

**The strategies to learn English vocabulary**

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Program of B.A. in Teaching English as a Foreign Language

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### **Dedication**

This project is dedicated to my parents: Martha Amaya and Marco Castillo, who have always believed in me, since they always saw me as a professional and this faith helped me to persevere until the end; Thank you for trusting and supporting my effort, for your patience and prayers.

To my husband, Aldemar Quinguirejo, who with his wisdom has always encouraged me to overcome all the obstacles that have crossed the path throughout these 5 years of my professional career and to my children that despite their ages (7 and 11 years) have understood and supported me at all times.

Yeraldin Castillo, my sister, thank you, because despite the distance, you have always given me the best advice and for you, I have also reached where I am and my best friend Sandra Milena

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**Specialized analytical summary**

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Description	Monograph
Sources	5 Magazine articles 4 Bachelor's Thesis 22 Books 7 Official documents by an international organization 5 Other
Contents	Uno de los principales problemas de los programas de formación en lengua extranjera, es la escasa enseñanza del vocabulario y su implementación. A lo cual, el investigador y profesor, Michael Philip West, en el año de 1953 sostuvo que no se presentaron grandes avances en el proceso de enseñanza–aprendizaje de vocabulario mientras trabajó en India. Haciendo referencia a esto,

en la enseñanza de las lenguas en ese momento. Señaló, que los aprendices gastaban tiempo en actividades que no les ayudaban a hablar; aprendían palabras que no les eran útiles; y no dominaban completamente las palabras que aprendían. (Zimmerman, 1994, en Coady y Huckin, 1997, p. 9) Los métodos actuales priorizan otros aspectos que, aunque importantes, ignoran este aspecto esencial en el acto comunicativo “Que, se refiere al momento y los elementos que se están realizando en él; Como, por ejemplo: el remitente, que envía el mensaje, el receptor, es quien recibe dicho mensaje, el cual necesita un canal para ser transmitido, y es necesario que el remitente y el receptor tengan el mismo código y conocimiento en referencia al mensaje. (Julián Pérez Porto y María Merino. 2014)”, de lengua. Por ello, este trabajo se centra en la búsqueda y explicación de estrategias cognitivas, metacognitivas y socioafectivas que son adecuadas para aprender vocabulario en inglés. Explorando diversas fuentes teóricas y las posibilidades de aplicarlas para contribuir a los procesos educativos actuales de esta segunda lengua. De esta forma, se pretende que sirva de referencia a la hora de decidir implementar estrategias que busquen desarrollar de manera más eficiente, diferentes habilidades como: hablar, escuchar, leer, escribir. El profesor Rivers W.M (1972) es muy directo en este punto: "Ninguna competencia lingüística debe enseñarse de forma aislada". Cabe señalar que no todos los autores citados dentro de esta tesis hablan de todas las habilidades de manera individual, sin embargo, la mayoría de ellos se enfocan en dos o más habilidades dentro de

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Research Line	<p>Within the ECEDU, this research was proposed within the educational line: Bilingüismo en la educación a distancia mediada por tecnologías, In this study, according to ECEDU, the line of research was education and human development, as well.</p> <p>This qualitative approach seeks to analyze different investigations throughout history in reference to "The learning of vocabulary in English with the support of strategies" from the perspective and / or view of different authors. To support the learning of the second language of the (English Foreign Language) EFL students.</p>
Conclusions	<p>Pretending that the (EFL student) takes as a central point the qualitative paradigm to understand, analyze and interpret the elements that arise from the research and publications of different authors. Focusing on the three strategies: cognitive, metacognitive and socio-affective to learn English vocabulary.</p>
Advisor	Edith Grande Triviño

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**Abstract**

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One of the main problems training programs in a foreign language, is the scarce teaching of vocabulary and its implementation. To which, the researcher and professor, Michael Philip West, in 1953 argued that there were no great advances in the teaching-learning process of vocabulary in India. Referring to this, he wrote several articles and books on the mistakes that were made in the teaching of languages at that time. He pointed out that the apprentices spent time in activities that did not help them to speak; they learned words that were not useful; and they were not completely fluent in the words I was learning. (Zimmerman, 1994, in Coady and Huckin, 1997, p. 9). Current methods prioritize other aspects that, although important, ignore this essential aspect in the communicative act “Which, refers to the moment and the elements that are being carried out within it; As, for example: the sender, who sends the message, the receiver, who receives the message said, which needs a channel to be transmitted, and it is necessary that the sender and receiver have the same code and the same knowledge in reference to the message. (Julián Pérez Porto y María Merino. 2014)”, of language. For this reason, this work focuses on the search and explanation of cognitive, metacognitive, and socio-affective strategies that are suitable for learning vocabulary in English, exploring various theoretical sources and the possibilities of applying them in order to contribute to the current educational processes of this second language. In this way, it is intended to serve as a reference when deciding to implement strategies that seek to develop in a more efficient way, different skills such as: speaking,

listening, reading, writing. Professor Rivers W.M (1972) is very blunt in this point “No linguistic competence should be taught in isolation”.

It should be noted that not all the authors cited within this thesis speak of all skills individually, however, most of them focus on two or more skills within the research they have carried out.

**Keywords:** Learning process of a second language, language skills, learner, (EFL student), second language.

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## **Chapter 1**

### **Introduction**

This research has to do with strategies to learn vocabulary in English when observing that many of the students of English as a foreign language career (EFL students) have difficulties within the learning of the second language (L2); Therefore, when observing different investigations that have been carried out throughout American books, this specific question is examined: What strategies can be applied in the training process of Colombian students English as a foreign language (EFL students), to obtain a broader vocabulary that allows them to function better in this language?. Make known as a primary characteristic the importance of vocabulary when learning a second language.

This way, readers will be able to find four chapters throughout this project that have to do with the definition of what vocabulary is, history of different strategies to learn vocabulary in English and pros and cons of learning vocabulary in English. Hoping that in general this research will serve future teachers of EFL student and that in the same way any student can take advantage of this material.

### Statement of the problem

Noticing that frequently some Colombian students involved in the learning of English as a foreign language (EFL students) express their concern about the lack of teaching vocabulary in their training process, which creates difficulties for them when it comes to making themselves understood and expressed in the same way as a native of this language. These students express their desire to apply practical strategies that allow them to handle a second language more intuitively, in this case, English.

Taking this into account, we find that there are various strategies for learning a language, such as: cognitive, metacognitive, and socio affective. For this project, the different strategies will be addressed.

Cognitive strategies, understanding them as defined by Irene Muria Villa (1994):

*"Set of physical activities (behaviors, operations) and / or mental (thoughts, cognitive processes) that are carried out with a specific purpose, such as improving learning, solving a problem or facilitating the assimilation of information", (Muria, 1994).*

*Oxford (1990) calls: "cognitive and metacognitive learning strategies, which refer to the operations carried out to solve problems that require direct analysis, transformation or synthesis of the study material" (p. 55).*

*O'Malley proposed a taxonomic strategy that was divided into three parts: meta-cognitive strategies, cognitive strategies, and socio-affective strategies (O'Malley, 1998 in Kadubiec, 2009).*

Hence our problem question arises: What strategies can be applied in the training process of Colombian students English as a foreign language (EFL students), to obtain a broader vocabulary that allows them to function better in this language?

Solving this question, it is intended that this research serves as a reference to the training programs of any university or pedagogical center in Colombia, so that they can improve in some way their educational guidelines by providing more tools and practicality to their students.

### **Justification**

As a first step, vocabulary could be defined as the basic and essential aspect, which should be learned even before developing the different skills. Likewise, some experts have defined the vocabulary as follows: Hornby (2006: 1645) Vocabulary is all the words that a person knows or uses, and it is all the words in a particular language. Likewise, the vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use, Hatch and Brown (1995).

