



**DEPARTAMENT DE FILOLOGIA ANGLESA I DE GERMANÍSTICA**

**Language Learning Strategies: Facilitating Vocabulary  
Learning through Strategy-Based Instruction**

Treball de Fi de Grau/ BA dissertation

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## **Abstract**

Learning vocabulary is a complex and arduous task, yet indispensable for attaining language proficiency. Teachers, in their role of facilitators, must provide learners with an array of strategies, which may help them to internalise new vocabulary, and therefore, enhance their learning and usage. However, this is not always feasible since generally teachers lack the knowledge required to do it. Owing to the generalised lack of expertise on this area, the value of implementing strategy training unfortunately remains unknown to most teachers. The present paper argues that not only researchers but also teachers should conduct strategy training so that its acknowledgement becomes widely spread. The aim of this paper is to delve into the domain of language learning strategies and their applicability to language instruction. It reviews the literature available from the onset of strategy research, presents a taxonomy of strategies, and claims that explicit, strategy-based instruction should be the model for all language programs. In order to provide an account of the strategy-based instruction benefits, it concentrates on vocabulary strategies and reviews the few studies conducted on vocabulary strategy-based instruction. It also reports positive results from the studies presented and argues the need for teachers to be trained in language learning strategies. Additionally, it provides a sample lesson plan, which shows how a combination of vocabulary strategies can be successfully integrated into an ordinary lesson, and therefore, into language curricula.

**Keywords:** language learning strategies, explicit instruction, strategy-based instruction, learner's autonomy, vocabulary strategies, strategy awareness raising.

## **1. Introduction**

Most language learners have the will to succeed in learning and improve their L2 skills. Learning a second language may be a tough venture for some learners, as they might find it difficult to deal with certain aspects of the language, whether they are writing, listening, reading, speaking, vocabulary or grammar. In pursuit of this goal, learners deploy –with more or less success– certain strategies of their choice, which allow them to process and store new information, retrieve previous knowledge and apply it in new learning tasks or situations (Oxford 2002).

However, learning a language is bidirectional. Not only are learners responsible for their own learning but also teachers, for they are expected to facilitate the task of acquiring new contents and help students overcome obstacles and meet learning objectives. In order for teachers to do so, they must find out the extent to which their students use strategies, whether those strategies contribute to effective learning, and provide alternative strategies so that their strategy repertoire is widened.

Although the field of language learner strategies in its full scope covers language learning strategies as well as strategies to use language (as will be discussed in the following section), and their applicability to all the language areas, the present dissertation is particularly interested in the area of vocabulary. Learning new vocabulary becomes an essential component of the language learning experience, as it allows the production of a more complex and sophisticated discourse. Nevertheless, memorising endless lists of vocabulary can be arduous and tedious. Therefore, the importance of knowing a series of strategies that might help learners cope with this challenging task becomes essential.

This study aims to explore strategy instruction integrated explicitly within the language curriculum, namely strategy-based instruction (SBI henceforth), and more



specifically, that instruction applied to the area of vocabulary. Therefore, research on this specific area will be discussed and analysed. Additionally, a sample lesson plan will be presented as a model to illustrate the way different strategies may come into play to facilitate the acquisition of vocabulary items and their subsequent applicability.

## **2. Language Learning Strategies**

Two terms that have been commonly used interchangeably need clarifying, language learner strategies and language learning strategies. Cohen (1998) points out that language learner strategies comprise language learning as well as language use strategies. Language learning strategies essentially imply what second language learners do to understand the target language, namely how they process and store new information (grammatical structures or new vocabulary), classify it according to patterns, categories or groups, or memorise concepts and rules. On the other hand, language use strategies entail the steps or actions taken by learners in order to access previous knowledge when accomplishing language tasks; rehearse target language; find a way to communicate an idea or compensate for lack of knowledge when trying to convey a message. The present dissertation will refer to all these as language learning strategies henceforth (LLS), due to the predominant use of this term in the literature.

