TRATEGIES USED BY CHILDREN TO LEARN ENGLISH VOCABULARY IN 4ᵀᴴ AND 5ᵀᴴ LEVEL OF PRIMARY SCHOOL

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Research paper presented to the Department of Linguistics and Languages of the University of Nariño in partial fulfillment of requirement for the degree of Bachelor of Pre-school and Primary Basic English.

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SAN JUAN DE PASTO

2003

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ACKNOWLEDGEMENTS

We want to thank to:

I dedicate this research paper above all to God,

for giving me the strength to keep on working.

To my mother for her support and her constant

effort during my carrier. To all my family

for their collaboration and my partner,

Dania López since without her valuable help

this research paper had not got the success.

Deysi Argoti

I dedicate this study research to God,
for being my best friend and for sharing
my triumphs and failures. To my father's
memory, to all my family, for their
constant effort, great help and support.
To my partner Deysi Argoti, for her
comprehension and valuable friendship.
Dania M. López

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ABSTRACT

The English language has an important position in the world, since it has become the universal language for communication. Therefore, it is necessary to analyze the problems that are present in the teaching and learning process of English as a second or foreign language. The purpose of this research was to provide information about the importance of English Vocabulary Learning Strategies in some public schools of Pasto.

The study was performed taking into account children's answers in the survey about strategies they use to learn English vocabulary. We believe that these strategies are important tools for the adequate planning of classes. The results of our research indicated that teachers do not lead children to use Learning Strategies, although children use them unconsciously, because they have an innate ability to learn English vocabulary, but most of the teachers are only limited to giving lists of vocabulary.

RESUMEN

El idioma Inglés tiene una posición especial en el mundo, al convertirse en el lenguaje universal de comunicación. Por consiguiente, es necesario analizar los problemas que se presentan en los procesos de enseñanza – aprendizaje de Inglés como segunda o lengua extranjera. El propósito de esta investigación era proveer información acerca de la importancia de las Estrategias de Aprendizaje de Vocabulario de Inglés, en algunas escuelas públicas de la ciudad de Pasto.

El estudio se llevó a cabo teniendo en cuenta las respuestas de los niños dadas en las encuestas, acerca de las estrategias que ellos usan para aprender vocabulario de Inglés. Nosotros creemos que estas Estrategias son herramientas importantes para la planeación adecuada de las clases. Los resultados de nuestra investigación indicaron que los profesores no guían a los niños en el uso de estrategias de aprendizaje de vocabulario Inglés, aunque los niños las ponen en práctica inconscientemente, porque ellos tienen una habilidad innata para aprender vocabulario en Inglés. La mayoría de los profesores se limitan únicamente a dar listas de vocabulario.

INTRODUCTION

Communication is a necessity between several cultures, in Colombia the teaching of a foreign language is imposed in the educational programs. Nevertheless some teachers in our country are not prepared for teaching a L2 or a foreign language, they do not have the adequate method and materials to teach English, the most of them use traditional methods, children feel bored and do not learn enough English vocabulary, which do not let them express. For that reason we wanted to enhance a study research taking into consideration children needs during the English process.

This research paper is relevant because describe, analyze and classify learning strategies, which could innovate English classes to improve teaching and learning process. This study research was carried out to become aware of the existence of learning strategies, which are useful for children along their acquisition of a foreign language.

1. THE RESEARCH PROBLEM

With this work, we intend to describe the general situation of teaching and learning vocabulary of English in fourth and fifth level of primary school. Besides, we intend to analyze and identify different elements that intervene in our research. We provide different reasons for our research to be feasible. We describe the place in which we would develop our research, the population and location. We also state general and specific objectives, and the possible difficulties that we would find in our research study.

1.1 PROBLEM

1.1.1 Introduction. Nowadays English is very important because people need to know a second language for different reasons. Besides, it enhances new opportunities in life and complements education in general terms. Our research paper would provide information about strategies used by children to learn a foreign language in fourth and fifth level of primary school. We became aware of the majority of teachers and even ourselves need to recognize and identify the strategies used by children in a learning situation. We would like to demonstrate that children really apply learning strategies when they are learning a foreign language but sometimes teachers are not aware of them.

Our research is relevant because we can analyze, describe and classify the strategies used by children to learn vocabulary in fourth and fifth level of primary school; with this information we would be able to plan, innovate and choose techniques and use the appropriate material to help children learn more vocabulary or learn it in a more effective way.

1.1.2 Description of the problematic situation. The process of learning foreign languages in primary school is teachers' and children's responsibility. However, the teacher has a bigger role since he/she has to take care of implementing a method, a syllabus and the adequate techniques. Besides, he/she should have the capacity to recognize the strategies used by children to learn English vocabulary, which contribute to the success in learning. Since knowing about strategies is relevant, we try to identify and describe the different strategies that children use to learn English vocabulary. Children have different styles of language learning, so the teacher must use different techniques to provide a setting in which the conditions for vocabulary learning are better. However, teacher's efforts are obstructed when schools generally assign only one or two hours a week in average for teaching a foreign language, which is not enough if teachers intend to carry out a serious task.

1.1.3 Problem analysis

Figure 1. Factors that intervene in the teaching and learning process of a L2 or a foreign language
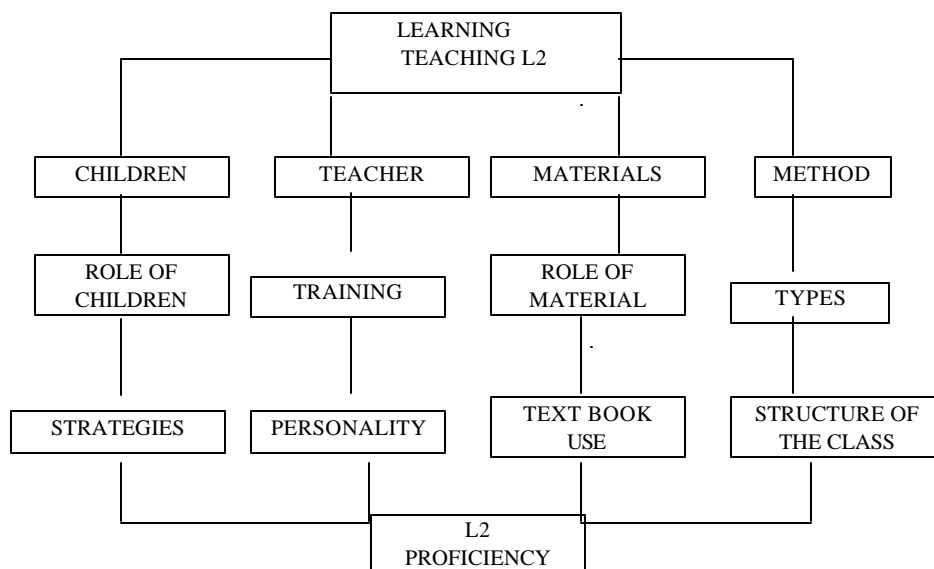
After identifying the problem, it is decomposed in all its parts as indicated in the chart above. It is necessary to analyze them and to identify a relationship between them. For a better understanding of the problem, the following elements are explained:

The first factor is the **Method.** Anthony (1963) quoted by Brown (1994:48) establishes that " an approach is set of assumptions dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well". Richards and Rodgers (1982-1986) cited in Brown (1994:48) state that "An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are techniques and practices that are derived from one's approach and design."

The second factor is the **Teacher.** It is an important factor in our research study because he/she leads children to acquire English vocabulary.

