

Fostering the Learning of Vocabulary of English by Using Reading

Fostering the Learning of Vocabulary of English by Using Reading in Tenth grade of
Secondary School

Liseth Del Socorro Quiñones Hurtado

A Research Paper Submitted in Partial Fulfillment of Requirements for the
Bachelor of Art Degree in English and French Teaching
Linguistics and Languages Department
University of Nariño

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“Las ideas y conclusiones aportadas en el presente trabajo son responsabilidad exclusiva de los autores”.

**Artículo 1 ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del
Honorable Consejo Directivo de la Universidad de Nariño.**

Nota de Aceptación

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Dedicatory

I thank God for his daily blessings.

Thanks to my family for loving and supporting me, especially my mom Lucy for her affection and company in this process.

Thanks to my friends, for their unconditional support in every moment.

This project is for you, my tireless support. Thank you so much for believing in me even when I didn't.

We made it!

Sincerely grateful

Lizeth Quiñones

Resumen

Este artículo pretende describir la manera en que la lectura es una gran fuente de placer y una de las claves fundamentales del aprendizaje y el éxito escolar. Este trabajo espera utilizar la lectura y su proceso de enseñanza - aprendizaje, como estrategia para aumentar el vocabulario del inglés como segunda lengua. Este trabajo pretende recoger los aspectos más significativos de la lectura y su proceso de enseñanza-aprendizaje, tanto desde un punto de vista teórico: El proceso de lectura y vocabulario, el aprendizaje de palabras, estrategias de aprendizaje de vocabulario, entre otros aspectos con el propósito de proporcionar a los estudiantes un aprendizaje de conocimientos de suficiente vocabulario para interactuar. El trabajo de investigación también podría ayudar a tener en cuenta que cada estudiante necesita encontrar su estrategia individual para aprender vocabulario en una lengua extranjera.

Palabras clave: Lectura, vocabulario, estrategias, comprensión, enseñanza-aprendizaje.

*Fostering the Learning of Vocabulary of English by Using Reading***Abstract**

This paper aims to describe the way in which reading is a great source of pleasure and one of the fundamental keys of learning and school success. This paper expects to use the reading and its process of teaching - learning, as strategy to increase vocabulary of English as the second language. This work aims to collect the most significant aspects of reading and its teaching-learning process, both from a theoretical point of view: The reading process and vocabulary, learning words, strategies of learning vocabulary, among other aspects with the purpose of providing to students a learning of knowledge of sufficient vocabulary to interact. The research paper also could help to take into account that every student needs to find their individual strategy to learn vocabulary in a foreign language.

Key words: Reading, vocabulary, strategies, comprehension, teaching - learning

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Glossary

Ingots: A mass of metal made into a convenient form for shaping, remelting, or refining

Slusher: A machine to make the used paper become mushy mix of fiber that is used in making paper

Steam-heated-roller: A machine to roll paper into continual sheet

Introduction

Since the Ministry of National Education (MEN) announced in 2004 its commitment to improve communication skills in a Foreign Language through the bilingualism program, acquired the obligation to review on which theoretical and philosophical foundations the components of the curriculum for the teaching and learning of foreign languages were supported.

Pedagogy and the different forms of instruction and learning vocabulary and reading comprehension are essential components of the communicative interaction of users of a mother and/or foreign language. According to Carrell, Devine, and Eskey (1988) often within the teaching and learning process the philosophical and theoretical foundations that support vocabulary instruction, foreign language and reading teaching are not consciously handled, nor was it possible to visualize clearly in the curricula how the vocabulary component must be taught, nor the activities that must strengthen foreign language instruction and reading. Studies on how to approach the reading processes, and vocabulary of learning and teaching a foreign language (Aebersold & Field, 1997; Anderson, 1994; Peregoy & Boyle, 2013, Clarke & Nation, 1980), has motivated the teaching and learning processes of vocabularies in Foreign Language, and even Mother Tongue, to be seriously considered as a vital component of the curriculum.

In addition, studies carried out, for example, such as La Sabana University on the English proficiency tests like (ICFES) in 2015 indicate that English levels are very low in English; 90% of 11th grade students are in A1 and 60% of university students in higher education are on the same level.

Purpose

The purpose of this research paper is to describe the way how teachers can best put into practice learning strategies for students to increase vocabulary in the learning of English as a foreign language. This work aims to collect significant aspects of reading and its teaching-learning process from a theoretical point of view to treat strategies of learning vocabulary, importance of reading comprehension, and types of reading to provide both students and English teachers with a body of knowledge to turn to when necessary. One of the requirements of writing a research papers to graduate is the development of a didactic proposal (see p. 25); therefore, this study also includes it to present some of the vocabulary learning strategies within the process of reading for students to consider, according to their needs, to learn vocabulary in English.

Justification

Reading is one of the fundamental pillars in the way knowledge is acquired, day by day we are immersed in diverse contexts that require people have the ability to read and understand not only in their mother tongue, as well as a foreign language. According to Tracey and Morrow (2012), one of the main concerns for educators in reading processes is how to help our students overcome reading comprehension difficulties, in which case the role that vocabulary plays is also of great importance.

Often, teachers and future teachers are not aware of the techniques, models, or theories that must be employed to achieve the learning goals that are set in our students, which is why the development of this research paper is useful and visible for building vocabulary and strengthen reading comprehension skills. As Conostas and Stenberg (2006, cited by Tracey & Morrow, 2012) say, teachers have a number of theories and

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beliefs that guide their instructional processes, although they are not always aware of the theories that guide their behaviors. Thus, teachers design their pedagogical practices based on theoretical beliefs, which consciously or unconsciously make them reflect on the effectiveness of their methods.

In this order of ideas, one of the main difficulties to address is the acquisition of vocabulary, since it is through knowledge of the lexicon that students feel familiar with reading samples, and when they are not clear about it, they usually experience frustration. Therefore, the teaching of this factor is of vital importance in a foreign language learning process.

As indicated by Rupley, Mraz, Nichols, and Blair (2012) the words that readers know represent the concepts and information that they have at their disposal to understand the way as reading process is carried out. Thus, readers who know a word in its full sense can associate new experiences and concepts with the new word. Therefore, providing the student with the appropriate instruction will make it more successful in their reading comprehension processes. Proper teaching's reading comprehension skills that focus on increasing vocabulary in learners, fosters the ability to infer meanings and to understand not only what students read, but also the possibility of using this lexicon in real contexts that favor the development of communicative skills necessary to coexist in today's society.

