

**An analysis of the pedagogical approach to vocabulary teaching  
at a language school in Southeast Brazil**

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*Dedicated*

*To my beloved family who have made me believe that dreams are possible to achieve and  
also, for their unconditional support and love.*

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I completely realize that this piece of writing is far from being perfect, therefore criticism and advice is highly appreciated for better writing result in the future.

## **An analysis of the pedagogical approach to vocabulary teaching at a language school in Southeast Brazil**

**Erika Marques**

### **Abstract**

**KEYWORDS:** Vocabulary, audiolingual method, teaching techniques, language school.

This study aims to examine how English teachers develop the second language vocabulary of their students in a private language school in Vitoria, Espirito Santo located in the Southeast Brazil. The literature review of this topic includes teaching techniques and some principles behind the audiolingual method compared to other methodologies, such as the communicative approach. Through interviews with English teachers and students, the researcher questioned them about the importance of vocabulary, the challenges in the classroom and their personal beliefs on how vocabulary is best learned. In this school, all teachers used a traditional approach and strictly followed the coursebook lesson because they were limited to the school methodology and could not implement their own lesson plan. They faced many challenges, such as, class time, pedagogical materials, teachers' autonomy, motivation of the students, and so on. These teachers suggested and designed a strategic lesson plan and made adaptations of the coursebook lesson to better accommodate learners and encourage them to use the target language in a meaningful way. The results indicated that all participants emphasized a belief in an effective instruction of vocabulary when they are able to use a variety of strategic activities. This study also investigates how teachers could use eclectic method and benefit from various pedagogical approaches to teach vocabulary on an everyday basis.

## **Uma análise da abordagem pedagógica do ensino de vocabulário em uma escola de idiomas no sudeste do Brasil**

**Erika Marques**

### **Resumo**

**PALAVRAS-CHAVE:** Vocabulário, método audiolingual, técnicas de ensino, escola de idiomas.

O presente estudo tem como objetivo analisar como professores de inglês desenvolvem o vocabulário da segunda língua de seus alunos em uma escola particular de idiomas em Vitória, Espírito Santo, localizada no sudeste do Brasil. A literatura sobre este tópico inclui técnicas de ensino e alguns princípios por trás do método audiolingual, em comparação com outras metodologias, como a abordagem comunicativa. Através de entrevistas com professores e estudantes de inglês, o pesquisador questionou-os sobre a importância do vocabulário, os desafios na sala de aula e suas crenças pessoais sobre como aprender o vocabulário de modo eficaz. Esses professores usam uma abordagem tradicional e seguem o livro didático rigorosamente porque estão limitados à metodologia da escola e não podem programar seu próprio plano de aula. Eles enfrentam muitos desafios, como tempo de aula, materiais pedagógicos, autonomia do professor, motivação dos alunos e assim por diante. Os professores sugeriram e elaboraram um plano de aula estratégico e fizeram adaptações da lição do livro para acomodar melhor os alunos e incentivá-los a usar a língua-alvo de maneira significativa. Os resultados dos participantes indicaram que eles acreditam em uma didática eficaz do vocabulário quando são capazes de usar uma variedade de atividades estratégicas. Este trabalho investiga como os professores podem usar o método eclético e se beneficiar de várias abordagens pedagógicas para ensinar o vocabulário da língua inglesa em uma base diária.

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## CHAPTER 1: INTRODUCTION

In Brazil, English is a very significant language to be learned due to the fact that people need to communicate in this globalized world. The teaching of English is aimed to improve learners' ability to communicate effectively with others. This teaching includes the language skills (speaking, writing, reading and listening), where vocabulary is one considerable component to support these skills (Nation, 1995). Learning a new language cannot be separated from vocabulary and for this reason, when students learn a second or foreign language, they also need to master its vocabulary. Thus, vocabulary acquisition is paramount in a foreign language environment, even more than grammar. As the linguist Wilkins cited in Schmitt (2010) puts it "Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed" (p. 3). It is necessary to have sufficient vocabulary so learners can express their ideas and understand others in a conversation. Richards and Renandya (2002) also noted the importance of vocabulary, even more than grammar. They believe that vocabulary plays a crucial part in language learning and language proficiency and affects how well learners speak, read, listen and write. Further, Brown (2001) highlights that vocabulary is very significant to communication by asserting that survival level communication takes place quite intelligibly when learners simply string words together, without using grammatical rules. In this connection, "The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books" (Schmitt, 2010, p. 4).

Many researchers argue that vocabulary is central to language teaching and is one of the most important components to a language learner. According to Schmitt and McCarthy (1997) vocabulary is the foundation of the target language and for this reason, it should be mastered first because learners cannot understand written materials nor speak well if they do not have the basis of the L2. Researchers such as, Laufer and Maximo (2000), Nation (1999), Nunan (1991), Read (2000), Schmitt (2000) and others realized that the mastery of this element should be ensured and developed because it is essential for successful second language use and the development of complete spoken and written texts. Vocabulary teaching and learning has a long history. There are many approaches and perspectives to be

considered, as educators and applied linguists are just beginning to turn their attention to it again after a few decades (Carter & McCarthy, 2013). During the last decades, researchers have been analyzing how vocabulary teaching could be improved in second language learning. There has been a mini-explosion of vocabulary research that addresses topics such as learners' style, teaching techniques, incidental learning, strategies, such as, guessing, translation, games, and so on, all to enhance vocabulary learning in the classroom (Folse, 2004).

One of the reasons why vocabulary has been recognized as crucial to language use is because insufficient vocabulary knowledge can lead to difficulties in second language learning, such as, misunderstandings, incomprehensible communication, lack of confidence and so on. In using a foreign language, learners need to develop a great number of words so they can easily express their thoughts in communication. Educators in this language centre are always emphasizing the meanings of the words in the classrooms so learners are able to use these words efficiently, and this is real evidence of how vocabulary plays an important role in foreign language learning. In addition, vocabulary plays a vital role in all languages skills and as a result, learners gain more autonomy and feel more confident in using the language (Nation & Webb, 2011). Likewise, Rivers (1983) in Nunan (1991) highlights the importance of vocabulary for efficient language learning. A wider range of vocabulary is important as it brings communication and eventually fluency in using the L2. According to Nation (1991) "Teachers cannot only help learners learn the language but can also help them reach a high degree of fluency in using it" (p. 7). One of the biggest obstacles to fluency is the lack of opportunity to use the language and the vocabulary learnt to communicate (Nation, 1991). In addition, communication in the target language is only possible if learners are able to use the words effectively to express their thoughts. In this sense, without vocabulary learners will not have meaningful communication (Schmitt & McCarthy, 1997). Further, Schmitt (2000) highlights lexical knowledge as a crucial element to communicative competence and the acquisition of the target language. Nation (2001) also emphasizes the connection between vocabulary knowledge and language use. The author describes that vocabulary knowledge leads to language use and, language use is central to an increase in vocabulary knowledge.

Hence, vocabulary learning is one of the important elements of the target language because it has a direct and positive impact on learners' capacity to build up their language proficiency as a whole. Teachers and students should be aware of the impact that vocabulary has, as well as the importance of expanding vocabulary when teaching and learning the target language. Vocabulary plays a significant role in learning the L2 and vocabulary knowledge is one component that helps other language skills (Schmitt & McCarthy, 1997). In this sense, "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform" (Nation, 1994, p. viii). Vocabulary is a fundamental component of a language course that deserves to be planned for, controlled and monitored (Nation, 1995). It is paramount to draw teachers' attention to vocabulary teaching and its importance because they can encourage learners to effectively use the words. Hopefully, teachers and students will be able to look at the L2 vocabulary with new eyes and have more opinions on how to develop and improve the pedagogical approach whenever new vocabulary is introduced.

To sum up, one of an English teacher's goals is to effectively teach each student as much useful English vocabulary as possible. In order to reach this goal, the teaching and learning process needs to be effectively implemented. It is the teachers' job to devise appropriate pedagogical approaches and assist students to reach their desired goals. In today's dynamic classrooms, it is crucial that language teachers have innovative methods, techniques and provide opportunities for learners to be more active, and draw learners' attention to a combination of teaching techniques to master the L2 vocabulary successfully.

### 1.1 English in the Brazilian Educational system

Although this research is at an international private language school, a brief overview of state and private schools is needed to better understand the program of this private language school. In the Brazilian context, English vocabulary is taught when students enter elementary school. However, some students do not have English classes because the state schools opted for Spanish programs instead. In some private schools vocabulary instruction starts earlier since the students there retain a privileged status. For example, some private schools have English lessons for kindergarten students. Unfortunately, neither public nor private schools are able to educate students in speaking,

reading, listening and writing English effectively because students do not have enough English classes and they do not have an opportunity to use vocabulary meaningfully. There are many difficulties to take into account when it comes to teaching English in state schools in Brazil. The main issues are the number of students, the lack of materials to learn the language, the language level of the teachers, and the number of English classes, i.e., students attend only one class a week for 50 minutes. Consequently, it is easier for public schools teachers to teach only grammar rules and some decontextualized vocabulary, due to the fact that it is not easy to cope with 30 to 40 students in a class. The teacher does not need to use the language since they are preparing students to pass the ENEM exam. ENEM stands for “Exame Nacional do Ensino Médio” (ENEM, 2018). It is a standardized national Brazilian Exam, which evaluates high school students. It is an important exam for students who want to attend college. As a result, learners do not know how to use the language because the tests and exams are only focusing on the grammar rules and some vocabulary learnt in class. There is no assessment for other skills, so students do not obtain information regarding their proficiency in listening, speaking, reading and writing. Moreover, it is a challenge to keep learning foreign vocabulary in state and private schools. Learners are not able to use the words learnt year after year because they only memorize the grammar rules and some basic vocabulary to pass the exams and the class. The teacher’s main focus is to prepare students to do well and obtain a high score in ENEM Exams. However, findings propose that “learning vocabulary is more complex than simply memorizing definitions of words; rather, it involves seeing, hearing, and using the words in meaningful contexts” (Daniels & Zemelman, 2004, as cited in Bintz, 2011, p. 45).

Therefore, if students are serious about learning English they have to attend a private English tutoring institute like an English language centre or find a good English tutor to have private classes. As mentioned earlier, some public schools have opted to have Spanish programs instead of English because in ENEM exams students can opt for Spanish in the language section. For all those reasons, Brazilian students are paying for English classes on their own in order to use the language. On the other hand, private language schools in the Southeast region of Brazil are trying to enhance learning by showing students that they will learn how to use the language and not only learn to pass an exam or get a good grade in English class. Nevertheless, it is very important to investigate the

approach used at this private institute. It is also important to explore the challenges that teachers have, as well as beliefs and suggestions. The emphasis of this study will consist of an analysis of teaching vocabulary to A1 students. A1 stands for a basic ability to communicate in the target language. There are six levels in the scale: A1, A2, B1, B2, C1 and C2 of the common European framework of reference for languages (CEF or CEFR). “What the CEFR can do is to stand as a central point of reference, itself always open to amendment and further development, in an interactive international system... whose cumulative experience and expertise produces a solid structure of knowledge, understanding and practice shared by all” (Trim, 2011, p. xi). The focus is also on the current approach used by these language teachers, and the teachers’ and learners’ considerations and beliefs about the methodology will also be the focus of analysis. The researcher chose to investigate this language school because the English teachers use the audiolingual method, including the researcher. I have been teaching there for three years using the audiolingual approach suggested by this institution. The researcher finds the teaching of L2 vocabulary very important. It is a relevant topic when learning the target language.

Hence, the research questions are the following: How do English teachers at this language school teach vocabulary to A1 students? What are the teachers’ and the students’ opinions about the pedagogical approach used in class? What other strategies can be introduced to enhance vocabulary acquisition?

## 1.2 Dissertation outline

The first chapter is the introduction of this dissertation and comprises a general overview of L2 vocabulary and its importance. It involves the background to the study, the research questions, and objectives of the study. Then, the the dissertation outline.

The second chapter will address the literature review, an underlying definition of the audiolingual method. It reviews the literature related to learning strategies of teaching vocabulary. It also examines factors that influence the teaching approaches, such as learners’ motivation and considerations in learning new vocabulary, as well as teachers’ teaching style, their approach to teaching vocabulary and assumptions related to teaching practice and the pedagogical approach.

The third chapter presents the research methodology, research tools, data source, method of collecting data, and techniques for analyzing data.

A description of the data will be focused in the fourth chapter. This chapter discusses the research findings and explanation of the data that answered each research question. This chapter presents the results obtained and makes use of examples to explain the results.

The conclusion of this work aims to discuss the findings of the research, discuss the analysis and conclude with some suggestions by the researcher to better improve the teaching of L2 vocabulary.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 The Pedagogical Methods

Some of this research takes the form of investigation of pedagogical approaches that teachers use specifically for vocabulary teaching, which is the focus of attention. Appropriate instruction is essentially needed when teaching L2 vocabulary. Language teachers get confused or have difficulties in presenting L2 vocabulary to students. They are insecure and do not know how to teach it properly in order to gain satisfactory results. Groot (2006) as cited in Schmitt (2008) outlines “the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors, and so it is perhaps not surprising that teachers and learners have often been unsure of the best way to pursue it...”(p. 329). No doubt that achieving a rich vocabulary depends on a wide variety of factors, and educators are often unsure of the best way to present it (Schmitt, 2008). However, it is important to take into account that “different teaching approaches may be appropriate at the different stages of acquisition of an item” (Schmitt, 2008, p. 334). For this reason, language teachers should consider many different perspectives to provide meaningful learning.

The success in widening new vocabulary requires a combination of techniques to break the monotony of the class so learners feel more motivated and confident in using the new words in a conversation. According to Linse and Nunan (2005) a variety of studies have proven that appropriate vocabulary instruction benefits learners, as students become more engaged and this gives opportunities for the learners to actually use the words. Thus, it is extremely important for teachers to be aware of these facts before forming any opinions about the pedagogical approach. In addition, Flanigan and Greenwood (2007) as cited in Bintz (2011) suggest that “Teachers should keep four factors in mind when they consider strategies to teaching vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words” (p. 47). According to Thornbury (2002) it is essential that teachers prepare and find out the appropriate strategies considering (1) the level of the learners, (2) learners’ familiarity with the vocabulary, (3)

the difficulty of the items, (4) their 'teachability', i.e. decide if it is something that can be explained or demonstrated, and (5) whether items are for production or recognition only.

### 2.1.1 The Audiolingual Method

It is useful to know that principles are derived from an approach or method (Richards & Lockhart, 2007). The Audiolingual method was widely used in the 1950s and 1960s. The goal was to attain conversational proficiency based on the structural view of the language as students imitate some sentences provided by a native speaker of the language (Richards & Rodgers, 2001). In order to organize the program and decide what to teach, Skinner (1957) focused on developing oral language based on his famous book called verbal behaviour. Skinner formed a belief that all behaviour was learnt through repetition and that this environment guides learning through social reinforcement when learners respond correctly to stimuli. "Skinner's neo-behaviourism was the first contribution psychology made to educational linguistics. The audiolingual approach was a real revolution and, it made the role of psychology even more relevant than the role of linguistics" (Balboni, 2018, p. 46). The learning theory of audiolinguism is behavioural psychology which tries to explain how a stimulus causes a change in a person's response. Behaviourist psychology affirms that an individual is conditioned to learn a language through the process of training or conditioning. There are two major types of activities used in class, the mimicry-memorization of short dialogues with repetition and the pattern drills grammatical structures. The former activity helps students learn the structures, vocabulary and pronunciation. The latter is to help students gain fluency and accuracy. This teaching method emphasizes the acquisition of structures and patterns through the use of repetition, drills and pronunciation. On the Audiolingual method, new vocabulary is introduced through lines of dialogues or sentences that students are asked to repeat after the teacher. Most of the interactions are between teacher and learners initiated by the teacher. Vocabulary is kept to a minimum while learners are mastering the sound and patterns of new sentences (Larsen-Freeman, 2004).

For this reason, many scholars have proven the disadvantages of this method. The theoretical attack on audiolingual beliefs resulted from changes in American linguistic theory in the 1960s. For example, the linguistic Noam Chomsky wrote a strong criticism of

the principles of this theory. According to Malone (2012) Chomsky theorized that the observable data for language acquisition had no influence on the audiolingual method. Children learn how to speak in the first three years of life, they are able to produce proper language in infancy without mimicking patterns they hear (Malone, 2012, p. 2). Chomsky called this an innate ability to use the language because children are creating language themselves. The Audiolingual method is based on false assumptions about language learning because mastering the target language relies on acquiring the learning strategies underlying language performance. Learners were unable to transfer skills acquired through audiolingualism to real communication outside the classroom, not to mention that the audiolingual procedures were boring and unsatisfying.

### 2.1.2 The Communicative and the Audiolingual Method

Communicative language teaching (CLT) is a method that focuses on interaction and is based on the idea that learning a language occurs when learners are involved in a meaningful communication. It was first proposed in the 1970s, and had a huge influence on language teaching today (Richards, 2006). “Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world” (Richards, 2006, p.1). Some examples of activities are dialogues, practising question forms, task-completion activities, role plays, and opinion-sharing activities. In the audiolingual method the input and output is very restricted and for this reason the teacher is an instructor rather than a facilitator and monitor because it is a teacher-centered approach. Unlike the audiolingual method, CLT emphasizes real communication practice and the lessons are more learner-centred. Teachers encourage learners to incorporate their personal experiences and teach topics outside of the realm of traditional approaches. Richards (2001) outlined that the activities that best facilitate learning are the ones which learners participate on a cooperative rather than individualistic approach to learning. The author also emphasizes that learners had to become comfortable with interacting with their peers, rather than relying on the teacher as a model. Another relevant point is the use of authentic materials in the classroom activities. An example of an authentic text is a written text in the target language for purposes other than language learning. Clarke and Silberstein (1977) as cited in Richards (2006) argued “Classroom activities should parallel the ‘real world’ as closely

as possible. Since language is a tool of communication, methods, and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life” (p. 20). In essence, CLT considers using the language instead of concentrating on grammatical perfection or mechanical drills. CLT has many characteristics that distinguish it from tradition methods, such as interaction in the foreign language, strategies for understanding and learning, using authentic materials, and using unrehearsed contexts to create leaning outside the classroom. Language learning is facilitated when learners are engaged in interaction and meaningful communication (Richards, 2006), rather than controlled practice drills which students carry out without necessarily comprehending the use of it.

