazing teacher I ever had who always had the right words to say, Miss Monica Frenzel for all your tremendous knowledge and sympathy, all whom marked this process for all these years. Thirdly, I would like to thank my fellow teammates Alexa, Geraldine, and Boris for sharing this experience with me. Even though we faced innumerable troubles, we accomplished our task. It was an honor for me to work with you. I will never forget all your outstanding support when I needed it the most. Last but not the least, I would like to thank my family for all their support and love, my precious mother "Mily" for your complete support and infinite love, you have given me everything since I was born, including your musical taste and love for languages, I love you; my father, Gregorio Olivares, for being the father I always wanted, for being a friend and a partner, for all your support in all the imaginable senses, and also for teaching me how to play tennis and for introducing me to what has been my passion, I love you; My two beloved sisters Javiera and Fernanda, for your immense support and love, for raising me when our mom had to work, you both are one of the most important people in my life, my uncle Jorge for being a guide and advisor in my life, for telling me truth in the most honest way, thank you for everything, my brother in law Mauricio for being the brother I never had, thank you for your friendship and support, to my two nieces Magdalena and Lourdes and my nephew Gaspar, for your sincere and pure love that pushes me to become a better person and to be with you as a support and guide the rest of my life. I would like to thank my friends who have trusted and supported me during this process. Finally, I would like to thank my partner and best friend, my girlfriend Carolina, who has been my support for 3 years, and has pushed me to become a better person and student. Thank you for all your unconditional love and encouragement. You are clearly the motivation I needed to finally fulfil this path. I love you deeply.

Alexa Mansilla.

To be honest, it is not easy to find the exact words to show my gratitude to all the people that supported me throughout this important and challenging process. Undoubtedly, my family has been the most important mainstay to me in the pursuit of this project, and during all these years. The unconditional love, support, sacrifice and understanding from my mother, grandmother, and brother were essential for me when I needed it the most. Secondly, I would especially like to thank Miss Carol Gómez for her guidance, she has taught and guided me much more than I could ever give her credit for. This work would not have been possible without your help, support, and great patience. I would also like to mention my friends and partners; Ignacio, Geraldine, and Boris. Even though the difficulties we faced, your good attitude and positivism were essential to keep working and to accomplish this project, I will definitely miss spending time with you. Finally, I cannot finish these lines without mentioning my *Tridente Ofensivo*; Constanza Ferraro and Alexandra Fonseca. Thank you for your love, encouragement, friendship, and most important, for being part of my life.

Boris Saavedra.

The road to get to where my research group are today was long, at times difficult tremendously satisfying and of course, it was a journey which involved many other people on the way. Concreting this thesis project for me was personally mind opening and involved more than just a University project. None of this would have been possible firstly and up most without the greatest inspiration to become a teacher, my grandpa, may he rest in peace, and I hope you are proud of me wherever you may be now, thank you. Next, without the help of our wonderful supervisor, Miss Carol Gómez this would barely have been possible. This teacher from the faculty guided us step by step, with her outstanding patience and disposition to lead us throughout the process, for this we cannot thank you enough, the pleasure was all ours. Of course this was not achieved on pure instruction alone. This year unlike any other has had

exuberating ups and downs, and I would like to thank my family and my beautiful girlfriend. My mom, Andrea, who has been by my side since day one, always encouraging me unconditionally with the love only a mother could give and of course my father right beside her as well. My Aunt and Uncle, Paula and Juan Carlos for your unconditional support in many senses and love, the world should have more people like you guys. Also, in desperately difficult times I have the luck to say that the woman who stands by my side has been the only one capable of holding me together when even I couldn't do that for myself, this year has been difficult. Thank you all for helping me cross this treacherous path which was only the prologue of a much better tomorrow, and a wonderful years to come teaching vocabulary at some local school, or who knows maybe someday I will become a teacher at some university just like my grandfather many many years before me. Finally I´d like to thank my group members for being there with amazing disposition to work things out, and always determined with iron resolve to finish what we started in the best way that our circumstances and personalities would allow us in collaboration. I am deeply grateful, to everybody who has made me who I am today, and accept that from here there is still so much to learn.

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ABSTRACT

This mixed-method study took place at Universidad Andres Bello (UNAB), located in Santiago, Chile, in which 26 third year pre-service }teachers enrolled in the English Teaching Program of the university participated in our study. The objective of the present study was to determine the beliefs that EFL pre-service teachers at UNAB held about how vocabulary should be taught in schools in the Chilean context. The study had three main aims which were to firstly determine what participants believed and knew about vocabulary instruction, to determine which methods and strategies they believed more effective to teach vocabulary, and finally to determine how previous experiences have influenced their beliefs about vocabulary instruction. The approach taken to collect the necessary information consisted of two phases. The first phase involved a questionnaire where 26 pre-service teachers participated and then an interview phase where 4 pre-service teachers were interviewed. What the study evidenced is that pre-service teachers from UNAB are very enthusiastic about implementing more appealing methods and strategies for students, and consequently, they consider vocabulary quite important when learning a second language. However, some confusion and inconsistency is shown upon some concepts and the way vocabulary should concretely be carried taught. Nevertheless, only slight guidance may be necessary to form proficient and prepared English teachers.

RESUMEN

Este estudio mixto, tomó lugar en la Universidad Andrés Bello ubicada en Santiago de Chile, en el cual 26 estudiantes de tercer año, los cuales cursan su primera práctica en la carrera de Pedagogía en Inglés, participaron en nuestro estudio. El propósito general de nuestro estudio, fue determinar las creencias que los profesores en práctica de la Universidad Andrés Bello tenían sobre cómo el vocabulario debería ser enseñado durante la educación primaria y secundaria en el contexto chileno. Durante el estudio, nos enfocamos en tres objetivos los cuales implican conocer las creencias que los profesores en práctica tenían sobre la instrucción de vocabulario, sus creencias de cómo debería llevarse a cabo, además de conocer cómo sus experiencias pasadas han influenciado sus creencias sobre la instrucción del vocabulario. El método utilizado para recolectar la información necesaria consistió de dos fases. La primera fase, involucró un cuestionario en el cual 26 profesores en práctica participaron, para luego pasar a la fase de entrevistas en la cual 4 de los participantes anteriores fueron seleccionados para ser entrevistados. Lo que este estudio evidencia, es el entusiasmo que los profesores en práctica de la UNAB demuestran respecto a la implementación de métodos y técnicas más atractivas para los estudiantes y, consecuentemente, ellos consideran el vocabulario como algo importante para el aprendizaje de un segundo idioma. Sin embargo, hay cierta confusión e inconsistencia en algunos conceptos y en la forma de cómo debería llevarse a cabo concretamente la instrucción de vocabulario. Sin embargo, pareciera que lo único que hace falta para formar profesores competentes y eficientes en la instrucción de vocabulario es guiar mejor a los profesores en práctica en este aspecto.

CHAPTER I: INTRODUCTION

English language teaching and learning involve different areas such as phonetics, grammar, reading, listening, speaking, writing (the four skills) and vocabulary. Nevertheless, in our practicum instances at school, as part of our teaching preparation, we have discovered that only some of these areas are given real attention, probably because they are observable skills and can be easily assessed. These emphasized or concrete skills are usually speaking, writing or grammar; and vocabulary for example, is not given the enough attention knowing the implications it may have in the development of a second language (L2). Hence, it is worth highlighting the essential role that vocabulary instruction plays in acquiring a second language and the detrimental effect that the lack of vocabulary can have in developing the other skills in the language. Hence, starting from the premise that vocabulary is responsible for allowing successful communication due to the fact that "a limited vocabulary in a second language impedes successful communication (...), it can be claimed that vocabulary instruction is essential for language learning. In addition to this, a good lexical repertoire is "needed to communicate ideas and express the speaker's meaning, which is the reason why it is important to learn vocabulary" (Alqahtani, 2015, p.5).

The Chilean National Guidelines for primary and secondary education (Bases Curriculares) propose a very complete description of how vocabulary should ideally be taught at the different stages of English as a Foreign Language Teaching (EFL), depending on the learners' developmental stage in their academic process. However, in order for pre-service teachers to meet the expectations regarding the national guidelines they must understand different aspects referring to vocabulary instruction and what it involves, such as the difference between explicit and implicit teaching. Not only this, but as the guidelines propose, what is adequate for each learner in relation to their knowledge and competences in the foreign language.

As mentioned, the National Guidelines define the expected knowledge developed by all Chilean students throughout their school years. Thus, when referring to English and its definition, the National Guidelines suggest that vocabulary should be explicitly and intentionally taught for beginner levels. On

the contrary, while starter levels build their base in terms of vocabulary, higher levels receive a more implicit instruction, due to their previous process in lower levels in which they were supposed to build their vocabulary bank. In spite of the fact that the National Guidelines represent a model for teachers to master and apply inside classrooms, there is not a way to verify that what these guidelines suggest is being implemented to the very letter. From our own experience as students and pre-service teachers—which is an important point we should bear in mind--we consider that there is a lack of preparation in terms of which are the adequate ways to instruct vocabulary. Consequently, the lack of preparation does not allow teachers to implement methods and strategies as they should (considering learners' age, level, context, etc.). Besides the national regulations, many previous authors have researched vocabulary instruction, as Hiebert and Kamil (2005) state "vocabulary instruction is not just one of several important aspects of reading, it is a gift of words, a gift that one gives generously to others" (p.112). In the same line, vocabulary instruction has been identified by several researchers, as an exceptionally relevant area of language learning. Bearing in mind the relevance of vocabulary, this study aims to determine participants' beliefs regarding vocabulary instruction, the effectiveness of methods and techniques when teaching vocabulary, and how their previous experiences influenced their beliefs in the same topic. Alongside with the detailed explanation and analysis carried out by means of the study, significant information for a better understanding will be presented in the next chapter.

CHAPTER II: LITERATURE REVIEW

In this chapter, we will approach a series of concepts that are crucial for the understanding of pre-service teachers' beliefs regarding vocabulary instruction, and we will provide a state of the art in relation to the literature associated with our research topic.

What we understand by teacher beliefs falls under a much broader construct that researchers have identified as teacher cognition, which includes three cognitive dimensions such as (i) what teachers know, (ii) what teachers think, (iii) what teachers believe, and finally (iv) what they do. This will be a recurrent topic throughout our research due to the fact that this study attempts to explore different beliefs pre-service teachers from UNAB have on vocabulary instruction.

The understanding of these different postures will then allow us to make a relationship with the national guidelines regarding vocabulary. However, as previously mentioned, since this study aims to explore pre-service teachers' beliefs, the focus will be on the third aspect, 'what teachers believe' regarding vocabulary instruction.

2.1 Teacher Cognition

In order to dimension teacher cognition it is important to recognize what "cognition" implies. According to the American Psychological Association (APA), cognition could be defined as "all forms of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving" (retrieved from www.apa.org). Therefore, we can perceive cognition as mental constructs, which allow reasoning to take place. As argued by Borg (2006), the increasingly studied area of teacher cognition, provides insights on how teachers play an active role by acknowledging the influence they have in shaping classroom events, which at the same time defines them as thinking decision-makers. Moreover, teacher cognition is described as a bank of labels that fully or partially describe the psychological context of teaching (Borg, 2003), meaning that teacher cognition

is built by "a wide range of interacting and often conflicting factors" (Borg, 2003, p. 91).

Based on the above mentioned, it may be inferred that the study of language teacher cognition is broad; as cognition itself embraces several other constructs; such as beliefs, perceptions, knowledge, teaching and learning experiences, attitudes, assumptions, among many others. In fact, Borg (2003) organizes the concept of teacher cognition into three main variations of the construct (knowledge, perceptions, and beliefs), which he claims do not necessarily match what teachers do (classroom practices). As illustrated in this quote:

> Studies of teacher cognition are taken here as those which examine what second and foreign language teachers, at any stage of their careers, think, know, or believe in relation to various aspects of their work […], and which, additionally but not necessarily, also entail the study of actual classroom (both proactive and interactive decision-making) and of the relationships between cognitions and these practices. (Borg, 2003, p. 86)

In spite of the relevance of what teacher cognition entails for understanding the dynamics of foreign language teaching, for the purpose of this study we decided to focus our attention on one of its elements, which is teacher beliefs. For the sake of time, we have chosen this aspect, which is the one that most closely binds with the research. Beliefs is the best suited element because our research is based on the observation that we are not explicitly taught how to teach vocabulary. Therefore, what pre-service teachers at UNAB have is merely a grasp on beliefs, and no confirmed knowledge nor data regarding the topic of vocabulary instruction.

2.2 Teacher Beliefs

Beliefs play a major role when referring to teachers' decisions and behaviors inside the classrooms. As previously mentioned in the introduction chapter, the current study has as a main objective to explore pre-service teachers' beliefs in terms of vocabulary instruction. Thus, it is fundamental to provide a clear view regarding what beliefs are, as well as their relation with language teaching, and the way beliefs influence vocabulary instruction inside the classrooms. As explained by Borg (2001) "a belief is a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others" (p.186). In other words, people can have different beliefs on the same matter and be aware of that discordance.

Undoubtedly, beliefs are fundamental for many aspects of life, mainly when individuals shape their world, and their own perceptions about outer stimulus. Hence, beliefs are influenced by individuals' experiences, and personal judgments. In fact, Gao and Ma (2011) stated that beliefs, which had been originally established as static, are now considered as dynamic features that are continuously changing and can be modified or shaped by the context. For instance, a teacher's belief will vary -depending on several aspects-, and so will change his/her performance in the classroom.

In order to provide readers a more suitable comprehension on the concepts previously explained, the next diagram exposes the correlation between teacher cognition and the aspects involved on its variation.
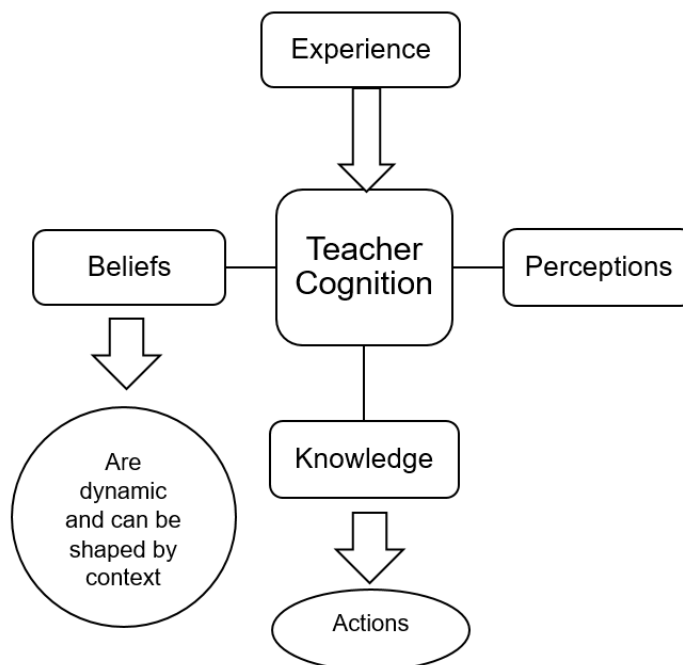
Figure 1. Adapted from Borg (2003), Teacher Cognition.

The role of beliefs has been studied in several areas of research, and still has the leadership in recent studies since it provides researchers with relevant information for the development of their theories. Therefore, since the purpose of our study is to explore pre-service teachers' beliefs, and their effects on participants' actions inside the classrooms, the focus on the concept 'belief' will be primarily associated to language teaching for the rest of the study.

2.2.1. Teacher beliefs in language teaching.

In the domain of the current research, several aspects are influenced by teachers' beliefs, such as the independent ways from teachers to understand students' needs, the essence of teaching processes, a teacher's duty in the classroom, the classroom itself, and the pedagogical objectives. In fact, Diaz (2013) states that "beliefs guide teachers' behavior and inform teachers' practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms" (p. 172). As well exposed by the author, beliefs are characterized by personal experiences and outer stimulus, therefore, what a pre-service teacher does inside the

classroom is a consequence of what he/she has experienced before as a student. Indeed, Johnson (1994) mentioned that "pre-service ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood, will represent their dominant model of action during the practicum teaching experience" (p. 450).

Therefore, what Johnson states is that all previous encounters throughout our educational processes, all the teaching models we are exposed to, and all influences in our teaching methodologies shape our beliefs. Additionally, along the same line Richards, Gallo and Renandya (2001) suggested that past experiences with previous teachers would probably affect future teachers' beliefs, making every educational encounter a potential belief-forming situation (Richards, Gallo & Renandya, 2001). Moreover, teachers who have clearly established thoughts on teaching can reflect this upon their instructional strategies and methods they apply during classes. Actually, there is a variety of strategies and methods regarding teachers' beliefs which reflect the different perspectives that teachers may have while teaching in a particular way (Díaz, Alarcón & Ortiz, 2013).