In this sense, this research paper realization is timely; to the extent that the Colombian government has chosen to promote the learning of English as a foreign language, as a means to ensure the development of communication skills in a foreign language throughout the education cycle, to achieve citizens who can better integrate into a

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globalized world and contribute to country competitiveness. (MEN, 2013) Consequently, the Colombian government has implemented in its management a large project called the National Bilingual Program (PNB) that seeks to improve the quality of teaching English-foreign language.

I. THEORETICAL – CONCEPTUAL FRAMEWORK

A. The Reading Process and Vocabulary

For Aebersold and Field (1997) a reading process not only includes the relationship between the reader and the text, but also the influence of some factors such as family, community, school, socio-cultural environment, and individual differences. Family experiences such as the influence of parents on their children's reading process might also affect the whole process. For Aebersold and Field (1997), the communities or their experiences generate in the readers different points of view, which gradually shape the thought of each reader. The school exerts a significant influence since various experiences converge in it and where all apprentices have the opportunity to share from their learning process. Just as different social and economic groups within a culture can vary the type of texts and the uses that occur in a reading process, each individual's own characteristics form the experiences that the reader brings to its process.

"Reading is a dynamic process which develops little by little, with different activities that occur at different times" (Anderson, 1994, p. 6) Meanwhile, to Aebersold and Field (1997) reading is that process in which people observe a text and assign meanings to the symbols that are written in that text. Therefore, the text and the reader

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are the elements that are required to start a reading process, the interaction between them is what really constitutes the process of reading comprehension.

Aebersold and Field (1997) have compiled some factors that influence the reading comprehension process in second language (L2) or foreign language (FL).

- Cognitive Development and Cognitive Style of Orientation at the time of initiating the L2/FL study.
- Proficiency level in mother tongue.
- Metacognitive knowledge of mother tongue structure, grammar, and syntax.
- Language competence in L2/ FL
- Degree of differentiation between mother tongue, and second language / foreign language. (Including writing systems, rhetorical structures, and appropriate strategies)
- Cultural orientation: Includes attitudes toward text and reading purposes, among others.

One of the most important aspects in the process of reading comprehension is to gain meaning within a text and to understand the purpose of this. Therefore, the vocabulary acquisition is fundamental for the learners of a language, like that they can understand the sentences' meaning that make up the text.

One of the most common premises in classrooms where English is taught as a foreign language, is precisely, not having enough vocabulary in order to understand the

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meaning of a text, reason why this study is proposed, and is expected to contribute to the learning process of future professionals in this country.

Aebersold and Field (1997) argue that understanding basic grammatical structures allows the reader to understand the relationship between words, but it does not guarantee knowing the sentence's meaning. Whereas if we know the words' meaning (nouns, verbs, adjectives, adverbs) this would allow us to access that meaning.

On the other hand, teachers cannot teach students all the vocabulary to make reading a text something that can be easily given. "Teachers need to decide which words students need to know and how to make them capture students' attention in a meaningful and useful way" (Aebersold & Field, 1997, p. 138) The three main categories of vocabulary instruction are presented below.

Vocabulary Before Reading

Aebersold and Field (1997) suggest that once the text to be used in a class is selected, teachers need to consider some aspects: First, students' previous knowledge about vocabulary in the text. Then, what vocabulary they really need to recognize to make sense of the text and finally, what vocabulary they will need to know for functionality in L2/FL in the future.

Learning a word is a complex task, involving different types of knowledge. Peregoy and Boyle (2013) argue that to use a word effectively, it is necessary to know its form and its meaning. For instance, how it is pronounced and how it is spelled. Also, what the grammatical function is in multiple situations to use it correctly in a given context.

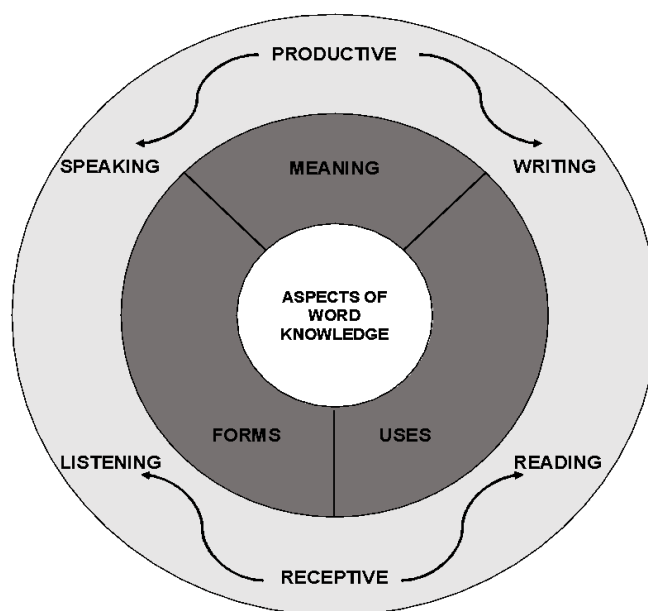


ILLUSTRATION 1. ASPECTS OF WORDS KNOWLEDGE. (PEREGOY & BOYLE, 2013, P. 139)

There are words that appear with some frequency in a text, this is known as vocabulary from specific content. On the other hand, the vocabulary that readers recognize when they see it, but they do not use when speaking or writing is known as receptive vocabulary and finally productive vocabulary, which includes the one that speakers use to speak and write. (Aebersold & Field, 1997, p. 139)

Vocabulary During Reading

In reading processes in a second language or a foreign language, apprentices will always have words that are unknown to them. "The number of unknown words varies depending on how close the language level of a text is with its level of proficiency in language" (Aebersold & Field, 1997, p. 141) There the teacher's role begins, by identifying the strategies they will need to use to work with the unfamiliar words that these learners encounter in reading.

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One of the most important strategies is to determine whether these words that are unknown at the time are vital in the process of understanding the text, that is, they are necessary to find the text main idea; or, on the contrary, the text can be understood through the context use. Aebersold and Field (1997) state that context is the most useful tool available to readers. That ability to use words and information around to infer or guess what the word means in a general way is very useful for learners in any reading situation.

