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**TITULO DE MAGISTER EN PEDAGOGÍA DE LA ENSEÑANZA DE
INGLES COMO LENGUA EXTRANJERA**

**Development of academic vocabulary by isolated presentation strategies vs
in-context presentation strategies: comparative analysis**

TRABAJO DE TITULACIÓN

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Septiembre, 2018

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Master.

Franklin Oswaldo Espinosa Jaramillo

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: Development of academic vocabulary by isolated presentation strategies vs in-context presentation strategies: comparative analysis realizado por Roberth Israel Ponce Martínez, ha sido orientado y revisado durante su ejecución; por lo tanto, se aprueba la presentación del mismo.

Loja, Julio 2018

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Roberth Israel Ponce Martinez declaro ser autor (a) del presente trabajo de titulación: *Development of academic vocabulary by isolated presentation strategies vs in-context presentation strategies: comparative analysis*, de la Titulación de Maestría en Pedagogía de la Enseñanza de Inglés como Lengua Extranjera, siendo Franklin Oswaldo Espinosa Jaramillo director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Autor Roberth Israel Ponce Martínez

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DEDICATION

I am grateful to my wife for the unconditional emotional and professional support through my master preparation process and the current investigation. To my children for being an additional motivation of building my professional career to develop a positive impact in the education of the current and future generations. To my parents who gave me the light and shaped me through moral and spiritual values that have let me become a professional with the objective of providing service to my community. Finally, to my grandmother, Danila and great-grandmother, Maria who passed away in the last trimester of 2017, their dedication and sacrifice for their offspring and other generations will always be taking into account as a motivation to grow academically.

Roberth Ponce Martinez

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RESUMEN

El estudio - Desarrollo del vocabulario académico mediante estrategias de presentación aisladas vs. estrategias de presentación en contexto: un análisis comparativo - tiene como objetivo conocer cuán significativa es la presencia del vocabulario académico en las composiciones. Además, la efectividad de presentación aislada del vocabulario, en comparación con el vocabulario en contexto, en la adquisición del vocabulario académico. Finalmente, que grupo mejora en el uso del vocabulario académico después de la intervención. Se realizó en una colegio privada en la ciudad de Portoviejo, con adolescentes (49% hombres y 51% mujeres) cuyo edades era alrededor de 17 con un nivel intermedio (B1) con clases de inglés compusoria. El estudio fue un estudio cuantitativo del diseño experimental. La información se recopiló durante 12 semanas mediante pruebas previas, formativas y final, que se aplicaron a dos grupos focales. Los resultados revelaron que la presentación en contexto del vocabulario otorgaba una gama más amplia de palabras aprendidas. La conclusión más relevante es que el grupo de enfoque expuesto a estas estrategias tuvo un mejor rendimiento al desarrollar más vocabulario académico (alrededor del 75%).

Palabras clave: vocabulario de enseñanza; aprendiendo vocabulario; estrategias de enseñanza; Vocabulario académico; estrategias de presentación aisladas; estrategias de presentación en contexto

ABSTRACT

The study - Development of academic vocabulary by isolated presentation strategies vs. in-context presentation strategies: a comparative analysis - aims to know how significant the presence of academic vocabulary is in compositions. In addition, how effective isolated presentation of vocabulary is, compared to vocabulary in context, in the acquisition of academic vocabulary. Finally, what the level of improvement is in the use of academic vocabulary after an intervention program. It was conducted at a private urban high school in the city of Portoviejo, with teenagers (49% male and 51% female students) whose age range was around 17 with intermediate level (B1) who had English classes as a compulsory subject. The study was a quantitative study of experimental design. The data was gathered during 12 weeks by means of pretests, formative tests, and post-test, which were applied to two focus groups. The results revealed that in-context presentation of vocabulary granted a faster and wider range of words learned. The most relevant conclusion is that, the focus group exposed to these strategies had better performance developing more academic vocabulary (about 75%.)

Key words: teaching vocabulary; learning vocabulary; teaching strategies; Academic Vocabulary; isolated presentation strategies; in-context presentation strategies

INTRODUCTION

Learning vocabulary has fairly got much more relevance in the last decade, researchers as Nation (1990;2006); Thornbury (2011); Jeremy Harmer (2011) and Douglas Brown (2000) have demonstrated that learning vocabulary is not only referred to the memorization of words or chunk of words. For instance, Nation (1990) describes that to learn a word, learners must understand the meaning, form, and use. On the other hand, the more Ecuadorian students get interested in obtaining an academic certificate in English speaking countries, the larger applicants to international tests of language proficiencies; that means that students have started developing the application process in the last year of the senior/baccalaureate year in the Ecuadorian educative system. In addition, most universities abroad require language proficiency examinations, which are, classified as high Stake examinations, for instance, IELTS Academics, TOEFL or PTE Academics; this means learners will be required to use and produce academic vocabulary through productive skills. For that reason, the current study “development of academic vocabulary by isolated presentation strategies vs. in-context presentation strategies: a comparative analysis,” aims to develop the current research by evaluating the intervention and effectiveness of an academic vocabulary program designed for third baccalaureate students in a private high School in Portoviejo – Ecuador.

Additionally, Ecuador has developed educative policies to guarantee cultural and linguistic diversity in the acquisition of foreign languages as English. For that reason, in the Ministerial Agreement MINEDUC-ME-2016-00020- it established the regulation of academic workload (weekly periods of classes) and the minimum graduating profile for English learners in each stage of Ecuadorian basic education and high school education. The minimum graduating profile for English learners is level B1 according to the Common European Framework of Reference [CEFR]; the private high school - where the research of the intervention program is planned -has students with levels B1 and B2 in the senior last year. The objective of this research is to develop a program that enables learners to pass international academic certifications stated by Ecuadorian government in ministerial agreement 20150069A; and some the of the certifications mentioned in that ministerial agreement are TOEFL, IELTS; Pearson Test of English. As a result, academic vocabulary is very relevant in the certification process because this will be present in the four skills as input or output. This research study tries to fill up this gap in the educational research by studying the effectiveness of isolated presentation strategies vs in-context presentation strategies of vocabulary using listening or reading, to analyze the level of improvements regarding the presence of academic vocabulary in writing.

As you can infer, academic words are essential effective in academic writing. However, Academic words do not represent a specific content area; rather, they are used in a basic variety of content areas such as mathematics literature, science, social science (Coxhead, 2000). In this sense, it is of great importance for high school students to learn about such words because they will be expected to use them effectively in the four skills, but it also becomes relevant in writing assignments to take and pass international examinations whose range goes from B1 to C2.

Furthermore, academic vocabulary is important for English learners to be successful in school. Academic vocabulary is a primary measure of success is high-stakes testing in which all students, regardless of their language proficiency levels, are expected to read, write, and demonstrate their knowledge using academic vocabulary (Bielenberg, & Wong-Fillmore, 2004; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Standardized assessments such as the IELTS Academics, TOEFL and PTE Academic require students to understand and use academic vocabulary effectively in far-reaching areas of science or areas covered in academic content. The beneficiaries of this research will be in first place the students who reach their senior year with the objective of studying abroad or students who are interested in taking high stake examinations as IELTS Academics, TOEFL and PTE Academic. The second beneficiaries of this research will be the English Instructors from this high School when dealing with the most effective procedure when presenting academic vocabulary. At the same time, the findings of this study will enrich the existing research about academic vocabulary acquisition in my city, state, and country.

Similar to the current research, there have been some previous researches related to academic vocabulary acquisition and learning. Three studies will be presented underneath. They provided main support to the ideas presented in the present research presenting good definitions of key aspects of it, for instance, academic word list, university words list, general word list, etc. The second research shares some similarities to the current research and provides a good reference about the research process executed because some method and instruments share some similarities, and the third study provides a very wide example of vocabulary learning importance for students who have to face standardized tests as a requirement of admission to higher education.

As it was illustrated in the previous paragraph, the first study which was about: a new academic word list, whose researcher was Coxhead, (2000) He developed this research at the Victoria University of Wellington in New Zealand. That article describes the development and evaluation of a new academic word list, which was compiled from a corpus of 3.5 million running words of written academic text by examining the range and frequency of words outside

the first 2,000 most frequently occurring words of English. This research concluded that the academic word covers academic corpus, and more than 94% of the words in the list occur in 20 or more of the 28 subject areas of the academic corpus, for instance: arts, commerce, law, science, etc.

A second research closely related to the current study is the one made by world recognized academic in the area. Nagy, and Townsend (2012) developed a research which shares some similarities to the current study related to Academic Vocabulary and in the acquisition. This research had the purpose of the growing awareness of the importance of academic vocabulary; and more generally, of academic language proficiency, for students' success in school. There is also a growing body of research on the nature of the demands that academic language places on readers and writers, and on interventions to help students meet these demands. In this review, they use the metaphor of 'words as tools' to reflect our understanding that instruction in academic vocabulary must approach words as means for communicating and thinking about disciplinary content, and must, therefore, provide students with opportunities to use the instructed words for these purposes as they are learning them. This study concluded that academic words are tools for communicating and thinking about disciplinary content. The intervention resulted in gains of academic vocabulary; and improved performance on standardized measures of reading comprehension.

The third previous study similar to the current research is a production of well-recognized researchers. Lesaux, Kieffer, Faller, and Kelley (2010) aimed to evaluate the implementation and effectiveness of an academic vocabulary program designed for the use in mainstream middle school classrooms with high proportions of language minority learners in seven middle schools in an urban district in the southwestern United States. The researchers concluded that increasing word knowledge and word learning strategies benefited the reader by improving the ability to discern meaning from text. This effect was due to work with text in the program, short pieces of text were the base of the program to teach the target academic words with the content of the text.

Underneath you will find a brief description of the three chapters of the current research. In chapter 1 describes the definition of vocabulary vs. Academic Vocabulary, and how they are learned. At the same time, aspects as a genre, age and other aspects have a relation with vocabulary acquisition. Also some relevant previous studies will be found as a powerful source of analysis of different scenarios focused on the acquisition of academic vocabulary. In chapter 2, the method applied in this research will be described, therefore it will be noticed the distinction of the current experimental study used the quantitative method since a statistical record of the information gathered was saved of the instruments for data collection that were

pre-test, formative tests; and post-test. In chapter 3, results will be presented and discussed, the most important aspects considered for the analysis of the results were the contrast of each strategy as the results obtained used with the application of the strategy and the assessment of each control and experimental group.

The current study - Development of academic vocabulary by isolated presentation strategies vs. in-context presentation strategies: a comparative analysis - encountered some limitations related to the adherence to the dates planned for the intervention. The original ten weeks process was extended to 12 weeks, because the target population was involved in some institutional projects and activities as university fairs, forums about the Ecuadorian national test for students who are in the last year of secondary education called "Ser Bachiller" which caused an interruption in the process at certain points of the intervention; and also because the academics and authorities solicited to extend it two additional weeks in order to reinforce the process despite the interruption.

CHAPTER I: LITERATURE REVIEW

The first step in every academic research is building the literature review. Therefore, in the current study it was necessary to broaden the knowledge in some specific topics: First, you will find the definition of vocabulary; then the answer of what academic vocabulary is will be defined. After that, some additional factors as related to vocabulary learning and acquisition will also be integrated, for instance, age, gender, etc. However, another important area which literature incorporates is the presence and analysis of previous studies that provide light and wisdom to this study.

Vocabulary – definition

Before referring to the importance of learning or acquiring vocabulary, we must ask ourselves what does vocabulary means. According to Longman Dictionary of Contemporary English (1995). Vocabulary means “all the words that someone knows or uses,” so when we think in vocabulary we immediately link the idea with words of any language. Yet, modern vocabulary studies link vocabulary to the understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, and Schmitt, 2011, p 171.) So it will probably not surprise you that to learn that vocabulary also includes lexical chunks, phrases of two or more words, for instance, the good morning that is learned in regular course as a single lexical unit. A Phrase like that involves more than one word but have a clear, formulaic usage and make up a significant portion of written English language usage. Also called formulaic sequences (Alali & Schmitt, 2012); they are core to English Vocabulary Learning and require teachers’ consideration as they teach vocabulary (Lewis, 1993.)

Importance to learn vocabulary

After defining Vocabulary, it is necessary to focus on the importance of vocabulary, According to Schmitt (2004) vocabulary is more important than the fact of understating and using grammar for A1 learners due to their motivation to learn the basic words in the target language. Once the learner considers his understanding of grammar topics is accurate, the student then devotes his energy to vocabulary. But, it is not a fact that learners first learn grammar and then vocabulary; instead, learning vocabulary comes before learning grammar, while learning grammar, and after learning grammar (Gower, Philips, & Walters, 2005.) Also, the lexical system is permanently open because new words emerge every year among teens and grownups, which must be learned by L2 English Users (Schmitt, 2014). On the other side, advanced learners feel motivated to learn new words to keep them in their mental vocabulary memory to understand future nuances of meaning, to become more accurate in the choice of implemented words and expressions.

Vocabulary is the core area of any language, as result vocabulary is fundamental because if there is lack of the required vocabulary, students cannot communicate their thoughts. For instance, students can be weak at grammar command, and still be able to get a message c. However, without *Lexis* or vocabulary, no message can be understood. As students develop fluency, it becomes necessary for them to acquire more productive vocabulary knowledge. In the same manner as Schmitt (2010) recognized, “learners carry around dictionaries and not grammar books” (p. 4). The coining of new words never stops, as it does not do the acquisition of words and the description of a new meaning for old words.

Acquiring vocabulary

As stated in the previous paragraphs, two important terms about vocabulary were used: a) acquisition of vocabulary and b) learning of vocabulary; In fact, there is a difference among them. In general, terms, acquiring vocabulary refers to pick up words due to exposure to reading and listening. Every time L2 English Speaker is exposed to read authentic, graded or academic readings. Consequently, the learners will pick up new words that are not registered in his mental archive. The same happens when the learning source is not reading but listening. The exposure to authentic, graded or academic listening opportunities will allow L2 English users to demonstrate interest to improve their *Lexis*, and most of the time whether the input is listening or reading the learners will make the best effort to discern the words’ meaning according to the context (Thornbury, 2011; Brown, 2000).