The third factor is **Materials.** According to Bastidas (2002:147) "materials constitute useful aids for the success of any methodology. According to the objectives, syllabus, the learning activities, the learner and the teacher roles we can select and use different types of teaching materials." The materials have other variables such as the use of the textbook and the role of materials in a classroom.

Now the most important concepts for the development of our research is explained, **Children.** We have chosen "children" as an element because they will provide us with the information, which we can use to describe and analyze our research problem.

The main variables in our research study are the strategies used by children to learn English vocabulary in fourth and fifth level of primary school. This is the Independent variable and the outcome of the use of these strategies is the Dependent variable. The relation between the variables is the betterment in the students learning of a foreign language.

1.1.4 Problem statement. What strategies are used by children to learn English vocabulary in fourth and fifth level of primary school?

1.1.5 Problem evaluation. Our research problem is prominent because the results that we may obtain really impact in the development of children's knowledge of vocabulary. The problem is researchable taking into account that we want to analyze the strategies used by children to learn English vocabulary in fourth and fifth level of primary school. We did it using Descriptive and Quantitative research, which provided results to prove the importance of the use of Learning Strategies in this research study. Besides, it was feasible because we had time for the research to collect and analyze information. We counted on students and teachers' cooperation, and the school supported this research. We respected the students' rights and the rules of the institution.

1.1.6 Delimitation. For the understanding of this research it is necessary to explain some concepts that lead to the development of the research study. There are three types of delimitations: Conceptual, Population and Location.

a.   **Conceptual delimitation.** The following concepts are defined, first in the common language, and then, we do it taking into account educational terms.

- Strategy: steps used for getting a goal. Oxford (l990: 7) says that, "Strategy comes from the ancient Greek term *strategia* meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships or aircraft in a planned campaign".

For the understanding of our research study we defined the following concepts. In educational terms the following concepts related to research are defined:

- Learning: to acquire knowledge to know something. According to Oxford (1990:4) "learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction".

- Learning strategies: Oxford (1990:8) affirms that "Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information". Wenden (1991:18) states that "Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so."

b. Population delimitation. The names of the schools in which we carried out our study research were "La Medallita" and "San Luis". The age of the children ranges from 8 to 12 years old. In the classrooms there were 20 boys and 20 girls in average. Their socio-economic status is low and medium.

c. **Location delimitation.** "La Medallita" school is in a neighborhood located in the southeast part of Pasto. It has good classrooms; they have good illumination, which let students get a pleasant environment. In the institute there are two shifts: the first one is applied in the morning, with preschool, 5th and 6th level and the second one in the afternoon, from preschool to 4th level.

In the primary school level there are 300 students and 10 teachers, who are distributed in pre-school and elementary school.

"San Luis" school is in a neighborhood located in the northwest part of Pasto. The classrooms are in regular conditions, classrooms are too small children have to receive class in another place far from the school. In the institute there are two shifts: the first one is applied in the morning, 1st to 5th level, and the second one in the afternoon with the same levels. There are 250 students distributed in both schedules.

1.1 OBJECTIVES

1.2.1General objective. To analyze and recognize the different kinds of strategies used by children to learn English vocabulary.

1.2.2 Specific objectives. To identify and classify the strategies often used by children to learn English vocabulary.

1.2 SIGNIFICANCE

In the present time, people give great importance to learning a foreign language, and according to Oxford (1990) everybody uses different learning strategies. Therefore teachers, students and people should realize which strategies are the most appropriate to improve the acquisition of a foreign language. By looking for alternatives to solve the problem about learning strategies, we tried to identify them to make students carry out English learning with joy and enthusiasm.

The results of this research have great importance because it allows teachers to correct mistakes and motivate children about English, so they would use their abilities to increase English vocabulary.

We expect that English teachers and students who have access to our research paper would realize which strategies are useful for English learning vocabulary, so we can help students acquire study habits in the learning of English vocabulary. Besides, by means of the description and analysis of the strategies found in our research, we could provide students with a new way to learn a foreign language, giving them freedom to choose their preferred learning strategies.

1.3 LIMITATIONS

Here the possible problems that we thought would take place during the research are indicated.

- This research paper is Descriptive and Quantitative;   our objective is to describe a real situation which is happening in our English classrooms, not to solve a problem.

- Student's behavior might change when they are being observed and tested.

- Our research could be interrupted by some strikes organized by workers of the government; this situation would make children miss classes and stop our research.

■ The schools might give us little time for the English classes; on average there are two hours a week.

In this chapter, our primary intent was to observe and identify some problems that could be the basis of our research. Besides, we analyzed and decomposed it in all its different elements, we stated the general and specific objectives, and then we referred to the significance and limitations of our research. In the next chapter we support our work with the REVIEW OF LITERATURE.

2. REVIEW OF LITERATURE

In this chapter we intend to describe the ways of teaching and learning languages in primary school. First we point out the theories of how first and second languages are learned. Besides, we describe a comparison between the acquisition of a foreign and a second language. We present our agreement with some of the theories, which support the way of learning a second language. Then we continue with topics related to our research problem, which are supported by some authors who give specific strategies used by children with their features to learn English vocabulary. On the other hand, we show some information about some research papers about learning strategies made by some authors involved in teaching and learning. Now we refer to first and second language learning.

2.1 LEARNING A FIRST LANGUAGE

The process of language learning in the human being has provided reasons of scientific explorations during the last decades. According to Lightbown and Spada (1993), there are three theories, which have been offered as explanations of how language is learned. The theories are: The Behaviorist, the Innatist, and the Interactionist view of language acquisition.

2.1.1. The Behaviourist view. The behaviorist theory stated by Skinner (1957) cited by Lightbown and Spada (1993:1) says that language learning is developed through imitation and it is habit formation. Children imitate the sounds and patterns they hear from people

around them. Besides, they receive reinforcement. So encouraged by their environment, they keep on imitating and practicing these sounds and patterns. "According to this view, the quality and quantity of the language which the child hears, as well as the consistency of the reinforcement offered by other in the environment, should have an effect on the child's success in language learning". It means that children's language is not simply formed by external patterns.

As the Behaviorism theory says, children learn vocabulary through the observation of adults' behaviors, in this way they begin to imitate what they hear, so they use the vocabulary in each determinated situation and reinforce their speech, which consists in correcting and rewarding good grammar, so that children intent to speak.

2.1.2 The Innatist view The Innatist theory stated by Chomsky (1959) quoted by Lightbown and Spada (1993:8) states that children are born with an innate capacity to acquire a language. They are provided with principles of an innate grammar that later on they have to learn the way to use their own language. Children have language as a biological function, which is developed during their natural growing up process.

The Innatist theory explains that children are equipped with an innate template for language learning by means of a creative process, in which they extract grammar rules from vocabulary they hear around them but they do not need special environment. Children acquire second language in different social and cultural context.

2.1.3 The Interactionist view. The interactionist view refers to the natural abilities children have for language learning interaction with the language environment contribution for language

acquisition. Lightbown and Spada (1993:14) establish that "The interactionist position is that language develops as a result of the complex interplay between the uniquely human characteristic of the child and environment in which the child develops".

The Interactionist theory says that the environment has a lot of emphasis in language acquisition although some adults talk to children in a special way, children have sufficient information to extract the rules from their language, it is necessary to speak to them about everything around them.

We have taken these theories as an example of how children learn a language, because children who learn English as a second language could have the opportunity to learn their second language like the first one.