Clarke and Nation (1980) present the following procedure to infer meaning through context.

1. Observe the word and define its function in the sentence.
 - Noun, verb, adjective, or adverb.
2. Analyze the sentence which contains the unknown word.
 - If it is an adjective, what adjective does it describe? Which verb is nearby?

Among other questions that should arise based on the word type being analyzed

3. Note the relationship between the sentence or clause which contain the unknown word and other sentences or paragraphs.
4. At this point, a meaning inference can already be made.
5. Check whether the inference made is correct.
 - The inferred word must have the same function as the unknown word.
 - Replace the word with the one inferred after the exercise. If the sentence makes sense, the inference is probably correct.
 - Divide the unknown word into its parts: prefix, root and suffix. If the meaning of the prefix and the root correspond to that of its inference, it is

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a good sign. If not, you should review the inference and finally use the context to corroborate.

Another key vocabulary resource is the use of the dictionary, but it is essential that learners are taught how to use it and at what times it should be used, such as when it should not be used. "To be an efficient reader in a second language or a foreign language, students need to be able to read as much as with or without a dictionary" (Aebersold & Field, 1997, p. 145)

Vocabulary After Reading.

According to Aebersold and Field (1997), if the primary purpose of post-reading activities is to promote vocabulary development, both teachers and students should focus on two aspects. First, reinforce vocabulary-related skills; second, highlight the words that will be learned. As the vocabulary apprehension process is individualized, the ideal situation would be for each student to take responsibility for selecting and learning the vocabulary they require.

There are many benefits that the use of post-reading activities has in the reading comprehension processes, to the extent that it allows the construction of associations between words and meaning construction, which make the reading process simpler and closer.

B. The learning Words.

Word learning is a gradual process that depends on the multiple exposures of words over time. Knowing a word means recognizing it when you hear or see it, its meaning be known in limited contexts as well as in a variety of contexts, getting to

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know the concept that it represents (Peregoy & Boyle, 2013). The following are the ways in which word learning can take place:

Incidental learning

Peregoy and Boyle (2013) indicate that apprentices can learn new words incidentally, through conversations that each other establishes when interacting with others, both in his educational environment and beyond. For his part, for Richards and Schmidt (2002) it is the process of learning something without the intention of learning it, or that process in which you learn something new when you are trying to learn something else.

Explicit Instruction

For Peregoy and Boyle (2013) the beginners can construct and consolidate their vocabulary across a curriculum designed previously that it contains: (1) Exhibition to new words during the academic instruction where opportunities are offered to develop concepts; (2) guide reading experience; (3) opportunities to write frequently, (4) explicit instruction in the words or in the word's parts; (5) Instruction in the use of strategies for the vocabulary apprehension.

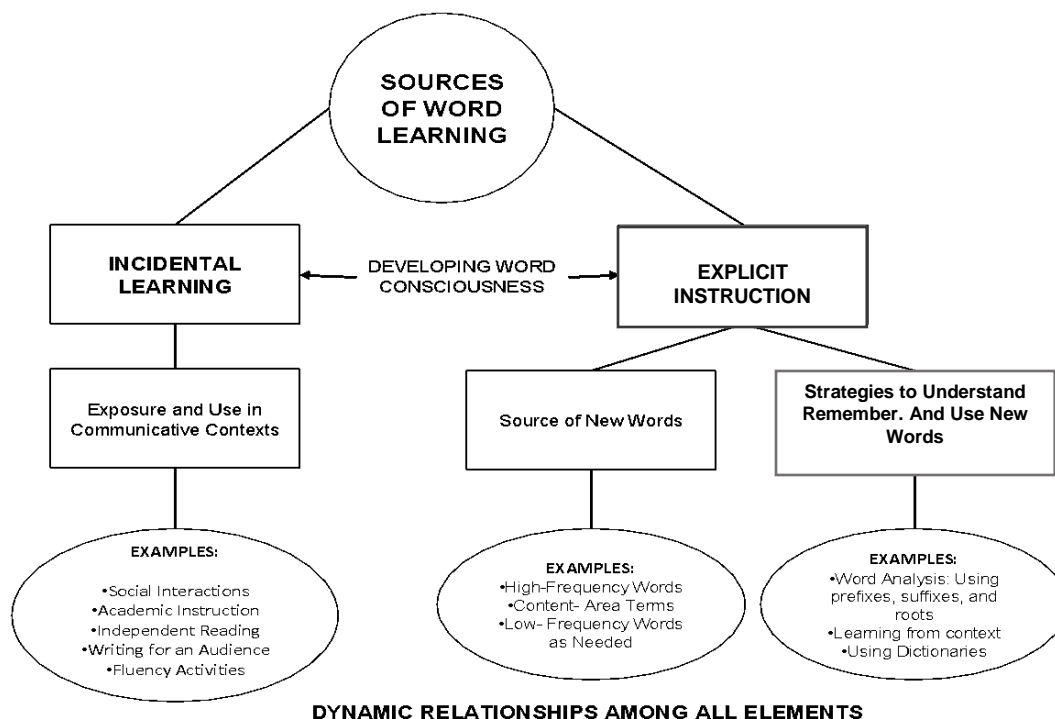


ILLUSTRATION 2. RESOURCES OF WORD LEARNING. (PEREGOY & BOYLE, P. 230)

The explicit instruction in strategies of reading has been recommended to improve the reading comprehension so much in L1 as in L2 / FL. Considering the explicit instruction strategies and its usefulness, Uribe - Enciso (2015) conducted a study named *Improving elf students' performance in reading comprehension through explicit instruction in strategies*, in order to determine the effectiveness from a proposal for the explicit education's reading strategies to foreign language students, as for the performance of reading tasks and the used strategies recognition.

This research is of naturalistic application, although it follows a mixed method since information was collected and analyzed in a quantitative and qualitative way. The sample was chosen for convenience and was attended by 40 first semester students from a private university in Santander. Among the materials used, it is possible to find: open-

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ended quizzes, reading comprehension tests, reading tasks, and exams. After 16 weeks of instruction in reading strategies the results showed that there was an improvement in their understanding level through the employment of the explicit instructional strategy.