The learning of vocabulary is of utmost importance when learning an L2 (second language), since within the standardized tests by the CEFR (Common European Reference Framework) the level of English in the learners is evaluated, such as The specific case for the Toefl exam, which has to do primarily with academic vocabulary, which must be known to be able to correctly perform the readings that are proposed within the Reading part, in the same way, there will only be 20 minutes to perform an approximate reading of 750 words. Within the listening skill in reference to this exam (Toefl), it is necessary to pay close attention since a natural vocabulary of American English is handled within the audios and these have a duration of 5 min. and these can only be heard once. When it comes to the speaking and writing part, there are no difficult or easy questions or answers, however, within the ability of speech; it is necessary to respond with great fluency, pronunciation, and vocabulary, this being the way for students to obtain higher scores.

This work stems from the need to find more efficient different strategies than those currently used in Colombian foreign language training centers in English. (Schmitt, 1998) considers vocabulary as a vitally important element in the pedagogical process of students,

learning a word must be an incremental process, as the various types of word knowledge are mastered at different rates. It follows from this that each of the word knowledge types will be known at different degrees of mastery at any one point in time.

On the other hand, it is intended to take advantage of data collection to present those necessary and appropriate strategies that universities and institutes could take as a reference to apply in their study plans and achieve much more qualified professionals to graduate. Thinking that English is fundamental not only in our country but in the whole world.

*According to the above, some authors referred to the following: Ahulu (1977) defines it, "General English", McArthur (1987) says it, "World Standard (Spoken) English, whereas David Crystal (1997) invents a phrase, "English as a global language" and House (1999), Gnutzmann (2000) Seidlhofer (2001) & Jenkins (2007) name it as "English as a Lingua Franca". Furthermore, Widdowson (1997), Modiano (1999) and Jenkins (2000) coined another phrase, "English as an International Language" and Brutt-Griffler (2002) invents a new word, "World English".*

It is no secret to anyone that handling a second language like English is becoming a requirement both academically and professionally if you want to opt for a good place to study or work; this is the reason why many Colombian foreign language students express their concern when they feel that they need to learn much more vocabulary in this language and thus be more competent. Paul Nation (2001) said, the positive effects of vocabulary teaching are that it can provide help; for vocabulary teaching activities involving listening, speaking, reading, and writing.

That is why we will rely on the knowledge and theories of experts on the subject, to expose the strategies mentioned in this research so that they can be put into practice in the near

future, betting on a higher quality of education in the country and better social, economic and cultural development.

Wilkins (2000), quoted by Thornbury (2002), when he states that “without grammar little can be transmitted, but without vocabulary, nothing can be communicated” (p.54).

Hoping that this second language will also be appreciated in its essence and not seen as an obligation, but as a tool for improvement by obtaining more solid knowledge in terms of the vocabulary necessary to improve the different skills in this language more quickly and effectively. Universal language.

## **Objectives**

### **General objective**

To explain the most appropriate strategies used for English as a Foreign Language students (EFL) to learn vocabulary in English exploring theoretical sources in order to accomplish better communication.

### **Specific objectives**

Two main ideas to analyze:

- To identify the existing strategies used to learn vocabulary in readings and publications to be able to see which ones work better.
- To analyze the strategies to learn vocabulary that had been really successful in the field of English as Foreign Language through an extensive reading for determining the pros and cons of their application.

## Chapter 2

### Review literature

In search of achieving the main objective of this research, theoretical foundations will be shown below that reveal Vocabulary importance for learning a second language and definition, history of learning strategies, and three important strategies for learning English vocabulary. As the world progresses, new technologies emerge, as well as needs. One of them is acquiring a second fundamental language such as English, which is influential throughout the world. It is important to recognize then the level of the second language (English) in Colombia is not the most outstanding, much less the highest compared to other countries. For this reason, it should be noted that to this in this regard, M. A. Sharwood-Smith states: «In fact, reading and writing may positively speed up spoken performance» And he even goes so far as to say: «The four skills are to some extent facets of the same diamond. We must not separate them too rigidly to construct specific teaching materials».

For Colombians who are learning English it is necessary to increase their vocabulary and, in this way, improve their ability to understand and express themselves. Taking this into account and knowing in advance that the standards of this language in a country like Colombia are basic.

*Cárdenas and Hernández (2011, p. 252) argue that there is a need to construct the framework for the improvement of English Language Teaching (ELT) in Colombia: "...it is urgent to demand the betterment of conditions for the achievement of goals in the NBP, that is, the assurance of Opportunity to Learn (and teach) Standards, from Colombian educational authorities".*

Likewise, different studies indicate that there is a complexity to acquire vocabulary in a second language. Foreign language students cite the acquisition of vocabulary as the main source of language learning problems (Meara, 1980: 221). And it is for this same reason that in recent

times the concern about acquiring more terminology has grown, since the lack of it prevents people from developing their communication skills in a second language. At this point, it should be noted that Colombian foreign language students constantly have questions that must do directly with learning vocabulary.

Lack of corpus of words; what makes the difference between native and learner by the number of words they use daily. Thornbury (2002) affirms that it is possible for a native person to have a corpus of 20,000 families of words, in the sense that there are words with the same root, and different affixes. All those words, as they are learned, will be in the same family. But many adult learners after years of instruction generally do not exceed 5,000 average word families, and generally a learner does not exceed 2,000 words in daily use from the General English Word Service List developed by Michael Philip West.

Learning vocabulary when learning a second language, as a whole, reinforces the integrity of people, making them learn from all subjects and differences in the environment; equally reinforcing values on a social and personal level. According to the above, Olivera (2009) says that learning English “fosters interculturality and, in turn, promotes the development of skills, creativity, self-esteem and security; thus, allowing them to communicate with each other and learn about other cultures”.

*Therefore, it is necessary to investigate in depth which strategies facilitate the acquisition of this language. Taking into account that learning strategies are considered as “actions taken by second language students to control and improve their own learning” (Oxford, 1990: IX).*

It is then, when it is necessary to delve into the search and learning of new vocabulary, since under these circumstances the entire aspect of the word, the training process and the subsequent performance of the students would be improved. Thus, becoming the fundamental

basis to approach an excellent way of learning from the cognitive skills that will be investigated in this project.

On the other hand, it is no secret to anyone that by obtaining a high level of English, people can improve their quality of life and contribute not only to their learning, but also to the teaching of a foreign language more effectively.

In addition, having said the above, this project proposes to revise the tools needed to better cognitive strategies to learn vocabulary in English.

## **Vocabulary importance for learning a second language**

### **Definition**

This word comes from the Latin *vocabŭlum* (vocabulary), and has to do directly with the set of words of a specific language. These words come together and are used to communicate. According to this, the professor of applied linguistics at the University of Western Ontario (Canada), Stuart Webb, after investigating the acquisition of language, said that "native speakers of the English language know 15,000 to 20,000 families or roots of words" In this way, L2 learners should adopt and know 800 to 1,000 words to understand 75% of the language being learned, helping the learner to communicate in a daily environment.

On the other hand, lexical competence serves to mobilize vocabulary in a broad and effective way, supporting the fluency of those who are learning an L2. Implying that the full lexicon was expanded with the support of own or external resources. (Chaplain Soler). When the lexicon is developed effectively, communication requires that the vocabulary be known and know how to use it.

The author Robinson (1991) proposed two types of words: General and specific; the first has to do with giving meaning to other words, and the second are those that have their own meaning. Which results in words needing context so that they can be given meaning.

Therefore, this author wanted to show that the personal context helped the individual to obtain different vocabulary. Being this a fortuitous support to obtain significant learning that would produce the definition of the vocabulary in an easier way.

To which Herisken countered, observing that lexical competence did not precisely have to do with something that was in context, but was more global; stating that all this was due to mental traits of vocabulary and command of the foreign language.

*“All other things being equal, learners with big vocabularies are more proficient in a wide range of language skills than learners with smaller vocabularies, and there is some evidence to support the view that vocabulary skills make a significant contribution to almost all aspects of L2 proficiency”.* ROBINSON, 2002. p. 158.