2.1 SECOND LANGUAGE LEARNING

The following theories have been developed for SLA (Second Language Acquisition) which are closely related to those discussed for first language acquisition. The theories are: The behaviourism theory, cognitive theory, creative construction theory and the interactionist theory.

2.2.1 **The Behaviourism theory .** The theory establishes that children learn vocabulary through imitation. Besides, the success of this process depends on the adequate reinforcement obtained from adults in their environment. Lado (1964), cited by Lightbown and Spada(1993:23) states that "learning takes place through habit formation, learners receive linguistic **input** from people in their environment, and positive reinforcement for their correct repetitions and imitations. As a result, habits are formed".

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Behaviorism says that children who are learning a L2 have the same development as they learned their L1. The most important aspect is that children learn vocabulary about their body and things around them as it happens sometimes with adults, they support and reinforce vocabulary learning through grammar correction.

2.2.2 **Cognitive theory.** McLaughlin (1987), quoted by Lightbown and Spada(1993:25) says that "learners have to pay attention to any aspect of the language which they are trying to understand or produce. Gradually, through experience and practice, learners become able to use certain parts of their knowledge so quickly and automatically that they are not even aware that they are doing it". The theory states that people can learn a L2, if the environment is appropriate; they have to practice the L2, then they unconsciously learn the L2.

Cognitive theory establishes that children hear some adult's L2 vocabulary then they begin to practice it, and finally they start to develop their speaking skill.

2.2.3 **Creative construction theory.** According to Lightbown and Spada (1993:26) " learners are thought to 'construct' internal representation of the language being learned. One may think of this internal representation as 'mental pictures' of the target language". This theory refers to the similarities that learners find between both L1 and L2, directed to L2 acquisition.

Objects and images are necessary during English vocabulary learning, which help children to learn vocabulary more easily and they could be more fluent in L2.

2.2.4 The Interactionist theory. Lightbown and Spada (1993:29) affirm that "interactions are a crucial element in the language acquisition process is the modified input that learners are exposed to and the way in which native speakers interact in conversations with learners" The interactionist theory says that L2 acquisition can be made through a good **input**, it must be necessarily comprehensible. It develops during the interaction between native speakers and non- speakers.

The most important point is that children communicate in English through vocabulary learned around them, they find the way in which people can understand them and consequently comprehend them.

Since the Behaviourism and the Cognitive theories are too extreme, we think that the Interactionist theory supports our point of view about L2 acquisition, because this theory includes the Behaviourism features which are imitation and reinforcement in L2 acquisition obtained from the environment, and the Cognitive theory features explained that experience and practice in L2 acquisition let students be able to use their knowledge unconsciously. We agree with the Interactionist theory because it is important for our research study and we as English learners have realized that we need both theories to acquire knowledge through repetition, imitation, experience and practice of L2. Then we form habits of L2 learning.

2.2 COMPARING FIRST AND SECOND LANGUAGE

Figure 2. Comparison between L1 and L2 according to Brown, G " et al"

(1992 : 134-135)

FIRST LANGUAGE	SECOND LANGUAGE
Neourolinguistic approach: Children learning their L1 and learning L2, both appear to have the same ability to perceive and produce the sounds of a given language (how the phonological system is acquired) for a communicative competence.	
Linguistic approach: Children: they learn the syntactic system Unconsciously.	They are aware of Universal grammar. Besides, They discover new rules and modify their level of Competence.
Psycholinguistic approach Children: when children learn their L1, they first develop a conceptual system, even before they learn their first word	They have conceptual systems. They are limited by their ability to learn and organize new information.

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According to the comparison made about L1 and L2 acquisition, we think that they are different processes because they are developed based on the objective of learning, in L1 acquisition children first learn to communicate themselves and learn rules or grammar unconsciously, in L2 acquisition children learn rules, after learning the rules they start to communicate. When children hear others or their teacher speaking English, they detect a different language and realize the difficulty to communicate in that language because they are in contact with it only in school. Although children are creative in their learning environment, they are able to develop communicative competence little by little.

2.3 THE TEACHING AND LEARNING OF ENGLISH IN PRIMARY SCHOOL

Nowadays the need for communication among several cultures is imposed; therefore in the last decade foreign language was introduced in the educational programs of various countries. However, some teachers in Colombia are not prepared for teaching a L2, government demands that each Educational institution must teach English, but there are many teachers who teach English with little knowledge of the English language. Children might lose interest in learning an L2 because some teachers do not have the adequate knowledge about methods and materials to teach such a subject. They center their classes on provide a lot of vocabulary lists, they are not aware of strategies to teach English vocabulary to children.

One of the difficulties that we found in English teaching is that teachers want to *fill* students with knowledge that the most of the times does not have any relation with the context, this situation does not let students develop communicative competence, children have to memorize information, which they retain for little time and then they forget what they had "learned" , teachers should provide the appropriate context to make students practice English in the four skills, because most of teachers just center their classes in practicing written English, the other skills are not practiced, maybe they think that children never would have the opportunity to communicate with a native speaker or they do not have the ability to understand for example: spoken information. Maybe teachers incapacity to understand that children could learn a foreign or second language as the first one, makes teachers to use traditional teaching, they do not look for another method to teach English to children, they do not read or research about learning strategies.

The practice of English by means of the learning strategies let students explore topics, they research and develop task about the topic which help them to solve problems, children learn more

when they can handle the materials which they work with, they learn by doing, they feel involved in the topic, get a positive attitude and they feel motivated to go to English classes.

2.5LEARNING STRATEGIES

" One commonly used technical definition states that learning strategies are operations employed by the learner to aid in the acquisition, storage, retrieval, and use of information. This definition, while helpful, does not fully convey the excitement or richness of learning strategies, it is useful to expand this definition by saying that learning strategies are specific actions taken by learner to make learning easier, faster, more enjoyable, more selfdirect, more effective, and more transferable to new situations" Oxford, (1990:8).

Shuell (1986) states that "the learning strategies are special ways of processing information that enhance comprehesion, learning or retention of the information".

O'Malley and Chamot (1990) suggest that learning strategies are "the special thought or behaviors that individuals use to help them comprehend, learn or retain new information".

Taking into consideration the authors cited above, we think that Learning strategies are important, because they are used by children and adults to improve their second language acquisition of vocabulary. These strategies are the tools for an active, independent and effective learner, which is essential for developing communicative competence.

The acquisition of vocabulary of English, that we carry out in our research has taken English learning strategies as a basis, because the learning of English is related to the acquisition of vocabulary which is essential during the learning of any language.

To reinforce the importance of vocabulary learning strategies, we present two authors who explain their classification of Learning Strategies. The first one is proposed by O'Malley and Chamot (1990) who classify Learning Strategies in: *Metacognitive, Cognitive and Social/Affective Strategies.*

2.5.1 "Metacognitive Strategies are skills that allow us to plan activities for monitoring or evaluating the success of a learning process; the following aspects help to develop receptive or productive tasks and they could help our EFL learners as well:

1. Selective attention for special aspects of a learning task, as in planning to listen for key words or phrases.

2. Planning the organization of either written or spoken discourse.

3. Monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring; and

4. Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place". O'Malley and Chamot (1990).