The explicit instruction of strategies on the teacher part is effective because it allows that the students should advance in their competition level, in addition to providing the tool so that they could keep on being employed at his learning process without need for taking teacher as a person in charge of the process. That is to say, it facilitates the autonomy and significant learning.

Moreover, in the research called, *teaching vocabulary in English- What International Language Educators tell us*, Astika (2015) argues that although some discussions have been made about best practices on how to teach vocabulary to non-native speakers, some practices are not recognized as the best way to do and have been kept in the options of incidental learning and explicit instruction to teach vocabulary.

Its objective was to evaluate the different forms used by language educators from different countries, and to show how its practices differ according to aspects such as: level of schooling, status of the apprentice and teaching experience. By means of a descriptive methodology, it details how language educators around the world teach vocabulary in primary, secondary and university level, in addition to the problems which they face in vocabulary teaching. The participants of this study were language teachers with extensive experience, who were invited to participate voluntarily online through the resolution of questionnaires. The items of the questionnaire were classified into six categories: incidental learning, intentional learning, elaborated knowledge's words, fluidity development, inferences through the context use and the dictionary use.

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His research reveals incidental learning as one of the most widely used practices, but that in turn it is a gradual process, which must get stronger through the use of a little more demanding strategies, as high-voice reading exercises in primary school and extensive reading at high school and university levels. Although the findings have provided valuable information, it is important to continue to delve into these aspects of teaching that seek to improve foreign language skills.

C. Vocabulary Learning Strategies

Developing an effective vocabulary is a gradual process that requires aspects such as: direct instruction, interaction with other speakers, discussion, and support of learning strategies. According to Cleary (2018) “strategies are knowledge of procedures, knowledge about how to do things- how to decode a word, comprehend a story better, compose more completely and coherently, play first base better and so on” (p38). Thus, a strategy is something that helps students think in a purposeful and specific way as they approach and complete a learning activity. Below are some strategies offered for learning vocabulary words for readers who are starting their foreign language learning process.

Total Physical Response (TPR).

Asher (2000, cited in Peregoy & Boyle, 2013) considers The TPR as a language teaching approach that is responsible for making groups of actions with words to transform a meaning. It starts with simple words, usually commands, for example "Stand up" "Close your eyes" and its meaning is demonstrated by dramatization, through the use of gestures and body movements. Thus, the movement provides the

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knowledge needed to make the command more understandable. It is useful for both children and adults and can be used in the learning of different languages.

One of the most common variations of TPR is the game "Simon says"; in which the teacher gives a command while gesturing an action, if the command is preceded by the word "Simon says" the students will gesture the action they hear. Sometimes, the teacher tries to confuse the students by changing the gesticulation for a different one than what is produced orally. Both the TPR and the "Simon says" game are useful for language learners because actions demonstrate the meaning of words and students show understanding by gesturing the action they hear. (Peregoy & Boyle, 2013).

Word Cards

This strategy helps students consolidate and remember words for which they already have an idea of what they mean, the card has two parts. In one part, students should write the word in English, and in the other the students have the option of representing the meaning by drawing, writing the word or a short definition.

Word Wall Dictionary

It consists of a group of words that are placed on a wall. These words must be written in legible and clear letters. It is designed to be an interactive tool with students as they can use the words on demand, to learn how to use them in context or simply to review their meaning.

Working with Idiomatic Expressions

According to Peregoy and Boyle (2013) language expressions for English learners are difficult, because their meaning is not literal, but figurative. The best option

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is to work on such expressions when they are presented in reading material, instructions, or conversations. By exposing students to idiomatic expressions, learners can be prevented from using figurative language so they can recognize them when they see them in real context.

Word Wheel

Word wheels are used to help students learn vocabulary that is related in some way, such as synonyms.

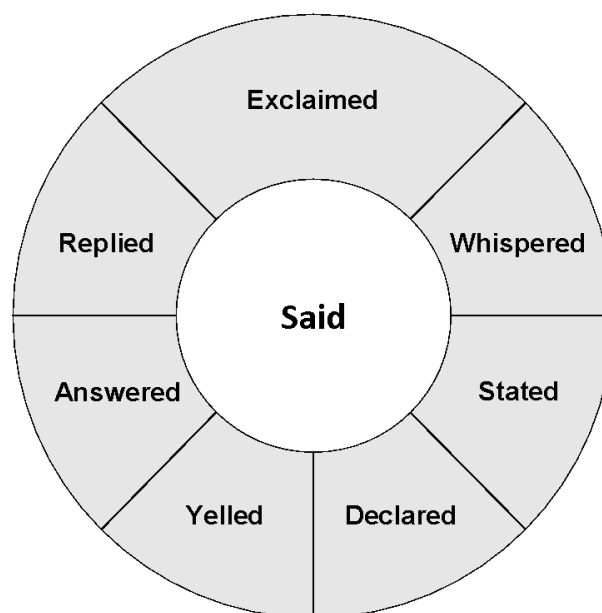


ILLUSTRATION 3. WORD WHEEL. (PEREGOY & BOYLE, 2013, P. 241)

Collecting Words

Haggard (1986) indicates that in this strategy students must select a word that they consider important within the assigned text or reading, they must join their word with those of their partners; to create a list. Then, the group should meet to define in

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detail the words, and they make a consensus that will reduce the list, where only the most important and interesting words to learn will be included. Once they have the list, the group will discuss the ways on which they will use to learn those words. Finally, it is important that the teacher makes periodic reviews of the words selected by the students.

Contextual Redefinition.

Contextual redefinition is a strategy that students can apply to discover the meaning of unfamiliar words that appear as they read. Readence, Bean, and Baldwin (1998); Tierney and Readence (2005), explain that this strategy teaches students to generate possible meanings of unknown words, it makes inferences based on the context given in each of them, and it makes them see the difference from reading the word in isolation to reading the same word within a context.

Registration or list - Label grouping and Assignment.

This strategy offers a learning approach of new words and their meanings. Students must organize into groups to brainstorm; they generate a list of words related to the topic. Then, they should group the words together and categorize them. Students will then create a map illustrating the relationships between words. (Peregoy & Boyle, 2013).

