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Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

Vocabulary teaching techniques for intermediate students of English as a foreign language

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Junio, 2018

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Abstract. The main aim of this project is to explain the different techniques and strategies that can be used to facilitate the teaching of vocabulary in English as a foreign language to both teachers and students at an intermediate level, taking into account many relevant aspects such as each student's conditions, needs and attitudes. The use of such techniques will encourage the interest and motivation of the students through a series of activities that will be done individually, in groups or in pairs, and at the same time communicative competence will be developed. The present teaching unit is designed for students of an intermediate level, namely the level of a 4th course of Compulsory Secondary Education. The main objective of this teaching unit is to make the learning process easier and more entertaining, as well as to increase the interest of the students in learning the vocabulary of English as a foreign language.

Key words: techniques, teaching of vocabulary, English as a foreign language, intermediate level, interest, motivation, communicative competence, teaching unit.

Resumen. El principal objetivo de este proyecto es explicar las diferentes técnicas y estrategias que pueden utilizarse para facilitar la enseñanza de vocabulario en inglés como lengua extranjera tanto a profesores como alumnos en un nivel intermedio, teniendo en cuenta muchos aspectos relevantes como las condiciones de cada alumno, sus necesidades y actitudes. El uso de dichas técnicas fomentará el interés y la motivación de los estudiantes a través de una serie de actividades individuales, en grupo o en parejas, y a la misma vez hará que se desarrolle la competencia comunicativa. La unidad didáctica seleccionada está diseñada para alumnos de nivel intermedio, concretamente un curso de 4º de Educación Secundaria Obligatoria. El objetivo principal de esta unidad didáctica es hacer más fácil y entretenido el proceso de aprendizaje, así como aumentar el interés de los alumnos por aprender el vocabulario de inglés como lengua extranjera.

Palabras clave: técnicas, enseñanza de vocabulario, inglés como lengua extranjera, nivel intermedio, interés, motivación, competencia comunicativa, unidad didáctica.

1. INTRODUCTION

As a proposal for the subject of my Degree Final Project I have decided to deal with vocabulary. I am going to focus on activities and techniques to teach vocabulary in Secondary Education, especially students of 4th year Compulsory Secondary Education (CSE). I decided to choose this subject because vocabulary is a very important section within the teaching of a language and it is the essential element both in the comprehension of the text, written or oral, as well as in its production. The content and the theme included in this project are fundamental for those people who are dedicated to the teaching of English, because it proposes really useful series of activities and techniques for the students not to lose interest in learning the foreign language. Another reason why I chose this subject is because it will be useful for people who want to study a Master's degree in teaching English in a Secondary school.

Dealing with the theoretical contents, I will suggest some useful techniques that teachers have to take into account when they teach vocabulary. First of all, the first problem that teachers have to face is the selection of vocabulary. We have to think about which English words students at this age mainly need to learn. Textbooks provide teachers with a standardized selection of lexical items to be used in all schools, but we, as teachers, have to decide which words are worth spending time on. In this first section I will include some aspects that teachers have to consider before teaching items, such as the needs and attitudes of students and also some appropriate criteria such as the frequency of words, cultural factors, need and level, and expediency. We have to make a selection of vocabulary that can really interest our students and that can be used nowadays because the first step is to generate in the learner the need to notice the word and consider it a useful language item. Another important aspect that teachers have to think about is the number of items to teach. As we will see, there are many factors to be considered in order to select how many new items should be taught per one sixty-minute lesson or how many items should be covered over the duration of the course. In addition, I will develop a useful section about the use of tests to find out which words intermediate students know including disadvantages of using certain types of test and providing a list of the best ones.

It is always useful to present items to the students in an organized manner to help them to internalize the items in a more coherent way. For that reason I have also included a section in this project which deals with the teaching of vocabulary through lexical fields in order to

make the learning of vocabulary easier and coherent. Moreover, I will suggest many techniques to encourage the interest and motivation of our students, for instance, demonstrations, the use of pictures, games, simple English explanations, group work, and so on. This type of techniques creates a more interactive learning, encourages communication and also helps to deal with differences among intermediate students.

Referring to the methodology carried out in this project, I have created a teaching unit based on learning vocabulary adapted to the level of these students. Nowadays in the Spanish secondary schools, grammar is usually given more importance than vocabulary. For that reason, I have decided to create this teaching unit which will be carried out in five sessions and which will be based only on vocabulary, hence the name "Vocabulary Week". Students will be provided with a memorable first encounter by using a variety of techniques. Then, some useful activities will be done to practise and revise vocabulary. Our students will be able to use a bilingual dictionary or the Internet and we will carry out different activities individually, in pairs or in groups.

Different techniques will be used in order to present lexical items in English such as visual techniques, verbal techniques or translation. We have to bear in mind that those vocabulary items that we mention, repeat or focus on in class will be retained by learners. In addition, many interesting activities to practise the lexicon are used in this teaching unit such as guessing games, performing action, board games, paper-and-pencil games and labelling pictures. We can also mention the use of typical activities of matching words and definitions, finding synonyms, filling the gaps in a cloze text, to mention just a few. Students will also have a vocabulary notebook in order to remember and consolidate a word once it has been encountered. Finally, I will make a kind of evaluation to check if the students have learnt the vocabulary well.

2. LITERATURE REVIEW

2.1. Decision about the most important items to know by students of 4th year CSE

The learning of a language is based on linguistic components (grammar, vocabulary and pronunciation) and communicative skills (listening, speaking, reading, writing and interaction). The final aim is communicative competence, which involves the following subcompetences: linguistic subcompetence, discursive subcompetence, strategic

subcompetence, sociolinguistic subcompetence, intercultural subcompetence and pragmatic competence. Please, for more detail refer to Bueno González (2013: 27-61).

Initially, vocabulary was for a long time an ignored aspect in the learning of a new language. Nevertheless, during the recent decades, it has acquired a leading role. Undoubtedly, vocabulary deserves special attention since it does not only include words but also their meaning, spelling, pronunciation, context and conjugation and it constitutes the essence of the learning process of a new language.

Depending on the level at which a language is being taught (beginner, intermediate or advanced), one list of vocabulary or another will be learnt. Fourth year Compulsory Secondary Education students can be included in an intermediate level of English but these students continue to need the same techniques or experiences which are needed by beginners. However, they present new needs too. An advantage of intermediate students is that they already have knowledge about vocabulary of the new language and it can be used in their lessons (Allen, 1983: 42). All teaching of new vocabulary must follow some criteria as explained in the following sections.

2.1.1. Understanding students' needs and attitudes

Most learners perceive the relevance of grammar although they have some varying interests and different reasons to learn a language. The same does not happen with vocabulary; items which can be relevant to some students to an understanding of one field of interest may be irrelevant to other students who are not interested in that subject. This is a difficult issue for teachers who continuously try to satisfy nonsense needs or sustain student interest (cf. Gairns & Redman, 1986: 55). One of the best solutions to this problem is “to accept that students have different needs, and to further accept that they must assume some of the responsibility for defining those needs and the vocabulary that will be relevant to those needs” (Gairns & Redman, 1986: 55). We must give autonomy to our students to make lexical decisions in order to satisfy their needs and interests. As a result of that, students' motivation will be improved since one learns what one wants to learn and secondly the responsibility for making decisions (guided by the teacher) will help to create discrimination on their part to recognize what is useful. Clearly, students must participate in the decisions about items to be learnt in order to teachers can understand their needs and attitudes and try to satisfy them (Gairns & Redman, 1986: 54-57).

2.1.2. Criteria to select content

Every teaching situation is different and so items which can be relevant for some students may be irrelevant for others. However there are various criteria which you can use to select items depending on your own teaching situation.

2.1.2.1. Frequency

According to Allen (1983: 105) one criterion to select the most important items is frequency of use. Words which appear frequently in the texts of the students' book are important to learn. Although the most frequent words are pronouns, prepositions, articles, auxiliaries, and conjunctions, there are also other words which are used frequently such as many nouns, verbs, adjectives, and adverbs. Many teachers use lists containing all words most important to learn from the point of view of frequency. Nevertheless, these lists present some difficulties.

There are many lists showing all the words that are most frequently used. The most famous one is the *General Service List of English Words* by Dr Michael West, published in 1953. As Gairns & Redman (1986: 58) expound, the aim of this list was to "scientifically select and compile the 2,000 most commonly used words in English from a study of 5 million running words of written English". West's list also takes into account the frequency of different semantic values of words which have several meanings (Gairns & Redman, 1986: 58). Another well-known list is *The Teacher's Word Book of 30,000 Words* by Edward L. Thorndike and Irving Lorge. The disadvantage of this list is that it was published in 1944 and as time goes by the frequency of many words changes.

At that time, **king** and **lady** were among the 500 words most frequently found in many different kinds of books and magazines. Today those words are less commonly used. On the other hand, **drug** and **sex** were rare words in 1994, and **nuclear** did not appear among the 30,000 at all. Allen (1983: 106).

Teachers cannot even depend on more recent lists since they are not reliable guides to select items to be taught even if they are created by scholars. There are two reasons for this: firstly, lists that were created too long ago cannot help us to choose the most frequent words because, as stated above, the frequency of some words changes over time, and secondly, some lists can be prepared for a purpose which can be different from our purposes. Words lists are

helpful but they should not control our decisions about which vocabulary to introduce in our lessons (Allen, 1983:104-108).