2.5.2 "Cognitive Strategies operate directly on incoming information, manipulating it in ways that enhance learning. Typical strategies that have been discussed in the cognitive category for listening and reading comprehension:

1. Rehearsal, or repeating the names of items or objects that have been heard;

2. Organization, or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;

3. Inferencing, or using information in oral text to guess meanings of new linguistics items, predict outcomes, or complete missing parts;

4. Summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained;

5. Deduction, or applying rules to understand language;

6. Imagery, or using visual images (either generated or actual) to understand and remember new verbal information;

7. Transfer, or using known linguistic information to facilitate a new learning task; and

8. Elaboration-linking ideas contained new information or integrating new ideas with known information (elaboration may be a general category for other strategies, such as imagery, summarization, transfer, and deduction)". O'Malley and Chamot (1990).

2.5.3 "Social/Affective Strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. The strategies that would be useful in listening comprehension are:

1. Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;

2. Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and

3. Self-talk, or using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task". O'Malley and Chamot (1990).

The second one is supported by Oxford (1990) who classifies the learning strategies in: Direct and Indirect strategies. Direct Strategies are developed through target language. And Indirect Strategies support and manage language learning without directly involving the target language.

2.6 DIRECT STRATEGIES

Require mental processing of the language. Direct strategies are divided in to Memory, Cognitive and Compensation strategies.

2.6.1 Memory strategies. They help students store and retrieve new information. They fall into four sets:

a. Creating mental linkages: it is concerned to classification of language material into meaningful units, relating new language information to concepts already in memory, and placing a word or phrase in meaningful sentences, conversation, or story in order to remember it.

b. Applying images and sounds: images act as pictures in learning, and link the sounds of a target language word with any other word of second language that sounds like the target language word using phonetic spelling.

c. Review well: it means being so familiar with the information that it comes natural and automatic.

d. Employing action: it uses physical response or sensation using mechanical tricks. It involves both movement and action. Oxford (1990).

2.6.2 Cognitive strategies. These strategies are related to practice and analysis, it would be developed through repetition and expression analysis. The following are the subcategories of cognitive strategies.

a. Practicing: it is performed by means of imitating a native speaker, listening to something several times, like cassettes, it permits develop communicative practice pronunciation and intonation, using routines formulas, conversation, reading a book etc.

b. Receiving and sending messages: this strategy can be developed through getting the idea quickly, and using resources for receiving and sending message.

c. Analyzing and reasoning: through analyses and reasoning, children can understand the meaning of new expressions or create a new one.

d. Creating structure for INPUT and OUTPUT: it is enhanced through writing down the main idea, making a summary and using emphasis techniques like underlining, to focus in an important information of a passage (Oxford, 1990).

2.6.3 Compensation Strategies. It enables learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an adequate repertoire of grammar and specially of vocabulary, it is done through mime and gestures, trying to guess the meaning of the new word. The next group is indirect strategies. (Oxford 1990).

2.7 INDIRECT STRATEGIES

This type of strategies are divided into: Metacognitive, Affective and Social strategies, all these strategies are called indirect because they support and manage language learning without (in many instances) directly involving the target language.

2.7.1 Metacognitive Strategies. These strategies allow learners to control their own cognition that is, to coordinate the learning process by using functions such as:

a. Centering: this function helps children converge their attention and energies on certain language tasks, activities, skills etc.

b. Arranging and planning: it helps learners organize and plan strategies to get most of the language learning.

c. Evaluating: it aids learners in checking the language performance, it makes notice their errors and evaluate overall progress (Oxford,1990).

2.7.1 Affective Strategies. It helps students regulate their emotions, motivations, and attitudes. It can make language learning far more effective and enjoyable.

a. Lowering your anxiety: it can be done through relaxation, deep breathing , or meditation, listening to classical music, it provides relax, and using laughter watching a funny movie etc.

b. Encouraging yourself: it is especially directed to those who expect encouragement from other people and do not realize they can provide their own (Oxford, 1990).

2.7.2 Social Strategies. It helps students learn through interaction with others, language is a form of social behavior and appropriate social strategies are very important in this process, social strategies have three sets:

a. Asking questions: it involves asking a teacher or a native speaker for classification, verification, or correction.

b. Cooperating with others: it involves interacting with others to improve language skills.

c. Empathizing with others: empathy can be developed more easily when English learners, learn through culture and when they observe the behaviors of others. (Oxford,1990).

After developing the Review of Literature, we think that Oxford's Learning Strategies classification (1990) is adequate for the elaboration of our Research Paper, because her classification is more complete, she applies the learning strategies to all the skills. Besides, she takes into consideration a wide categorization of Learning Strategies that help analyze and describe the Strategies used by children to learn English vocabulary. On the other hand, O'Malley and Chamot's (1990) strategies classification are applied especially to listening and reading comprehension.

We observed that children use different strategies to acquire second language vocabulary. These strategies are influenced by different factors such as: aptitude, personality, motivation, age, the social environment, attitude etc. For this reasons, each person has his/her own ways of learning things. That is why learning styles provide success or failure in second language learning; in this way when children are aware of their difficulties, they could help themselves with these strategies, specially with difficult tasks, which help students improve their L2 learning. To complement this work we must get information about the outcomes of other research studies concerned with our research problem.

2.8 RELATED RESEARCH

A number of scholars have argued that although there is a lot of individual variation across learners, teaching them vocabulary learning strategies is essential. The following studies are cited by Coady & Huckin (1998). They were organized in a chronological order because we consider that it is important to observe the learning strategies study evolution.

- Ahmed (1989), "in a study of some 300 Sudanese learners, found that good learners not only used more vocabulary learning strategies but also relied more heavily on different strategies than did poor learners. He also found some evidence of a progression in strategy as the learner became more experienced". Coady & Huckin (1998).

- Oxford and Crookall (1990) "examined a number of different techniques for teaching vocabulary and grouped them into fully, semi-, and de–contextualized. They concluded that not all students benefit equally from such techniques and that different ones maybe appropriate to different students. They also concluded that incidental or indirect vocabulary learning through L2 use is essential for language development". Coady & Huckin (1998).

- Cohen (1990) "puts considerable emphasis on learning words through association, and particularly mnemonic techniques, because his research results have found that learner do not use such aids systematically and therefore need instruction". Coady & Huckin (1998).

- Schouten- Van Parreren (1992:94), "in a study of Dutch students learning French, concluded that weak pupils should be helped to "master relevant vocabulary learning and reading strategies" Coady & Huckin (1998).

- Ellis and Beaton (1993) "investigated forty-seven students learning German and using Repetition, Keyword or "OWN" strategies condition. They found that phonological and orthographic similarity of L2 to Ll was facilitative. The part of speech and the word's imageability were also strong determinants, particularly in the case of the keyword approach. " Coady & Huckin (1998).

- Sanaoui (1995), "identified two distinctive approaches to L2 vocabulary learning. Some adult students are clearly capable of independently and actively managing their own learning. Others are much more in need of assistance in order to develop adequate learning strategies and increase their self – awareness. A structured approach to vocabulary learning was more successful than unstructured one regardless of level of instruction and type of instruction received". Coady & Huckin (1998).

In our university, Arturo (2002) investigated 66 students learning English vocabulary in 6th level of a public institution in Pasto. He found that students know the importance of learning a L2, but they do not know any learning strategies in L2. Language strategies are developed individually by students, these strategies are used by students to improve their knowledge quality. Now we present our Problem Statement.

2.9 PROBLEM STATEMENT

After reading, reflecting and considering our resources we have concluded that our problem statement does not need any change in its structure, for that reason we confirm our problem study:

What strategies are used by children to learn English vocabulary in fourth and fifth level of primary school in some public schools of Pasto?