Suggesting then that vocabulary learning supports the advancement of different skills when learning an L2 thus developing linguistics in a more viable way. Stimulating and helping the fluency of the second language through the vast knowledge of vocabulary.

After observing Trampe's perspective, the author Jiménez spoke of several linguistic dimensions that should be used when we are knowing and / or defining a word.

*In other words, what should the learner know about the word for us to say that it has been learned?* Briefly, lexical competence embraces knowledge of the phonologic/graphemic, morphologic, syntactic, and semantic characteristics of a lexical item. The semantic characteristics include a specification of the basic meaning of the item and its semantic relating to other items. The same meaning may also have several related meanings or nuances of meaning, relating to such factors as style, verbal, and situational context, etc. (Trampe, 2002).

Which will consequently support the progress of the EFL student when he communicates and wants to use a word almost immediately within a context. To the author, Jiménez emphasized that it is necessary to use several definitions, the pre-knowledge, and of course the learning that is being obtained from the new vocabulary to be able to express better and communicate in a more viable way what is meant.

For this reason, it is necessary to understand that the vocabulary is divided into passive vocabulary and active vocabulary. Passive vocabulary must do directly with the words that the student acquires quickly; almost always without the support of any person and if you need it, it will be very little; Despite being effective, it is not complete, since the student cannot use it

independently. On the other hand, we speak of active vocabulary, when the student learns vocabulary easily and if it is more difficult, using it when necessary and without help. Thus, the passive vocabulary is the most extensive, which clearly defines that at the time of using the language within the L2 the EFL student should have as much vocabulary stored as possible, to develop the active vocabulary in everyday life. Referring to this, this is Tracey Terrell, co-author of Natural Approach, researching and publicizing this linguistic acquisition.

Vocabulary is then defined as the number of words within a language that an individual has and uses to communicate. According, Hatch and Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

In the same way, the acquisition of a second language requires knowing and using vocabulary, despite not knowing grammar (Richards, 2001). Within the communicative strategy, it is very important to learn and develop vocabulary, in a practical way, through scenarios that are as real as possible, said Sánchez, 2009, having as a starting point, what is known as exposure of the language and the proper use, of course, of the language.

However, different authors of the 21st century come to terms with the specifications of what vocabulary is, as is the case of Waring 2002, Brinton, Snow and Wesche, 2004, who agree that learners should carry out different practices of meaningfully, to reinforce the learning of different words, that is, repeatedly, find vocabulary and remember what their meaning is. It is interesting to observe how, when learning different vocabulary, the individual develops multidimensional skills within the context of giving meaning to different words.

Coady and Hukin, 2002, stated that, within the ability of Reading, and as a different way of learning, use could be made of the “incidental of the lexicon”, which makes specific reference

to the ability of Reading to learn from easy way lots of words. Like them, Elley and Mangubhai, in 1983, stated that the use of incidental learning had to do precisely with the vocabulary that the student was learning and attaching to his vocabulary, which he had previously learned after having carried out different activities, to obtain this.

There is no doubt, then, of the use of reading extensively, to develop vocabulary within lexical competence (Krashen, 1989; Grabe and Stoller, 2000; Goikoetxea Iraola and Martínez Pereña, 2015); In this way, it is necessary to use the same words in different settings and situations, without even understanding them and/or remembering their meaning, so that the incidental acquisition of the lexicon is valid, stated different authors (Gass, 1999; Webb, 2007 & Puchmüller, Noriega, Fattori, 2010).

The Importance of Vocabulary when learning a L2, vocabulary becomes an essential basis for learning it and, likewise, it should be for learners; since by managing and mastering enough vocabulary they could advance more quickly and easily within the skills of speaking and writing, in addition to having a better demon within listening and without a doubt reading. That is, in a complete way, they would achieve advancement within the different skills of the second language. Rivers as cited in Nunan (1991: 117) vocabulary is essential for successful second language use because without an extensive vocabulary the learners will be unable to use the structures and functions, we may have learned for comprehensible communication.

Within the need to learn vocabulary, the fact of understanding it is also discussed; since it is indisputable that many of the learners vaguely recognize a certain vocabulary, or even within the context, they could know what a certain word refers to and even within its semantics, but as Thornbury (2002) assures “Not having a corpus of broad vocabulary affects not only comprehension but production”.

Therefore, certain aspects must be taken into account, within the vocabulary learning process, Mardianawati (2012) such as:

**Meaning**, which is promoted from different contexts, without first-hand knowing the meaning of the word to be known; "The context is the means by which most of the vocabulary is acquired" (Nagy and Herman, 1987). On the other hand, "context is the major source of vocabulary growth" (Sternberg, 1998).

**Pronunciation**, correctly for the different words. (Hornby, 2006) Most words have a single pronunciation, but some others have different pronunciation in reference to the way they are written, that is, their spelling is different; it is completely necessary to learn pronunciation within the vocabulary, since in this way the learner can communicate more easily.

**Spelling**, is important at the time when new vocabulary is being learned, making it easier to learn each of the letters that belong to a certain word, in addition to supporting reading ability (Nation 1990 cited Kareem 2000).

### **History of learning strategies**

During the 70s there was a concern to find out and inquire more about cognitive processes; thus, discovering that the key to becoming better was to use different strategies, understanding that these can be used at the same time and in the same way they could be learned, each of them (Nambiar, 2009: 133). Note that this process is also due to cognitive strategies, communication strategies, which had to do with: gestures and social strategies, in terms of language use. Stern spoke of ten strategies that were mandatory to learn English. Going later, to find that these were five strategies used by students with greater ability to learn, as researched by Naiman, 1978. Throughout history, it was observed that the discoveries that had been made during this time, it had to do, clearly with what they thought, but on the other hand, no progress could be seen in terms of theories (Nambiar, 2009). Despite the above, it could be deduced that, thanks to this advance, other authors were able to investigate the subject, as is the case of the aforementioned (Oxford, 1990). It was then in 1981, they realized that one of the strategies that was used the most was memorization and vocabulary learning, for this they began to use, then the "mnemonics", thus concluding that the proper use of these strategies they would bring good vocabulary results (Rubin and Wenden, 1987).

Throughout the 1980s, second language (English) learning strategies began to be investigated further and are still used today; in addition to making people aware of the use of cognitive and metacognitive strategies (this will be discussed in more detail later). And as Nambiar assured, in 2009, it was the first time that a distinction was made between two types of strategy. After different studies, it was reached 1990 where O'Malley, together with other researchers, divided the strategies into three: Cognitive strategies, which are related to study materials and with learning tasks, metacognitive strategies are those that have to do with

examining, planning, and organizing the learning processes and socio-affective strategies that, without a doubt, are associated with the interaction; As a result of the above, one of the greatest advances that has been made was from the perspective of Rebeca Oxford, who, in 1990, organized and detailed one of the most extensive lists that have to do with strategies; These were applauded by all the public, so much so that it was very famous around the world and also based on this list, different investigations were carried out.

### **Three important strategies for learning English vocabulary**

*The first interested in looking for and investigating the strategies were Rubin, 1975; Stern, 1975. He used their own observations to state the strategies used in learning a language. Similarly, O'Malley & Chamot, 1990; wrote a list of different learning strategies, which of course belonged to different sources. As stated, Oxford 1990.*

Without neglecting this, Chamot & El-Dinary, 1999; they were able to analyze through verbalization of thoughts, classification, and identification of different strategies. Understanding then, that the learning strategies within the second language could be conglomerated within the cognitive strategies, metacognitive strategies, and socio-affective strategies. Of which we have already spoken before, but which should be highlighted.

Learning a second language implies developing different strategies, through the advancement of skills, which at the beginning were known as behaviors or thoughts that the learner put into practice; and after different processing, the information was recovered as a result. Consequently, with this position, Dansereau (1985: 120), argued that “a set of processes or steps that can facilitate the acquisition, storage and use of information”.