The emergence of LLS research dates back to the 1970s, when some scholars raised the issue of what meant to be a good language learner (Rubin, 1975; Stern, 1975; Naiman, 1978). They attempted to identify those characteristics or behaviours that made effective learners meet the learning objectives as well as the techniques they used to succeed in their learning. One of their main concerns was to find out the extent to which low-performing learners could benefit from being taught those techniques. Additionally, at this point it was believed that effective learners –apart from deploying strategies

successfully– were capable of employing strategy clusters, which is an efficient combination of these.

A considerable amount of literature has been published on strategy research since its onset. Initially, most of the studies were primarily concerned with the description of linguistic behaviours. Moreover, there was great discussion as to whether those actions taken by learners were conscious or unconscious. The field gradually witnessed a growing interest in other related factors: learner autonomy and self-direction (Holec 1981), cognitive styles (Reiss, 1981; Wesche 1981), proficiency level (O'Malley *et al.* 1985), and motivation (Jones *et al.* 1987). According to Grenfell and Macaro (2007: 15), other variables were of special interest among scholars with regard to strategic behaviours such as “age, gender, first or second language, level of competence, instructional methods and degrees of natural exposure”. Despite extensive efforts to come to terms with conceptual and classificatory issues, experts were still failing to reach consensus.

Interestingly, in the last decade of the 20<sup>th</sup> century, researchers began to question earlier claims with regard to the amount of strategies used by an individual as well as the focus which was initially directed at good learners as illustrative of strategy experts. As a result, experts concentrated on individual reactions depending on the nature of the task, and why poor learners, who also used strategies, did not succeed in a specific language task. Additionally, they argued that combining numerous strategies when tackling a language task did not necessarily result in effective learning, but instead, the deployment of fewer but well-chosen strategies might lead to success.

In light of these considerations, the field of LLS, which so far had emphasised the cognitive aspect of learning a second language, was turning now towards a new direction, where metacognition played a crucial role in the students' achievement of language learning goals (see Grenfell and Harris, 1999; Chamot and El-Dinary, 1999; Macaro,

2001). The ability to plan for a language task, arrange one's learning into different steps, seek further opportunities to practise, set personal goals, and self-evaluate proved to be one of the major learners' weaknesses, and therefore, one of the main interests among the experts at this point.

## **2.1 Categorization of Strategies**

The imperative need for having a reliable categorization system of strategies, in order for researchers to carry out interventional studies on LLS, eventually brought about the works of Oxford (1990), and O'Malley and Chamot (1990). Their taxonomies coincide in that both classify strategies into cognitive, metacognitive, social and affective strategies. Even though O'Malley and Chamot consider social and affective strategies within the same group, as opposed to Oxford, they all seem to agree on the definitions for the representative strategies in each group. Nevertheless, Oxford's taxonomy appears to be significantly more exhaustive as she includes two more groups: memory and compensation strategies. All in all, her taxonomy displays a total of 6 distinct groups.

This paper advocates for Oxford's taxonomy, and therefore, it will proceed to fully explain each group for a better understanding of the categorization. To start with, Oxford distinguishes direct from indirect strategies. The former involve language directly (understanding language parameters, memorising and accessing previous knowledge to put it into practise among others), and the latter imply the learning management process (self-regulation, monitoring, planning how to approach the tasks, self-assessment, managing emotions and social interaction).

Direct strategies encompass memory, cognitive and compensation strategies whilst indirect strategies include metacognitive, affective and social ones. Besides, each group is divided into subgroups as shown in tables 1 and 2 (direct and indirect strategies

respectively). Strategies 1-3 are direct strategies while strategies 4-6 are indirect strategies.

(1) Memory strategies are those employed to store new language in memory, by means of creating associations, grouping, establishing visual/auditory relationships, contrasting word patterns at a written or phonemic level with words in the L1/L2, and the retrieval of stored knowledge to use it in any given linguistic situation.