This chapter has explained teaching and learning L2 in primary school, and it has described the different theories given by some authors to support the acquisition of L1 and L2 and a comparison between them, which was explained in a chart before. Next the learning strategies and their importance were defined. Besides, the Direct and Indirect strategies were explained with their respective groups. Finally, we took account some research studies related to our research paper. In the next chapter we explain the method for the performance of our problem research.

3.THE METHOD

In this chapter, we describe the characteristics of the method. We take into account that it is an important part of our research study, and it is indispensable for the success of a good research work. So we explain the adequate research design for us, which is the Quantitative and Descriptive research, then we discuss the subjects, setting and sample. Besides, we present the procedure for our research step by step. Through the pilot study we experiment the instrument of data collection, to acquire validity, reliability and generalizability for research papers, and how we carry out the data analysis and describe some ethical issues. Now We refer to the design.

3.1 DESIGN

For this work, we used the Quantitative research, which has the following characteristics: the researcher does not interact with what is being researched, it looks for the relationship between cause and effect. Besides, it takes reality as something stable and it is generalizable. The Quantitative research defines the problem, provides concrete objectives and the instruments to collect information and provides exact outcomes. We used the Descriptive research, which let us describe situations, but not prove hypothesis, it is not our objective, we just described a real situation, the description is often made through surveys. We chose the Quantitative and Descriptive design because it allowed us to determine in a detailed way the strategies used by children to learn English vocabulary in fourth and fifth level of primary school. Quantitative research has three characteristics: reliability, validity and generalizability of data. So the most important variable for the development of our research is the strategies used by children to learn English vocabulary in primary school. This is the Independent Variable, and the outcome of the use of these strategies is the Dependent Variable.

Our instrument for data collection is a survey, which has *validity* because it measures objectively the variable researched. When this instrument is applied many times the outcome

should be similar to the first outcome obtained during the application of the research, this is the *reliability.* The outcome could be *generalizable* because it can be applied to the whole population.

3.2 SUBJECTS, SETTING AND SAMPLE

Now, we continue with the description of the subjects of our study.

3.2.1 Subjects Our research was directed to 211 children of fourth and fifth level of **"La Medallita"** and **"San Luis"** primary schools. The subjects were boys and girls; their socio-economic status is medium –low.

3.2.2 Setting "La Medallita" school is in a neighborhood located in the southeast part of Pasto. It has good classrooms; they have good illumination, which let students get a pleasant environment. In the institute there are two schedules the first one is applied in the morning, with preschool, 5th and 6th level and the second one in the afternoon, from preschool to 4th level. In the primary school level there are 300 students and ten teachers, who are distributed in pre-school and elementary school.

"San Luis" school is in a neighborhood located in the northwest part of Pasto. The classrooms are in regular conditions, the classrooms are too small, children have to have classes in another place far from the school. In the institute there are two shifts, the first one is applied in the morning, from

1st to 5th level, and the second one in the afternoon with the same levels. There are 250 students distributed in both shifts.

3.2.3 Sample. Our purpose was to develop our research in many schools, so we have chosen **"La Medallita"** and **"San Luis"** schools, because we did not have the opportunity to make random selection of other schools. We took a random sample of 211 students of 4th and 5th level, they were 105 boys and 106 girls, who were twelve years old in average.

3.3 PROCEDURE

We asked for permission to the Principal, then we went to the classroom and talked to the teachers and students. Next, we worked with observations and with the design of surveys. We went back to the classroom and gave instruction to fill in the surveys carefully and we collected them. Finally, we presented the analysis of data. We also thanked the Principal, the teacher and students for their cooperation. At the end of the research we made a written presentation as a way of gratitude for future research. For the development of this research paper, we took into account that the Independent Variable is the strategies used by children to learn English vocabulary and the Dependent Variable is the outcome of the use of these strategies which will be identified, described and analyzed through the data collection.

3.4 PILOT STUDY

We went to another elementary school, and we asked the Principal permission to carry out the pilot study with 4 or 5 students of 4th and 5th level. Then we talked to the teacher and students, to conduct some classroom observations to realize which students would participate in the pilot

study. After six observations we did the survey, we asked the 5 students of each level to go to another classroom and fill in the survey. The students spent 20 minutes, the survey had 20 questions, they had to mark with an "X" the option they use to learn English vocabulary.

 The purpose of the pilot study was to prove the effectiveness of the instrument used for data collection. It also helped us identify possible difficulties or limitations in the process of collecting data. By using this instrument we realized that we could describe, analyze, identify and classify the strategies used by children to learn English vocabulary in fourth and fifth level of primary school. After the pilot study we started to carry out the procedure of data collection. At the end of the research paper we indicate the form of the survey.

3.5 DATA ANALYSIS

The collected information was analyzed and presented through diagrams, and descriptive statistics. These analysis techniques permitted to observe exact, clear and objective outcomes.

3.6 ETHICAL ISSUES

Ethical issues are related to some aspects that we took into consideration during our research.

 - Protocol: we asked for permission to the Principal, teacher and students.

 - Voluntary participation: we asked the students if they wanted to participate and collaborate with our research, but if they wanted to quit to the research study they could do it at any time.

 - Confidentiality: we did not reveal the name of the school to protect their prestige because they could be affected by the results of our research; for that reason we changed the names of

the institutions. We did not ask the subjects to write their names in the surveys because we were not interested in their identity. We were interested in students' answers.

- Reciprocity: when we finished the application of the survey we thanked the Principal, the teachers and specially the students for their cooperation. After our oral presentation, we   will give a written report of the research.

- Avoiding damage: this research did not cause any damage with children because it only consisted in answering a very simple survey in L1.

In this chapter, we explained the characteristics of the Quantitative and Descriptive design, which were a key element for the development of our research. We discussed the subjects we work with, the setting and the sample with which we did our research. After, we pointed out the procedure and the fundamental elements to develop this research study. Besides, we took into account some ethical issues, which are important for the development of our research. Finally, looking for outcomes of the use of the instrument of data collection, we continue in the next chapter to analyze and discuss the results of the data collected

4. RESULTS AND DISCUSSION

In this chapter we present the results of the study taking into account the problem statement and the objectives, then we discuss the results supported by the literature review. Finally, we present some limitations and pedagogical recommendations. Now we refer to the results.

4.1 RESULTS

Taking into account the objective of our research study, which is to determine the strategies children use to learn English vocabulary, a survey based on the learning strategies described by Oxford (1990) was designed and applied.

We applied 211 surveys, which included six questions about Memory Strategies, three questions about Cognitive Strategies, and one question about Compensation Strategies.

These strategies correspond to the group of Direct Strategies, all of them are related to mental processing of the language. Besides, there are six questions about Metacognitive strategies and four questions about Social Strategies. These strategies belong to the group of Indirect Strategies. We did not use the Affective Strategies because we believe that these strategies do not have any connection with our research since they are related to motivation, anxiety, relaxation emotions and attitudes (Oxford, 1990). Besides, these kinds of strategies may not be measured, because they are too subjective. A characteristic of the survey is that it has three options: "**siempre" (Always); "a veces " (sometimes)** and **"nunca" (never).** We used these options and questions in Spanish because children have not developed the reading skill in English yet.