Learning vocabulary

On the other hand, learning vocabulary refers to the teachers’ presentation of the vocabulary which consists in a process where the learners understand the meaning of the word through the intervention of a teacher who makes sure the word is understood and also scaffold the learning process with cues when committing the word to memory (Brown, Ryoo, Rodriguez, 2010; Nation, 2001)

Looking back to the approaches and methods of teaching vocabulary and the relevance of vocabulary in the language learning and acquisition, Zimmerman (1997:5) reflects that one negatives effect is the loss of concerted focus on the lexical forms of language during the early stages of CLT development; at the same time, he referred to the recognized traditional methods pointing out vocabulary analysis with lists, definitions, written and oral practice, flashcards and some other kind of elements. However at the end of the 20th century the importance of incorporating vocabulary acquisitions and learning played a more important role in which *lexis* was now part of communicative tasks, and also part of language curriculum. As

Singleton (1997:222) concludes in his research that incidental exposure for acquiring L2 is relevant but not as influential as a good intervention of meta-cognition level

How vocabulary is learned

Once we have realized that words can be learned or acquired (Thornbuty, 2011). It is necessary to know about the process, to know how words are learned. About method and approaches to teaching English, there has always been a teaching tendency (pendulum effect) between grammar and vocabulary. In the past, the methods and approaches were centered in the efficacy of teaching language structures as the audiolingual method, grammar translation or the direct method; sometimes the teaching tendency (pendulum) moved to the other side, the side of communication and vocabulary approach (Richards & Rodgers, 2014). In the 1970s once the communicative approach played a relevant role and motivated scholars and EFL researchers to think in the role of vocabulary. As result course books included vocabulary analysis as a great collection of the item, meanwhile grammar has been set a system of rules (Brown, B.A., Ryoo, K., & Rodriguez, J., 2010). In that sense, what does it mean to know a word? According to Nation (2001), three significant aspects teachers need to cover when teaching Vocabulary: *form, meaning and use*. The form of a word implies the pronunciation, spelling and the part of the speech the word belongs to (noun, verb, etc...); Nation (2001) described that meaning refers to the way that forms and meaning work together. About Use, Nation (2001) describes as the grammatical function. English Vocabulary is demanding and complex, with the three factors mentioned before: form, meaning and use, as well as layers of meaning connected to the roots of individual words (Nation, 2001). Teaching vocabulary is not just about words; it implies lexical phrases and understanding of English vocabulary and how to go about learning and teaching lexis.

Types of vocabulary

According to Nation (2001) Vocabulary has traditionally been divided into four main types: general, academic, technical, and low frequency. general vocabulary refers to the 2000 most frequent words of English that provide 80% coverage of most texts. academic vocabulary, a list of 570 words occurring in academic texts, because they provide approximately 8-12% coverage of academic text (Coxhead, 2000). Technical Vocabulary refers to words that occur with very high or moderate frequency level within a limited range of texts and provides 5% coverage of most texts. Low-Frequency Vocabulary refers to words at the 2,000 - 20,000 frequency level and beyond, it provides 5% coverage of most texts. The relevance of teaching English for academic purposes refers the most frequent 2000 words; teach the technical words of a subject after the first two sets of words have been learned, or learners can learn technical

words once they begin their subject studies or enter their field of work (Nation, 1990). According to Allen, (2014) academic word list represents the 12,71% of the first 1000 words learned in English.

One type of lexis is academic words; it differs from another kind of vocabulary mentioned before. In fact, the academic word list (AWL) is a list developed by Coxhead (2000) which involves a corpus study of 3.5 million words distributed to 570-word families! Coxhead's academic word list has motivated the production of material, for instance, publishers such as ETS; Oxford University Press; Cambridge University Press and Pearson offer to teach and learning material for academic English programs.

Chung and Nation (2004), developed four steps rating scale for identifying technical words. Step 1 – Words such as function words that have no particular relationship with a field of study, e.g., *Amount, common, early*. Step 2 – Words that have a meaning that is minimally related to a field of study, e.g., *Superior, supports, protects*. Step 3 – Words that have a meaning closely related to the field of study, but which also occur in general language. Eg. *Abdomen, cavity, muscles*. Step 4 – Words that have a specific meaning to a field and are not likely to appear in general language. Eg. Thorax, periosteum, viscera. As a result, it can be provided a small glance at the number of words that exist; let's take a look to the following areas: 2000 words engineering list – (Ward, 1999) – a corpus of engineering textbooks – foundation level students. 1200 words engineering list – (Mudraya, 2006) – a corpus of basic engineering textbooks – University students. 623-word medical academic word list – (Wang et al., 2008) – a corpus of research articles – for learners and users of English for medical purposes. 123-word agricultural list – (Martinez et al., 2009) – a corpus of research articles – experienced in the discipline. 970 word academic keyword list – (Paquot, 2010) – general academic word list. However, these are not only the list of words referred to the previous file, but the list is also so broad, just to mention some areas of specialty: cooking, aeronautics, chemistry, mathematics, physic, economy, agronomy, agriculture, laws, fashion, visual design, architecture, and many others.

Language learners are permanently exposed to oral and written comprehension, and this guide us to the inquiry of how to determine if a text is academic or not? It depends on the purpose because even a magazine article can be considered academic if the purpose for which a text is used (rather than for which it was originally written) will determine whether a text is “academic” or not. The purpose will impact on which vocabulary words students will need to know - at least receptively (Harmer, 2011.)

How do people learn vocabulary, regarding age?

After the analysis of vocabulary, academic vocabulary and types of lexis, it is required to focus on how people learn vocabulary. Considering the great amount of vocabulary that learners are exposed to Krashen (1980) suggested that we can make a difference between two concepts, acquisition and learning. The acquisition is subconscious and free of stress; learning is a conscious procedure where separate items from the language are studied and practiced one after another. Krashen (1980) as some other researchers support that teachers should concentrate on acquisition instead of learning and that the role the teacher should play is the one of the provider of comprehensible output. In this way, the English L2 user recalls the language they need from the acquired language to express himself. Language that has been learned, in the contrary, is not available for use in the same way, according to this argument, because the learner has to think much more conscious about what they want to say. Let's provide a quick review of how language is acquired in the three different groups according to age: Children, Teenagers and, Adults.

Regarding Children, Language acquisition seems to be almost guaranteed for children up to six years old. This group can learn languages with incredible easiness. The acquisition of this age group picks the language with no real conscious effort; in fact, they do not think about grammar or vocabulary. For instance, when children reach the age of two, they start vocalizing their mother tongue, which emerges with babble and then single words utterances, e.g., *dad*, *milk*. After two words delivery until they produce bigger structure units as phrases or sentences. As children do not attend classes to speak or learn a language, what is the process they are immersed? (Scott & Ytreberg, 1990.) The input that children obtain needs to satisfy some conditions to be considered positive input. First, they need to have a lot of listening input; they need to process language. Second, the nature or quality of the language they receive, the input, is very important too. Children will not receive ESP English utterances from the parents. Parents regulate their register to simple language that fits the situation. As result parents provide in a planned way or unconsciously model language with longer intonations, high pitch or more enthusiastic to keep them motivated to speak. (Brown, 2000) The most interesting characteristics of providing instruction to children as a lovely father or as a lovely teacher are the fact that they use their imagination a lot and prone their children discover things. Total physical response and kinesthetics are learning tools learners use because they naturally need to touch, see, hear and interact to learn. However one of the challenges to providing input in the target language at home or school is their attention spam because their attention span is limited, they need engaging and entertaining activities to avoid losing interest. (Brown, 2000)

Regarding teenagers' language acquisition, the capacity to acquire language disappears, little by little. However as Short (1998) states, teenagers still have the capacity and have something that children do not have developed, they have good reasoning powers, and they are interested and also can consider the analysis of how the language works. The difference of this group age (13-19) is that their exposure is limited to classes or input for pleasure which are an external reason to educative programs. *E.g., videos games, cartoons, internet.* And of course, the person in charge of engaging and making a teenager feel that they are learning something useful is a teacher, not a father and teacher as in children's case. Some characteristics of teaching this age range rely on some transitional factors as they are in search for personal identity; Brown (2000, p. 60) described them as "the terrible teenager is in an age of transitions, confusion, self-consciousness, growing, and changing bodies and minds." They are in need of activities that meet their needs and learning expectations otherwise they will not become engaged, and in the worst scenario, they can become disruptive when they lose interest in the lesson or feel bored. One of the permanent considerations among teachers of teenagers is the fact that teens need help and support from the teacher and to be provided with constructive feedback.

Regarding adults learning, Teaching adults could be described as the less demanding activity in contrast with the requirements for teaching children or teenagers. Despite to what Brown (2000, p.72) states "some of the rules for teaching children can apply in some ways to teaching adults, the latter age group pose some different, special considerations for the classroom teacher." Adults can work longer periods, and they do not require much discipline control as teenagers. However, their capacity to acquire a language is more deteriorated. Despite this possible limitation, the time invested in their instruction helps them reach language acquisition goals in a moderate time range. As Short (1997) declare their most notorious characteristics as learners are, for instance; they prefer to rely on themselves and work at their own pace because they deal with work schedules, family schedules, and additional activities. They also come to the classroom with a wide range of knowledge, expectations, and experiences that facilitate using a wide umbrella of topics during classes. They can do a wide range of activities for longer periods.

The relevance of learning vocabulary in academic context

Vocabulary is now recognized as an essential element of learning a second language, and one which needs to be addressed in a more suited manner than it is often the case (Nation 2001). Part of the main approach to vocabulary teaching involves a better awareness of learners' vocabulary knowledge, and particularly deficiencies in that knowledge. Traditionally, vocabulary knowledge has been conceptualized regarding vocabulary size, that is, the number

of words that students know. Size tests are useful in illustrating learners' vocabulary knowledge, especially in conjunction with research that shows how much vocabulary is required for language use. For example, research shows that learners must know 98–99% of words in discourse to understand it well. This means students need to know 5000–7000-word families to be conversant in spoken English and 8000–9000-word families to read a range of authentic texts (e.g., novels, newspapers, etc.) (Hu & Nation, 2000.) These vocabulary sizes are intimidating targets, but that vocabulary range is essential for learners wishing to function at a high level in English, and size tests can be utilized to indicate any potential shortcoming.

The focus of academic vocabulary has been linked to teaching English for academic purposes (EAP) or English for specific purposes (ESP). Some of them also have been subcategorized or known as sub-technical vocabulary, semi-technical vocabulary (Farrell, 1990,) or specialized nontechnical lexis (Cohen, Glasman, Rosenbaum-Cohen, Ferrara, & Fine, 1988.) All these previously mentioned terms are used to refer to items which are reasonably frequent in a wide range of academic genres but are relatively uncommon in other kinds of texts (Coxhead & Nation, 2001). This vocabulary is seen as a key element of essayist literacy and an academic style of writing and is considered to be more advanced than the core 2,000–3,000 words that typically make up around 80% of the words students are likely to encounter in reading English at university (Carter, 1998.)

Academic word use is necessary for success in academic life as school Secondary. Also in every level of education during our university studies, and a primary indicator of success is high-stakes academic examinations in which all students, regardless of their language proficiency levels, are expected to read, write, and demonstrate their capacity using academic words (Bielenberg & Wong-Fillmore, 2004.) Research on academic vocabulary has been associated on corpus-based studies and compiled word lists taken from academic textbooks (Coxhead, 1998; Nation, 1990; West, 1953; & Xue and Nation, 1984.)

Consequently, English Learners who speak English as a second language make up a large, and increasing proportion of the university's student population in English speaking countries. Many institutions provide intensive programs in English for Academic Purposes for applicants whose English language proficiency is deemed not to be sufficient for direct entry to particular degree programs. It is essential that these institutions (and the higher education institutions which they serve) are able to make informed judgments about the extent to which particular applicants are likely to benefit from particular English for academic purposes programs and the length and type of programme they are likely to attend before commencing their degrees. In most cases, such judgments are made by widely-available academically-oriented proficiency tests, such as TOEFL, IELTS Academic and the Pearson Test of English Academic.

That is a motivation to develop an intervention process to help learners acquire academic vocabulary to pass this international examination and then become admitted in foreign universities whose programs are provided in English.

As it was described before, a learner can pick some books, dictionaries, readers and a list of academic vocabulary and then acquire a considerable amount of terms; however some students have compulsory programs in secondary or adults who register in language programs that present lessons to teach vocabulary and ESP/ EAP lexis. In both cases in vocabulary acquisition and vocabulary, learning learners need to cover the areas stated by Nation (2001) form, meaning and use; hence, this takes us to the point of inquiring ourselves into the consideration of how lexis should be presented, or how to teach academic vocabulary.

The objective of the following section is to focus on a short description of the different ways how language is conceived to be taught. Some methods focus on presenting a long and maybe boring list of words to be defined and memorized when other methods got vocabulary as the central role in contextualized and meaningful language. While, there were also some perspectives from the communicative approach perspective for vocabulary instruction. Let's first analyze the guidelines for the communicative treatment of vocabulary instruction according to Brown (2001); first, every class should designate a specific time for vocabulary learning if we are interested in communication, then words learning should be one of the priorities. Sometimes educators are so focused on cooperative and communicative activities that they do not pause to focus on some attention to words. The second aspect is to support learners to learn new words from context; this will help students to associate new words with the meaningful context in which they can be applied when they are internalized through comprehension and production. The Third aspect according to Brown (2001) is to ban the use of bilingual dictionaries; this is a practice that some learners feel tempted to use now more often with apps that provides automatic translation, but that practice rarely produces good effects because it avoids the internalization process of words for later use in communication. The fourth aspect is to develop strategies to determine the meaning of words by inferring their meaning by context and the part of the speech it plays in the sentence. Finally, Brown (2001) encourage EFL/ESL teachers to take advantage of the unplanned moment and opportunity we have in every class when a student asks about a word that is not understood and then extends the analysis with examples without distracting the class goals.