From the perspective of authors such as Schmeck, 1988, strategies have to do with the sequence of procedures to achieve learning. Within the learning of foreign languages. Not far from this, Cohen (2005) spoke of conscious or semi-conscious thoughts when defining a strategy for learning a foreign language. What enables the path within the improvement or development of linguistic ability.

The strategies that help in the process of learning a second language, help to increase attention in an essential way and fully supporting the new knowledge that one wants to learn;

relating and integrating second language vocabulary, in support of information retrieval, when necessary. (Oxford, 1990; Mayer, 1988)

*And it is that it is not only about using strategies or even using all the existing strategies to learn a second language; but rather of the appropriate and efficient use and applying principles of flexibility; In this sense (Chamot, O'Malley, Kupper, and Impink-Hernandez, 1998), they affirmed that, in this way, the comprehension, practice, and memorization of contents that are relevant, cited by Takeuchi, 2003, are of the utmost importance.*

In the same way, it is added that the application of a strategy would make it possible to obtain an objective more accurately, having clear the activities that will be carried out and consequently leading this to develop the mission. Gastón Mialaret, 1984, stated, within the dictionary of educational sciences, the definition of strategy as “the science or art of combining and coordinating actions with a view to achieving a goal. It corresponds to planning to achieve a result with a proposal of objectives to be achieved and the means considered to achieve it” (Mialaret, 1984, p. 213).

For the Camilo José Cela University in the Encyclopedia of Pedagogy V. 5, "a learning strategy rules that allow making the right decisions at the right time in relation to learning." Consequently, strategies are a compendium of mental operations that have to do with organization and planning; which leads to leaving the parameters and/or routines, so that the learner can have a clear purpose when learning; making the strategies allow the learner: Acquisition, processing, transformation and of course recovery within the information. Espasa (2002) comments that the strategies are intentional and are subject to training.

Many would think, then, that the mere fact of defining learning strategies is done easily, and is assumed first-hand and that the definition of strategy has to do with chance or improvisation; but on the contrary, Picardo Joao, Balmore Pacheco, & Escobar Baños (2004)

explain the importance of reason and coherence when talking about a strategy and that this leads to personal and/or professional improvement.

It is also clear to say that there are multiple definitions and investigations of learning strategies, in addition to the fact that many authors also speak of tactics, resources, skills; which is intrinsically equivalent to learning strategies (Griffiths, 2008).

On the other hand, in the psychology of education, they talked about cognitive functioning and the importance of managing information, acquiring it, storing it, and recovering it (Jáuregui and Razumiejczyk, 2011; Naranjo and Gómez, 2015). In this regard, Dansereau (1985) “a set of processes or steps that can facilitate the acquisition, storage and use of information<sup>2</sup>”.

Within the development and progress of learning vocabulary, it is necessary to know how to use strategies to learn, which strengthen the capacities of the learner and the motivation for the acquisition of greater knowledge.

It is necessary then that within learning strategies of great importance are acquired such as: Cognitive, metacognitive, and socio-affective, which will allow the learner to organize, interpret the classification of the vocabulary learned, in turn, monitor their progress and of course progress within the learning of the second language. It is appropriate, then, to say that cognitive strategies are defined as behaviors that are planned, selected and that these, in turn, organize cognitive, affective, and motor mechanisms which serve when facing situations and/or problems (Muria, 1994).

The importance of strategies also has to do with the responsibility that primarily has to do with the information we collect, the same that comes from outside and is received by the person's

cognitive system, and which in turn is managed, monitored, categorized, stored, retrieved (Monereo, 1990, p.4)

It is necessary, then, to talk about each of the different strategies mentioned above and delve into each of them and their importance within the process when learning vocabulary.

### **Cognitive Strategy**

They are mental processes that are directly related to processing information to: Collect, store, retrieve, use this information, and of course, learn.

Rubin proposed that cognitive strategies are the steps or operations that are used when solving problems, for which it is necessary to have a direct analysis or even transformation within the learning materials. (Rubin, 1987). Therefore, cognitive strategies allow direct action to be learned.

Within the learning of the second language, cognitive strategies are developed, which, through the learning of new words, entails obtaining new concepts; then converting simple sentences into more complex ones, which makes the learner feel more and more sure of the abilities of the second language; in addition to forming in him, a different perspective of himself and the world around him. This is what it says "Sapir-Whorf Hypothesis", where it is ensured that the knowledge of the language we possess influences and even determines not only our perception of the world but also our behavior and our way of thinking. 0 Pinxten, R. (1976).

Beltrán (2001), states: "Communication skills are the set of skills that enable appropriate participation in specific communicative situations." According to this criterion, one must interact communicatively in an appropriate way, fulfilling the purposes that personal communication requires, managing to deliver the message in a clear and coherent way.

Cognitive strategies "are aimed at the coding, understanding, retention, and reproduction of information and are in turn divided into retention strategies, elaboration strategies, and organization strategies" (Bernabé, 2006). Here also belong the resource control strategies, which help the student to adapt to the demands of the task and the environment and allow changes to be made in the environment in order to improve the conditions of the study activity. "Some of these strategies are efficient management of time and information provided by the environment and effective use of the help obtained by teachers or other colleagues" (Bernabé, 2006).

Besides all, Virginia González Ornelas (2001) speaks of learning as "the process of cognitive acquisition that explains, in part, the enrichment and transformation of internal structures, of the individual's potential to understand and act on their environment, of the levels of development that contain specific degrees of potentiality". Making it necessary that, autonomously, the foreign language students advance within the advancement process within the search to learn the second language.

### **Metacognitive Strategy**

Consciousness is a very important mechanism within the metacognitive strategy since in this way the student has active participation. What it would have to do in a certain way with the reconstruction and / or transformation of the unconscious to the conscious that does not have precisely to do with achieving recall memories or memories but is also achieved by constructing new concepts or in this way stated, Moreno, 1988, cited by Organista Díaz, 2005, p. 60.

In the same way, metacognition is spoken of when it gives rise to abstraction, thus seeking the reflection of the knowledge that one already has, it is thus that when carrying out a certain activity it is carried out consciously, that is, from the at the beginning, it was already

known what was going to be done and in this way the time and space to carry it out would be determined. This implies that the individual has a general tendency or predisposition to analyze both the tasks and the responses and reflect on the consequences of the responses (Taylor, 1983).

Within contemporary psychology, a new concept appears that is not so well known and is "metacognition"; relating primarily to Flavell (1985) and leaving aside the final general cognitive strategy, which had to do with reflection.

Taylor Flavell (1985) defines metacognition as *"the knowledge that one has about one's own cognitive processes and products or any other matter related to them"* (Flavel, 1976, p. 232).

Metacognition then would have to do with two things: Speaking first-hand about the knowledge that the individual obtains from his own cognitive activity; In other words, what has to do precisely with the capacities, abilities and experiences that they obtain within the experience of different activities and / or tasks, which are directly related to the characteristics and influence of the environment; without neglecting the various strategies he knows and uses to solve different tasks (Flavel, 1987). The author gives us a clear example of this: "When a student approaches a problem, he understands that the problem belongs to an unknown topic for him (knowledge of a personal characteristic), that the way in which the problem is exposed makes it difficult to understand (knowledge of a characteristic of the task) and that making a graph will help you visualize the problem and understand it better (knowledge of a strategy)".

As a second measure, it speaks of the control that one has of cognitive activity: "planning the activity to be carried out to achieve the objectives of the task, supervision of that activity while it is underway and evaluation of the results that are obtained depending on the objectives pursued" (Pozo, Scheuer, Pérez, Mateos, Martin, Cruz de la, 2006, p. 60). In this case, following the previous example, the student will be able to develop a query path necessary to obtain the

unknown data to solve the problem, check that these data allow greater clarity, develop the scheme and examine that all the elements of the problem will be reflected there, consult other sources again in case you realize that there are still things that are not clear and finally verify the validity of the final result of your solution.