Hence, all teachers have their own beliefs creating a diversity of ideas, methods and teaching styles that influence the teaching process. For instance, teachers bring their experience, knowledge and values into the classroom and they also encourage students to well develop their language skills and attitudes (Díaz, Martínez, Roa & Sanhueza, 2010). However, there are contents that may seem dull and repetitive for students, even when having teachers with several methods and techniques to influence positively the classroom environment and to improve students' willingness to work and their performances. Unfortunately, vocabulary tends to fit within these contents.

Accordingly, Beck, McKeown and Kucan (2013) stated that vocabulary instruction does not foment students' interest in seeing vocabulary as an important and significant element in their academic matters, due to its sluggish and tedious process to achieve vocabulary successfully. Therefore, achieving positive outcomes from vocabulary instruction looks like a hard task for all teachers, including those with vast experience and knowledge.

2.2.2 Teacher beliefs of vocabulary instruction

Regarding beliefs on vocabulary instruction, there are many misconceptions and myths. As mentioned by Rossiter, Abbott and Kushnir (2016), the context for vocabulary in this case is because the interest in the topic of L2 vocabulary has only recently sprouted in the last two to three decades. When it comes to vocabulary instruction, teaching learning strategies for the acquisition of new words has been found to be important, though there is a debate whether to use class time to teach these resources or not. In terms of vocabulary instruction, general disinformation causes a "widespread dissatisfaction with their prior vocabulary learning experiences, both pre-service and in-service language teachers need to work out better ways to help their students learn vocabulary more efficiently in class" (Gao & Ma, 2011, p. 24).

According to what is traditionally seen in EFL classrooms, the use of textbooks, memorization and songs are the most frequented techniques. This suggests that most teachers believe that explicit instruction of vocabulary is the most suited, or that teachers do not know other vocabulary teaching strategies. In general terms it is inferable that the institutions that are preparing future teachers, are not giving neither enough tools nor the adequate attention on how they should instruct vocabulary to their future students. Consequently, Gao and Ma (2011) stated that since vocabulary teaching is a vital task, programs must train teachers with appropriate knowledge concerning the topic of vocabulary. Nevertheless, when it comes to teaching vocabulary, teachers tend to agree that student engagement and meaningfulness in the class is fundamental. This was commented by Lundström and Siedlecki (2017), who stated that "some teachers point out the importance of finding something that motivates and interests their students, and some vary their teaching in order to satisfy their students' needs" (p. 29). Bearing this in mind, we may infer that teachers' decisions on the strategies to teach a specific content will be modified depending on the students' acceptance. Indeed, one instance could be associated with the resources a teacher uses to instruct vocabulary. For example, if a teacher decides to use dictionaries to teach vocabulary, and the students seem unmotivated, the teacher will probably change his/her strategy,

even if the first approach he/she decided to use was the preferable according to his/her beliefs. Another instance to catch students' acceptance could be teaching a selection of words that seem to be acquired by the students, so that the perception of the students after the teaching process can be beneficial towards the vocabulary instruction.

2.3 Vocabulary Instruction

Vocabulary is fundamental due to the fact that it encompasses all the words that we must know in order to express our ideas, communicate effectively, produce the language, and to develop all the necessary skills that learners must accomplish. As well as Sturza (2009) states, "the knowledge of a word not only implies a definition, but also how that word fits into the world" (p. 570). In other words, vocabulary is not only a skill that provides learners with concepts, it also gives them the chance to understand the world by acquiring these concepts in a contextualized manner in order for them to use the words meaningfully, and in all the dimensions that language learning involves. Since vocabulary is a major component when learning a language, the focus on how teachers are teaching vocabulary in EFL contexts must be established.

It is inferable that there is a need for more vocabulary instruction in all grades; however, this instruction should be adequate for learners' age, and contexts. Therefore, the preparation that in-service teachers had previously received, and their own beliefs regarding vocabulary instruction, will tremendously affect the decisions the teachers take when choosing among the different methods and techniques whilst teaching vocabulary inside a classroom. For instance, if a teacher during his/her high school years learnt vocabulary in an explicit manner, the techniques and methods that the teacher will use to teach vocabulary will probably take the same path.

Effective vocabulary instruction is crucial, and its main objective is to help learners to understand meanings of several words, so they can communicate, and produce the language effectively while achieving academic objectives. Additionally, the effective instruction of vocabulary requires teachers to provide learners with several concrete opportunities in which they

can understand new words and relate meanings, in order for them to build their vocabulary bank so they will be able to reach deeper levels of word knowledge, and to recognize the strategies that aid their independent vocabulary acquisition.

As exposed, there exist several methods that teachers use to instruct vocabulary. For the aims of our study, two different manners to instruct vocabulary were selected, studied, and compared. The approaches that were selected were; explicit and implicit vocabulary instruction.

2.3.1 Explicit vocabulary instruction

Taking into consideration the importance that vocabulary has when expressing ideas, it is the first branch of language that young EFL learners are dominantly exposed to. In order to teach vocabulary, explicit instruction has to go hand in hand with its counterpart, Implicit instruction, because, as cited by Young-Davy (2014) "explicit vocabulary learning vs. implicit vocabulary learning issue is not a dichotomy, but rather a continuum"(p.26). Thus, neglecting one approach is not recommended, since both approaches complement each other achieving optimal learning and retention conditions. Nevertheless, for an effective use of both instructional approaches, these should be used strategically and coherently in order to first achieve word recognition and then exposure. Following this line of thought, explicit vocabulary instruction is the first step to teaching lexical items. This way, the first thing we ensure is word recognition by matching words with their meanings; ambiguity is neutralized when teaching new vocabulary items explicitly.

Having stated the previous idea of explicit and implicit instruction being a continuum within vocabulary instruction, we will proceed to illustrate what explicit means. In order to define the word explicit, we will elicit Archer and Hughes (2011) who explain that it is an approach which is unambiguous and up-front. Hence, the way that explicit instruction is defined by them is an approach where "students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported

practice with feedback until independent mastery has been achieved" (p.1). Thus, explicit vocabulary instruction could be understood as a set of procedures inside the classroom where learners are presented new vocabulary items, and are exposed to the way that they are spelled, their grammatical function, their meanings, and examples of usage within a sentence or context.

Explicit vocabulary instruction is fundamental for beginner EFL learners. In order to understand any language we must first be familiar with its lexis. In fact, research suggests that a person with a lexicon below 2000-3000 high-frequency words might struggle when trying to infer words from context, and from that point on 90% of everyday input is comprehensible (Mirzaii, 2012). Therefore, due to the complexity of inferring new vocabulary items from context, explicit vocabulary teaching is the most effective way to achieve the recognition of these 2000-3000 high-frequency vocabulary items. For these reasons, the Chilean national guidelines stress the importance of significant explicit vocabulary instruction for young EFL learners.

2.3.2 Implicit vocabulary instruction

Having known the fact that explicit vocabulary teaching is more effective than implicit vocabulary teaching, it becomes more feasible to show facts and characteristics about implicit instruction that can actually improve the vocabulary acquisition in certain students. In this sense, we can state that implicit vocabulary instruction is a slow process for elementary and even high school EFL students since they have a lack of knowledge in the target language, thus students may struggle when deciding the meanings of unknown words. Besides, Sokmen (2006) states that "exposure to a word in a variety of contexts is extremely important to understanding the depth of the word's meaning" (p.152), which means that it is fundamental for the students to know the meanings of the words they are asked to use, so that they are able to understand with what they are working when using the words given by the teachers.

Moreover, Sokmen (2006) showed in her study that students, especially those who do not have a high domain of the target language, generally get

frustrated when using this implicit approach because of their lack of knowledge at the moment of trying to guess words correctly. Besides, students with low management of the foreign language are likely to commit mistakes when guessing words and it is complicated for them to undo the damage done by incorrect guessing in such context. As a matter of fact, Haynes and Baker (1993) affirmed that even when students are trained to use flexible reading strategies to guess words in context, their comprehension may still be low due to insufficient vocabulary knowledge.

Hence, there are two important aspects in this matter. First, implicit vocabulary instruction is worthy to be applied in students with high proficiency in the language because they have the knowledge enough to manage this approach to have a fruitful outcome. Second, it is fundamental for teachers to be cautious when using implicit techniques with initial students due to the fact that even when students seem to be ready for difficult challenges, the outcomes will probably be negative and frustrating.

2.3.3 Explicit over implicit vocabulary instruction

Researchers have recognized a clear and close relation between vocabulary instruction and language skills. As well explained before, we need to understand that vocabulary is the principal tool to develop all language skills such as; reading, writing, listening and speaking. Both, vocabulary instruction and language skills work together, and complement each other having positive consequences when producing the language in the four skills. As stated by Neuman and Dwyer (2009), the importance of vocabulary can be defined as "the words we must know to communicate effectively" (p. 385). This means that vocabulary is essential, and helps us to communicate and to express ideas. For this reason, having or building a good vocabulary bank through the learning process of an L2 in the school is very important for students' development. In addition, we must take into consideration that vocabulary instruction can be taught implicitly and explicitly through the four skills as mentioned in the points 2.3.1 and 2.3.2, were the concepts of explicit and implicit vocabulary instruction were explained in detail. To have a better understanding of both implicit and explicit vocabulary instruction we need to

know that both approaches are different but at the same time they complement each other to achieve maximum learning and retention conditions for students.

When talking about vocabulary instruction it is necessary to take into consideration the fact that the instruction from the teacher needs to be the most accurate for students' context to ensure they will become more competent when using the language effectively. The main step to develop a better vocabulary bank is based on the correct instruction from the teacher in order to maximize students' academic development. One of the best approaches to do so is using explicit vocabulary instruction since this approach is, as stated by Archer and Hughes (2011) "a structured, systematic, and effective methodology for teaching academic skills" (p. 1). In fact, the use of explicit vocabulary instruction is the most recommended due to the fact it is easier for EFL students to build they vocabulary bank when they belong to starter levels of English.

Thus, the fact that explicit vocabulary is structured and systematic makes students from starter levels of English acquire a bigger quantity of words increasing they vocabulary bank easily and quickly. As mentioned by Larsson (2014) "learners who are taught vocabulary explicitly in activities in a classroom acquire a larger vocabulary than those who only learn vocabulary implicitly" (p. 6). In addition to that, for higher levels of English the instruction can be explicit, but at the same time implicit due to that at this stage learners have a vast vocabulary bank to understand words from context. Furthermore, we need to add that explicit vocabulary instruction is the main approach to use and the most effective at the moment of learning new words, and then implicit vocabulary can be used to complement the explicit instruction.

Young-Davy (2014) indicates that numerous exposures to both explicit and implicit are needed to gather retention. Besides, Larsson (2014) refers to studies that show that students who use bilingual dictionaries (which are a source of explicit learning) to find out unknown words while reading, not only expanded their vocabulary, but they also got higher scores on reading comprehension tests in comparison to students who only relied on context to understand the meaning of words.

Finally, it is necessary to acknowledge the importance of the national guidelines (Bases Curriculares, 2012) for vocabulary instruction in Chile, which state that the process of learning vocabulary will not happen in a passive way yet, this vocabulary must be intentionally taught through the four skills. This means that vocabulary instruction must be explicit and intentional at least for elementary levels in our country. For this matter we need to understand that explicit vocabulary instruction plays a critical role in developing and improving vocabulary skills for all learners from very young ages. Besides, when it comes to teach vocabulary there is not only one way of doing so, and there are several factors that interferes in teachers' decisions when planning which is the most accurate method to instruct vocabulary.

2.4 Vocabulary Instruction Methods

For decades teachers have come up with different and more effective ways of teaching vocabulary to students. Some of these methods have become very popular and are focused on different types of students, depending on their level of English and their learning styles. As stated by Richards and Rodgers, (2014) "method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented" (p. 21). Not only is there one correct method, but the usage of only one method is not recommended to achieve the full potential of pedagogical strategies. As stated by Taylor (2015), "linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others" (blog.tjtaylor.net). Instead, experts have recommended a series of methods and strategies which suit different purposes and classroom styles. This variety of techniques and methods can lead learners into a successful learning process, but when students face the opposite, the learning process may fail and it will probably decrease its success. As illustrated in this quote:

"the majority of responses to school work rely on the abilities of the children to function effectively in the domains associated with one

or other of the intelligences.Those with strengths in interpersonal intelligence who are expected to work in a solitary fashion; those who have kinaesthetic strengths and aptitudes and are not 'allowed' to work practically or to move around;and those with intrapersonal strengths and preferences who are required to operate as a part of a group working collaboratively to solve a problem are just three examples of the ways in which an ignorance of – or disregard for – individual intelligence, in Gardner's terms, can lead to disadvantage" (Pritchard, 2009, p. 59).

Every method has its own advantages and disadvantages, therefore each of the methods is more effective depending on different factors, for example: learner age, learning styles, learners' current level of the target language, and stages of the lesson.

The methods used to teach vocabulary should be chosen depending on students' needs and teachers must adapt their preferences according to that. Here are some of the most commonly used methods.

2.4.1. The grammar-translation method.

As stated by Bari and Hafiza (2018), Grammar Translation is one of the methods of teaching and learning an L2, in which the students learn the target language through the practice of grammatical rules and the translation of texts between the target language and the mother tongue. However, this method is more focused in the writing and reading skills since the translation of sentences and words are the main objective. Further, as Richards and Rodgers (1986) mentioned "Vocabulary selection is based solely on the reading text used, and words are taught through bilingual word lists, dictionary study, and memorization" (p.4). This means that memorization and written language are encouraged in students with a little emphasis on listening and speaking skills. In this method, vocabulary plays an important role since students have to learn long lists of vocabulary by heart to be translated from their L1.

2.4.2. The natural approach.

"The Natural Approach is designed to develop basic communication skills—both oral and written—". (Krashen & Terrell, 1983, p.67). This means, that the Natural Approach is mainly based on the use of the language for communication purposes rather than being focused on teaching only academic learning skills. Moreover, an important characteristic of the current method is that it does not appeal to the usage of the native language while teaching the L2. Consequently, the development of this method requires a strict target language atmosphere, which means that discussions, interventions or any activity that the teacher decides to implement inside the classroom in order to teach the language, must be focused on the use of the target language itself. Hence, as explained by Krashen and Terrell (1983) the main goals of this method is its usefulness when students apply the target language in real situations, for example, if students understand what a native speaker is trying to communicate orally, or if students are able to write a paragraph and being understood even though the possible grammar mistakes that they may have produced. In this method vocabulary is very important since students are exposed to a huge number of words in order to understand the target language that is used in every class making it easier for the students to use it in real situations.

2.4.3. The audio-lingual method.

As Skinner's (1976) Behaviorism theory states, there exists the assumption that humans can be trained throughout the reinforcement of a specific content. Therefore, the focus of the audio-lingual method is mainly centered on the acquisition of vocabulary by emphasizing the reinforcement of grammatical patterns rather than exposing students to the usage of vocabulary in real life situations. As the Natural Method requires, the audio-lingual method lessons are fully implemented in the target language. Furthermore, as Larsen-Freeman (2001) explained, it was assumed that the most accurate way to acquire the target language was while learners were conditioned to answer successfully to stimulus. This means, that the audio-lingual method is based

on mastering the target language by repeating and memorizing. A concrete example of this method is the memorization of dialogues, since students may reinforce proper intonation, pronunciation, rhythm, and they will be exposed to different utterances (opinions, greetings, likes/dislikes, etc.) of the target language. In the audio-lingual method, Vocabulary plays a very important role since students are required to repeat the word they are learning in order to give it more practice to learn new words unconsciously.

2.4.4. The total physical response method.

As it name suggests, the Total Physical Response (TPR) is a method to teach the target language by using physical movements to reply to verbal input. The main purpose of the TPR is generating a connection in the brain among the production of vocabulary, and the action itself. It may be inferred, that it is more convenient the implementation of the TPR method when teaching vocabulary related to actions. As mentioned by Schunk (1990), the TPR "involves active participation of students who learn new actions words by acting and imitating as the teacher says...this facilitates more rapid comprehension and better retention of vocabulary" (p. 113). One of the most frequent activities according to the TPR method that teachers use in classes is "Simon says", considering that the teacher gives students a command, and the word must be understood in order to accomplish the action. It has been proved that by carrying out TPR activities, teachers may reduce stress and inhibitions from students when producing the language.