### 2.1.3 Post methods era

In language education, language teachers should be acquainted with various methodologies to teaching and evaluate the efficacy of different theories. Different teachers have different strengths and styles. It is difficult to teach using one method that does not suit what the teacher is good at. Teachers usually teach in the ways that they are compatible with their skills and preferences. “Teachers should ‘evolve’ their own methodology that is sensitive to and consistent with their own teaching style and in tune with their own local context” (Nunan, 2015, p.2). An effectively teaching method has to be appropriate for both the students and teacher. Some methods might be successful for some students and teachers, but not for others. The post method pedagogy suggests instructors in executing fitting techniques that will help them in accomplishing their instructional goals in a second language acquisition classroom which in most cases is centred on the learner. According to Nunan (2015) in a learner-centered classroom, all tasks are underpinned by one or more strategies to engage learners. “The ultimate goal of a learner-centered teacher is to make him- or herself redundant” (Nunan, 2015, p. 20). Kumaravadivelu (2001) outlines the post-method pedagogy as a focus on a context-sensitive language education. It is a pedagogy based on a true understanding of local linguistic, cultural and political particularities which give emphases to communication. The more teaching techniques a teacher has, the better he or she will be able to use the right method at the right time. The teachers can adjust their teaching technique for the needs of their students as their teaching strengths best allow. In

this sense, it is paramount to maximize the teaching techniques and promote learner autonomy. Rather than subscribe to only one method, it is important to consider the students' contextual factors. To this end, teachers are invited to construct their own teaching techniques focusing on the social-consciousness of the language in a classroom environment, which intends to assist the learner in using the language

The post method era includes a more autonomous and reflective teacher. To be a language teacher is to be able to evaluate critically the teaching practices proposed by prescribed syllabuses, which many teachers are required to work with. "The greatest challenge the emerging postmethod pedagogy imposes on the professional community today is to rethink and recast its choice of the organizing principle for language learning, teaching, and teacher education" (Kumaravadivelu, 2001, p. 557). Educators need to pay attention to their classrooms and make adaptations and alterations where necessary (Nunan, 2015). Many of the most successful teachers do not confine themselves to a single method, but synthesize from a variety of methods. There is one method that has the potential of keeping the language teachers open to alternatives in their teaching which is the eclectic approach. This method of teaching language combines various approaches depending on the aims of the lessons and the students' abilities and context. A combination of other methodologies are borrowed and adapted to suit the requirement of the students. According to Rodgers (2001) this method is prone to shape the teaching of a foreign language in years to come. He believes that eclecticism follows a principle which serves as a guideline to educators and help with the utilisation of assortment of learning activities, each of which may have different strategies. This is a conceptual method that does not hold rigidly to a single paradigm, or to a set of assumptions of a method. "Crossbreeding elements from various methods into a common program of instruction seems an appropriate way to find those practices which best support effective learning" (Rodgers, 2001, p. 3). In addition, it breaks the monotony of the class because it draws upon multiple theories, ideas and styles to complement and gain insights into the language teaching. In this sense, the teacher embraces a dynamic interpretation of this approach and actively finds new techniques in their professional practice to embrace change at some extent. By adopting such responsibilities, teachers can also help students fulfil their potential. According to Brown (2000) teachers can guide and facilitate learning by setting conditions for learning and

enabling the learner to learn. Larsen-Freeman (2000) suggests that teachers practice “principle eclecticism”, i.e., create their own teaching methods “by blending aspects of others in a principled manner” (p. 183). It is important for teachers to be creative enough to improvise with different activities to actualise learning objectives and facilitate interaction. By using the eclectic approach teachers will certainly utilise an assortment of strategies and methodologies. Educators can use the techniques that they consider useful and apply certain approaches as indicated by the learning settings. Teachers can design their lesson plan according to their needs of teaching the foreign language and not necessarily depend on one particular 'best method'. Educators can also propose an assortment of activities to enhance the learner's needs.

## 2.2 Effective Learning

Three crucial aspects need to be emphasized about learning vocabulary. First, it is important to address the definitions of vocabulary in order to effectively use the words. There are various definitions proposed by experts related to L2 vocabulary learning. Ur (1998) asserts that vocabulary can be defined, roughly, as the words we teach in the foreign language, so vocabulary is written or spoken units of the language which educators use in class to teach learners. Further, Hornby (1995) also defines vocabulary as the total number of words which make up a language and all the words known to a person. Hatch and Brown (1995) state that learning L2 vocabulary requires learning its semantics. The authors affirm that vocabulary refers to a set of words for a specific language which learners or speakers of this language might use. Richards and Renandya (2002) describe vocabulary as a core component of language proficiency and that the lexical competence is acknowledged to be an essential component for learners to communicate well, providing the basis to speak, read, write and listen. The authors mentioned lexical competence because students need to have a good understanding of the vocabulary and account for the meaning in order to produce the words effectively. In vocabulary learning, students often achieve less than their potential and consequently, they may be discouraged from making use of language learning opportunities (Richards & Renandya, 2002). This is a reality in the Brazilian context, as mentioned above students are not given the opportunity to use the language. In this sense, learners need to acquire an extensive vocabulary so they could benefit from opportunities around them, such as listening to the radio, watching tv, reading in the target language,

chatting online, and so on. Linse and Nunan (2005) agree on a very simple definition that language consists of words connected to form sentences and vocabulary is a set of words within a person's language. As it is important to have a clear definition of L2 vocabulary, the researcher will use the definition of Linse and Nunan (2005) by asserting that, in fact, language consists of words and vocabulary is the total number of words which learners use in order to communicate and express ideas.

The second important aspect is that L2 vocabulary development takes time. Teachers need to provide learners opportunities through collaborative conversations to actually use their growing vocabulary. According to Nation (2008) learning a word is a cumulative process which requires meeting the words across the four strands of language learning. The activities in a language course can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. In this connection, too, Lightbown and Spada (2006) state that students need to encounter a word many times so learners can recognize and produce the words learnt. Besides the emphasis of new words in multiple exposures, another aspect is to know how much vocabulary needs to be mastered. High frequency words are predominantly used among A1 students because the words occur very frequently in all kinds of uses of the L2, such as in conversations, writing, speech, newspaper and so on. Nunan (2003) highlights that learners need to focus on the most useful vocabulary first. "The most useful vocabulary that every English learner needs... whether they use the language in formal and informal situations, is the most frequent 1000 word families in English" (Nation, 2003 as cited in Nunan, 2015, p. 113). Nunan (2015) suggests that learners keep a word list of the 1000 most common words on hand, and use it as a reference tool to enrich the vocabulary mastery. Teachers can have access to a list of those words by using corpus data. At over 450 million words, the Corpus of Contemporary American English (COCA) is one of the largest balanced corpuses. This corpus contains what is probably the most accurate word frequency data for English. It is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts (COCA, 2018). Teachers have access to a complete collection of linguistic data to verify the usage of a particular word, sound or syntactic construction.

Finally, the third aspect is to acknowledge two kinds of vocabulary that learners might use. Neuman and Dwyer (2009) outline “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p. 385). Harmer (1991) distinguishes between active and passive vocabulary. Active vocabulary refers to what learners have been taught and are able to use. With passive vocabulary, learners can identify and understand the words but they are not able to use it effectively. Hatch and Brown (1995) also highlight two types of vocabulary. The authors state that it is necessary to distinguish between receptive and productive vocabulary. Receptive vocabulary refers to words that learners identify and comprehend in a certain situation. Nonetheless learners are not able to use this recognized word, due to the limitation they have in understanding the word only in a specific context. The other one is productive vocabulary, which means the words learners recognize, understand and are able to use not only in speaking but in writing as well. Learners are also able to expand the use of these words at the appropriate time and in the appropriate context.

### 2.2.1 Learner considerations and motivation

It is crucial to understand learners’ needs, preferred styles, beliefs about learning vocabulary and development skills that learners choose so they feel more confident and motivated to keep learning. Studies show that learners’ beliefs about the second language are influenced by their social context, attitude towards the language, their expectations, perceptions about what is difficult or easy, and so on (Richards & Lockhart, 2007). “Accordingly, learners engage in strategic learning if they exert purposeful effort to select and then pursue learning procedures that they believe will increase their individual learning effectiveness” (Dörnyei, 2006, p. 58). Every student has a different learning style, one approach might not be for another, depending on the person’s personality traits. For example, if a student memorizes vocabulary by simply looking at it, this is the person’s strategic learning, but if another person highlights the words which are unknown to him/her, then it is this student strategic way of learning. They have different strategies and, some are more appropriate in particular context than others. “One goal in SLA research has been to identify which strategies are used by relatively good language learners with the hope that such strategies can be taught or otherwise applied to enhance learning” (Saville-Troike,

2006, p. 91). Therefore, learning strategies involve attitudes which learners use to make language learning more successful, self-directed and enjoyable (Oxford, 1989, as cited in Ellis, 2004). “Learning styles research has made a significant contribution to language teaching by increasing our awareness of the need to take individual learner variations into considerations and to diversify classroom activities in order to reach a wider variety of learners ” (Arnold, 1999, p. 17). It is essential to be aware of the various learning styles of the students and their efforts towards matching the teaching and learning styles in order to create an effective learning environment for all learners. According to Ortega (2013) teachers should explore students’ orientations, i.e., the reasons for learning L2 because “they contribute to the setting of goals that will propel and sustain motivation of varying intensities and qualities” (p. 173). Teachers should consider learners’ assumptions and make sure they understand each other by implementing the strategies that are most meaningful to students. “Differences between teachers’ and learners’ beliefs can sometimes lead to a mismatch between their assumptions about what is useful to focus on in a language lesson” (Richards & Lockhart, 2007, p. 53). There are some ways of knowing what learners’ beliefs are. For instance, teachers could apply a questionnaire and ask learners to reflect on their progress when a certain task is introduced, or consider what Moon (2004) suggests, “The instructor does not know the effect of her instruction on the learner’s learning other than by direct questioning or observation” (p. 13). Studies show that students “who expressed more satisfaction towards their teacher and curriculum tended to be those who also reported higher motivation” (Ortega, 2013, p. 183). Vocabulary learning depends on the individual’s needs, behavior, and motivation to successfully master new words (Hatch & Brown, 1995). According to Schmitt (2008) it is important to have students who are willing to be active because without this, they are unlikely to learn the new vocabulary, even with a high quality of instruction. The author also states that learners’ motivation, attitudes and engagement certainly matter, as teachers can present the best materials but no learning will take place if there is no learner engagement. “It is a common sense notion that the more a learner engages with a new word, the more likely they are to learn it” (Schmitt, 2008, p. 338). Dörnyei (2006) states that learning strategies raise the students’ awareness to encourage strategy use they can choose from. Students can reflect and enjoy sharing their new learning discoveries strategy use. Learning strategies can also

build student confidence and autonomy. Learning how to stimulate a student's appetite for information sets them up to go after the answer with a sense of hunger. According to Richards and Lockhart (2009) "An important aspect of teaching is to promote learners' awareness and control of effective learning strategies and discourage the use of ineffective ones" (63). Experts suggest lots of different techniques to help students learn in a helpful and easier way and also what teachers should be aware of when introducing those strategies. When learners are motivated is of ongoing importance because they are ready to make improvements and progress. They are able to gain more autonomy and they become good vocabulary learners. When students are engaged, motivated and then determined to master the L2 vocabulary, learning can take place even outside of the classroom (Thornbury, 2002). "In essence, anything that leads to more and better engagement should improve vocabulary learning, and thus promoting engagement is the most fundamental task for teachers and materials writers, and indeed, learners themselves" (Schmitt, 2008, p. 339).

### 2.3 Effective Teaching

There are a wide range of different vocabulary learning activities proposed by different researchers. When it comes to L2 vocabulary, a variety of techniques in teaching is necessary. According to Linse and Nunan (2005) having different learning opportunities will surely improve learners' vocabulary as well as their overall language. The authors suggest some strategies in teaching vocabulary in a fun and effective way. They also mention Brand (2004) as they all agreed that, "the goal is for students to become word-savvy, to develop an understanding of how words work within the context of reading and writing, and to become excited about words as they learn to manipulate them in playful ways" (p. 122). It is also important to expose learners to materials that include authentic language as it brings reality to classrooms. It is a rich source of input for students to explore with a wider variety of vocabulary that is used in real conversation (Gilmore, 2007). In this sense, different approaches can be employed to pursue efficient learning outcomes (Kumaravadivelu, 2006). Furthermore, "the most realistic approach is probably to recognize that learning occurs along a cline or continuum with no clearly marked stages of transition and that a mixture of approaches should be adopted" (Carter & McCarthy, 2013, p. 15). As mentioned above, it is paramount to know the vocabulary learning strategies to keep learners engaged and motivated because students might need more than one way of

learning. Learners are stronger in different areas and can demonstrate their knowledge and abilities in different ways. For this reason, the teacher can take this knowledge and apply it to his or her teaching strategy. Educators need to introduce flexibility into their curriculum in order to develop a creatively classroom. "An activity becomes strategic when it is particularly appropriate for the individual learner, in contrast to general learning activities which a student may find less helpful" (Dörnyei, 2006, p. 58). Teachers can combine more than one technique and plan vocabulary presentations with variation (Pinter, 2006). Thus, it is paramount to consider other techniques besides the ones in the coursebook to enhance vocabulary learning. As mentioned earlier, the communicative language teaching method prioritizes competent communication in the target language over repetition and rule-based grammar.

### 2.3.1 Direct and indirect techniques

It is also important for teachers to use direct and indirect vocabulary instruction when presenting new vocabulary. Both direct and indirect teaching should be considered as part of a vocabulary development program (Carlo, August, McLaughlin, Snow, Dressler, Lippman, Lively, & White, 2004 as cited in Linse & Nunan, 2005). Direct teaching means to teach the words and also their meanings. A good example given by the author is pre-teaching vocabulary items before learners encounter the words in the text. The other one is indirect teaching, which refers to helping students learn some strategies so they can investigate the meanings for themselves. In indirect instruction, vocabulary is acquired incidentally through indirect exposure to words. Learners can acquire words by engaging in rich oral-language experiences. For example, listening to conversations and reading widely on their own. Reading volume gives students multiple exposures to words because they encounter vocabulary in rich context. Some researchers believe that direct instruction leads to greater and faster gains, but some also highlight the importance of providing extensive reading experiences to encourage vocabulary growth and gain better comprehension of the words. Nevertheless, teachers have some reasons in applying certain techniques when presenting new vocabulary; it is their choice to combine more than one technique according to their context and learners' needs.

### 2.3.2 Meaning and Form techniques

Thornbury (2002) also suggests how teachers can present vocabulary efficiently. He mentions some principles concerned with ways vocabulary can be formally presented in class. It is essential for language teachers to teach vocabulary using the meaning and the form when presenting a new word. He highlights the importance in presenting both of these aspects in close conjunction to “ensure a tight meaning-and-form fit. The greater the gap between the presentation of a word’s form and its meaning, the less likely that the learner will make a mental connection between the two” (p. 75). The teacher has a choice of presenting meaning first, then form, or the other way around, form first, then meaning. The author also affirms that both approaches are valid and suggests an argument that presenting the meaning first creates a need for the form, which can make the presentation more memorable and efficient, but ‘form first presentation’ works better when some context are introduced so students can efficiently work out the meaning for themselves (Thornbury, 2002). It is important to keep in mind what he recommends, that students need to learn both meaning and the form of a new word for a successful vocabulary development. In this connection, too, Schmitt (2008) refers “if form is to be addressed in vocabulary exercises, it needs to have a direct focus, and not just be an ‘add-on’ to meaning. It is worth pointing out that our mind “has a finite processing capacity, and any attention given to meaning will diminish the resources available for attention to form, and vice-versa (Barcroft, 2002 as cited in Schmitt, 2008, p. 336). With all this in mind, teachers can then reflect and apply a combination of strategic approaches to better improve the program and subsequently enhance students’ vocabulary learning. The following sections address some examples of these activities focusing more on fluency within the communicative approach.

### 2.3.3 Re-contextualization and multiple encounters

It is essential to use different techniques to review the vocabulary learnt, especially with A1 learners, so they can encounter the word more than once, be familiar with the words and use it effectively. However, this does not imply repeating the same activity and using a lot of repetition or mechanical drilling of the word, but recognizing the word in multiple contexts. Researchers suggest a better way to learn vocabulary which is to present a rich context to students. When students recognize the new words learnt in reading or

listening, “the generativeness of the context will influence learning” (Nation, 2001, p. 80), which means, if learners encounter the words in new sentences and different contexts, it will definitely help them to memorize the meaning and use this word effectively. “Similarly, having to use the word to say new things will add to learning” (Nation, 2001, p. 80). It is paramount to review the new words learned and provide more than one example so learners understand and are able to successfully use this word in a conversation. “Due to the incremental nature of vocabulary acquisition, repeated exposures are necessary to consolidate a new word in the learner’s mind” (Schmitt & Carter, 2000, p. 4). It is also important to put the words in practice. Thornbury (2002) proposes a teaching technique to teach new words. He suggests teaching vocabulary by associating the words to the student’s experiences on the related topic and later, repeat the same words by linking them in student’s everyday routine. Linse and Nunan (2005) suggest educators teaching L2 vocabulary by giving examples and linking the new words to learners’ lives. When vocabulary is personalized, it will greatly help learners’ deep processing. For example, when teaching rooms in a house, it is desirable to end the lesson by having learners talk about the rooms in their houses. Accordingly, the key is to present the words and then repeat by relating these words in context, which is meaningful to the learner.