Approaches and methods also play a role in vocabulary teaching as Richards and Rodgers (2014) described how the scheme of work of each approach and methods is applied to learn and acquire vocabulary. In content-based approaches lexis is integrating language and content. This makes the emphasis that without content this special feature of learning

specialized vocabulary, which needs to be part of the instructional register to communicate in academic contexts, will not take place. The second approach called The Silent Way designed by Gattegno (1972) makes emphasis on the fact that teachers should be quiet and in silent as much as possible during class; yet, learners are encouraged to speak as much as possible in problem – solving activities. In this approach, vocabulary is seen as a central dimension of language learning and the register used is essential. It is an interesting approach because it distinguishes “semi-luxury vocabulary” from “luxury vocabulary” this method includes a system that requires colors to relate family words, pronunciation, etc. The third approach described by Richards and Theodore (2014) is suggestopedia. This approach developed by Lozanov (1978), makes emphasis in the memorization of vocabulary pairs in which the word is translated rather than contextualized. The fourth approach described by Richards and Theodore (2014) is task-based learning which is a theory of learning more than a theory of language. Words or lexical units are central in language use and learning. But, despite looking forward to language proficiency as the end of itself, it tackles the learner's communicative needs and prepares them for real-world problem solving. As a result, the language learning is a mean for any other relevant domain. In this sense, words are not learned in isolation, but they are learned as lexical phrases, sentences stems, prefabricated routines, consequently this approach focuses on meaning.

Regarding vocabulary presentation, Scott Thornbury (2002) describes some alternatives that deserve our consideration. First, he motivates our reflection about: the number of words to present – he stimulate the fact of not presenting more than a dozen words-; the level of the learners; the difficulty of the items; how academic the word is; if the words are learner by production or by recognition. On the other hand, he also agrees with some previous approach methods presented as Suggestopedia; using translation; and the sequence of vocabulary presentation which should include meaning and form. About how to illustrate meaning, he suggests realia that means real objects, pictures or mime for beginning levels. Another approach is Total Physical Response (TPR), which involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions in response to commands. Also, visual aids are recommended to be used, for example, flashcards, posters, projections, drawings, and multimedia. Regarding meaning explanation, Thornbury (2002) suggests providing example situation, example sentences, synonyms, antonyms, or super ordinate terms or full definitions.

Gower, Phillips, and Walters (2005) recommend the use of some class schemes of work when working with vocabulary in the classroom. The first scheme of work they advise is: Presentation, Practicing and Revising Vocabulary: This model is practical when the instructor

wants to present word and word chunks of a particular topic. The presentation takes place; then the practice could be integrated with a productive activity or strategy, for instance, a dialogue or a composition. Then students get the instruction next class; there will be a test. The second scheme of work that Gower, Phillips, & Walters (2005) suggest is vocabulary in the test. The third class scheme of work that Gower, Phillips, and Walters (2005) recommend using is test – teach – test, with advanced learners. This class scheme of work can be used to revise lexical items or to present new vocabulary items. The test stages do not involve a paper test exclusively; it refers to activities that enable our learners to demonstrate their competences in the vocabulary to be taught. For instance, in a class in which the target vocabulary is about traffic administration and design, the instructor can stimulate the oral production with a controversial topic. In this way, the professor will have the elements and resources to assess if they know lexical elements related to the topic, or if the vocabulary is used accurately or if the vocabulary is used appropriately. The teach section refers to the vocabulary presentation. And the final test can emulate the initial test but in a way that consolidates the chance for students to use the language accurately and appropriately.

According to Coyley, Hood, and Marsh (2010) In content-based academic writing instruction, writing is connected to study of specific academic subject matter and is viewed as a means of promoting understanding of this content. A rationale is presented for adopting content-based instruction to meet ESL composition goals; it is argued that such instruction develops thinking, researching, and writing skills needed for academic writing tasks and do it more realistic than does traditional instruction that isolates rhetorical patterns and stresses writing from personal experience. Five approaches for structuring content-based writing instruction are defined and exemplified. Topic-centered "modules" or "minicourses;" content-based academic writing courses (reading and writing intensive); content- centered English-for-special-purposes courses; composition or multiskill courses/tutorials as adjuncts to designated university courses, and individualized help with course-related writing at times of need (through faculty in writing-across-the-curriculum programs, tutors, and writing center staff).

In order to prepare students for university courses, it is important to have information about the types of writing tasks required across international academic examinations that validate their competencies and about instructors' purposes in assigning these tasks. TOEFL IBT, (Test Of English as a Foreign Language Internet-Based Test) developed by Educative Testing Services, This type of exam, has two question in the writing section. The first question is called Integrated because it requires to listen to a lecture, read an academic text and then, the candidates have 20 minutes to write an academic text 150 and 225 words length. The second question is called isolated because the candidate just writes in the base to a prompt presented,

write for 30 minutes maximum, at least 300 words. IELTS, (International English Language Testing Service) also has two writing section as TOEFL; but, with different characteristics. The total time allowed for the IELTS Academic Writing test is 60 minutes. The candidate has time himself and allows just one hour to complete both parts of the test. Task 2 contributes twice as much as task 1 to the Writing score. The writing task 1 is recommended to be done in about 20 minutes; the candidate should write in a formal style at least 150 words. Writing task 2, should be done in about 40 minutes, also written in a formal style and at least 250 words. Pearson Test of English Academics, developed by Pearson, integrates the productive skills, so the section one of the test is Speaking and writing. However the writing section will require the candidate to write responses in academic English using correct grammar and spelling. As a result this examination demands to answer the short question, summarize written text, and to write an essay. Taking as reference these three international examinations, which are the most popular and worldwide accepted, it can be inferred why several published reports on writing and academic skills surveys include data on types and relative frequency of writing tasks in various academic fields, at undergraduate and graduate levels to produce preparation books and other products for this kind of Academic examinations.

Academic vocabulary is an interesting area of research for many scholars around the globe. This area of research has found several niches of study. But about foreign language acquisition and academic vocabulary in middle education there some previous studies which are presented below

Previous studies

Another important contribution that favor academic vocabulary knowledge is the research conducted by Flanigan, Templeton, and Hayes (2012). In their study, they analyzed a teacher's class corresponding to K10. Those students struggle with content and academic vocabulary. The purpose of the study was to show how teachers can use the content vocabulary words from the EFL curriculum as a window to improve their students' overall vocabulary knowledge in an efficient and effective manner. The approach we describe here, referred to as generative vocabulary instruction that takes into account the morphological structure of the root word and the different possibilities that can be generated by the exponential use of prefixes, suffixes or affixes of the root word. The research showed that the observed teacher began presenting up to 11 words in 20 minutes. The tool used in this research was the progressive chart of root words and proper selection of academic words, as well as the prefixes, suffixes or affixes needed for instruction of that specific unit. The research demonstrated that the learners became independent in the process of decoding new academic vocabulary, and it was good

that despite the little time available in class. More than ten words could be presented for students' content understanding,

Another important study that focused on the academic language proficiency is the one in which five experimented researchers from the top universities in the USA and one Latin American University Uccelli, Phillips, Barr, Meneses, and Dobbs (2015.) These researchers explored cross-disciplinary academic- language proficiency to develop core academic- language skills (CALS.) In order to investigate preadolescents' academic- language skills in a cross-sectional sample of 218 students who were enrolled in grades K4 to K6 and attended an urban public school in the Northeastern United States and were assessed by three trained research assistants. The school had included students who had different descriptions of the school as; English proficient (EP), former English learners/ formerly limited English proficient (FEL/FLEP), or ELs from various socioeconomic backgrounds. Students were examined their reading comprehension using academic vocabulary knowledge, word reading fluency, and sociodemographic factors. The results found in this research are linked to test scores. Which displayed evidence of across- and within- grade variability, scores per grade revealed that student performances improved across grades, more markedly in grade 6; the fifth- grade subgroup displayed the lowest mean word reading fluency score and mean reading comprehension score in the full sample. The researchers concluded that results highlight the need to understand first- and second- language proficiency, not as monolithic entities but as context- dependent. Researchers consider work presented by the students, showed only a fragment of understanding school-relevant language development of the skills not only in academic reading comprehension but also in academic writing.

A third study that confirms the necessity in this field research learning academic vocabulary is a production of Nagy and Townsend (2012,) the researchers focused on instruction in academic vocabulary. Nagy and Townsend (2012) do not believe that academic vocabulary can be learned apart from the acquisition of the academic language of which it is essential. The Researchers developed academic vocabulary instruction; and presented three examples, with sample sizes ranging from smallest to largest. The process started with the analysis of each unit of word study with authentic, expository texts that used the word, then, moved on to some opportunities for students to practice with word meanings. So students receive multiple exposures to the target words across content areas and employ reading, writing, and speaking practice opportunities. One limitation in the generalization of this process consists in the extent to which such instruction can generalize to broader measures of vocabulary knowledge because vocabulary intervention must last a long time to cover enough words to have a measurable impact on text not specifically related to the instruction. The researchers

concluded that interventions had shown success in helping students learn and also learn to use academic vocabulary.

Another contribution in this area of research needs to be linked to Corson (1997) who focused on the learning and use of Academic English Words by students who differ socio-culturally. The researcher relies on exemplary simulations of connectionist morphemic relations relevant to second language acquisition. The purpose of the study was to analyze this connection between cultural backgrounds and the learning and use of academic English words. On the other hand, the methodology applied was the review of literature and corpora from eastern and western sources as a way to demonstrate that depending on the cultural background and also depending on their socio-cultural position. This factors may help to acquire a lexicon-semantic range that is very different from that favored in the special literature of the school and its academic meaning systems. The researcher concludes through the review of the literature, that content and task-based model offers a series of possibilities to students who want to improve and perform better in the use of language and academic vocabulary.

A fifth and final contribution mentioned in the review of literature corresponds to the study carried out by Ranney (2012). Her research focuses on defining academic vocabulary and also the teaching in K12 in the ESL context. The method of the study was the theoretical revision of Academic Language construct and pedagogical applications from Cummins framework (1979, 1981, 2000) to more recent frameworks. In this study it is considered the distinction and connection between basic interpersonal communication skills, and cognitive academic language proficiency and its relation to the time required to the development and acquisition of both areas. She found through the review of literature that academic language takes from 4–7 or 5–7 years to develop. She claims to Sheltered Instruction Observation Protocol approach which emphasizes the goal of making academic content comprehensible through contextualization and constructing background knowledge, kinesthetic activities, interaction, and practice. Ranney (2012) expresses that SIOP is an assumption that content instruction that targets academic language tasks and functions will support academic language development. Ranney concludes that the best practice is giving lessons on the necessary academic language at the beginning of a lesson and then proceeding to the related content; a second best practice relies on teaching Academic vocabulary after meaning has been established.

After this presentation of Literature Review, and five previous studies. It is time to focus on the next section which will explain in detail the methodology planned for the current research.

CHAPTER II: METHOD

Setting and participants

This research study was conducted at a private high school located in the North part of Portoviejo city, in the state of Manabi – Ecuador. There are 450 students in the school, there are also labs for science classes, and also specific classrooms for advanced English classes; each classroom is equipped with projector and speakers. This institution is relatively young; last 2017 they celebrated their 10th anniversary. In 2018 the institution will include an elementary school in the educative offer, as a result, the institution can then offer the complete basic education and baccalaureate years. The institution has worked hard to maintain a good reputation in the community. As a result, people and institutions recognize their progress in many areas of knowledge, but mainly because of their academic offer of foreign languages: English, French, and Portuguese. This private institution has implemented levels which offer differentiated classes according to their English language proficiency. Subsequently, there are two programs in each course, those levels have been named by the institutions as “Regular” and “Advanced”. In case of third course learners, teachers of the English area classify students through a selection committee to provide instruction in the following levels: B1 (Regular), and B2 - C1 (Advanced). At the end of the school year, students must present a monograph or an international academic language proficiency certificate. Almost all students in the last six years have chosen the international certification process, because they do not only realize the benefit of fulfilling an institutional requirement, but also they understand that certification becomes a valuable tool to access higher education abroad, and also apply to scholarships. The institution has developed a curriculum according to the output profile considered for local and international standards in each course offered. They do use the US common core standards because most of their students are interested in having later high school or university level of education in the United States. As a result, the institution where the research took place has a English language program that goes from A1 in eighth grade of basic education to C1. However, in the following table, you will be able to see the levels of the students who belong to the Regular level in 3rd course who are the direct beneficiaries of this research.

Table 1

English Level of the Beneficiaries of the Research								
Global Scale of English	A1	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1.1
Baccalaureate years “Regular level”	3 rd course							

Source: a Private high school where the study took place

Author: English Department of the institution where the study took place.

Table 1, describes the language program designed for students who are in the Regular level designed by the institution. The students who start the 1st course are taught the level A2.2; students who are in 2nd course are exposed to level B1.1; finally students in 3rd course who are the focus group of this research are being trained according to the level B1.2. As result, the direct beneficiaries of this research are students whose outgoing profile at the end of the 3rd course will be B1.2

In order to choose the list of words, a deep analysis of different academic textbooks was done, comparing and contrasting the corpora produced by publishers, the academic word list, and university word list. It was presented to the group of school academics who perfected it and adapted to the focus groups because those words were connected to the aspect of vocabulary acquisition and use of the college and career readiness anchor standards for language described in the common core standards of the United States. The three standards of this aspect were defined by District of Columbia, and the department of defense education (2010, January 9) can be read underneath:

"Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate."

"Demonstrate understanding of figurative language, word relationships, and nuances in word meanings."

"Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression."

Taking into consideration the nature of the research it was considered to choose two focus groups to work with, Regular level, Group A Development of academic vocabulary by isolated presentation strategies; and Regular level, Group B Development of academic vocabulary by in-context presentation strategies. The type of sampling applied to select these two groups was the nonrandom sampling or also called convenience sampling. According to Mackey and Gass (2015, p:28) "convenience sampling is the selection of individuals who happen to be available for study." This type of sampling might appear as not completely representing the population. Nonetheless, they are very useful in second language research (Mackey & Gass, 2015.) The participants of this research process were students of third course, precisely students who were in the B1 course that belongs to the Regular level. There were two groups for the B1 level, but the Advanced group whose level of instructions was B2 - C1, was not

considered appropriate to be included in this research because the levels was not similar to the other two groups, therefore the groups would not be consistent . In order to develop this intervention with groups that shared the same level and were in general terms homogeneous, the B1 regular level groups were chosen. The institution recognizes them as Regular level, group A and Regular Level, group B. These students have an age range between 16 and 19 years old. In Regular level, group A there were 20 students, 12 male, and eight female; in Regular Level, group B there were 20 students 11 males and nine female. English classes are compulsory in their educative program, considering six periods of 40 minutes each.