2.4.5. Communicative language teaching.

As the name states, the Communicative Language Teaching (CLT) method is based on the idea that in order to teach the target language successfully, the implementation of activities must emphasize the communication of real meaning. The communication of real meaning implicates the students' involvement and reinforcement of their spontaneous strategies when acquiring the target language. As stated by Spada, (2007) "CLT is an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy" (p.272). A proper manner to

apply the CLT method inside classrooms may be developing activities which are focused on producing real and meaningful information, such as practicing question forms by asking personal information among students. Additionally, if teachers are interested on applying the CLT method, they must plan learners-oriented classes, and it is more convenient the use of authentic material. CLT lays emphasis on developing the communicative competence, for that reason vocabulary plays an important role due to all the words related to real situation the students learn and use through this method.

2.4.6. Task-based language teaching.

The task based method allows teachers to take all those activities that must be taught, such as the activities the national guidelines suggest, to a ludic and more meaningful activity for the students. In addition, this method allows educators to lead their classes with a complete domain of the time due to the fact that task based lessons are ordered easily by following its three phases, which are pre-task, during task, and post-task. As explained by Hyltenstam and Pienneman (1985) "By 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between" (p.89). In other words, these authors refer to the meaningfulness and advantages of using this method, which allows students to analyze and organize their knowledge when working in the class. Moreover, students have the possibility to represent their acquaintanceship as they believe is more suitable. For task-based language teaching, vocabulary is used through dynamic activities where the development of new words is very important at the pre-task phase where students develop a set of words according to the main topic making the learning of new target words more interesting and fun for students.

2.5 Vocabulary Instruction Techniques

There are several components that affect the way in which students learn the target language, such as structures, language functions, and spelling, especially when talking about vocabulary instruction. However, "... the teachers' ability in applying a number of techniques can also influence the

students' vocabulary development." (Sanusi, 2009, p.1). Thus, the importance of choosing the most accurate techniques to implement inside the classrooms has a great significance since it refers to what teachers do or should do with the objective of helping students learn vocabulary.

Accordingly, the teaching strategies that teachers employ rely in factors as time availability, students' needs, students' learning styles, and the content itself. Hence, the current section of our investigation provides with some of the most known and frequent techniques for teaching vocabulary.

2.5.1. Using pictures.

Using this technique to teach vocabulary is a good option since the use of pictures, illustrations in books, flashcards, and visual aids can be more meaningful. As Phillips (2016) states, "...pairing vocabulary with pictures is helpful in learning word meaning…" (p.6), which means that images can be related to their meaning and it is easy for students to relate them and be memorize through visualization.

2.5.2. Using objects.

The use of this technique to teach vocabulary involves the use of realia, visual aids, and objects around the classroom. This way of teaching vocabulary can be very helpful for students to remember new words in order to make the learning experience more memorable for the students. In addition, Paredes, Paredes and Rojas (2008) mentioned that "realia is considered as real objects, which are used to aid in practicing a new language, as a way to present meaningful examples from the real world" (p. 24). In other words, the use of objects to teach new target language can be useful for learners to memorize the vocabulary through visualization of objects.

2.5.3. Using mime expressions and gestures.

Mime expressions and gestures are one of students' favorite activities and games, thus, it is a very useful technique for teachers to apply in the classrooms if they want to catch students' attention. By using these techniques, teachers have the opportunity to take advantage of the students'

energy and create fruitful achievement and communication skills in the students' learning process.

> "Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language. We need to identify those and make the most of them". (Susan Halliwell, 1992, p. 3).

Better said, Halliwell means that as students are totally able to learn a second language by using different techniques, it is the task of the teachers to find out students' best abilities, and therefore, it is fundamental not to underestimate students' abilities, and apply these non-verbal techniques in order to know students' necessities better.

2.5.4. Contrast.

One technique that teachers use inside classrooms, is contrasting concepts. As mentioned by Jean and Letcher (n.d.) Compare and contrast "help students make connections between their background knowledge and experiences and the new content they are learning" (http://www.readingrockets.org). Some words can be easily introduced to learners, by teaching opposites. For example, if we are teaching adjectives, we can work with the word "big" contrasted with the word "small". Consequently, it may be inferred that learners will expand their vocabulary when learning new words' antonyms.

2.5.5. Translation.

Even though translation seems to be a fast and efficient way to teach vocabulary to students, it does not allow learners to have the opportunity to give more attempts when guessing the meanings of the words by context or just remembering them by memory. Nonetheless, as stated by Machida (2011),

"The act of translating is a holistic activity, which immediately compels the learners to pay more attention to the SL/FL text, which encourages their awareness of form and meaning in context and improves their reading and writing skills in SL/FL." (p. 740)

This means that translation may work as a fruitful technique when teachers want students to improve certain skills in the second language such as reading or writing. In addition, it considers students' attention span so that students can effectively retain and learn new vocabulary in a class.

2.5.6. Eliciting.

This technique involves a variety of procedures where the teacher makes the students provide information instead of giving it to them. Thus, Eliciting is defined by Richards and Schmith (2002) as "Techniques or procedures which a teacher uses to get learners to actively produce speech or writing" (178). This means that the teacher asks students to come up with vocabulary, language form, and rules in order to brainstorm about a topic at the beginning of the lesson. Moreover the teacher can elicit memories, ideas, feelings, situations, and meaning, in order to motivate students to learn the target language.

2.5.7. Drawing.

This strategy is very useful for learners, since it allows teachers to explain concepts in a concrete way. As stated by Altun (2015), "a simple drawing can have a strong effect in enabling students to store vocabulary in their minds upon sight of the picturization (visualization) of words" (p. 91). Teachers have the possibility to introduce many new words by using illustrations, so meanings are clearer. Hence, using drawings is a dynamic and meaningful way to teach concepts and teachers can easily rely on this technique. Vocabulary can be taught via drawing objects on the board, it is very exciting for the learners in that it allows students to acquire new vocabulary through quick memorization.

2.6 The Current Study

After going through the themes that were previously exposed for the creation of the literature review and for the purpose of the present study, and in order to achieve the general objective which is "to explore UNAB EFL pre-service teachers' beliefs about vocabulary instruction", and to accomplish with our specific objectives that are;

i) "To determine the beliefs that pre-service teachers hold regarding the effectiveness of strategies and methods to teach vocabulary", and

ii) "To understand how pre-service teachers' previous experiences influence their beliefs of vocabulary instruction",

We aim to answer the following research questions that emerged during this process:

1. What are UNAB EFL pre-service teachers' beliefs about vocabulary instruction?

2. What beliefs do pre-service teachers hold regarding the effectiveness of strategies and methods to teach vocabulary?

3. How do pre-service teachers' previous experiences influence their beliefs about vocabulary instruction?

In order to achieve the research objectives, and to answer the research questions that arose through our investigation, the following methodology and procedures were used.

CHAPTER III: METHODOLOGY

In the present chapter, the methodological procedures followed to fulfil our study are illustrated in detail. Hence, it encompasses the research design, context, and the participants that were selected to carry out this research, procedures, and data analysis.

3.1 Research Design

For the purposes of the study, we decided to conduct a mixed-methods research design in order to accomplish a clearer view on the aspects we studied. It is fundamental for us to provide complete answers for our research questions, that is the main reason why we combined both approaches, and our instruments were designed aiming to collect qualitative and quantitative data. As well stated by Creswell (2012), "the basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and questions than either method by itself." (p.535).

The type of mixed-methods study we conducted follows an explanatory design, and its main objective was to collect data sequentially in two phases. Firstly, quantitative data was collected in order to give researchers a general view about the research problem that was stated. Secondly, the collection of qualitative data was necessary to support and elaborate deeply on the aspects that were evidenced in the first phase.

3.1.1 Explanatory design
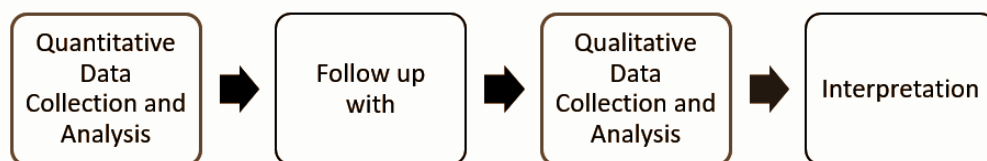
Figure 2. Explanatory Design (Creswell, 2012)

As previously explained, since we decided to conduct an explanatory design, this study was divided in two phases. At first, the application of questionnaires was carried out in order to collect quantitative data which gave us the first insights about the research problem we stated. Subsequently, interviews were employed due to the fact that it was fundamental to complement and support with concrete and detailed information the data that emerged in the precedent phase.
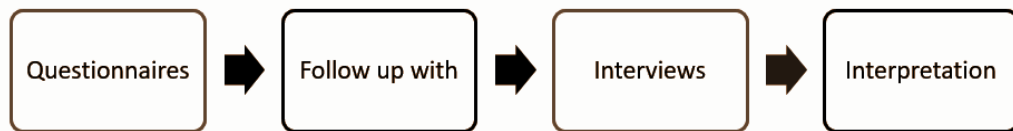
Figure 3. Explanatory Design adapted from (Creswell, 2012)

3.2 Context of the Study

The present study was focused on pre-service teachers from UNAB who are currently studying their third year. As exposed, due to the fact that we consider there is a gap in terms of the preparation that programs provide for future teachers about vocabulary instruction, we believe it was appropriate and meaningful to conduct a study with participants from our same context. Additionally, we must mention that participants were selected by non-probability sampling which according to Creswell (2012) means that they were convenient, available, and embodied the characteristics we needed in order to answer the questions that our study attempts to elucidate.

3.3 Participants

The need to understand why pre-service teachers need to know how to teach vocabulary properly led us to the idea of conducting a research related to how some pre-service teachers actually feel about vocabulary instruction and how their beliefs guide them in such a difficult task. The participants of this research study were third- year students, whose ages ranged from 21 to 31 years old, from the English Teaching Training Program at UNAB, Campus Casona. Among these participants, there were 28 subjects – 15 women (53.5 %) and 13 men (46.5 %). The original number of students in the third year of the program was 31, however, we chose these 28 students since it was essential for our research to have students who already carried out their first practicum in the first semester of 2018, which gave them enough classroom experience to form an opinion on how students learn better. In addition, by the second semester of 2018, students had to be already attending their second

practicum phase which involved interacting solely with high school students giving them a glimpse of the entire school level spectrum. Furthermore, there were more requirements for these third-year. Accordingly, they had to have passed at least 5 English language courses, every one more advanced than the last. These students, in order to have advanced into the practicum stage of the program had to pass previous *"Integración Laboral"* courses and to have advanced to their second methodology course, *"Methodology II"*.

In the beginning, the ideal sample was thought out to be fellow fourth year students who were also carrying out their thesis, due to the fact that they had at least one more year of experience inside classrooms as teachers. What made this part of the population unavailable was the fact that they would have been biased from the first thesis progress report meeting, making them unsuitable for our study. Third year students have the undisputed advantage of already having completed their first practicum, and another factor that made them more suitable than the younger generations of the program was the intermediate-advanced level of English that these students possessed when carrying out this study.

Finally, we made sure that all the participants were willing to participate in our research study. Also, their identity has been kept in total anonymity, and so have the results we obtained from them, which were used only for the professional purposes of this study.

3.4 Procedures

To carry out this study we had to follow a series of steps in order to ensure correct ethic procedures for our participants, reliability and validity for the study because as mentioned by Alshenqeeti, (2014) "validity and reliability of research instruments are of great significance to the findings of any scientific research" (p. 43). Once the literature of our study was reviewed and concreted we designed the instruments and we were going to use to collect the data pertinent to the study. Having the instruments ready and the target population selected, we had to follow a series of steps to retrieve the data from the sample.

The first concrete step for data collection involved developing a questionnaire for our participants mentioning all of the guarantees that they will have at the moment of actual participation and post-task guarantees as well ensuring absolute anonymity and the right to withdraw from the study at any desired moment, as well as the destruction of the recorded information once we make use of it. This questionnaire was elaborated because of its usefulness for the aims of our study due to the fact that, as Lois & Gavin (2010) stated " questionnaires are usually viewed as a more objective research tool that can produce generalisable results because of large sample sizes" (p.2). As mentioned, the questionnaires' goal is to know the tendency of pre-service UNAB EFL teachers' beliefs, which is why the questionnaires are the most suitable instruments to use in our study. The purpose and possible contributions of our study, and why it is imperative to count with participants' collaboration is also mentioned in the first pages. Having this document completed we continued the process and asked for the necessary permissions in the educational establishment, Universidad Nacional Andrés Bello, in order to carry out the study with third year students that had the adequate profile to make our study valid. This particular step consisted of solely asking a teacher for permission to use her "Methodology III" module in order for our sample to complete the consent forms in the document, read the information and ultimately complete the Likert-scale questionnaire section used as our first instrument for data collection.

. Before performing the real questionnaires, we decided to pilot it because, according to Cohen, Manion & Morrison (2007), piloting reduces the possibility of misunderstanding the questions, it raises the validity of the questionnaire and is useful to gain feedback in every aspect of the format and design of the questions. Once we obtained the permission from the teacher in charge of the module where our sample normally concentrates at a specific moment in time, we continued to conduct the data collection. On Monday October 1st, 2018 we arrived at the accorded time and place and we commenced the data collection stage of our study. The pertinent information and ethical guarantees were delivered and acknowledged by our participants. Once no participants objected their participation, the instrument, which was a

questionnaire, was delivered to each and every one of them with satisfaction. The participants completed the questionnaires and we moved on to the next stage of the study. The first data analysis took place organizing the information we had collected segmenting it into useful strips of information.

Having the first data analysis taken place, the next stage of our explanatory study began. The first questionnaire served the purpose of a general data collection focused specifically on pre-service teacher beliefs, then from the results obtained we randomly selected our second group of participants. The reason why interviews were the second instrument we decided to implement was that, as exposed by Alshenqeeti (2014) "interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods" (p. 43). In other words, the meaningfulness that comes along with the application of interviews, was essential to support the answers that were obtained from the first instrument. Before applying the interviews, the corresponding permissions were delivered to the participants we selected, also, they were able to collaborate on their own personal time at any specific location where the information could be successfully extracted. The second instrument designed consisted of an oral interview--as above mentioned--where they were surveyed satisfactorily leading to a complete collection of all the important data necessary to analyze for our study. Once all of the necessary information was extracted, we commenced our final data analysis stage to extract all of the relevant information contained in the survey. Then, all of the data was successfully recorded in our study.

3.5 Data Analysis

3.5.1. Questionnaires.

Once the data was successfully recorded on the questionnaires we made use of our available resources to digitize the data. The format of the questionnaires applied recorded the level of agreement that participants had towards different statements and which vocabulary instruction methods they

found more effective. The level of agreement and effectivity was on a scale of one to five, one being totally disagree or highly ineffective and five being totally agree and highly effective. Given that these first two items were recorded in such a numerical manner on the questionnaire, the transcription onto an Excel document was accurate and precise. Using excel we managed to extract several aspects of the data including averages, mode, highest and lowest result, median and standard deviation. Having this done, data was put on different graphs which ensured a clear illustration of different tendencies in participant beliefs. Knowing these tendencies we were able to transform the data into results.

3.5.2. Interviews and transcriptions.

Since we decided to conduct a mixed method design in order to accomplish a clearer view on the aspects we studied. We apply a set of questions as an interview (see appendix section) to four participants that already answer the questionnaires for the first part of the study. These interviews were apply due to the fact that it was fundamental to complement and support with concrete and detailed information the data that emerged. It is important to mention that the interviews were recorded with the participants' permission to continue with the following step that is transcription.

Once the four interviews were conducted, the next step to analyze the data is to transcribe all the information taken from the interviews. In other words, we had to "transform the recordings into a textual form" (Dörnyei, 2007, p. 246). It is important to mention that all the words or expression made by the participants or the researchers were never omitted or change during the transcription process. Once the transcriptions where made we organize the data in order to start the coding process.

3.5.3. Coding.

First of all, the majority of research methods texts have shown that qualitative data analysis habitually starts with codes or coding (Dörnyei, 2007). For that reason, to start with the analysis of the data retrieved from the interviews from our participants, it was necessary to establish pre-set codes

(see figure 4 below) in order to have a better understanding, to complement and support with concrete and detailed information from the data that emerged in this phase of the study.

Figure 4 coding.

Coding	Vocabulary instruction
Pre-set codes	Beliefs about vocabulary instruction Effectiveness of strategies and methods Previous experience

Once we had the pre- set codes, we analyzed the data retrieved from the interview according to the codes we selected to get the information we needed to answer the research questions and to have a better understanding of the answers we got from the questionnaires. After the analysis of the data was finished, we obtained relevant results explained in the following section.