#### 2.3.4 Guessing from context

When learners become more proficient in learning new words, they can rely more on decoding words in context. According to Decarrico (2001) cited in Linse and Nunan (2005) “Students can benefit from learning how to use context clues and guessing the meaning from the context” (p. 124). They also state that this is a great strategy that students can use when they encounter unfamiliar words. On the other hand, “It has not been convincingly demonstrated that the information learners obtain from meeting words in a variety of contexts is more beneficial, either in terms of knowledge of forms or meanings of lexical items, than either translation or simply looking up the word in a dictionary” (Carter & McCarthy, 2013, p. 15). In this connection, too, Nation (1995) asserts the assumption of learning all vocabulary in context “is not supported by research and by what successful learners do” (p. 13).

In addition, teachers can create a different technique and use this approach in a more interesting way. According to Walters (2004) there are many techniques that learners can use in guessing, such as using general or background knowledge, illustrations, questioning techniques, etc. Teachers can also adapt by using images or objects to assist learners with the guessing of new words as they understand the context more easily. Nation (2001) suggests some techniques to make it more interesting. To him, learning from context also includes learning from listening to stories, watching films, taking part in a conversation, and so on. Learning from context does not imply using writing texts only, but implementing a variety of strategies, as it will assist learners to build up self-confidence and use the words properly. Teachers can encourage learners to anticipate the content by using some of those techniques to make vocabulary more interesting. In addition, if teachers teach vocabulary by using a text, they can provide flexible and varied activities like the ones mentioned above, for learners to examine the discourse and comprehend the vocabulary in the text. Doing so, learners will be more engaged and have a rich context with meaningful activities to guess from.

#### 2.3.5 Translation and Cognates

A technique that is emphasized for beginners is translation and the exploration of cognate words. Nation (1995) states “The majority of words in English come from French, Latin or Greek and the majority of these have word parts, particularly prefixes and suffixes, which occurs in many words” (p. 14). In this sense, knowledge of these words parts can assist and improve learning of new words in English. Carter and McCarthy (2013) discuss that in learning new vocabulary, learners can create a link between a word in the L2 and a cognate word in the L1. By doing so, learners will easily memorize the new words. Craik and Lockhart (1972) as cited in Carter and McCarthy (2013) found that recalling the form of a word is found to be more effective. As a result, the more opportunities learners have to transfer between the target language and mother-tongue words, the better chances of productive retention. The authors also referred to other investigators that explored this strategy in learning the foreign language with mother-tongue words. Carter and McCarthy (2013) mentioned Nation (1982) who suggests that similarities in sound, morphology, and so on, can surely help with word memorization. The other authors also cited in Carter and

McCarthy (2013) refer the significant study by Cohen and Apeh (1980), which indicates that learners of Hebrew who used cognates with a range of language-internal mnemonic associations, also retained L2 words with greater efficacy.

Despite the fact that translation is a good strategy to improve vocabulary knowledge, it is important to be aware that it does not promote motivation and does not create a need for learners to think about the meaning of the words (Cameron, 2001). Thornbury (2002) outlines “an over-reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly” (p. 77). Consequently, learners do not work hard to seek the meanings, so the word is less memorable. Also, teachers should be aware of certain translations, i.e. the false cognates. For this reason, teachers can address both, the similarities and differences between the mother-tongue and the foreign language (Mora, 2001).

#### 2.3.6 Games

A popular strategy is to teach vocabulary by using games. It can be used with any level and age. In addition, games are fun and appropriate teaching technique, and a great strategy to involve learners. Games can also be structured to maximize language use as learners tend to monitor their use of the English language while playing a game (Linse & Nunan, 2005). Games are very important to introduce as studies have shown that games make learners more active and motivated because they enjoy learning. “Play is a purposeful activity and games are a part of playing” (Linse & Nunan, 2005, p. 57). Students can expand their vocabulary by playing games and also increase their problem solving skills. Vocabulary games are essential in foreign language learning and can surely help learners develop speaking skills (Linse & Nunan, 2005). Taslim (2014) investigated the impact of hyponymy games among teenager students. The author revealed that this game was effective in increasing students’ vocabulary size. The purpose of the investigation was to prove significant gains in learners’ receptive vocabulary knowledge by using games to teach L2 vocabulary. The participants were seventh-grader students in Indonesia. To collect the data, the writer applied a vocabulary test of 25 questions. The students took a pre-test and a post-test to distinguish the results. The results were calculated and tabulated, showing

that the students' vocabulary scores using the game were higher. The main results exhibited that hyponymy games are highly effective in developing learners' level of vocabulary and games also attracted the learners' attention in class. The author revealed that when she used the hyponymy games, learners could concentrate better as they found it very interesting and fun. The researcher then concluded that games can motivate learners and are very useful when teaching L2 vocabulary.

### 2.3.7 Other teaching techniques to promote interaction

There are many other approaches, such as the use of technology, role-plays, songs, movies, word spelling, using images or objects, synonyms, and many other vocabulary teaching techniques that teachers can use to teach new vocabulary with students of all levels. "Similarly, it is not unusual for activities on courses such as brainstorming, or games and simulations to be described as... methods of facilitating learning" (Moon, 2004, p. 13). Nation (1995) also presents considerable research considering that L2 vocabulary can be learned with various approaches, such as, the use of mnemonic techniques, vocabulary cards, and so on. Schmitt (1997) pointed out social strategies where students can describe studying words in pair or groups. By studying in pairs, learners can help each other learn new vocabulary, share knowledge and think about the meaning of the words. Other than that, a common strategy is the use of a monolingual dictionary. Learners can benefit from using these dictionaries when learning new words. The use of dictionaries as a tool for L2 instruction has come back into style (Thornbury, 2002). Dictionaries provide detailed guidance on pronunciation, grammar and usage with explanations, as well as examples of words used in various contexts. However, in order to have effective learning it is important for teachers to guide learners how to properly use the dictionary (Linse & Nunan, 2005).

Furthermore, some researchers argue that it is essential to create a real use of the target language and promote opportunities for learners to use vocabulary in dialogues or real conversation. For example, teach food vocabulary that are part of student's daily routine, use local restaurant or supermarket that are well known, help learners to create a profile on Fakebook (Fakebook, 2018) that is a fictional social profile which language teachers can help learners create for study purposes. Besides Fakebook, teachers could also help learners make their own resume in English for part-time jobs and so on. As Marsh and

Martín (n.d) stress some teaching techniques that can be used to teach English in real events “...where the language is treated as a functional tool rather than the explicit object of study”. For A1 students, dialogues can be scripted and turned into role-plays and whenever possible, use meaningful conversation when presenting the role-plays because “Dialogues provide learners with grammatically controlled scripts that they can use in real life” (Linse & Nunan, 2005, p. 54). At this point, it is important to emphasize the use of an extensive vocabulary so learners are able to use the structures learnt and have successful communication. Carter and McCarthy (2013) also highlight the purpose of vocabulary study to promote real communicative practice.

Therefore, language teachers should be aware of the teaching techniques they are using and be willing to change the activities according to learners’ needs. Also, teachers should be open to the possibility of trying a different method. For example, use the communicative approach and some activities to encourage learners to use the language. Teachers at all levels and across all disciplines should use a variety of strategies in their classrooms and investigate whenever it is possible “the teaching and learning of vocabulary across the curriculum” (Bintz, 2011, p. 51). In eclectic approach, the teacher can choose from these different approaches, have more flexibility without ignoring other aspects of language skills. Consequently, the language classrooms atmosphere will be more dynamic as it promotes lively learning with high interaction.

#### 2.4 Teacher Preferences and beliefs

Teacher’s choice of vocabulary teaching strategies will have some influences on learners’ vocabulary mastery. Studies show that teachers can have different theories of teaching and methodology, as some teachers are more traditional than others and prefer to teach the way they were taught and some prefer to expand new frontiers and apply their knowledge of research in the field and gain experiences through teaching (Coady, 1997). The author also states that teachers have assumptions about the syllabuses, “some prefer to study grammar, some prefer heavily communicative skills, some use published textbooks and communicative skills, "teach to the book" and some used research on the role of commercial reading materials" (p. 37). This clearly highlights the connection between what teachers think and how that affects their practice. Some teachers may have been trained

using the communicative approach, but if a teacher believes that students learn by being drilled on the structure of the language, then this belief will interfere with the way this teacher plans and carries out vocabulary classes.

According to Richards and Lockhart (2007) teachers' beliefs clearly express realities which can influence classroom practice. The authors interviewed two English teachers in a secondary school in an EFL country. Some of the questions were, "How do you see your role in the classroom? What teaching methods do you try to implement in your classroom? What teaching resources do you make use of? How would you define effective teaching?" (Richards & Lockhart, 2007, p. 36). The results showed that educators hold different theories of teaching and both teachers conducted their teaching in different ways. The interview helped these teachers to identify their assumptions about teaching and their preferred approaches. However, two teachers are not representative of all language teachers. This study only shows the importance of reflecting upon the teaching practice because some teachers have never thought about their teaching style. When teachers are aware that teaching is a very personal activity, they can reflect on their teaching approach and also be open to new experiences and broaden new horizons. This kind of self-awareness is a powerful ally for teachers because reflective teaching is more than just summarizing the classes, is a quieter and more systemic approach that changes the way teachers teach in the moment. Hence, "Research on teachers' belief systems suggests that they are derived from a number of different sources" (Kindsvatter, & Ishler, 1988, as cited in Richards & Lockhart, 2007, p. 30). Statistics show many factors that can influence the way teachers teach. Some of these are: knowledge about language (Borg, 2012), teachers' past experiences (Bailey, Bergthold, Braunstein, Fleischman, Holbrook, Tuman, Waissbluth, & Zambo, 1996), and teacher's beliefs and preferences (Richards & Lockhart, 2007). For this reason, it is important for teachers to know who they are first, i.e., reflect upon their teaching preferences, why they teach the way they do and where they fit into the broader picture of vocabulary instruction (Coady, 1997). According to Borg (2012) it is by understanding and reflecting upon their beliefs and their practice that teachers may gain more insight into their own knowledge, or better yet, into what they think they know and what they actually know, as the author outlines that knowledge is a powerful determinant of teacher quality. Therefore, the author also suggests teachers write reflective journals. In this

way, teachers can reflect on how they are presenting vocabulary, because the information obtained from their professional self-examinations can be used as a basis for critical reflection about their teaching. By being aware and critical of their own knowledge and practice, they can also grow as professionals.

To sum up, before addressing any questions about vocabulary learning and teaching, it is paramount to understand the role that vocabulary plays when learning the target language. Thus, addressing the methodology is important because teachers can introduce and combine techniques in order to make improvements when presenting new vocabulary. The learners' consideration and motivation are also relevant, as teachers should consider their opinions to engage learners in order to become more determined in learning. Besides engaging learners, it is essential to address what teachers and students need to know about learning a word, so they know how to learn L2 vocabulary permanently. Finally, the teachers' principles and preferences are essential to consider because they hold the key to help learners with vocabulary acquisition. Eventually, they will know themselves better, as they reflect upon their own teaching methods, experiences and opinions about the proposed methodology when teaching vocabulary and also the pedagogical approach used in class. When teachers research and are willing to improve their teaching practice, then they will experience what works best and learners will have an effective approach to learn new vocabulary.

## CHAPTER 3: METHODOLOGY

### 3.1 Research type

This study, related to analyzing the pedagogical approach to vocabulary teaching and learning at a language school is a qualitative study. It is qualitative in nature and based on classroom observations, interviews, reflective journals and a lesson plan used in the post-observation meeting. The following sections address the various procedural elements of this study.

### 3.2 Context

This research was carried out in a small private language school. This language school is trying to help learners to speak English and use the language, unlike the state schools that only teach basic grammar rules or vocabulary for exam preparation. This institution was trying to use a specific method in order to help learners master L2 vocabulary and use it effectively. It gained so much popularity that all teenagers want to study there. However, this international language school invested in advertising all over the country and become very expensive. Unfortunately, only the middle and upper class students can pay for an English course at this school. This language institution serves students at an above than average socioeconomic status with a total of about three hundred students and 4 English teachers. The students are children, starting at age 4, teenagers and adults. The school has a large number of children and adolescents. In state and some private schools learners are not able to effectively learn English and for this reason, pupils come to a conclusion that it is only possible to learn the target language in a language institution. Students are tired of the same old grammar classes and their parents are also worried about their future education. These students sign up for language courses in the expectation that they will use the language. Most of these students are teenagers and they are willing to try a new approach and learn how to communicate. They understand the importance of learning English for their future jobs or simply for the pleasure of knowing the language. For this reason, language schools are so popular among the community. This private language school is part of an international group, that started in 1987. It is a very popular teaching network with 1,200 schools in Brazil and it is still expanding. All schools follow a scripted curriculum which means that teachers need to follow a particular sequence of prepared

lessons. Teacher's professional autonomy is significantly limited when such a curriculum system is used. The school provides training before teachers begin teaching and suggests all educators to follow this precise instructional script. Teachers need only to be fluent and pass a grammar and speaking test at C2 level in the recruitment program. This test is written by the school organization. Teachers have to take this English test to check their knowledge and fluency in order to continue with the application process.

All English classes are twice a week with an hour for each class. The maximum number of students allowed in each class is 15 students. With only two hours exposure a week, students are not expected to progress very quickly. For example, if they start at A1, it will take learners three years approximately to reach A2. The school is focusing on the student's progress, no matter how long it takes. The coordinator usually states that being able to see progress is what they are looking for and it is what motivates continued effort. If a teacher is willing to use a different methodology or make any adaptations in the lesson, he or she will need the coordinators' approval. The aimed pedagogical method used by this school to teach is the audiolingual method with lots of repetition and drill activities, which makes teachers and students very tired and less motivated. Most of the activities mentioned in the literature review are unknown to these students because teachers only use the drills in the coursebook. The English teachers at this language school were only focusing in the repetition of the words suggested in the teacher's guide. It is true that methods are not dead in language teaching. As Thornbury (1999) outlined, methods come and go and they come around again. In the light of the fact that it was successful in the past, this language school also believes that drills are an effective way to help learners speak the language. The drill exercises are not dead in today's education, as Richards (2006) outlined "while dialogs, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials... they now appeared as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities" (p. 16). These language schools use the audiolingual approach because they want students to quickly speak the language or have the feeling that they are communicating when they do the drill exercises. However, this method fails to interest students. Learners have little or no opportunity for creativity as it limits exposure to the use of the language (Demirezen, 1988). The decontextualized

activities do not promote learners reflections and they are not able to explore the input in their own learning.

Teachers have to slavishly follow the coursebook, which is produced exclusively for this language school. The coursebook does not promote teachers' autonomy, which means that teachers are not “invited to exploit any new productive opportunity to help learners learn better” (Melliti, 2013, p. 9). However, teachers have an opportunity to be creative and plan a different lesson to teach on the review class. With the coordinator’s approval, teachers can use a lesson plan of their own. Nonetheless, some teachers still follow the review lessons on the coursebook and the drills proposed in those lessons. Teachers do not choose their own textbook because they are instructed by the institution’s administrator to follow only the school materials. The coursebook is available at all levels (beginner, intermediate and advanced) and is strictly reserved for students who sign the contract to study at this language school. Appendices A and B refer to some examples of input, output, and review lessons, as well as the drill activities of this coursebook. The coursebook for beginner’s level is called W2 and W4, for intermediate is W6 and W8, finally, the advanced level is W10 and W12. The coursebook used in this study for A1 students was the W2 textbook and workbook. All coursebooks and materials are designed to follow the lesson plan of this school program.

When students enrol they receive the materials, i.e., the textbook, workbook and an electronic pen. This electronic pen only helps with the pronunciation because students can repeat the word whenever they like in order to obtain the right spelling and to assisting with memorization of the word. It is very easy to use it, they just pass it over the word, which will be played by the small audio box that is in the pen. Students can also connect it to the headset. Students just tap the pen in the lesson title to play the audio of all words or they can tap on a specific word. Learners can listen to the contents of the book anywhere, since the tool is portable. This pen does not require batteries because it comes with a USB connection cable, which can be used to charge the device. Students do not need to buy another pen when the book is completed, they just need to update it when starting a new coursebook. However, the pen does not create interesting activities or useful conversation because it is programmed to only repeat the words of each vocabulary lesson.

W2 contains a total of 60 lessons. There are 25 input lessons, where new content is introduced, 25 output lessons where language is practised, and 10 reviews. The lessons follow the same patterns. Teachers can only teach one lesson per class. At first, teachers present the input lesson, then the output lesson is presented in the next class. Once teachers have reached a total of 6 lessons (input and output), there is one review lesson that contains some drill activities reviewing the content of what was previously learnt. In the review class, teachers do not have to strictly follow the review lessons of the coursebook. They have a chance to introduce a different technique to reinforce the new vocabulary learnt. The input lessons are divided between verbs, vocabulary, expressions and grammar see Appendix A. In the input lessons, the new vocabulary is presented with the audio tape, and then the teacher asks students to repeat following the drill exercises. All teachers present new vocabulary with the following pattern. First, learners listen to the audio recordings and then, they repeat after the audio. Afterwards, the teacher repeats each word of the vocabulary list, as seen in vocabulary section in Appendix A, and students repeat after the teacher. Then, they will do the drill exercise which is dictated by the teacher. Appendix A shows a lesson and the drill activities that teachers use after presenting new vocabulary in the input lessons. In output lessons students just practice the new content they have learned in the input lessons. Unlike the input lessons, the output contains some short conversation, an educational song exclusively for this school, oral practice sentences that they need to repeat, or some questions to repeat and answer, and then the drill exercises. Appendix B shows some examples of the drills in the output lesson. Appendix B also shows an example of a review lesson and the activities which are very similar to the other drills. At times, the exercises are very mechanical and they do not promote any reflections or integration to the four skills in a contextualized way. At a certain point, drills can be useful in some specific situations but when focusing on mastering new vocabulary, a number of principles can be very helpful in the program. Another point that undermines their autonomy was the fact that teachers were monitored through the cameras. Teachers were afraid of trying other teaching techniques and felt very uncomfortable.