The two previous aspects of metacognition are important for learning and are also closely related, so that the student competently uses his metacognitive knowledge to effectively self-test his learning and, also to inquire about his organization within his self-learning, acquiring new knowledge that is related to the activities he has already carried out, to the strategies he has used before and to his own resources as a learner” (Pozo, et al., 2006, p. 60).

Different authors emphasize that metacognition is like a “cognition about cognition” (Pozo, 2006). Which implies separating cognition from metacognition.

*From Organist's perspective, “cognition is spoken of as referring to the different elements that participate in cognitive activity (strategies, processes, operations, etc.) to accomplish the task, while metacognition is referred to when they participate elements oriented towards understanding the way in which the task is carried out, towards the control of cognitive activity itself” (Organista, 2005, p.84).*

What makes it follow the idea of different researchers who have proposed and agreed that the definition of two basic elements that constitute metacognition:

- a) Self-knowledge located within the cognitive system
- b) Cognitive activity is not managed by itself, but needs control and in addition to being regulated.

Thus, arising consciousness within the individual, so that with the help of understanding and metacognition, self-learning is given. Becoming is (cognition) essential for the development of metacognition.

*Organista Díaz, argues that "consciousness, as explicit knowledge, would be one of the components of metacognition, together with the strategic and control factor" (Organista, 2005, p.87).*

### **Socio- affective Strategy**

The experiences and the environment that surrounds a person make the difference when it comes to learning, and that is why it is completely necessary to take into account the socio-affective strategies to determine the process, development and elaboration of the student.

*In reference to the above, MacIntyre (1994), established that "The type of learning strategies used by the student depends on individual differences such as their beliefs, affective states, and previous learning experiences".*

Besides that, the behavior of a student depends on what his senses development and his environment; resulting in tactical actions which modify behaviors. The physiological system that is intrinsically connected with the brain system is also stimulated, which would obtain experiential information and contribute towards the experience. Making it possible in this way that the student has a more real, practical experience and closer to the vocabulary that he is learning in English.

In reference to the above, Rosas (2007) shows how different phases such as motivation, apprehension, acquisition, retention, memory, performance, and feedback; are a main part of the socio-affective strategies, thus effectively stimulating different senses within the human body and which are completely necessary when learning vocabulary and of course lead to the learning of an L2. The research of some pedagogues such as Serrano, Dolores (2008), Tarone (1981), Thompson & Rubín (1982), among others, coinciding with this.

Affirming Yániz (2006), in addition, that the socio-affective strategy would have to do specifically with “the capacity and aptitude of the facilitator to guide and lead the activities to a true learning experience”.

This leads us to recognize that it is possible that achieving objectives and completing goals does not have to do with developing some type of strategy.

### **Language learning depending on cognitive age**

Ellis, 2005 citing Jean Piaget, affirms that within 3 years there is a certain stage of early maturity, where the child begins to have a symbolic thought, which allows him to have an advance within his linguistic capacity and others, which allows an advance in their daily process; not without first deducing that thought is limited and therefore lacks logic. Piaget (1988) argued that the importance of the child leaving his “autistic” part as he called it and beginning to advance had a lot to do with the language that he developed, considering then that it was necessary to promote the ability to speak.

And it is that, within the process of language, 3-5-year-old children are transforming their way of relating and expressing themselves, thus making it necessary to increase vocabulary, exploration, and search. As Méndez (2006) suggests, at this time, an average of 1,500 words is expected to be mastered, and the use of many more words, although their meaning is unknown.

Between 4-7 years, the child begins his process within the school and, therefore, he needs to express himself verbally, using language, as he did previously on a motorway; This is why it relies on social strategy as a means of communication, making it useful to understand and understand the environment that surrounds it and thus, to be able to adapt. (Piaget, cited in Maier, 2000).

Within the cognitive age of 7-11 years, children enter a stage in which the door opens to all logical thinking within some situations, within the knowledge they know, such as the use of mathematical reasoning, of In this same way, for Piaget, it was interesting to inquire and recognize that, during this stage, children are interested in asking themselves many things, as well as in answering their questions; That is why it is necessary to learn vocabulary, which encourages the child to develop communicative language and can express himself more easily;

just as social strategies are broadly developed, which not only allow you to relate to other people around you but also allow you to recognize the feelings and emotions of others since you are at the stage of reasoning more easily than I did before.

There is also neuronal plasticity, which refers to the communication system, which is improving more and more within neurodevelopment, and which stimulates the performance of the intellect in adolescence, leading it to enhance; It is in this way that it begins to activate skills such as The most advanced motor skills, the cognitive ones in more structural processes, the sensory ones together with the emotional and sensory ones; allowing in this way, the child can know and interact developing over the years; this is how language becomes a structured process. Kandel (1997), an expert in neuroscience, states that, within the ability of speaking and/or writing, the period for the acquisition in an easier way is from 0 to 8 years of age approximately, and that this also depends on the environment around the child.

After 11 years of age and onward, people gain full logical reasoning ability, as does abstract reasoning. What is new within this stage, a level of intelligence, according to Piaget, is that it can make hypotheses that even of those issues that it does not know, making this known, as "a whole". Within this stage the child must be able to express and explain what they think, finding positive and negative points in between.

And it is that, throughout history, the correct use of grammar has been considered when learning English, but after investigating and delving into the subject, it has been seen that other authors speak of that, "It is possible to communicate effectively despite the existence of grammatical imperfections, as long as the vocabulary is known by the student. However, if there are lexical problems, they will impede the understanding of what is to be expressed more than grammatical errors" (Ellis, 1989, p. 44); demonstrating in this way that "learning grammar and

phonetics without a wide contextualized vocabulary will not allow communication effectively in an L2", as defined by McCarthy, 2004. One of his most extensive investigations speaks of the test of Vocabulary of the McCarthy scales of aptitude and motor skills, this has two parts:

Within the first part the understanding that the child has orally and about the vocabulary is reviewed, McCarthy, call this "Pictorial Vocabulary", in turn, has to do with the identification of common objects; As five objects are named, with the question, where is the / the ...? the child must point out the object that has been asked about on a picture. Next, you will be shown four objects with the question, for example, what is this called...? to which he or she will answer what they are seeing; This part of the test was given the name of active vocabulary.

It is important to recognize that this test of pictorial memory reveals scales within the ability of speaking, memory, and the general cognitive strategy.

When talking about the second part of this test, it has to do directly with what McCarthy knows as "oral vocabulary" and/or definition of words, during this part, it is necessary to inquire about how much the child knows the object of which you are asking, it is necessary then to ask the question, what is a or a....? As the child progresses in the test, the difficulty should be greater around the ten words that are going to be performed, from what is going to be observed in him, within easy words to others that will be much more abstract. The qualification of this will then have a score that varies from 0 to 2 points depending on the successes that are had; making the rating difficult and not so objective, since within the scale of children, between 1 and 3 years old, their responses are almost always the same, that is, children of this age, most of the time, they repeat what is being asked, such as: What is a computer? They would say, a computer is a computer; In different cases, even the children do not even answer what is being asked, this means that in some cases the test cannot be completed.

From the perspective of other authors, the vocabulary test would also imply the language skills according to what Sattler said, semantic knowledge from Meeker's perspective, the verbal conceptualization aptitude according to what Bannatyne found.

The student's attention is essential to grasp the message to be transmitted and thus achieve the objective of introducing vocabulary to the student (Bassante, 2014).

Images and mimicry are used to learn vocabulary so that the student acquires knowledge visually and directly without having to search for the translation and repeating the pronunciation of the words after listening to the pronunciation of the same by the teacher. In this way, the student plays with their listening and visual skills, allowing the assimilation of vocabulary tending to innovate traditional methodologies, seen from some points of view (Cáceres, 2016).

### **Chapter 3**

#### **Methodology**

This paper was developed in three phases, in the first one there was a personal reflection and understanding of how the English is learn through non registered conversations and informal meetings or chats with students of the bachelor. Then, a process of searching documents related to vocabulary started.