2.1.2.2. Cultural factors

Learning a new language includes learning some cultural aspects and this is reflected in the vocabulary. When students learn vocabulary based on the utterances of native speakers they will learn words that reflect the cultural interest of these speakers. However, the interests of L1 learners may differ from the interests of native speakers. The same happens with some socio-cultural topics e.g. ‘Catholicism’ in Spain (Gairns & Redman, 1986: 59). Cultural factors have to be taken into account when choosing the appropriate vocabulary and syllabus in order to avoid inappropriate lexical selection.

2.1.2.3. Need and level

Lexical needs of students who only want English for travel purposes will be different from lexical needs of students who want English to read reports. Referring to the level, it is equally obvious that beginners have limitations in their lexicon and that will not be true of advanced learners. The problem arises when writers have to design a coursebook and the lexical needs of students are different from their level. Some answers have been given to this problem, although teachers think practice is sometimes wrong when it considers the level over need. According to Gairns & Redman (1986: 60) “The crucial issue here is one of motivation”. Students have to consider the new vocabulary as useful and so it will be easy to engage their interest and the effective learning of everything will also be improved.

2.1.2.4. Expediency

Certain vocabulary will be needed by the students in the classroom in order to understand their teachers, fellow students or some activities. One area will be grammatical terminology. Many teachers refuse to burden their students with too many grammatical items although an understanding of some of them can be useful. Another important area of classroom language includes items referring to language activity instructions such as *tick/cross*, *get into pairs/groups*... As they will appear constantly, they will be easily absorbed. Teachers can also design classroom activities with include many of these items in

order to avoid confusion or misunderstanding. Finally, students will need vocabulary to ask questions and obtain further information. These items are useful inside and outside the classroom but especially inside the classroom because students have a teacher to satisfy their needs. Some other areas can be considered as expedient vocabulary such as vocabulary dictated by the coursebook, some words that students demand to know their meaning and vocabulary which appears in a classroom activity and engages students' interest. This is based on Gairns & Redman (1986: 61-64).

2.2. Number of items to teach

In this section we have to deal with two questions. First, how many new items should be taught per one sixty-minute lesson and second, how many new items should be covered over the duration of the course.

Referring to the first question, we could suggest an average of eight to twelve items per contact hour; “the lower figure being more suitable for elementary students and the upper figure for more advanced students” (Gairns & Redman, 1986: 66). If this average of items were sustained for the duration of the course, low students would learn approximately 1,000 items over 125 hours of study. Nevertheless, most teachers think that 1,000 items with 125 hours of study may be reasonable but it is surely unrealistic to expect that most students learn this number of words in 125 hours of study (Gairns & Redman, 1986: 66-67).

On the other hand, it is impossible to establish a precise figure of lexical items that should be taught in a sixty-minute lesson unless we have an awareness of the target learning contexts as well as other external factors such as the methodology in use, available resources, timelines, learning environment, etc. (Conti, 2017: n.p.). According to Gairns & Redman (1986: 67-68) and Conti (2017: n.p.), these are the main factors to be considered:

1. Depth of knowledge: Students are required to know many things about the new word that is going to be taught as Nagy & Scott (2000: n.p., as cited in Conti, 2017: n.p.) describe in the following quotation:

Knowing a word entails knowing many things about the word: its literal meaning, its various connotations, its spelling, its derivations, collocations (knowing the words that usually co-occur with the target word), frequency, pronunciation, the syntactic constructions it is used in,

the morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms.

If a teacher decides to spend time on teaching all things that Nagy & Scott (2000: n.p.) have mentioned above about a new word, this will reduce the time to teach other words. For example, if a teacher decides to explain how some French irregular adjectives change from masculine to feminine instead of just focusing on their meaning and pronunciation of the masculine form, the time to teach other words will be obviously reduced (Conti, 2017: n.p.).

2. Receptive vs productive knowledge: Students may learn words in two different ways. First, words can be taught only to be recognized and students will not be able to use them in writing or speech; and secondly, words can be taught in order to be recognized and to be able to produce them. This difference is crucial in planning a vocabulary lesson considering that teaching words only for receptive use will allow you to teach as many as 40 words in a sixty-minute lesson, as recognition is easier than production (Conti, 2017: n.p.).

3. Speed of recognition and production: In a vocabulary lesson teachers also have to consider the speed and the ability of students to understand the new words in unfamiliar contexts. The speed of a student to recognize a word and to produce it in familiar and unfamiliar contexts will help teachers to establish a number of items to be taught. (Conti, 2017: n.p.)

4. Similarities between the target item and the equivalent in the learner's own language: We should pay attention to cognates which are "those pairs of words which have a very similar –or even identical- form in two or more languages, because they share an identical morphological structure" (Bueno González, 1998: 1). Moreover, the meaning of these words can usually be guessed thanks to the similarity in form. These words can also be called "true friends". They should be taught early as their form and meaning are quite easy to identify for the learner and therefore they can motivate our students and create a sense of satisfaction. Some examples are: *método* in Spanish and *method* in English; *equipamento* in Portuguese and *equipment* in English. Nevertheless, cognates do not always share meaning; this is the case of "false friends" (or "false cognates" as Gairns & Redman (1986:67) called these words). "False friends" require considerable attention and effort for students because they are similar in form in two languages but their meanings are different. Bueno González (1998: 4) provides us some examples:

The commonest in English which cause problems to Spanish speakers: *actual, actually, adequate, agenda, assist, attend, comprehensive, conductor, confident, constipated, critic, embarrassed, fabricate, formidable, ignore, library, morale, reunion, sensible, sensitive, suburbs, sympathetic, terrific*, etc.

These ideas are summarized from Bueno González (1998: 1-5).

5. Illustration of meanings: Depending on the difficulty of items to be represented, teachers will use different strategies. Concrete items such as “chair” or “computer” can be easily represented visually or demonstrated simply. However, abstract items such as feelings or adjectives will be more difficult to explain. In monolingual teaching situations, translation is used to deal with these abstract items but this is not available for multilingual classes. Moreover, there are also some items with no direct and clear translation, and dealing with their meaning and form takes a lot of time (Gairns & Redman, 1986: 68).

6. Learner’s environment: Many factors have influence on the vocabulary load which students can learn such as the time of day, the intensiveness of the course, whether the students are working or studying outside the classroom, whether the students have opportunities to practise the language outside the classroom, students’ learning goals, ... (Gairns & Redman, 1986: 68).

7. Learner’s aptitude: Teachers will obviously find different learners in their classrooms, that is, there will be learners with great difficulty to adopt language learning strategies or even with a poor memory for language items, so they will need more training than other “good” learners for whom it will be easier to absorb many items. Referring to the ideas of Gairns & Redman (1986:68), another factor which also affects the learning of new items is the learners’ age. Therefore, young children will always be taught fewer items than old children.

As stated above, it is quite difficult to establish a precise figure about how many items to teach, so teachers must decide it taking into account all the external factors which have been mentioned previously.

2.3. The use of tests to find out which words intermediate students know

According to Allen (1983: 109), when the school year starts, it is helpful for teachers to know which words have been learnt by their new group of intermediate students and who has learned more vocabulary than their classmates. Tests can be a very useful tool and they can be used throughout the school term to show the students' progress in learning the new words or at the end of the school year to show how much has been achieved by each student. Furthermore, "scores on tests are considered important when the value of a program is being weighed" (Allen, 1983:109). However, some types of tests are better than others because some of them do not give enough information about a student's knowledge. In some tests students are asked to choose the synonym of a word from among three or more possibilities and these kinds of tests do not show the real student's actual knowledge of vocabulary, as it is illustrated by Allen (1983:109):

An item on such a test looks like this:

Brief: fair loud short warm

The expected answer, of course, is **short**. Students who make the right choice may really know the meanings of **brief**, **fair**, **loud**, **short**, and **warm**. But it is also possible that some of those students have merely made a lucky guess. On the other hand, some students who fail to choose **short** (as a synonym for brief) might actually understand sentences in which **brief** and **short** are used. The ability to do that is the important thing. It is much less important to be able to choose a synonym from a given list.

2.3.1. Disadvantages of using some tests

Nowadays, one of the best known vocabulary tests is based on asking students for the synonym or antonym of some words. This kind of test asks the students to demonstrate skills that are used to teach a language or to write dictionaries. "Such techniques are not needed for speaking, reading, or writing in the practical situations where language is used" (Allen, 1983: 110).

The same can be applied to another kind of test in which students are asked to illustrate a word with sentences that show its meaning or use. As Allen (1983: 110) expounds, "this is a skill needed by teachers" as teachers should always be able to give examples sentences of words. But that skill is not needed by people who do not teach language and it may be difficult for great students to compose good example sentences when teachers ask

them. According to Allen (1983:110) “A student who actually knows the word **satisfactory**, for instance, may be unable to use **satisfactory** in a sentence when requested to do so”. In other words, we do not find out much information about students’ command of vocabulary by asking them to use an example sentence illustrating the meaning of a certain word.

Probably no test can give us a true picture of students’ knowledge of vocabulary since a test is quite different from the communicative situations in real life. However, teachers must use vocabulary tests taking into account that some are better than others (cf. Allen, 1983:110-111).

2.3.2. Better types of tests

Here there is a list of some of the better kinds of tests that teachers can use to find out which words the students know.