(2) Cognitive strategies help learners deal with the language to be learned and imply analysing structures/messages/words, reasoning, deducting, applying rules, practising the target language, translating, taking notes and so on.

(3) Compensation strategies are used when there is a lack of knowledge; when this happens learners compensate it through body language, using synonyms, rephrasing, inferring or guessing meaning, asking for help, etc.

(4) Metacognitive strategies are deployed by learners to manage their own learning. They range from planning and organising learning tasks, considering tasks' complexity and adjusting to it, focusing the attention or practising the language in other situations to self-assess one's own learning process and achievements.

(5) Affective strategies help to control the learner's emotions reducing anxiety, cheering oneself up, sharing concerns with others, etc.

(6) Social strategies involve peer cooperation, asking for feedback or correction and understanding cultural aspects of the language among others.

<b>DIRECT STRATEGIES</b>		
<b>MEMORY</b>	<b>COGNITIVE</b>	<b>COMPENSATION</b>
Creating mental linkages	Practising	Guessing intelligently
Applying images and sounds	Receiving and sending messages	Overcoming limitations in speaking and writing
Reviewing well	Analysing and reasoning	
Employing action	Creating structure for input or output	

Table 1. Oxford's Direct Strategies (1990)

<b>INDIRECT STRATEGIES</b>		
<b>METACOGNITIVE</b>	<b>AFFECTIVE</b>	<b>SOCIAL</b>
Centering your learning	Lowering your anxiety	Asking questions
Arranging and planning your learning	Encouraging yourself	Cooperating with others
Evaluating your learning	Taking your emotional temperature	Empathising with others

Table 2. Oxford's Indirect Strategies (1990)

Oxford completes her strategy system with several strategies which relate to each subgroup as can be seen in the tables provided.<sup>1</sup> It is worth noting that certain strategies are likely to function together in clusters depending on the nature of the task. Therefore, as Oxford (1990) states, strategies belonging to distinct groups will naturally tend to overlap. In order to do a task, we are sometimes bound to employ other strategies, e.g., a learner who is trying to memorise a new item of vocabulary, by means of creating a mental linkage (memory), will necessarily have to do some reasoning (cognitive) until they come up with the correct association.

Not only did she provide a systematic account of the core strategies available to any learner, but also designed a strategy-assessment questionnaire, the Strategy Inventory for Language Learning (SILL)<sup>2</sup> (Oxford 1989,1990). The SILL rapidly became popular

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<sup>1</sup> See Appendix 1.

<sup>2</sup> See Appendix 2.

and has been widely used as a strategy research method hitherto. Moreover, its utility, validity and reliability have proved to be high (Oxford and Burry-Stock 1995). In spite of all this, the SILL also has its detractors. LoCastro (1994) argues that the strategies in the SILL are not transferable across different language environments. Besides this, she claims that the answers provided by learners in the questionnaire may be susceptible to the situation in which they are answered (LoCastro 1994). Moreover, Dörnyei (2005) emphasises that SILL has serious problems in its design of the scales.

## **2.2 Strategy-Based Instruction**

Since the emergence of the strategy research field, the researchers' fundamental concern so as to the teachability of LLS has been widely explored. The potentially effective implementation of strategy instruction will largely depend on the method employed (separate/integrated-explicit/implicit) and the time allotted to it.

Among the various means for delivering strategy instruction suggested by Cohen (1998) –despite all aiming to foster learner-autonomy, promote self-efficacy, and in turn, boost learners' motivation– explicit, SBI is the one which this paper advocates. Therefore, it will be examined below.

SBI is a learner-centered approach by which students gradually become more responsible for their own learning. Hence, teachers switch their role to that of a facilitator who constantly offers guidance and feedback. Moreover, they also provide numerous learning situations for their students to plan, implement, practise, and transfer strategies to better tackle different language tasks, as well as to monitor and evaluate their own performance and the usefulness of the strategies deployed. This approach raises learners' awareness of the range of strategies at their disposal, and allows them to consciously choose those which work best for them (Cohen 1998). Additionally, SBI is purposely

integrated within the language curriculum so that the strategies presented are entirely contextualised, and also transferred to similar tasks.