Khonamri and Salimi (2010) in their interest to explore the reading strategies taught to teachers, proposed a study called "The impact of a professional development program in strategic reading on the instructional practice of English teacher as foreign language" (p.1). This study was carried out in Iran with volunteer teachers who taught English (FL). The methodology was qualitative and instruments such as classroom

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observation, training workshops for teachers in strategies to develop reading comprehension, and interviews were applied.

One of the most important aspects from the research was precisely to provide teachers with these training workshops that were intended to make teachers reflect on their teaching methodology. The results from the research revealed that teachers do not explicitly teach any strategy to develop comprehension for their students. However, they use some of them, but they do so implicitly, and students do not realize it. Most foreign language teachers see it as their primary instructional responsibility to cover books and have to prepare the exams for students. A favorable result, shown in the observations made, was that several teachers modified their teaching strategies and forms after attending the training provided (9 hours) despite being a short-term intervention.

However, it is important to mention that teachers must be in continuous preparation and updating of their knowledge, be aware of the different models, approaches and strategies that can be used to facilitate students' learning and thus have the opportunity to improve their educational practices. According to Vazquez (2019), in a study carried out in a public high school of Bucaramanga, there are a variety of strategies such as contextual redefinition, word wheel and flash cards that can be used in an English classroom as a foreign language to develop vocabulary learning, which is why this research study has among its aims to delve a little more into the topic of vocabulary learning as a tool to foster reading comprehension within the foreign language classroom context.

The Semantic Strategies

These strategies are based on the semantic procedure of the new vocabulary, it is analyzed, it recognizes the natural groupings that are linked to the lexical group. And in the related notions the general memorization.

In this group of semantic strategies, images, contextualization, grouping and associations of words are made to render memorization. These strategies present a direct link between a word with its representation. The second ones are those which provide an environment where the theme or semantic issue is highlighted, they are based on establishing a sentence for a new word. The third are related to the action of selecting vocabulary in groups for the reduction of non-interlaced elements, being simply subjective, the grouping is done based on grammatical reasons, semantic fields, functions, or any other similarity. The fourth strategies are based on the significant and personal relationship between the already dominated vocabulary and the unknown, this process is called semantic association by connecting natural words among which have meaning in any speaker, beginner, or trainee language target.

López, (2000) states that "The analysis of form and structure, contextualization and grouping are rather used by advanced students, the image is used by students of initial levels, and there are conflicting results regarding the use of associate or mnemotechnical strategies (p. 16)".

Mnemonic Strategies

They consist in the possibility of developing new associations, which have no meaning and are far from what the word actually means but have a personal meaning and are not of help to native speakers or second language learners. That is, an artificial

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grouping is established to enrich or modernize the process of memorizing. "The value of mnemotechnology lies in the fact that the student makes an analysis of the word; the mental activity of creating images or "scenarios" contributes to the formation of connections that improve memory" López (2000: 62), which is based on Cohen's definition (1987).

Artificial relationships derived from natural groups would lose their value in oral interaction. The act of repeating at any level is the most accomplished for memorizing new vocabulary. If the students present a high level in the domination of the language they make greater use in contextualizing the vocabulary. If the students present a low level they make greater use of the memorization strategy.

It is necessary to encourage reading to children by creating environments that allow them to practice and feel love for reading, understanding that it allows the human being to understand the world from a different perspective and allows to know different cultures that contribute to the improvement of one's culture and the habits of life of people. Reading is essential as a basic tool for personality development. Also, as an instrument for socialization and school success.

However, Santos (2012) states that the development of reading competence is not an easy task, it involves factors of all kinds: cognitive, sensory, motor, emotional, social, etc. that are necessarily combined to achieve it. Besides, the learning process of teaching demands that teachers work in coordination. According to Santos (2012), not all the people who transmit knowledge have the responsibility to perform this difficult task, they are the so-called teachers who do not always have sufficient capacity and do not have the proper training to teach. It is of a great importance to know how to perform

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activities based on the use of reading. There are a large number of curricula that prove to be very useful when it comes to reading materials and whose goal is to get the most benefits from being used with students.

D. Reading

Sole defines reading as follows: "Reading is a process of interaction that takes place between the reader and the text process by which the first attempts to satisfy [obtain relevant information for] the objectives which guide their reading." (Sole, 2005, p. 17). According to Sole (2005), this statement means the presence of an active reader who processed and manipulated the text. Besides, a goal that guided the reading always is necessary. In effect people always read in order to get an objective. Therefore, Reading is one of the cognitive activities that the human being performs, it is information that contributes to the learning processes where language and symbology take part. Reading is a source of pleasure and the key to school learning, since students have the opportunity to interact with the world that reading recreates, stimulating mainly their imagination. Reading is one of the most important and useful activities of human being life; for this reason, it is important to develop this habit from the earliest stages of life. Moreover, through the word people can interpret the world. "Reading is influenced by situational factors, among them the experiences readers have had with particular kinds of texts and reading for particular purposes" (Schoenbach R., Greenleaf C., Cziko C., and Hurwitz L. P. 2)

The Three Stages of Reading

According to Díaz- Rico (2013) the three stages of reading are pre-reading, during-reading and the post-reading.

The Pre-Reading Stage

According to Aerbersold & Field (2008) doing pre-reading activities is a coherence task involving mainly three aspects. First, the reading teacher must establish a goal for his/her students to have a reason for reading a text. Second, to activate their background knowledge to better comprehend the given text, and third aspect is to give them some hints to their foreseeing what the text will probably be about. As we can see there is an in-text and out-text mechanisms in this preparatory phase that students make use of to approach a text. There are five pre-reading exercise types mostly used in the classroom: “Recalling information, generating new ideas, sharing or solidifying information, building key vocabulary and establishing a purpose for reading” (Aerbersold & Field, 2008, p.23&24).

For instance, in the recalling information exercise a brainstorming technique can be used to generate information about the reading topic. Other activities such as field trips, role plays, and word association are also possible to trigger students’ background knowledge. Another preparation activity is previewing. By previewing a text, the reading teacher helps his/her students predict information found in the reading. Generally, this activity connects the events in an organized fashion giving the students an idea of a sequential development of the actions. Previewing activities to visualize later information are done by exploiting the title of the reading, photographs, and drawings etc. Skimming, scanning, and sampling are other techniques to encourage students to discover the content of the text in question.