Procedures

The private institution selected for this study received a formal letter from the researcher to explain the objective of developing research in the institution. Then, a meeting with the academics and authorities of the institution was developed to present the objective of the research; this first encounter was very valuable for the research because the process could be better crafted to the institution's view in the usage of common core standards for college and career readiness anchor standards for language. As result of this encounter, the institution academics and authorities considered the selection of a word bank of 1200 words referred to six areas of knowledge, which were engineering, human resources, nursing, finance, legal, and management. The sources of the word bank were the corpus of academic vocabulary word list, the university word list, books developed by different publishers whose material were specialized in the training of candidates interested in taking international academic tests.

Before the first encounter with students, the academics of the English language area approved a criteria considered for the pre-test and post-test. It is a scoring criteria designed by Phillips (2013) to score writing in TOEFL iBT as preparation material to measure student's level of performance and allow to determine areas of weakness. The writing scoring criteria embodies six areas of analysis, such as answer the question, comprehensibility, organization, flow of ideas, grammar, and vocabulary. From the six aspects mentioned before only the vocabulary criteria will be used during the pre-test and post-test because it is the focus of this research.

During the first session of the process, student did a pre-test, which provided valuable information about both focus groups at the beginning of the process. The pre-test writing prompt was *"What books do you think should be on every business owner's bookshelf? Why?"* The text produced by students was checked to determine the number of words used in the area of knowledge of business. During the first and second weeks, both groups worked in engineering vocabulary. Focus Group A, with the isolated presentation strategies that consisted in the presentation of words and the construction of form, meaning, use, and writing

an example in vocabulary cards. And Focus Group B, worked with in-context presentation strategies that involved input vocabulary through readings with key words highlighted and students inferred the form, meaning and used through the context of the sentence. During the third and fourth weeks, both groups worked in human resources vocabulary. Group A with the isolated presentation strategies, and Group B worked with in-context presentation strategies. At the end of the fourth weeks, students in both focus groups developed writing prompts related to the two areas of vocabulary analyzed, the prompts were: *“Choose a medieval siege weapon to explain how it changed history and military tactics in the area it first developed. Include information about how it was made (include materials and design) and how it works.”* And *“business factors that underpins human resource planning in healthcare organization”*. During the fifth and six weeks, both groups worked in nursing vocabulary. Group A with the isolated presentation strategies, and Group B worked with in-context presentation strategies. During the seventh and eighth weeks, both groups worked in finance vocabulary. Group A with the isolated presentation strategies, and Group B worked with in-context presentation strategies. At the end of the eighth week, students developed writing prompts related to the two areas of vocabulary analyzed *“In what way can post-operative interventions impact and improve upon a patient’s recovery?”* and *“E-business and consumer trust”*. During the ninth and tenth weeks, both groups worked in legal vocabulary. Group A with the isolated presentation strategies, and Group B worked with in-context presentation strategies. During the seventh and eighth weeks, both groups worked in Management vocabulary. Group A with the isolated presentation strategies, and Group B worked with in-context presentation strategies. At the end of the twelfth week, students developed writing prompts *“Should cellphone use be banned at school or in campus?”* related to the two areas of vocabulary-analyzed legal and management. At the end of the twelve weeks of intervention, students did a post-test using several prompts of different areas of knowledge for academic vocabulary. The prompt considered was *“Do you agree or disagree with the following statement? Television advertising directed toward young children (aged two to five) should not be allowed.”*

The current research used the quantitative method since a statistical record of the information gathered was saved. The process to handle all the data gathered was done keeping its integrity and confidentiality under the best circumstances. The researcher gathered data from electronic and non – electronic sources. Most of the data collected for the Literature Review belong to recent years (2000 – 2017) and were taken from highly qualified journals from the first quartile; guaranteeing in this way that the information included in this research is the most updated and reliable possible. The instruments used to gather information were pre-test, formative test during the intervention; and Post-tests. The pre-test was applied to both focus groups emulating a section of the writing of an international academic test; the revision of this

production was done covering two different areas of analysis. First quantitative results through the use of a rubric implemented for the grading of the international academic test; and second focused on the word count of academic vocabulary present in the text produced. Then both focus groups had the intervention for 12 weeks, which included the same target vocabulary of 6 areas of knowledge. The areas of knowledge considered were: Engineering; Human resources; Nursing; Finance; Legal, and Management. Each area of knowledge was presented during two weeks; that means, in a month, two areas of knowledge were presented, practiced; and assessed through the formative that was planned at the end of every month of the intervention, and this implies formative tests in weeks: four, eight, and twelve. The formative Test analyzed the focus on the word count of academic vocabulary present in the text produced by learners. Finally, a post-test with the similar characteristics of the pre-test was implemented to distinguish and understand the improvement, stagnation or not changing areas between the focus group A and the focus group B about the pre-test. The pre-test and the post-test have overall writing scoring criteria that evaluated exclusively the aspect of the vocabulary as well as the word count. All the data gathered from the pre-test, formative – test, and post-test was compared and contrasted to clear conclusions for the current study.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis, and Interpretation of Results.

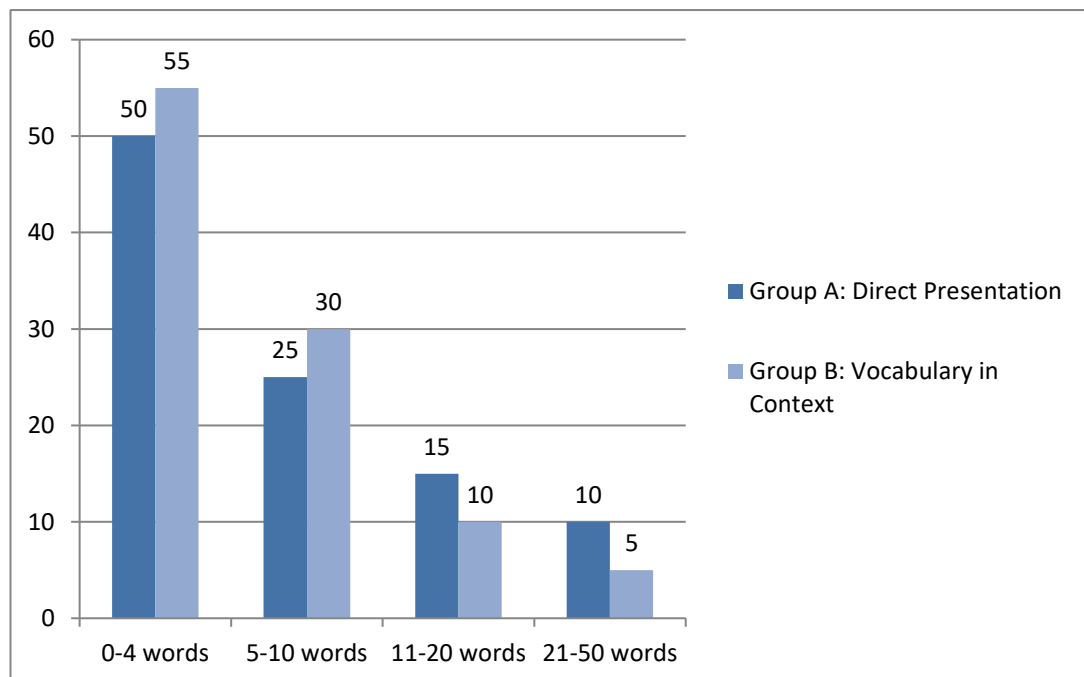
This research was planned to address the theoretical and practical need for vocabulary intervention research as described previously, using as a mean of verification writings.

Research question 1: How significant is the presence of academic vocabulary in compositions produced by third-grade students?

Table 2: Pre – Test Word count results

Word Count	GROUP A		GROUP B		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
0-4 words	10	50	11	55	21	52,5
5-10 words	5	25	6	30	11	27,5
11-20 words	3	15	2	10	5	12,5
21-50 words	2	10	1	5	3	7,5
TOTAL	20	100	20	100	40	100

Source: Group A and Group B pre tests
Author: Roberth Ponce



Graph 1: pre – test word count results

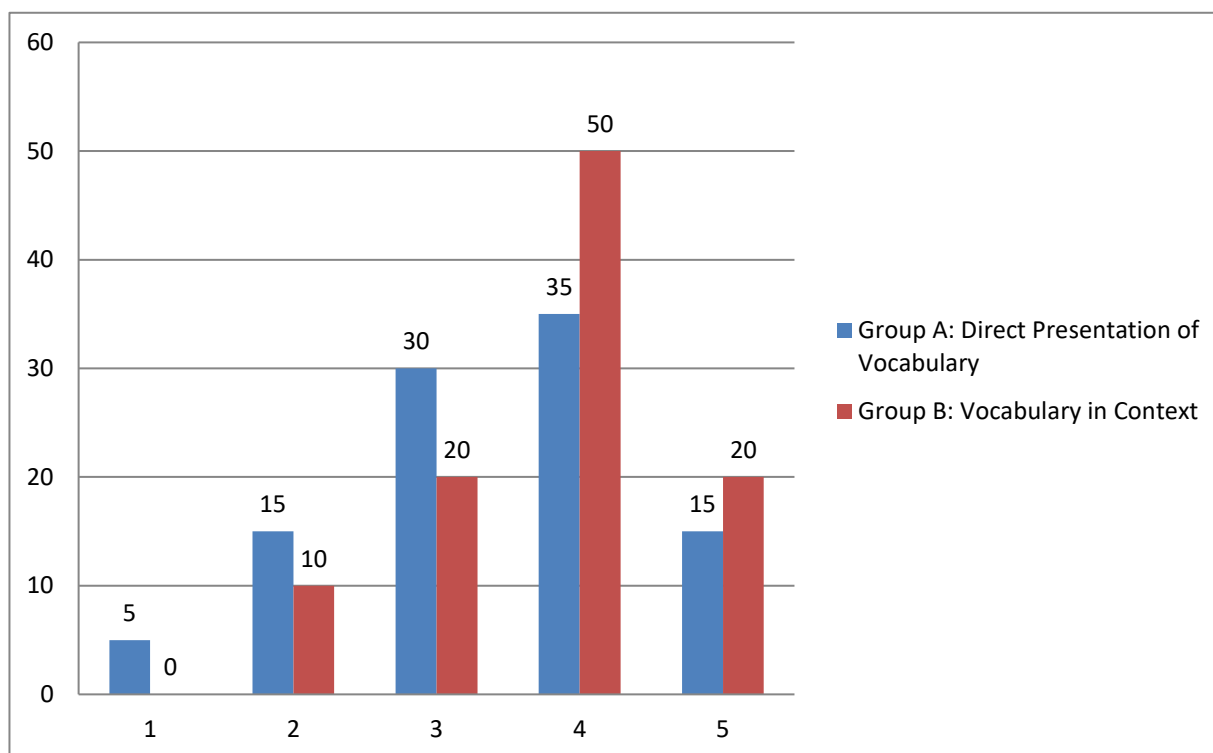
Source: Group A and Group B Pre Tests – Word Count
Author: Roberth Ponce

The table 2 represented in Graph 1 provides relevant details gathered through the Pre Test applied to the focus Group A and focus Group B. The production of academic vocabulary was very similar between both groups. In focus group A: 10 students produced between 0 to 4 words of Academic Vocabulary; 05 students produced between 5 to 10 words of academic vocabulary; 3 students produced between 11 to 20 words of Academic Vocabulary; 2 students produced between 21 to 50 words of academic vocabulary. In focus Group B: 11 students produced between 0 to 4 words of academic vocabulary; 06 students produced between 5 to 10 words of Academic Vocabulary; 2 students produced between 11 to 20 words of academic vocabulary; 1 students produced between 21 to 50 words of academic vocabulary. According to Burgess and Head (2005) pre – testing is highly valuable because it give us clear data of determining what a student’s ability or abilities are before they begin the preparation, as well as their chances of obtaining the objective results. That means that through the results of the pre – test, the researcher and educators will be able to predict how well the students may do before or without the preparation.

Table 3: criteria analysis pre - test

CRITERIA	GROUP A		GROUP B		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
1: The student uses advanced vocabulary with a high degree of accuracy.	1	5	0	0	1	2,5
2: The student uses either accurate easier vocabulary or more advanced vocabulary with some errors	3	15	2	10	5	12,5
3: The student has some errors in vocabulary or uses only very basic vocabulary fairly accurately.	6	30	4	20	10	25
4: The student has numerous errors in vocabulary that interfere with meaning	7	35	10	50	17	42,5
5: The student uses very little vocabulary correctly	3	15	4	20	7	17,5
TOTAL	20	100	20	100	40	100

Source: Group A and Group B pre tests – criteria analysis
 Author: Roberth Ponce



Graph 2: criteria analysis pre - test
Source: Group A and Group B pre tests – criteria analysis
Author: Roberth Ponce

The criteria presented in table 3 and illustrated in Graph 2: describe the five statements presented in the criteria list. In the first criteria: The student uses advanced vocabulary with a high degree of accuracy, the 5% of the students in focus group A demonstrated performance in this aspect; 0% of the students who belonged to focus group B showed results in the area. The second criteria: The student uses either accurate easier vocabulary or more advanced vocabulary with some errors, the 15% of focus group A showed evidence in this criteria, while 15% of students who are part of focus group B had this kind of performance. The third criteria: The student has some errors in vocabulary or uses only very basic vocabulary fairly accurately, 30% of the students who are part of focus group A fit into this option; while the candidates of focus group B displayed a 20% for this criteria. In the fourth criteria: The student has numerous errors in vocabulary that interfere with meaning, 35% of students in focus group A exhibited this criterion; while the 50% of students in focus group B got into this criteria. The fifth criteria: The student uses very little vocabulary correctly, students from focus group A revealed 15% of performance; while 20% of students from focus group B fitted into this category.