First, a list of texts was explored then a big amount of texts was read taking into account the library from UNAD and finally the strategies for ensuring credibility were taken into account. The final phase was to write all the information in a file like the one that is being shared.

## Chapter 4

### Results and discussion

#### Pros and cons of learning english vocabulary

When an EFL student has enough vocabulary he can communicate, and this allows the act of being able to speak and in turn, develop different skills in search of progressively advancing within the second language.

*Vocabulary is a very important section within the teaching of a language. The structures of the language do not exist apart from the meanings they transmit they always appear realized in certain words, making it possible for both the learning and the teaching of the second language, the lexicon has great importance (Giovannini, 1996, p. 21).*

And that's when the EFL students imminently need to learn more and more vocabulary and use new words. Leading them to know how to express his arguments well and allowing them to have better verbal fluency. In this way, by promoting the good practice of literacy, within the skills of reading and writing, vocabulary skills can be improved, allowing "to have a better reading comprehension, to write more effectively, remembering that when writing a text, it is necessary to use words in a more formal way and of course, if the person has enriched his vocabulary, he could do so without any problem" Deena Seifert (2016).

Therefore, learning new vocabulary is worthwhile within the grammar and learning of L2 for students who associate it as support, within the literacy or interpretation of texts, and of course the production of them. Since having a great variety of vocabulary and / or knowing different vocabulary, will allow the EFL student to express himself better with a native person or a person who already knows or is learning English, without having problems expressing what he is thinking; therefore, you will understand what the other person wants to communicate to you.

In this regard, Tesol International Association suggested that “by expanding the vocabulary, an EFL student can better understand and express their ideas. What promptly leads him to know and have clarity in the articulation of the goals and what he wishes to project; in turn, you can eloquently express the vision of communicating exactly what you want to say, enlightening not only your life, but supporting others along the way. And using the right words allows the person to be an effective communicator" (2019, p 2).

In advance, we have talked about the different kinds of strategies that exist. Then, emphasizing the use of them, we could affirm that learning vocabulary helps the learner to increase their skills for learn more quickly the second language.

From the position of Brown (1995), the definition of the language is compound, then the language is systematic and is a set of symbols, vowels, or visuals, with conventionalized meanings; In other words, the language has a certain cultural load and, at the same time, within technological innovation, which changes the learner's vision of the world.

This lets us understand that there is no single strategy and that not all people learn in the same way. Therefore, the different proposals raised throughout history and postulated by different authors; They could help us in finding the best strategies to learn English vocabulary.

Therefore, Brown argues that the acquisition of L2 necessarily retains information and, of course, it is stored in memory, which causes a complete cognitive organization to occur, but which is also exposed to forgetfulness. This is how this author considers that learning and teaching are not separate processes; rather, on the contrary, teaching enables the student to carry out a coherent process.

It is pertinent, then, to clarify the difference between the mother tongue (L1) and the foreign language (L2). First, when speaking of the mother tongue, it is mainly about learning the

first language in a person's life; on the other hand, when speaking of L2, it is defined as a language that is not directly related to a person's culture, but which in turn has to do with the learning that they are trying to acquire and / or teach.

### **Vocabulary acquisition strategies in English**

It should also be considered that, when learning vocabulary, it is important to develop certain strategies that help the student in a faster and more practical way; Acquire the vocabulary to advance in the improvement of the learning of the second language.

On the above, it has been investigated, and it wants to be presented two visions; that show the strategies that have been used from the beginning on learning vocabulary in English and the strategies most used in the 21st century.

### **Strategies that have always been used to learn vocabulary**

Between the years 1982 and 1985, there was an innovation and a great advance within the learning of the foreign language, and it is that the application within the lexicon, began to have to do directly with the semantic structure. From a psycholinguistic point of view, it was then that different investigations began, such as the well-known Cornu 1979; there where the reference was made to the fact that the lexicon of the same semantic field can be remembered or even retrieved more easily. It was then when a strategy began to be used that had to do directly with presenting word families and they were even presented in pairs of words, for example, synonyms and/or antonyms. Likewise, also for ELE students, since, at the time of production it is presented, through tables of elements and/or grids ('grids'), which must do directly with the semantic field.

But within this same concept, Nation (1990) and Laufer in the year 1997, in their opinion, assured that presenting the vocabulary in this way to the learners, caused them to confuse and mix the meanings of different words, which they called cross-association. Not before, referring to this, well-known authors such as Ellis 1991, McLaughlin 1990, Schmidt, 1990, who advocated facilitating the learning of vocabulary, which should be specific and should be related to units of study, emphasizing then, in the fact that the learner should have a visual contact of the representation of the word that he wanted to learn, doing it in this way conscious and turning this strategy into a useful language. Rebeca Oxford agreed on this and affirmed that “a good way to remember what has been heard or read in a new language is to have contact with images that refer to the written word and thus create a mental image of the same ”(Oxford, 1990).

In addition to the above, an author who looked for answers during vocabulary learning was Brown and Payne in Hatch (1995), who cited five steps, which were necessary to follow to increase the vocabulary of the second language learner. Here we include them below:

### **Finding words**

Looking for new and unknown vocabulary, within the activities that learners carry out daily such as Reading books and newspapers, listening to music, reading dictionaries, watching television. It is also important to use interactive activities, through ICT. Therefore, it should be said that increasing vocabulary easily and practically, in the daily routine of the learners, will serve as an impulse for them to want to continue using these strategies.

**The form of words**

This term seems somewhat complicated, but it refers to obtaining a clear image of the form of a word, and it appears when a student asks you to give definitions of words. Terrell claims that a form is first "binding", which has to do with relating it to a form with its meaning.

It is possible then that it becomes a slow acquisition; After obtaining and/or binding the word, the learner should access the word form, using the repetition strategy; which will take a long time, until you can learn it correctly and without help.

**Meaning of words**

It is not just about meaning, but about learning different meanings within different contexts or even different meanings within the same word.

**Strengthen memory**

Connecting form and meaning; Within this step, it is necessary to perform various drills, in which tools such as Crossword puzzles, strength the form-meaning connection, flashcards, matching exercises are used.

**Word classification**

As noted by Brown (1995), the importance of knowing the classification of words, that is, their grammatical categories, speaking of pronouns, nouns, prepositions, verbs, adjectives, adverbs, etc., and its use within sentences, completes the learner's speech process. Due to this, at the beginning of their learning, who is learning, confuses the classification of words and their definition. However, Brown could not find all strategies to develop some of these steps.

On the other hand, Sökmen (1997) deduced that, when the communicative ability began to develop in the learners, the learning of vocabulary began to decrease, since it was assumed that the learners would learn vocabulary implicitly in this way and from the context; but in his view, the teaching of vocabulary from semantic classifications was more important.

It has been previously mentioned that EFL students talk about problems, as one of the main characteristics; when learning the second language (Meara, 1980: 221). Within this point, the investigations carried out based on this concept from the perspective of García López, 1998 and the effectiveness of said strategies are disclosed; and the strategies that students have always used, Monereo, 1994: 61.

Being understood, that the processes intentionally and in search of achieving a purpose have to do with learning vocabulary; having to do directly with the autonomy of the students and the realization of said tasks in a reflective way. Saying this, Schmitt (1997).

Differentiates strategies to discover the meaning of the word and strategies to consolidate the word once the encounter with it has occurred. Hand in hand with Levin and Pressley (1985), which divides vocabulary learning strategies into four groups: repetition, sensory, semantic, and mnemonic.

### **Repetition strategies:**

Basically, they do not need to be elaborated by the trainees. However, it is necessary to think of a word and say it aloud and/or write it the same word several times so that it is memorized.

**Sensorial strategies:**

It is characterized, by using sensory activities as their word indicates, so that motor experiences allow constant recall of the vocabulary being learned. Likewise, repetition strategies do not need the learner's elaboration; however, they force the learner to have a response, which allows actions in a concrete, physical way, of movement and the use of concrete materials; is specifically related to the memorization of vocabulary through an action.

It is common, to see the use of Vocabulary Cards and the physical response of these. For which the word L1 is used on one side and the word in L2 on the other. It is also used with a picture on one side and the word in L2 on the other, or a definition and the word in L2, etc.

We speak of "Total Physical Response" developed by Asher, (1969) or Physical Response; which is used in a personal way when the learner is saying or expressing the word to himself or even when a partner performs the action or pretends to perform it in order to try to memorize it.

**Semantic strategies:**

From the study of semantics to the new vocabulary, likewise, its analysis and the recognition of associations in a natural way that must do intrinsically with the other lexicon, within the capacities of relationships to improve memorization. Oxford in that "the learning strategies that students use are tools, natural responses, for the search and production of solutions, through the senses, of what they consider a problem to understand and solve" (Oxford, 1990).

There are different types of semantic strategies such as:

The Analysis of the structure and form of the word, the Image, the Contextualization, the Grouping, and the Association.

Within the Analysis of the structure, and form of the word, it should be said that, when saving and recovering the vocabulary, the words can be observed as complete units, and the affixes, roots, and combination rules between them (Aitchison, 1987: 117). The form of the word (syllables, root, affixes, etc.) can then become a very useful semantic strategy.

- The Image strategy must do primarily with creating an image mentally; of course, the word to be memorized. And it has to do with semantics since it is necessary to associate the meaning of the word and a direct alliance of the word with the concept to be represented is made.
- Contextualization strategy is designated, in the way of making a sentence for the new word that is to be memorized; giving it a context that enhances the semantic content of the word.
- The Grouping strategy has to do as its name indicates it with classifying the different vocabulary and placing it in groups so that in this way the different words can be connected, and no words remain without connecting. A great idea to achieve vocabulary grouping could be by semantic fields, functions, for grammatical reasons, or similar or opposition.
- The semantic strategy called Association / Elaboration, has to do with the relationship of the new vocabulary with the one previously possessed, and allowing a significant and personal link to existing. There are two options: The first is called semantics and this process can be carried out naturally when there is the association

of words and in a meaningful way for second language learners. And the second option is known as the mnemonic, which has to do with creating new associations that do not even necessarily have to do with the original meaning but do have it personally.

### **Most recently vocabulary acquisition strategies**

Through different investigations throughout history, different authors have tried to find the most successful strategies for students to learn vocabulary more easily.

Within this point, it is important, then, to cite some of the authors who have developed and advanced in the search for strategies within this topic in the last century.

#### **Attention strategies**

When it comes to focusing attention, the operation of this requires different characteristics that have to do with the physical but also psychological part, which involves the part of each subject individually, from the physiological and mental characteristics; without neglecting the environment that surrounds you.

This is decisive for learning new vocabulary in English; allowing in this way that the essential information that will be used within the learning of L2 is obtained. This implies that the EFL student applies sensory and mental resources so that they can encode and process, thereby achieving stimulation to perform tasks (Tejedor and Señorán, 2008).

And it is that the vocabulary that seems to be not so important, helps the students to develop stimuli to develop characteristics within the fluency of L2 and to select adequate information to be able to develop the learning of the second language in an easier way.

This is why by not developing this attention strategy, the EFL student will undoubtedly have problems in the performance and learning of L2, and it is that the attention that is maintained sustained by taking charge of the attention focus on the same task that is being carried out in that precise moment, but if not, such a strategy cannot be developed. In addition, the proper development of this strategy in a unique way, does not ensure that you will have a good performance when it comes to learning English.

The internal and external distractors help to invalidate the action of the strategy, which would lead to the attention being divided, that is, to being available for two or more tasks at the same time, causing the limit that the attention has to be lost and instead the tasks become automatic. This usually happens with the usual tasks which become multitasking; in this way, the execution of different tasks at the same time has lower quality.

When you are learning new vocabulary in English, you need to focus your attention and hold it for an average of 20 minutes; so that in this way there is a high quality of learning that needs to be learned.

There are two kinds of passive and active attention, (Moraine, 2014, p.79) which has to do with “differentiating what captures our attention from what we pay attention to”. For this reason, it is necessary to learn and teach students to capture attention, but also to put their "active attention" within tasks that have to do with paying attention.

The attention strategy can be developed through tasks such as meditating, visualizing, and fully explaining the meta-attention so that students can work autonomously.

### **Codification strategy**

Bernardo Carrasco (2007) explains and distinguishes two main codes of thought representation: the logical-verbal code, the visual-spatial or iconic code, and the analogical code.

When he speaks of the logical-verbal code, he states that it is constituted by different words, allowing the information to be logical and analytical in a sequential way. The visuospatial code allows students to perform tasks intuitively, holistically, and systematically.

### **Organization strategies**

By systematizing different and diverse words, the learning of the second language can be retained and understood in an easier and more practical way. Seeking to relate elements internally, making the information coherent in order to discover the internal structure (Beltrán et al 2006; Mayer 2010).

When new vocabulary is learned in English, it is not immediately related at first, however, it is necessary for more punctual and in-depth learning, in the development of second language learning and its continuous progress actively, helping you retain and recover concepts that he is learning.

*“It is also applicable with mnemonic strategies that have their use in simple memory creating structures in a cognitive way; within the support of storage and retrieval of vocabulary when it is not possible to have another scheme” (Muelas, 2011, p.62).*

Mnemonics give away organization in a basic way and provide minimum knowledge that is required to be able to carry out higher-order operations, since “the most efficient base of knowledge is one whose constituents are well organized in memory and are easily accessible. The mnemonic procedures provide that organization” Carbonero, M.A., Román, J.M. and Ferrer, M. (2013).

Words are learned individually and by ordering the subject to be learned, so that later, by having and knowing the meaning of several words, tasks with higher demand can be carried out. And it is that vocabulary learning is so important that enough of the subject could be known, just

by relating said knowledge within organized structures such as networks, lists, diagrams, hierarchical classifications, and matrices. Affirming, Mayer, 2010, p.503 that "One of the most important tasks of students is to properly impose the rhetorical structure on the text they read".

### **Elaboration strategies**

Its name sounds contradictory, but this strategy gives rise to relating new knowledge with that which was already known in advance within memory, thus expanding the network of knowledge, in turn making use of changes within the already existing mental schemas. acquaintances and suggesting that when needed it should be exchanged for new knowledge.

It involves a comprehensive, meaningful and deep learning, an "individual and idiosyncratic interpretation of informational data" (Beltrán et al, 2006). "By using these strategies within the learning of new vocabulary, the new knowledge that is being acquired can be recalled and integrated into memory; allowing it to be easily classified, stored, and reconstructed" (Bruning, Schraw and Ronning, 2007, p.146) and Álvarez, M. and Fernández, R. (2015). Which would facilitate learning a second language.

When it is intended to have a broader knowledge of the words that are being learned, within these strategies it would be suggested to carry out readings that involve enough time to know the words and make sense of what is being read; then allow the students to find a relationship in the different concepts, also compiling the key concepts to give an individual color to the reading that was carried out and connecting the words that were already known with the new ones. Such a task would be long and time-consuming but would result in a more thorough learning.

### **Recuperation strategies**

One of the most difficult things for EFL students is being able to remember the words learned in advance and recall them at the precise moment for their use. There is a part of the brain that is completely important, known as long-term memory; which is in charge of this process and has everything to do with the coding, storage, and retrieval of information.