The During Reading Stage

According to Aerbersold and Field (2008) the students in the “during reading stage” must be consciously aware of how they are reading to become better readers because in

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this fashion they can control and monitor the way they are employing to approach the comprehension of the text, which is called metacognition. “Metacognition is understanding what is behind, what support or informs, readers’ knowledge and perception” (Aerbersold & Field, 2008, p.95).

The during reading stage can be better exploited, according to Aerbersold and Field (2008), by resorting to pre-reading activities to help students predict what the coming text will be about.

The After Reading Stage

At the “after reading stage” teachers expect students to have ample comprehension of the text. Some of the strategies for comprehension employed in this phase of the reading in the L2/FL classroom are the following: “reviewing information in the text, discussing information not in the text and evaluation information in the text” (Aerbersold & Field, 2008, p.116). Comprehension questions are used in a varied way by reading teachers. By asking comprehension questions the teacher can check various aspects of contents such as recognizing the structure of information of the text, the main idea and the supporting ones, the difficult parts, and the function of the text as an amplified unit. For instance, the story in *Jonathan Livingston Seagull*, by Richard Bach (1970) is a metaphor to point out the desire and persistence for learning has no limits when you are determined to do it. Another activity to check comprehension is to ask the students to write summary or conceptual maps about the reading.

II. DIDACTIC PROPOSAL

Presentation of reading lesson: Recycling

❖ Target Learners

Intermediate high school learners of English as a foreign language

❖ Objectives of the Lesson

A. Understanding how recycling works

B. Building new vocabulary and concepts

C. Fostering vocabulary through reading comprehension

❖ Summary of Each Stage of the Lesson

A. Pre-Reading Stage

Activities: categorization, interview, and word knowledge rating

B. During Reading Stage



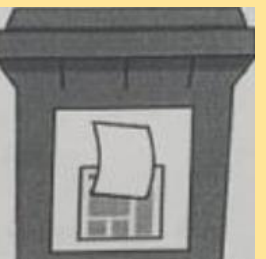
1. Understanding text activities: reading for main idea, details, the order of the text, making inferences, and writing a summary.
2. Vocabulary-building activities: identifying word meaning through definition, synonyms, word group, collocations, concordances, and word structure.

C. After Reading Stage

Role-playing, taking a survey, and making a story.

Before you read

TASK I – CATEGORIZE work with your partner. Place each item from the following list in one of the recycling containers below.

DINNER SCRAPS NOTEBOOK PAPPER WATER BOTTLE SODA CAN YESTERDAY'S NEWSPAPER DOODLE FROM ART CLASS PLASTIC BAG BROKEN MUG			

TASK II –INTERVIEW. Interview your partner about the following questions.

Later, you will share your partner's answers with the whole class.

Question	My Answers	My Partner's Answers
Do you know the meaning of the term "recycle"?		
Do you recycle? Why or why not?		
What kind of recycling do you do in your home?		

TASK III – Knowledge Rating

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Part I. The words below come from the text that you are going to read. How much do you know about these words? Under **form**, identify the grammatical category of each (i.e., verb, noun, adjective, adverb, preposition); under **Meaning and use**, *check* the option that best describes how well you know it.

Words	Form	Meaning and Use			
	Grammatical Categories	Have no idea	Have seen/heard, but can't define	Can define	Can define and use
1. Aluminum					
2. Sturdy					
3. Pulp					
4. Detergent					
5. Dissolve					
6. contaminant					

Part II. Answer the following questions.

Write down the meaning of each word that you checked as "can define".

1. Write down a sentence for each word that you checked as "can define and use it".

Recycling

1. Recycling means that we take something like newspaper from last Sunday and process it so it can be used again. All sorts of things can be recycled: paper, plastic, aluminum cans, batteries and even motor oil.
2. Sorting is the first step in recycling. Some cities in the United States require higher levels of sorting. Like making sure different kinds of paper are separate. But the most common requirement is to place paper product in one bin; sturdy containers like glass and plastic bottles and metal cans in another; and regular trash in a third bin. Then, people either drop off their recyclables, or put them out to be collected.
3. Newspapers are taken to a paper mill. At the mill, paper goes through a chemical wash to separate ink from paper. A slusher turns the paper into mushy mix of paper fiber called pulp. Detergent dissolves the ink and carries it away, screens remove contaminants like bits of tape or dirt, the left pulp is bleached and mixed with additional pulp from wood chips to strengthen it. The pulp is poured onto a moving screen that lets the moisture out. Once it has hardened, the paper is fed through steam-heated rollers that flatten it into a continuous sheet of paper. Tomorrow's newspaper can be printed on the same paper, and the recycling loop is complete.
4. Soda can is also going to an aluminum recycling plant. First, the aluminum gets shredded into small pieces. Then the pieces are all melted into a huge stove to make molten, or liquefied, aluminum. Lastly, they are shaped into casts called ingots that can be melted down later and used for making new aluminum products.

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5. Plastics are a little more complicated because there are many kinds of plastic, and they cannot be mixed with types. Most of plastics have a little recycle sign on them with a number and a special code. That is the *resin* identification code, and each one stands for a different type of plastic. As a result, before they can be recycled, plastics need to be very carefully sorted. Actually, many communities only recycle a few types of plastic because it is too expensive to recycle every kind. Most thing with a 1, 2, 3, or 3 identification code usually can be recycled-things like water and soda bottles, grocery bags, milk and juice cartons, and detergent bottles.
6. Although recycling takes some work to recycle is good for us and for the earth. Recycling reduces pollution, energy, and use of raw materials; it creates jobs; and it reduces the need for landfills.

Understanding the text

TASK I – W’s CHART. Read the questions below. Find the answers in the reading and fill in the chart.

1. WHAT is recycling?

.....

.....

.....

.....

2. WHAT is the purpose of this article?

.....

.....

.....

.....

3. WHAT is drawn by author?

.....

.....

.....

.....

TASK II – TRUE OR FALSE According to the text, are these statements true or false? Write **T** if the statement is true and **F** if it is false. Write down a phrase from the reading that supports your answer.

..... 1. The first step for recycling is shredding.

..... 2. Materials have to be sorted before they are recycled because different materials are sent to different recycling facilities.