CHAPTER IV: RESULTS

The results that the Excel transcription illustrated suggested that it would be more suitable to record two different sets of statistics. One set of statistics became known as the global tendency where the level of agreement and efficacy was recorded for each participant and then an overall average with all of the participants. At the same time the mean (M), highest and lowest average, median and standard deviation (SD) were recorded for this set of results. This was done the same for item one and item two (see appendix). The second set of statistics became known as the statement averages. The statement averages simply average every participants answer for each individual question in order to see tendencies in the results. Therefore, the same statistical procedure was used for this set, overall average, highest and lowest average, mode, median and standard deviation. Then, both sets were graphed to illustrate the results.

4.1 Questionnaire Results: Section 1

N°	Statement	M	SD
1	I believe vocabulary is an essential area of language teaching	4.36	0.78
2	I believe vocabulary is as important as teaching grammar	3.64	1.01
3	I believe vocabulary should be explicitly taught at elementary levels	3.69	0.58
4	I believe vocabulary is a key factor for students to improve their L2	4.54	0.75
5	I believe vocabulary is a strong base to learn an L2	4.38	0.70
6	I believe vocabulary is necessary to speak an L2	4.38	1.10
7	I believe vocabulary should be implicitly taught at higher levels	3.62	1.10
8	I believe vocabulary is as important as teaching pronunciation	3.81	1.06
9	I believe vocabulary is essential to communicate ideas	4.35	0.89
10	I believe vocabulary should always be taught explicitly	3.31	0.88
11	I believe vocabulary instruction is an essential part of L2 instruction	3.96	0.82
12	I believe teaching vocabulary in every lesson improves students' English proficiency	4.15	1.01
13	I believe vocabulary should implicitly be taught at all levels of English	3.73	0.92
14	I believe teachers should teach vocabulary every lesson	3.77	1.14
15	I believe as students improve in language, vocabulary should be taught more implicitly	3.92	0.74
16	I believe vocabulary should be regularly taught implicitly to all students	3.38	0.90
	General Mean	3.94	0.90

Table 1. Questionnaire results in section 1

As outlined in Table 1, the statements from the first section of the questionnaires illustrate participants' levels of agreement regarding their beliefs about vocabulary instruction. The statements previously exposed were ranged in a Likert scale from one to five, from totally disagree to totally agree respectively. Besides, it provides the mean scores and the standard deviation obtained from the participants' responses in each statement of the first section from the questionnaire.

Referring to the results obtained from the measures of central tendency called mean, statements 4, 5, 6, 1, 9, and 12 were selected. The statements previously mentioned, revealed a mean higher than 4, which according to the Likert scale designed for the first section of the questionnaire, is between the higher levels of agreement—agree and totally agree—.

For instance, the majority of participants in the statement 4 (mean: 4.54) believe that vocabulary is essential for the students' second language improvement. Likewise, the statement 5 (mean: 4.38) exposed a considerable level of agreement among participants when responding that they believed vocabulary is a strong base to learn a second language. In the same line, a significant number of participants in the statement 12 (mean: 4.15) believe that teaching vocabulary in every lesson improves students' English proficiency. Additionally, in the statement 1 (mean: 4.36) an important fraction of participants think that vocabulary is an essential area of language teaching. Furthermore, the statement 6 (mean: 4.38) evidenced that participants agreed with the belief concerning to the idea that vocabulary is necessary to speak the second language. Correspondingly, in the statement 9 (mean: 4.35), participants agreed on the thought that vocabulary is essential to communicate ideas. As mentioned, the statements previously described showed the higher levels of agreement, however, none of the rest of the statements were under 3 that is to say there is not a significant disagreement among participants' beliefs.

4.2 Questionnaire Results: Section 2

N°	Statements	M	SD
1	Considering students' needs and preferences to select the best methods or technique to teach vocabulary	4.70	0.54
2	Using one vocabulary teaching method/technique instead of a combination of two or more	2.52	0.94
3	Having in mind factors such as students' age and level of English when teaching vocabulary	4.67	0.55

4	Implementing mainly Communicative Language Teaching techniques (CLT) to teach vocabulary.	4.41	0.84
5	Using visual aids and realia to teach vocabulary	4.78	0.51
6	Using music and recordings to acquire target words	4.63	0.56
7	Using flashcards with images and words to teach vocabulary	4.70	0.54
8	Implementing Total Physical Response (TPR) to teach vocabulary	4.22	0.8
9	Implementing the Grammar translation method to teach vocabulary	2.67	1.24
10	The use of the target language (L1) during the lesson to clarify vocabulary	3.52	1.12
11	Using dictionaries to increase students' word banks	3.78	0.97
12	The use of thematic sets of words (word lists) to teach vocabulary	3.85	0.82
13	The use of activities such as vocabulary charades to acquire new target language	4.30	0.67
14	Implementing activities such as fill in the blanks	3.52	0.75
15	Using dictionaries to learn new words	3.59	1.01
16	Making students keep a vocabulary notebook to register new vocabulary	4.07	0.78
17	Doing role-play activities to use new vocabulary	4.59	0.57
18	Using the Audio-Lingual methods to teach new words	3.85	1.13
19	Using computers as a fundamental tool to teach vocabulary	3.70	0.91
20	Using new words in written tasks to teach vocabulary	4.07	0.83
21	Inferring the meaning of words from context	4.37	0.69
	General mean	4.02	0.80

Table 2. Questionnaire results in section 2
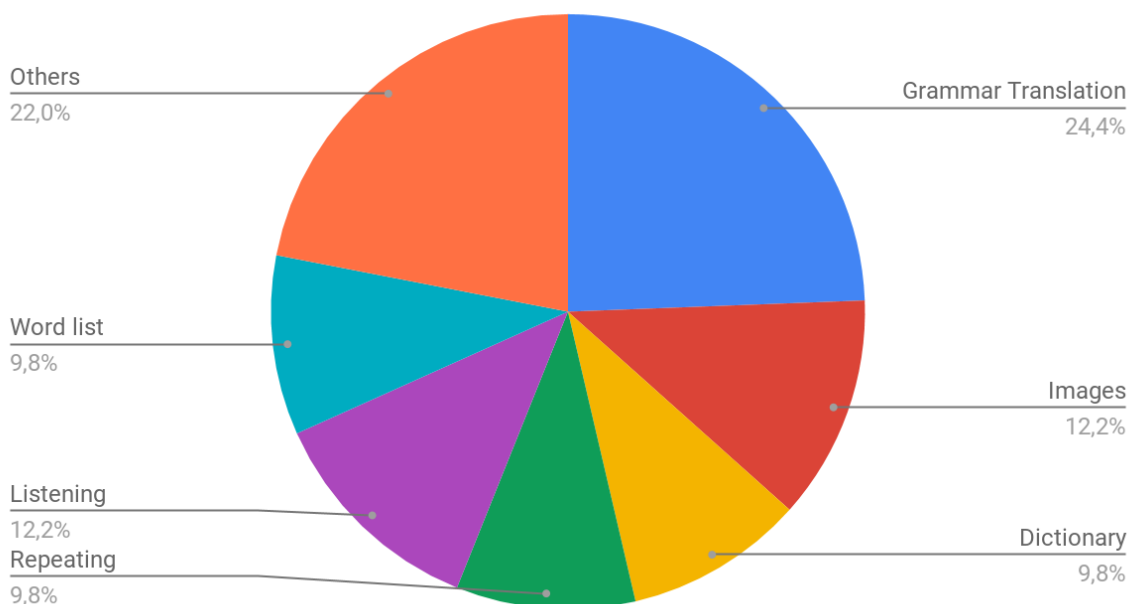
Table 2 illustrates pre-service teachers' answers regarding their beliefs about the effectiveness of techniques to teach vocabulary. In the second section of the questionnaire participants were asked to rate in a scale from one to five, were one was highly ineffective and five was highly effective, some of the most known techniques that teachers can apply inside classrooms when

teaching vocabulary. The table provides mean scores and the standard deviation from the responses participants provided in each statement. In table 2 we can see that the statements 2 and 9 got a negative answer from the participants, however the standard deviation from those two questions is close to 1, which means that there was disagreement among the participants regarding statements 2 and 9. In addition, we can see that the statements with more agreement among participants were the statements 1, 3, 4, 5, 6, 7, 8, 13, 16, 17, 20, and 21 which were all related to a student-focus teaching process and a wide variety of techniques and styles to teach different students in a better way according to different intelligences.

4.3 Questionnaire Results: Section 3

As noticed, the results obtained from the questionnaires in sections 1 and 2 were illustrated in tables with their corresponding mean and standard deviation. Yet, in this section, it was not possible considering that open questions were designed for this segment of the questionnaire. Consequently, the open questions were analyzed by using the technique of coding, which provided the most repeated questions among participants. For the means of the study, the next graphs evidence the answers of the participants when referring in which way they were taught vocabulary while being a scholar.

How were you taught vocabulary when you were a school student?

Others
22,0%

Grammar Translation
24,4%

Word list
9,8%

Images
12,2%

Listening
12,2%

Dictionary
9,8%

Repeating
9,8%

Graph 1. Pre-services teachers' answers about their vocabulary instruction at the university.

As it is observable in Graph 1—which shows the most frequent vocabulary instruction techniques and methods to which participants were exposed to during their education at school—the Grammar Translation method was the most repeated answer that participants replied when referring to vocabulary instruction methods and techniques employed by their school teachers. Furthermore, techniques such as using images and listening were, after the grammar translation method, the most recurring techniques that participants mentioned when specifying about their vocabulary instruction while being a school student.

In order to explain in a clearer way the results we obtained from participants, a table below is presented with some responses that they provided in the third section of the questionnaires.

Techniques	Answers from the participants
Grammar Translation	- "It was taught through grammar translation method only" - " at my school all English teachers were grammar

	oriented (verb to be and transcriptions)" - "… We translated vocabulary from Spanish to English." - "… The school I attended to focused only on the grammar translation approach…" - "… English classes were mostly focused on grammatical aspects, as well as translation." - "… Most of it was taught using grammar translation and drilling." - "…Writing the word on the board and then proceed to write its meaning in Spanish." - "My teacher at school taught vocabulary through grammar translation." - "My teacher would write both the word and its translation on the board and make us repeat it 10 times" - "… writing the new words on your notebooks alongside the description or definition" - "… she would give us the meaning of other words explicitly"
Images	- "My English teacher used to teach vocabulary with images" - "… and creating representative images to remember some words" - "I was taught vocabulary with visual aids and flash cards" - "… mainly a visual type of learning since my teachers used a lot of pictures" - "… Teacher of English used song, videos and music…" - "I learned English from songs and movies"
Word list	- "… We had a notebook with different new words each week…" - "My teacher asked me to have a notebook where I should write the new words…" - "We made vocabulary lists…"
Listening	- "Listening to podcast from the English text" - "They taught me vocabulary with listening" - "Teacher of English used song, videos and music…" - "I learned English from songs and movies"
Repeating	- "They all taught me vocabulary with repeating activities" - "… teachers used choral drills" - "… Most of it was taught using grammar translation and drilling." - "My teacher would write both the word and its translation on the board and make us repeat it 10 times" - "… vocabulary was taught to me by grammar drills"
Dictionary	- "By looking for the meanings in the dictionary" - "My teachers taught vocabulary by using dictionaries." - "I remember using dictionaries lot…" - "my teacher would make us look for cognates"

	- "We had to look for the meaning of the new words in the dictionary"

Table 3. Answers from the participants in section 3.

4.4 Questionnaire Results Section 3 Qualitative Analysis

As mentioned above, sections 1 and 2 from the questionnaires were presented in tables with their correspondent means and standard deviations. Nonetheless, the answers of the section 3 were presented in graphs since we applied the technique of coding to see which answers were the most repeated among the participants. In the next graph, the answers retrieved from question 2 of the questionnaires third part, which refers to the way in which participants were taught vocabulary at the English Teaching Program at UNAB, are exhibited.

How were you taught vocabulary in the English Teaching Program at Unab?
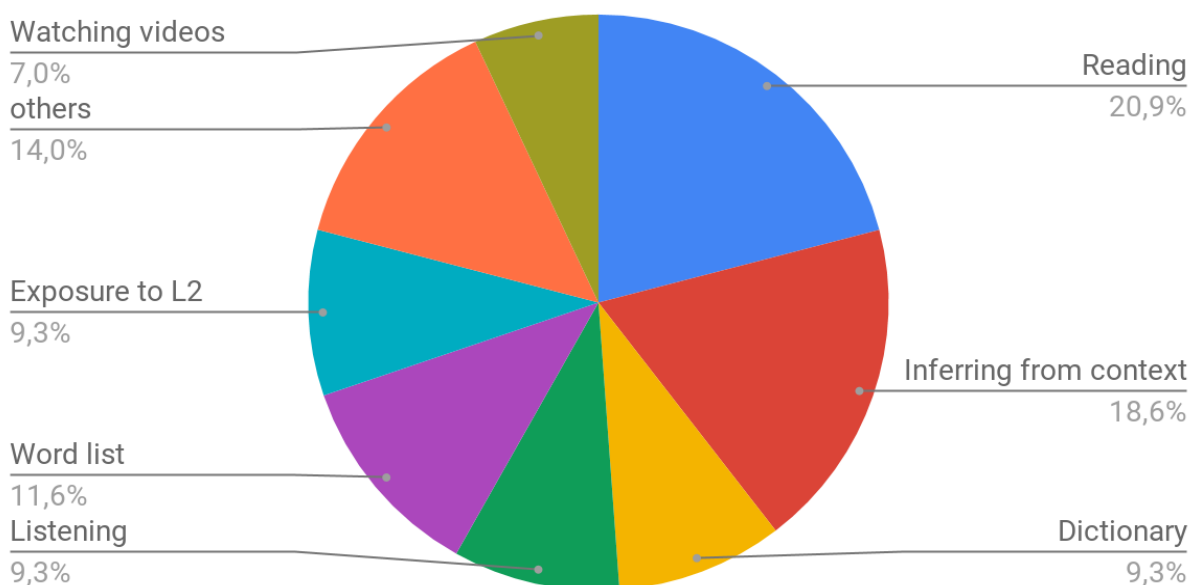
Graph 2. Pre-services teachers' answers about their vocabulary instruction at the university.

Graph 1 illustrates the answers obtained by the participants when referring to the tools employed by their university teachers when teaching vocabulary. According to the participants' answers, there was a clear tendency

about the use of reading tasks since it was the most recurrent response obtained by the participants. Nevertheless, inferring from context was also repeatedly stated as a method that university teachers applied for the instruction of vocabulary. The table below shows in more detail the answers given by the participants about the vocabulary instruction methods that university teachers employed in their lessons. As the graph 1 shows, "Reading" was the most repeated option among the participants with 20.9% of the total. The second option most repeated was "Inferring from context" with 18.6% of the total.

Techniques	Answers from the participants
Listening	- "Different ways of learning vocabulary such as listening" - "Listening activities" - "Listening to an audio and then have a discussion about it" - "Mainly by listening and reading"
Word list	- "On the one hand we have made lists of vocabulary"
Dictionary	- "Looking for the meanings of words we didn't know" - "I register new vocabulary, use dictionaries, ..." - "we look them up online" - "I´ve learned vocabulary by looking up the words in the dictionary..."
Reading	- "Reading texts" - "Different ways of learning such as reading" - "Reading activities" - "We were taught mainly through readings..." - "Mainly by Listening and reading" - "Mostly through reading books..." - "On the other hand, we are asked to read, summarize, write..." - "Using flashcards and reading texts inferring the meaning of the words." - "We were taught mainly through reading tasks..."
Inferring from context	- "The programme has taught me vocabulary by understanding the words from a context" - "To figure out the meanings of words according to the context"

	- "... in some cases I infer the meaning of words according to the context" - "Using the context to clarify the meaning and talking a lot." - "My teachers taught me using synonyms and I also learned the meaning of words from context" - "At UNAB we usually have to infer the meaning from context" - "In context, making sentences with them" - "... but it is also pretty common to learn by context" - "Using flashcards and reading texts inferring the meaning of the words."
Exposure to L2	- "I was taught vocabulary by being constantly exposed to the second language" - "... Every unit was designed to implement different set of words that were contextualized throughout the whole semester" - "The units come with certain vocabulary words, we mostly used them in speaking classes" - "I was taught vocabulary using it in context. Also, teachers used different methods or strategies in order to learn better. Furthermore, teachers use some global units in which we have to get new vocabulary that is used in real situations or contexts"
Watching videos	- "Watching videos" - "Activities such as watching a video" - "And watch videos so it is impossible to avoid learning vocabulary"

Table 4. Answers from the participants in section 4.

4.5 Interview Results

On the following tables we will expose the results retrieved from the interview and the codes that emerged from the interviews supported by evidence taken in the interview and a description made by ourselves combining the data from the questionnaire and the interviews.

4.5.1. Beliefs about vocabulary instruction.

Beliefs	Description	Evidence
Explicit vocabulary instruction is preferred for young learners.	First, the questionnaire yielded a tendency towards explicit vocabulary instruction for elementary levels (mean: 3.69).This, is backed up with the evidence retrieved from the interviews were participants mentioned this.	"...es mejor empezar a formar una base y después ya que sea de manera más eeh… abstracta." "Si queremos que realmente aprenda eeh… siempre hay que partir de una base, que si es muy bajo se puede partir con explícito pero yo creo que al final con eso eeh… entrenándolo por decirlo constantemente se puede llegar a que comprendan lo explícito." "...si es un nivel más bajo siempre se va a necesitar un poco más de algo más concreto que ellos puedan visualizar." "... un poco más tirado para explícito en el sentido de que a veces hay que ayudar un poco más a los niños a entender que esas son la palabras y el uso…"
vocabulary should be implicitly taught at higher levels	In the questionnaire we can see a tendency towards implicit vocabulary instruction for higher levels (mean: 3.62).This, is backed up with the evidence retrieved from the interviews were participants mentioned this.	"Yo creo que la mejor manera de enseñar para eeh… high school es de manera implícita" "estoy de acuerdo con que sea así porque de repente es mejor empezar a formar una base y después ya que sea de manera más eeh… abstracta" "yo creo que también bueno más implícito pero siempre antes de enseñarles el vocabulario en una manera implícita con un contexto" "como que siento que el vocabulario es todo lo que vamos aprendiendo porque hay palabras que la profesora no las incluye como parte del vocabulario pero que uno igual lo aprende y se vuelve parte de tu vocabulario"
vocabulary should always be taught explicitly	The questionnaire yielded a tendency towards explicit vocabulary instruction as a current way of teaching (mean: 3.31).This, is backed up with the	"Si queremos que realmente aprenda eeh siempre hay que partir de una base que si es muy bajo se puede partir con explícito "

	evidence retrieved from the interviews were participants mentioned the following.	" separar las palabras nuevas, como por clusters, como por no eeh… no como por adjetivos, sustantivos y verbos, sino por, por, situaciones en las que tú podrías usar esa palabra. Yo creo que estrategias como esa sirven mucho para agrandar tu vocabulario…Eso lo considero explícito y sí, al menos para mi ha sido efectivo."
vocabulary as a strong base to learn an L2	According to the answers retrieved from the questionnaire we can see a tendency towards vocabulary instructions as a strong base (mean: 4.32).This, is backed up with the evidence retrieved from the interviews were participants mentioned this.	"…estoy de acuerdo con que sea así porque de repente es mejor empezar a formar una base y después ya que sea de manera más eeh… abstracta…" "…Si queremos que realmente aprenda eeh siempre hay que partir de una base que si es muy bajo se puede partir con explícito pero yo creo que al final con eso eeh entrenándolo por decirlo constantemente se puede llegar a que comprendan lo explícito." "yo encuentro que los niños deberían formarse eeh… una base clara de qué significa cada cosa y como de en qué campo se puede usar, entonces ya una vez dado eso después pueden empezar a experimentar más…"

Table 5. Beliefs about vocabulary instruction.

4.5.2. Effectiveness of strategies and methods to teach vocabulary.

Strategies' Effectiveness	Description	Evidence
It is essential to consider learners' preferences and needs when selecting strategies.	The answers obtained from the participants in the questionnaire, defined a clear agreement towards statements in which learners age, needs, and preferences were considered fundamental to take into account for the instruction of vocabulary (mean:4,70). Hence, this is supported with evidence from the interviews in	"…siempre voy a encontrar que la mejor forma de aprender vocabulario es a través de un contexto real o interesante para el alumno." "…la manera en que nos presentaban el contenido porque cuando el contenido era más eeh… motivante, te motivaba más eeh… valga la redundancia eeh… a conectarte con el vocabulario, pero

	which participants mentioned its importance.	de la otra mano, cuando los contenidos eran así como eeh… muy eeh… fome y muy retórico y era como lo mismo que siempre hacíamos durante los trece años en nuestra…"
Using visual aids and realia to teach vocabulary	The answers obtained from the participants in the questionnaire, defined a clear agreement towards statements in which the use of visual aids and realia were considered fundamental to take into account for the instruction of vocabulary (mean:4,78). Hence, this is supported with evidence from the interviews in which participants mentioned its importance.	"con juegos, sí o si, con juegos, con flashcards.." "..usar las collin cards para… para ver quién salía, osea las flashcards para ver eeh… quién sabía la respuesta y eeh… la fila que ganaba se… se ganaba unos cupcakes."
The use of thematic sets of words (word lists) to teach vocabulary	According to the answers retrieved from the questionnaire we can see a tendency towards the use of thematic sets of words (mean: 3.85).This, is backed up with the evidence retrieved from the interviews were participants mentioned the following.	"nos pasaban una lista todos los años de noventa verbos irregulares y nos iban tomando treinta cada mes, entonces al final, los últimos meses nos tomaban como los noventa enteros y uno se los termina aprendiendo de memoria "
Using the Audio-Lingual methods to teach new words	The answers retrieved from the participants in the questionnaire, defined an agreement towards statements in which the use of Audio-Lingual methods were considered fundamental to take into account for the instruction of vocabulary (mean:3.85). Hence, this is supported with evidence from the interviews in which participants mentioned its importance.	"con actividades que a ellos los entretengan eeh o que ellos se sientan como conectados con... entonces luego de hacer esa actividad no se mostrar videos canciones y todo y dar un tiempo para enfocarse en el vocabulario de cada actividad" "Para niños eeh canciones" "...al aprenderse eeh un musical en inglés uno como estudiante como que le toma el enfoque a lo entretenido y la música y todo pero al mismo tiempo estás aprendiendo mucho vocabulario." "la canción como que contiene todas las palabras de la unidad, entonces como que los niños se aprenden la canción y es como bailable, hacemos coreografías y después la cantan ellos solos y ellos

		divirtiéndose aprenden vocabulario igual."
Inferring the meaning of words from context	The questionnaire yielded a tendency towards the use of words by inferring from context (mean: 4.37).This, is backed up with the evidence retrieved from the interviews were participants mentioned the following.	" todas las palabras como en contexto, como que van saliendo solas, no es como que el profesor traiga como una lista como, ya esto tienen que aprenderse… así que lo encuentro más como relevante el vocabulario…" "…nos ponían como un texto en que tenía palabras complicadas y el punto de el texto, era que nosotros nos encontráramos con palabras complicadas, pero que las podías sacar como el significado por el contexto, y cuando las sacai por el contexto, al menos a mi, me quedó mucho más como… en mi memoria" "siempre voy a encontrar que la mejor forma de aprender vocabulario es a través de un contexto real o interesante para el alumno que eso es lo que yo aplicaría en clase"
Using a combination of two or more vocabulary teaching method/technique.	The answers retrieved from the participants in the questionnaire, defined an agreement towards statements in which the use of two or more methods or techniques were considered relevant to take into account for the instruction of vocabulary (mean: 2.52). Hence, this is supported with evidence from the interviews in which participants mentioned its importance.	"bueno con diferentes estrategias como que hagan que no sea repetitivo y que no sea sólo aprenderse la palabra sin contexto que no la puedan después saber utilizar en la vida real" "sí, yo creo que si, pero también creo que con la práctica uno igual aprende harto, entonces quizás puede que eeh… se necesiten más técnicas como de methodology," "son buenas técnicas y que de repente son necesarias las dos tipos de approach para entender bien las palabras… o depende del contexto "

Table 6. Effectiveness of strategies and methods to teach vocabulary.

4.5.3. The influence of previous experiences in vocabulary instruction.

Previous experiences	Description	Evidence
Previous experience can have a big impact on students' beliefs.	All the answers given in the questionnaires are related to vocabulary instruction techniques and methods to which participants were exposed to during their education at school. They are fundamental to take into account due to the impact it can have as previous experience for the instruction of vocabulary. Hence, this is supported with evidence from the interviews in which participants mentioned its impact.	"si me hubieran enseñado de la manera que me enseñaron en básica ehh… me hubieran quedado mucho más claros los conceptos de las palabras en media" "yo sólo tuve grammar translation approach y acá eeh… aprendí muchas cosas, muchas cosas nuevas de manera como mucho más innovadoras y que en el fondo nos enseñaron ehh… como los métodos en ehh en metodología para enseñar como con Krashen ehh… con el input hypothesis, el sociocultural method de Vigotsky, eso creo que abrió mucho más mis horizontes tanto como para enseñar, como para aprender vocabulario."
Previous experience can shape the way of teaching.	In the questionnaires the participants were ask about different methodologies and techniques they were exposed to in school. The impact that previous experience can have is reflect on the interviews as shown in their answers.	"yo no aplicaría la metodología que me tocó en el colegio porque la verdad creo que parte de mis, de mis ganas de ser profesor de inglés era para cambiar la forma en que yo aprendí inglés, porque de verdad fue súper fome, era súper desmotivante y no creo que a mis alumnos les gustaría que yo hiciera las clases así." "me gustaría replicar la forma en que aprendí vocabulario dentro del programa en mis primeros años, que era de manera implícita"

Table 7: Previous experiences influence in vocabulary instruction

CHAPTER V: DISCUSSION

In the following chapter, we analyze and explain the results obtained and presented in the previous chapter, which were collected by the application of two different instruments, questionnaires and interviews. In addition, this chapter is divided in three sections, one section for each research question, which are the following:

1. What are UNAB EFL pre-service teachers' beliefs about vocabulary instruction?
2. What beliefs do pre-service teachers hold regarding the effectiveness of strategies and methods to teach vocabulary?
3. How do pre-service teachers' previous experiences influence their beliefs about vocabulary instruction?

5.1 UNAB EFL Pre-service Teachers' Beliefs about Vocabulary Instruction

In order to illustrate UNAB pre-service English teachers' beliefs about vocabulary instruction, we had to make vast interpretations of the results drawn from our data collection instruments. Regarding pre-service teachers beliefs about how vocabulary should be instructed, we had many great sources of comparison from proficient authors on the topic. Due to these great sources of comparison we were able to form our own opinions on vocabulary instruction and diagnose where our participants' beliefs stand, if asserted or misinformed. Therefore, the results obtained and illustrated in the previous section will be interpreted and compared to with the literature held in this work and the national English curriculum.

The first thing we noticed when we started interpreting the results was that the questions with the highest scores regarding vocabulary instruction beliefs were all about the importance and substantiality of vocabulary within language. The participants are therefore well aware of the great relevance that vocabulary has in L2 teaching and learning. This for our participants meant recognizing that vocabulary instruction is not only teaching loose words, but meaningful concepts which enable communication, efficient expression and

capability to engage in the world as previously stated in the literature section by Sturza (2009).

In spite of the fact that our participants were certain of the relevance of vocabulary instruction in L2 instruction, they also demonstrated that they are not completely sure of how it should be done. This issue regarding vocabulary instruction is recurrent in the EFL teaching community. "(...) both pre-service and in-service language teachers need to work out better ways to help their students learn vocabulary more efficiently in class" (Gao & Ma, 2011, p. 24). What we perceived through surveying and interviewing pre-service English teachers was that in their school years vocabulary instruction was rarely made appealing for them. In most cases vocabulary was taught in a very plain manner according to them, following explicit methods such as the grammar translation method.

Furthermore when asking about explicit and implicit vocabulary instruction, most students had a great confusion about the concepts meaning that they may be incapable of correctly interpreting what the national curriculum states about EFL vocabulary instruction.

It is brought to our understanding that many participants do not manage the difference between explicit and implicit vocabulary, nor can they accurately define what they mean. Nevertheless, in the interviews they did exhibit some opinions on the importance of having a solid vocabulary base before more implicit vocabulary instruction methods could be applied.

5.2 Pre-service Teachers' Beliefs regarding the Effectiveness of Strategies and Methods to Teach Vocabulary

Most participants agreed that vocabulary is a crucial part of L2; without it communication would be extremely difficult and limited, and they also made various comments on how it should be taught. Actually, as mentioned in our literature "there is a variety of strategies and methods regarding teachers' beliefs which reflect the different perspectives that teachers may have while teaching in a particular way (Díaz, Alarcón & Ortiz, 2013). For that reason much of the data used to assemble the results and conclusions for this section was drawn from the second section of the questionnaire, which tells us how

our participants evaluated certain methods and strategies according to effectiveness. When collecting data we noticed that some of the highest scores regarding methods and strategies were about respecting learner needs and characteristics. This involves taking into consideration students' learning style, ages and preferences to make learning easier and more effective. Furthermore, the lowest score in this section was the second question which asked if participants agreed with using only one method to teach vocabulary. The fact that these scores contrast each other has much coherence, as only using one instructional method to teach would mean disregarding students' needs and characteristics only accommodating to a few students, and as Taylor (2015) expressed, "linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others" (blog.tjtaylor.net). Furthermore, the other lower scores on this section all involved traditional teaching methods which are very frequent in L2 classrooms. Pre-service teachers at UNAB consider most traditional methods such as grammar translation, dictionary use and fill in the blanks to be ineffective, these which are repeatedly used by teachers every day. It seems that pre-service teachers have the intention to take a completely new approach when instructing vocabulary using more entertaining and updated methods such as total physical response, role playing, realia, flash cards and games. As we may know, and as Johnson (1994) mentioned "pre-service ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood, will represent their dominant model of action during the practicum teaching experience" (p. 450). Therefore, it can be inferred that this new perspective regarding the use of new techniques when teaching vocabulary is due to the participants' previous negative experiences. Furthermore, some responses obtained from the interviews claimed that during the participants' scholar years, their English teachers used traditional methods to instruct vocabulary, but (according to the participants' opinions) the experience was not positive. In fact, Richards, Gallo and Renandya (2001) suggested that past experiences with previous teachers would probably affect future teachers' beliefs, making every educational encounter a potential belief-forming situation (Richards, Gallo & Renandya, 2001) which, as above mentioned, is the reason why pre-

service teachers are preferring new techniques and tools for the instruction of vocabulary. In this sense, this is very encouraging indeed for the EFL teaching community as research suggests that not enough attention is granted to this branch of L2 instruction. The enthusiasm among pre-service teachers to look for the means to satisfy their students' needs seems to be great, and suited since vocabulary is key communicate in any language.

The pre-service teachers whom participated have much desire to improve to national context, nevertheless, their answers show some discrepancy with what research suggests when teaching vocabulary. In the methods and strategies section of our questionnaire, a few traditional methods received high scores, including deducing the meaning from context, but unless a student has a 2000-3000 high-frequency word base, it is very difficult for students to grasp the meaning of words by context (Mirzaii, 2012). Another fault in the opinions given by participants is the disagreement on whether the use of computers would be useful to teach vocabulary, here we must remember the technological context in which students are currently submerged in schools. Pre-service teachers at UNAB are very well aware of the importance of vocabulary, and they are on the right path when it comes to methodology, some minor guidance may be required for full pedagogical efficiency though. Consequently, Diaz (2013) states that "beliefs guide teachers' behavior and inform teachers' practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms" (p. 172). This means that when UNAB pre-service teachers will be able to work in a classroom, their beliefs about what they think is better for their students, which in this case is the importance of vocabulary, will be applied in every lesson.

5.3 The Influence of Pre-service Teachers' Previous Experiences in their Beliefs about Vocabulary Instruction

In this section we will discuss how our participants very own education before university has had an influence on their beliefs. As Johnson (1994) states, pre-service teachers' beliefs are heavily influenced by their owl

previous learning experiences, and may determine how they teach. This way, pre-service teachers' previous education, together with university level education and practicums form teacher cognition. In order to get these results we had to apply the second data collection instrument, a voice-recorded interview. Even though our sample was quite reduced in this part of our data collection, the connection among participants together with the third and fourth section of the questionnaire, we managed to draw some interesting conclusions.

The first thing that caught our attention regarding this point is the amount of participants stating how much they disliked the subject at school. The reasons were all very much alike, repetitive methodology and low creativity. This is not new however, it has been said that "widespread dissatisfaction with their prior vocabulary learning experiences, both pre-service and in-service language teachers need to work out better ways to help their students learn vocabulary more efficiently in class" (Gao & Ma, 2011, p. 24).We wondered anyhow why there are so many pre-service teachers who disliked the subject itself in school. Then one of the participants came forth in an interview and answered this inquiry we had while answering another question. What he stated is that he likes English, he enjoys the culture but he was enrolled in the programme to try to change how English is being taught at schools. Of course, he was not the only one to state that how vocabulary is taught is not very effective. We received plenty of feedback on grammar translation, word lists and choral drills which many pre-service teachers from UNAB dislike. We believe that this is the reason why new generations believe that more updated methods and strategies are worth trying. If this were the case, pre-service teachers from UNAB are not so misguided, like Lundström and Siedlecki (2017) state "some teachers point out the importance of finding something that motivates and interests their students, and some vary their teaching in order to satisfy their students' needs" (p. 29) Furthermore, the fact that they give so much importance to students needs and characteristics may because of their previous educational contexts as one of the participants stated in an interview.

CHAPTER 6: CONCLUSIONS

As a conclusion of this research, this chapter will address the limitations of our study throughout its development, the pedagogical implications this research may have in the field, and finally the suggestions for further research.

6.1 Pedagogical Implications of the Study

The findings of the current study may contribute considerably to the improvement of preparation that pre-service UNAB EFL teachers receive in the program. As the research topic emerged from our own experience as students regarding the unpreparedness and confusion about the appropriate ways to teach vocabulary, we believed—and then confirm—that the topic was a struggle for most pre-service UNAB EFL teachers. Additionally, this study supports and reveals the relevance that vocabulary has when learning a second language, even though teachers and students do not consider it an important skill. Hence, we extend the invitation to teachers and learners to take account of the findings we detailed and exposed throughout this study in order to be acquainted with significant information.

6.2 Limitations of the Study

The current study presents a few limitations. One of the limitations was the selection of participants to conduct the study. Initially, the possible participants we had in mind were pre-service UNAB EFL teachers from fourth year, since they met the criteria for the aims of the study (courses, second practicum approved, and English level). Even though the requirements were accomplished, as fourth year students are currently part of the thesis projects, they were going to receive information during the presentation of our research, and therefore, the participants' answers were going to be biased. Secondly, the arrangement of schedules to apply the first part of the study (questionnaires) was another limitation. As in the questionnaires we needed as much participation as possible, the ideal way to implement the instrument was inside classrooms. Hence, it was essential to organize schedules with each section and its correspondent teacher in the most convenient way as possible for each of us. Lastly, another limitation we assumed was due to the

fact that—as experienced by us—there is a lack of preparation in terms of vocabulary instruction, participants had not enough knowledge about the topic or they were confused about it, so we realized some of their answers in the interviews were sometimes under our expectations for the aims of our study.

6.3 Suggestions for Further Research

As stated before, it is fundamental for pre-service teachers to emphasize the importance of vocabulary for EFL learners, but nevertheless, this is not the case of UNAB's pre-service teachers who do not feel prepared to teach vocabulary according to what the national guideline demands. Therefore, it is necessary to experiment even more with pre-service teachers' beliefs according to vocabulary instruction to improve universities' educational system regarding vocabulary and students' preparation and confidence when teaching.

Moreover, this research can be enlarged to more detailed results and thus, pre-service teachers' beliefs can be exposed more sophisticated comparisons in further research. Therefore, we energetically encourage the UNAB English Teaching Program to consider this thesis topic and to provide more detailed information about this phenomenon in order to include teaching techniques about vocabulary instruction. Furthermore, as this study addresses an important, but underestimated part of a second language, we strongly encourage future students and researchers to continue developing these thesis' ideas and to provide more complete evidence and answers to improve the instruction of this communicative part of the language, which has been a weakness in our educational system.

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APPENDICES

Appendix I: Questionnaires

Pre-service UNAB EFL Teachers' Beliefs about Vocabulary Instruction Questionnaire

Dear participant,

We appreciate your collaboration in our thesis project titled "Pre-service UNAB EFL Teachers' Beliefs about Vocabulary Instruction" which was conducted by students Geraldine Castro, Ignacio Gamboa, Alexa Mansilla, and Boris Saavedra, and directed by Professor Carol Gómez Merino. The current research study is focused on pre-service UNAB EFL teachers' beliefs regarding how English vocabulary as a foreign language should ideally be taught at school. Please complete the following questionnaire answering all the questions. If you have doubts about completing any of them, please ask.

Your participation in the current study is voluntary, and you have the right to withdraw from the study whenever you estimate convenient. We ensure that all the information provided will be treated in strict confidence by the researchers, as well as the destruction of the recorded information once we make use of it. By signing this document, you confirm your voluntary participation in our study, ensuring that all the information read is clear, that you understand the purpose and objective of the investigation, and that all the material and information collected will be used for research purposes. Knowing that, you guarantee that all the answers provided will be honest.

_____

Participant's signature

Name: _____   Age: _____   Male ( ) Female ( )

What was your last English Language course approved?   _____

	Yes	No
I approved 'English as a Foreign Language Teaching Methodology at the High School level' (Methodology III)		
I approved 'Integración Laboral III'		

➔ In order to answer the Likert scale below, place an **X** in the appropriate box to indicate to what extent you agree or disagree with each statement. Please take the time to read each statement carefully and respond with your honest feedback.

Totally Disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
1	2	3	4	5

N°	Statements	1	2	3	4	5
1	I believe vocabulary is an essential area of language teaching					
2	I believe vocabulary is as important as teaching grammar					
3	I believe vocabulary should be explicitly taught at elementary levels					
4	I believe vocabulary is a key factor for students to improve their L2					
5	I believe vocabulary is a strong base to learn an L2					
6	I believe vocabulary is necessary to speak an L2					
7	I believe vocabulary should be implicitly taught at higher levels					
8	I believe vocabulary is as important as teaching pronunciation					
9	I believe vocabulary is essential to communicate ideas					
10	I believe vocabulary should always be taught explicitly					
11	I believe vocabulary instruction is an essential part of L2 instruction					
12	I believe teaching vocabulary in every lesson improves students' English proficiency					
13	I believe vocabulary should implicitly be taught at all levels of English					
14	I believe teachers should teach vocabulary every lesson					
15	I believe as students improve in language, vocabulary should be taught more implicitly					
16	I believe vocabulary should be regularly taught implicitly to all students					

➔ In order to answer the Likert scale below, place an **X** in the appropriate box to indicate your beliefs about the effectiveness of the techniques for teaching vocabulary listed in the table below. Please take the time to read each statement carefully and respond with your honest feedback.

Highly ineffective	Ineffective	Neither effective nor ineffective	Effective	Highly effective
1	2	3	4	5

	I believe … is	1	2	3	4	5
1	Considering students' needs and preferences to select the best methods or technique to teach vocabulary					
2	Using one vocabulary teaching method/technique instead of a combination of two or more					
3	Having in mind factors such as students' age and level of English when teaching vocabulary					
4	Implementing mainly Communicative Language Teaching techniques (CLT) to teach vocabulary					
5	Using visual aids and realia to teach vocabulary					
6	Using music and recordings to acquire target words					
7	Using flashcards with images and words to teach vocabulary					
8	Implementing Total Physical Response (TPR) to teach vocabulary					
9	Implementing the Grammar translation method to teach vocabulary					
10	The use of the target language (L1) during the lesson to clarify vocabulary					
11	Using dictionaries to increase students' word banks					
12	The use of thematic sets of words (word lists) to teach vocabulary					

13	The use of activities such as vocabulary charades to acquire new target language					
14	Implementing activities such as fill in the blanks					
15	Using dictionaries to learn new words					
16	Making students keep a vocabulary notebook to register new vocabulary					
17	Doing role-play activities to use new vocabulary					
18	Using the Audio-Lingual methods to teach new words					
19	Using computers as a fundamental tool to teach vocabulary					
20	Using new words in written tasks to teach vocabulary					
21	Inferring the meaning of words from context					

➜ Please take the time to read each statement carefully and respond with your honest feedback.

1. How were you taught vocabulary when you were a school student? Please describe what you recall.

2. How were you taught vocabulary in the English Teaching Program at Unab? Please describe what you recall.

Appendix II: Interview's Transcriptions

PARTICIPANT 1 - Dominga's Interview

Entrevistador: Buenos días, antes de todo agradecemos tu buena disposición de participar y colaborar en nuestro estudio, el cual tiene como propósito conocer tus creencias sobre la enseñanza del vocabulario durante el aprendizaje del segundo idioma. Para esto, te haré una serie de preguntas, las cuales espero respondas con total confianza y honestidad, ya que la información recolectada durante este proceso es confidencial para los propósitos de nuestro estudio.

E: ¿Cuál es tu nombre?

P: Dominga Michaelli.

E: Dominga; ¿cómo describirías la manera en que tus profesores te enseñaban vocabulario cuando estabas cursando la enseñanza básica?

P: Eeh… lo describiría eeh… de una manera didáctica porque en un principio lo ocupábamos para hacer juegos y después lo ocupábamos en contexto.

E: ¿Recuerdas algunas actividades, algo en especial que tus profesor de inglés hiciera durante la clase, o alguna herramienta pedagógica que utilizara para la enseñanza del vocabulario?

P: Si, eeh… recuerdo que hacíamos muchos juegos eeh… con toda la clase junta y eeh… también ocupábamos las collin cards para… para ver quién salía, osea las flaschards para ver eeh… quién sabía la respuesta y eeh… la fila que ganaba se… se ganaba unos cupcakes.

E: Ahh ok, genial…

P: Con stickers!

E: ¿Cómo describirías la manera en que tus profesores de inglés te enseñaban vocabulario cuando estabas cursando la enseñanza media?

P: Eeh… lo describiría más hmm… no tan eeh… efusivo como en básica, y lo describiría más eeh… se puede decir más fome, más… más fome, sí.

E: ¿Recuerdas algunas actividades, algo en especial que tus profesor de inglés hiciera durante la clase, o alguna herramienta pedagógica que utilizara para la enseñanza del vocabulario?

P: Eeh… sí, recuerdo que nos hacían escribir las palabras muchas veces para aprenderlas y después ocuparlas en contexto.

E: Ok, ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en la enseñanza básica y la manera en que te enseñaron vocabulario tus profesores en la enseñanza media?

P: Sí, mucha diferencia, yo creo que eeh… si me hubieran enseñado de la manera que me enseñaron en básica ehh… me hubieran quedado mucho más claros los conceptos de las palabras en media ehh… como en básica.

E: Ok, pero ¿cuáles son esas diferencias?

P: Eeh… yo creo que la manera en que eeh… la manera en que nos presentaban el contenido porque cuando el contenido era más eeh… motivante, te motivaba más eeh… valga la redundancia eeh… a conectarte con el vocabulario, pero de la otra mano, cuando los contenidos eran así como eeh… muy eeh… fome y muy retórico y era como lo mismo que siempre hacíamos durante los trece años en nuestra…

E: Ok.

P: Era mucho más fome…

E: ¿Podrías comparar actividades o métodos que tus profesores utilizaran?

P: Sí, eeh… ¿en básica y media?

E: Sí.

P: En básica eeh… hacían competencias, juegos, hacían ehh… lo escribían como en las paredes como con colores, cosas así… y en media eran guías de eeh… de encontrar el significado en el diccionario…

E: Wordlist…

P: Yes, si…

E: ¿Cómo describirías la manera en que te enseñaron vocabulario cuando comenzaste tus estudios en este programa?

P: Eeh… me la enseñaron yo creo de una manera que era como un mix entre media… enseñanza básica y media porque fue eeh… de manera motivante, pero a la misma vez eeh… como con un… como ya éramos todos adultos no hacíamos juegos ni nada, pero eran… era como motivante para nosotros aprender el.. el vocabulario.

E: ¿Recuerdas alguna actividad en especial o alguna herramienta que haya ocupado algún profesor para la enseñanza del vocabulario?

P: Eeh… que lo buscáramos en el libro, no... que si encontrábamos una palabra en el libro la buscáramos y después extrajéramos el significado. Que eso igual era bueno porque igual uno necesitaba el significado para entender el libro, lo que estaba tratando… entonces eeh…

E: Inferían por contexto…

P: Sí.

E: ¿Consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en el colegio y en la manera en que te enseñaron vocabulario tus profesores de la universidad?

P: Eeh… sí, considero que hay diferencias pero, porque en el colegio eeh… quizás no leíamos tanto, era más como palabras fuera de contexto. Acá son todas las palabras como en contexto, como que van saliendo solas, no es como que el profesor traiga como una lista como, ya esto tienen que aprenderse… así que lo encuentro más como relevante el vocabulario que enseñan acá que en el colegio.

E: Bien… ¿cuáles son esas diferencias, como más específicamente?

P: Ah, eeh… que por ejemplo las palabras que eeh… nos enseñaban en el colegio eran eeh… por ejemplo las que se usaban en pruebas como el FCE o el CAE y acá son cosas que nos encontramos como en el día a día, como el significado del uso del inglés en, como en el daily base.

E: ¿Es más útil, es más comunicativo?

P: Sí, es más comunicativo, el otro era más como para fines académicos, este es más como para poder comunicarse con el resto de las personas.

E: ¿Podrías comparar las actividades o métodos empleados por tus profesores para enseñar vocabulario en los distintos períodos de tu educación?

P: Eeh… sí, eeh… como dije antes yo creo que cada, osea… en básica fue muy interesante, en media fue eeh… un período como muy eriazo que, que… todo era muy fome o como sin tanta motivación, y acá en la universidad todo era como con mucho más sentido… como las palabras no eran por saberlas, sino porque necesitabai' el significado para saber lo que estabas… para entender lo que estabas leyendo.

E: Ok, y ¿te acuerdas de algún método o de alguna actividad en específico? ¿Alguna técnica?

P: Sí, me acuerdo que hacíamos como eeh… nos eeh... nos juntábamos como en grupo como… de cinco y eeh… comparábamos como las, las palabras que habíamos encontrado en los libros que habíamos como visto su significado y ahí como que hacíamos la comparación y ahí a todos nos quedaba claro que esa palabra en ese contexto significaba eso…

E: Ah ya, eso para la universidad…

P: Sí, con el profesor Leo

E: Ok, vamos con la siguiente pregunta; ¿podrías indicar en términos de vocabulario explícito e implícito la manera en que tus profesores te enseñaron vocabulario durante tus años escolares?

P: Eeh… de manera eeh… explícita eeh… yo creo que más en… no sé, más en básica puede ser, y como más en contexto en media y acá en la universidad.

E: Ok, ¿tomando en cuenta tus primeros años en este programa, ¿cómo consideras que la universidad enseña el vocabulario?

P: Eeh… encuentro que lo enseña muy bien, pero que también eeh… quizás eeh… debería existir como una instancia como… eeh… por ejemplo no sé, algún como concurso algo así… quizás como para, porque… a mí me motiva mucho entender lo que estoy leyendo, pero hay gente quizás no le motive nada y que una motivación externa puede ser así como sumar un juego o algo así…

E: Ok, ahora esa enseñanza que te dió la universidad ¿tú consideras que es de una manera más implícita o más explícita?

P: Encuentro que es de las dos

E: Ok…

P: Porque algunas veces es explícita y otras implícita, pero lo que sí es que me gusta cuando es eeh… como que uno tiene que ver el significado por lo que… no es que te den las palabras así como; esto significa esto, sino que te lo den así como; no sabemos lo que es ésto ¿quién sabe?

E: Ah ya, oye y ¿qué piensas sobre eso? ¿consideras que es efectivo?

P: Sí, si… que son buenas técnicas y que de repente son necesarias las dos tipos de approach para entender bien las palabras… o depende del contexto…

E: Depende del contexto… ¿qué contexto te refieres?

P: Por ejemplo si es que son vocabulario como para pruebas específicas…

E: Ah, ok… número siete; basado en la forma en que te enseñaron vocabulario durante el colegio y luego en el programa, ¿cuál consideras la mejor manera de enseñar y, por consiguiente, replicar durante tus clases?

P: Eeh… a mi… yo haría… ¿puede ser como una mezcla?

E: Sí…

P: Eeh… haría lo que me enseñaron en básica como en la motivación que ponían en aprender las palabras y eeh… lo importante… la importancia como que le dan acá a las palabras en, en contexto…

E: Ok…

P: Entonces haría como una mezcla, como motivar a la gente a que aprenda las palabras en contexto…

E: A tus alumnos…

P: A mis alumnos, sí…

E: Ok, ¿cuál crees es la mejor… la forma más efectiva de enseñar vocabulario para niños?

P: Ah con juegos, sí o si, con juegos, con flashcards, con hmm… con spelling así, así como; ¿qué significa esto? El que levante la mano primero, o con juegos… porque al final les gusta tanto jugar y todo que yo creo que más como por las palabras, aprenderían más como por el juego, por seguir jugando…

E: Claro… y ahora la misma pregunta pero refiriéndonos a más explícito o más implícito, ¿cuál crees tú que es mejor para los niños?

P: Eeh… yo creo que eeh… los dos, no sé, depende…

E: ¿Depende de qué?

P: Depende de si es que también si es que es como para una unidad, o como porque están como antes de leer un libro… ahí debería ser como que leer las palabras y que después ellos las busquen, pero si es que es como para una como unit y hay algo como que no entienden…

E: Ok, pero estamos hablando de elementary…

P: Elementary, sí…

E: Ok, osea que los niños busquen las palabras…

P: Sí…

E: Ok, ¿cuál crees es la forma más efectiva de enseñar vocabulario para adolescentes?

P: Eeh… ¿así como explícito/implícito?

E: SÍ…

P: Yo creo que la mejor manera para eeh… high school es de manera implícita

E: Implícita…

P: Sí, como por ejemplo cuando el profesor muestra los videos y los alumnos no saben que van a aprender vocabulario pero él sí sabe…

E: ¿Qué opinas sobre la enseñanza de vocabulario explícito en niveles de inglés más bajos y la enseñanza de vocabulario implícito para niveles más altos?

P: Eeh… estoy de acuerdo con que sea así porque de repente es mejor empezar a formar una base y después ya que sea de manera más eeh… abstracta

E: Ok eeh… ¿consideras que es una estrategia efectiva para la enseñanza del vocabulario? ¿Por qué?

P: Eeh porque, es efectivo porque eeh... cómo, osea… porque yo encuentro que los niños deberían formarse eeh… una base clara de qué significa cada

cosa y como de en qué campo se puede usar, entonces ya una vez dado eso después pueden empezar a experimentar más eeh… por ejemplo si es que encuentran palabras en un libro, en un video, cosas así…

E: Ok, eeh… tomando en cuenta la forma en que has sido preparada/o durante el programa ¿cuál es la mejor manera de enseñar vocabulario?

P: Eeh… yo encuentro que es a través de eeh… videos y eso es implícito…

E: Implícito… ¿cuál sería la forma más efectiva según tu experiencia para utilizar con tus alumnos?

P: Eeh… yo creo que sería eeh… por ejemplo si es que en la clase vamos a ver no sé eeh… el sistema planetario, así como el solar system, como explicarles a ellos antes como eeh… los conceptos claves, así como sun es no sé qué, pero después eeh… ya estando en la sesión explicar las palabras que no se entienden, o que van eeh… apareciendo cuando uno está enseñando…

E: Ok, y esto ¿de acuerdo a tú experiencia?

P: Eeh… sí, porque eeh… yo creo que siempre es necesario tener una base para empezar y después eeh… las palabras ya van saliendo de a poco ahí tienen que ser explicadas

E: Ok, esto es lo que tú has vivido según tu práctica ¿cierto?

P: Sí…

E: Ok, tomando en cuenta tu experiencia, ¿te consideras preparada en términos de estrategias y métodos para enseñar vocabulario a tus alumnos?

P: Eeh… yo creo que si, porque me gustaría hacer clases que sean como no basadas en una materia, sino que en un… por ejemplo hoy día vamos a aprender de éste tema o éste tema, entonces para… por ejemplo no sé, un día vamos a aprender eeh… del solar system, y otro día vamos a aprender de dinosaurs, y otro de technology… así como de temas en cada clase eeh… me gustaría, osea yo creo que sí tendría las herramientas porque sería como lo que más me gustaría hacer y… y eeh… encuentro que se me da fácil enseñar el vocabulario

E: Ok, aún así ¿crees que la universidad debería implementar mejores estrategias y reforzar la enseñanza para futuros profesores en términos de cómo enseñar vocabulario?

P: Eeh.. sí, yo creo que si, pero también creo que con la práctica uno igual aprende harto, entonces quizás puede que eeh… se necesiten más técnicas como de methodology, como hacer…

E: Que la universidad implemente…

P: Sí.

E: Ok, muchas gracias Dominga

P: Muchas gracias a ustedes.

PARTICIPANT 2 - Benjamin's Interview

Entrevistador: Bueno buenos días, antes de todo agradecemos tu buena disposición de participar y colaborar en nuestro estudio, el cual tiene como propósito conocer tus creencias sobre la enseñanza del vocabulario durante el aprendizaje del segundo idioma. Por esto, te preguntaré una serie de preguntas, las cuales espero respondas con total confianza y honestidad, ya que la información recolectada durante este proceso es confidencial para los propósitos de nuestro estudio.

E: Ya, lo primero que te voy a preguntar ¿cuál es tu nombre?

Participant: Benjamín Cuellar.

E: ¿Cuántos años tienes?

P: Tengo 23 años.

E: Y eres… ¿qué sexo jaja?

P: Masculino

E: Masculino, perfecto. Ya, vamos a empezar con estas cuantas preguntas entonces. Número uno; ¿cómo describirías la manera en que tus profesores te enseñaban vocabulario cuando estabas cursando la enseñanza básica?

P: La enseñanza básica la verdad no recuerdo mucho, pero si hay algo que se me viene a la mente es… eel… audiolingual method, que me hacían como repetir muchas cosas. En el fondo como que el profesor nos decía una vez y todos lo teníamos que repetir como cinco veces hasta que lográramos como la pronunciación que hacía el profesor y… así como que practicábamos la pronunciación y nos aprendíamos como la palabra yo creo a la… a la… fuerza jaja.

E: Ya, bacan, respondiste súper bien esa pregunta. Eehh… ya, ahora es lo mismo, pero ¿cómo describirías la manera en que tus profesores de inglés te enseñaban vocabulario cuando estabas cursando la enseñanza media?

P: En la enseñanza media fue un poco más difícil aprender vocabulario porque… no era como tan interactivo entre comillas como… como lo era en básica, sino que nos hacían sólo eeh… como tipo grammar translation approach, que en el fondo sólo como que traducíamos cosas, y si encontrábamos palabras que no conocíamos en los textos, las anotábamos, la buscábamos en el diccionario y anotábamos el significado en español al lado, y después como que las íbamos juntando así, y eran diez por unidad o una cosa así y… nos tomaban una prueba de eso. Pero era sólo como memoria, como sin contexto, nada, era como súper eemm… isolated.

E: Ya, genial, ahora… ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en la enseñanza

básica y la manera en que te enseñaron vocabulario tus profesores en la enseñanza media?

P: En el tema de la interacción, yo creo que en básica era como mucho más interactivo y es porque un grupo de niños da como para hacer muchas actividades más ehh… dinámicas en cierto sentido, que los de media. Los de media a veces como que no… hmm, no están ni ahí por así decirlo. Entonces yo, yo diría que en temas de dinámicas cambiaba mucho.

E: Ya, y… ¿en cuanto a actividades o métodos que ocupaban tus profesores?

P: Eeh… métodos pueden ser en básica el audiolingual como dije, y en… en media no sé si tiene un nombre, pero es sólo como… como translation, como que sólo poníamos el significado en español al lado y usábamos mucho el L1, eso sí, mucho mucho el L1.

E: Ya, ya eso es importante. Ya, la cuarta pregunta; ¿cómo describirías la manera en que te enseñaron vocabulario cuando comenzaste tus estudios en este programa?

P: Mmm… me gustó la manera porque era como de forma implícita, porque en el fondo nos ponían como un texto en que tenía palabras complicadas y el punto de el texto, era que nosotros nos encontráramos con palabras complicadas, pero que las podías sacar como el significado por el contexto, y cuando las sacai por el contexto, al menos a mi, me quedó mucho más como… en mi memoria.

E: Ya, y… ¿recuerdas alguna actividad en especial o alguna herramienta que haya ocupado algún profesor para la enseñanza del vocabulario?

P: Mmm, actividad en especial, eeh… me acuerdo una clase de Leo que tuve en primer año eeh… que estábamos pasando adjectives y nos hacía decir un adjetivo con la primera letra de nuestro nombre, entonces como mi nombre empezaba con b, soy Benjamín, yo era blonde Benjamin, y… teníamos como que presentar, había como mucha mímica, muchas dinámicas de grupo también y así se me quedó mucho más el vocabulario que nos estaba pasando Leo.

E: Ya, la número cinco; ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en el colegio y en la manera en que te enseñaron vocabulario tus profesores de la universidad?

P: Si, eeh… yo creo que mis profesores de universidad estuvieron mucho más capacitados que mis profesores de eeh… el colegio para enseñarme vocabulario. Osea, el número de palabras que yo conocía al salir de 4to medio era mucho menor al número de palabras que conozco ahora, que ya voy en tercer año de la carrera.

E: Ya, y en cuanto a los métodos que ocupaban los profesores, a lo mejor no todos los profesores de la universidad ocupan los mismos métodos pero, ¿hay

algún contraste entre los métodos de tus profesores de colegio y los de la universidad?

P: Quizás en el tema como de la actualización de los métodos, porque yo creo que el colegio… cuando yo estaba en el colegio no había como mucho research sobre cómo aprender vocabulario o sobre cómo aprender un segundo idioma y… se dictaban como, como, osea… como por cosas del pasado. Como lo dije, en media yo sólo tuve grammar translation approach y acá eeh… aprendí muchas cosas, muchas cosas nuevas de manera como mucho más innovadoras y que en el fondo nos enseñaron ehh… como los métodos en ehh en metodología para enseñar como con Krashen ehh… con el input hypothesis, el sociocultural method de Vigotsky, eso creo que abrió mucho más mis horizontes tanto como para enseñar, como para aprender vocabulario.

E: Ya, perfecto… y la número seis; ¿podrías indicar en términos de vocabulario explícito e implícito, la manera… la manera en que tus profesores te enseñaron vocabulario durante tus años escolares?

P: Implícito mmm… no lo recuerdo, de verdad no recuerdo que me hayan enseñado vocabulario implícito durante el colegio, pero explícitamente eeh… recuerdo que desde séptimo hasta cuarto medio, la manera en que nosotros teníamos para aprendernos los verbos irregulares, tanto las formas irregulares como los significados era que nos pasaban una lista todos los años de noventa verbos irregulares y nos iban tomando treinta cada mes, entonces al final, los últimos meses nos tomaban como los noventa enteros y uno se los termina aprendiendo de memoria a la fuerza.

E: Ya y… ¿tomando en cuenta los primeros años en el programa de universidad, ¿cómo consideras que la universidad enseña el vocabulario? súper redundante pero… jaja

P: Si, si… me gusta mucho como te dije, como por la innovación que ellos hacen al enseñar vocabulario, pero también ahora que voy en años más avanzados eeh… y me encuentro como con palabras más difíciles eeh… y más complejas eeh… un profesor me dió un consejo de separar las palabras nuevas, como por clusters, como por no eeh… no como por adjetivos, sustantivos y verbos, sino por, por, situaciones en las que tú podrías usar esa palabra. Yo creo que estrategias como esa sirven mucho para agrandar tu vocabulario.

E: ¿Eso lo consideras explícito o implícito? y, ¿es efectivo?

P: Eso lo considero explícito y sí, al menos para mi ha sido efectivo.

E: Ya, genial eeh… la número siete, basado en la forma en que te enseñaron vocabulario durante el colegio y luego en el programa, cuál consideras la mejor manera de enseñar y, por consiguiente, replicar durante tus clases?

P: Eeh… me gustaría replicar la forma en que aprendí vocabulario dentro del programa en mis primeros años, que era de manera implícita. Yo creo que el,

el target que ellos tenían en la clase no era como sólo enseñar vocabulario, el vocabulario como que se aprendía eeh… junto con otras cosas más que sí eran el objetivo de la clase, y yo no aplicaría el término, osea la metodología que me tocó en el colegio porque la verdad creo que parte de mis, de mis ganas de ser profesor de inglés era para cambiar la forma en que yo aprendí inglés, porque de verdad fue súper fome, era súper desmotivante y no creo que a mis alumnos les gustaría que yo hiciera las clases así.

E: Ya, ya bacan, eeh… ahora con esto que tú me respondiste eeh… para los niños ¿tú crees que hay alguna forma más efectiva de enseñarle a los niños el vocabulario?

P: Para la básica eeh… sí, me gustaría usar mucho dinámicas. En el colegio en el que ahora estoy haciendo la práctica, lo enseñan con, con muchas canciones. Cada unidad tiene como una canción de la unidad, que nosotros trabajamos con un libro de Oxford y… la canción como que contiene todas las palabras de la unidad, entonces como que los niños se aprenden la canción y es como bailable, hacemos coreografías y después la cantan ellos solos y ellos divirtiéndose aprenden vocabulario igual.

E: Claro, y ellos estando conscientes de que están aprendiendo el vocabulario.

P: Exacto.

E: Ya, bacan, y… ahora lo mismo ¿cuál crees es la forma más efectiva de enseñar vocabulario pero para adolescentes?

P: Para adolescentes es más complicado porque, osea para mi me gustaría que me hubieran enseñado de manera implícita, pero yo en media igual no tenía como un nivel de inglés bajo, entonces me… osea ahora que estoy haciendo la práctica y veo como la realidad en muchos colegios que los niños de media igual como que no se manejan tanto en el inglés, enseñar vocabulario de manera implícita bajo esos contextos, tampoco diría que es la manera más apropiada porque a veces se pueden perder como con las indicaciones más simples.

E: Ya, genial estuvo buena esa respuesta eeh… la ocho; ¿qué opinas sobre la enseñanza de vocabulario explícito en niveles de inglés más bajos y la enseñanza de vocabulario implícito para niveles más altos?

P: Eeh… me gustaría estar de acuerdo, pero por lo que te dije en la pregunta pasada, siento que en media bajo el contexto como general de… de Chile al menos eeh… no creo que esté lo suficientemente listo como para aprender vocabulario de manera implícita si uno, si uno no les muestra como lo que tienen que aprender, y cómo se les va a evaluar dudo como que lo hagan o que estudien, o que se lo aprendan.

E: Ya, osea no consideras que es una estrategia efectiva.

P: No.

E: Ya, la número nueve; tomando en cuenta la forma en que has sido preparada/o durante el programa ¿cuál es la mejor manera de enseñar vocabulario? y ¿cuál sería la forma más efectiva según tu experiencia para utilizar con tus alumnos? siguiendo lo que estabai' contestando antes yo creo

P: Mm… siento que uno puede enseñar vocabulario implícitamente y así me ha enseñado como la carrera porque yo antes no sabía, para mí sólo el único método que yo conocía era poner la palabra en inglés, poner la palabra en español al lado y aprendérmelo de memoria, repetirlo diez veces hasta que se me quedara como en la cabeza. Pero ahora sé que hay otras formas de aprender vocabulario mucho más dinámicas y mucho más entretenidas que de verdad me gustaría eeh… aplicar en mi sala de clases eeh… creo que eso responde la pregunta, no?

E: Si, eeh… ya, la diez; tomando en cuenta tu experiencia, te consideras preparado en términos de estrategias y métodos para enseñar vocabulario a tus alumnos?

P: Eeh… la verdad en básica yo me considero súper preparado para enseñar sobretodo vocabulario, se me ocurren muchas actividades entretenidas que me han, me han enseñado acá en el programa para enseñar vocabulario y enseñar como otras partes del idioma. Pero en media la verdad no me siento muy preparado como con lo que me ha dado el programa.

E: Ya, entonces ¿crees que la universidad debería implementar mejores estrategias y reforzar la enseñanza para futuros profesores en términos de cómo enseñar vocabulario?

P: Totalmente, si.

E: Perfecto, ya po' Benja esa fue la entrevista, muchas gracias.

P: Perfecto, de nada.

PARTICIPANT 3 - Ignacia's Interview

Entrevistador: Buenos días, antes que todo agradecemos tu buena disposición de participar y colaborar en nuestro estudio, el cual tiene como propósito conocer tus creencias sobre la enseñanza del vocabulario durante la enseñanza de vocabulario en inglés. Para esto, te haré una serie de preguntas las cuales espero respondas con total confianza y honestidad, ya que la información recolectada durante este proceso es confidencial para los propósitos de nuestro estudio. ¿Cuál es tu nombre?

Participante: Hola, mi nombre es Ignacia Reyes

E: Ignacia, pregunta número uno; ¿cómo describirías la manera en que tus profesores te enseñaban vocabulario cuando estabas cursando la enseñanza básica?

P: Emm… lo describiría principalmente como repetición… eeh… la mayoría de las clases se enseñaba vocabulario… bueno, igual estuve en hartos colegios, pero en el que más me enseñaban inglés era por repetición, eeh la profesora decía las palabras nosotros las repetíamos y luego las escribíamos.

E: Ok, ¿recuerdas algunas actividades, aparte de esa algo en especial que tu profesor/a de inglés hiciera durante la clase, o alguna herramienta pedagógica que utilizara para la enseñanza del vocabulario?