2.3.2.1. Sentence completion or gap-filling items

This kind of tests helps teachers to evaluate the student’s production of vocabulary. Students are required to read the sentence and then write the correct response. This way of testing encourages students to learn and know the word they use rather than just recognize it. Gap-filling items can be written in sentence or paragraph formats (Coombe, 2015: 119-120). The following examples are taken from Coombe (2015: 120):

Sentence (definition and meaning in context).

A _____ is a person who defends people in court.

Correct answer: lawyer

[...]

Paragraph.

The African elephant has many interesting _____ (1). It is strong and very intelligent. Elephants are sensitive and can cry, play, and laugh. Elephants even have incredible memories. The young elephants learn by copying other elephants. The mothers, aunts, sisters, and cousins all take care of the young. The family or _____ (2) of elephants all protect the young from dangers like predators.

Correct answers: 1. features, 2. Herd

You might also test vocabulary items by putting the first letter of the word you are looking for in the blank. Consider the following example:

The African elephant has many interesting f_____ (1). The mothers, aunts, sisters, and cousins all take care of the young. The family or h_____ (2) of elephants all protect the young from dangers like predators.

2.3.2.2. Discovering the meaning of underlined words

According to Allen (1983:111), the aim of this kind of test is “to discover which of the underlined words the student understands”. Students are given two or three paragraphs with some underlined words and they are asked to find out other words with the same meaning of the underlined words, choosing from a list provided. This list can sometimes include some extra words to reduce the chance of guessing the right answer (see Appendix I).

2.3.2.3. Cloze tests

Another type of vocabulary test is the one that includes a paragraph in which some words have been omitted and the student has to find out the omitted word in each blank space. For this an alphabetized list of words is provided and some extra words which are not needed can also be included (Allen, 1983: 112) (see Appendix II).

2.3.2.4. Translation

Teachers can also use translation as another type of vocabulary evaluation. As Coombe (2015: 120) argues, the teacher, of course, must have an adequate knowledge of the student’s language (see Appendix III).

2.3.2.5. Dictation

In addition, dictation can also help teachers to find out which words the students know. According to Allen (1983:113), one possible use of dictation for vocabulary testing is the following:

On a blank sheet of paper, the student writes his name and these numbers:

1	6
2	7
3	8
4	9
5	10

The students are told they will be asked to write a word beside each number; the teacher will tell them which words to write. The words will all be related to a picture (or a series of pictures) which the teacher will show them.

Before finishing this section, it is important to mention that the best kinds of tests are those which show vocabulary in *context* using sentences, paragraphs or even pictures.

However, as Allen (1983:114) argues “scores on classroom tests will always show only part of what the student knows. We can get a better picture of students’ progress by observing them at work in class each day”.

2.4. Teaching through lexical fields

As vocabulary consists of a series of organized or structured systems and is not just a random and unordered lists of words, it will be useful to present items to the students in an organized manner which depict the nature of vocabulary and help the students to internalise the items in a coherent way. In this section we are going to deal with two groupings of items of vocabulary: the first group is based on sense relations between words (synonymy, antonymy, hyponymy...) and the second one deals with different semantic fields (items related by topic, items grouped as an activity or process...).

2.4.1. Sense relations between words

Dealing with this grouping of items, the first question we have to ask is: what are the types of relationships that can exist between words? To solve this question we are going to focus on two important authors, Leech (1974) and Lyons (1977), as cited in Carter & McCarthy (1988: 22-25). According to them, there are basic relations between words such as synonymy, antonymy, etc., that can be used to teach items in an organized manner, but they argue that some terms are not appropriate.

Both Leech and Lyons suggest that there are basic or ‘primitive’ semantic relations between words, Leech starting with synonymy and antonymy, and Lyons concentrating principally on antonymy and hyponymy. Leech argues that the terms synonymy and antonymy are inadequate: to the question ‘What is the antonymy of woman?’ the answer might be *girl* or *man*. Instead of antonymy, says Leech, we should think of *woman* as **incompatible** with *man*, *boy*, and *girl* within its lexical field (1974, p.92). When Lyons uses the term incompatibility, however, he uses it to refer to the relationship between items in many-membered sets such as the names of the days of the week, or names of flowers. (Carter & McCarthy, 1988: 22-23).

We have to consider the different kinds of oppositeness that exist between words. Teaching by antonym pairs can be really useful since it helps our students to learn a language in an organized manner and it makes it easier to remember items.

Leech distinguishes between binary taxonomies, such as *alive/dead*, and multiple taxonomies, such as *iron/gold/copper/mercury*. One is either *alive* or *dead*; *gold* cannot be *copper* or *iron* at the same time (1974, p.99). Lyons calls *alive/dead*; *male/female*, etc. **ungradable** antonyms, which are different from **gradable** antonyms, such as *hot/cold* or *big/small*, where there are terms in between the two extremes and even outside the two basic terms (*warm/cool*, *enormous/tiny*). (Carter & McCarthy, 1988: 23).

Apart from these kinds of oppositeness, Lyons notes that there are other four kinds of this semantic relation that we can also use to teach vocabulary.

Then come the four main types: (1) **antonymy**: this, says Lyons, is the most suitable name for gradable antonyms only. (2) **complementarity**: this will refer to ungradable antonyms (*alive/dead*). (3) **converseness**: this refers to a reversible relationship such as *parent/child*, *husband/wife*, where to say 'Martin is Anne's husband' is to say 'Anne is Martin's wife.' Lyons also includes pairs such as *buy/sell*, which involve greater grammatical change: 'Jim sold Linda a book' - 'Linda bought a book from Jim.' (4) **directionality**: pairs such as *up/down*, *arrive/depart*, *come/go*, where some sort of direction is involved. (Carter & McCarthy, 1988: 24).

According to these authors, another important pair of opposites is the so-called irreversible binomials which are a type of idiom or fixed phrase. They should be learnt as pairs and they are not the same in all languages.

These are such pairs as are found in 'hot and cold water in all rooms', 'the road winds in and out', 'I searched high and low', etc., where the order of occurrence is never normally reversed. Other examples are: *back and forth*, *to and fro*, *up and down*, *ladies and gentlemen*, all of which have become culturally 'frozen'. (Carter & McCarthy, 1988: 25).

We have to highlight another semantic relation which is the relationship of inclusion or hyponymy. Hyponymy shows the relationship between a specific term in the vocabulary which is covered by a more general term as it is illustrated with examples in Carter & McCarthy (1988: 25):

The words *rose/tulip/pansy* are all hyponyms of *flower*. *Flower* is the superordinate term. In semantics this relationship is described according to unilateral implication: if it is a *rose* then it is a *flower*, but not necessarily vice versa. If the implication is bilateral, then this is **synonymy** (if it is an *egg-plant* then it is an *aubergine*, and vice versa; therefore they are synonyms).

As has been mentioned in the last quotation, synonymy is another semantic relation that teachers can use to teach words which are, for many purposes, interchangeable such as *begin/start*, *refuse/reject*, *daddy/father*, and so on. But, according to most linguistics, true synonymy is very rare since one term can be more general than another, more colloquial, more emotive, etc. (cf. Carter & McCarthy, 1988: 28).

Finally, the last semantic relation that can be useful for the teaching of vocabulary in English is called polysemy. This phenomenon is the association of one single word with two or several related meanings.

[...] *profound* may be synonymous with *deep* when their antonym is *superficial* (as in talking of emotions, thought, etc.), but *profound* and *deep* are not synonyms when *deep* and *shallow* are antonyms in the description of water depth. This is another way of saying that the same word form may appear in different lexical fields (the phenomenon called polysemy): *deep* occurs in one field where it is related to water, perhaps another in relation to holes, valleys, etc. and yet another concerning thought and emotions. (Carter & McCarthy, 1988: 29).

2.4.2. Semantic fields

As Gairns & Redman (1986: 69) note, vocabulary may also be taught using a grouping of items based on semantic fields or lexical sets. This grouping is composed of semantically similar words and we can find a great variety of categories.

[...] from very broad categories, such as “life and living things” to smaller areas such as “kinds of man” (e.g. man, gentleman, fellow) or “kinship relations” (e.g. son, daughter), and clearly the same item will occur in different fields. “Man” may occur in a semantic field with “types of mammal” or “types of servant” or “human gender”. (Gairns & Redman, 1986:69).

Lexical sets are handy to learn vocabulary because they create “blocks” that can be expanded with the students’ progression; so they help students to internalise the items in a

coherent way. The groupings cited below are based on the ideas of Gairns & Redman (1986:69-71) and, according to them, these groupings consist of different semantic fields and also phonological and grammatical sets. Clearly, teachers will choose the appropriate grouping depending on the students' level.

Items related by topic

One of the most common and useful groupings found in course books e.g. types of fruit, articles of clothing, living room furniture, etc.

Items grouped as an activity or process (also topic-related)

For example the steps involved in starting a car, buying a house, etc. [...] (Gairns & Redman, 1986: 69-71).

2.5. Vocabulary techniques in intermediate classes.

The term *Intermediate* is not easy to define as it has many aspects in common with *Advanced* and *Elementary*. At an intermediate level, students are taught many of the same kinds of words that are needed by elementary students such as “words for things and persons in the learners’ daily lives” (Allen, 1983:45). However, what differentiates intermediate students from beginners is that these students have learnt a large number of English words and teachers can now use them to make explanations of the new vocabulary. According to Allen (1983:45), defining English words by using other English words is a skill that is required at an Intermediate level because, “as a general rule, intermediate students should hear *only* English from their teacher”. So, simple English explanations and many other techniques can be really helpful to teach vocabulary at this level.