..... 3. Paper needs to be treated before it is recycled because it might contain deadly diseases.

..... 4. A lot of communities recycle all types of plastic because it is very important.

..... 5. Plastic identification number exist in order to help people separate different types of recyclables plastics.

TASK III—Match Definitions with Terms. According to the information from the text, match the descriptions on the left with the terms on the right.

DESCRIPTIONS	TERMS
_____ 1. A form of raw metal for making aluminum products	A. Slusher
_____ 2. A machine to roll paper into continual sheet	B. Pulp
_____ 3. A soft and wet substance that is used to make paper	C. Detergent
_____ 4. Something to take dirt or tape away from the pulp	D. Screens
_____ 5. The number to distinguish different types of plastic	E. Steam-heated rollers
_____ 6. A machine to make the used paper become a soft . material that is used in making paper	F. Ingots
_____ 7. A substance to make ink become liquid and wash it away from paper	G. Resin identification code

TAKS V – Multiple-Choice Question. Circle the letter of the best answer and support your responses by giving specific clues from the text.

1. Which of the following statement is NOT one of the descriptions about “resin identification code” according to the article?

- a. each special code represents different type of plastic.
- b. people can only recycle items with a 1, 2, or 3, identification code.
- c. most plastics possess an identification code on them.
- d. Things with a 1, 2, or 3 identification code include soda and detergent bottles.

Clues(s) _____

2. How is recycling aluminum different from recycling plastics?

- a) Aluminum can be recycled in a few hours; recycling plastic takes several years.
- b) Plastic can only be recycled into other forms of plastic, while aluminum can be recycled into steel.
- c) Plastics have to be sorted carefully before recycling; this is not so for aluminum.
- d) Recycling plastic uses much less energy than recycling aluminum.

Clues(s) _____

3. What would most likely be contained in “regular trash” that is NOT recycled?

- a) Glass and plastic products
- b) Used toothpaste tubes and bandages.
- c) Old newspaper and magazines
- d) Aluminum cans

Clues(s) _____

4. How is text organized? Circle relevant answer(s).

- a) List
- b) Description
- c) Cause/effect

d) Comparison/contrast

TASK VI – MAKE INFERENCES

1. What would most likely happen if people do not sort the different types of recyclables?

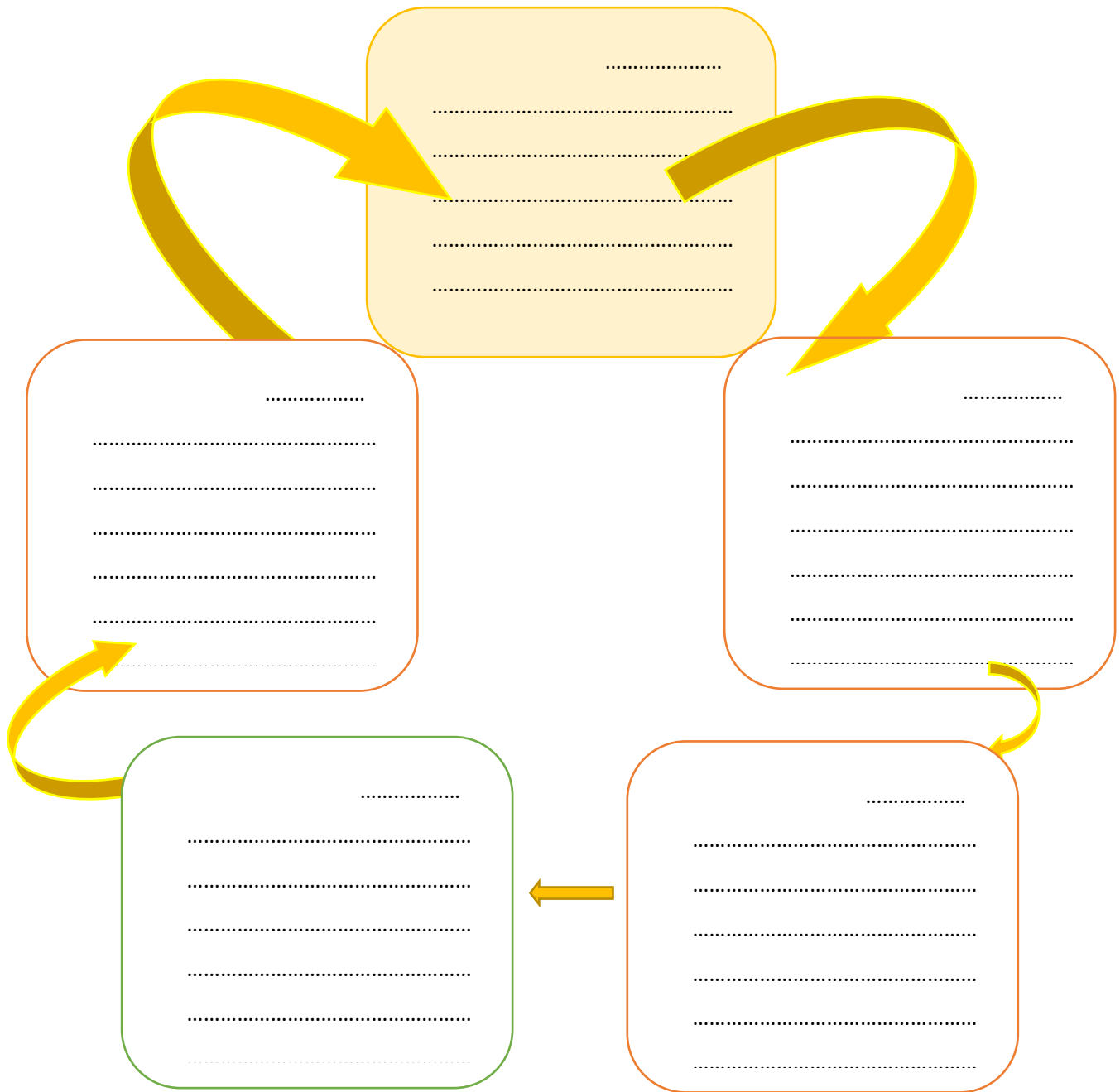
2. Which natural resource does recycling allow people to conserve?