To determine the strategies used by children to le arn English vocabulary we will use percentages showing which strategies are used more frequently by children. First, here are indicated the results of the two main categories, Direct and Indirect strategies:

Diagram 1. Direct and Indirect strategies
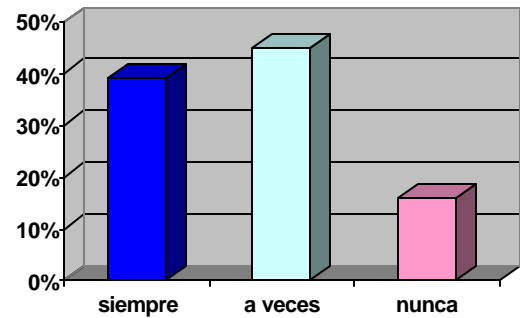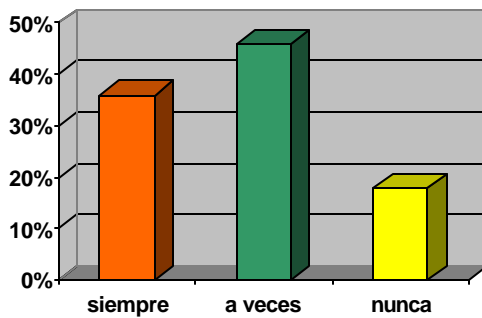
According to the diagrams, we infer that children use Direct and Indirect Strategies for learning English vocabulary with the same frequency. It means that 45.5% in average of children sometimes use Direct and Indirect strategies, which corresponds to 97 children who answered the survey. We might suggest that the process children use the most as a strategy is that of mental processing. Children might develop these strategies primarily because they do not have any previous knowledge or training to learn English vocabulary. As we have suggested before, teachers do not have knowledge about strategies, so they cannot teach children how to use these strategies. Now we present the subcategories derived from Direct Strategies.

Diagram 2 Memory Strategies
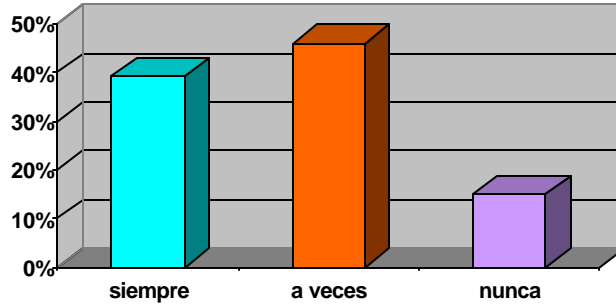
As we can see, memory strategies are occasionally used by children as it can be seen inside the frequency "a veces" (sometimes) with 46%. According to what we saw during our observations we think that children chose this option because the activities the teacher carried out during the classes were focused on drills or techniques like memorization of vocabulary lists, listening to cassettes, using pictures etc. So, the teacher may unconsciously encourage children to use memory strategies repeatedly. At the same time 39% of children who chose the option "siempre" (always) seem to be certain that the best option to learn and keep new vocabulary is memorizing. The second subcategory is cognitive strategies.

Diagram 3 Cognitive Strategies
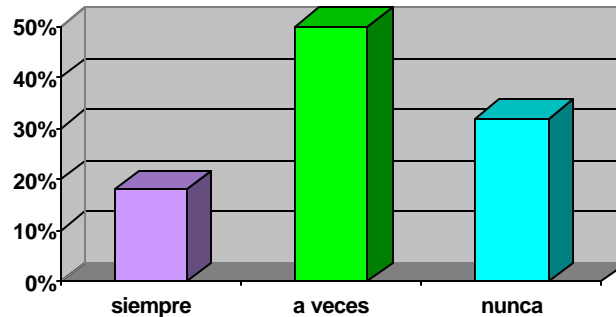
This diagram indicates that 50% of children sometimes use this category to learn English vocabulary, a fifth part of children have the ability to analyze and practice with new vocabulary, which is the objective of cognitive strategies. A fact that is interesting is that 32% of children said to never use cognitive strategies. We infer that maybe children do not have the opportunity of receiving training to develop the ability of analyzing the vocabulary they learn. On the other hand, it is evident that they do not practice English vocabulary because the time in class is short and when they go home they do not have anyone to practice, or they just are not interested in practicing the vocabulary, maybe they just use memory strategies. The following subcategory is compensation strategies.

Diagram 4.Compensation Strategies
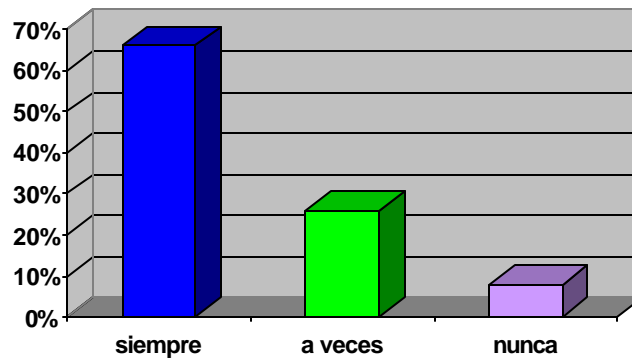
This diagram indicates that 66% of children use compensation strategies; this high percentage could be due to the techniques the teacher uses in the class. She constantly used gestures and mime to convey meaning and called the attention of children, also while she sang, she used mimic and the most children followed her; in this way children learned vocabulary with joy and enthusiasm. However, children do not use other compensation strategies to convey meaning, they played a passive role and they were not focused on producing utterances in English, but on understanding the teacher's message. So we suggest that although the percentage of compensation strategies was very high, children do not use them as a tool for learning vocabulary. Another aspect that called our attention was that some learners have problems with production and comprehension of English vocabulary.

During our classroom observation we realized that some children did not follow the teacher's gestures and mimic and they just tried to hide or imitate others, instead of using some strategy to compensate the lack of knowledge. Now we continue with the group of Indirect strategies; the first subcategory is Metacognitive strategies.

Diagram 5. Metacognitive Strategies
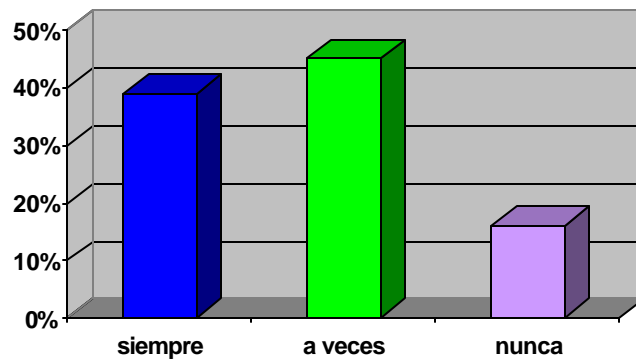
This diagram indicates that 45% of children "sometimes" use these strategies when teachers correct children's errors. Apparently, children try to practice through organizing, planning and evaluating with self-learning. Thirty nine percent of children chose the option "always". Taking into account what we observed, we think that this happens because children like to have a sense of self-control in the acquisition of vocabulary. However, it is very difficult to be sure because children might not tell the truth or they might not understand clearly what we were asking. We also see that 16 % chose the option "never". From this answer we could suggest that children did not organize their time to improve their interest in L2 learning vocabulary. Now we continue with social strategies.