### 3.2.1 Participants

The respondents of this study were three English teachers and six A1 students in this chosen school. The students' first language is Portuguese and they were teenagers, male and female, between the ages of 12 and 15. The teachers participated since they practice vocabulary by using the audiolingual approach with the purpose of improving learners' overall language use. The students were selected because of their time availability, and because of their willingness to learn and use the language. The teenagers attended English classes to speak English and improve their grades at school. The adults are mainly worried about job opportunities in the future.

#### A. Students' background

The first A1 class belonged to Teacher A with the total of eight students in the class. Student A and Student B belonged to this classroom as well. Student A was a 13-year-old male. He was born in the United States but did not speak English because his family left the country when he was a baby. Student A's goal was to use the language because he was willing to study abroad. He was very excited to learn and could not wait to apply for College in English-speaking countries. Student B was a 14-year-old female. She was studying English because she liked the language and wanted to use English for her future career. She was also taking these classes because she was shy to speak in English and was looking for opportunities to speak more often. Student B was also shy to repeat the drill sentences in class. She started studying at this language school in 2017 but had to resign for personal reasons and now has returned in this school year of 2018.

The second A1 class belonged to Teacher B with the total of nine students in class. Student C and Student D belonged to this classroom as well. Student C was a 13-year-old female. She was very enthusiastic and enjoyed chatting with everyone in class. She was very curious about the L2 culture and was willing to make new friends abroad. Student D was a 15-year-old female. She was studying at this school because her parents were worried about her future carrier, like Student B, she also wanted to use the language as much as possible for job opportunities in the future.

Finally, the third class belonged to Teacher C with the total of twelve students in class. Student E and Student F belonged to this classroom as well. Student E was a 12-year-old female. She wanted to learn English to help with her school studies and also use the language. Student F was a 14-year-old male. Like Student A, his goal was to communicate and use the language when he applies for College abroad. He was willing to study and live in the United States. Therefore, the L1 of all these students was Portuguese.

#### B. Teachers' background

Teacher A was a female English teacher, 30 years old. She had three years of experience teaching private classes, and more two years at this language school, with a total of five years of experience in teaching English. Teacher A had taught beginning and intermediate levels. She most enjoyed working with A1 students in the classroom and to talk about the target culture. She taught private classes as well. She learnt English when she lived abroad for over 5 years and earned an English certificate from the English program in her community. The certificate was basically saying that she had completed the first level of English at "The Immigrant Learning Center, Inc" in Massachusetts, USA. This institute is a not-for-profit organization that provides free, year-round English classes to immigrant and refugee adults. The program, called English for speakers of other languages (ESOL) offered immigrants and refugees an opportunity to resettle and become economically self-sufficient, as well as socially engaged. Participant A did not hold a degree in teaching but she had a high school diploma at a public school in Brazil, which means that she had secondary education which is equivalent to high school. In Brazil it takes three years and is made up of students ages 15-18. She had also earned a language instructor certification after completing the school's teaching program called "language instructor improvement training" which was a continuing professional development course designed for language instructors exclusively for this language school and sponsored by the international group.

Teacher B was a male English teacher, 27 years old, and also a student at a private University in Brazil. He was studying pedagogy to earn a teaching degree and was very enthusiastic about taking this course to immerse himself in the world of education. He taught at this private language school for five years. He started learning English very young at a private language school in Brazil. When he was a teenager, he studied English abroad

in Ireland for six months and shared a positive experience in learning the language. Teacher B had taught only at this language school and during his time teaching he had taught all levels of English. He became a language teacher because of his love for the English language. Teacher B also earned a language instructor certification after completing the same teaching program.

Teacher C, was a female English teacher, 33 years old. She had 8 years of experience teaching foreign language, although 4 of those years were spent in this language school. In her 8 years teaching English, she had taught at all levels. She most enjoyed sharing the target language culture and working with teenagers and adults. Her objective was to expose learners to new viewpoints that help promote growth in using the language. She had always taught all levels at this school. Like Teacher A, Teacher C also had secondary education and learned English when she lived in the United States. She was 16 years old when she moved and lived there for 6 years. Teacher C also earned a language instructor certification after completing the school's teaching program.

### 3.3 Procedure

Analysis proceeded in five steps. The procedures that were used in conducting this research were (1) determining the population and sample of the research. I personally contacted the participants, gained written consent from the parents which is found in Appendix C, (2) conducting observation to analyze the methodology that teachers were using in class to teach vocabulary which is found in Appendix D as pedagogical features and field notes. The three classroom observations took place in this school on June and July, 2018. After completing the observations in each classroom, the researcher used the data as confirmation of the methodology that teachers used in class. (3) Conducting teachers' and students' interview, both in Appendix E and F. Each interview with teachers and students was transcribed from the audiotape recordings by the researcher in July and August, 2018. (4) The post-observation meeting was in August. The researcher and the teachers analysed the obtained results of the interviews and observations considering the research questions, the reflect journals and the lesson plan in order to have a better reflection of the findings. The researcher examined the interviews altogether to search for commonalities. In the final meeting, teachers used their reflective journals to meditate and explore certain aspects of

teaching and designed a lesson plan. Then, the researcher triangulated all data in a qualitative study to answer the research questions. How do English teachers at this language school teach vocabulary to A1 students? What are the teachers' and the students' opinions about the pedagogical approach used in class? What other strategies can be introduced to enhance vocabulary acquisition?

### 3.3.1 Observation

The researcher observed the classes twice a week for three weeks in a row to collect data of the approach used to teaching new vocabulary and reviewing the vocabulary learnt. Three A1 classes were observed. "Observation is suggested as a way of gathering information about teaching," (Richards & Lockhart, 2007, p. 12). The data was collected by noting the teaching approach to teaching vocabulary. The researcher observed and completed the observation grid (pedagogical features and field notes) in Appendix D. The observation grid was an adaptation of Richards and Farrell (2011) observation checklists. The first task (pedagogical features) refers to how teachers conducted the lessons, i.e., the approach used for each activity presented and if they were using a different teaching technique to teach vocabulary. The second task (field notes) showed the class schedule, i.e., when vocabulary is presented and for how long teachers taught new words. It also revealed what kind of activities were used in those lessons. The results were analysed by using the information in a section relating to the pedagogical features and another related to the classroom procedures enclosed on both sections. The researcher wrote notes in margins, scanned the observation grids, typed up the results and read all the data to reflect on its overall meaning. The researcher also obtained the results by organising the data into tables according to the source information. The researcher observed 6 classes using the field notes to investigate the time schedule and 12 lessons using the pedagogical features to confirm the teachers' pedagogical approach. The objective was to analyse the methodology proposed by the teachers when teaching new vocabulary. The data was useful to discuss all information found in a final meeting with the teachers and the researcher. The observation was also useful to confirm data of the interviews conducted afterwards.

### 3.3.2 Interview

The researcher set up individual interviews at mutually convenient times. According to Dörnyei (2007) interview is a natural and socially acceptable way of gathering data and can be used in various situations.

#### A. Teachers' interview

The teachers' interview lasted approximately 30 to 45 minutes at this language school. An audio recorder was used to record the interviews which were transcribed for data analysis and to accurately represent all the participants' responses. First, the teachers were asked to share some information about themselves, for example, their background as English teachers. The teachers shared their experiences learning a second language. In Appendix E, the questions about their background were introduced so teachers could share their own experiences with L2 and reflect on how they learned a second language. They were then asked about the role vocabulary plays in the L2, the pedagogical approach and their beliefs regarding their teaching of vocabulary in class. The questions about the variety of teaching techniques were also useful to discover the teachers' techniques in the classrooms. The questions about the activities were useful to consider their preferences and opinions, as well as to investigate the teaching techniques that students were receiving in each lesson. To discover the teachers' thoughts about their techniques and opinions, the researcher asked: "Do you believe students are actively involved with the techniques used in class to learn vocabulary?" And "In your opinion, what improvements could be made to better teach vocabulary to A1 students?" These questions were relevant to investigate and promote awareness of some practical principles to vocabulary instruction. Finally, the challenges that teachers face in teaching vocabulary were also analysed. The questions about their challenges were asked to understand the biggest difficulties that teachers encounter at this language school. The results were analysed using the software MAXQDA (2018) to create the transcript and code data. MAXQDA is a software program that enables the researcher to transcribe audio and video files in the Multimedia Browser. It is being developed and distributed by VERBI Software in Berlin, Germany. This software is designed for qualitative, quantitative and mixed methods data, text and multimedia analysis. MAXQDA is very useful for academic, scientific, and business institutions. The emphasis

was on qualitative analysis and the ability of the programme to deal with larger numbers of interviews.

#### B. Students' interview

The students' interview lasted approximately 20 to 30 minutes, and was held at this school. The interviews were conducted between the researcher and each student individually. Like the teachers' interviews, an audio recorder was used to record the interviews which were transcribed for data analysis and to accurately represent all the participants' responses.

In order to analyze all the qualitative data, the researcher used the MAXQDA software to code the transcriptions from the interview and then compared the responses. The results were analyzed when all students answered the questions and the researcher compared each answer by identifying the sections of the script that related to their beliefs, the challenges and opinions. The researcher applied codes for these sections using the MAXQDA software to obtain the precise information. For example, the teachers' interview was (a) teachers' background, (b) beliefs and practice and (c) challenges and improvements. Afterwards, the students' interview was classified according to their beliefs about vocabulary instruction and opinions about the approach used. Then, the findings were compared according to the teachers' and students' beliefs about vocabulary and methodology. The coded section was organized according to the topics. The software created a code for all the participants and the researcher highlighted the useful information and created tables according to the findings.

The students were asked the same question as the teachers regarding the role that vocabulary plays in learning a second language. This question was relevant because it could draw learners' attention to specific parts of the language and learners could think about their vocabulary learning. There were other relevant questions which expressed the students' opinions about the methodology, such as, "What is your opinion about the techniques used in class to teach vocabulary?" and the question, "Are you happy with the approach used in class to learn new vocabulary?" It was important to consider the students' thoughts and opinions to better improve the methodology at this school. The key question was, "Do you

think it is important to use different activities, such as, guessing from context, multiple encounters, dictionaries, cognate, dialogues, games or any other strategies to learn vocabulary?” When asked this question, the researcher explained and provided examples of the unknown approaches so students could have a better understanding of the strategies that are so popular among L2 learners. Students were not aware of other methods because they were only used to basic grammar and vocabulary instruction in state schools. The results for the students’ interview were analysed when the researcher used the software above to code the transcriptions of the interviews, organized the topics and created tables according to the findings of all participants.

### 3.3.3 Post-observation Meeting

The researcher conducted a post-observation meeting with the teachers to reflect on the results obtained in order to gain a deeper insight of their approaches. The researcher also took notes at the meeting to focus on a general outline of topics covered and decisions that were made. To better organize the meeting, a mind map was created to serve as a comprehensive list of the topics to be covered see appendix G. This meeting was also important because it covered how students and teachers perceive vocabulary teaching and vocabulary learning, teachers’ techniques in vocabulary teaching, and students’ strategies in vocabulary learning. Besides using the software above, the researcher took notes of the observations and meeting. The researcher also analysed the lesson plan see table 6 created by the teachers and the feedback provided by all participants about this new lesson plan see Table 7. The researcher underlined the important findings of the meeting as well the participants’ quotations for further discussion.

#### A. Reflective Journals

The teachers were asked to write reflective journals prior to the meeting. All teachers wrote in English because they like to practise their writing skills. Teacher A wrote in her school’s agenda. Teacher B and C, wrote their reflections in a notebook. They all wrote weekly entries throughout a trimester. Each teacher wrote about 10-15 pages at the end of the trimester. These reflective journals encouraged teachers to think about their personal reaction to an issue raised in this language course. Nevertheless, teachers could

not use the reflective journals to think about how their previous experiences with language learning and reflect their approach to teaching because they strictly followed the school methodology. In this sense, teachers' experiences would not reflect on their approach to teaching since they were not allowed to use any approach of their own. The reflective journals were very useful to share the teachers' reflections on their teaching at this language school. According to Atay (2007) it is important for teachers to be aware of their own teaching practice and also break their routine, to "be open to new ideas, become more flexible and more alert" (p. 144). They were also asked to share their experiences in teaching vocabulary and reflect back on their teaching and challenges. Reflective journals "can serve as the basis for critical reflection, if teachers can find ways to capture the thoughts of and reactions to these events, as well as ways to gather fuller information about the events themselves...teachers can develop strategies for intervention or change, depending on their needs" (Richards & Lockhart, 2007, p. 6). In the meeting, teachers could take a final look on their reflections and compare them with the students' responses regarding the vocabulary approach. The results of their reflections were analysed using all the teachers' reflective journals, as well as, their interaction and shared experiences with other teachers and the researcher. When the meeting was over, the researcher took notes on their interaction and suggestions using other useful methods. The reflective journals highlighted how teachers were teaching vocabulary in class, as well as their thoughts about their own approach. The reflective journals were used as a basis for discussion. It was an interesting research tool because it required group participation and raised important points in the present study.

#### B. Lesson plan and Feedback

The teachers discussed about the pedagogical pedagogies and decided to design a new strategic lesson plan to stimulate and motivated learners. They asked for the supervisor's permission and it was approved for their next review lesson. All teachers used the same lesson plan in their review class. Later, the researcher interviewed all participants and used the same software to create the transcriptions and focused on the relevant findings of this feedback. Afterwards, the researcher created a table to analyse the teachers' and students'

opinions. This feedback was useful for this study because the researcher could use it to investigate the impact of using this lesson plan for the first time in the review classes.

### 3.4 Credibility and Validity

Data validity is needed to ensure that the data collected are accurate. To ensure truthfulness and credibility in the present paper, the researcher utilized observations and direct quotations. The interviews were transcribed from the audio recorders, participants were asked to review the materials to ensure it was an accurate representation of their thoughts. None of the participants wished to clarify, change or add to their interviews, and did not feel as if they were misinterpreted or misrepresented. Hence, direct quotations are used throughout the study in their original form to preserve the authenticity of what was said. Additionally, the researcher had observed each teacher previous to their interviews and had seen their action in class. Teachers also wrote reflective journals to capture the thoughts and gather fuller information. The results came from a variety of sources and the researcher triangulated all the qualitative data. As a result, the teachers also helped to investigate their own classroom teaching.

### 3.5 Limitations

The findings were limited because it was carried only at this private school and should not be generalized to other language schools. Because of the nature of this study, only nine participants at the school participated in this study. For this reason, the results were limited to their own experiences and opinions. The teachers differed in their background experiences and paths to teacher certification. Despite their differences, both were called English teachers but with the title of language instructors on their job contract, because they did not hold a teaching diploma. The similarities of each participant may have contributed to their similarities of response in their respective interviews. In addition, this study relied on the observations and self-reporting of the teachers and students on their own practices and beliefs. The researcher spent a limited time in each of the participants' classrooms to collect data. Due to the limitation of variation and number of participants, this study was limited in its scope and depth. By including more teachers from different areas or with more diverse schools would definitely broaden this study.

## CHAPTER 4: RESULTS

### 4.1 The observations

Each teacher presented vocabulary lessons using the drill exercises as recommended by the school's program. These teachers needed to strictly follow the coursebook lessons and the lesson plan in the teacher's guide. In an attempt to evidence the pedagogical approach used by the English teachers at this school, the researcher did classroom observations and summarized between field notes, and pedagogical features (part 1 and 2) to reduce the repetition of the notes taken. The researcher found the following teaching process in tables 1 and 2.

#### 4.1.1 Summary of the classroom observations

To better understand the time schedule, the sequence of the class, and to evidence when vocabulary is taught as stated in methodology see table 1.

Table 1 - Classroom observation (task 2) Field notes

<b>Notes</b>	
17:00	Class begins. Teacher entered the class and greeted students
17:05	Attendance and homework correction.
17:10	
17:15	Teacher played the audio for the verbs.
17:20	Students practice the 2 new verbs (every input lesson had only 2 verbs as mentioned in methodology and appendix A) in the lesson by doing the drills.
17:25	Teacher played the audio recordings for vocabulary.
17:30	Students practise the vocabulary by doing the drills.
17:35	
17:40	Teacher played the expression list (as seen in appendix A) and the grammar audio recordings.
17:45	Students repeat after the audio recordings and then they do the drills.
17:50	
17:55	Teacher explained the homework and sometimes encouraged students to use the language by asking a few questions.
18:00	Teacher concluded class.

To have a better understanding of the teachers' vocabulary instructional method, the researcher observed 18 lessons. The results in tables 1 and 2 were extracted from the remaining observations to reveal relevant information of data collected. The purposes of

these tables were to highlight important results and avoid repeated information of the remaining findings. Appendix H shows all observations in greater details. In table 1 all teachers followed the same lesson plan and time schedule proposed by the school. Teachers had approximately 5-8 minutes to greet students and do the attendance, 10 minutes to correct the homework, 5-8 minutes to practice the verbs, 10-15 minutes to practice vocabulary and 15 more minutes to practise expressions and grammar, and finally 5 minutes to reinforce the homework and talk to students, for example, what they wanted to do /what they were going to do on the weekends or holidays and so on. These teachers were trying to help learners use the language by asking those questions above. For example, besides reinforcing the importance of doing the homework, they also encouraged students to use the L2 in class, practice the new words learnt and use the language as much as possible. As mentioned above, all teachers were instructed to use a certain approach and were monitored by the coordinator to present each section of the lesson accordingly. Table 2 is a summary of the observations on how teachers conducted the class.