In this way, Silvia Rodríguez affirmed, in her thesis:

*The role of memory in the learning of a second language ... The existence of the direct link between cognitive processes of memory measured in the first and second languages and also the need to enhance the Semantic memory among the worst performing students, who use it to a lesser extent in this learning but whose greater development as a recipient of knowledge about the student's external world is essential in the acquisition of a foreign language as it supposes "a store of knowledge about the meanings of words and the relationships between meanings" (Piserra, 2003, p 84).*

To carry out this process it is necessary to rely on the development of organizational strategies since in this way it will be much easier to specifically find the words that are searched in long-term memory and that, of course, have been learned previously. At the time of recovery, the memory is searched until it is found and it is discerned whether what has been found is what was being requested or not.

The recovery strategy that consists of traversing the network from beginning to end to find precisely what you are looking for is known as the "footprint".

Another way is "choice" and it is about investigating an item and recognizing the conditions that the word you are looking for must-have.

### **Motivational strategies**

In the 1980s, several researchers were interested in observing emotional factors within the cognitive processes of students; realizing that regardless of whether the students were intelligent this was not enough to give positive results. Motivational strategies have to do precisely with the motivation that students have individually and the disposition to carry out the tasks that are required of them.

What Bernardo (2007) referred to as the different classifications that have been given in reference to the reasons that help students to learn; speaking specifically of the most used from his perspective: Motivation in intrinsic, extrinsic and transcendent. The intrinsic motivation would have to do with the interest that the student has in himself and his support in the autonomous investigation in the achievement of goals and the diligence in the realization of what he wants to learn; without having to lean on someone; In the opposite way, extrinsic motivation would have to do directly with the support of an external person, and finally, the transcendent motivation would be producing in itself and returning in itself.

By conducting various investigations (Núñez et al, 1998; Matos and Lens 2006) and S., Valle, A. & Núñez, J.C. (2014), have observed that the relationship between validation and performance according to the use of strategies has to do precisely with motivational strategies, understanding that when you want to achieve achievement, you will have a higher performance. Providing in different cases and students enough energy to obtain the learning that is required and / or is present; doing in the opposite way that, if you do not have this energy, learning cannot take place.

In addition, Martín - Antón, and Carbonero (2012), Rodríguez, (2012) and De Zubira, M. (2007). They oversaw the connection that existed between motivation strategies and elaboration

strategies, observing students who had a low academic performance and who had to improve it in a short term; but that coincidentally they would not maintain this improvement in the long term. Upon review, students with medium and high self-concept improved within a given training session and they would maintain their average in the long term. What was contradictory with different investigations (Tárraga, 2009).

### **Some of the strategies to learn the most used English vocabulary in the 21st century**

Within the Learning Strategies Manual, proposed by teacher Claudia Isabel Marín Sánchez (August 2008) you can find the following strategies to learn vocabulary.

#### **Word grouping**

Different ways of using this strategy are seen below:

The teacher and / or student classifies into groups the words that initially have the same phonetic sound /  $\int$  /.

The teacher and / or student will use compound words

Using the same ending and looking for words that share the same semantic association.

In the same way, the glossary could be organized, identifying characteristics that the words have in common and using the grouping strategy.

#### **Word networks**

First, the base topic is chosen, and by relating words, subtopics are created that emerge from the initial topic; it does not necessarily have a word limit that depends on what the student

and / or teacher wants to explain through their network of words that they will use, in addition to being able to use words as well.

### **Word association**

Using a bag in which you have words and that have been prepared in advance, the following exercises can be performed to develop this strategy:

- When you know a new word, you should put yourself inside the bag
- Remember it by placing it in a context or phrase
- Making images that can be associated with said word
- Putting the words on a list and keeping a record can help the student to check the meaning and the correct spelling of the word being learned.

## Chapter 5

### Conclusions and recommendations

Still now, the strategies Chamot, A. U., & O'Malley, J. M. (1994) worked on continue taking place in different ways being extremely remarkable the metacognitive and social ones.

In the first one, tutors and teachers keep on saying how important learning and practicing in all scenarios is and the social one in the way that many authors are still investigating about how motivation and attitudes are extremely important in a classroom.

Within the following research, it can be observed in a broad way how EFL students learn vocabulary in different ways and seek to support the acquisition of said knowledge, based on three different strategies: Cognitive, metacognitive, and socio-affective. By analyzing and breaking down each of these strategies, EFL students can learn English vocabulary in a more practical way; understanding and interpreting the different investigations that have been carried out throughout history.

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. White Plains, MA: Addison Wesley Longman.

Still now, the strategies Chamot, A. U., & O'Malley, J. M. (1994) worked on continue taking place in different ways being extremely remarkable the metacognitive and social ones.

In the first one, tutors and teachers keep on saying how important learning and practicing in all scenarios is and the social one in the way that many authors are still investigating about how motivation and attitudes are extremely important in a classroom.

Based on the learning of new vocabulary, the EFL student can communicate better and develop different skills (speaking, listening, reading, and writing). By the way, Knowles 2001,

stated that “When students are learning, they gain new behaviors, knowledge, attitudes and even abilities. Letting us understand that students change their attitude and / or behavior in a more natural way and perhaps without frustration. In this way, EFLs will communicate better, more spontaneously and more securely.

## Tables

**Table 1**

*Piaget divided the sensorimotor stage into six sub-stages*

Sub-Stage	Age	Description
<i>1 Simple Reflexes</i>	Birth- 6 weeks	“Coordination of sensation and action through reflexive behaviors”. <sup>[25]</sup> Three primary reflexes are described by Piaget: sucking of objects in the mouth, following moving or interesting objects with the eyes, and closing of the hand when an object makes contact with the palm ( <u>palmar grasp</u> ). Over the first six weeks of life, these reflexes begin to become voluntary actions. For example, the palmar reflex becomes intentional grasping. <sup>[26]</sup>
<i>2 First habits and primary circular reactions phase</i>	6 weeks- 4 months	“Coordination of sensation and two types of <u>schema</u> : habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance). The main focus is still on the infant’s body”. <sup>[25]</sup> As an example of this type of reaction, an infant might repeat the motion of passing their hand before their face. Also at this phase, passive reactions, caused by <u>classical</u> or <u>operant conditioning</u> , can begin. <sup>[26]</sup>

<p>3 <i>Secondary circular reactions phase</i></p>	<p>4– 8 months</p>	<p>Development of <u>habits</u>. “Infants become more object-oriented, moving beyond self-preoccupation; repeat actions that bring interesting or pleasurable results”.<sup>[25]</sup> This stage is associated primarily with the development of <u>coordination</u> between <u>vision</u> and <u>prehension</u>. Three new abilities occur at this stage: intentional grasping for a desired object, secondary circular reactions, and <u>differentiations</u> between ends and means. At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family. Secondary circular reactions, or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly. The differentiation between means and ends also occurs. This is perhaps one of the most important stages of a child’s growth as it signifies the dawn of <u>logic</u>.<sup>[26]</sup></p>
		<p>4 <i>Coordination of secondary circular reactions stages</i></p>

Piaget calls the “first proper intelligence“. Also, this stage marks the beginning of goal orientation, the deliberate planning of steps to meet an objective.<sup>[26]</sup>

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<p><i>5 Tertiary circular reactions, novelty, and curiosity</i></p>	<p>12– 18 months</p>	<p>“Infants become intrigued by the many properties of objects and by the many things they can make happen to objects; they experiment with new behavior”.<sup>[25]</sup> This stage is associated primarily with the discovery of new means to meet goals. Piaget describes the child at this juncture as the “young scientist,” conducting pseudo-experiments to discover new methods of meeting challenges.<sup>[26]</sup></p>
<hr/>		
<p><i>6 Internalization of Schemas</i></p>	<p>18– 24 months</p>	<p>“Infants develop the ability to use primitive symbols and form enduring mental representations”.<sup>[25]</sup> This stage is associated primarily with the beginnings of insight, or true creativity. This marks the passage into the preoperational stage.</p>

**Table 2**

*Universidad Veracruzana Strategies to learn vocabulary- Word aggrupation*

Group 1	Shoe	Shop	Shout
Group 2	Greenhouse	Breadboard	Penknife
Group 3	Biology	Geology	Psychology



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