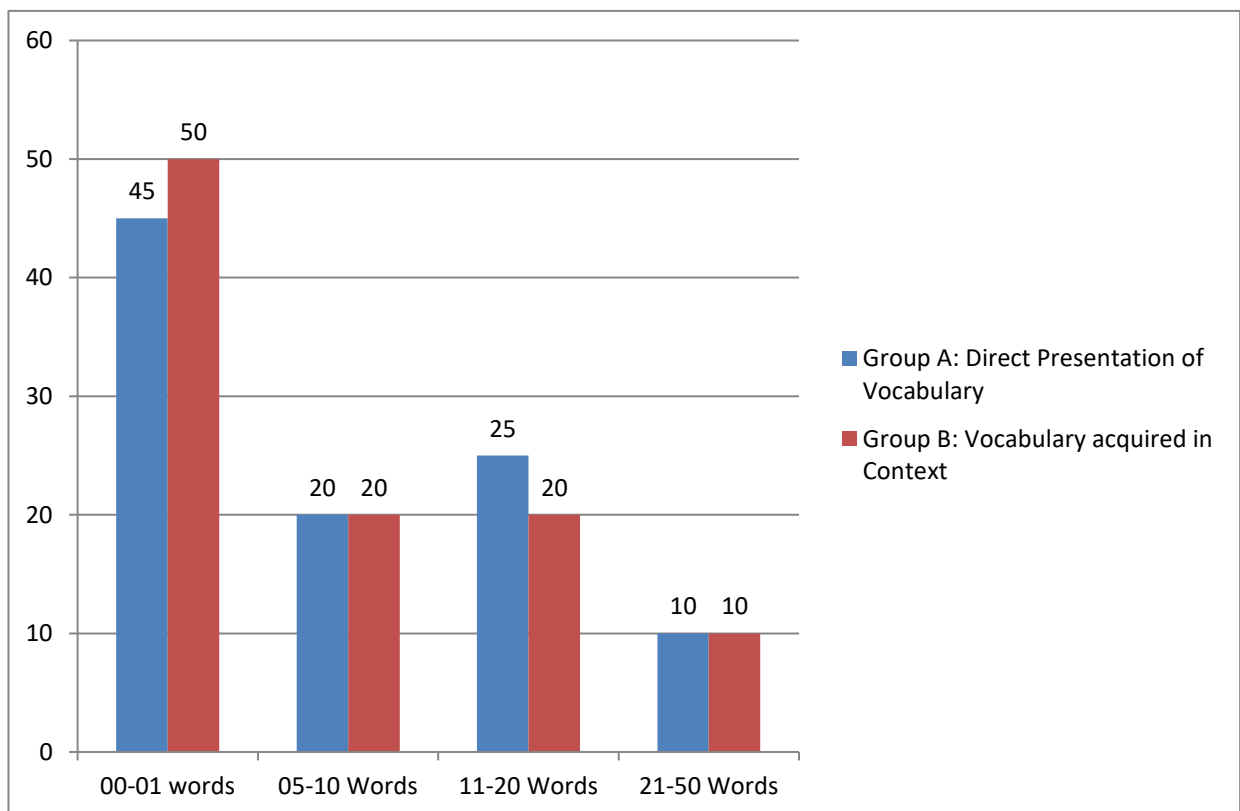
About the substantial consideration about the presence of academic vocabulary in compositions produced by the target audience of this research, it can be judged that both groups in more than the 50% had a range of production of academic words that were from o

to 5. In reference to the criteria analysis of both groups regarding pre-test; the difference between each group was 1 or 2 students who differed from each group that accomplished each one of the criteria. As results, both groups in the word count, as well as in the criteria analysis demonstrated to be homogeneous and balanced. That is a good starting point because it brings reliability to this research process. The first test serves as diagnostic to confirm the level of the group at the beginning of the process (Ur, 1991) and that both groups started the process with the similar development in the use of academic vocabulary in text production. This homogeneity is a good start because the resulting scores are closely clustered and bring trust and pertinent reliability in this research process.

Table 4: formative test 1 – word count result

Groups	0-4 words		5-10 words		11-20 words		21-50 words		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
GROUP A	9	45	4	20	5	25	2	10	20	100
GROUP B	10	50	4	20	4	20	2	10	20	100
TOTAL	19	47,5	8	20	9	22,5	4	10	40	100

Source: Focus Group A and focus group B, formative test 1 – word count
Author: Robert Ponce



Graph 3: formative test 1 – word count result

Source: Focus Group A and focus group B, formative test 1 – word count
Author: Robert Ponce

The information provided in table 4 and illustrated in Graph 3 belongs to data obtained from the first formative test in regards to word count. The results gotten from focus group A in the criteria of word range 0-1 are the 45%; while focus group B obtained the 55%. The results gotten from the second criteria of word range 5-10 is the 20%; for both groups. The results gotten from Group A in the third criteria of word range 11-20 are the 25%; while Group B obtained the 20%. The results gotten from the second criteria of word range 21-50 is the 20%; for both groups.

According to Harmer (2014) formative assessment is a kind of measurement that takes place to provide feedback to our learners and make the necessary adjustment to the program to put on rails all the participants of this process, teacher, and students. This academic vocabulary formative test to track students' academic word count is the perfect opportunity to provide a reference to students if there is an improvement or not contrasted to their results in the diagnostic test.

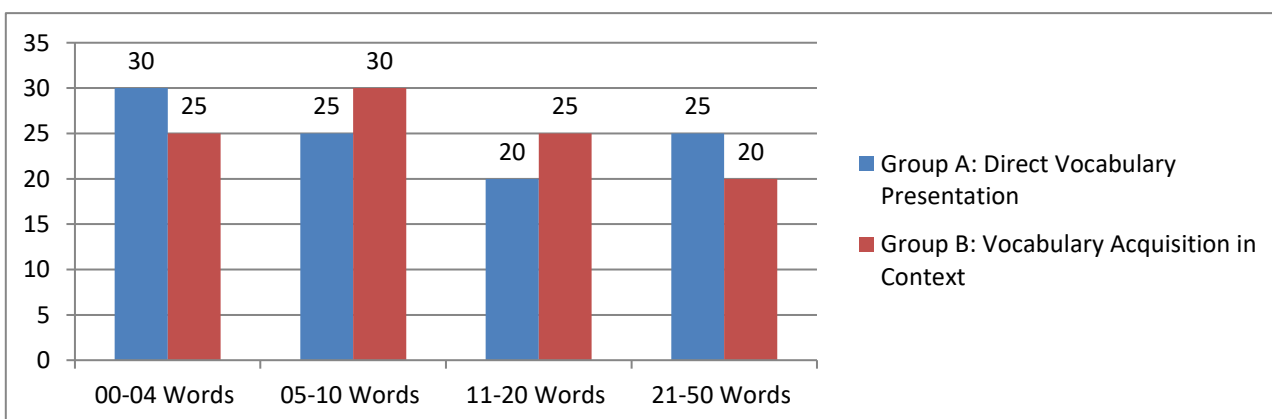
In order to check the data obtained from the second formative test in the following table that considers the word count from group A and also group B, the data presented in table 5 will be illustrated in a Graph number 4

Table 5: formative test 2 – word count result

Groups	0-4 words		5-10 words		11-20 words		21-50 words		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
GROUP A	6	30	5	25	4	20	5	25	20	100
GROUP B	5	25	6	30	5	25	4	20	20	100
TOTAL	11	27,5	11	27,5	9	22,5	9	22,5	40	100

Author: Robert Ponce

Source: Group A and B, formative test 2 – word count



Graph 4: formative test 2 – word count result

Author: Robert Ponce

Source: Group A and B, formative test 2 – word count

The information provided in table 5 and illustrated in Graph 4 belongs to data obtained for every criterion set in the word count of the second formative test. The results obtained from focus group A in the criteria of word range 0-1 are the 30%; while focus Group B obtained the 25%. The results gotten in the second criteria of word range 5-10 are the 25% for focus group A, while focus group B got the 30%. The results gotten from focus group A in the third criteria of word range 11-20 are the 20%; while focus group B obtained the 25%. The results gotten in the fourth criteria of word range 21-50 is the 25%; for focus group A, while focus Group B got the 20%.

According to Harmer (2014) formative assessment is executed at a micro – level to indicate that there are areas that require improvement and also when there is something negative on the results it is the time for the teacher to help learners to do the things right or better. The second formative test had its focus on the word count. And it is now the perfect instrument to help students realize if there is an increase or reduction of academic vocabulary in the writings of the prompt. The ideal scenario is that learners just obtain improvements from the diagnostic test until this point of the second formative test.

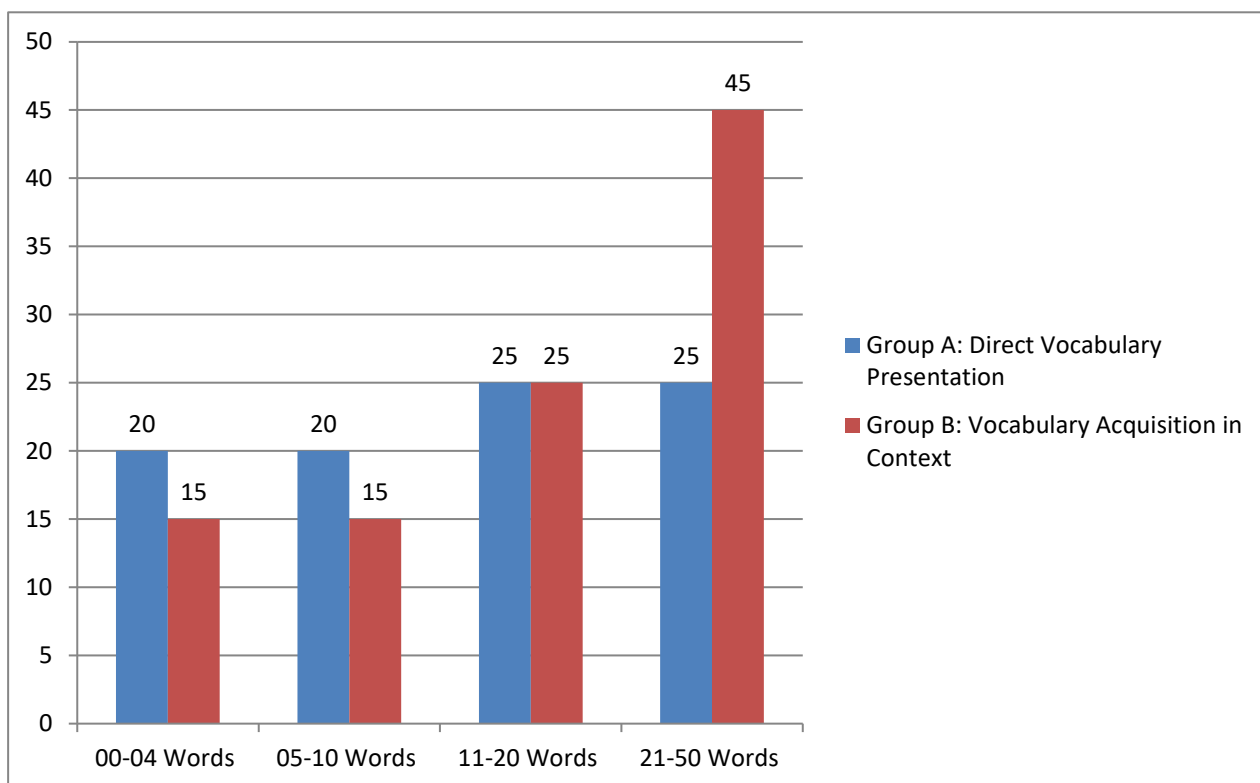
Moving ahead in this sequence analysis, it is time to check the data obtained from the third and last formative test in the following table that considers the word count from group A and also group B, the data presented in table 8 will be illustrated in a Graph number 5

Table 6: formative test 3 – word count result

Groups	0-4 words		5-10 words		11-20 words		21-50 words		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
GROUP A	4	20	4	20	5	25	7	35	20	100
GROUP B	3	15	3	15	5	25	9	45	20	100
TOTAL	7	17,5	7	17,5	10	25	16	40	40	100

Author: Roberth Ponce

Source: Group A and B, Formative Test 3 – Word Count



Graph 5: Formative test 3 – word count result
Source: Group A and B, Formative Test 3 – Word Count
Author: Roberth Ponce

The information provided in table 6 and illustrated in Graph 5 belongs to data obtained for every criterion set in the word count of the third formative test. The results gathered from the control, and experimental group is the following. From Group A in the criteria of word range 0-1 are the 20%; while Group B obtained the 15%. The results gotten in the second criteria of word range 5-10 are the 20% for Group A, While Group B got the 15%. The results gotten from Group A in the third criteria of word range 11-20 are the 25%; as well as Group B which obtained the 25%. The results gotten in the fourth criteria of word range 21-50 is the 25%; for Group A, while Group B got the 45%.

According to Harmer (2014) formative assessment as well as progress or achievement test are designed to measure learners language and skills progress about the program it has been followed. Usually, a formative that is almost at the end of the intervention process should reflect progress, not a failure. And that is the case in the current study, and that argument can be check through the contrast of data obtained until this point of the research from the diagnostic test until the third formative test.

Tables 4, 5 and 6 provided data on the progress of students in both groups. Table 4 reflects the formative test results of the first month of intervention. Table 5 provides results on the

second formative test. And finally, table 6 gives a remarkable presentation of results regarding word count that later was confirmed and guaranteed with the Post Test.

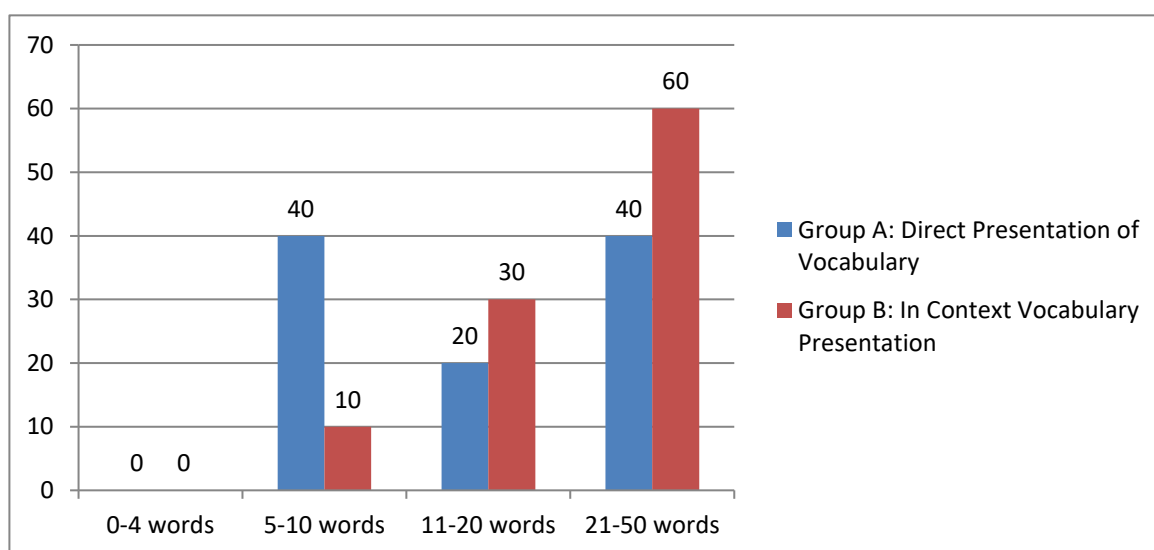
Research question 2: How effective is isolated presentation strategies vs in-context presentation strategies in the acquisition of academic vocabulary when student has to produce text using academic vocabulary?

Table 7: word count comparison (Post Test)

	GROUP A		GROUP B		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
0-4 words	0	0	0	0	0	0
5-10 words	8	40	2	10	10	25
11-20 words	4	20	6	30	10	55
21-50 words	8	40	12	60	20	50
TOTAL	20	100	20	100	40	100

Source: Group A and Group B Post Tests – Word Count

Author: Roberth Ponce



Graph 6: Word count comparison (Post Test)

Source: Group A and Group B Post Tests – Word Count

Author: Roberth Ponce

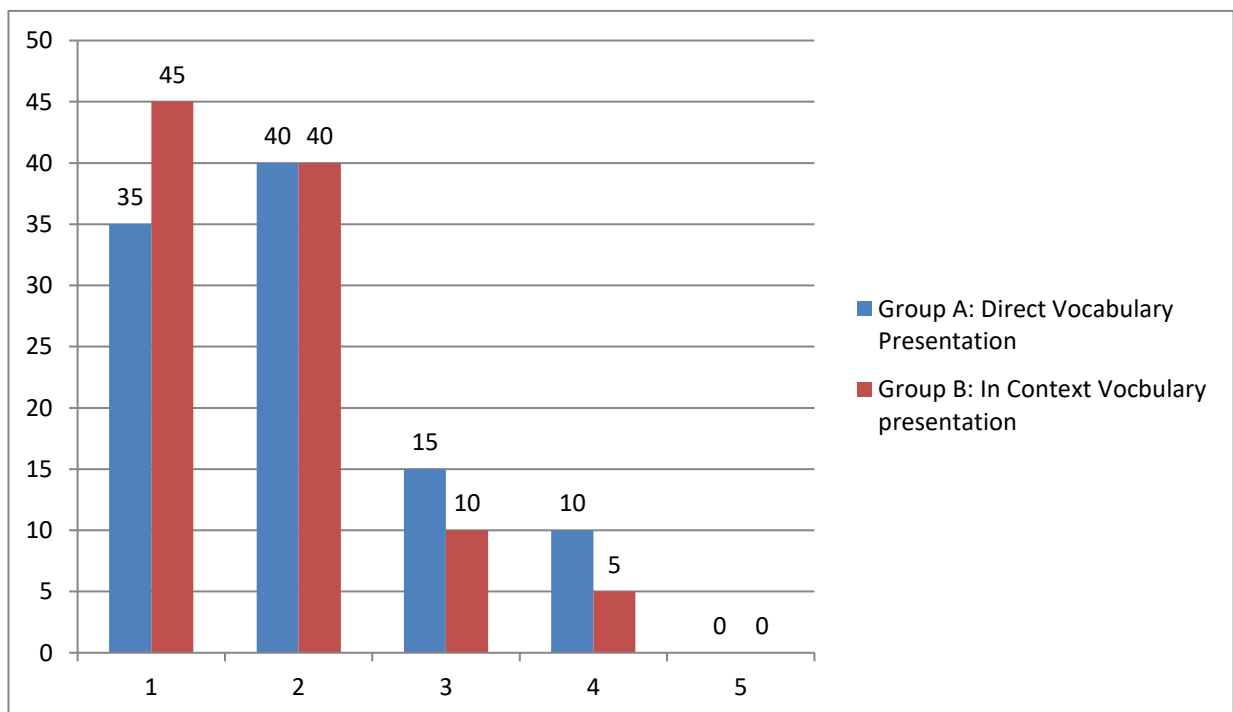
Table 7 represented in Graph 6, demonstrates the word count comparison of the post test. None of the candidates in both groups had 0% academic words production. In the second range of words 5- 10, 40% of students in focus group A represented this performance, while students in focus group B demonstrated 10%. In the word range of 11-20 academic word production. 20% of students in focus group A displayed this evidence, while 30% in focus group B showed this performance. In the fourth-word range production of academic vocabulary

between 21 to 50 got as a result that group A demonstrated 40% of performance in this area, while group B demonstrated a 60% of production in this criteria.

Table 8: Criteria Analysis Post Test

CRITERIA	GROUP A		GROUP B		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
1: The student uses advanced vocabulary with a high degree of accuracy.	7	35	9	45	16	40
2: The student uses either accurate easier vocabulary or more advanced vocabulary with some errors	8	40	8	40	16	40
3: The student has some errors in vocabulary or uses only very basic vocabulary fairly accurately.	3	15	2	10	5	12,5
4: The student has numerous errors in vocabulary that interfere with meaning	2	10	1	5	3	7,5
5: The student uses very little vocabulary correctly	0	0	0	0	0	0
TOTAL	20	100	20	100	40	100

Source: focus group A and focus Group B post tests – Criteria Analysis
Author: Roberth Ponce



Graph 7: criteria analysis post test

Source: focus group A and focus group B post tests – criteria analysis
Author: Roberth Ponce

Table 8, represented in Graph 7, gather data about the aspects of production in the Post Test. Criteria 1: The student uses advanced vocabulary with a high degree of accuracy was accomplished by 35% of members of group A, and also 45% of students in group B. Criteria 2: The student uses either accurate easier vocabulary or more advanced vocabulary with some errors was accomplished evenly in both groups in a 40%. The criteria 3: The student has some errors in vocabulary or uses only very basic vocabulary fairly accurately was displayed by 15% of students in group A; while 10% of students in Group B. Criteria 4: The student has numerous errors in vocabulary that interfere with meaning was executed by 10% of students in group A, and also by 5% of students in group B. The fifth crieteria: The student uses very little vocabulary correctly, In this regards, there was no evidence in none of both groups.

Several points can be set as the best method for the learning, development, and acquisition of vocabulary at the moment of producing text. According to Thornbury (2002) in a basic level to know a word refers to meaning, form, and pronunciation; but in an advanced and academic level, it requires the user to understand the words commonly associated with it, as well as the connotation, register and cultural accreditations. Bailey (2015) realizes that the quantity and complexity of vocabulary needed to read and write academic text is a general difficulty for international students. However, Bailey (2015) recommends being become familiar with the formal vocabulary more frequently used in the specific area of the learner's interest.

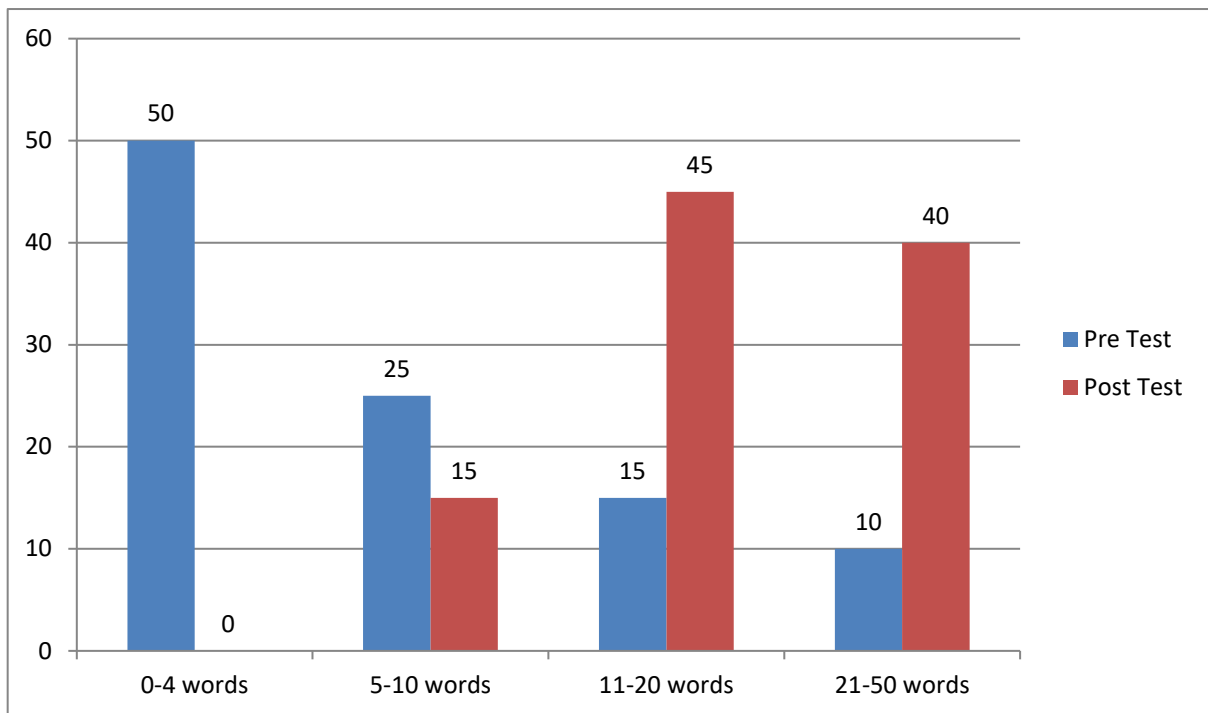
Research question 3: What is the level of improvement in the use of academic vocabulary obtained after the intervention program?

Table 9: word count comparison focus Group A (pre test vs. post test)

WORD COUNT	PRE TEST		POST TEST		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
0-4 words	10	50	0	0	10	25
5-10 words	5	25	3	15	8	20
11-20 words	3	15	9	45	12	30
21-50 words	2	10	8	40	10	25
TOTAL	20	100	20	100	40	100

Source: focus Group A, pre test vs. post test – word count

Author: Roberth Ponce



Graph 8: word count comparison focus Group A (pre test vs post test)

Source: focus Group A, pre test vs. post test – word count

Author: Robert Ponce

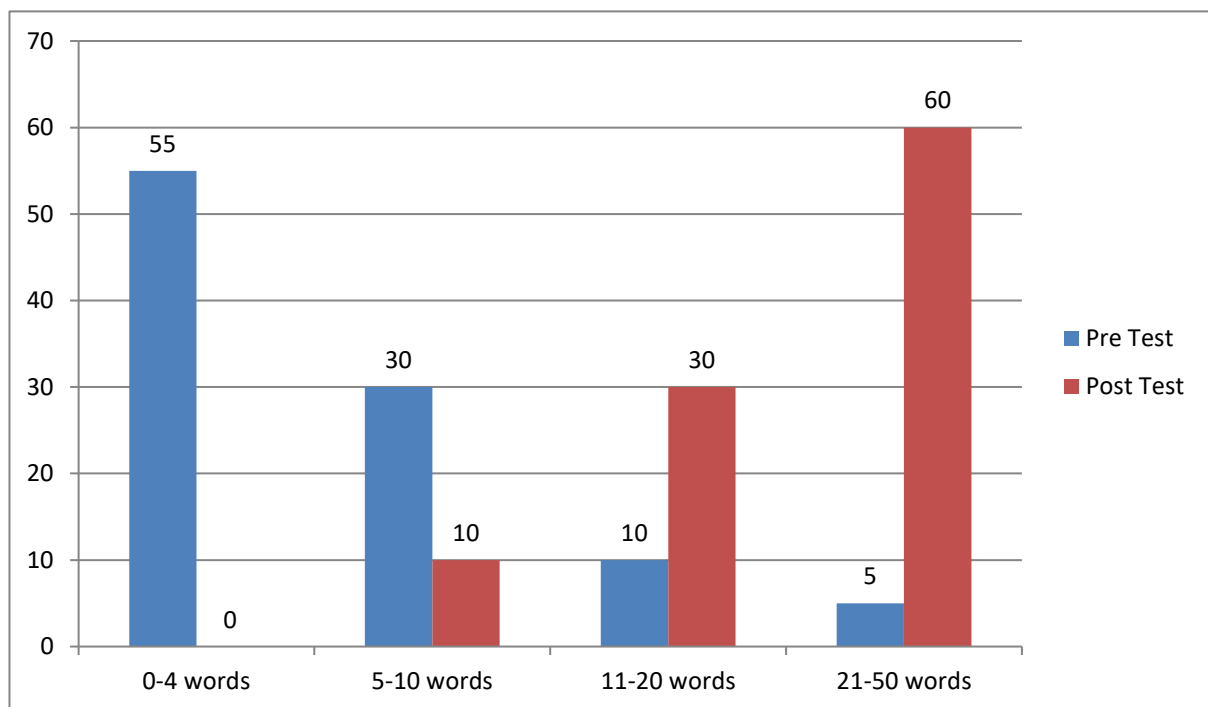
The contrastive result of pre-test and post-test in focus group A shows the evident progress of learners during the intervention. In the pre test, 50% of the students had between 0 to 4 academic words produced. However, in the Post Test, there were no students who had this kind of performance. About the second-word range of 5 to 10 words. 25% of the students were in this range in the pre-test; however, just 15% of the students demonstrated this performance in the post-test progress became more evident in the distinction of results in the last two-word ranges. In the word range of 11 to 20 academic words produced 15% of students of focus group A were in that area, but in the post-test, 45% of the students produced that amount of academic words. In the last range of 21 academic words and up 40% of the students demonstrated this high performance during the post-test when in the pre-test just 10% reached that range.