Table 2 - Classroom observation (task 1) Pedagogical features

*Part 1 - Observations 2,3,7,9 and 10 (Total of 5 lessons)*

### **SIMILARITIES**

**Teaching Approach:** (Presenting vocabulary, organizing and teaching techniques)

Results: Teachers used repetition and drills

**Teaching materials:** (Use of textbook and other resources)

Results: Teachers only used the school coursebook

**Pedagogical approach:**

Results: Teachers use the audiolingual approach

**Course book lessons:**

Results: Lessons are not interesting, fun or strategic. There is no use of dialogues or meaningful communication.

**Types of teaching activities:**

Results: Whole class

**Methodological features:**

Results: The same structure as in field notes see table 1

**Student's use of vocabulary:**

Results: Teachers strictly followed the lesson plan

**Student's interaction and engagement:**

Results: Kept to minimum

**Teacher's feedback:**

Results: None

Summary: Teachers strictly followed the lesson plan and the school methodology.

*Part 2 - Observations 1,4,5,6,8,11 and 12 (Total of 7 lessons)*

### **DIFFERENCES**

**Teaching Approach:**

Results: Besides the drills, teachers tried to engage students by linking the vocabulary to their routine. They tried to make the lessons more interesting by asking learners their preferences on the area of vocabulary being taught. For example: The vocabulary about fruits, the teachers asked learners their favorite fruits (seasonal fruit) and so on. They were using a different technique to motivate students.

**Student's interaction and engagement:**

Results: Students were more involved in the lessons.

*Summary of Classroom observations*

*Total of lessons: 12*

As displayed in table 2 Part 1, all teachers followed the same pedagogical approach. Every lesson was presented the same way and teachers followed the same classroom activities. Teachers did not provide any interaction; there were no pair or group work because teachers were trained in the teaching program to use the audiolingual method. As seen in the observations, the teachers were all trained to teach by the book. All A1 classes followed the same approach and all teachers rigorously followed the coursebook lessons. The school had their program and lesson plan done yearly as recommended by the international school's board which teachers were instructed to follow. As seen in the observation above, the teachers did not provide any feedback. Students did not know how well they were mastering the material teachers taught them. If teachers do not provide feedback, they are denying learners opportunities to improve because feedback can be a potent way to promote learners' involvement in the course and encourage them to take risks in using the language. Furthermore, it will make language learning enjoyable and interesting because students will be motivated as well. Dörnyei (2001) stated that making learning an enjoyable experience is crucial to maintaining learners' motivation. For this purpose, it is crucial to appreciate the students' efforts and progress and to promote activities that involve peer support and feedback. The observations were useful to investigate the sequence of the classroom activities and to answer the research question of how these English teachers taught new words in class. The second part of the summary

showed the differences that teachers made when teaching new words. It revealed that teachers tried to motivate learners by linking the new vocabulary to their preferences. However, they also needed to follow the school's lesson plan in class and taught vocabulary through the use of extensive drills and repetition for every lesson observed.

#### 4.2 The interviews

In an attempt to identify the teachers' and students' beliefs, the researcher conducted the interviews and the findings were the following.

##### 4.2.1 Teachers' interviews

The section below addresses the interview questions about the teacher's experiences of learning a second language.

#### **A. Background and experience learning the L2**

##### **Teacher A**

As a native to Brazil, Teacher A learned English when she lived abroad for over 5 years. She moved to the United States at age 20. She was forced to learn English since she needed to use the language to communicate. She found learning English to be an easy process as she was in direct contact with the users of the target language. She took many classes to learn English at a public English program. While she took an English course, she found making friends, listening to music and living in the United States helped her learn English the most. She claimed to have fluency in English within a year and a half of moving to the United States.

##### **Teacher B**

As a native to Brazil, Teacher B learned English when he was about 15 years old. He has been studying at a language school in Brazil since he was 5 years old. He also lived in Ireland for six months when he was 18 years old. However, he claimed to be at an intermediate level before studying abroad. He also claimed to have learned more English as he taught in the classroom.

##### **Teacher C**

Unlike Teacher A and B, Teacher C reported learning English was a difficult process. Her parents moved to the United States when she was 16 years old and she did not speak a word in English. Her process of learning the L2 came with reluctance and was an emotionally trying experience. However, she recognized the importance of learning and tried her best when she went to high school and felt the need to be accepted and interact with people. Table 3 shows how teachers responded when asking about their background experiences.

Table 3 - Learning a second language

<b>Background and experience learning the L2</b>		
<b>Participant</b>	<b>Findings</b>	<b>Code</b>
Teacher A	"I learned the basics in the classroom, but it wasn't enough to communicate... if you don't learn it, you won't be able to communicate, so you have to learn it quickly. And I guess this is one of the reasons why students struggle to learn fast, in the English class it's kind of the opposite because it's only an hour, and then they go back to Portuguese...."	Teachers' background
Teacher B	"Learning a language is a life-long process, and you continue to build vocabulary once you've established a base, having more ability to add to it ... I remember speaking as much as I can to learn faster..."	Teachers' background
Teacher C	"It wasn't really a good experience because my parents moved there and I had no choice. I needed to learn that foreign language. I remember getting upset because I lost all my friends... I would say probably it took me more than a year where I felt comfortable to be able to communicate with a native speaker..."	Teachers' background

## **B. Beliefs and Practice**

### **Teacher A**

Teacher A expressed the belief that vocabulary is the most important part of learning a second language.

To me, it's very important, and learning vocabulary is absolutely needed. The reason why I say that is because I didn't really learn grammar when I was in contact with the foreign language. First, I learned some useful words. So, I built vocabulary that way.

When asked how vocabulary was taught and how often, she stated that new vocabulary was taught in every other lesson, which was when they had the input lessons. She also stated that students learned new vocabulary by using the drills and the repetition recommended by the teacher's guide (TG), which she had to follow for each lesson. She used the same approach with all lessons and reviews. Teacher A only used the activities proposed by the TG because she was instructed to follow the coursebook in the teachers' training course offered by this language school. She mentioned that if she had an opportunity she would do something different.

At the time of the interview, Teacher A stated that students learn ideally through repetition. However, the repeated words needed to be in context. She also stated that it is important to link what students were learning to their everyday lives. It is not just a simple repetition. She reported connecting vocabulary words after the repetition with relevant concepts and places that the students could remember from their daily routines see Observation Extract A1, from the Pedagogical features Teacher A in Appendix H.

*Observation Extract A1:*

**Teaching approach:** Presenting vocabulary about food

**Organizing:** After the drills, she used local places, such as restaurants, snack bar, diners to talk about the foods that are part of learners' preferences and the places they go, their daily routine.

In addition, she added when students are involved, learning occurs and vocabulary makes more sense. She reported,

I wish that my students link what they are learning to their everyday lives and the world around them. I try to find something that's funny about the word they're learning to relate it to... something that they can easily remember later on. So, when we go back to that word they're like, 'Teacher I don't remember that word.' I'm like, yeah you do, remember that funny part? That's how I try to link it to something they can relate to and connect the vocabulary to their routines.

She also liked the activities from the coursebook when they were related to students' everyday lives. She liked the drills that had interesting information which students were very interested. She stated,

Sometimes the drills from the TG are very interesting... We had a new vocabulary about sports and students were really engaged with the drills. So when we have activities like that, it's fun and I can see that students are excited as well.

Teacher A believed that students would be more engaged if teachers use drills with interesting topics to repeat the new words. Teacher A strived to be flexible in her teaching style. Likewise, she believed that many strategies could help learners move beyond the simple repetition of the word. She reported,

It would be great if I could find ways to enrich learning, or if someone comes up with a different way in the review lessons, we would definitely share it with the class cause somebody might learn it that way.

Teacher A did not know how to find a way to enrich learning because she was not feeling motivated. It was purposeless discovering other techniques because she could not use it in class. For this reason, she thought it was useless to try a new approach of her own. However, if the coordinator suggests a different methodology, she would happily use because this is what she was already expecting it. In fact, all teachers hope that the coordinator and the school opt to use different methods to teaching or give them more autonomy. After all, this would be a dramatic change to all participants involved.

When asked about the importance of exposing students to different teaching materials, such as the use of technology, dictionaries, dialogues, games or any other strategies, she expressed a huge importance in presenting different teaching materials in class. However, she needed to follow the Teachers' guide and the program proposed by the school.

### **Teacher B**

Teacher B expressed the viewpoint that vocabulary is very important when it comes to speaking and using the language. He believed that in the beginning, students need to have a base of vocabulary list with the most useful words. He responded,

I think that having an extra hundred words in the beginning makes everything a lot easier because you feel more comfortable using those words. And can even recognize the words later on in the textbook or sometimes you hear someone saying this precise word in a conversation or tv show and so on...Vocabulary is the most paramount part in learning the second language.

Teacher B believed that students need to know the most common words, i.e., the most frequently used English words, in order to be able to start a basic conversation and to feel more comfortable in pronouncing the words. Students could easily recognize these words in the textbook. He stated the importance of learning the right English vocabulary, which are the common words because students could practice in conversations and would not waste time trying to memorize a huge collection with little benefit.

When asked how vocabulary is presented and how often, he stated the same method and amount of hours as Teacher A. As a result, vocabulary is presented when students have the input lessons, using the drill exercises recommended by the TG. When asked if students learn better using a variety of teaching techniques, Teacher B shared the belief that vocabulary is best learnt when teachers display a natural approach to learning vocabulary,

Uhm, I believe the best way is to hear the new word in context or see what this word belongs to. If we see a two year-old child, h/she does not translate the word from English to Portuguese or vice versa, they see a pencil and know it's a pencil... if you keep saying, here's what it means in Portuguese here's what it means in English, now repeat it, is fine, but not very natural.

When asked about the importance of exposing students to different teaching materials, such as, the use of technology, dictionary, dialogues, games or any other strategies, he thought it was very important because teachers can manage to capture and keep learners' focus by using different teaching techniques.

As we know, teenagers aren't a whole lot different than adults, if they aren't absorbed by what the teacher is presenting and what's going on in class... they won't pay attention and soon enough, they'll find something else to do, something that interests them.

In addition, Teacher B believed that activities with useful vocabulary appear to have a great importance to practice new words. For example, he stated,

I think it's important for teachers to have a large repertoire of strategies within a variety of different contexts. It's important to help them recognize the word and interact with each other... help them practice in meaningful context... Any time they get to talk about themselves... it makes connection because it means something to them.

In Observation Extract B2 from the Pedagogical features Teacher B in Appendix H, Teacher B attempted to engage students with the lesson by asking them to talk about themselves. By doing so, students would be more interested in learning the new vocabulary.

*Observation Excerpts B2:*

**Teaching approach:** Presenting vocabulary about jobs

**Organizing:** After the drills, he asked students about their future jobs and if they need to use the target language for this job chosen.

However, like Teacher A, he did not use other resources because he was not allowed to. All teachers needed to follow the lessons plan accordingly because the coordinator was always observing the classes through the cameras. Teacher B had the feeling that someone is always watching him and he thought it was an invasion of privacy.

When asked if there is an activity that he finds most or least effective, he responded that telling learners the simple definition and translation may be the least effective, he also added,

I think that learners need to really practise the new vocabulary and do something they enjoy... They lose concentration because they are not

engaged with the lesson. The same happens to us when we're in a staff meeting where some of our colleagues were not paying attention, grading homework, texting, and etc., Getting motivated is hard.

In short, Teacher B stated that it was hard to motivate students but he tried to engage learners by encouraging students to take risks and promoting emotional commitment to their learning.

### **Teacher C**

When asked about the role vocabulary plays in learning the L2, she strongly indicated a belief that vocabulary was very essential and the core of language learning. Teacher C responded,

In my opinion, vocabulary is very essential and is one of important things to be taught in learning foreign language. Even with the basic words you can say something, so if you acquire the vocabulary the long way, you'll have a good grammar too. I believe that vocabulary will place a vital role to speak English.

Teacher C mentioned acquiring vocabulary the long way, which means that practising the most common English words will be easier for learners to keep learning more words and learn grammar as well. For example, if a student understands a short conversation, it is easier for a teacher to teach the grammar of that conversation.

When asked how vocabulary is presented and how often, she stated the same method and amount of hours as Teacher A and B. All teachers presented new vocabulary teaching the input lessons and using the drill exercises. When asked if students learn better using a variety of teaching techniques, Teacher C found technology to be the most helpful in teaching new vocabulary. She claimed to use it with her private students and have found very good results.

I have many ideas for integrating technology into lessons, in a fun and meaningful way. I believe students would enjoy learning using the internet

and mobile devices. And, not to mention that it's a popular way of motivating students.

While she finds technology the best approach, she expressed that no method was incorrect or least effective. However, some activities needed adaptation in order to review words effectively and improve vocabulary learning. In addition, she also felt that using the new vocabulary in sentences which students practice on a daily basis would help with the memorization or creating visuals for the words would also help build meaning for learners,

It's important for students to reinforce and have activities to practice the new words, like flashcards, uhm, creating new sentences of their own, writing their sentences too, reviewing, and etc... Just the constant exposure to the word in some form would definitely help them with the memorization.

### **C. Challenges and improvements**

#### **Teacher A**

Teacher A believed that more teaching techniques would be the key to assist learners with new words because difficulties arose when students started to feel awkward and demotivated when they were exposed to the drills for every lesson in the coursebook.

The problem is most kids don't have the patience to repeat it, but when we have some drill exercises with information that they are interested, they are open to repeat and then learn the new words. But that only occurs in some occasions... Most of the time students get tired of the repetition and wish they could do something different, something that they could actually enjoy it. That would definitely improve their learning.

In general, Teacher A expressed a sense of empathy when relating to her students. She attempted to motivate learners by doing what she can. She also showed passion for sharing her own experience having to learn English, and then she recognized the importance of being engaged with the target language. The results of her interview revealed that this teacher is open to new approaches as she believed that students needed to be more involved. For this purpose, she suggested using a different technique.

**Teacher B**

Teacher B believed the vocabulary presented by the unit was not a natural way to teach students, nor interesting. Instead, he believed that a good strategy was to expose students to the words, for example, he reported,

I think it's important to promote interesting topics, such as, speed dating, you can change that to any levels and can be very fun... It's essential to promote useful vocabulary when discussing specific topics or subjects so students are motivated and engaged.

Generally, Teacher B believed that students learn new vocabulary best when they say the words that are meaningful to them, for example, words they can use in a conversation, in which they have a personal connection and are willing to learn. He found those words more important to teach than what the curriculum and units offered. He also added, "So, it would be great if I could work other vocabulary besides the ones presented in the unit... Other things they like relating to the new vocabulary and make a connection there..." In this sense, he found that students learn words that are most useful and important for them. He strongly believed that, by using this technique, learners would be more focused and willing to use the new words. The results of Teacher B interview indicated that the school was not creating strategies to engage the students and for this reason he was willing to offer students incentives to make learning more fun and creative. He also demonstrated the importance of connecting the subject being taught to students' lives. Teacher B believed that the content presented in the coursebook was neither interesting nor creative to teach vocabulary. He affirmed, "I think it's important to promote interesting topics...". Therefore, Teacher B believed that the coursebook did not provide opportunities for students to use the language, i.e., have conversation and practice the language in a natural way.

**Teacher C**

Teacher C believed that the use of extra materials such as videos and computers are a must in educational programs. She added, "In today's society everything moves quickly and the students must be able to keep pace. I believe that the world is at our fingertips

through these devices and we could take advantage of it.” She reiterated the importance of technology and felt disappointed because she could not use this strategic technique in class. As mentioned above, the school has a very strict program. Teachers can only teach in this institute if they use the school’s coursebook and methodology, which means, no other approach or additional materials are allowed in class. The coordinator claimed that the school provides enough materials and no extra resources are needed. For an unknown reason, the school councils implemented this procedure and they are very restricted to their system. All teachers must follow the school methodology and procedures that comply with these departmental guidelines. In addition, teachers and students cannot make copies of the coursebook, they all signed a contract agreeing to this statement. Consequently, teachers and students are aware that contract breaches are obviously a problem for them, leading to frustration for everyone involved.

She also added the importance of praising students, young and old, because they appreciate rewards of any kind. She expressed,

Experiences tell me that students of all ages appreciate rewards even if it is only verbal praises... I also believe that some of recognition, like, notes written by the teacher on returned homework, or after a repetition, creates a desire to achieve even more and may give inspiration to a shy student. This way, they will know that they are capable of achieving great things; it all depends on how hard they try.

In general, Teacher C believed that more electronics activities would help learners memorize new words, and also the use of new sentences created by the students. She also expressed that by presenting visuals for the new vocabulary would help to recognize the word and later, reward students to keep learning new words. She suggested,

I would like to assign projects to reinforce learning. This, of course, would depend on the school’s approval and ability of the groups being taught. It’s important that students see vocabulary in many different forms, and again, we need to make some adaptations, no method is perfect!

Similar to Teacher A and B, she also tried to engage students by linking the new vocabulary to their lives see Observation Excerpt C3 from the Pedagogical features Teacher A in Appendix H.

*Observation Excerpt C3:*

**Teaching approach:** Presenting vocabulary about toys and instruments

**Organizing:** After the drills, she asked students about the toys they have at home and the ones they would like to have for Christmas. In the instruments vocabulary she talked about the instruments that they use in capoeira. Capoeira is an Afro-Brazilian martial art that combines elements of dance, music and fight.