Diagram 6. Social Strategies
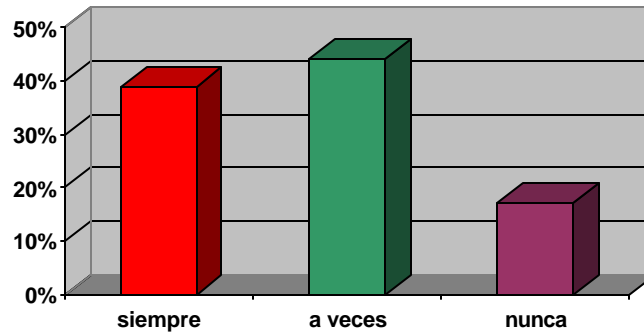
These results mean that 44% of children chose the option "sometimes", which indicates that 93 children use these strategies because they have the ability to communicate and interact with others through exercises like dialogues and drama. With these activities children can correct their errors and ideally, they would develop oral competence. Children enjoy these activities because they do not feel pressure and the people listening are their classmates. However, it is important to say that these strategies might be the favorite for students also because they can start speaking in the L1 and the teacher cannot be aware of that. Thirty nine percent chose the option "always". We think that children understand the teacher's messages and begin to practice the new vocabulary. Seventeen percent of the learners answered "never". That means that these children are not identified with these strategies, maybe they are afraid of speaking and interacting with their classmates or they are just not involved with their own learning. Now we present the discussion of the results.

4.2 DISCUSSION

It is important to start the discussion of the results obtained, based on the objectives proposed in this Research study, which mainly intends to describe and analyze some strategies used by children to learn English vocabulary in primary school. In general the surveys allowed us to see the way in which students apply (or not) their capacity for studying learning and progressing in the acquisition of English vocabulary. The discussion begins with a short definition of Memory Strategies, which are derived from direct strategies.

4.2.1 Direct Strategies. Direct strategies are related to mental processing of language. They are divided into three groups: Memory, Cognitive and Compensation strategies.

a. **Memory Strategies.** Memory strategies are strategies that are used frequently by children, which characteristic is to store information. Krashen (1982) quoted by Lightbown and Spada (1993) suggests that memorization is not the best way to teach children or to reach acquisition. We could realize the continued use of this strategy during the study and specially through the survey. For instance in the question: *"recuerdas las palabras de Inglés por medio de dibujos".* In this question the option *"siempre"* was selected by a high percentage of learners. It is difficult to affirm, that memory strategies are effective in a long period of time. It can be said that the results of this category mirror the ideas of Oxford (1990) who affirms that vocabulary is learned by means of "linking the verbal with the visual, it is very useful to language learning" . According to our class observations, we can say that some teachers used pictures to teach vocabulary and the learners seemed to take advantage of this strategy and to enjoy it. Anderson (1980) (cited in O'Malley and Chamot, 1990), agrees with Oxford (1990) in the idea that images help store vocabulary in memory. Again, we cannot affirm that the words are stored for a long time.

b. **Cognitive Strategies.** Cognitive strategies are related with the practice of English vocabulary. According to Oxford (1990) "Cognitive strategies are typically found to be the most popular strategies with language learners (p.43). An important strategy that develops learning through practice is "recognizing and using formulas and patterns". Students can apply these strategies by transferring expressions from one language to another, typically from the mother tongue to the new language. The findings of our research show that children sometimes or never use these kind of strategies, for example in the question: ***"Buscas diferentes formas de usar el nuevo vocabulario de Inglés".*** We found that children occasionally use these strategies, according to the answers given by them in the survey. This strategy may not be suitable for using with children because since the patterns they have come from Spanish, they could make overgeneralizations and make mistakes. Another important strategy is " Receiving and sending messages. In the question: ***"Escribes notas ,mensajes o cartas con vocabulario aprendido en Inglés", m***ost of children chose the option ***never*** in the survey, we could realize that cognitive strategies are the strategies least used by children to learn English vocabulary, due to the little time that schools provide for English classes, which is one hour in average, in this way Oxford's statement affirms, that cognitive strategies are the most used by learners, it conflicts with the results of the use of this strategy in an EFL setting like Pasto. Of course, the resources and conditions of our students are very different from settings in which the classes are oriented towards ESL. The main differences could be in the time available for the classes and the use of the language learners make outside the classroom.

On the other hand, Weinstein and Mayer (1986) (cited by O'Malley and Chamot, 1990) suggest that cognitive strategies are related to rehearsal, organization and elaboration processes. All of them rely on long-term memory. Here it is difficult to measure what students do because it is not possible to follow what students do in their house.

c. **Compensation Strategies.** Compensation strategies are related to communicative competence, taking into account that the most important objective is communication despite learner limitations. For this reason, we just chose one question to develop during the survey which is *" Prestas atención y tratas de entender cuando alguien está hablando en Inglés"*. Children chose the option *"Always"*. It would mean that children are interested in acquiring vocabulary, although their English skills are not developed completely. Again it is difficult to really know if they try to understand or if they ask someone to translate what the teacher is saying. In groups with many students it is difficult for teachers to be aware of each student situation.

4.2.2Indirect Strategies. The main aspect of these strategies is that they do not involve (most of time) the use of target language for L2 learning.

a. Metacognitive Strategies. Metacognitive strategies are related to organizing, planning and evaluating. According to Oxford (1990) learners use these strategies sporadically. But we believe that children use occasionally these strategies. Besides, Metacognitive Strategies are linked with Memory strategies because Memory strategies need to arrange things in order to get or learn vocabulary. For instance in the question: *"Escribes el significado de las palabras nuevas de Inglés en Español para recordarlas"*. Children chose the option (sometimes) *"a veces".* It demonstrates that children try to plan how to learn more vocabulary developing a simple exercise such as writing the meaning of the new word of English in their mother tongue. The concern for us as future teachers is to know what to do with this, for instance, some teachers we observed did not plan any activities to see if students had studied the meanings of the words at home.

b. Social Strategies. Language is a social behavior, in which people through interaction can learn vocabulary, for example in the question: ***"Buscas personas con quien puedas hablar Inglés",*** children answered that always and sometimes develop this strategy; maybe it happens during the English class, they practice English with their classmates, but at the end of class children have to speak their mother tongue, and the work that they have done during the class is lost while they interact, play and do the tasks in their L1 . The main problem we see here is time because if English classes were longer the teacher might interact with the students and make them speak using the L2. Unfortunately the shift is almost always against the teachers. Another important aspect is that every class has a big number of students, 40 or 30 students per class, this situation does not let students participate in class and teacher can not dedicate the enough time to each student for correcting the mistakes to all of them.

4.3 LIMITATIONS

The main purpose of this research study was to analyze and describe the strategies used by children to learn English vocabulary, but as in any research there were some aspects, which affected the development of the present research study. Children were not prepared to answer such a survey, they felt afraid and they believed that it was an assessment. We did not make use of some surveys because children marked more than one option in the answers.

In this chapter we presented the analysis and discussion of the results quantitatively. Quantitative results are based on the observations and the analysis of the survey. Finally, we presented some limitations that affected our results. Now we continue with Conclusions and Recommendations.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The research allows us to conclude that children participated in this research because they know the importance of learning another language, but they do not know or are too young to apply learning strategies (in a conscious way). Sometimes these strategies are unconsciously applied, because there are some learners who have a good disposition for vocabulary learning and learners are not aware of their innate skill. Besides, there are some children who use strategies according to the teacher's teaching techniques, in this way children have responsibility during the vocabulary learning process. This responsibility makes children successful in learning because they do not feel the pressure of the teacher and they feel that they can work at their own rhythm.

We observed that children learn vocabulary easily if they accompany speaking with movements as they learn, they do it while they are singing and pointing out to the place or thing that they have to learn; it is funny, enjoyable and make students pay attention and learn during the class. Sometimes children are afraid of participating in class because they would not like to make a mistake, they are afraid of their classmates or the teacher, but if they are repeating in groups and singing, maybe they would make fun of the mistake and they would feel less anxiety. We could notice that children learn vocabulary in an environment in which they feel secure, this environment could be given when there is a good relationship between teacher and students, they develop the class not with a teacher, they see at him/her as a friend, in this way, classes are easy to carry out, so when

the teacher corrects children they are interested in improving their knowledge and they do not see the correction as threatening.