Rubin *et al.* (2007) suggested a model of SBI, which consists of four steps: (1) learners' awareness raising of their own strategies, (2) presentation and modelling of new strategies, (3) providing numerous opportunities for practising those strategies, and (4) learners' self-assessment of the strategies employed and providing opportunities for transferring them to other language tasks. Similarly, O'Malley and Chamot (1990), in their instructional model CALLA (Cognitive Academic Language Learning Approach), provide a systematic account of five scaffolding phases through which strategies are elicited, presented, practised, evaluated and expanded. As can be observed from the above models, both clearly share the same set of guidelines.

As aforementioned, the teachers' role is essentially important in the delivery of the instruction, since they are the ones who best know their learners and those who are familiar with the curricular needs too. Despite this, "the successful integration of SBI into the curriculum depends in no small part on the knowledge, understanding and skill of the teacher" (Rubin *et al.* 2007: 141), and this is actually a major drawback. More often than not, the instruction delivery has relied upon the figure of the researcher instead of the teacher, due to the fact that language teachers do not typically receive training on LLS (Rubin *et al.* 2007). In general terms, they have neither knowledge of the strategies learners can deploy to enhance their learning, nor materials with explicit explanations on how to deliver SBI. Consequently, this paper shares Chamot's (2005) claim for the urgent need to provide strategy-instruction programs for second language teachers willing to integrate SBI in their language classrooms.

On the other hand, another hindrance, which is worth mentioning, is the belief that SBI is time-consuming (Cohen, 1998; Rubin *et al.*, 2007). It goes without saying that SBI

takes time, especially at the beginning of the instruction. However, as learners get familiar with the strategies, they begin to use them automatically. Gu (2018) argues that when strategies are fully acquired and there have been plenty of opportunities to practise them, learners reach certain mastery, and are able to apply them to other learning situations with or without being aware of their application. The time devoted to strategy instruction will certainly pay off, as learners will undertake the completion of tasks effectively. As a result, the students' motivation, autonomy and performance will increase.

Although the time allocated for SBI appears to be a constraint and some researchers are fiercely opposed to it (Rees-Miller 1993), there are others who strongly support its benefits (Oxford, 1990; Brown and Perry, 1991; Chamot *et al.* 1996; Nunan, 2002; Gu, 2007; Nguyen and Gu, 2013). Interestingly, other experts claim that SBI seems to be effective on a short-term basis but there is no evidence with regard to its effectiveness over time (Hassan *et al.* 2005, cited in Rubin *et al.* 2007: 155). This last critique is worthy of special attention and implies that further research on its long-term efficacy is certainly required.

### **3. Vocabulary Learning**

Language is “a system of conventional, spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.” (Robins and Crystal, n.d.). These symbols convey meanings, and they are often combined in a way that bring about idiomatic expressions. Gazhal (2007) refers to words as “the building blocks of a language”, for they are the elements where meanings lie.

Words, in turn, are combined following grammatical and lexical rules. Not only do learners have to learn numerous words, but also they must know how to assemble



them. That is, in order to acquire communicative competence, learners of a second language need to familiarise themselves with the lexicon of a language, as well as the aforementioned rules, hence the importance of vocabulary learning and its crucial role in attaining language proficiency (Schmitt 2008). Nyikos and Fan (2007: 251) emphasise its decisive role “in both the receptive and productive skills associated with effective communication”.

Traditionally, both vocabulary and grammar acquisition were considered paramount aspects when it came to learning a second language. Yet, only grammar received special attention, and the experts’ efforts were directed at developing and enhancing the learners’ grammatical skills. Despite the importance of vocabulary learning, learners at this point were expected to assume the responsibility for memorising lists of words (Nation 1990, cited in Moir and Nation 2008). Nonetheless, from the 1990s, vocabulary learning has increasingly gained recognition (Griffiths, 2003; