Topic:

Word association technique to strengthen in EFL students vocabulary acquisition

GRADUATION SEMINAR

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Content

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Abstract

This study aims to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A "grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020 in the morning shift. Participants involved are 43 high school students. The data collection instruments consisted of a guide observation, and Quasi experiment. The purposes of these instruments were to analyze between two groups of students whether word association is an excellent technique to acquire new vocabulary which consist in a pre-test. Groups of 20 students were taken to be evaluated to find out the previous knowledge they have and the post-test in which one group of 10 students will be exposed to the word association technique to acquire vocabulary and the other group of 10 students without having been exposed to the word association. It was noticed that most of the students do not have a wide knowledge of vocabulary. Finally, some recommendations were given to the teacher and students in order to strengthen learning and teaching in the acquisition of new vocabulary through the word association technique.

Key words: Word Association, Vocabulary Acquisition, Quasi Experiment, Students, Teacher

I.   RESEARCH SCOPE

1.1 Introduction

This thesis research has its main focus on the field of education, related of course, with the teaching vocabulary. Specifically, the present research addresses the use of Word association technique to strengthen in EFL students Vocabulary acquisition. Through this thesis strategies are exposed to teaching vocabulary that can help language teachers to build a clearer perspective on how to use word association technique for more meaningful learning.

However, learners of English face many difficulties when learning vocabulary because teacher does not use techniques that help them to strengthen lexicon. This is the issue that drives this research. Specifically, this research aims to analyze whether word association is an excellent technique to improve vocabulary acquisition in   9th ¨A "grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

In this research, it will be found vital concepts related to the meaning of vocabulary and vocabulary acquisition. Besides, in this investigation will be described the problems to acquire vocabulary acquisition, the use of new vocabulary and the stages of vocabulary. Afterwards, it will be explained the word association, types of word association and word association strategies, Furthermore, how word association influence in EFL students and the importance of word association. In addition, the ways that teacher can teach word association technique. With this study, it will be known whether learners are influenced by word association technique when they speak in English.

On the light of this introduction, there is also a description of the instruments used in the fieldwork to obtain useful information related to this qualitative research. The tools used in this study were observation guide and quasi-experiment, where it was applied a pre-test and a post-test. Afterwards the description of the analysis and results presented through the instruments, also there are recommendations that can help the teacher to use different strategies through word association technique to improve vocabulary in learners.

1.2 Problem statement

The lack of English vocabulary is a problem that is affecting high school students, because teachers do not focus on using different techniques that help to develop this sub skill. Due to this problem, students are showing deficiencies in the classroom. such as, poor participation in the classroom, students do not communicate with each other and do not understand when the teacher explains. for this reason, this study aims to identify whether word association is an excellent technique to improve vocabulary acquisition. To collect data and provide effective solutions to help students to solve this problem, the English class will be observed and apply a guide observation and Quasi Experiment.

Word association is an important technique widely used by teachers to facilitate the teaching of new vocabulary, achieving with this, the stimulation of an associative pattern by using a word, helping in this way that students discover in a creative way the solution of the problem. Besides, it is a connection or relationship between word ideas, images and concepts. One way to do it is through ECRIF which is a framework for learning and teaching and it is developed in five stages so students can get new ideas seeing and hearing new vocabulary. The first stage is encountering, where teacher introduces and asks students about the new input, so students can see and hear the new vocabulary but they do not understand anything yet. The second stage is clarifying where teacher explain and give examples of the meaning of the vocabulary by showing pictures to associate the words. The third stage is remembering where teacher can make students play different games to see how much they remember about the explanation given of the different vocabulary, one example of a game could be guessing games. The fourth stage is, internalize, here students start thinking and using the information, in this case the vocabulary, in real life context. In the last stage, fluency, students put into practice the new language to communicate with each other.

1.3 Rationale

Vocabulary acquisition is the learning process in which Students can learn new words and express their ideas. It focuses on helping students to learn the meaning of new words and concepts in various contexts. Word association is an ideal technique for improving knowledge of vocabulary acquisition. To this end, we will identify whether word association is an excellent technique for strengthening vocabulary acquisition, in 9th grade "A" students, at the Rosa Cerda Amador Institute in Boaco, second semester of 2020.

This problem is causing some critical implications such as poor English language acquisition, because, if students have poor vocabulary development, they will of course have problems interacting and understanding the class. As a result, they will have a poor performance in speaking. This research explains the reasons for this and also describes the benefits of this technique in the classroom. This topic has been addressed very little since most research studies have focused on other research. Furthermore, there is no research on this study in Nicaragua and many students rely on their mother tongue to speak in the classroom. For this reason, we analyzed whether word association is an excellent technique to improve vocabulary acquisition, also whether teachers can implement these techniques in the classroom, and how students can improve their vocabulary acquisition. In addition, this research will be useful in providing good information for English language students, teachers and future generations of high school students who want to know about this study. With this research, teachers will be aware of why their students do not know much second language vocabulary and can help them solve this problem and impact on Nicaraguan education.

In summary, the benefit of this research is to identify that word association is a great technique that teachers can use to improve vocabulary acquisition. They will also make the most of this technique to motivate students during the English class. In addition, the results of this important research will inform how the word association technique is used. All those people involved in English language education should take into account the recommendations of this research at the end of the document and it will help to strengthen vocabulary acquisition

1.4 Research Objectives

1.4.1 General Objective

To analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A "grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

1.4.2 Specific Objectives

1. To explain how word association influence in the students learning process in EFL of 9th "A "grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

2. To describe whether students acquire the vocabulary through word association technique in EFL of 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

2. To provide an effective way of using word association technique to learn EFL in 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

1.5 Research Questions

1. How does word association influence in the learning process in high school students?

2. how students can acquire the vocabulary through the word association technique?

3. what is best way of using word association technique to learn vocabulary?

1.6 Background

1.6.1   Previous studies

There are some previous studies by experts about the word association technique to improve vocabulary acquisition. These studies were carried out in Turkey, Colombia, Costa Rica and Nicaragua.

1.6.2   First Study

The first study was carried out in the Preparatory School of Anadolu University from Turkish. According to the author Istifci (2010), the aim of the study is to investigate word association of elementary and advanced level EFL learner trough a 20 item Word Association test in order to see whether there are differences or similarities between results of the students in these groups (p.363). For this investigation 25 students in elementary and 25 students in advanced level (between the ages of 18-20) participated. In advanced groups, there were 18 females, seven males and in elementary group there were 17 males, 8 female students. The students in each group were in the same class; elementary level students were exposed to English, 28 lesson hours for advanced students to 20 lesson hours a week. The data was collected from their usual class hour. The result of this study indicated that the students in elementary and advanced level used a variety of responses, which were more or less similar. However, it was observed that the students in elementary level preferred to use simple adjectives and students in advanced level used more complex and derived word

1.6.3   Second Study

The second study was conducted in a public school of Tolima, Colombia, in June 2017, by the authors Perez & Alvira. Their purpose was to investigate about the implications of vocabulary acquisition; so, there is an imperative need to empower learners with strategies that enable them to increase their word knowledge. The authors applied three types of strategies to evaluate the effectiveness of the implementation of the strategies. The strategies are Word cards, associated with pictures and topics. These strategies were implemented in an 11th grade program, which has

a low-level proficiency in public schools. They have never used vocabulary strategies to learn and recall words. This study indicated that in order to collect data, it was necessary to make use of questionnaires and research´s journal and vocabulary test to gather data. Therefore, the result of this research was that strategies for vocabulary acquisition have enabled learners to expand their range of words, develop their ability to retain words and recall them. The study exposed that after students became acquainted with each strategy, they customized it to fit their own learning. (P. 103-116)

1.6.4   Third Study

The third study was conducted in Central American National University (Costa Rica) in February of 2017, by the author Castro, D. The aim of this research is to compare the vocabulary level of the students between two genres groups and under two types of English language teaching. The subject under study are 185 eleventh year secondary students who are learners of English as a foreign language in two middle class high school in Heredia, the third most populated province on Costa Rica. There are 101 girls and 85 boys. 55 of these students attend a school where content-based instruction is implemented, and 130 study at a school where they take English as a compulsory course, in a regular mainstream foreign language setting. This study indicates that in order to collect data, it was necessary to make use of one session test for each one. In each of the schools, participants had been taught English by the same teachers throughout their high school studies. Therefore, the results of this research were that the boys' overall receptive vocabulary is slightly higher than the girls' in both schools. Although the average word-count difference is low (fewer than 100 words between boys and girls in each school.

1.6.5   The fourth study

This fourth study was carried out in Managua, At UNAN-Managua University, in the first semester 2013, by the authors Silva, K. & Zavala, J. (2013) The objectives of this investigation were to analyze the effect of the teaching materials used by English teacher to develop students´ vocabulary; and provide suggestions in the appropriate use of teaching materials to teach vocabulary. This study was conducted in 5th grade in an elementary school, with a sample of 11 students; as a result, they took a random sample of 8 students; 5 boys and 3 girls between ages from 9 to 10 years old. For this research, they decided to collect data of different instruments such

as: Interview for the teacher, observation´s guide and survey for teachers and students as well. Besides, the result of this research was that they obtained relevant information regarding teaching vocabulary; the teacher used appropriate way to develop vocabulary.

As a result, they gathered useful information that show the teacher is applying the didactic materials and they found out that the teacher knows about strategies, activities, and approaches to introduce the vocabulary. Through this investigation, they concluded that the teacher uses teaching materials in the period of class with a significant frequency of one to ten new words per class, enhancing vocabulary to the students.

1.6.6   The fifth study

It is a local study that was carry out in 9th "A"grade   at Rosa Cerda Amador high school in Boaco- Nicaragua, in the second semester of the year 2020. The objective of this study was to analyze whether word association is an excellent technique to improve vocabulary acquisition.The population was 43 students, 23 females and 20 males; as a result the research took a random sample of 20 students. For this investigation was applied two instruments to collect data such as, observation guide and quasi-experiement.As a result of this research was that students can acquire the knowledge easier through this technique.

II. THEORETICAL FRAMEWORK

Since, word association technique plays an important role in teaching new vocabulary. This research aims to identify whether word association is an excellent technique to improve vocabulary acquisition. In this study, we will give some definitions supported by experts on this topic such as what a word association is. What vocabulary acquisition means and how does word association influences in EFL students. Likewise, how many types of words association exist among other aspects.

2.1 Meaning of Vocabulary

According to Merriam-Webster, "vocabulary is sum or stock of words employed by a language; group, individually or in work, in relation to a subject". Vocabulary, as a communicative element, is the basic instrument on which the tongue is made. Therefore, teaching should be established as an essential tool for the progress of the different language skills, both oral and written way. Recognizing words is an important step in learning to speak. However, it is only the first step; it is vital that students comprehend, or understand, what they are talking about. Speaking is an essential skill for success in the school and in the real world. As it mentioned before, the development of a wide vocabulary is essential if a speaker wants to get a better understanding, the more vocabulary a reader has, the more he or she will be able to understand.

Vocabulary development is a process of acquiring new words to use in daily life, and more specifically, the basis for learning any language. Vocabulary development helping students learn the meaning of new words and concepts in various context and across all the academic content areas. Teaching students to develop vocabulary means providing explicit instruction on important words from text and teaching students strategies to help them learn word meanings independently.

Students who get struggle with speaking disabilities most often practice the speaking less per day than their typically achieving peers, making it more difficult for them to acquire new vocabulary. Students with learning disabilities may have weak oral language skills, which directly influence their vocabulary development. A limited vocabulary hinders a student`s ability to be successful in comprehending grade level speaking, participating in classroom discussions, and doing well on assignment, quizzes and test.

These often increase over time, making the need for explicit vocabulary instruction even more pressing for students with language deficiencies. When the students do not develop a good vocabulary, this will affect the comprehension skill in higher levels where the speaking activity becomes more complex.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Learning vocabulary is a complex process; the students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. Furthermore, knowing a word involves knowing its form and its meaning at the basic level. Vocabulary knowledge is pivotal in the second and foreign language acquisition. This is because vocabulary covers all the lexical items learners need to know in order to meet their numerous educational needs.

"Argue that the Natural Approach teaching practitioners have claimed vocabulary as the most important prerequisite in acquiring a language and it has been regarded as the building blocks of language learning" (Subon, 2019) p11-15).

This reveals that it is pertinent for the second and foreign language learners to acquire sufficient vocabulary knowledge to enable them to acquire their target language. Hence, there is a dire need for educators to help and train learners to use effective vocabulary learning strategy to acquire ample amount of vocabulary size.

Therefore, Zareva, Schwanenflugel & Nikolova, Y. (2005) express that:

> Vocabulary is an inescapable for communication and in expressing meaning; there are many techniques employed by teachers in teaching vocabulary and they can improve their learners 'knowledge of vocabulary by helping them in building a large of numbers of words to choose from any time to convey their intended message in different contexts. Without an extensive knowledge of vocabulary, learners may feel disappointed and lose their confidence (Nation, 2001, p.567-595)

2.2 Meaning of vocabulary acquisition

The authors Bardel, C. Lindqvist, C & Laufer, B. (2013) defined:

> The vocabulary acquisition also known as vocabulary knowledge, which is viewed as a number of Word a person knows. This means that knowing a certain number of Words makes you vocabulary connoisseur and it is known too as vocabulary acquisition. In the same way, it is vital to mention that the same authors states that vocabulary acquisition can be known as the amount of information a person has about a particular Word. But they have different meaning. For instance, vocabulary knowledge is a generalization about the set of items or concepts to which a word refers, commonly labeled as "definitions." (p.5)

"Refer to this as abstract core information about a word. Abstract, rule-based knowledge is useful because it allows us to apply words to the new items or concepts we encounter" (Tsai, A, 2017, p.19).

Cody, J & Huckin, T. (1997) support that:

> The acquisition of vocabulary has long been felt to be a crucial component of learning a foreign language. Vocabulary acquisition has the goal of comparing the effectiveness of the direct learning of vocabulary through memorization and indirect learning of vocabulary through context (p. 5).

Chun, D. & Plass, J. (1996) explain that:

> Vocabulary acquisitions has revealed that words associated with actual objects or imagery techniques are learned more easily than those without. With multimedia applications, it is possible to provide, in additions of words, different types of information, such as pictures and videos (p. 15).

"Vocabulary acquisition occupies a key position in learning a second language. How vocabulary is acquired and what the most effective means is promote effective acquisition have been worthwhile lines of investigation in the field of the second language acquisition". (Xu. X ,2010).

For Song, M. & Chen, L. (2017) said:

Vocabulary is of great importance in language acquisition; vocabulary acquisition and teaching are not easy, the authors said "to learn any language or mother tongue vocabulary acquisition is the most difficult language components to deal with" vocabulary acquisition is the necessary for communication. It has always been one of the significant issues related with both teachers and learners of foreign language receptive skill (p.174)

Tsalgini, (2019):

The way student learn new vocabulary in a foreign language is so similar to the way they learn the one in their mother tongue. "There are some factors and certain aspects that need to be appraised during the student learn new words effectively students cannot learn vocabulary by grammatical rules, however they can learn with activities where they feel in confidence. (p. 11-12)

Relevant research findings prove that foreign language learner can also learn new vocabulary incidentally by exposure to contextualized language Horst, Cobb & Meara. (1998) the authors mean that students can get new words just by being exposed to hear to the teacher and see vocabulary techniques and the activities that teacher does in the classroom. Vocabulary acquisition is the mean focus to interact with people, so it should be learned interactively. Vocabulary growth can improve thought learning technique such as word association; vocabulary acquisition is the

main key to have communication with people, a rich vocabulary makes the English skill more comfortable (p. 207-223)

2.3 Problems to acquire Vocabulary acquisition

Teacher must use different techniques to improve vocabulary; the problem is that the majority of high school teacher does not use technique to acquire new vocabulary; on the other hand, students do not give the importance it has. Sometimes, people pay courses to learn English and these one expects to learn structures and a bit vocabulary, they do not pay to spend time interacting, making conservation in English. Therefore, they consider that they are wasting their time with that, when it is the main sub skill that students must develop for the well acquisition of language.

2.4 Use new Vocabulary in the classroom

When teacher chooses new term for study, teacher should look ahead to see what students will be discussed in the coming weeks, and after teaching the words´ meanings, they should reinforce the new vocabulary by using it often and encouraging students to use it themselves. When a new word is learned, it is not enough to keep that word in our mind. It is necessary to use the word every day at every moment in order to become that word part of their common vocabulary and they will keep the word in their minds.

2.4.1 Stages

There are three stages of vocabulary acquisition; which help students to improve their knowledge.

Noticing: It is regarded as an important part of the process of learning new language, especially in acquisition-driven accounts of language learning, when learners at some point in their acquisition, notice their errors in production. Noticing will only occur when the learner is ready to take on the new language, the learner notices the new word in a context or help the visual clues.

Recognition: According to Gray, K. (n.d) explains that is a process by which students learn to identify words and word parts. It begins with an understanding that letters symbolize the sounds

in words and progresses to the ability to understand complex word parts and syllabication principle. There are different types of exercise can be used to help recognition, 1) circle the word they hear 2) total physical responses activities when the teacher gives a command, and the students obey.3) multiple choice. This are the activities, which help students.

Production: That is the ability to use the word in appropriate situations. This stage is considered very important because it integrates the new language with the old one and it gives an opportunity to use the language in a freer and a creative way. Some activities to use in production to help students are; dictation, translation and picture descriptions.

2.5 Word association

Word association is a way to identify relationships between two-stimulus words based on the response's words. If there, a similarity in the response word of two stimulus words, then it indicates a similarity between the stimulus words as well. The association also gives an indication of the participant's mental and language. This concepts or ideas are either shown to the participants in the form of visuals or words, using flash cards or expressed through words spoken aloud. The participant responds with the first word that comes to their mind.

 "Word association is a way in which words come to be associated with each other and which influences the learning and remembering of word." Richards, et al. (1985 p.16).

"Word association is not a simple matter of observable behavior but it is a complex process of what occurs in the mind from hearing a word to producing another" (Wright, 2001, p.8).

Sinopalnikova, (2003) states:

> The term association is used in psycholinguistics to refer to the connection or relation between ideas, concepts or words which exists in the human mind and manifest in the following way; an appearance of one entity entails the appearance of the other in the mind (p.200)

"Word association show the familiarity effect: responses are faster to familiar words and if a word has been presented before, it takes a shorter time to respond to that word" (Miller,1996, p. 1-18)

In word of Kess. (1992)

> An association theory looks for latent relationships, the covert link that word have with the other words' images and thoughts. He also thinks that word association system is like a spider web in which words in the mental network are related to other words (p.6)

Likke, M. & Ingwersen, P. (1999) express:

> that Word association have also been to identify the associative meaning of images. Pictures are more ambiguous and multidimensional in their connotations than words. The association methodology was used in different ways. It is possible to distinguish between tests, which use the picture as stimulus word in order to generate a word- based associate meaning of information (p.19)

"Word associations produced by non- native speakers differ systematically from those produced by native speakers". (Stubbs. & Carter. 1982. P.22). According to Cambridge- dictionary (n, d) word association is a method sometimes used in Psychoanalysis in which the person being treated says the first word they think of when a particular word is said, which may help to discover how parts of the mind work. "Word association is believed to reflect the semantic in the human mind. Psycholinguistic studies have found that words in the mind of adult native speaker tend to be semantically organized" Vasiljevic, Z. 2008. p.36)

Word association is not a simple matter of observable behavior, but a complex process of what occurs in the mind from hearing a word to producing another and involves intricate process of comprehension.

1.6 Types of Word association

2.6.1 Word association test

"Word association Test", which was invented by Galton, is a technique in order to test association people make. "Word association test is one of the commonest and oldest methods for investigating cognitive structure and has been used by several researchers" (Bahar & Hansell 200, p.14)

Sinopalkinova (2003) emphasizes:

> That word association mechanism is a free association test in the simplest test (FAT). In FATs a list of words (stimuli) is presented to subjects (either writing or orally), which are asked to respond with the first word that comes into their mind (responses), and FAT gives the broadest information on the way knowledge is structure in the human mind (p.200)

"Word association test as a way of looking for respondent's automatic reply to a particular word. This automatically given word is assumed to have the strongest connection with the incentive word in the respondent's mental lexicon" (Schmitt, 2000, p.60)

Also, Rothman, J. (2009) said:

> "That word association test is one method which can be used to explore our minds" vocabulary organization. Most word association test have been concerned with how native speakers connect words, it is possible to establish strong links in our mind through recognizing pattern and generally common ways to associate words. (p.24)

According to Richards (1991):

> The responses to free association tests give much information about the psychological structuring of vocabulary in an individual and offer a way of investigating the syntactic and semantic relationships among words. In classifying word associations, different classification systems, which have some common characteristics, were applied by different researchers. (p.30)

Kess (1992) states that:

"Word association is divided into 3 types: 1. Members of the same part of speech class a) paradigmatic responses (responses which fall in the same syntactic category such as synonyms or antonyms such as thin-skinny, black-white) b) syntagmatic responses (responses which fall into other categories such as dig/hole) 2. Members of the same taxonomy a) Subordinate (dog/retriever) b) Superordinate (dog/animal) 3. Ryming or clang responses (sister/blister, yellow/fellow" (p.117)

Vasiljevic, Z. & Gakuin, A. (2008) express:

> "Word association test were mainly applied to vocabulary assessment to examine the level of maturity of and individual entry in the mental lexicon, the mechanics of individual word acquisition and the development of lexical network s in second language reading. Little research, however, has been done on word-association-based instruction and vocabulary growth in L2" (p.32)

"The word association test is a common method within psychology, which has been used to reveal the private world of an individual. its simplest form a series of disconnected words (stimulus words) are projected orally or in writing to the respondents who must they respond with the first word which comes in their mind". (Likke, M. & Ingwersen, 1999 p.17).

The association test is a way to identify the associative meaning of a stimulus word or relationship between two-stimulus words, the responses words create a cluster of associative representation of the stimulus word. The associative terms may also help the users when they

perceive and conceptualize the information needed by linking words according to their colloquial and intuitive understanding.

2.6.2 Word association tasks

"Vocabulary development is an essential purpose in any language-teaching program, and considering the multidimensional nature of this construct, achieving this goal needs an effective assessment of all dimensions of word knowledge, breadth, depth, and accessibility of word knowledge". (Christ, 2011, p.325).

"Most of the current vocabulary assessment tools measure the breadth dimension of vocabulary. However, there have been investigations that have developed Selective or Productive word association tasks (WAT) to measure the depth of word knowledge" (Meara & Fitzpatrick,2000; Read, 1998,p.250).

Depth of word knowledge is the second dimension of vocabulary knowledge. This dimension has been an ignored area of research. Despite being a neglected area of study, it is nonetheless important, especially for bilingual learners who are dealing with two languages at the same time. Lexical depth involves many aspects related to the development of literacy skills.

"The depth of word knowledge as syntactic properties, possible collocations, pragmatic rules, and semantic representation of the words or concepts". (Schmitt ,2000, p58.)

"The lexical depth was divided into the morphological structure, phonological representation, and orthographic representation" (Snow & Locke,2001, p.530).

Wesche & Paribakht (1996) marked:

> Deep word knowledge as the richness of the representation of the known words or how well one knows about words or concepts. On the other hand, suggested that lexical depth includes a receptive and a productive aspect in the sense that learners may have a receptive knowledge of the meaning of a word and recognize its

meaning in a text or discourse and be able to choose its collocations and paradigmatically/syntagmatic ally related words from among a set of given words but not be able to produce such related words when they are confronted with the stimuli word. (p.48)

There have been some efforts to promote tools to assess these two aspects of lexical depth. Most of these tools are based on word association theories and are called Word Association Tasks (WAT). Selective WAT tasks were developed to assess the receptive aspect and productive WAT tasks were developed to assess the productive aspect of deep word knowledge.

Read (2004) identified:

three paths in operationalizing the concept of deep word knowledge:

1) The difference between having a limited unclear idea of what a word means and having much more specific knowledge of its meaning, which is called precision of meaning .2) Knowing the semantic feature of a word and its orthographic, phonological, morphological, syntactic, collocational, and pragmatic characteristics, which is called: comprehensive word knowledge. 3) The incorporation of the word into its related words in the schemata, and the ability to distinguish its meaning and use from related words, which is called network knowledge. (p.180)

This line of thought to define the depth of word knowledge examines the development of links between sets of words in the mental lexicon. The assumption is that, when a learner increases his vocabulary size, the new words to be learned need to be related and attached to a network of already known words, and some restructuring of the network may be needed as a result. This means that depth of word knowledge can be understood in terms of learner's developing ability to

distinguish semantically related words and more generally, their knowledge of the various ways in which individual words are linked to each other which is 'word associations'.

By defining the depth of word knowledge as the extent and quality of word associations in mind, word association theories become the basis for developing many tests to measure the depth of word knowledge called Word Association Tasks ELT English Language Teaching 2014 (WAT). Schmitt (1998) states:

> The elicitation of word associations is a relatively simple procedure, which is one of its attractions. Traditionally, subjects were given a stimulus word and asked to produce the first response which came to mind. For him, the use of word associations holds a great deal of promise in the areas of L2 vocabulary research and measurement. He further claims that word association procedures can be used as an alternative way to test vocabulary. (P.36)

2.6.3 Word Association norms

"Word associations have been used widely in psychology, but the validity of their application strongly depends on the number of cues included in the study and the extent to which they probe all associations known by an individual". (Deyne S, et al ,2018, p.86).

(Palermo and Jenkins ,1965) express:

> Word association norms are well known to be an important factor in psycholinguistic research, especially in the area of lexical retrieval. Generally speaking, subjects respond quicker than normal to the word "nurse" if it follows a highly associated word such as "doctor." Much of this psycholinguistic research is based on empirical estimates of word association norms such as perhaps the most influential study of its kind, though extremely small and somewhat dated. This

study measured 200 words by asking a few thousand subjects to write down a word after each of the 200 words to be measured. Results are reported in tabular form, indicating which words were written down, and by how many subjects, factored by grade level and sex. The word "doctor," for example, is reported on pp. 98-100, to be most often associated with "nurse," followed by "sick," "health," "medicine," "hospital," "man," "sickness," "lawyer," and about 70 more words. (p.21-23)

2.7 Word Association Strategies

Vocabulary is one of the most difficult for EFL students to learn. The simple reality is that students are just seeking for the equivalent of the English word in their native language. They are not joining a mental image of anything to go with the new vocabulary. We acquire our native language through word associations, we get mental pictures of concrete words through our senses which are associated with new words. For example: when we hear the word sweet, we directly think of chocolate or candy and we get the meaning of the word sweet.

Morgan L, et al. (2000) suggest:

Advanced learners usually have a large receptive vocabulary. Nevertheless, their productive vocabulary knowledge is often limited, and they cannot use the words they know effectively. As a result, advanced students are often frustrated by the fact they cannot express themselves adequately in the target language.

Since the 1980s, in the majority of TESOL settings, which adopted the Communicative Approach, the teaching of vocabulary above intermediate levels was mostly indirect and limited to presenting new items as they appeared in reading or listening texts. Students were taught to recognize clues in context, and textbooks emphasized inferring word meaning from context as the primary vocabulary skill. (p.77-80)

Sökmen, (2000):

> The assumption was that vocabulary expansion would happen incidentally, through the practice of other language skills. However, the deficiency of this approach soon became evident. Inferring word meaning from context was found to be a slow and error-prone process, with even correct guesses not always resulting in long-term retention. (p.132)

This study examines word association as a vocabulary teaching strategy in terms of its effects on the vocabulary development of second language learners. The study was developed on the assumption that instruction that exploits stable semantic links in the language would enable learners to acquire lexical properties beyond the basic meaning or specific context, and consequently result in a better quality of vocabulary knowledge. Compared to traditional methods of vocabulary teaching such as word lists; word associations have several potential advantages as a vocabulary instruction technique.

(Sökmen 1993) state that:

> First, explicit teaching of word associations provides a way of organizing vocabulary ensuring that words are not dealt with randomly and that students identify, organize and record the most useful lexical items they encounter in the input. Second, instruction through word associations looks into words as a part of a larger lexical network (p.96)

Traditional vocabulary teaching tends to concentrate on extracting individual words and recording their meaning. Knowing a word, however, involves more than being able to establish a one-to-one relationship between words and real-word objects or between the words.
"being able to use a word involves mastering its collocational range and restrictions on that range". Collocations play an important role in the creation and defining of word meaning. (Lewis, M. (1993, p.119).

As Bahns (1993). pointed out:

> Words become meaningful because of their relationship to other words. For example, it is almost impossible to explain the meaning of the word pen without reference to writing. The East Asian Learner, Vol. 4, No. 1, May 2008 3 Third, instruction through word associations can help develop learners' awareness of the lexical systems and reduce their reliance.Some collocations translate directly while others tend to be language-specific (p.30-31)

Nattinger, (1988) explained:

> Fourth, instruction through word associations may reduce students' processing load during text comprehension. Presenting words in a network enables students to connect new material to what they already know and therefore activates their background knowledge. Furthermore, knowledge of collocations allows words to be retrieved from memory in pre-assembled chunks (p.210)

"The ability to chunk information can significantly reduce processing load during text comprehension" (Willingham 2006, p.72).

Finally, explicit teaching of word associations, and superordinate and subordinates, in particular, should increase learners' awareness of   lexical cohesion in the text, which is also expected to have a positive effect on comprehension.

2.7.1 Word Map

"Vocabulary development as an interactive process," one in which "new concepts are nested in the context of meaning in which they appear" (Ruddell, 1986, p.587).

"The recommendation throughout that issue was that effective vocabulary instruction should have active and positive student participation; word knowledge development; personalized strategies; and continuous, independent, long-term growth" (Carr & W5ixson, 1986; Ruddell, 1986, p.81-83). "Teachers use to clarify word meanings for students: synonyms, brief descriptions, examples, and non-examples, rephrasing. Repetition, associations, and unique expression. Harmon's list, the Fraser Model" (Harmon, 1998.p53-55). (Fraver, Frederick. & Klausmeier,1969p.12-14) The Basic Concepts of Definition Map by Schwartz:1988)

A word map is a strategy to help students learn new vocabulary words. There are different ways to use this strategy. One way is to use the four-cornered vocabulary chart, and with this method student write the definition, use it in a sentence, draw a picture of the word and write the word in the corner. Other methods to use this strategy are to add antonyms, synonyms, dictionary definitions, part of speech and more. This strategy can be adjusted to meet the needs of all students. Through this strategy student make personal connections, because they are drawing their own picture, writing their own phrase and definition in their own words. By doing this, it gives more meaning to vocabulary word learning, and this would greatly help struggling readers. Graphic organizers are useful for all students because it really helps them organize their thoughts.

"These graphics provide more context and "clues" than typical word walls because they include an illustration, definition, and sentence for each vocabulary word" (Echevarria, Vogt, & Short 2014, p.81).

2.8 Influence of word association in EFL students

According to Decarrico, J. (2000):

> It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that the students be given multiple exposure to item they should learn. Exercises and activities include learning word in word association lists focusing in highlighted word in context. The teaching of word list

through word association techniques has proven to be a successful way to learn a large number of words in a short period and retain them over time. (p45)

Nation (1990) notes:

> For instance, that knowing meaning and hopefully can make the learning of meaningful easier. This association reflects underlying relationship in the mind of the students, the meaning of a word depends in part on its relationship to similar word to each other through having a common base. (p.327)

2.9 The importance and benefit of Word association.

Rather than taking the same foreign concepts that come into our language, with the developing technology, "it will be more beneficial to create self-concepts based on the similarity principle of the association" (Erden, 2011, p.992).

Bağcı Ayrancı, (2013) said:

> The association technique is a method that should be used both; in the development of understanding and the development of expression. It is very significant because it reinforces the bonds of thought in the brain and forms the basis of new thinking. The connotation is imperative in language-based products and what we recognize from language. Since language is a living being and it draws its resources from the brain, we cannot separate it from the association. In this context, as one's ability to use associations develops, language skills will also improve (p.13).

The ability to associate is the process of reminding the subject of other phenomena, situations or events in the student's mind. Associations are related to prior learning. Therefore, it provides positive transfers. The subjects are not independent of each other; they are realized through meanings that will be converted into whole. Semantic associations are specific to the individual. They should be done at the beginning of the course. In the semantic association, the

individual learns more effectively by coding the concepts or events according to their contrasts and concurrency. To ensure efficiency in foreign language teaching, an association-based dictionary of semantics and metaphorical meanings can be prepared and presented concerning the basic meaning of the words. Semantic and figurative meanings learned by associating with the basic meaning will be better understood. This provides individuals with a method to predict semantic and figurative meanings. As the link of association between our knowledge increases, the content of what we will write and say becomes rich". The individual who knows how to use will also use his or her brain effectively. Through the associations, the capacity of the individuals who create regular information storage and conceptual networks to say something new and see Association is the working principle of the mind. Association is also increasing the creative power of the apprentice. "The associations not only play an active role in the formation of indicators, but also the formation and diversification of meanings" (987).

Uçgun, (2006) said that:

> There is a positive relationship between the power of association and the effectiveness of learning. "Making some metaphors in the mind while learning something makes the subject more vivid. For this reason, in teaching the word, emphasizing what the word can evoke in the student's mind helps to understand complex words with simple symbols" (p.224).

Four main factors help the memory to remember any information it has learned:

a- Priority: Knowing the fact that the brain remembers best the first and last thing learned makes it easier for the teacher to give new information to students. In this way, emphasis is placed on new Vocabulary instruction at the beginning and end of the course and studies to remember the words previously learned in the middle of the course.

b- Proximity: As mentioned above, recently learned information is easier to remember. For this reason, it is necessary to repeat the words taught in the previous lesson.

c- Connection: Interrelated topics are easier to remember than those that do not have the links between them. Therefore, the existence of some connections between the words taught and

Informing students about these connections will make it easier for students to remember words by association.

d- Conspicuousness: Strange, unusual, and striking topics are easier to remember.

Given this characteristic of memory, a variety of techniques can be used in teaching vocabulary that students will have fun and will not easily forget. For example, educational games can be used in the lessons for this purpose. Association areas in the brain play an important role in making learning meaningful and permanent. The more meaningful a material is, the easier it is to learn.

Gündüz, (2015) states that:

> This situation, which can be expressed as associative meaning, is explained by what a newly learned knowledge recalls in the mind. What we call significant learning is also that the student assigns the newly arrived information to the long-term memory by associating it with the old information in the memory. "The basis of this strategy is not that the student gets the information he finds as it is, but creates new meanings by comparing and integrating with the information you have learned before and putting it in his mind" (p.369-383)

According to Asci. Y (2019) said that:

> Every word in the language is like a code that encodes a concept, an event, and an entity into the brain. The solution of this password also means the solution of meaning of that word. The word apple can wake up expressions such as red, fruit in the mind. Apart from its definitive meanings, the word apple has a place in the mind that encodes information, designs, dreams or memories about itself. Association is like a chain of different parts of life from words to beliefs. One ring of this chain allows the movement of other rings. (p. 240-245)

2.10 Teaching Synonyms an Antonyms through word association technique

Words in a language are related to each other in a number of ways. These relationships include synonyms and antonyms. It is beyond the scope of this entry to discuss all possible relationships, which therefore confines itself to synonyms, and antonyms.

Synonym:

According to Murphy (2003):

> two lexemes are synonymous if they share the same contextually relevant properties except for one. This rule is valid for synonyms on the condition that all of the properties are found in the meaning of two lexemes except for their forms. However, it is further claimed that no such couple of words exists where all the contextual properties are shared by the two different lexemes. (p.57-60)

Antonym:

Dikiltans. K & Hakki. I (2018)

> Antonyms are two lexemes that denote opposite meanings such as thick/thin, heavy/light, and open/closed. These kinds of antonyms are called gradable antonyms. However, antonymous words are not confined to adjectives. For example, directional opposition includes the opposite terms such as above/below, top/bottom. There are also no gradable complementary opposites, where negation of one term produces an equivalent term, which can be ensured by inference such as male/female. Further, a complementary adjective does not have the characteristics of grade ability as in free/occupied. Finally, there are converses, which share the same meaning with reversed roles such as trainer/trainee and wife/husband. (p.3)

III.   Methodological Design

3.1 Type of Research

This study is transversal with a mixed approach. Qualitative and quantitative. It is qualitative because the technique to strengthen in EFL student vocabulary acquisition in students of ninth grade, were observed and analyzed through the instruments such as, observation guide and Quasi-experiment and in the same way the quantitative focus. since the study was carried out in the second semester of the year 2020.

3.2 Study Area

The present study was conducted at Rosa Cerda Amador Institute public high school in Boaco, during the second semester of the year 2020 in the morning shift.

1.3 Universe and sample

The population was of 43 students; 23 girls and 20 boys. In addition to this. Teacher who is in charge of that grade was part of the population Moreover; the population of this research was conducted by convenience in order to collect reliable information.

1.4 Data collection technique

The techniques to collect data were two types of instruments such as observation guide and Quasi- experiment.

For the purpose of this research, two data collection instruments were chosen observation guide and Quasi- experiment. Before applying the instruments were validated for two experts specialized in teaching English language. In order to improve the structure methodology and grammatical design of each one. This process consisted of giving a draft of each instrument to each expert, they wrote some comments on the paper according to each aspect to be fixed, after that the instrument were written again taking in to account the comments and considerations of each expert in order to design a better instrument to be applied. To get information of learning process from students about vocabulary, and to identify whether teacher uses the word association technique were designed these two instruments.

3.4.1 Classroom observation Guide

The observation guide was conducted twice into the English classroom, with the proposal of gathering more relevant and significant data. "These observations were made to identify what kind of resources were used by the teacher into the classroom and how the teacher develops the English class for vocabulary acquisition using techniques to increase the student vocabulary."

The observation class was carried out in a period of two weeks; on November 19th and 24th of 2020.The main objective of this research is to identify whether students strengthen one vocabulary acquisition through teacher technique used for teaching.

3.4.2 Quasi- Experiment

The quasi was carried out during two weeks in the English classroom. The purpose of this instrument was to analyze between two groups of students whether word association is an excellent technique to acquire new vocabulary. In this experiment, we chose 20 students randomly in order to identify the learning level of vocabulary through a pre-test. From the 20 students, we created two groups of 10 students to carry out this study, in order to realize comparison between of both groups and to find if the proficiency level has an effect on associating words. Quasi-experimental method of the pre-test and post-test type, consist of 20 students taken to be evaluated to find out the previous knowledge they have and the post-test. One group of 10 were exposed to the word association technique to acquire vocabulary and the other group of 10 students without having been exposed to the word association, finally, we applied a post-test to identify if the word association technique is effective to strengthen vocabulary.

3.5 Validation of the instruments

The experts who validated these instruments were the Dr. Albert Sanchez Alvarado and the Lic: Francisco Sanchez from the English department at UNAN-Managua.
In the process of the validation of the instruments "Class Observation Guide and Quasi-Experiment", the experts gave us the feedback in order to make the necessary corrections to the items. For this validation, the expert used a rubric that will be shown in the annexes so as the

instrument. Besides the rating given by the jury per item was calculated as an average to interpret the validation easier. The experts had the options to validate the items from 1 to 4.

The following table represents the guide observation; the rating given by the experts with a description of 3.5% in coherence, 3.8% in clarity, 3.8% in relevance and 3.9 % in sufficiency.
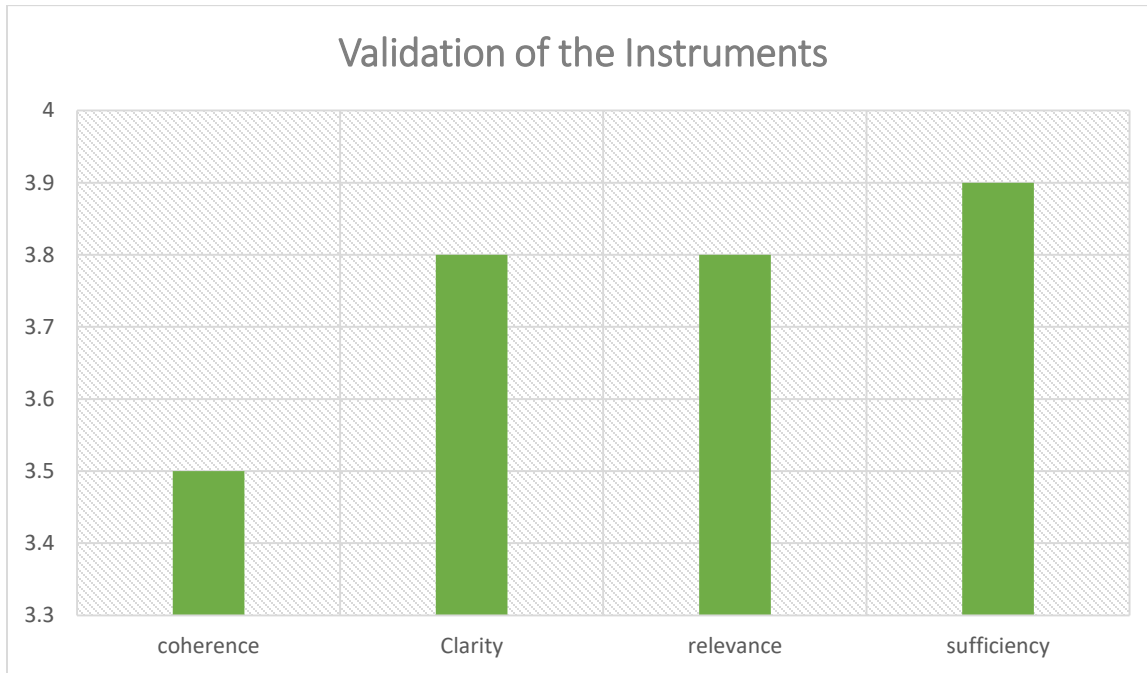
The following table represents the Quasi Experiment which consist in a pre-test the rating given by the experts with a description of 3.4 % in coherence, 3.8 % in clarity, 3.6 % in relevance and 4 % in sufficiency.

Pre-Test
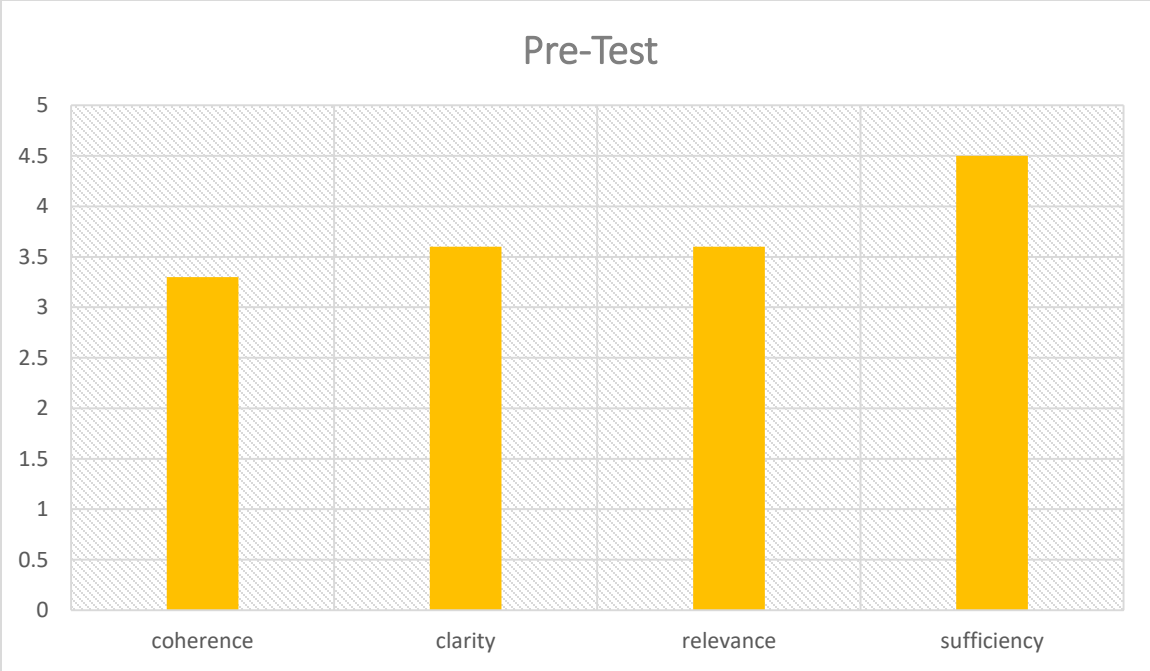
The following table represents the Quasi Experiment which consist in a post-test the rating given by the experts with a description of 3.3 % in coherence, 3.6 % in clarity, 3.6 % in relevance and 3.6 % in sufficiency.

Post-Test
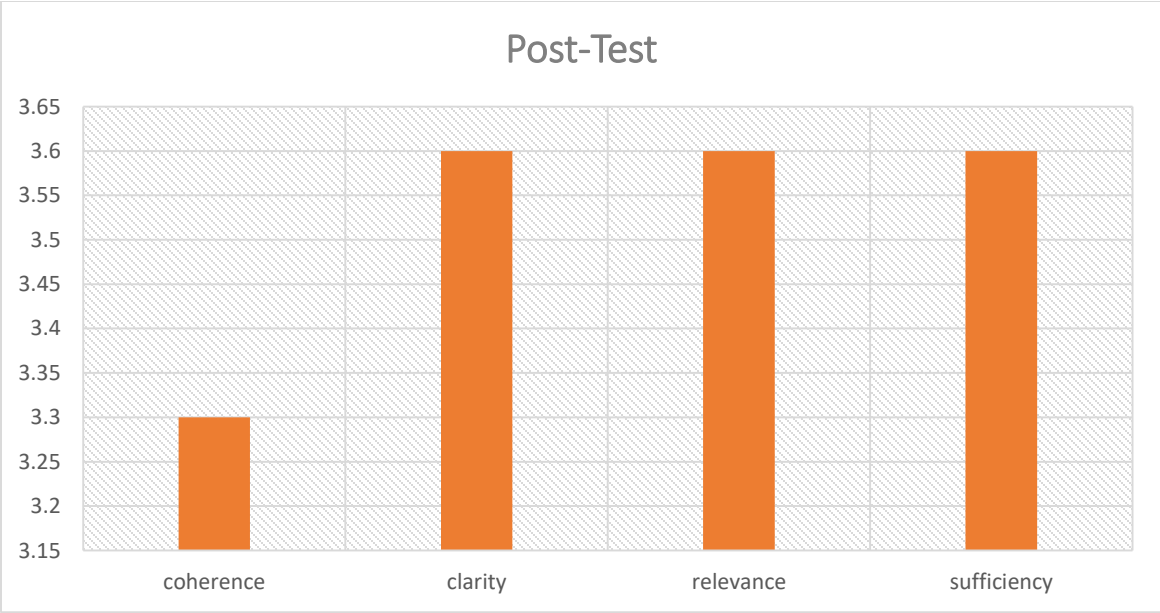
3.6 Method of analysis

The result and analysis of the information collected through instruments were organized through transcripts and a table in order to present the data in a discussion.

3.7 Matrix

Objectives	Variables	Sub variables	Indicators	Sources	Techniques	
					Classroom observation guide	**Quasi-Experiment**
1. To identify how Word association technique helps students to learn vocabulary in EFL of 9th grade, at Rosa Cerda Amador Institute in Boaco, second Semester 2020	Technique helps students to learn Vocabulary	Word association as a technique to help students	To strength vocabulary acquisition by word association	Students Teacher	X X	X
2. To explain how word association influence in the students learning process in EFL of 9th grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020	Word association in the learning process	Influence in the students learning process in EFL students	The use of flashcards and Picture-descriptions.	Students	X	X

| 3. To describe whether students acquire the vocabulary thought word association technique in EFL of 9th grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.	Acquire vocabulary through word association	Different technique to apply word association	Acquire vocabulary through picture description	Students	X	X
4. To provide an effective way of using word association technique to learn EFL in 9th grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.	Different type of word association	Effective way of using word association in the classroom	Using appropriate techniques to improve vocabulary	Students	X	X

3.8 Result and data analysis

3.8.1 Discussion of Results

The result below refers to the two types of instruments applied during the process of this research such as guide observation and quasi – experiment. These instruments were analyzed according to the research objectives. The outcomes are presented first, and then, the explanation is stated below.

3.8.2 Analysis of the observation class

During the English class was observed, it was determined that the teacher is not conscious that word association is a good technique to improve vocabulary acquisition because she only emphasizes on grammatical structure. This day, she was teaching Simple past, rules time expressions, regular and irregular verbs. In addition, she explains very well the class but she does not teach vocabulary. On the other hand, it was observed that students understand how to make the writing vocabulary on their notebooks, but the problem is that they cannot participate in the English class because learners do not know vocabulary.

GUIDE OBSERVATION

12%
18%
58%
12%

■ Excellent
■ Very Good
■ Good
■ Defficiency
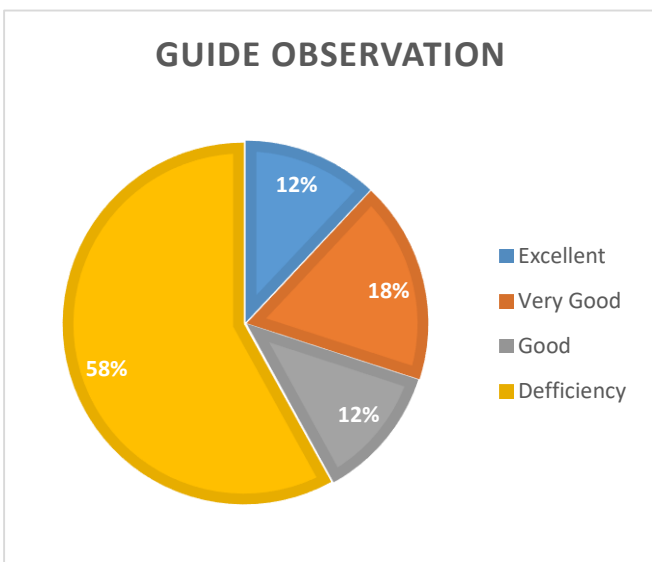
The graphic on the left shows the understanding of the English class According to the teacher's instruction.

Of the 43 students 5 are in the excellent category.

8 students are in a Very Good category.

5 students are on a good scale of understanding.

Finally, 25 students represent the deficient; so, they do not understand.

Students understand the instruction and example from the teacher.	frequency	Percentage
Excellent	5	12%
Very Good	8	18%
Good	5	12%
Deficient	25	58%
Total	43	100%

3.8.3 Quasi – Experiment result

During the Quasi-Experiment, it was applied Pre-Test, we work with 20 Students chosen randomly. It was determined to analyze the level of vocabulary that students know.

The graph represents the learning level of the 20 students. It means that not all students have the same knowledge.

- 3 Students are in the excellent category with a scale of 1 to 20 being the highest.
- 5 students are in the good category, since they scored between 10 and 15 in a range of 1 to 20
- And finally, 12 students mean the deficiency category with a result less than 10 on a range of 1 to 20.
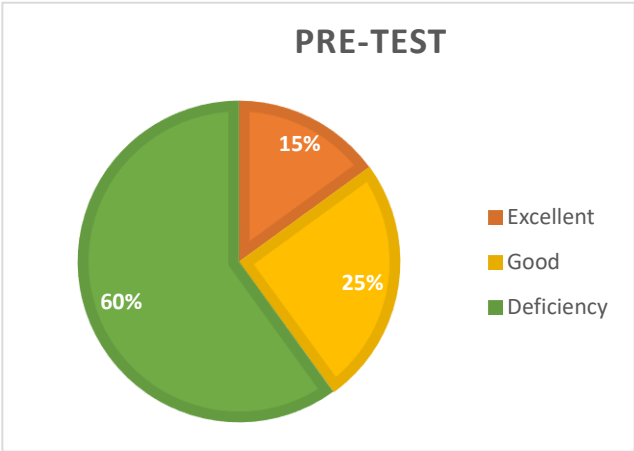
Learning Level from the Students.	Frequency	Percentage
Excellent	3	15%
Good	5	25%
Deficiency	12	60%
Total	20	100%

After we applied the Pre-Test, we dived the 20 students into two groups in which each group was 10 students. We made these groups to apply the Word Association Technique in 1 group and the other group in the traditional way that teacher teaches. We are going to identify whether the Word Association is an excellent technique to acquire the vocabulary. After we taught the groups in both ways, we conducted a Post-Test. Firstly, the teacher writes the vocabulary on the board, then ask if they know the meaning of the vocabulary, but, since the students do not know the vocabulary, teacher shows different picture to be visualized and associated to understand the meaning, for example, teacher writes the word bird on the board, as students do not understand, teacher shows a bird in a picture and say sentences about the word, pronounce and explain vocabulary related to the word. Students pronounce several times the vocabulary, make sentences about the synonyms, antonyms to the word provided. This allows to know new words related to the word assigned and also it helps them not to forget the vocabulary.

On the second group teacher does not apply the word association technique. Here, teacher writes the vocabulary on the board, then provide the meaning of the words and teaches to make sentences using the vocabulary without making use of pictures. This is the most common in the English classroom. Finally, teacher applies a post-test to both groups to identify if word association technique is effective to acquire or improve vocabulary.

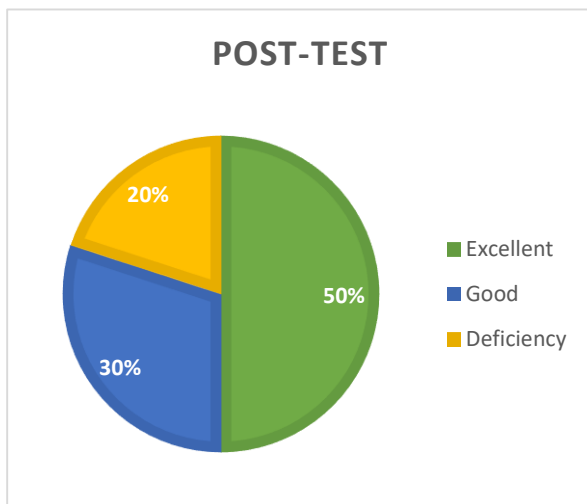The pie chart on the left shows the result of the 10 students who were exposed to word Association Technique.

- Five students are in the excellent category with a range of 1 to 20 being the highest.
- Three students are in the good skill since the score between 5 to 8 in a range of 1 to 10
- Only 2 students were in the category of deficiency by obtaining a score below 5 on a scale of 1 to 10.

Result of students who were exposed to the Word Association Technique	Frequency	Percentage
Excellent	5	50%
Good	3	30%
Deficiency	2	20%
Total	10	100%
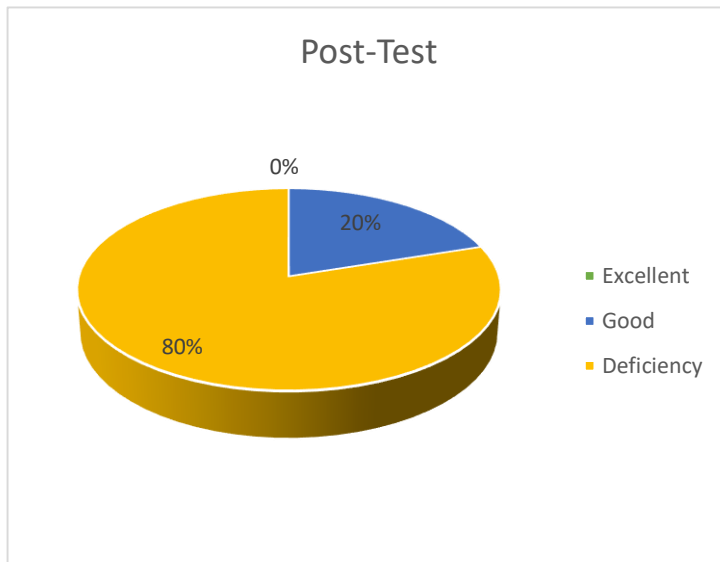
The following Graph show the result of 10 students who were not exposed to the Word Association but the Post-Test was Applied

- anyone of the students got an excellent percentage.

- 2 of the students are in a good category scoring between 10 and 15 on a scale of 1 to 20.

- 8 students scored less than 10 in deficiency category.

Results of students who were not exposed to the WAT.	Frequency	Percentage
Excellent	0	0%
Good	2	20%
Deficiency	8	80%
Total	10	100%

Analyzing the result from the Pre and Post-test, students that were exposed to the technique word association got more punctuation, than students who were not exposed to WAT it means that WAT it is an excellent technique to acquire vocabulary. In conclusion, the result of the analysis of the instruments yield that the reason learners do not know vocabulary is because teacher focuses on grammar rather the vocabulary. According to the analysis of the quasi- experiment is clearly seen that word association technique is effectively the best way to strengthen vocabulary. Also, it helps students to acquire more vocabulary and be more confident at the moment of one conversation.

IV.   Conclusion

The aim of this study was to analyze whether word association is an excellent technique to improve vocabulary acquisition. For this study qualitative and quantitative approaches were used; which consisted in the application of instruments such as observation guide and quasi-experiment and the application of a pre-test and a post-test. The following conclusions can be made:

First, word association is not a common technique used by the English teachers from high school. This technique shows the similarity between the words, making use of synonyms, antonyms, pictures and clue context; in which it helps students to acquire new vocabulary. during the analysis of this technique was discovered that students do not use it. for this reason, they present problems of vocabulary acquisition.

second, vocabulary acquisition is taught through the technique word association using the strategy word map. This strategy helps learners to familiarize the vocabulary, when learners have the word given, they start making the draw later on writing synonyms, antonyms related to the word and finally creating sentences with the associated words. the use of this technique must be revised by the teacher to get a feedback and improve the learning process.

Third, students and teachers alike do not seem to be aware of word association technique. according to the instruments of evaluation teacher teaches vocabulary but not emphasized in the familiarization of words; the non-use of this technique influence in the deficiency of learning of the new vocabulary.

Fourth, the result of the quasi-experiment showed that students before to be exposed to the WAT had deficiency in the vocabulary. Also, we found that after applying the word association technique to the students, they were able to learn, understand and apply the vocabulary in different aspects in an easier and faster way.

This technique of word association in EFL students have been widely study; and our research confirms that this technique is not used by high school teachers; therefore, if this technique were used students would increase their vocabulary.

4.1 **Recommendation**

Based on the results obtained in this research, the following recommendations in order to strengthen in EFL students Vocabulary acquisition trough Word Association technique are:

1. The Ministry of Education should include more class periods per week for teaching vocabulary instruction since vocabulary requires time to be managed effectively.
2. The teacher in coordination with the principal should organize English class hours to emphasize all English language skills and sub-skills.
3. The teacher should use real material such as pictures, laboratory, and flashcard so student can acquire a new lexicon through them, before learning how to write them. It is highly recommended that teacher and mainly students have and use digital or physical dictionaries to help them enrich their vocabulary; those words which are extremely difficult to explain through gesture or signal.
4. The teacher should encourage students to practice the vocabulary in class, their house, through word association's technique.

5. The teacher should always assign students vocabulary task at home using the word association technique.

6. The teacher should raise student's awareness on how word association technique influences in the knowledge of new words.

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UNIVERSIDAD
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Ruben Dario Campus
Faculty of Education and Languages
English Department

Word association technique to strengthen in EFL students´ vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Validation of the observation guide to the teacher and students

Authors: Blanca Luisa Amador

Stephanny Carbonero Rosales

Alexa Wualquiria Jarquín Cabrera

Expert Judgment

You have been selected to evaluate this observation guide, which is part of the research: "Word association technique to strengthen in EFL students vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020".

The evaluation of the instruments is of great relevance to affirm that they are valid and that the results obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

_____

_____

ACADEMIC BACKGROUND

_____

AREAS OF PROFESSIONAL EXPERIENCE

TIME

_____

CURRENT POSITION

INSTITUTION

_____

Research Objective

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in   9th grade.

Objective of the expert judgment

To validate the content of the observation guide in the classroom

Objective of the observation

To identify the use of word association technique to improve vocabulary acquisition in the

classroom.

According to the following indicators, rate each of the item as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3.The item has a moderate relationship with the dimension it is measuring. 4.The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner facilitating its comprehension by the subjects surveyed.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. Item is not clear. 2.The item requires quite a few modifications or a very large modification in the use of words according to their meaning or by their order. 3.A very specific modification of some of the terms of the item is required. 4.The item is clear, has semantics and adequate syntax.

RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The items are not sufficient to measure the dimension. 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient.

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N	Richards, et al. (1985)	Technique	Teacher uses techniques called word association.				
T Y P E O F W O	Rothman, J. (2009) word association test	Use of word association	Teacher imparts vocabulary and asks students to provide word association of that new lexicon.				

R	ASCI, Y. (2019)	Instruction of word association test	The teacher gives clear instructions and examples how to use word association.				
D							
A							
S							
S							
O							
C							
I							
A			The students understand the instruction and examples from the teacher.				
T	ASCI, Y. (2019)	Instruction and examples					
I							
O							
N							

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Teaching strategies of word association	Rosenbaum, C. (2001) word association map	Strategies	Teacher uses the strategy word map making use of synonym antonym and sentences.				
	Lykke, M. & Ingwersen, P. (1999)	Strategies	Teacher uses pictures and realia to strengthen vocabulary				
			Comment / Alternate Formulation				

References:

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NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
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Faculty of Education and Languages
English Department

Observation Guide

Instrument 1

TOPIC: Word association technique to strengthen in EFL students vocabulary acquisition in 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

School: Instituto Nacional Publico de Boaco Rosa Cerda Amador.

Date: _____.

Timetable Observation: _____.

Teacher´s name: Tamara Cerda

Date: _____.

Grade: Ninth Grade

Section: "A"

Name of Observers: Blanca Luisa Amador

Stephanny Carbonero

Actions to Evaluate	Record of compliance			Comment
	Yes	No	Does not apply	
Teacher uses techniques called word association.	_____	_____	_____	
Teacher imparts vocabulary and asks students to provide word association of that new lexicon.	_____	_____	_____	
The teacher gives clear instructions and examples how to use word association.	_____	_____	_____	
The students understand the instruction and examples from the teacher.	_____	_____	_____	

Teacher uses the strategy word map making use of synonym antonym and sentences.	_____	_____	_____
Teacher uses pictures and realia to strengthen vocabulary	_____	_____	_____

Ruben Dario Campus
Faculty of Education and Languages
English Department

Word association technique to strengthen in EFL students´ vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Validation of the test for the students

Authors: Blanca Luisa Amador

Stephanny Carbonero Rosales

Alexa Wualquiria Jarquín Cabrera

Expert Judgment

You have been selected to evaluate this Pre-test, which is part of the research: "Word association technique to strengthen in EFL students vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020".

The evaluation of the instruments is of great relevance to affirm that they are valid and that the results obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

_____

_____

ACADEMIC BACKGROUND

_____

AREAS OF PROFESSIONAL EXPERIENCE

TIME

_____

CURRENT POSITION

INSTITUTION

_____

Research Objective

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A" grade.

Objective of the expert judgment

To validate the content of the test in the classroom

Objective of the Test

To analyzed whether student has knowledge of vocabulary

According to the following indicators, rate each of the item as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3.The item has a moderate relationship with the dimension it is measuring. 4.The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner facilitating its comprehension by the subjects surveyed.	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1.Item is not clear. 2.The item requires quite a few modifications or a very large modification in the use of words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.

RELEVANCE	1. Does not meet the	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension deleted without affecting the dimension measurement.
The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	criteria 2.Low level 3.Moderate level 4.High level	3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY	1.Does not meet the criteria	1.The items are not sufficient to measure the dimension.
Items belonging to the same dimension are sufficient to obtain the measurement of this dimension	2.Low level 3.Moderate level 4.High level	2.Items measure some aspect of the dimension but do not correspond to the overall dimension. 3.Some items must be increased in order to fully assess the dimension. 4.Items are sufficient.

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English Department

Word association technique to strengthen in EFL students´ vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Validation of the test for the students

Authors: Blanca Luisa Amador

Stephanny Carbonero Rosales

Alexa Wualquiria Jarquín Cabrera

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
V O C A B U L A R Y	Zareva, Schwanenflugel &nikolova (2005)	Techniques employed by teachers in teaching vocabulary	Students complete the chart with two suitable words according to the category considering that there are four extra words.				
Teaching oppositive words	Dikitans, K. & Hakki,I. (2018)	Antonyms	Students complete the line writing the opposite word to the word given				
Vocabulary acquisition	Bardel, C. Limdqvist, C. & Laufer, B.(2013)	Vocabulary knowledge	Students are going to make a short description about their best friend using the vocabulary they know				

References

- ✓ Bardel, C. limdquvist, C. & Laufer,B. (2013) 12 vocabulary acquisition , knowledge and use new perspective on assessment and corpus and corpus analysis. P.5
- ✓ Zareva, A., Schwanenflugel, P. & Nikolova, Y. (2005). Relationship between lexical competence and language proficiency: Variable sensitivity. Studies in Second Language Acquisition, 27(4), 567–595
- ✓ Dikilitaş. K & İsmail Hakkı Erten Teaching Homographs, Homonyms, Homophones, Synonyms, and Antonyms . (2018) P. 3

PRE-TEST

Instrument 2

Topic: Word association technique to strengthen in EFL students Vocabulary acquisition in 9th ˝A˝ grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th ˝A˝ grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Teacher´s name: Tamara Cerda

Date: _____

Student´s Name: _____

Grade: Ninth grade" A"

Score: ____/20

PRE- TEST

I.   Complete the table with two words for each category from the following square. Be carefully, there are four extra words.

Twelve	Giraffe	Eraser	Television	Cousin
Ruler	Boat	Sandwich	Potato	February
Brother	June	Twenty	Spider	

Numbers	Family	Animals	Month	School Tools

II.   Complete the blank Space with the opposite word.

1. Clean: _____
2. Fat: _____
3. Beautiful: _____
4. Big: _____
5. Black: _____

III.   Make a short description about your best friend.

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Ruben Dario Campus

Faculty of Education and Languages

English Department

Word association technique to strengthen in EFL students´ vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Validation of the test for the students

Authors: Blanca Luisa Amador

Stephanny Carbonero Rosales

Alexa Wualquiria Jarquín Cabrera

Expert Judgment

You have been selected to evaluate this observation guide, which is part of the research: "Word association technique to strengthen in EFL students vocabulary acquisition in 9th graders, at Rosa Cerda Amador Institute in Boaco, second semester 2020".

The evaluation of the instruments is of great relevance to affirm that they are valid and that the results obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

_____

_____

ACADEMIC BACKGROUND

_____

AREAS OF PROFESSIONAL EXPERIENCE

TIME

_____

CURRENT POSITION

INSTITUTION

_____

Research Objective

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A" grade.

Objective of the expert judgment

To validate the content of the test in the classroom

Objective of the Test

To identify whether student has learned new vocabulary through word association techniques.

According to the following indicators, rate each of the item as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3.The item has a moderate relationship with the dimension it is measuring. 4.The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner facilitating its comprehension by the subjects surveyed.	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1.Item is not clear. 2.The item requires quite a few modifications or a very large modification in the use of words according to their meaning or by their order.

		3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension	1.Does not meet the criteria 2.Low level 3.Moderate level 4.High level	1.The items are not sufficient to measure the dimension. 2.Items measure some aspect of the dimension but do not correspond to the overall dimension. 3.Some items must be increased in order to fully assess the dimension. 4.Items are sufficient.

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N	Cambridge-dictionary (n.d)	Relationship of the vocabulary	Students complete the lines writing two suitable words related to the word given.				
	Miller. (1996)	Familiarization word	Students identify the vocabulary that is not familiar to the word provided and circle the letter with the correct answer.				
W O R D A S S O C I A T I O N M A P	Rosenbaum, C. (2001)	Strategy to learn new vocabulary, throught drawing, writing phrases or vocabulary related to the word	Students make a word map, representing the word provided through a drawing then write associations to the word and finally, they create a sentence using a word of the association.				
			Comment/Alternate Formulation				

References

dictionary.cambridge.org/es/dictionary/ingles/word- association

Miller. (1996) the science of words New York: scientific American library.p.1-18

Rosenbaum, C. (2001) A word map for middle school: a tool for effective vocabulary instruction.p.93

POST-TEST

Instrument 2

Topic: Word association technique to strengthen in EFL students Vocabulary acquisition in 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th "A" grade, at Rosa Cerda Amador Institute in Boaco, second semester 2020.

Teacher´s name: Tamara Cerda

Date: _____

Student´s Name: _____

Grade: Ninth grade" A"

Score: ____/20

vocabulary test

I.   **Write two-word associations to the vocabulary given below(5pts).**

1. **Sweet**: _____, _____

2. **Family**: _____, _____

3. **Clothes:** _____, _____

4. **Sports:** _____, _____

5. **Social media**: _____, _____

II. Find the word that is not familiar to the vocabulary provide, and circle the letter with the correct answer. (5 Pts).

1.Body

A. Hand   B. Shoulder   C. Chair   D. Eyes

2. Transportation

A. Ship   B. Backpack   C. Plane   D. Truck

3.Wonderful

A. Amazing   B. Fantastic   C. Great   D. Terrible

4.Technology
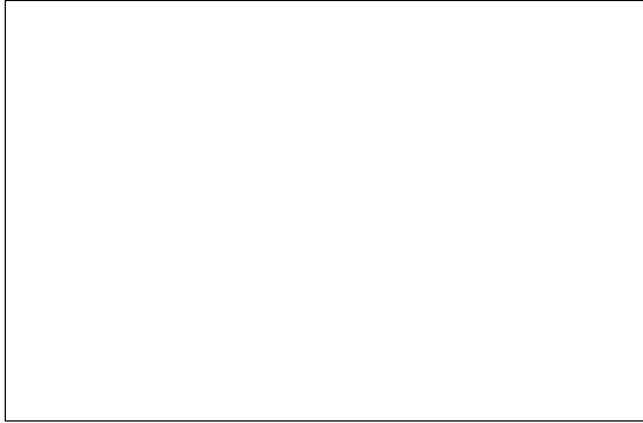
A. Environment   B. Computer   C. Headphone   D. Machine

5. Profession

A. Lawyer   B. Hairdresser   C. Architect   D. Church

III. Complete the word map: First, represent the word provided through a drawing, second, Write the associations of this word, third, create a sentence using a word of the association. (10 Pts)

7. **House**

8. **Associations:**

9. **Sentence:**

Validation of instruments

Research Objective

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th grade.

Objective of the expert judgment

To validate the content of the observation guide in the classroom

Objective of the observation

To identify the use of word association technique to improve vocabulary acquisition in the classroom.

According to the following indicators, rate each of the item as appropriate:

Dimension	Source	Description	Item	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N	Richards, et al. (1985)	Technique	Teacher uses technique called word association.	4	3	4	4
	Song, M. & Chen, L. (2017)	Provide vocabulary	Writes vocabulary related to the topic that she teaches.	3	3	4	4
T Y P E O F W	Rothman, J. (2009) word association test	Use of word association	Teacher imparts vocabulary and asks students to provide word association of that new lexicon.	3	4	3	4

| O R D   A S S O C I A T I O N | ASCL (2019) | Instruction of word association test | The teacher gives clear instructions and examples how to use word association. | 3 | 4 | 4 | 4 |
| | ASCL (2019) | Instructions and examples | The students understand the instruction and examples from the teacher. | 4 | 4 | 4 | 4 |

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Teaching strategies of word association	Rosenbaum, C. (2001) word association map	Strategies	Teacher uses the strategy word map making use of synonym antonym and sentences.	3	4	4	4
	Lykoke, M. & Ingwersen, P. (1999)	Strategies	Teacher uses pictures and realia to strengthen vocabulary	4	4	4	4
Comment / Alternate Formulation							

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N	Cambridge dictionary (n.d)	Relationship of the vocabulary	Students complete the lines writing two suitable words related to the word given.	4	4	4	4
	Miller. (1996)	Familiarization word	Students identify the vocabulary that is not familiar to the word provided and circle the letter with the correct answer.	3	4	4	4
W O R D A S S O C I A T I O N M A P	Rosenbaum, C. (2001)	Strategy to learn new vocabulary, throught drawing, writing phrases or vocabulary related to the word	Students make a word map, representing the word provided through a drawing then write associations to the word and finally, they create a sentence using a word of the association.	3	4	4	4
Comment/Alternate Formulation							

NAMES AND SURNAMES OF THE JUDGE

ALGE SNUHR

Ph. d in Education, MATE302
ACADEMIC BACKGROUND

_E LT_
AREAS OF PROFESSIONAL EXPERIENCE

16 years.
TIME

Head of English Dept
CURRENT POSITION

UNANMANGON
INSTITUTION

Research Objective

The main objective of this research is to analyze whether word association is an excellent technique to improve vocabulary acquisition, in 9th grade.

Objective of the expert judgment

To validate the content of the observation guide in the classroom

Objective of the observation

To identify the use of word association technique to improve vocabulary acquisition in the classroom.

According to the following indicators, rate each of the item as appropriate:

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N T Y P E O F W O R D	Richards, et al. (1985)	Technique	Teacher uses techniques called word association.	4	4	4	4
	Song, M. & Chen, L. (2017)	Provide vocabulary	Writes vocabulary related to the topic that she teaches.	3	3	3	3
	Rothman, J. (2009) word association test	Use of word association	Teacher gives chose verb vocabulary and asks students to provide word association of that new lexicon.	4	4	4	4
O R D A S S O C I A T I O N	ASCI, Y. (2019)	Instruction of word association test	The teacher gives clear instructions and examples how to use word association.	3	3	3	3
	ASCI, Y. (2019)	Instruction and examples	The students understand the instruction and examples from the teacher.	3	4	4	4

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Teaching strategies of word association	Rosenbaum, C. (2001) word association map	Strategies	Teacher uses the strategy word map making use of synonym antonym and sentences.	4	4	4	4
	Lykeke, M. & Ingwersen, P. (1999)	Strategies	Teacher uses pictures and realia to strengthen vocabulary	4	4	4	4
			Comment / Alternate Formulation				

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
W O R D A S S O C I A T I O N	Cambridge dictionary	Relationship of the vocabulary	Students write two associations related to the word provided	3	3	4	3
	Miller, (1996)	Familiarization word	Students identify the vocabulary that is not familiar to the word provided and circle the letter with the correct answer.	3	3	3	3

W O R D A S S O C I A T I O N M A P	Rosenbaum, C. (2001)	Strategy	Students make a word map, representing the word provided through a drawing then write associations to the word and finally, they create a sentence using a word of the association	4	4	4	4
			Comment/Alternate Formulation				