2.5.1. Demonstrations

The demonstration technique can be quite successful at this level as it uses action, gesture, role-play or mime to teach vocabulary, and almost all students like to do interactive and fun activities. Such technique helps students to understand vocabulary in a more effective and easy way (Sartikarani, 2014: 18). A way of using this technique to teach vocabulary can be the following:

The teacher mimes a simple story. The students then take turns to describe the story as it is mimed, for example: “He was eating a meal. He dropped some food. He called the dog. The dog ate the dropped food. He patted the dog.” The whole class repeats the story at the end. The teacher claps once if the class is to repeat only the last line; twice if he or she wants the whole story repeated from the start, with students taking a sentence each. (Petty, 2004: 250, as cited in Sartikarani, 2014: 18).

2.5.2. Pictures

There are many techniques that may be used to teach vocabulary both at a beginner and an intermediate level and the use of pictures can be classified as one of them. As Allen (1983: 54) argues, pictures related to human situations catch students’ attention at the intermediate level and these pictures make students imagine the context of them such as “who the pictured persons might be, where they are, what happened before the pictured moment, what might happen next” (Allen, 1983:54). This technique can be very useful as it creates a discussion of a picture and students will need English words to express their ideas. However, some non-native English teachers avoid the use of this technique because they feel that they are not able to supply all the words the students may need to express their thoughts. Moreover, even teachers whose native language is English prefer not to create a free discussion in class because, as usual, only two or three members of the class participate. The only way to avoid this is to ask students to write their thoughts about the picture’s situation. Stories, of course, will contain many errors but teachers should ignore them and just give a few suggestions and show interest in the story and the use of English words as it is an activity based on vocabulary. These ideas are taken from Allen (1982: 54-55).

2.5.3. Simple English explanations

As stated above, teaching vocabulary by using simple English explanations is one of the best techniques that teachers can use at an intermediate level because students at this level are supposed to hear only English from their teacher. However, “Defining English words by means of *simpler* English words is not easy” (Allen, 1983:46). Teachers should discover which words students know in order to create effective explanations. Therefore, English teachers can use some sources of help to create these definitions such as a book which is called the learner’s dictionary. Two learner’s dictionaries have to be mentioned: “the *Oxford Student’s Dictionary of American English* and the *Longman Dictionary of Contemporary English*” (Allen, 1983: 46).

2.5.4. Etymology

Some words may be easier to learn if students first learn their etymology. Every word has its origin and its interesting stories that can help students to remember the particular word. So, teachers can ask students to find out the origin of words by looking up in dictionaries, books or the Internet. Obviously students' comprehension of new words will be promoted by learning their etymologies (Mothe, 2001: 381).

2.5.5. Dictionaries

As highlighted in Mothe (2001: 382), dictionaries can be considered as one of the most important tools in the teaching and learning of vocabulary. Students should be encouraged to search words in dictionaries from the beginning because its use makes the student understand a word more deeply. According to González (1999: 264, as cited in Mothe, 2000: 382), "dictionary work was laborious but necessary, and ESL college students need to be taught practical use of the dictionary". Moreover, exploring dictionary entries makes students able to find the precise meaning of a word in a given context. Mothe (2001: 382) mentions some current English dictionaries: "1.Oxford Advanced Learners Dictionary, 2.Longman Dictionary of Contemporary English, 3. Cambridge International Dictionary of English, and 4.Oxford Picture Dictionary."

2.5.6. Word maps

A word map is another technique that promotes vocabulary development. There are many ways to use word maps; for instance, students can be given a blank map with four corners and the vocabulary word in the center, then they are asked to define the word, use it in a sentence, and draw a picture of it. In addition, students can also be asked to "add synonyms, antonyms, dictionary definitions, parts of speech, etc." Word maps can be very useful because they really help students to organize their thoughts ("What is a word map?," Anonymous, 2015)" See Appendix IV for illustration.

2.5.7. Example sentences

As mentioned above, a learner's dictionary can help teachers to create explanations of new words according to the students' knowledge of vocabulary. Moreover, as Allen (1983: 47) explains, example sentences are usually provided by such dictionaries and they can be more helpful for the students than a definition.

No definition is needed for the verb **contain** (which is generally taught at the Intermediate level) when the students are given example sentences like the following:

These boxes **contain** chalk.

That bottle **contains** water.

Handbags often **contain** money and many other things. (Allen, 1983: 47-48).

Teaching by using such sentences is quite useful when we are teaching students whose first language is related to English. In fact, teachers can also say to those students “The word which appears in this example is very similar to a word in your language; and their meanings are quite related”. However, when we teach similar-appearing words with different meanings, the examples sentences should stress this difference. Sometimes there may be an unexpected need for an example during the lesson and teachers have to be prepared to provide an immediate answer (Allen, 1983: 48).

This technique is especially needed in Intermediate classes because, as mentioned in 2.5.3., students are supposed to hear only English from their teachers.

2.5.8. The use of notebooks

At an intermediate level, students are supposed to learn the most commonly used words from each category, such as “categories like buildings, parts of a house, furniture, occupations, transportation, weather, health, and many more” (Allen, 1983: 49). If we take a look at the textbooks of an intermediate level, we can check that words belonging to different categories are usually taught in each lesson, probably because of their connection with a story or because they are required by the grammar lesson. To learn the vocabulary in a more efficient and organized way, the students should keep a notebook and such notebook should have different sections for different categories of words. When students learn a new word, they should add it to the appropriate section in the notebook in order to create useful lists of words for each category. These ideas are inspired by Allen (1983: 50).

2.5.9. The value of games

The use of games for vocabulary learning is considered another useful technique since games “have a great educational value” and “encourage, entertain, teach, and promote fluency” (Uberman, 1998: 2). As Allen (1983: 52) argues, games are not ways of passing time when the teacher and the students have nothing better to do.

According to Uberman (1998:2), a well-chosen game can help students acquire English words, so teachers have to consider many aspects to choose the appropriate one.

If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practised. Not all games are appropriate for all students irrespective of their age (Siek-Piskozub 1994:37). Different age groups require various topics, materials, and modes of games. (Uberman, 1998: 2).

There are many advantages that can be mentioned of using games. Firstly, they highly motivate and entertain students, and shy students can have many more opportunities to express themselves. Moreover, students can acquire new and fun experiences within a foreign language which are not possible in a typical lesson. Using games can also make students remember things faster and better (cf. Uberman, 1998: 2).

Some games are quite helpful to teach vocabulary because “they can make students to feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved” (Allen, 1983: 52). For instance, guessing games make students feel the need of using the target language to get the correct answers (see “The Animal Game” in Allen, 1983: 52-54). On the other hand, there are some unhelpful games which must be avoided in the English class such as games that involve physical activity because, as Allen (1983: 54) explains “they are too noisy for the classroom” and “the players feel they must express their emotions in the native language.”

2.6. Techniques to deal with differences among intermediate students

Teachers will always find different levels in an intermediate class and, probably, some tasks which are assigned to the best students may not be suitable for slower students in the class. Some techniques are mentioned in this section to deal with this problem.

2.6.1. Working in small groups

As Allen (1983: 59) highlights, “dividing a class into smaller work groups is an important technique at the intermediate and advanced levels of English instruction”. It is possible at an intermediate level because students have enough English to be able to work together in small groups without the constant presence of a teacher. There are usually students who know more than their classmates and also some students who know less than the other members of the class. For that reason, small-groups work can be quite beneficial for

intermediate classes; while some students are doing simpler tasks, the best students can do other different tasks according to their level. Those groups usually consist of a leader and three or four students (Allen, 1983:59).

Allen (1983: 60-61) suggests some tasks for small groups which can be quite useful in an Intermediate class.

2.6.2. Using pictures

The use of pictures can always be suitable for small-groups work and also for the entire class. As Allen (1983: 62) mentions, *Oxford Picture Dictionary of American English* can be used by students to work together. Apart from this book, teachers can also provide their students with pictures from magazines. Throughout this material, students can learn vocabulary doing some activities as those described in Allen (1983: 62).

An advantage of using pictures in small groups is that students will feel the need to know English words in order to teach words to other students, and also weaker students will feel more confident to participate in the activities (Allen, 1983: 63).

2.6.3. Using exercises from the textbook

Textbook exercises can be used to work in groups. However, unlike other activities, the teacher should provide the leader of the group with a card that shows the expected answers as the leader will be the responsible “for making sure that members of the group know what the answers are” (Allen, 1983: 63). Some advantages of using textbook exercises in small groups are, firstly, the leader will have a teaching experience which will be quite helpful and secondly, the other students will have many opportunities to answer which is not possible when the exercises are done by the entire class. Please, for more detail refer to Allen (1983, 63-66).

3. Methodology: A teaching unit

Title: Vocabulary Week

Number of sessions: 5

Level: students of 4th year Compulsory Secondary Education (CSE) in the second term.

3.1. Contextualization and justification

The present teaching unit is aimed at students of Secondary Education, especially to students of 4th year Compulsory Secondary Education (CSE). As mentioned above,

vocabulary is one of the fundamental points in the acquisition of a foreign language since it is the key to communication. Therefore, through this teaching unit, useful activities are developed so that students do not lose interest in learning a foreign language, using specific vocabulary based on two related topics (work and sports) considered of great importance at this level of Secondary Education.

This teaching unit will be carried out in Santa Catalina de Alejandría High School. It is a Secondary Education school that is located in the northern area of the city of Jaén, specifically, in the northern expansion zone. In the area there are two other educational centres, sports facilities, a library, several shopping areas, restaurants and a green area known as Boulevard Park.

The population of the environment works mainly in the tertiary sector, being characteristic that both parents work, with a medium-high socio-economic and cultural status. The socio-economic characteristics of the educational community are:

- Medium-high socio-economic level.
- Medium-high academic level.
- Population on the rise.
- Socially heterogeneous population.

This institute has a staff that is increasing every year. Here, we find specialists of Secondary Education in different subjects: specialists of Social Sciences, Geography and History, Mathematics, Ethical-civic Education, English, Spanish language and Literature, Physical Education, Biology and Geology, Physics and Chemistry, Technology, Latin, Music, two specialists of Therapeutic Pedagogy, and three teachers with a bilingual profile. Since the Bilingual Project has been introduced, they have an English teaching assistant. Each year the teaching staff increases, gradually consolidating the final staff. They also have non-teaching staff (2 administrators and 2 caretakers, and 4 cleaning men). Usually some interesting activities are carried out such as reading animation, school sports, correspondence in English with European centres, celebration of English festivals and traditions (Halloween, Christmas Tea Party, Easter Egg Hunting, etc.), field trips with the department of Biology, attending stage plays in English and Language Immersion trips to Ireland.

The centre is open to the environment and it collaborates with different institutions, namely:

- The University of Jaén, being a collaborating centre for Internships.
- Jaén City Council.
- Councillorship.

- NGO, such as Caritas, food bank and Red Cross.
- Local Education Authority.
- PTA (Parent-Teacher Association), in the development of projects such as Christmas, equality, etc.

With regard to the characteristics of the students, it is necessary to mention that in this High School many students come from different Primary Schools, so there is great difference among them. In addition, there are students with special educational needs, a percentage of 3.7% attend reinforcement or Special Education lessons. In general, the academic level is medium-high (most), although there are students who have a low academic record, but they are a minority (4 in each class approximately).

With respect to foreign languages (in this case, English), the interest and motivation of students has increased since the centre included activities such as those mentioned above: conversations with English native teachers, correspondence in English with European centres, etc.

Finally, it should also be mentioned that the degree of interest that most families have in the educational development of their children has an unequivocal influence on the benefit of them in terms of their education in general, class attendance, cleaning, as well as in the academic results.

In the following chart we can see the total number of students of Compulsory Secondary Education in this school and the groups in which they are divided:

1st CSE	89 students	4 groups
2nd CSE	47 students	2 groups
3rd CSE	72 students	3 groups
4th CSE	41 students	2 groups
TOTAL CSE:	249 students	11 groups

Our teaching unit is carried out in 4th A, which includes a total of 21 students.

3.2. Key competences

The subject of First Foreign Language contributes directly to the acquisition of the following competences, as it is established in Royal Decree 111/2016:

- Competence in linguistic communication
- Learning to learn
- Autonomy and personal initiative

- Competence in processing information and use of ICTs
- Competence in social skills and citizenship
- Cultural and artistic competence
- Mathematical competence
- Competence in knowledge of and interaction with the physical world

3.3. General and specific objectives

3.3.1. General objectives

According to Royal Decree 111/2016, June 14, the following general objectives are established:

- To listen to and understand specific information of oral texts in different communicative situations, adopting a respectful, tolerant and cooperative attitude.
- To express and interact orally in habitual communication situations in an understandable and appropriate way, exercising dialogue as a means to resolve conflicts peacefully.
- To read and understand different texts of a level appropriate to the abilities and interests of students, in order to extract general and specific information.
- To write simple texts with different purposes on different topics by using adequate resources of cohesion and coherence.
- To use the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language correctly in real communication contexts.
- To develop autonomy in learning, habits of discipline, study and work, reflection on the learning process itself and to transfer knowledge and communication strategies acquired in other languages to the foreign language.
- To develop the ability to work as a team, to reject the discrimination of people because of sex, or any other condition or personal or social circumstance, strengthening social skills and affective abilities necessary to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any type.
- To use learning strategies and all means at their disposal adequately, including information and communication technologies and audiovisual media to obtain, select and present information orally and in writing in the foreign language.
- To value and appreciate the foreign language as a means of communication, cooperation and understanding among people of diverse origins and cultures, encouraging solidarity and respect for human rights.

- To show a receptive and self-confident attitude in the ability to learn and use the foreign language in a creative way, taking the initiative and participating with a critical sense in situations of communication in that foreign language.

3.3.2. Specific objectives

- To learn vocabulary related to sports.
- To be able to describe a specific sport.
- To encourage the use of the dictionary and ICTs.
- To practise grammar to write descriptions.
- To answer questions using the information given.
- To contribute with ideas in class.
- To be familiar with some specific verbs and their collocations in the context of sports.
- To promote communication and participation in class.
- To increase knowledge through extra activities.
- To express opinions and feelings about one sport.
- To respect the different opinions of other classmates.
- To be familiar with vocabulary related to work.
- To be able to describe a kind of job.
- To develop cooperative learning.
- To learn expressions and words of the context of work.
- To provide students with opportunities to develop their understanding by putting themselves in somebody else's place.
- To encourage the creativity of our students through different activities.
- To be able to identify the pros and cons of a job.

3.4. Contents

The contents that we are going to deal with in the present teaching unit are the following:

1. Conceptual contents:

- Diversity of planned activities: demonstrations (mime, gestures, action), use of pictures, role-play activities, writings, translation exercises, different games and textbook activities.
- Vocabulary of common *sports*

- Pieces of equipment necessary to play different sports
- Verbs and their collocations in the context of sports
- People related to particular sports
- Vocabulary bank of professions and trades
- Collocations of words connected with work
- Expressions connected with work

2. Attitudinal contents

- Active participation with a sense of initiative in the activities proposed
- Interest and motivation for the specific vocabulary carried out in the sessions
- Active listening respecting the speaking time
- Capacity to represent some words through gestures, mimes or action
- Capacity of working individually and in groups

3.5. Methodological procedures used in classroom

The methodology carried out in the classroom will be the practice of activities through the use of different visual or verbal techniques and translation. The reason why this type of activities and techniques will be used is because they encourage the interest and motivation of students to learn a foreign language since they are interactive activities.

Although this didactic unit includes some individual activities, the vast majority of activities will be done in groups or in pairs, always with the help of the teacher. Each group will have a leader who will be in charge of controlling group work. In addition, each student will have a notebook divided into sections in which they will write all the vocabulary taught.

In this teaching unit we also have to highlight the use of the bilingual dictionary and the ICTs, since they will be necessary in many activities to find the meaning of some words of the new vocabulary.

Dealing with the teacher's role, firstly we should mention the role of teaching knowledge to students following a syllabus, but this is not the only role the teacher plays in this teaching unit; the teacher is also in charge of creating a positive environment in class. Moreover, the teacher should encourage the students to make an effort to be the best they can and, at the same time, encouraging them to enjoy learning. On the other hand, students' role is to have an active participation in class expressing their own ideas and answering not only the teacher's questions but also the questions of the other member of the class. Finally, they are

responsible for their own learning; they should take the information given by the teacher and be able to use it by themselves or in groups.

3.6. Human, material and space resources

HUMAN RESOURCES	MATERIAL RESOURCES	SPACE RESOURCES
- Teacher	- Bilingual dictionary - Computers - Textbooks - Blackboard - Pictures - Sheets of paper - Pens - Notebooks	- Classroom

(Source: my design)

3.7. Sessions

3.7.1. Session 1: Discovering the world of sports

In this session students will learn vocabulary related to the world of sports through the following activities:

Activity 1

Duration: 10 minutes

The class will be divided into groups of 3 students and the teacher will provide the students with a list of sports in English (see Appendix V). The students will be asked to look for the translation of each word, using a bilingual dictionary or the Internet.

Activity 2

Duration: 30 minutes

When the students have searched for the translation of all the words, we will move on to their correction. For this, we will use the demonstration technique. The teacher will ask all the students to come individually to the board to explain, through action, gestures or mime, the translation found of a word that the teacher will choose from the list (Appendix V).

Finally, it will be decided whether the translation is correct or not among all the students and the teacher.

Activity 3

Duration: 20 minutes

We will continue with the same groups. Each of them will be assigned a sport of those mentioned in the previous activities. Students will be asked to describe in 5 lines the pieces of equipment, place and special clothes (if any) necessary to play the assigned sport. They can use a bilingual dictionary or the Internet to look up the vocabulary.

Then, a member of the group will have to read the description aloud while the teacher will take notes on the board of all the vocabulary that the students have used. At the end of this activity a list of vocabulary about pieces of equipment, places and special clothes will be created and the students will have to include it in their notebook.

Homework

See Appendices VI and VII.

Students are asked to do these exercises at home using a dictionary if necessary. Next day the class will start with the correction of them. If there is time, the teacher can explain what students have to do in these exercises.

3.7.2. Sports and people related to them

Activity 1

Duration: 30 minutes

First of all, the class starts with the correction of the homework of the previous class. These exercises will be useful for the following activities because we will continue with the same topic: sports.

Then, the teacher will explain some verbs and their collocations in the context of sport (see Appendix VIII). The explanation will be carried out by using examples sentences that the teacher will write on the blackboard and students will have to guess their meaning through them. After this explanation, students will be asked to do this activity individually (see Appendix IX). It will be corrected among all in class.