Sometimes Teacher C makes an appointment to ask for the coordinator's approval about a new lesson plan she designed for the children, but lately, she did not make any appointments to present a lesson plan because she was feeling very demotivated. In addition, she thought it was a very demanding process. She did not want to go over all this procedure to only use the lesson plan in the review class. Teacher C felt discouraged and had the feeling that this school was not willing to have these unusual classes which fails to follow the school rules and class routines. She stated "it's hard work; you need the approval, the stimulus and the time to do something different". The results of her interview also revealed that Teacher C was open to try other methodologies as she believed that it was paramount to motivate students in class. She suggested making adaptations in the lesson by using additional materials and not just using the electronic pen that students have. Moreover, language teachers needed to use other materials to promote a meaningful learning.

Therefore, all teachers expressed limitations when it comes to classroom management. However, they were open to use other methods to teaching vocabulary and even suggested some approaches of their own. They all believed that the school system should assist, engage and motivate students by using a different methodology. As seen in the observations, Teacher A tried to involve students in the lesson by linking the new vocabulary to their routines. Teacher B tried to make the lesson more memorable by asking students to talk about themselves. By using these strategies and making personal connections to a vocabulary lesson, learners will improve their achievement and they are

more likely to be engaged in the lesson which leads to greater mastery. Richards (2001) recommended that teachers use the activities that best facilitate learning in which students have to participate and interact in the classroom (Richards, 2001). Finally, Teacher C also tried to motivate students by making the lesson more creative. She added interesting vocabulary and also praised students after the drill exercises. The results were significant because it demonstrated how teachers perceived vocabulary and the importance of using effective vocabulary instruction. To conclude, the results indicated a belief that vocabulary is the core of language learning and for this reason the institution should modify or make improvements in their lesson planning.

#### 4.2.2 Students' interview

In many ways similar to the teachers, all six students shared similar responses and agreed that vocabulary is essential when learning the L2. The findings from the students' interview also showed that a combination of approaches was very important to enhance vocabulary learning.

##### *Beliefs and opinions*

When students were asked about using different activities, such as guessing, dictionaries, dialogues, games or any other strategies to learn vocabulary, they all answered with a positive attitude and a need to try other practical ways to learn new words besides the drill exercises proposed by their coursebook. These students did not have experiences using other techniques besides grammar and drills. Learners were only exposed to grammar activities in state schools and the drill exercises in this language institute. Student A responded, "I would love to try anything that is done with apps... I think it's the most, the most enjoyable activity". Student B added, "I think that we need more fun activities, like games... I mean, I like the repetition but I get tired because we repeat a lot! I like games and we could use it more often." Student C agreed, "All that you've said sounds good to me, I would like to try something different... I don't know what exactly but anything that is different (to what they usually practice) is good." Student D outlined, "Yeah, yeah, I like dialogues because I get to practice what I've learnt. Some of what you mentioned I don't like... the translation, the dictionary, but I like technology, games, and would like to try the

cognate one. It seems interesting.” Likewise, Student E answered, “I think we need extra materials that are more like teen stuff, I mean, more interesting things and activities that is associated with us. I like some topics of the coursebook, but if I could choose, I’d go for the topics that are more popular to my age.” Finally, Student F expressed,

To be honest, I like more the review classes because we don’t have to repeat a lot like in the other lessons. I understand we need to repeat the words to memorize and the teachers know what they’re doing... but sometimes we could have more games and other interesting activities like those you’ve mentioned. I don’t know those activities but I think it’s a good idea to at least try something different.

As a result, the interviewees were very enthusiastic in trying a new approach, something that it was not the usual repetition. Students enjoyed the review lessons see table 4, because sometimes they have a short song which is something different and do not have to do so many drill activities.

Table 4 - Review lesson and drills

<p><b>Review 3</b></p> <p><b>Improve your pronunciation</b></p> <table border="0"> <tr> <td>shoes</td> <td>an apartment</td> <td>thirteen - thirty</td> <td>seventeen - seventy</td> </tr> <tr> <td>bubble gum</td> <td>slice</td> <td>fourteen - forty</td> <td>eighteen - eighty</td> </tr> <tr> <td>shirt</td> <td>gird</td> <td>fifteen - fifty</td> <td>nineteen - ninety</td> </tr> <tr> <td>ice cream</td> <td></td> <td>sixteen - sixty</td> <td></td> </tr> </table> <p><b>Highlights</b></p> <p>I buy milk for the cat. I sell books to Jane. I write about cities. I have about 20 books.</p> <p>1:00 It's one o'clock 2:15 It's two fifteen 3:30 It's three thirty 4:50 It's ten to five.</p> <p>I get up at noon. I go to bed at midnight. Mia to meet you Mia to meet you, too How many cars do you have?</p> <p>What time is it? What time do you go to school? What is your e-mail? I study English until 11 a.m. I read my magazines at 9 p.m. I have to write this letter by tomorrow. I write to my family. I read to my children. I know your brother. I know how to go downtown. I want some ice cream. I want some water.</p> <p>It's 2 o'clock. At 2 o'clock. Until 2 o'clock. By 2 o'clock.</p>	shoes	an apartment	thirteen - thirty	seventeen - seventy	bubble gum	slice	fourteen - forty	eighteen - eighty	shirt	gird	fifteen - fifty	nineteen - ninety	ice cream		sixteen - sixty		<p><b>Song</b></p> <p><b>Very Much</b></p> <p>Very much I love you very much Very much I love my family very much</p> <p>Very, very, very, very much</p> <p>So much I love my friends so much So much I love you so much</p> <p>So much So much</p> <p><b>Glossary</b></p> <p>to have very much so much so much to know until until until until</p> <p><b>Review 3</b></p> <p><b>Highlights / Part 1</b></p> <ol style="list-style-type: none"> <li>1. Eu preciso comprar carne e peixe no mercado.</li> <li>2. Eu quero ajudar meus avós, mas não tenho tempo.</li> <li>3. Eu tenho que escrever este email até meio-dia.</li> <li>4. Eu sei falar espanhol muito bem.</li> <li>5. Eu não preciso vender meu carro.</li> <li>6. Eu leio o jornal todos os dias.</li> </ol> <p><b>Part 2</b></p> <ol style="list-style-type: none"> <li>7. O que você prefere: escrever cartas ou ler livros?</li> <li>8. A que horas você vai dormir?</li> <li>9. Quando você gosta de ir ao shopping?</li> <li>10. O que você quer comprar para mim?</li> <li>11. O que você gosta de ler?</li> <li>12. Você prefere estudar inglês ou francês?</li> </ol>
shoes	an apartment	thirteen - thirty	seventeen - seventy														
bubble gum	slice	fourteen - forty	eighteen - eighty														
shirt	gird	fifteen - fifty	nineteen - ninety														
ice cream		sixteen - sixty															
<p><b>Review 3 and activities (drills)</b></p>	<p><b>Drills</b></p>																

It is rare to have songs in the lessons, but it is a relief for learners to do an interesting and fun activity. Their reaction revealed that the teaching methods are very

important to discover and learn new possibilities. For example, be able to experience other methodologies, find out what teaching techniques they feel more comfortable with, and be more exposed to the language. The responses also revealed that the drills were not creating new opportunities to enhance learning because they were used to the drills repeatedly and felt demotivated. All learners shared similar beliefs when the researcher asked about the coursebook materials. The students believed that the coursebook materials could be adapted to help them overcome the difficulties in learning new vocabulary. Student A stated, “I think we need interesting subjects or additional materials.” Student B also added, “I don’t think that I memorize the new words with only repetition.” Student C believed that they need “activities that provide more interaction.” Student F outlined that “the coursebook alone does not provide all the information we need. I think we could use some modification.” As noted, the results were very clear about their needs. As expressed in the literature, each student is an unique learner and in a learning situation the student is the most important component. For this reason, it is paramount to consider the students’ needs and prepare the lesson that provides flexibility and modify the coursebook accordingly.

#### *Teachers’ and students’ beliefs about vocabulary*

As was seen in this study and expressed below in table 5, all participants agreed that vocabulary is the essential foundation when learning the target language.

Table 5 - Beliefs about vocabulary

<b>Teachers’ and students’ beliefs</b>				
<b>Participant</b>	<b>Topic</b>	<b>Findings</b>	<b>Code</b>	<b>Participant findings (Teachers)</b>
<b>Student A</b>	Beliefs about vocabulary	“I think it’s (vocabulary) the most important thing.”	Association	<b>Teacher A:</b> “To me, it’s very important, and learning vocabulary is absolutely needed.”  <b>Teacher B:</b> “Vocabulary is the most paramount part in learning the second language.”  <b>Teacher C:</b> “In my
<b>Student B</b>	Beliefs about vocabulary	“I like learning new words and it’s very important to me.”	Association	
<b>Student C</b>	Beliefs about vocabulary	“It’s important because we need to know at least the basic words in English to communicate.”	Association	
<b>Student D</b>	Beliefs about vocabulary	“Yeah, we need enough vocabulary to learn a new	Association	

		language.”		opinion, vocabulary is very essential and is one of important things to be taught in learning foreign language.”
<b>Student E</b>	Beliefs about vocabulary	“I find vocabulary difficult to learn but I think it’s essential.”	Association	
<b>Student F</b>	Beliefs about vocabulary	“If you don’t have vocabulary you can’t say anything, it’s a must!”	Association	

Students and teachers shared the belief that vocabulary plays a fundamental role and is the basis for the development of all other skills when learning the target language. In what follows, all teachers agreed that vocabulary is the main tool for the students in their attempt to use English effectively and students agreed that vocabulary is important because they will need the words to communicate.

#### *General finding of the beliefs*

All participants made remarks on this belief and shared similar sentiments about the pedagogical approach used to teach vocabulary. Throughout the interviews, all teachers seem to echo the same feelings of discomfort and little enjoyment when presenting the drills exercises proposed by the Teachers’ guide. Richards and Lockhart (2007) cited that teacher’ beliefs clearly express realities which can influence classroom practice. This citation underlines the reality of teachers’ practice in this language school as seen in their interviews above. In this connection, all participants suggested this school paying more attention to their pedagogical approach and to revise the teaching techniques. Teacher A stated that she needed to follow the course book and learners felt demotivated when they were exposed to so many drill exercises. Likewise, Teacher B outlined that those drills were not so interesting and natural. Teacher C felt discouraged because she could not make adaptations in lessons, such as technologies or visual presentation of the words being taught. All teachers expressed that “a mixture of approaches should be adopted” to keep learners engaged and motivated (Carter & McCarthy, 2013, p. 15). These findings revealed that new vocabulary is most effectively learned through the eclectic approach. In Lin’s (2009) study, pedagogies of teaching vocabulary are extremely important due to the unavoidable globalization and also the need that most schools have of replacing old methodologies. Schools have a need to replace it because this method of teaching has failed to create an

environment that nurtures and challenges learner. The author also stated that under the trend of globalization in the recent two decades, such as the increasing international interaction for various purposes, pedagogies of teaching vocabulary has become very important. The author also mentioned that learners' vocabulary proficiency would be tested because students need to carry out conversations in an appropriate and understandable way. Vocabulary teaching would contribute to this point because it is directly associated with the real world. Lin (2009) suggested that English teachers use interactive approaches in order to teach new words because "students are going to enter the real international societies, where comprehensible and fluently communication should be preceded through sufficient vocabulary" (p. 2). Her study aimed to investigate the pedagogies of teaching L2 vocabulary. She reported a research plan conducted in a National University of Taiwan with twenty-six students at intermediate level in a general language course. Her finding implies that teacher-centered approaches, like the audiolingual method, should be replaced by student-centered approaches. The author suggested using updated vocabulary strategies, such as, interactive activities in pairs or groups, watching films with subtitles in English and visit Corpus of Contemporary American English's website to help understand the new words in context. She then suggested that several updated vocabulary teaching methodologies should be applied because effective pedagogies for teaching vocabulary would be the ones that "stir the learners' desire of interacting with peers..." (Lin, 2009, p. 13). The author proposed interaction because learners are more comfortable practising with their colleagues and will be able to recall the words in the future. In this regard, teachers should use a mix of approaches for maximum engagement and language acquisition in their classroom. Eclectic teachers are more concerned about being the facilitator and have more flexibility than they are about the consistency of their method. One of the main goals is to adjust their approach depending on their students' learning needs.

#### 4.3 The Post-observation meeting

In this meeting, the researcher and the teachers discussed the students' responses and reflected on the pedagogical approach used to teaching vocabulary. Teachers were asked to read their reflective journals and share their experiences with others in the meeting. These journals helped teachers to formulate their own opinions about the methodology used, express themselves openly with other teachers, contemplate new ideas and document their

experiences. When it came to vocabulary instruction, teachers felt that a change should be made because students' engagement and motivation affected their teaching and the students' learning of the language. Teachers acknowledged the learning process of moving from the mechanical drill activities which they had in every single lesson to eventual reproduction of the vocabulary. Similar to the findings from the students' interview, teachers also drew a conclusion that it was essential to know the learners' opinions because all students need a personal connection to the material so they feel more engaged and motivated to practice the words. One of the teachers' statements was the following,

When I stood there and saw their unhappy faces with the repetition... I realized that students need a personal connection to the material, whether that's through engaging them emotionally or connecting the new information with something that interests them. Without that, students may not only disengage and quickly forget the new vocabulary, but they may also lose the motivation to try.

Due to the fact that this teacher was not able to make changes in the methodology, she lost focus and did not think about any changes or making adaptations to vocabulary lessons.

Another extract from Teacher B,

When I asked to myself: 'What is going on with this class?' I then realized that, if students don't believe a certain vocabulary lesson is relevant, or within the scope of their capabilities, those students are not going to use the new words because they didn't master the vocabulary effectively, it's probably not going to sink in.

In the meeting, the teachers found that teaching the drills alone was demotivating. By reading their thoughts aloud, they were able to recognize important arguments of the situation. Teachers only came to this conclusion in the meeting because they were asked to reflect upon their teaching which is something that the institution does not want them to do. In the light of the fact that teachers cannot use another methodology, they felt demotivated and somehow ignored the facts that students were not engaged. However, when they were given a chance to reflect upon their writing and reunited with other colleagues without the

school supervision, all teachers were able to freely discuss about their concerns. In addition, some teachers suggested that relevance could be established through showing how the lessons are taught in class. They also expressed the importance of relating the material to students' everyday routine, or finding the students' needs in current newsworthy issues to drive learners away from the mechanical activities. According to Richards and Lockhart (2007) and the findings above, it is true that "English language teachers reported that they are willing to assume professional responsibility, that they can take charge of their teaching, and that they can improve the learning outcomes of their student" (p. 40). The researcher also encouraged all teachers to keep writing their reflective journals in order to help them analyze new teaching events, share their experiences, and align future actions in their teaching.

### *The lesson plan*

The post-observation meeting also exposed teachers to new viewpoints that helped promote growth in their teaching. To conclude the meeting, teachers planed a vocabulary lesson by making use of different techniques according to this study and the students' needs. This lesson plan was presented in the review class to reinforce the new vocabulary learnt and also to practice it see table 6.

**Table 6 - Teachers' Lesson plan**

<b>Lesson plan</b>	
Grade level: A2 Students (teenagers, 13-17) 9 students	
Time: 60 min	
<b>Lesson overview:</b>	
Summary: Brief description of the lesson (review W2) and use a new teaching technique, such as promote interaction.	
<b>Objectives:</b>	
Review previous vocabulary, promote interaction, motivation, and expose students to the language and use other teaching techniques.	
<b>Procedure:</b>	
15:00 – 15:15	Play the audio recordings of the review lesson and do some drills.
15:15 – 15:25	Use flash cards to review the sports, instruments and the action "can/can't/can you?" of the previous lesson.
15:25 – 15:45	In pairs, students will write a few sentences using "can/can't" "and" "but". For example: I can't swim but I can ride a bike. Go around and help students

	create their own sentences.
15:45 – 15:55	When students are ready, they will exchange information and ask each other questions about their abilities using “can/can’t/can you?” using the vocabulary learnt (sports and instruments). They can opt for hobbies if they like.
15:55 – 16:00	Go over with the review homework of the course book and have a final wrap-up with them to give feedback.
<b>Materials:</b>	
Students’ book, audio recordings and flash cards.	
<b>Anticipated problems: (use games)</b>	
If students finish the sentences early, the teacher will play with the animal flash cards. In pairs, they will choose an animal and will have to write a sentence about the animal’s abilities using “can/can’t” “and” “but”. When they are ready, one member will read the sentence aloud and the others will have to guess which animal they are talking about. The teacher will monitor them when they are preparing their sentences trying to encourage the use of English.	
<b>Other relevant information:</b>	
This lesson plan will raise students’ awareness of other learning strategies. They will review vocabulary by interacting with their colleagues and use the L2 more naturally.	

As seen in this new lesson plan, teachers used an interesting activity and made an adaptation of the existing review lesson of the coursebook. They used flash cards and encouraged students to create their own sentences. Later, the students used these sentences to do a pair activity and use the vocabulary learnt in a real conversation. This lesson plan was very important because students had limited time to use the language and teachers were able to combine the school proposed method to a new strategic lesson so students could practice the new words in a meaningful way. The feedback of this lesson plan of teachers and students were expressed in table 7.

Table 7 - Feedback of the lesson plan

<i>All participants’ feedback</i>			
<b>Participant</b>	<b>Document</b>	<b>Findings</b>	<b>Participant findings</b>
<b>Student A</b>	Lesson plan	“I’ve noted that I used more English in class. We didn’t have to listen and repeat the review, it was fun.”	<b>Teacher A:</b> “My main goal was to promote interaction and motivation because interaction gives students opportunity to use the L2. Students were used to repeat the drills in unison and did not use the L2 to talk about
<b>Student B</b>	Lesson plan	“As for me... it was good because I tried to speak louder and everything went well.”	