Table 10: word count comparison focus group B (Pre Test vs. Post Test)

WORD COUNT	PRE TEST		POST TEST		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
0-4 words	11	55	0	0	11	27,5
5-10 words	6	30	2	10	8	20
11-20 words	2	10	6	30	8	20
21-50 words	1	5	12	60	13	32,5
TOTAL	20	100	20	100	40	100

Source: focus group B, pre test vs. post test – word count

Author: Robert Ponce



Graph 9: word count comparison focus group B (pre test vs post test)

Source: focus group B, pre test vs. post-test – word count

Author: Robert Ponce

The unveiling result of pre-test and post-test in focus group B shows the evident progress of learners during the intervention. In the pre-test, 55% of the students had between 0 to 4 academic words produced. However, in the post test, there was 0% of the students who had this kind of performance. About the second-word range of 5 to 10 words. 30% of the students were in this range in the pre-test; however just 10% of the students demonstrated this performance in the post-test. Progress becomes quite surprising in the word range of 11 to 20 academic words produced in the pre-test; 10% of students of group B were in that area, but in the post-test 30% of the students produced that amount of academic words. In the last range from 21 to 50 words, 60% of the students demonstrated this high performance during the post-

test when in the pre-test just 5% were in that area. According to Harmer (2012) test at the end of a formative process as post-test or achievement test should demonstrate that there is a process, not a failure. The post-test should reinforce that there was learning, and that is the case in the current research there is evidence of improvement.

According to Scrivener (2005) writing involves a different kind of mental processes. It requires thinking, reflection, preparation, rehearsal, and look for alternatives to vocabulary solutions. Although, students got their vocabulary input from the direct presentation or in context vocabulary development, it is noticed improvements. Let's consider the pre-test word count of focus group A, which has about the 75% of the production with a maximum of 10 words in the text. However, after the intervention focus group A had 45% producing up to 20 words and another 40% producing up to 50 academic words provided during the intervention process. On the other hand, let's consider the pre-test word count of focus group B, which has about the 85% of the production with a maximum of 10 words in the text. However, after the intervention focus group B had 30% producing up to 20 words and another 60% producing up to 50 academic words provided during the intervention process. We can notice that in both cases students duplicated their production of academic words. However in context vocabulary learning improved in 75% more than the direct vocabulary presentation.

CONCLUSIONS

Through the analysis of the results obtained in the pre-test, it can be noticed the usage of the academic vocabulary was minimum in the written production. Most of the students were in the initial stages of the word range.

The intervention was beneficial to learners despite the fact that participants were in group A (direct presentation of vocabulary ;) or in group B (In context presentation of vocabulary). Both groups reported improvement, but improvement in group B was superior than group A at the end of the intervention process.

In context presentation of academic vocabulary empower the teaching and learning process because this practice permits a morphological foundation level of instruction, and learners start inferring generative vocabulary instruction through the analysis of root words and the attachment of suffixes or prefixes. In conclusion, learners become more autonomous and confident in the production of text implementing academic vocabulary.

By comparing the pre-test and the three intervention tests, it was possible to get to the conclusion that Direct Presentation of vocabulary has a quick but short-term impact in the acquisition of vocabulary. As a result it could be used as a way to refresh or rehears students vocabulary already presented. But, for training and long-lasting impact in the acquisition of vocabulary, In context presentation of Vocabulary demonstrated to be a resourceful and powerful element in the acquisition of vocabulary.

Based in all the instruments applied and the results obtained, it is noticed that direct-presentation of vocabulary improved in certain manner the learning of Academic words in the control group. However, the impact was only the half of the results obtained in the experimental group.

By comparing the pre-test and the post-tests, it was possible to get to the conclusion that that the acquisition of Vocabulary in context is the one that progressed more in providing the highest results in the highest criterion but also is the most efficient at the moment of reducing the negative results in the acquisition of vocabulary in our learners.

RECOMMENDATIONS FOR FURTHER RESEARCHERS

It is recommended to the institution to develop periodical self assessment to their English programs, in order to diagnose and keep a track on areas that need improvements as in the acquisition of academic vocabulary in the English program.

Based on the evidence provided in this research it is important and necessary to include in context presentation of academic vocabulary instead of direct word presentation.

It is recommended to survey students to determine how efficient is the training they are obtaining from the intervention or if their English classes provide effective support and methods in the acquisition of academic vocabulary. This survey can take place during the pre-test and post-test.

It is recommended to develop a further research between in context presentation of vocabulary vs instruction to infer vocabulary through the analysis of root words, or the use of suffixes or prefixes.

It is proposed to interview students to find out what aspects of feedback could develop a more effective tool so support their writing production of academic words.

Due to time constraints or unexpected institutional activities which could interrupt the process, it is necessary to develop a longer intervention process. And also plan synchronic or non - synchronic activities can be considered to keep students on track during the intervention process.

Future researchers should not only focused on the presence of academic vocabulary in text production, but in how the quality of the academic text can be improved regarding conveying meaning, range and style, and accuracy according to international and national standards.

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ANNEXES

Annex 1. Writing vocabulary rubric

Points/Marks/Scale	Description
01	The student uses advanced vocabulary with a high degree of accuracy.
02	The student uses either accurate easier vocabulary or more advanced vocabulary with some errors
03	The student has some errors in vocabulary or uses only very basic vocabulary fairly accurately.
04	The student has numerous errors in vocabulary that interfere with meaning
05	The student uses very little vocabulary correctly

Annex 2. Word bank used for the research process.

Annex 2.1 Human Resources Vocabulary

absentee	clerical work /	disciplinary	employment
absenteeism	office work	sanction	office
absenteeism rate	company	discrimination	employment rate
accident at work /	bargaining /	dismissal	executive cadres
industrial injury	company	dismissal for	executive
applicant/candidate	negotiation	cause	personnel
application form	compensation for	dismissal without	exit permit
apprenticeship	permanent	notice	experienced
aptitude test	disability	early retirement	person
assessment of	contractual	employer	family allowances
applicants	situation	employment	family leave
assistant	cost-of-living	agency	federal holiday /
back pay	allowance	employment card	national holiday
bargaining power	credentials	/ working papers	(US) / public
basic salary	day shift	employment	holiday (UK)
blue-collar worker	direct labour (UK)	contract / labour	freelance
business hours /	disability pension	contract (UK)	full employment
office hours	disciplinary	employment for a	full time
Christmas bonus	measure /	trial period	full-time
			employment

general strike	junior clerk /	night shift	personnel / staff
gross wages and salaries	junior employee	occupation /	personnel
harassment	labor costs	employment	department
have an accident at work	labor disputes	office hours	personnel
healthcare	labor force /	office manager	requirements
higher education / advanced education	manpower	office staff / office	planner
human relations (US) / human relationships (UK)	labor market	personnel	pretax
independent unions	labor mobility	on-the-job	prevention
index-linked wages	labor relations (US) / industrial relations (UK)	training	production bonus
indirect labour (UK)	labor relations / trade-union relations	outsourcing	professional qualifications
industrial tribunal (UK) / labour court (UK)	labor retraining	overtime pay	professional training
internal regulations	labor supply	overtime work	programmer
irregular work / discontinuous work	labor union (US) / trade union (UK)	part time	purchasing manager
job / employment	layoff	part-time job	re-employment
job application	learning by doing	partial disability	redundancy
job description	leave	pay	payment
job evaluation	letter of appointment	pay envelope (US) / wage packet (UK)	refresher course
job satisfaction	lock-out	pay formula / retribution	relationship management
job security	management	pay increase for merit	remuneration
job sharing	training	paycheck /	resign (chairperson) / to give notice (employee)
	managing director	payslip	resignation (chairperson) / notice (employee)
	maternity leave	payroll / payroll ledger	retirement
	middle management	pension	retirement age
	minimum rate of pay	pension fund	right to strike
	minimum wage	period of notice	
	moonlighting	permanent disability	
	motivation	permanent job / steady job	
		permanent staff	

salaries	striker	to select	unskilled labor
workers/employees	temporary	candidates	(US) / unskilled labour (UK)
salary	disability	to strike	
salary range / wage band	temporary staff	to take measures	unskilled worker
seasonal employment	temporary worker	to take one's vacation days	vacancy / vacant position
seasonal workers	/ temp	(US) / to take one's holidays	vacation (US) / holiday (UK)
second shift	the job is still vacant	(UK)	wage bargaining / pay negotiations
secondary job	third shift	to train	wage ceiling
senior clerk / senior employee	time card	to work at home / to telecommute	wage claims
severance pay / dismissal pay	time clock	to appoint a person	wage dynamics
short-term employment	to apply for a job	total disability	wage freeze
sick leave / sick day	to ask for a rise	trade	wage pressures
skilled labor (US) / skilled labour (UK)	to be dismissed / to be fired	training	wage-cost spiral
skilled work	to be laid off	training period	wage-earning workers
skilled workers	to be on	trial period	welfare
social costs	to be on probation / to be on trial	under contract	contributions
social insurance / national insurance	to be on strike	underemployed	white-collar worker
Social Security (US)	to be out of work / to be unemployed	unemployment	work overtime
sole director	to dismiss / to fire	benefits	work shift
staff costs / personnel costs	to fill a vacancy	union dues / union	workday (US) / working day (UK)
	to go on strike	subscription	worker
	to hold a position	union officer / trade unionist	working hour
	to interview	unjustified	workload
	to retire	dismissal	workplace
	to risk indemnity	unpaid leave	
	to secure employment		

Annex 2.2 Management Words

consulting	management	mentor	adult
service	human right	assessment	plan
organizational	competency	nt	executing
stakehold	analytical	coordination	diversity
er	development	leadership	measurement
generalist	oriented	communicator	hire
liaise	specialist	accountability flexibility	execute
adult education	strategic	master's degree	supervise
deliverable	unionized	identify	analyze
advisory service	initiative	co-ordinate	organization
resource	coaching	relationship	orientation
interpersonal	excel	coordinating	coordinate
business leader	metrics	assertive	designing
facilitation	facilitate	professional	training
organizational	strategy	expertise	evaluate ability
written	demonstrate	performance	servicehuman
communication	advisor	communication	developin
workforce	implement	innovative	g
collaborative	planning	environment	solution
recruitment	advisory	team	succession
effectiveness	methodology	design project	evaluation
implementation	confidentiality	learn	metric support
problem solving	develop	managerial	recruit
job description	intervention	meticulous	compensation
talent			

workshop	train	collaboration	analysis
motivation	communications	relations	engagement
partnerretention	curriculum	coach challenge	capacity
process	create	lead	creative
participate		knowledge	guidance

Annex 2.3 Nursing word list

analyze, assess, area, affect, adolescent, approach, appropriate, available, assist, adjust, adult, alternative, attribute, anesthesia, access, acute, attitude, antibiotic, analgesia, abuse, administer, approximate, adequate, achieve, artery, author, administrate, aspect, adhere, alter, accurate, aware, adapt, aggression, adverse, abdomen, assign, assume, attach, aid, apparent, autonomy, assure, academy, activate, acknowledge, allocate, anticipate, annual, appraise, acquire, acid, alert, alcohol, audit, absorb, angina, aspirate, ambulate, abstract, addict, auditory, anatomy, admission, advocate, alleviate, appreciate, analogue, ascertain, attenuate,

benefit, baseline, barrier, breast-feed, bias, brief, burden, bacteria,

clinic, cancer, consist, conduct, community, criteria, chronic, conclude, correlate, category, caregiver, client, cope, consent, compliance, component, cue, communicate, contribute, consume, contact, complex, cognition, consequent, context, concept, centimeter, cervix, culture, contrast, consult, catheter, cohort, confirm, capacity, create, challenge, counsel, competence, coronary, construct, cell, cannula, checklist, comment, cycle, comprehensive, correspond, considerable, colleague, chemotherapy, constipation, cite, chart, compress, compute, covariate, coordinate, comprise, constant, commence, cluster, conflict, campaign, core, collaborate, congruence, clarify, concentrate, constitute, convene, capture, capable, confound, consecutive, circumstance, county, couple, concurrent, compensate, complement, confidential, caucasian, certificate, contaminate,

data, demonstrate, design, discharge, diagnose, depress, dose, define, diabetes, drug, distress, demographic, document, detect, despite, diet, dimension, donate, disorder, distribute, duration, diary, decline, domain, dense, deficit, deviate, devise, derive, display, disrupt, diverse, decade, diminish, drain, disclose, discrepancy, deteriorate, distinct, development, designate, dynamic, discriminate, definite, drama, digit,

evaluate, evident, emotion, exclude, enhance, efficacy, establish, expert, estimate, environment, expose, enroll, eligible, emergency, ethic, ensure, ethnic, emphasis, emerge, energy, enable, elevate, error, element, engage, encounter, equip, extract, extubate, eliminate, episode, epidemic, external, elicit, economy, explicit, equate, empower, exhaust, exert, equivalent, expand, exceed, exhibit, electron, endure, evolve,

factor, focus, furthermore, function, facilitate, fatigue, figure, final, followup, fracture, fluid, finance, feedback, facet, formula, fund, framework, feasible, feature, faculty, foundation, flexible, format, frustrate,

guideline, gender, grade, goal, generate, globe, glucose, graduate, geography,

hospice, hypothesis, hip, headache, household, hypertension, hormone, hence, heterogeneous,

intervene, indicate, identify, individual, item, infant, interview, involve, investigate, impact, issue, income, intravenous, internal, intense, infect, initial, intake, interact, index, implement, institute, impair, interpret, injure, initiate, injection, implicate, immune, induce, incidence, instruct, interval, incorporate, illustrate, isolate, image, inventory, irritate, inflame, inhibit, input, integrate, insight, instance, infuse, insert, invasive, intermittent,

journal, job

kilogram,

locate, lateral, lesion, laboratory, link, linear, lifestyle, longitudinal, literate, logistic, label,