Activity 2

Duration: 20 minutes

The class will be divided into groups of three students and a bilingual dictionary will be provided to each of them. The teacher will show pictures of people doing different sports (see Appendix X) and students will have to guess the word in English that describes the

person who performs such sport (footballer, swimmer, cyclist, etc.). They can use the dictionary provided by the teacher to look for such a word. The first group to have the answer will raise their hand and write that word on the blackboard. If the answer is correct, a point will be given to this group. The team with the highest number of points will win this game. At the end of this activity, students will have a list of words on the blackboard that they should include in their notebooks.

Activity 3

Duration: 10 minutes

If we have time, the students will do the following activity about people who do particular sports (see Appendix XI). It will be corrected among all in class.

Extra activity

Our students will have the possibility to do an extra activity that will be taken into account for the final mark. This activity consists in writing a 10-line essay about a specific sport in which the vocabulary taught in these two sessions appears, such as the necessary pieces of equipment, the place where the sport is played, the special clothing that it is needed (if any), the name given to the people who practise it and how that sport is carried out. In addition, students should include a final comment explaining why they have chosen such sport.

3.7.3. Imagine being...

In this session we will change to a similar topic of vocabulary. Now, our students are going to learn vocabulary related to work.

Activity 1

Duration: 40 minutes

We will start the class by asking each student the profession of their parents and each of them will write them in English on the blackboard. Students can use a bilingual dictionary, if necessary. Apart from the list created on the blackboard, the teacher will provide the students with the following vocabulary list of professions (see Appendix XII). They will have to look for the translation of words that they do not know using the dictionary. Afterwards, students will be asked to choose a profession among all those that have been seen in class and they will have to make a small comment explaining in their own words what it consists in. Then the teacher will ask for volunteers to read their comments aloud.

Activity 2

Duration: 20 minutes

We will divide the class into groups of 3 students. The teacher will read some definitions about different professions (see Appendix XIII) and students will have to guess such profession. Each time the teacher reads a definition, each team will have 2 minutes to write on a piece of paper the profession they believe corresponds to such definition. Each group will give their sheet to the teacher who will read them and say if the answers are correct or not. Each team will start the game with 10 points. If the answer is correct, they will add a point and if it is incorrect, a point will be removed. The team that gets the highest number of points will win the game.

3.7.4. Talking about work

In this session students are going to learn some useful expressions and words that are used in the context of work. In this activity students will have to write an essay about the profession that they prefer.

Activity 1

Duration: 10 minutes

We will start the class by doing the following exercise (see Appendix XIV). Here students will start to learn some useful expressions and words related to work.

Activity 2

Duration: 20 minutes

The teacher will provide the students with the following sheets of paper (see Appendix XV) which include 3 word maps and a list of words. Students will have to complete each word map by using the words of the list. Some words can be used twice. Moreover, students will do the next activity using the same words of the previous exercise (see Appendix XVI).

Activity 3

Duration: 30 minutes

This is a role-play activity and students will do it in pairs. Students have to prepare a conversation in which one member will be the boss and the other will be a worker. The worker will explain to the boss the reasons why he or she has decided to leave the job and the boss will offer him or her other conditions to try to keep this worker from leaving the job. For this role-play activity, students will have to use the vocabulary taught in the previous session and the vocabulary that the teacher will provide them for this activity (see Appendix XVII).

They can use a bilingual dictionary, if necessary. Then, each pair will present the conversation in front of their classmates.

Extra activity

As in the sessions of sports, our students will have the possibility to do an extra activity that will also be taken into account for the final mark. In this activity students have to write a 10-line essay about their favourite profession explaining the pros and cons of such profession.

3.7.5. Internalising concepts

Exam

Duration: 55 minutes

This will be the last session of this teaching unit. Student will do a written test which consists of 17 questions about the vocabulary seen in class: sports and work (see appendix XIX). It is an exam adapted to this level which includes 16 multiple-choice questions and also a question in which students have to do a ten-line essay. The students will have 60 minutes to do such exam that will be a 50% of the final mark.

3.8. Scheduling

SESSIONS	ACTIVITIES	MONTH: February					
		WEEK 1					WEEK 2
		M	T	W	Th	F	M
Session 1: Discovering the world of sports	Activity 1						
	Activity 2						
	Activity 3						
Session 2: Sports and people related to them	Activity 1						
	Activity 2						
	Activity 3						
Session 3: Imagine being...	Activity 1						
	Activity 2						
Session 4:	Activity 1						

Talking about work	Activity 2						
	Activity 3						
Session 5: Internalising concepts	Exam						

(Source: my design)

3.9. Attention to diversity

One of the elements that Royal Decree 111/2016, June 14, takes more into account is the attention to diversity. It is true that the same educational action exercised in the same group of students produces different effects depending on the previous knowledge and experiences of each of them, their intellectual abilities, as well as their interests and motivations in teaching. It is for this reason that, on many occasions, we must modify or adapt the content or methodology so that all students can achieve the established objectives. In the same way, we must offer extra activities for those students who are more capable or receptive.

In the case of the group at which the present teaching unit is aimed, no students with special educational needs have been found, so there will be no changes in the methodology, objectives and content. Even so, we must highlight the fact of including group activities to encourage cooperative learning, since this methodological guideline is very useful to get students to work in groups, thus learning together. By using this type of learning each student can provide different ideas. In this type of methodology students get used to learning from each other and it is a considerable benefit to students with special educational needs.

3.10. Cross-curricular issues

In this teaching unit, several cross-curricular contents are also developed:

- Equal opportunities for both sexes: the contents included in this teaching unit will be worked individually, in pairs and in groups, allowing, in some cases, pairs and groups to be formed freely. Almost certainly, in most cases, pairs and groups will be formed by students of the same sex. However, I will make changes of pairs and groups and this will cause a student to do activities with classmates of the same and different sex. This will favour mutual knowledge between the different sexes and students will also learn to have an attitude of respect towards other classmates, without showing rejection attitudes.

- Education for peace: respect and positive dialogues between students should be encouraged. For this, as stated above, I will make changes of pairs and groups in which students must show respect to each one of the classmates.
- Moral and civic education: among the activities to be carried out in this teaching unit, attitudes of self-esteem and respect, acceptance of differences and cooperation must always be present. Students have to know to accept themselves and learn to accept others.

3.11. Interdisciplinarity

In the development of the activities included in this teaching unit, we can see how the subject of English is connected with other subjects such as Spanish Language, Physical Education, Information Technology and Natural Sciences. Activities such as the translation of words include knowledge of the first language, so these activities are related to the subject of Spanish Language. We can also highlight the use of activities in which students must represent words through a physical response, so here we see the connection to the subject of Physical Education. This teaching unit also includes activities in which students can use ICTs, these activities are related to the Computer Science subject. Finally, the subject of Natural Sciences is also connected to this teaching unit, since in some activities students are asked to describe people. Therefore, the subject of English is not an isolated one in this teaching unit as it is connected with many other subjects in the development of some activities.

3.12. Evaluation

The students will be evaluated through a portfolio (which will include the work in the classroom), an exam and extra tasks. Moreover, the attitude and behaviour will be evaluated by using a checklist. We can see it in the following table:

SUBJECT	EVALUATION INSTRUMENTS	%	ANALYSIS
	Work in the classroom (Portfolio)	20 %	- The student formulates and answers simple questions - The student participates actively in

ENGLISH (First foreign language)			the classroom - The student helps the other students of the class - The student completes the tasks in order. - The student collaborates with the classmates in carrying out the activities - The student contributes ideas to the group
	Written test (Exam)	50 %	- There will be a written test at the end of the teaching unit which consists of 17 questions about the vocabulary seen in class. It is a multiple-choice exam and it also includes a question in which students have to write an essay of 10 lines.
	Attitude and behaviour (Check list)	20 %	- The student pays attention - The student works in silence

			- The student respects the interventions of other classmates - The student collaborates in group work. - Consistency at work
	Extra activitites	10 %	- This teaching unit includes two extra activities (5% each one) so that students have the possibility of expanding knowledge outside the class

(Source: my design)

Evaluation instruments:

- Portfolio: see Appendix XVIII
- Exam: see Appendix XIX
- Check list: see Appendix XX

4. Conclusions

To go over the main points, the use of techniques and strategies on the part of teachers in the teaching of vocabulary in English as a foreign language must be highlighted. These techniques not only help the teacher to explain concepts but also the students, since they encourage the interest and motivation of them to learn a foreign language. Moreover, many teaching techniques create an interactive environment that can be quite useful to encourage participation in class.

Apart from being aware of many aspects related to lexical items such as frequency, cultural factors, etc., the teacher should also pay attention to the conditions of each student because aspects such as the age, level, needs and attitude can also help to develop an appropriate class. It has to be mentioned that it is a bit easier to teach vocabulary at an intermediate level because students have learnt a large number of English words and the teacher can use this vocabulary for defining new lexical items. In order to know which words students know at this level, teachers can also use some tests such as those described in this project.

The teaching unit selected has 4 main objectives: to increase the importance given to vocabulary learning of English as a foreign language, oral communication, written communication and capacity to work individually, in groups or in pairs. In order to fulfill these objectives, many activities are carried out in 5 lessons. All of them have been selected according to the objectives and competences set but the main aim is to make students feel confident and increase their participation in class.

Before starting this project, I only knew the typical learning techniques that appear in the activities of textbooks such as filling the gaps, find the opposite, match each word with its definitions, and so on. Now, thanks to this project, I have learnt that there are many others that can be more useful to achieve the main objective of learning a language: communicative competence. Using techniques such as role-play games or working in groups, students will be more interested since they are not typical activities and they also make students feel the need to know English words in order to participate in those activities. From the perspective of a future teacher, this project is really useful for me because I have learnt a lot of techniques and strategies that, of course, I will use in my future lessons. In the same way, I hope this project will also help other teachers.

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Appendix I

https://www.google.es/search?q=look+for+the+synonyms+of+underlined+words&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjG2IWauovbAhViOJoKHTo4DkkQ_AUICigB&biw=666&bih=547#imgsrc=C1oLbbOg7yJaNM: Last access: 20/05/2018.

Appendix II

Ours was the marsh (1) _____, down by the river, (2) _____, as the river wound, (3) _____ miles of the sea. (4) _____ first most vivid and (5) _____ impression of the identity (6) _____ things, seems to me (7) _____ have been gained on (8) _____ memorable raw afternoon towards (9) _____. At such a time (10) _____ found out for certain, (11) _____ this bleak place overgrown (12) _____ nettles was the churchyard; (13) _____ that Philip Pirrip, late (14) _____ this parish, and the (15) _____ wife of the above, (16) _____ dead and buried.

These are the words to choose from:

I were that My to within with a of broad twenty and Georgiana
of evening country

Table 1: Example of a Fixed-Rate Cloze Test.

https://www.google.es/search?q=cloze+test+examples&tbm=isch&source=iu&ictx=1&fir=Eew0b1gRLd5RTM%253A%252CplsyrnHvqwdPHM%252C_&usg=__aeDt6XGv_6SmmrGehB9qCd6WtY0%3D&sa=X&ved=0ahUKEwjYk4aivIvbAhXrAJ0KHb6IDjIQ9QEIKTAA#imgrc=Eew0b1gRLd5RTM: Last access: 20/05/2018.

Appendix III

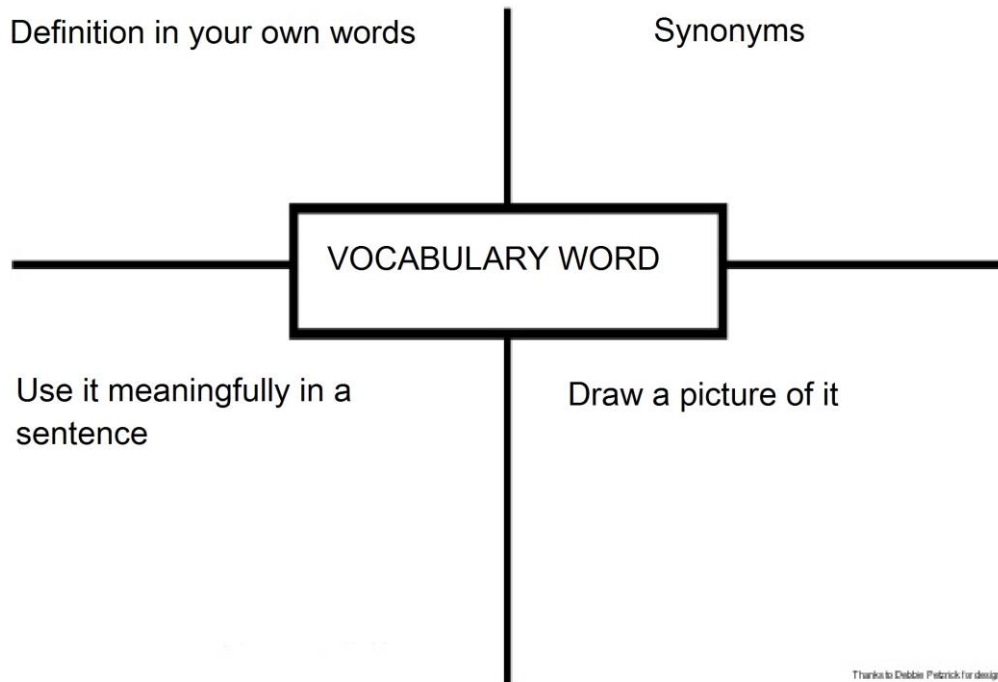
(a) Translate the following four English sentences into your first language.

1. Anyone passing his history exams and winning the lottery is happy.
2. Hard working students get prizes
3. His job is very demanding
4. The African elephant has many interesting features

(Source: my own design)

Appendix IV

VOCABULARY WORD MAP



Thanks to Debbie Padrick for design ideas.

https://www.google.es/search?q=VOCABULARY+WORD+MAP&tbm=isch&source=iu&ictx=1&fir=NubX8J37RJc5eM%253A%252C800VkyAYaCGv5M%252C_&usg=_9DAN8p7ve_T0LkIPREvdwJ-wcS8%3D&sa=X&ved=0ahUKEwiFzPLswovbAhWmJ5oKHazyCLcQ9QEILDAA#imgrc=NubX8J37RJc5eM: Last access: 20/05/2018.

Appendix V

Canoe Slalom	Badminton	
Diving	Cycling	Rhythmic Gymnastics
Handball	Fencing	Rowing
Shooting	Judo	Taekwondo
Trampoline	Volleyball	Weightlifting
Athletics	Basketball	Boxing
Canoe	Football	Sailing
Horse riding	Modern Pentathlon	Tennis
Hockey	Table tennis	Wrestling
Swimming	Water Polo	
Triathlon	Beach Volleyball	

(Source: my own design)

Appendix VI

Sports

Task 1 – Sports vocabulary

Put the words in the box into the correct category below. Can you add any more words?

athlete	ball	bat	club	court	field	goggles
gym	helmet	kit	net	pitch	players	pool
racquet	referee	ring	rink	saddle	skis	
spectator	squad	team	umpire	venue		

People	Places	Equipment

https://en.islcollective.com/resources/printables/worksheets_doc_docx/sport_-_vocab_sorting_activity/nouns-sports-sports/8518 Last access: 20/05/2018.

Appendix VII

41.3 Name one *other* piece of equipment necessary to play these sports apart from the item given, as in the example. What special *clothing*, if any, is worn for each sport?

Example: golf: clubs, *balls*

- 1 archery: bow,
- 2 badminton: racket,
- 3 hockey: stick,
- 4 baseball: bat,
- 5 darts: darts,

(McCarthy, M. & O'Dell, F., 1994: 83).

Appendix VIII

D Verbs and their collocations in the context of sport

Our team won/lost by three goals/points.
She broke the Olympic record last year.
He holds the record for the 100 metres breast-stroke.
Liverpool beat Hamburg 4-2 yesterday.
The team have never been defeated. [more formal than beat]
How many goals/points have you scored this season?
I think I'll take up bowls next spring and give up golf.

(McCarthy, M. & O'Dell, F., 1994: 82).

Appendix IX

41.4 Collocations. Fill the gaps with suitable verbs.

- 1 Were many records at the Olympics?
- 2 We've been so many times we deserve to be bottom of the league!
- 3 Congratulations! How many points did you by?
- 4 You should jogging. That would help you lose weight.
- 5 Who the world record for the 1000 metres? Is it a Russian?
- 6 I only ever once a goal, and that was sheer luck.

(McCarthy, M. & O'Dell, F., 1994: 83).

Appendix X



<https://www.google.es/search?q=ilustraciones+de+diferentes+deportistas&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiMo7bC2ojbAhUD66QKHSFACrcQsAQIJg&biw=1366&bih=613#imgsrc=vPUySfvr3HOoJM>: Last access: 20/05/2018.

Appendix XI

41.5 What do you call a person who...?

1 does the long-jump? <i>a long-jumper</i>	5 does gymnastics?
2 rides horses in races?	6 plays hockey?
3 drives cars in races?	7 plays football?
4 throws the discus/javelin?	8 does the pole-vault?

(McCarthy, M. & O'Dell, F., 1994: 83).

Appendix XII

LIST OF PROFESSIONS

Air hostess	Cashier	Electrician	Judge	Photographer	Refuse collector	Teacher
Archaeologist	Cleaner	Engineer	Lawyer	Photographer	Researcher	Travel agent
Architect	Clown	Farmer	Librarian	Physicist	Sailor	Vet
Astronaut	Cobbler	Firefighter	Lifeguard	Plumber	Salesman	Waiter
Baker	Consultant	Fisherman	Lorry driver	Policeman	Scientist	Waitress
Biologist	Cook	Florist	Mechanic	Policewoman	Secretary	Writer
Builder	Counselor	Gardener	Meteorologist	Politician	Shoemaker	
Bus driver	Chef	Greengrocer	Model	Postman	Shop assistant	
Businessman	Chemist	Hairdresser	Nurse	Priest	Singer	
Businesswoman	Dancer	Housewife	Office worker	Professor	Social worker	
Butcher	Decorator	Hunter	Painter	Psychiatrist	Sportsman	
Caretaker	Dentist	Jeweller	Pastry chef	Psychologist	Surgeon	
Carpenter	Designer	Journalist	Pharmacist	Receptionist	Taxi driver	

<https://www.saberespractico.com/ingles/100-profesiones-en-ingles/> Last access: 20/05/2018.

Appendix XIII

DEFINITIONS

- 1) a male or female member of the police force.
- 2) a person whose job is to stop fires from burning.
- 3) a person whose job it is to make buildings.
- 4) someone who works in an office, writing letters, making phone calls, and arranging meetings for a person or for an organization.
- 5) a doctor who is specially trained to perform medical operations.
- 6) someone whose job is repairing the engines of vehicles and other machines.
- 7) a person who studies physics or whose job is connected with physics.
- 8) a person whose job is to design new buildings and make certain that they are built correctly.
- 9) a woman whose work is inside the home, doing the cleaning, cooking, etc.
- 10) someone whose job is to give advice to people about the law and speak for them in court.

Definitions taken from <https://dictionary.cambridge.org/es/diccionario/ingles/> Last access: 20/05/2018.

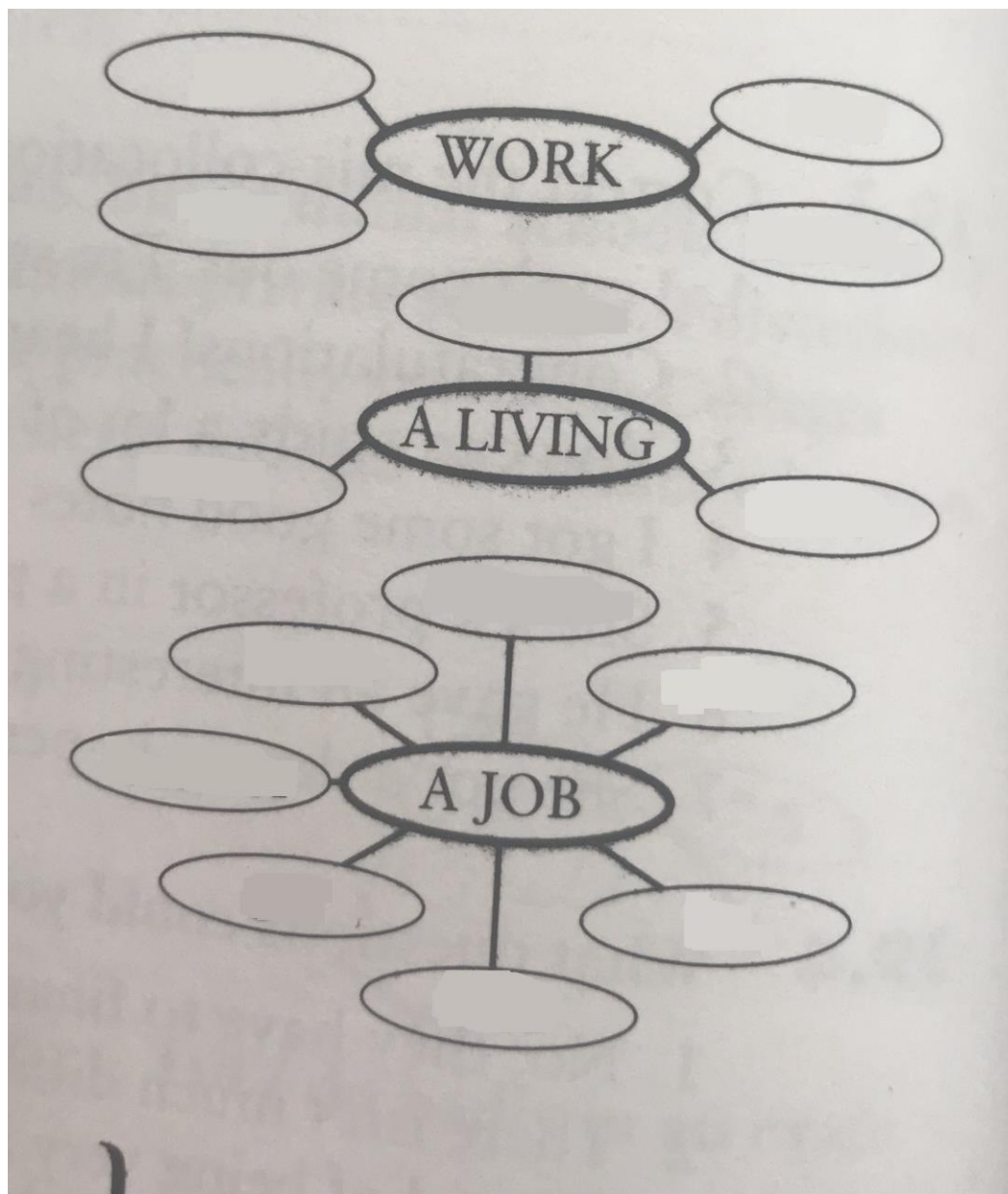
Appendix XIV



a Look at the picture story. Match sentences A–I with pictures 1–9.

- A ☐ She decided to **set up** an online business selling birthday cakes.
- B ☐ Her business is **doing very well**. Clare is a success!
- C ☐ She was **unemployed**, and had to **look for a job**.
- D ☐ They had an argument, and Clare **was sacked**.
- E ☒ Clare **worked for** a marketing company.
- F ☐ She **applied for** a lot of jobs, and **sent in CVs**.
- G ☐ She had a **good salary**, but she didn't like **her boss**.
- H ☐ She had some interviews, but didn't **get the jobs**.
- I ☐ She had to work very hard and **do overtime**.

(Oxenden, C. & Latham-Koenig, C., 2015: 78).



Get
Do
Earn
Take on
Have
Find
Offer
Make
Do for
Look for

(McCarthy, M. & O'Dell, F., 1994: 80).

Appendix XVI

40.6 Fill in the collocations.

I'd love to (1) a job in journalism, but it's not easy without qualifications. Since I have to earn a (2) somehow, I'll have to get (3) wherever I can find it. I've been (4) some part-time work editing a typescript for a book, but I'm not sure I want to it (5).

(McCarthy, M. & O'Dell, F., 1994: 81).

Appendix XVII

D Expressions connected with work	
to work shift-work [nights one week, days next]	} hours of work
to be on flexi-time [flexible working hours]	
to work nine-to-five [regular day work]	
to go/be on strike [industrial dispute]	} reasons for <i>not</i> working
to get the sack [thrown out of your job]	
to be fired [more formal than 'get the sack'; often used as a direct address: 'You're fired!']	
to be dismissed [more formal than 'be fired']	
to be made redundant [thrown out, no longer needed]	
to be laid off [more informal than 'made redundant']	
to give up work [e.g. in order to study]	
to be on / take maternity leave [expecting a baby]	} other useful verbs
to be on / take sick leave [illness]	
to take early retirement [retire at 55]	
to be a workaholic [love work too much]	
to be promoted [get a higher position]	
to apply for a job [fill in forms, etc.]	

(McCarthy, M. & O'Dell, F., 1994: 80).

Appendix XVIII

	Awful	Unsatisfactory	Satisfactory	Excellent
The student formulates and answers simple questions				
The student participates actively in the				

classroom				
The student helps the other students of the class				
The student completes the tasks in order				
The student collaborates with the classmates in carrying out the activities				
The student contributes ideas to the group				

(Source: my own design)

Appendix XIX

Name : **Date:**

1) Which of the following English words corresponds to the translation of *levantamiento de pesas*?

- a) shooting b) wrestling c) weightlifting

2) Which of the following Spanish words corresponds to the translation of *fencing*?

- a) boxeo b) esgrima c) equitación

3) Which sport is played with a *racket*?

- a) badminton b) darts c) cycling

4) A *referee* is...

- a) an official who watches a game or match closely to ensure that the rules are adhered to and (in some sports) to arbitrate on matters arising from the play.
b) a person who watches at a show, game, or other event.

- c) a person who is proficient in sports and other forms of physical exercise.
- 5) **Which sport does not need a ball?**
 a) golf b) swimming c) hockey
- 6) **Manchester.....Liverpool 5-2 yesterday.**
 a) beat b) take up c) hold
- 7) **She.....the world record for 500 metres breast-stroke.**
 a) defeats b) takes c) holds
- 8) **What do you call a person who rides horses in races?**
 a) windsurfer b) jockey c) cricketer
- 9) **What do you call a person who rides a bicycle?**
 a) cyclist b) archer c) snooker-player
- 10) **A firefighter is...**
 a) an expert swimmer employed to rescue bathers who get into difficulty at a beach or swimming pool.
 b) a person whose job is to extinguish fires.
 c) a person engaged in chemical research or experiments.
- 11) **A person who fits and repairs the pipes, fittings, and other apparatuses of water supply, sanitation, or heating systems is a...**
 a) photographer b) architect c) plumber
- 12) **A public officer appointed to decide cases in a law court is a...**
 a) judge b) lawyer c) caretaker
- 13) **Which is the odd word?**
 a) nurse b) doctor c) waiter
- 14) **Mary decided toan online business selling olive oil.**
 a) set up b) look for c) get on
- 15) **Which is the incorrect sentence?**
 a) What do you do for a living?
 b) It is difficult to make a living as a writer
 c) I want to find a living as a doctor
- 16) **Which of the following expressions is a synonym of *to be fired*?**
 a) to get the sack b) to be on strike c) to be on flexi-time
- 17) **Choose your favourite job or sport and write a 10-lines description of it using the vocabulary seen in class.**

(Source: my own design)

Appendix XX

ITEMS	Student name:		
	YES	PARTIALLY	NO
The student respects the interventions of other classmates			
Consistency at work			

The student collaborates in group work			
The student pays attention			
The student works in silence			

(Source: my own design)