<b>Student C</b>	Lesson plan	“We were a little noisy when working in pairs but it was a good thing because we were also talking and trying our best for the dialogue.”	themselves. This lesson plan was a great strategy because they could talk and use the language more naturally.”
<b>Student D</b>	Lesson plan	“I enjoyed the activity to talk to your partner because now I feel more comfortable saying in English what I can or can’t do. I’m willing to learn more vocabularies and get ready for our next dialogue. Can’t wait!”	<b>Teacher B:</b> “I was monitoring them all the time because it was the first time they were asked to create sentences. We agreed not to use the animal game cause it didn’t have much time, but I had to, because they were so enthusiastic... I had to use the last five minutes to keep playing the game. I think it was very successful.”
<b>Student E</b>	Lesson plan	“Very good review! It’s very interesting when we are asked to communicate because we need to use all the words that we know to agree, disagree or even to express a feeling. I could have said more things but I was a little shy. Maybe if we have more dialogues, I could practice more and say the words that I already know.”	<b>Teacher C:</b> “I only used 10 minutes to play the audio of the review lesson and then I followed the rest of the lesson plan... I was afraid we wouldn’t have time for the fun activity. And we really needed a fun part! But thank God everything was okay and we had a great review.”
<b>Student F</b>	Lesson plan	“I really enjoyed this lesson, and I suggest we do the same for every review lesson.”	

As seen in the feedback above, all participants were satisfied with this teaching approach and were stimulated by the other activities that teachers designed for this lesson plan.

### *General Finding*

The findings of the post-observation meeting were very useful because teachers could consider the students’ needs and opinions about the school methodology. The teachers discussed their own findings and agreed on some ideas for improvements. With different backgrounds, as discussed in the interviews, each teacher had different opinions and different ways of helping their students develop L2 vocabulary. However, they were all open to other methodologies and tried to promote motivation in class. In addition, these teachers depended on the coordinator’s approval to teach those lesson plans according to

the school program. On the other hand, teachers had the review classes available to start presenting the new teaching techniques as discussed previously in the post-observation meeting. Each participant, (teachers and students) shared their opinions and had different suggestions on how to improve vocabulary instruction. As for the teachers, they shared similar challenges in the classroom because they could not make their own lesson plan and had to strictly follow the coursebook. However, teachers designed a lesson plan of their own, asked for approval and made an adaptation according to their instructional needs. This was an unexpected and crucial strategy that can be introduced to enhance vocabulary acquisition.

## **CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents conclusions, implications and suggestions of the research that has been conducted in the following sections:

## 5.1 Conclusion

The intention of this dissertation was to answer the following research questions

- How do English teachers at this language school teach vocabulary to A1 students?
- What are the teachers' and the students' opinions about the pedagogical approach used in class?
- What other strategies can be introduced to enhance vocabulary acquisition?

The researcher investigated the methodology that English teachers use to teach vocabulary, the students' and teachers' beliefs about vocabulary and methods, the teachers' challenges and some effective and less effective approaches proposed by students and teachers in the results section. The results confirmed that vocabulary was a crucial element when studying English because vocabulary helps learners understand, communicate with others and express their ideas in the target language. It was apparent that teachers and students shared similar sentiments about their pedagogical approach. All participants outlined a need of using other activities besides the drills in the lessons. The results revealed an expression of disparity between the ideal (their suggestions) and the reality. In this sense, all participants shared opinions on how they could use a different pedagogical method in the classroom. The lesson plan was an example of new strategies that can be introduced to improve the teaching of new words.

As seen in the interviews, there are wide beliefs of using a variety of approaches or use some adaptations in the lesson to teach vocabulary. Not only the teachers but also the students were asked the same question about their beliefs in learning vocabulary, and opinions about other learning strategies. In short, they all asserted a need to try out other learning strategies besides the repetition activities proposed in every lesson of the coursebook. These beliefs that teachers and students shared, were expressed in the literature review as well. For example, the literature presented the importance of exposing learners to a wider variety of teaching techniques in order to pursue efficient learning outcomes. It also outlined that more learning opportunities, such as, encouraging learners to interact and use the language more, would definitely improve learners' vocabulary as well as their overall language (Linse & Nunan, 2005). However, language schools in Brazil are a unique blend of challenges and limitations when it comes to time, curriculum, and the motivation of the

students for taking the language course. For this reason, teachers want to meet these challenges creatively and try to use a large repertoire of teaching techniques to effectively teach the target language.

In the post-meeting observation, all teachers shared their own experiences and were open to use other approaches. However, in terms of similarity, they all used the same pedagogical approach which was proposed by the school's board. The institute has a tendency to the audiolingual approach and teachers are trained to follow the vocabulary instructions according to the school's methodology. Students are not given an opportunity to discover active approaches and therefore, use the new vocabulary effectively. The English teachers in this school are personalising the language by asking the students their preferences on the area of vocabulary being taught. These teachers are more aware of the updated approaches and the use of technology which can be applied for improving the teaching in the classroom but they struggle to use it because they need to follow the school's program. Even though teachers face some difficulties of using other techniques, they all tried hard to motivate and engage students with the new vocabulary. For example, in the review class, the teacher used the audiolingual method first to present the content and then, used the help of other strategies, such as, dialogues and games for revising the new vocabulary. This was an aspect which they created to combine both traditional and strategic methods for better teaching the words.

Therefore, the teaching approach was substantially circumscribed by the conditions of these teachers. This study was very useful to unearth teachers' underlying beliefs about their methodology and perceptions about a variety of teaching techniques. With the help of the coordinator and the researcher, all teachers were able to use the review lessons created with new strategies to engage learners. However, they were not aware of how to use a new methodology besides the Audiolingual method. To Bailey (1997) "many teachers have never been given opportunities to and they may not be fully aware of them" (p. 89). This citation expresses the rough reality of the English teachers in this language school because they are not aware of the many teaching techniques that could be used in class. Nevertheless, teachers were aware that vocabulary growth occurs when they "immerse students in words in a variety of ways and get them personally and actively involved in

constructing word meanings” (Duke & Bennett-Armistead, 2003, in Bintz, 2011, p. 46). Teaching is more than just knowing what to teach, or even knowing the ways to teach it, but a dynamic interplay that requires a constant alteration of what and how the teaching meets the needs of the students in class at a particular time (Bailey, 1997). Learning new vocabulary can seem like a very daunting prospect but with the right method and approach, learners will be able to use the language.

## 5.2 Implication

Based on the result of the study, the researcher found that the proposed pedagogy of vocabulary teaching and learning of this school should be revised. There is an urgent need to revise the traditional methods, and provide more dynamic approaches of teaching. As expressed in the literature review, the audiolingual method is a traditional way in which education was delivered through recitation and memorization techniques. Because the audiolingual method used a lot of repetition and memorization to educate learners, it meant that they were not encouraged to learn words with associated meaning, and were not able to use the language in a natural way. The researcher’s opinion on why this school and some teachers use the audiolingual method is because learners memorize a sentence or two and they are able to pronounce it correctly due to the repetition of the sentence. The audiolingual method focused on acquisition of patterns and structures rather than on the understating of words. According to Thornbury (2002) drilling is employed to make learners get accustomed to the word form especially to how it sounds. One of the reasons some teachers use this method is because it makes students more familiar with the word. Another opinion is because the audiolingual method is something different to what the state schools in Brazil teach, which is only the basic grammar rules. On the other hand, teachers are aware that drilling does not promote interaction and communication because it is not effective and natural. Unfortunately, this is the only methodology that learners are exposed to in this institution. According to Brown (2007) no single method would guarantee universal success. No method of learning new words is perfect or will fit all the teachers’ and students’ needs. Instead, teachers could use an eclectic approach and take vocabulary activities from all different methods and tailor to their needs in the classroom. In this sense, working within the challenges of this school, these English teachers ultimately strive to

facilitate vocabulary instruction for their students. As seen in the observations, they all try to engage students in order to make their lesson more enjoyable and interesting.

This study implies that mixes of approaches are very important in the teaching-learning process to improve students' vocabulary. The students were more familiar with the vocabulary and felt motivated with the interaction and fun activity of the review lesson that teachers designed together. It also implies that mixes of approaches are essential in learning new vocabulary because it can encourage learners to be more productive and therefore, collaborate to an effective learning. In this sense, the results of this study indicated that the teaching-learning process has to be interesting in order to engage learners and help them use the vocabulary learnt effectively.

### 5.3 Suggestion

From the conclusions and implications above, the researcher made some suggestions related to the teaching of L2 vocabulary to A1 students.

#### A. For the teacher

Teachers mostly feel demotivated to use other techniques in the review lesson to teach new vocabulary. They sometimes forget that it is paramount to promote students' engagement. Moreover, teachers also forget to pay attention to teach vocabulary effectively and overestimate the importance of vocabulary development. It is important to keep in mind that students must understand and practice the vocabulary learnt during the teaching in class. The researcher proposes that teachers avoid the conventional methods and try to investigate how they can encourage students to use the new vocabulary in a more effectively interactive way. Thus, the teachers must use interesting and creative techniques to encourage learners to use the vocabulary more naturally. The lesson plan designed in the post-observation meeting by the teachers is an example of how to facilitate students to effectively learn new vocabulary. This suggests a mix of approaches, including the interactive strategy that teachers designed and those proposed in the literature review, such as dialogues, guessing from context, games and so on. Through the coordinator's approval, teachers were able to use other resources such as, games, flash cards, and dialogues. In this

connection, teachers successfully exposed learners to the target language and they were encouraged to use the vocabulary learnt.

#### B. For the school

The school believes that repetition is highly valued, whether it be repeating vocabulary, grammar conjugations sounds or phrases. The only instructions learners are given is to listen and repeat. It is hence not surprising that many students only do the repetition and do not understand how to use the words in a sentence. In fact, this old method leads to demotivation because students get bored easily during the instructions, not to mention the unnatural way of using the language which makes them forget the words they learnt easily. The school should support teaching-learning by providing more effective and efficient ways for the teacher to access other techniques and sources to engage the students. Additionally, the institution does not promote teacher autonomy, especially the degree to which they can make autonomous decisions about what they teach to learners and how they teach it. Therefore, infringing on teacher autonomy in the classroom undermines the students' ability to learn because teachers are in the best position to guide students, and make important decisions about educating learners. For this reason, they should be given as much autonomy as possible when it comes to choosing instructional education techniques and designing lessons. In addition, students build a strong connection with the teacher and they are likely to trust the teacher more, show more engagement in learning, behave better in class and attain a higher levels of achievement. If these teachers were more autonomous, they would know how to build a strong relationship with learners. A positive relationship draws students into the process of learning and promotes their desire to learn.

Hence, it is also possible for institution and teachers to work together in order to attract learners by selecting a few techniques that engage and motivate students to learn new words effectively. As mentioned above, this is an international chain and this school follows the international curriculum. The institution does not need to be entirely led and managed by what is imposed on them. This language school must consider the needs of learners and make decisions upon their needs.

#### C. Suggestions by the researcher

The first research question, on how do English teachers at this language school teach vocabulary to A1 students, was answered when the researcher observed all the class and confirmed that all teachers were using the audiolingual method to teach vocabulary in all lessons as suggested by this school. The researcher suggests that teachers and institution use other teaching methods to improve the teaching-learning as recommended in this study. These results might be relevant for schools or teachers who use the audiolingual method as their main methodology to teaching vocabulary.

The second question about the teachers' and the students' opinions of the pedagogical approach used in class, was answered when the researcher conducted interviews with teachers and students. They all expressed feelings of disappointment and were demotivated due to many repetitions of the coursebook activities. They all believed that those lessons could be adapted to include more interesting and creative activities. The researcher also suggests all teachers to encourage students to interact in class and try to use the vocabulary as much as possible.

The last question about the strategies that could be introduced to enhance vocabulary acquisition was answered in the post-observation meeting when teachers designed a lesson plan. The teachers decided to design this lesson plan of their own after discussing their experiences about teaching using their reflective journals as recommended by the researcher. This attitude was unexpected and it happens to be a good research tool for this study because they were only supposed to share ideas and to reflect on their teaching. They used different activities to motivate the students in the review lesson. In the lesson plan teachers used the audiolingual method to quickly review the vocabulary and then, used dialogues to promote interaction and creativity because students needed to practice and participate in class. It was a combination of the traditional and the communicative method. Likewise, the eclectic approach is paramount because teachers can combine various approaches to teach vocabulary depending on the lesson and the students' context. Eclecticism is important because some teachers have to follow a strict curriculum in their language school and they need to make a few adaptations to suit the requirement of the students.

It is expected that the findings of this study can be used as additional reference for further research in different language school context. Including more participants from different schools and how they teach new vocabulary to A1 students. For example: if teachers have to strictly follow the coursebook lessons and the syllabus, if they have autonomy to design a lesson plan, and the challenges they face when teaching vocabulary. These findings were useful to my development as a teacher because I could reflect upon my teaching style and understand the importance of effective vocabulary instruction. This study also contributed to my goal as an educator to make a difference in teaching and use this knowledge to help students learn the target language. Knowledge cannot be only cumulative, it has to grow effortlessly. As Borg (2012) outlined “knowledge about language does influence how we teach it” (p. 93). Educators hold the keys to successfully operating the most powerful tool they will ever own, which is knowledge. There is a popular saying that knowledge is power. In fact, knowledge brings more knowledge and teachers can use it to facilitate learning and improve the learning outcomes of their student. As a learner or a teacher I should go the extra mile.

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## Appendix A

### Input lesson 1 and activities (drills)

I drink	I eat	Verbs	Vocabulary	Expressions	Grammar
<p><b>You drink.</b> Eu bebo.</p> <p><b>I drink water.</b> Eu bebo água.</p> <p><b>You drink juice.</b> Você bebe suco.</p> <p><b>I drink coffee.</b> Eu bebo café.</p> <p><b>You drink milk.</b> Você bebe leite.</p> <p><b>I drink coffee and milk.</b> Eu bebo café e leite.</p> <p><b>I drink water and juice.</b> Eu bebo água e suco.</p> <p><b>I drink tea and soda.</b> Eu bebo chá e refrigerante.</p> <p><b>I eat bread and I drink milk.</b> Eu como pão e bebo leite.</p> <p><b>I eat cheese and I drink tea.</b> Eu como queijo e bebo chá.</p> <p><b>I eat fish and I drink soda.</b> Eu como peixe e bebo refrigerante.</p>	<p><b>You eat.</b> Você come.</p> <p><b>I eat bread.</b> Eu como pão.</p> <p><b>You eat cheese.</b> Você come queijo.</p> <p><b>I eat fish.</b> Eu como peixe.</p> <p><b>You eat meat.</b> Você come carne.</p> <p><b>I eat bread and ham.</b> Eu como pão e presunto.</p> <p><b>I eat bread and cheese.</b> Eu como pão e queijo.</p> <p><b>I eat fish and meat.</b> Eu como peixe e carne.</p> <p><b>I eat cheese and you eat ham.</b> Eu como queijo e você come presunto.</p> <p><b>I drink milk and you drink coffee.</b> Eu bebo leite e você bebe café.</p> <p><b>I eat bread and you eat cheese.</b> Eu como pão e você come queijo.</p>	<p><b>to drink</b> beber</p> <p><b>to eat</b> comer</p>	<p><b>coffee</b> café</p> <p><b>tea</b> chá</p> <p><b>milk</b> leite</p> <p><b>juice</b> suco</p> <p><b>soda</b> refrigerante</p> <p><b>fish</b> peixe</p> <p><b>meat</b> carne</p> <p><b>cheese</b> queijo</p> <p><b>ham</b> presunto</p> <p><b>bread</b> pão</p> <p><b>and</b> e</p> <p><b>I</b> eu</p> <p><b>you</b> você</p>	<p><b>thank you</b> obrigado</p> <p><b>thanks</b> obrigado</p> <p><b>please</b> por favor</p> <p><b>hi</b> oi</p> <p><b>hello</b> oi, olá</p> <p><b>goodbye</b> tchau</p>	<p><b>I drink</b> Eu bebo</p> <p><b>I eat</b> Eu como</p> <p><b>You drink</b> Você bebe</p> <p><b>You eat</b> Você come</p>

## Drills

### Lesson 1

#### Verbs

1. Eu bebo / como
2. Você bebe / come

#### Vocabulary

3. Eu bebo leite / café / suco
4. Você bebe suco / refrigerante / água
5. Eu como presunto/ peixe / carne
6. Você come carne / pão / queijo
7. Eu bebo café e leite / água e chá / suco e refrigerante
8. Eu como pão e queijo / queijo e presunto / peixe e carne
9. Você come presunto e queijo / carne e peixe / pão e presunto

#### Expressions

10. Eu bebo café e como pão e queijo, obrigado / por favor

## Appendix B

### Output Lesson 18, Review lesson 3 and Drills

Speak Right Now
Song 18

*I read books every day*    e-mails    magazines  
*I don't read books every day*    many letters    the newspaper  
*Do you read books every day?*

**Conversation**

How many e-mails do you write every day?  
I write about 10 e-mails every day.

Do you read the newspaper at night?  
Yes, I do. I read newspapers at night.

Do you go to church with your family on weekends?  
Yes, I do. I go to church with my family on weekends.

Do you understand what I read in English?  
Yes, I do. I understand when you read in English.