method, medical, major, minor, milliliter, morbid, mortality, muscle, mental, milligram, midwife, monitor, maintain, modify, marital, mechanism, millimeter, maximise, mobile, malignant, metabolic, manipulate, motive, mediate, manual, mood, minimal, medication, minimum, minimise, membrane, magnitude, modulate, margin, mandate,

normal, negate, nutrition, nausea, nerve, norm, neurology, network, nevertheless,

outcome, occur, obtain, overall, oral, option, objective, occupy, optimal, odd, obese, ongoing, onset, oncology, oxygen, orient, obvious, obstruct, outpatient,

participate, perceive, process, physical, proceed, previous, period, professional, positive, potential, predict, pregnant, pilot, peripheral, primary, percent, physician, prior, phase, psychology, project, prevalent, policy, partner, prescribe, publish, placebo, proportion, physiology, practitioner, prostate, protocol, pulmonary, perspective, phenomenon, priority, profile, parameter, peak, placement, persist, pharmacology, pediatric, prospect, peer, prolong,

pathology, protein, predominant, preliminary, personnel, pathways, plus, precede, principle, panel, principal, pill, publication, progression, pulse, posture, premature, passive, precise, philosophy, province, prognosis, portion, probe,

questionnaire, qualitative, quantitative, quit,

respond, research, require, role, ratio, random, recipient, range, consist, reside, rely, rehabilitation, relevant, recruit, referral, renal, remove, regress, reveal, region, respiratory, react, routine, recover, resource, restrict, retrospect, register, tradition, highlight, regulate, rotate, revise, rural, radiate, resolve, retain, release, regimen, reinforce, relax, replicate, refine, reverse, recall, rationale, rigor, receptor, reject,

significant, score, symptom, surgery, similar, specific, status, stress, strategy, statistic, survey, subscale, select, site, stimulate, seek, sex, survive, structure, session, summary, shift, subsequent, sufficient, setting, source, spinal, stable, spouse, subjective, sedation, supplement,

standardize, stigma, schedule, sensation, section, syndrome, suppress, serum, supervise, sterile, strain, secure, specialize, series, sustain, suction, scan, somewhat, spontaneous, sum, system, software, senior, sequence, spectrum, self-esteem, specify, staff, strengths, scope,

therapy, transplant, technique, theory, team, target, theme, task, threshold, tissue, tolerate, trauma, trend, topic, transit, tumor, transcribe, tense, toxic, transmit, timing, terminate, treat, tape, tract, trigger, technical, technology, transport, thorax, temporal, thereby

undertake, urine, undergo, utilise, ulcer, unique, ultrasound, urban, ultimate, underlie, urgent,

voluntary, vary, verbal, version, visual, valid, volume, vascular, via, visible, vital, verify, vaccine, vehicle, ventilate, vomit, vulnerable, vein, victim,

whereas, ward, well-being, withdraw, workload,

Annex 2.4 Engineering vocabulary word list

abutment, acceleration, activation, advice, advise, amplitude, analysis, angle, assembly, automation, axis, axle

balance, battery, bearing, blueprint, building

calculation, cantilever, cell, circumference, combustion, communication, component, component, compress, concept, constriction, construction, consultation, control, conversion, conveyance, conveyor belt, cooling, coupling, crank, current, curves

degree, depth, design, device, diagram, diameter, diesel, dimension, direction, distill, distribution

elastic, electrical, electronics, element, ellipse, energy, engine, excavation, expert

fabrication, flexible, flow, fluid, fluorescent, force, frame, friction, fuel, fulcrum

gear, gears, generate, generator, gimbals, grade, grading

hardware, heat, hoist, horizontal, hydraulic

illumination, information, injection, installation, instrument, intersection

joint

lever, lift, liquid, load

machine, management, manufacturing, mark, measurement, mechanize, modular, mold, motion, motor

negative, nuclear

object, operation, oscilloscope

physics, pivot, plumb, pneumatic, power, precision, process, production, project, propulsion, pulley

radiate, ream, refine, refrigeration, regulation, repair, retrofit, revolution, rotation

savvy, scheme, schooling, scientific, sequence, shape, slide, solar, stability, strength, structure, structure, studying, superstructure, suspension

technology, tools, transform, transmission, transmit, turbine

vacuum, valve, vertical, vibration

weight, weld, withstand, worker

Annex 2.5 Finance vocabulary word list

Account, Accounting, Accrue, Accumulate, Acquisition, Activity, Adjustable, Adjustment, AMEX, Amortization, Annual, Annuity, Appraisal, Arbitrage, Arrangement, Arrears, Assets, Authentic, Authorization, Automated, Average, Averaging

Balance, Balloon payment, Bank, Bankrupt, Barter, Bear, Beneficiary, Bid, Blue chip, Bond, Bracket, Broker, Brokerage, Bull, Buying, Buyout

Calculation, Call, Capital gain, Cartel, Cashier, Certificate, Certified, Chart, Churn, Circulation, Clearinghouse, Collateral, Collect, Commission, Commodity, Common stock, Compensation, Competitor, Compound, Conglomerate, Consolidation, Consortium, Consumer, Convertible, Correction, Cost, Counter, Countersign, Credit, Currency, Custodian

Deal, Debenture, Debit, Debt, Deductible, Deduction, Default, Delinquency, Demand, Depository, Depreciation, Depression, Deregulation, Designation, Devaluation, Differential, Discount, Discretionary account, Distribution, Diversify, Dividend, Dow Jones Average, Downturn, Draft, Driven, Dump

Earn, Economy, Electronic, Elimination, Embezzlement, Endorse, Enterprise, Entity, Equity, Escrow, ESOP (Employees Stock Ownership Plan), Estimation, Evaluation, Exceed, Exchange rate, Exorbitant, Expectation, Extortion

Failure, Falling price, Federal, Fees, Fiduciary, Finance, Fiscal, Fixed, Float, Foreclosure, Forfeiture, Frugality, Fulfillment, Fund, Funds, Futures

Gain, GDP, Gold, Government, Growth, Guarantee, Guaranty

High-interest, Hiring

Identification, Illegal, Imprint, Income, Index, Industrial, Inflated price, Insider information, Insolvent, Installment, Institution, Institutional trading, Insufficient, Intangible, Interest, Interest-bearing, Intermediary, Intervention, Invalidate, Investment, IRA, Issue

Joint account, Junk bond

Keogh plan, Kiting

Laundering, LBO (leveraged buyout), Lending rate, Leverage, Liability, Lien, Liquidity, Long-term, Low risk, Lucrative

Maintain, Margin, Market, Maturity, Member, Mercantile, Merger, Money, Monopoly, Municipals, Mutual funds

Negotiable, Non-speculative, Note, NYSE

Obligation, Odd lot, Operation, Option, OTC (over the counter), Overcompensate, Oversight, Ownership

Par value, Payment, Peaks, Percent, Planning, Pledge, Points, Portfolio, Practice, Predetermine, Preferred stock, Premium, Prepayment penalty, Principal, Product, Profit, Progressive, Promissory note, Public

Quality, Qualm, Quantity, Questionable, Quick, Quittance, Quote

Raid, Rally, Ramification, Rate, Ratio, Recession, Record, Recoup, Recourse, Redemption, Reduction, Regulation, Reimburse, Reliability, Reserves, Retirement, Risk, Rumors

Sale, Savings, Securities, Select, Sell-off, Selling, Shares, Short term, Shylock, Slump, Solvency, Speculate, Speculative, Split, Stagflation, Stock split, Stocks, Subscription, Summary, Supply and demand, Surety, Surplus, Survivorship, Swap

Takeover, Tax shelter, Tax year, Tax-exempt bond, Taxes, Technical, Tender, Thrifts, Ticker tape, Trade, Transaction, Transfer, Transferable, Treasury bill, Trends

Uncollected, Underwriter, Unit, Unofficial, Unregulated, Unsecured, Untaxed, Usury, Utilities

Valuable, Value, Variable, Vault, Venture, Void, Voucher

Wage, Warrant, Wide-ranging, Withdrawal

Yield

Zero-coupon bond

Annex 2.6 Law and police vocabulary word list

Abuse, Academy, Accessory, Accidental, Accomplice, Accord, Accused, Action, Administer, Adopt, Affect, Affidavit, Against, Agency, Agent, Agreement, Alias, Alibi, Alienate, Appeal, Appoint, Appraisal, Armed, Arraignment, Arrest, Arson, Aspect, Assault, Assignment, Assistance, Attachment, Attitude, Attorney, Authority, Authorize, Autopsy

Backup, Badge, Bail, Ballistics, Bankruptcy, Bargain, Basis, Battery, Beat, Behavior, Belief, Blackmail, Bloodstain, Bobby, Bomb squad, Bond, Branch, Breach, Bribery, Brutal, Burden, Burglary

Capability, Captain, Capture, Career, Case, Cease fire, Challenge, Character, Charges, Cheat, Citizen, Civil, Claim, Code, Cold case, Collusion, Commission, Commit, Common-law, Community property, Community service, Complication, Conduct, Confession, Consent, Consideration, Conspiracy, Constable, Constitution, Contempt, Convict, Cooperation, Cop, Coroner, Corruption, Counterfeit, Court, Credit theft, Crime, Criminal, Criminal justice system, Criminology

Damage, Danger, Dangerous, Deal, Dealings, Decision, Dedication, Deed, Defendant, Defense, Deliberate, Delinquency, Democratic, Denial, Department, Deputy, Details, Detain, Detection, Detective, Determination, Deviant, Direct, Discovery, Disobedience, Dispatch, Disregard, District attorney, Documentation, Documents, Drugs, Duty

Educate, Education, Effect, Embezzle, Emphasis, Enable, Encumber, Enforce, Entail, Equality, Equipment, Ethical, Eviction, Evidence, Examinations, Examine, Execute, Experience, Expert, Extort, Extradition, Extreme

Failure, Fairness, Fake, Family, FBI, Fear, Federal, Felony, Fight, Fine, Fingerprint, Follow-up, Footprints, Force, Forgery, Formal charge, Fraud, Freedom, Friends, Full-scale, Fundamental

Gangs, Government, Grand theft, Guarantee, Guard, Guilty, Gun

Handle, Harmful, Helicopter, Helpful, Hiding, High-powered rifle, Hijack, Hire, Homicide, Honesty, Honor, Hostage, Hunch

Identity theft, Illegal, Immoral, Impeach, Imprison, Inappropriate, Incompetent, Indictment, Influence, Informant, Information, Initiative, Injury, Innocent, Inquest, Intelligence, Interests, Interference, INTERPOL, Interpretation, Interstate, Intuition, Investigate, Investigation, Irregular, Issue

Jail, John Doe, Joy, Judge, Judgment, Judicial, Jury, Justice, Juvenile

Kidnapping, Kin

Laboratory, Larceny, Law, Lawfully, Lawsuit, Lawyer, Lease, Legacy, Legal, Libel, Liberty, License, Lie detector, Lien, Lieutenant, Limits, Long hours, Lynch

Mace, Maintain, Majority, Malice, Malpractice, Manslaughter, Mayhem, Metal detector, Minority, Misdemeanor, Mission, Moratorium, Motorist, Murder

Nasty, Negligent, Negotiable, Negotiate, Neighborhood, Notation, Notification, Nuisance

Oath, Obedience, Obey, Obligation, Offender, Offense, Officer, Official, Opinion, Opportunity, Order, Organize, Ownership

Paperwork, Partner with, Partnership, Patrol, Pedestrian, Penalize, Penalty, Perjury, Perpetrator, Persistence, Petition, Petty, Phony, Plainclothes officer, Plead, Police, Police academy, Power, Precedent, Prevention, Previous, Principle, Prior, Prison, Private, Probable

cause, Probation officer, Problems, Procedure, Professional, Proof, Property, Prosecutor, Protection, Provision, Public, Punishment

Qualification, Quality, Quantify, Quantity, Quarrel, Quell, Quest, Question, Quickly, Quirk

Radar, Rank, Reason, Record, Recruit, Redress, Reduction, Referendum, Refute, Regulations, Reinforcement, Reject, Repeal, Reported, Reports, Reprobate, Reputation, Resist, Responsibility, Restraining order, Restriction, Rights, Riot, Robbery, Rogue, Rules, Rulings

Sabotage, Safeguard, Safety, Sanction, Savvy, Scene, Scheme, Sealed record, Search and rescue team, Search warrant, Secret, Seize, Selection, Sentence, Sergeant, Seriousness, Services, Sheriff, Shyster, Sighting, Situation, Skillful, Slander, Slaying, Smuggling, Solution, Solve, Sorrow, Squad, Statute, Statute of limitation, Stealing, Stipulation, Stolen, Subdue, Subpoena, Succor, Summons, Suppress, Surveillance, Suspect, Suspected, Suspicion, Suspicious, Sworn, System

Tactic, Tantamount, Technique, Testify, Testimony, Threaten, Threatening, Thwart, Traffic, Transaction, Transfer, Treatment, Trespass, Trial, Trooper, Trust

Unacceptable, Unauthorized, Unclaimed, Unconstitutional, Undercover, Underpaid, Unintentional, Unique, Unit, Unjust, Unknown, Unlawful, Unlikely, Uphold

Vagrancy, Vandalism, Veteran, Victim, Victimize, Vigilante, Violate, Violation, Volume, Volunteer

Wanted poster, Ward, Warrant, Weapon, Will, Wiretap, Wisdom, Witness, Writ, Wrong

X-ray

Yell, Yelp, Youth

Zeal, Zealous

Annex 3 Research Proposal Time Line

Activity	Time (Months)						
	May	June	July	August	September	October	November
Choose the Research Topic	X						
Write Proposal	X						
First Draft Proposal	X						
Defend Proposal	X						
Extended Literature		X					
Research Instruments for data Collection		X					
Field Research		X	X				
Write the report				X			
First draft of the research report				X			
Second Draft of the Research Report					X		
Final Report for approval					X	X	
Dissertation						X	X

Annex 4 Budget

ACTIVITIES AND ITEMS	COSTS
Write Proposal	\$500
First Draft Proposal	\$200
Extended Literature	\$2000
Research Instruments for data Collection	\$2500
Field Research	\$2600