3. Which natural resource does recycling plastics allow people to conserve?

4. What would most likely happen if there were no recycling?

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TASK VII – CYCLE DIAGRAM Use your own words to describe the recycling process for newspaper. Start with the top box to complete sentences.
(collecting words)



Vocabulary Building

TASK 1 – Multiple-choice Questions

_____ 1. Which of one of the **options** below best corresponds to the meaning of **raw** as. it is used in the article "the use of **raw** material" (paragraph 6, line 10)?.

- a) Wet and cold
- b) In a natural state, not treated or prepared
- c) Powerful and not controlled
- d) Having no training or experience

_____ 2. Which of the one the words below are the best substitute for **reduce** as... it is used in the text "Recycling **reduces** pollution..." (paragraph 6, line 2) without. changing the meaning of the sentence?

- a. Diminisher
- b. Avoids
- c. Increases
- d. Eliminates

3. Based on the meaning of verb "**shred**" in this article (paragraph 4, line 1), circle ALL ITS CORRECT synonyms and collocations in the left and right sides.

<u>Synonyms</u>	<u>Collocations</u>
a) Combine	a) Shred a cabbage
b) Separate	b) Shred metal
c) Cut up	c) Shred a document
d) Sort	d) Shred a lamp

4. Based on the meaning of adjective "**molten**" in this article (paragraph 4, line 2), circle ALL ITS CORRECT synonyms and collocations in the left and right sides.

<u>Synonyms</u>	<u>Collocations</u>
a) <u>Solid</u>	a) <i>Molten</i> rock
b) <u>Liquefied</u>	b) <i>Molten</i> gold
c) <u>Melted</u>	c) <i>Molten</i> book
d) <u>Frozen</u>	d) <i>Molten</i> lemon

5. Circle the option that does **NOT** fit with of the group.

a) pollutant	b) substance	c) Contaminant
d). Impurity	e) Poison	

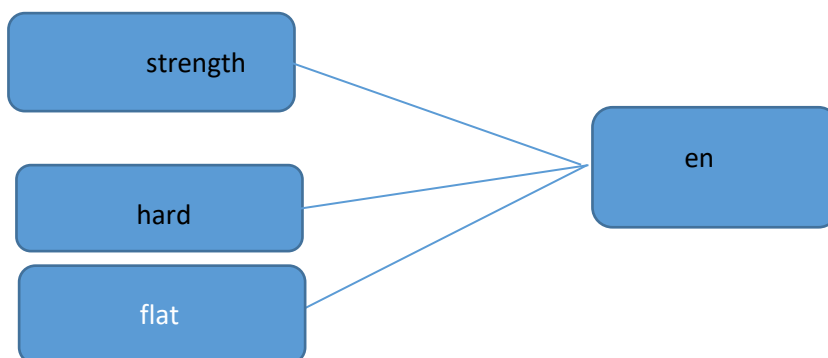
Understanding the Suffix “-en”

A suffix is a word part that is added to the beginning of some words. Suffixes usually change the word’s part of speech.

There are a number of verbs in the articles which have the suffix -en.

❖ **Verb suffix: -en**

- A. Meaning of **-en**: to change something to the quality.
- B. Types of words/roots: nouns or adjectives
- C. Resulting words: verbs, such as *strengthen*, *harden*, *flatten*.



Fostering the Learning of Vocabulary of English by Using Reading

TASK I – Fill in the Chart. Create verbs by adding the suffix **-en**, and write the verb and the meaning. You may use a dictionary. The first one has been done for you.

Suffix	Words	Verbs	Meaning
-en	<i>moist</i>	<i>Moisten</i>	<i>To cause to become moist or damp</i>
	<i>wide</i>		
	<i>red</i>		

TASK II – Make Your Own Sentences Now, select three verbs above (i.e. strengthen, harden, flatten, moisten, and redden) and write down one sentence for each.

1. _____

2. _____

3. _____

After you read...

TASK I – Green Project. Work in groups of four.

The Mayor of the Green City is planning to improve the city' recycling rate. For the purpose, discussions have begun by city officials. They decided to invite non-government organizations to share their opinions.

Imagine that you are a group of agents from a local non-profit organization which has been promoting recycling for years. You came to the city hall to promote your project called Green Project. You have to convince the city officials that your project should be included in their plan.

Things to consider and propose at the meeting:

❖ ***Make recycling easier***

Example: tow a recycling trailer behind a waste management vehicle to enable the collection of trash and recyclable material the same time.

(more ideas: put more recycling bins, more recycling facilities by mall and parkway, ...etc.)

❖ ***Generate awareness of recycling*** (by creating dialogue among people about recycling)

Example: display all of the trash collected in a certain day in a place where probably everyone goes by every day. *(more ideas: fairs, presentations, energy-saving competitions, social-networking sites, ...etc)*

❖ ***Make regulation of recycling***

Example: refund people who collect bottles and cans. *(more ideas: fine, refund, prohibition of use of plastic bags, use of taxation, pay-as-you-throw, ...etc)*

Green project

❖ **3 ideas to make recycling easier:**

❖ **3 ideas to generate awareness of recycling:**

❖ **3 new regulations of recycling:**

Write a story about the life of a specific recyclable material that you are interested in, such as a soda can, grocery bag, detergent bottle, ...etc. Choose one of the recycled materials to complete the story below. Write **10-14** sentences. You may consider using verbs in the text or other appropriate verbs to tell the story **in the past passive**.

I was made of _____ (e.g., aluminum) ...

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

III. Conclusion

After having reviewed the studies and theories of different authors I can conclude that it is important to carry out research about reading and its relationship with language learning because a lot of knowledge could be found, and this knowledge could be used to improve language education in different cultures. Second, the combination of reading and vocabulary learning done in a conscious fashion might result entertaining and attractive for many learners. Third, the study of this topic deepens the capability of reading on the part of learners by using different reading techniques to improve vocabulary learning in English as a foreign language. Finally, an integrated and interactive approach to learning vocabulary in context through interesting and real readings is essential and motivational to create consciousness on people. For example, the topic of recycling is something that concern the majority of men and women all over the world because the earth is our home, and we need to take care of it for our sustainability and for those generations that are coming after us. Therefore, students are not only learning about the language, but also about the world.

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