Some teachers do not pay enough attention to training in learning strategies, because they teach all the subjects including English, maybe they think that they do it very well, but they use the traditional method of teaching, making classes confusing and not effective. On the other hand, students who are developing their teaching practicum in some schools provide children with new teaching methods and children feel identified with this new teacher who comes to innovate English classes.

Finally, vocabulary learning strategies is a very important component because it can help develop all the skills in English. Learning strategies constitute a topic that requires wide study and dedication. In general, these strategies are applied in an individual way by children who want to learn English vocabulary but the ideal situation would be that children had appropriate training and they used it as a group.

5.2 RECOMMENDATIONS

According to the results obtained in the present research study, there are some useful recommendations that must be taken into account.

5.2.1 For Pedagogical purposes. We consider that teachers need to train children in the management of surveys, because children presented difficulty solving the survey during the research; teachers should make children to practice by means of some test or exercises that would include multiple answers or options that they have to choose. On the other hand, teachers must

lead children to use learning strategies, they ought to read or study about vocabulary learning strategies to get better outcomes in learning, taking into consideration that each children have a different style of learning, teachers should look for ways to make children learn English vocabulary.

It could be done during English classes, it could be possible to practice communication by means of different activities like games, role plays, sing songs, laugh with children, these activities help children to learn vocabulary and it makes them lose their fears. It is necessary that teachers do not limit children to follow given information, it would be done using additional materials like movies and tapes in class. Besides, real materials motivate children to learn English vocabulary because they see the language in a real context, not only in the textbooks.

English skills could be developed by means of vocabulary learning strategies, for instance children can use actions, images and sounds to develop reading, writing, listening and speaking, these activities can be applied with all the learning strategies and children can obtain success during their English learning process. So teachers should be aware of which methods use these techniques and apply them when they teach.

Teachers should create a friendly environment in which children do not feel anxious in English classes, so children could act and express themselves in a group, the teacher could reward children for making efforts to try out language, or teachers can give assignments to be done outside of class to make students speak, write, etc. In this way children practice and learn vocabulary continuously, not only during the short sessions with the teacher.

Teachers should select topics that children find interesting to learn English vocabulary, topics that involve real life situations, that let them express to improve and practice communication, the improvement could result if teachers prepare the classes, it allows the teacher to have a plan about what he/she is going to teach, and improvisation will not take place during the class. Besides, teachers should study and learn continuously, attending seminars to acquire new knowledge about learning strategies and provide children with new ideas and maybe make English classes more effective.

Finally, principals of schools should provide more hours a week for English because nowadays English language is important in the world for achieving academic or personal goals; if we want children to learn a second or foreign language, we should give them the opportunity to practice English as much as possible.

5.2.2 For further research. We suggest to further researchers to make the same study with another technique for data collection, it would provide more precise information about learning strategies, it would be possible to develop this research based on only one skill that could be listening or speaking because children in these skills present more difficulty, maybe the results of this research could help children improve their English learning.

Another aspect that could help is to carry out a diagnostic test to know the amount of knowledge that children have about English vocabulary, before carrying out the study. It would be possible to research about one category of language learning strategies like social strategies, because children learn more easily if they can share their knowledge with others. Another interesting research could be about the strategies used by teachers to teach English to children, because there are many teachers who do not have any study about how to teach English or they use traditional methods

that make classes repetitive and children do not find any motivation to pay attention in class. Researchers could develop the same research with a Qualitative design, with observations, interviews, questionnaires etc. It would be useful to develop this kind of research, because it requires deeper attention to the research topic. It would be possible to develop a Quasi-experimental Research, applying to one of the categories of Learning Strategies, observing the results of applying a pretest, then a treatment and finally a post-test.

It would be possible to carry out this research comparing the strategies used by children to Learn English vocabulary in a Private school with students of a Public school or people from different age groups.

In this chapter we presented some conclusions that resulted from our research study. Next we presented some Recommendations taking into account Pedagogical purposes which are dedicated to teachers, and recommendations for further research that would be taken by the researchers who would want to develop such a research study.

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APPENDIX

Objetivo: Identificar y analizar las diferentes estrategias para aprender vocabulario de Inglés usadas por los niños de 4to y 5to de primaria.

Instrucciones: Marca con una "X" la opción que conteste la pregunta indicada

Ejemplo: "Buscas palabras de Español que sean comparables a las nuevas palabras de Inglés.
SIEMPRE_____   A VECES ___X___ NUNCA_____

FECHA ---------------

1.   Relacionas el nuevo vocabulario de Inglés con vocabulario aprendido anteriormente

SIEMPRE --------   A VECES --------   NUNCA ----------

2. Escribes la palabra nueva de Inglés varias veces para recordarla

SIEMPRE --------   A VECES ----------   NUNCA ----------

3.   Recuerdas las palabras nuevas de Inglés por medio de dibujos

SIEMPRE --------   A VECES --------   NUNCA --------

4. Repites varias veces las palabras de Inglés para memorizarlas

SIEMPRE --------   A VECES ----------   NUNCA ----

5. Relacionas la nueva palabra de Inglés con movimientos del cuerpo

SIEMPRE --------   A VECES ----------   NUNCA ----

6.   Miras programas o películas en Inglés para aprender vocabulario

SIEMPRE --------   A VECES --------   NUNCA ------

7. Cuando no entiendes una palabra de Inglés adivinas el significado de acuerdo al tema que estas estudiando

SIEMPRE --------   A VECES --------   NUNCA -----

8. Escribes notas, mensajes o cartas con vocabulario aprendido en Inglés

SIEMPRE --------   A VECES --------   NUNCA -----

9. Buscas diferentes formas para usar el nuevo vocabulario en Inglés

 SIEMPRE --------   A VECES --------   NUNCA ------

10. Prestas atención y tratas de entender cuando alguien esta hablando en Inglés

 SIEMPRE --------   A VECES --------   NUNCA -----

11. Buscas la nueva palabra de inglés en el diccionario

SIEMPRE --------   A VECES --------   NUNCA ------

12. Tomas apuntes en clase para aprender el nuevo vocabulario de Inglés

SIEMPRE --------   A VECES --------   NUNCA --------

13. Inventas tu propia lista de palabras nuevas en Inglés

SIEMPRE --------   A VECES --------   NUNCA ------

14. Escribes el significado de las palabras nuevas de Inglés en Español para recordarla

SIEMPRE --------   A VECES --------   NUNCA ----

15. Dedicas diariamente tiempo para aprender el nuevo vocabulario de Inglés

SIEMPRE --------   A VECES -------   NUNCA ------

16. Te colocas metas cuando haz aprendido el nuevo vocabulario de inglés

 SIEMPRE --------   A VECES --------   NUNCA ------

17. Buscas la ayuda de una persona adulta para aprender la palabra nueva de Inglés

SIEMPRE --------   A VECES --------   NUNCA ------

18. Preguntas al profesor para aprender la pronunciación del nuevo vocabulario

SIEMPRE --------   A VECES --------   NUNCA ------

19. Buscas personas con quien puedas hablar Inglés

SIEMPRE --------   A VECES --------   NUNCA ------

20. Practicas el nuevo vocabulario de Inglés con otros estudiantes

SIEMPRE --------   A VECES --------   NUNCA ------