P: Eeh sí, me acuerdo que un año eeh estuvimos casi todo un semestre eeh aprendiéndonos canciones de un musical jaja. Sí, en inglés y de ahí sacábamos palabras de vocabularios, que luego las evaluaban no me acuerdo cómo pero…

E: ¿Ésto fue en la enseñanza básica?

P: Eeh… sí, básica

E: Ok, pregunta número dos; ¿cómo describirías la manera en que tus profesores de inglés te enseñaban vocabulario cuando estabas cursando la enseñanza media?

P: Eeh….tamb-básicamente de memoria, aprenderlo eeh lo entregaban así muy explícito como poco contexto ya que en la media estuve en un colegio que no tenía buen inglés.
E: Ok.

P: Entonces yo creo que era la que más trataba de participar al final y era eso, el libro... todo trabajar mucho con el libro y palabras nuevas se explicaban así en cómo se dice? isolated?

E: Sin el contexto

P: Exacto

E: Ok, ¿recuerdas algunas actividades, algo en especial que tu profesor/a de inglés hiciera durante la clase, o alguna herramienta pedagógica que utilizara para la enseñanza del vocabulario?

P: Mm… en media?

E: En media

P: Eeh… no, no, es que usábamos puro el libro y una vez creo que hicimos una presentación oral.

E: Ok número tres; ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en la enseñanza básica y en la manera en que te enseñaron vocabulario tus profesores en la enseñanza media?

P: Eeh si… en la básica eeh bueno además del hecho de que estaba en otro colegio que tenía mejor nivel de inglés… eeh mi profesora eeh enseñaba el vocabulario siempre con un contexto ya sean historias personales de ella, tenía muchas historias eehm porque era mayor emm ya había viajado mucho entonces también eeh como dije con musicales tenía, era mucho más como entretenido y más motivador para los alumnos. En cambio en la media no, era básicamente lo que decía el curriculum y libro y sería.

E: ¿Podrías comparar actividades o métodos que tus profesores utilizaran? Métodos?

P: Mmm.. como por ejemplo?
E: Técnicas que ellos usaban para hacer la clase, approach, métodos.

P: Eeh.. leer libro en básica

E: Ok

P: Emm bueno también en básica nos hacían hacer varios proyectos así como no sé, grabar un video cocinando una receta y en inglés entonces eso era

bacan... pero en media era todo muy enfocado en la gramática como poco contexto y poca producción del idioma en forma natural.

E: Ok número cuatro; ¿cómo describirías la manera en que te enseñaron vocabulario cuando comenzaste tus estudios en este programa?¿Recuerdas alguna actividad en especial o alguna herramienta empleada por tus profesores/as para la enseñanza del vocabulario?

P: Lo describiría como, bueno mucho más real el vocabulario en sentido de que siempre con un contexto, eeh creo q no tengo un recuerdo de palabras como solas así para aprenderlas de memoria más que los verbos pero emm era buena la manera me gusta leer harto, yo creo que en la universidad es donde le agarré el gusto a leer y ahí aprendí mucho vocabulario creo que es la mejor manera de aprender vocabulario y no me acuerdo de ninguna en especial.

E: Número cinco ¿Consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en el colegio y en la manera en que te enseñaron vocabulario tus profesores en la universidad?

P: Si, obvio.

E: ¿Cuáles son esas diferencias?

P: Eeh… bueno primero que el vocabulario eeh nunca en la universidad…nunca fue como en el colegio que era como una unidad y con un vocabulario específico sino que como se iba… el vocabulario se va a prendiendo clase a clase con diferentes cosas, con diferente contexto… no es como que este hecho ya las palabras específicas, como que siento que el vocabulario es todo lo que vamos aprendiendo porque hay palabras que la profesora no las incluye como parte del vocabulario pero que uno igual lo aprende y se vuelve parte de tu vocabulario, en cambio en el colegio siempre es más no sé po' unidad uno; animales, vocabulario son los nombres de los animales más allá que como un contexto.

E: ¿Podrías comparar las actividades o métodos empleados por tus profesores para enseñar vocabulario en los distintos períodos de tu educación?

P: ¿Podrías cuál… indicar?

E: …los métodos o actividades empleados por tus profesores para enseñar vocabulario en los distintos periodos de tu educación?

P: Bueno como dije anteriormente en el colegio entre la media y la básica si y aquí el la universidad eeh no sé creo que todos tienen como una misma línea en el sentido de... osea todos los profesores enseñan de manera diferente pero la manera en que enseñan el vocabulario es como implícito pero siempre está ahí como no sé po' palabras realmente importantes son más destacadas o no sé etcétera.

E: Número seis: ¿podrías indicar en términos de enseñanza de vocabulario explícito e implícito la manera en que tus profesores te enseñaron vocabulario durante tus años escolares?

P: Mmm… osea que en el colegio si me enseñaron explícito o..? Explícito generalmente era… te dan las palabras, bueno en básica como te dije antes con esa profesora igual se usaba el implícito porque al aprenderse eeh un musical en inglés uno como estudiante como que le toma el enfoque a lo entretenido y la música y todo pero al mismo tiempo estás aprendiendo mucho vocabulario.

E: Tomando en cuenta tus primeros años en este programa, ¿cómo consideras que la universidad enseña vocabulario?
P: Eeh con contexto, principalmente eeh con vocabulario que uno lo adquiere por las lecturas, por la conversación constante con el profesor o tus compañeros actividades de speaking.
E: ¿De una manera más implícita o explícita?

P: Implicita

E: Ok y ¿qué piensas sobre eso? ¿lo consideras efectivo?

P: Sí, lo considero más efectivo porque eeh al final estás usando vocabulario… lo estas usando realmente como uno lo debería usar no te lo estas aprendiendo de memoria que por lo menos a mi personalmente se me hace muy difícil eso, tengo muchos problemas como con cosas muy…

E: Aisladas…

P: Claro y como que al final se lo aprende como si fuera una materia de memoria en cambio... y eso como que te añade una presión y no te lo aprendí' tan bien pero cuando uno lo aprende como hablando, leyendo y escribiendo en un contexto más general no tiene esa presión de que es una cosa de memoria entonces como que al final lo aprendí' por osmosis.

E: Y lo usas

P: Si y lo usai' teni/además de la palabra en sí aprendértela, aprendi' el uso de la palabra.

E: Número siete; basado en la forma en que te enseñaron vocabulario durante el colegio y luego en el programa, ¿cuál consideras la mejor manera de enseñar y, por consiguiente, replicar durante tus clases?

P: Bueno ehh obviamente encuentro que en la manera en que me enseñaron en la universidad, capaz si hubiese estado en un colegio diferente algo con más enfoque en el inglés no sería así pero en este caso si… eeh siempre voy a encontrar que la mejor forma de aprender vocabulario es a través de un contexto real o interesante para el alumno que eso es lo que yo aplicaría en clase, no sé aunque sea con ciencia ficción que no sea solo aprenderme la palabra sola o enseñarles si no que se sientan como comprometidos con la unidad y el uso de vocabulario porque son temas que al final les interesa no se como con un contexto más general.

E: Ok ¿cuál crees es la forma más efectiva de enseñar vocabulario para niños?

P: Para niños eeh canciones

E: Canciones

P: O como rimas encuentro que eso es…

E: Y en términos de explícito o implícito; ¿cuál dirías tú que es la más efectiva para niños?

P: Mmm… puede que mmm si yo creo que una mezcla de los dos un poco más tirado para explícito en el sentido de que a veces hay que ayudar un poco más a los niños a entender que esas son la palabras y el uso pero igual siempre puede haber mas un contexto mucho más implícito.

E: ¿Cuál crees es la forma más efectiva de enseñar vocabulario para adolescentes?

P: Emm yo creo que también bueno más implícito pero siempre antes de enseñarles el vocabulario en una manera implícita con un contexto, como señalar de qué se trata el vocabulario que vamos a aprender y hacer que ellos puedan identificar en un texto las palabras del vocabulario y si tienen dudas enfocarse en la palabra en sí.

E: Número ocho; ¿qué opinas sobre la enseñanza explícita de vocabulario en niveles de inglés más bajos y la enseñanza implícita de vocabulario para niveles más altos?

P: Eeh yo creo que es como lo que es porque en niveles más bajos a veces es necesario no es un poco más difícil hacerlo de la otra manera entonces como… y no sólo porque sea difícil para el profesor pero sino para el alumno. Si queremos que realmente aprenda eeh siempre hay que partir de una base que si es muy bajo se puede partir con explícito pero yo creo que al final con eso eeh entrenándolo por decirlo constantemente se puede llegar a que comprendan lo explícito.

E: ¿Consideras que es una estrategia efectiva para la enseñanza de vocabulario? ¿Por qué?

P: Eeh…

E: Se refiere a enseñar vocabulario explícito en niveles de inglés bajos y implícito en niveles altos.

P: Sí, por lo que te mencioné anteriormente porque si es un nivel más bajo siempre se va a necesitar un poco más de algo más concreto que ellos puedan visualizar.

E: Número nueve; tomando en cuenta la forma en que has sido preparada/o durante el programa ¿cuál es la mejor manera de enseñar vocabulario?

P: Mmm... bueno con diferentes estrategias como que hagan que no sea repetitivo y que no sea sólo aprenderse la palabra sin contexto que no la puedan después saber utilizar en la vida real

E: ¿Cuál sería la forma más efectiva según tu experiencia para utilizar con tus alumnos? hablamos de tu experiencia como practicante

P: Ah ya eeh... como practicante con actividades que a ellos los entretengan eeh o que ellos se sientan como conectados con... entonces luego de hacer esa actividad no se mostrar videos canciones y todo y dar un tiempo para enfocarse en el vocabulario de cada actividad

E: Tomando en cuenta tu experiencia; ¿te consideras preparado en términos de estrategias y métodos para enseñar vocabulario a tus alumnos?

P: Eeh si, me siento preparado.

E: ¿Crees que la universidad debería implementar mejores estrategias y reforzar la enseñanza para sus futuros profesores en términos de cómo enseñar vocabulario?

P: Mmm... si osea yo siempre voy a creer que mejorar algo, implementar algo nuevo va a ser siempre positivo, aunque no digo que sea mala la manera en la que enseñan siempre hay maneras de mejorarlo

E: Este es el fin de nuestra entrevista, agradecemos tu tiempo y colaboración con nuestro proyecto. Muchas gracias.

PARTICIPANT 4 - Allen's Interview

Entrevistador: Buenos días, antes que todo agradecemos tu buena disposición de participar y colaborar en nuestro estudio, el cual tiene como propósito conocer tus creencias sobre la enseñanza del vocabulario durante el aprendizaje del segundo idioma. Para esto, te haré una serie de preguntas, las cuales espero respondas con total confianza y honestidad, ya que la información recolectada durante este proceso es confidencial para los propósitos de nuestro estudio. ¿Cuál es tu nombre?

Participant: Mi nombre es Allen

E: ¿Cuántos años tienes?

P: 21

E: ¿Estas cursando la práctica en este momento?

P: Si, la segunda practica

E: ¿Y eres de género…?

P: Hombre

E: Ya, la primera pregunta; ¿cómo describirías la manera en que tus profesores te enseñaban vocabulario cuando estabas cursando la enseñanza básica?

P: ¿La enseñanza básica? … Diría que era muy pobre, solamente era la palabra en español y luego la palabra en inglés, nada más que eso. Nunca me enseñaron conjugación ni nada de eso.

E: Recuerdas alguna actividad en especial que te haya hecho algún profesor en la clase de inglés?

P: Eeh, con flash cards como armar una libretita con las palabras en español y al otro lado las palabras en inglés, era como un llavero

E: Y, ahora lo mismo; ¿cómo describirías la manera en que tus profesores de inglés te enseñaban vocabulario cuando estabas cursando la enseñanza media?

P: La enseñanza media ya era más con contexto, onda habían párrafos para leer y subrayar las palabras que no entendíamos y después analizarlas y buscarlas en el diccionario.

E: Y, ¿alguna herramienta pedagógica que haya ocupado algún profesor?

P: No, ninguna

E: Ya, entonces vamos con la número 3; ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en la

enseñanza básica y en la manera en que te enseñaron vocabulario tus profesores en la enseñanza media?

P: Yo creo que sí. Principalmente porque como mencionaba, en la básica era solo aprender la palabra, nada más que la palabra. En cambio en la media era ocuparla más en contexto, en una oración, era más útil, y quedaba más en tu mente.

E: Ya, y en cuanto a los métodos así específicamente, ¿no recuerdas nada?

P: No

E: Ahora… ¿Cómo describirías la manera en que te enseñaron vocabulario cuando comenzaste tus estudios en este programa?

P: Siento que fue como una avalancha de información porque había muchas maneras, eh claro, leyendo textos también sacando de un contexto en específico también con flash cards eem con videos con juegos especialmente con Leo y podría estar toda la tarde nombrando métodos.

E: Ya… mmm; ¿consideras que existen diferencias de acuerdo a la manera en que te enseñaron vocabulario tus profesores en el colegio y en la manera en que te enseñaron vocabulario tus profesores en la universidad?

P: Si porque la verdad es que eran textos muy estructurados los del colegio y acá era más como un lenguaje más real por decirlo así, que eran noticias, que eran blogs y se podía ver el idioma como era realmente, no como falseado por decirlo así.

E: Y en cuanto a los métodos que ocupaban tus profesores en el colegio y los que ocupan acá?

P: Ya por ejemplo acá en la U lo que teníamos con Leo era de que nosotros leíamos un texto en específico, nosotros subrayábamos la palabras y buscábamos el significado, la diferencia es que teníamos que explicarlo en inglés, y explicarlo a los mismos compañeros que tuvieran la misma duda o que preguntaban en el momento, en el colegio no había esa colaboración entre compañeros.

E: ¿Podrías indicar en términos de vocabulario explícito e implícito, la manera en que tus profesores te enseñaron vocabulario durante tus años escolares?

P: Como?

E: Osea si era explícita o implícita la instrucción de vocabulario. ¿Qué piensas sobre eso? ¿Lo consideras efectivo?

P: Para nada, no sirve de mucho.

E: Basado en la forma en que te enseñaron vocabulario durante el colegio y luego en el programa, cuál consideras la mejor manera de enseñar y, por consiguiente, replicar durante tus clases?

P: Yo creo que el método que ocupan acá en la universidad, en ningún momento es explícito el aprendizaje del vocabulario, pero tú vas aprendiendo a través del uso, a través de discusiones, a través de lecturas, de escribir párrafos y así vas adquiriendo el idioma y eso sería como lo más, por decirlo así lo más, replicable.

E: ¿Osea por contexto?

P: Por contexto, implícito.

E: ¿Cuál crees es la forma más efectiva de enseñar vocabulario para niños?

P: A básica, yo diría que a través de juegos también y usándolo con canciones sobre todo, no solo la palabra en si o la estructura para escribir en si sino que ya algo con más contexto más real, más fluido.

E: Y ahora lo mismo pero con adolecentes, Cuál crees es la forma más efectiva de enseñar vocabulario para adolescentes?

P: Ya, diría que a través de textos o leer noticias o escribir un diario que ellos mantengan toda la semana.

E: ¿Escribir?

P: Si, escribir

E: La 8; ¿qué opinas sobre la enseñanza de vocabulario explícito en niveles de inglés más bajos y la enseñanza de vocabulario implícito para niveles más altos?

P: Encuentro que tal vez pueda haber una dificultad en enseñar de forma implícita a personas con niveles más bajos de inglés porque tal vez no va a entenderla o no van a interpretarla de distinta forma para aprender el idioma pero al menos se debería intentar enseñarlo implícitamente.

E: Ya, ahora la 9; tomando en cuenta la forma en que has sido preparada/o durante el programa ¿cuál es la mejor manera de enseñar vocabulario?

P: Reitero , a través de contexto discusiones por ejemplo, introducir el vocabulario en situaciones un poco más familiares pero a la vez desconocidas por ejemplo hablando de economía usando términos que no se utilizaban por lo genera y que son más específicos, pero a través de un contexto.

E: Ya, ahora la última, la 1; tomando en cuenta tu experiencia, te consideras preparado en términos de estrategias y métodos para enseñar vocabulario a tus alumnos?

P: No sé si al 100% pero al menos tengo la iniciativa e ideas para utilizarlas igual siempre uno requiere más preparación para poder lograrlo al 100% pero ahora por lo menos si lo utilizaría para enseñar en el colegio

E: ¿Crees que la universidad debería implementar mejores estrategias y reforzar la enseñanza para sus futuros profesores en términos de cómo enseñar vocabulario?

P: No sé si reforzarla así como cambiarla por completo, pero siempre innovar no es malo

E: Bueno muchísimas gracias Allen, esa sería la entrevista.