**Questions**

Do you like to write e-mails to your teacher? *write/parents*

Do you read books in the evening? *read/magazines*

When do you write to your grandparents? *write/last time*

Where do you like to go with your friends? *go to school/restaurant*

How many letters do you have? *have/ten letters and more*

Do you like to go to the beach on weekends? *like to go*

How many books do you have at home? *have/sixteen*

Do you understand English now? *understand/now*

Do you play the piano? *play/piano*

What time do you get up every day? *get up/early*

Do you have a brother? *have/brother*

Do you have to write e-mails in English at your work? *have to/write/English*

**I don't have time**


I don't have time  
I really don't  
I don't have time today  
I don't have time for you today


I have to go now, you know  
I'm so sorry, but I have to go  
I'd like you to stay - no serious

See you later, see you soon  
I'm so sorry, but I have to go  
I'd like you to stay - see you tomorrow

**Glossary**

to have    to have to  
have    have to



**Interaction**


Review 3
Song

**Improve your pronunciation**

shoes	an apartment	thirteen - thirty	seventeen - seventy
bubble gum	slice	fourteen - forty	eighteen - eighty
shirt	girl	fifteen - fifty	nineteen - ninety
ice cream		sixteen - sixty	

**Highlights**

I buy milk for the cat.  
I sell books to Jane.

I write about cities.  
I have about 20 books.

1:00 It's one o'clock.  
2:15 It's two fifteen.  
3:30 It's three thirty.  
4:50 It's ten to five.

I get up at noon.  
I go to bed at midnight.

Nice to meet you.  
Nice to meet you, too.

How many cars do you have?

What time is it?  
What time do you go to school?  
What is your e-mail?

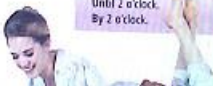
I study English until 11 a.m.  
I read my magazines at 9 p.m.  
I have to write this letter by tomorrow.

I write to my family.  
I read to my children.

I know your brother.  
I know how to go downtown.

I want some ice cream.  
I want some water.

It's 2 o'clock.  
At 2 o'clock.  
Until 2 o'clock.  
By 2 o'clock.



**Very Much**

Very much  
I love you very much  
Very much  
I love my family very much


Very, very, very, very much

So much  
I love my friends so much  
So much  
I love you so much

So much  
So much

**Glossary**

to love    to love  
love    love



**Lesson 18****Fixação**

1. Eu gosto muito de ler / escrever / estudar
2. Eu gosto de escrever cartas no escritório / emails / em casa
3. A que horas você vai para o escritório? / escola / loja
4. Eu não sei a que horas você vai à escola / trabalho / escritório

**Passe para o negativo**

5. I write letters to my boyfriend.
6. You get up at six thirty every day.
7. I read a magazine every weekend.
8. I have to write this email by noon.

**Passe para o afirmativo**

9. You don't need to read the newspaper.
10. I don't have to write many emails today.
11. I don't have to get up at 6:00 every day.
12. I don't go to school at 8 a.m.

**Review 3****Highlights / Part 1**

1. Eu preciso comprar carne e peixe no mercado.
2. Eu quero ajudar meus avós, mas não tenho tempo.
3. Eu tenho que escrever este email até meio-dia.
4. Eu sei falar espanhol muito bem.
5. Eu não preciso vender meu carro.
6. Eu leio o jornal todos os dias.

**Part 2**

7. O que você prefere: escrever cartas ou ler livros?
8. A que horas você vai dormir?
9. Quando você gosta de ir ao shopping?
10. O que você quer comprar para mim?
11. O que você gosta de ler?
12. Você prefere estudar inglês ou francês?

**Drills**

## Appendix C

### Written consent



#### Pedido de autorização aos Encarregados de Educação

Caros Pais e Encarregados de Educação,

O meu nome é Erika Martins Cavalho Marques, e é com muito gosto que irei estagiar com o seu educando durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 2º Ciclo, na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa. O mestrado implica que durante o estágio faça um pequeno projeto de investigação, que será incluído na minha dissertação final. O meu trabalho intitula-se: *An analysis of the pedagogical approach to vocabulary teaching at a language school in Southeast Brazil [Uma análise da abordagem pedagógica do ensino de vocabulário em uma escola de idiomas no sudeste do Brasil]*.

Por conseguinte, venho por este meio solicitar a vossa autorização para poder incluir o seu educando neste projeto que vai decorrer entre agosto e setembro de 2018, durante o meu estágio.

Depois de pedida autorização ao seu educando para a/o incluir no meu estudo, a recolha de dados será efectuada mediante o uso de entrevistas, realização de fichas de trabalho e observações. A instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

Informo que a qualquer momento o seu educando pode escolher não participar das entrevistas, e que as informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

Se tiver questões a colocar, agradeço que me contactem pessoalmente através da professora titular da turma.

Ficarei muito grata se der autorização para que o seu educando possa participar no meu estudo. Solicito que esta autorização seja assinada e entregue tão brevemente quanto possível.

Subscrevo-me atenciosamente

Erika Martins Carvalho Marques

Serra, 22 de setembro de 2018

Erika Martins Carvalho Marques

Mestrado em Ensino de Inglês 2º Ciclo

FCSH, Universidade Nova Lisboa



Eu, \_\_\_\_\_

Encarregado de Educação de \_\_\_\_\_

declaro que fui informado(a) dos objectivos do projeto intitulado, *[Uma análise da abordagem pedagógica do ensino de vocabulário em uma escola de idiomas no sudeste do Brasil]*, e autorizo o meu educando a participar no estudo.

Data: \_\_\_\_\_

Assinatura: \_\_\_\_\_

## Appendix D

### Classroom Observation Task 1

Pedagogical features

Teaching Approach	<ul style="list-style-type: none"> <li>. Presenting vocabulary</li> <li>. Organizing</li> <li>. Teaching techniques</li> </ul>	Comments:
Teacher's use of materials	<ul style="list-style-type: none"> <li>. Use of textbook</li> <li>. Use of other resources</li> </ul>	
Pedagogical approach	<ul style="list-style-type: none"> <li>. The way the lesson opens, develops and closes</li> <li>. The number of activities that constitute vocabulary</li> <li>. The link and transitions between activities</li> </ul>	
Cousebook Lessons	<ul style="list-style-type: none"> <li>. Lessons are interesting, fun or strategic</li> <li>. Use of dialogues or meaningful communication</li> <li>. Use of vocabulary reviews</li> <li>. Explanations of vocabulary</li> </ul>	
Types of teaching activities	<ul style="list-style-type: none"> <li>. Whole-class</li> <li>. Pair or group</li> <li>. Individual</li> </ul>	
Classroom management	<ul style="list-style-type: none"> <li>. Setting up groups</li> <li>. Maintaining order</li> <li>. Time management</li> <li>. Seating arrangements</li> </ul>	
Student's use of vocabulary	<ul style="list-style-type: none"> <li>. Use of vocabulary in group work</li> <li>. Use of vocabulary in real events</li> <li>. Use of previous vocabulary learnt</li> <li>. Problems with pronunciation, spelling, meaning, memorization, etc.</li> </ul>	
Student's interaction and engagement	<ul style="list-style-type: none"> <li>. Students are engaged with materials</li> <li>. Questioning behaviors</li> <li>. Students are improving</li> </ul>	
Teacher	<ul style="list-style-type: none"> <li>. Ability to deal with occasional classroom problems</li> <li>. Feedback techniques or evaluation</li> </ul>	

**Classroom Observation Task 2****Field Notes**

<b>17:00</b>	<i>Class begins.</i>
<b>17:05</b>	
<b>17:10</b>	
<b>17:15</b>	
<b>17:20</b>	
<b>17:25</b>	
<b>17:30</b>	
<b>17:35</b>	
<b>17:40</b>	
<b>17:45</b>	
<b>17:50</b>	
<b>17:55</b>	<i>Teacher explains homework</i>
<b>18:00</b>	<i>Teacher concludes class</i>

## Appendix E

### Teacher interview protocol

1. Thank the teacher for his or her time.
2. Please tell me about your background. How did you learn English? How many years have you taught? What levels of foreign language have you taught?
3. Why did you decide to teach foreign language? What is the best part of teaching? The most challenging?
4. How long have you been teaching at this language school?
5. What role do you think vocabulary plays in learning a second language?
6. When do you teach new vocabulary?
7. How much time do students spend in your class each week?
8. How is new vocabulary presented to your students?
9. How do you believe students learn L2 vocabulary?
10. Are there any other teaching techniques that you use to teach vocabulary?
11. Do you believe students learn better when a variety of teaching techniques are presented?
12. What activities of teaching vocabulary do you find most effective? What activities do the students enjoy most?
13. Do you think it is important to expose students to different teaching materials, such as, the use of technology, dictionary, dialogues, games or any other strategies?
14. Do you believe students are actively involved with the techniques used in class to learn vocabulary?
15. In your opinion, what improvements could be made to better teach vocabulary to A1 students?
16. Is there anything else you would like to share about your teaching of vocabulary?

## **Appendix F**

### Student interview protocol

1. Thank the student for his or her time.
2. How long have you been studying here? Why did you enroll at this language school?
3. How do you learn new vocabulary in class?
4. When do you learn new vocabulary?
5. What role do you think vocabulary plays in learning a second language?
6. How much time do you spend in your class each week?
7. In your opinion, what is the difficulty in your vocabulary learning?
8. What do you think about the coursebook materials? Do you believe that the activities there help you overcome your difficulties in learning new vocabulary?
9. What is your opinion about the techniques used in class to teach vocabulary?
10. Do you think it is important to use different activities, such as, guessing from context, multiple encounters, dictionaries, cognate, dialogues, games or any other strategies to learn vocabulary? (Explain the unknown activities and give examples)
11. Are you happy with the approach used in class to learn new vocabulary?
12. Do you feel that you have made improvements with this methodology?
13. In your opinion, what improvements could be made to better learn vocabulary?
14. Is there anything else you would like to share about your learning?

## **Appendix G**

### Post-observation meeting



### Pedagogical features Results Task 1

#### *Pedagogical features (Teacher A)*

Teaching Approach	. Presenting vocabulary – Food and fruits . Organizing . Teaching techniques	<b>Comments:</b> Lessons 5,9 Repeat/ Drills and teacher used the food students know	<b>Comments:</b> Lessons 7,11 Repeat/ Drills
Teacher's use of materials	. Use of textbook . Use of other resources	. Yes . Places and food learners know	. Yes . No
Lesson structure	. The way the lesson opens, develops and closes . The number of activities that constitute vocabulary . The link and transitions between activities	Students listened to what the teacher said and repeated. Did the drills and used the usual method.	Teacher A followed the lesson plan
Coursebook Lessons	. Lessons are interesting, fun or strategic . Use of dialogues or meaningful communication . Use of vocabulary reviews . Explanations of vocabulary	. more or less . No  . No . No	. No  . No  . No . No
Types of teaching activities	. Whole-class . Pair or group . Individual	. Yes . No . No	. Yes . No . No
Classroom management strategies	. Setting up groups . Maintaining order . Time management . Seating arrangements	. No . Yes . Appendix Field Notes . The same	. No . Yes . Appendix Field Notes . The same
Student's use of vocabulary	. Use of vocabulary in group work . Use of vocabulary in real events . Use of previous vocabulary learnt . Problems with pronunciation, spelling, meaning, memorization, etc.	. No . Teacher linked the vocabulary to learners' routine and asked about their favorite food/fruit . No . No	. No . No  . No . No
Student's interaction and engagement	. Students are engaged with materials . Questioning behaviors . Students are improving	. No . No  . A little	. No . No  . A little
Teacher	. Ability to deal with occasional classroom problems . Feedback techniques or evaluation	. Yes  . No	. No  . No
<p><b>Results: In lessons 5 and 9, Teacher A was trying to involve students by linking the new vocabulary to their routine. She asked learners to create short dialogues using the new vocabulary. In lessons 7 and 11, she followed the coursebook and the rest of the lesson remained the same. However, she was open to using other technique after the repetition in lessons 5 and 9.</b></p>			

#### *Pedagogical features (Teacher B)*

Teaching Approach	. Presenting vocabulary – Jobs, holidays and sports . Organizing . Teaching techniques	<b>Comments:</b> Lessons 17, 23, and 25 Repeat/ Drills and teacher used the jobs that students like	Comments: Lesson 19
Teacher's use of materials	. Use of textbook . Use of other resources	. Yes . Future jobs	. Yes . No
Lesson structure	. The way the lesson opens, develops and closes . The number of activities that constitute vocabulary . The link and transitions between activities	Teacher asked: What job would you like to do in the future? In the holidays lesson he asked about their favorite holiday. Finally, in the sports lesson he talked about their sports and hobbies	Teacher B strictly followed the lesson plan
Cousebook Lessons	. Lessons are interesting, fun or strategic . Use of dialogues or meaningful communication . Use of vocabulary reviews . Explanations of vocabulary	. more or less  . No  . No . No	. No  . No  . No . No
Types of teaching activities	. Whole-class . Pair or group . Individual	.Yes . No . No	.Yes . No . No
Classroom management strategies	. Setting up groups . Maintaining order . Time management . Seating arrangements	. No . Yes . Appendix Field Notes . The same	. No . Yes . Appendix Field Notes . The same
Student's use of vocabulary	. Use of vocabulary in group work . Use of vocabulary in real events . Use of previous vocabulary learnt . Problems with pronunciation, spelling, meaning, memorization, etc.	. No . Teacher linked the vocabulary to learners' routine . No . No	. No . No  . No . No
Student's interaction and engagement	. Students are engaged with materials . Questioning behaviors . Students are improving	. No . No  . A little	. No . No  . A little
Teacher	. Ability to deal with occasional classroom problems . Feedback techniques or evaluation	. Yes  . No	. No  . No
<b>Results: Teacher B strictly followed the lesson plan in lesson 19. However, in the other lessons he tried to motivate students by asking about themselves. Teacher B tried to make the lessons more memorable by getting learners to talk more about their future jobs, the sports they practice or would like to enrol.</b>			

*Pedagogical features (Teacher C)*

Teaching Approach	<ul style="list-style-type: none"> <li>. Presenting vocabulary – Instruments and Toys</li> <li>. Organizing</li> <li>. Teaching techniques</li> </ul>	<b>Comments:</b> Lessons 51,57 Repeat/ Drills and teacher used the instruments students know and the toys they had at home	<b>Comments:</b> Lessons 55, 59 Repeat/ Drills
Teacher's use of materials	<ul style="list-style-type: none"> <li>. Use of textbook</li> <li>. Use of other resources</li> </ul>	<ul style="list-style-type: none"> <li>. Yes</li> <li>. Places and food learners know</li> </ul>	<ul style="list-style-type: none"> <li>. Yes</li> <li>. No</li> </ul>
Lesson structure	<ul style="list-style-type: none"> <li>. The way the lesson opens, develops and closes</li> <li>. The number of activities that constitute vocabulary</li> <li>. The link and transitions between activities</li> </ul>	Students listened to what the teacher said and repeated. Did the drills and used the usual method.	Teacher A followed the lesson plan
Coursebook Lessons	<ul style="list-style-type: none"> <li>. Lessons are interesting, fun or strategic</li> <li>. Use of dialogues or meaningful communication</li> <li>. Use of vocabulary reviews</li> <li>. Explanations of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>. more or less</li> <li>. No</li> <li>. No</li> <li>. No</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. No</li> <li>. No</li> <li>. No</li> </ul>
Types of teaching activities	<ul style="list-style-type: none"> <li>. Whole-class</li> <li>. Pair or group</li> <li>. Individual</li> </ul>	<ul style="list-style-type: none"> <li>. Yes</li> <li>. No</li> <li>. No</li> </ul>	<ul style="list-style-type: none"> <li>. Yes</li> <li>. No</li> <li>. No</li> </ul>
Classroom management strategies	<ul style="list-style-type: none"> <li>. Setting up groups</li> <li>. Maintaining order</li> <li>. Time management</li> <li>. Seating arrangements</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. Yes</li> <li>. Appendix Field Notes</li> <li>. The same</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. Yes</li> <li>. Appendix Field Notes</li> <li>. The same</li> </ul>
Student's use of vocabulary	<ul style="list-style-type: none"> <li>. Use of vocabulary in group work</li> <li>. Use of vocabulary in real events</li> <li>. Use of previous vocabulary learnt</li> <li>. Problems with pronunciation, spelling, meaning, memorization, etc.</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. Teacher added some instruments used in Capoeira that was not in the lesson. In the other lesson she asked about the toys learners like</li> <li>. No</li> <li>. No</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. No</li> <li>. No</li> <li>. No</li> </ul>
Student's interaction and engagement	<ul style="list-style-type: none"> <li>. Students are engaged with materials</li> <li>. Questioning behaviors</li> <li>. Students are improving</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. No</li> <li>. A little</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. No</li> <li>. A little</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>. Ability to deal with occasional classroom problems</li> <li>. Feedback techniques or evaluation</li> </ul>	<ul style="list-style-type: none"> <li>. Yes</li> <li>. No</li> </ul>	<ul style="list-style-type: none"> <li>. No</li> <li>. No</li> </ul>

**Results: In lessons 51 and 57, Teacher C tried to make the lessons more interesting by asking students about their own toys. She also included local instruments known by the students in order to engage and motivate them. In lessons 55 and 59, she strictly followed the coursebook lessons.**

### Classroom Observation Task 2 - Field Notes

<b>Lessons observed to interpret the schedule</b>	
17:00	Class begins. Teacher entered the class, greeted students and ask them about the homework
17:05	Attendance and homework correction.
17:10	
17:15	Teacher played the audio for the verbs.
17:20	Students practice the 2 new verbs (every input lesson had only 2 verbs as mentioned in methodology in appendix A) in the lesson by doing the drills.
17:25	Teacher played the audio recordings for vocabulary.
17:30	Students practised the vocabulary by doing the drills.
17:35	<i>(Sometimes teachers asked students about their routine in connection with the new words)</i>
17:40	Teacher played the expression section and the grammar audio recordings.
17:45	Students repeated the expressions and did the grammar drills.
17:50	<i>(Sometimes teachers talk to students about the lessons to make it more interesting)</i>
17:55	Teacher explained homework and sometimes encouraged students to use the language by asking a few questions.
18:00	Teacher concluded class.
<b>Results:</b>	<b>All teachers strictly followed these steps but sometimes they encouraged students to talk about themselves so they can practice the new vocabulary.</b>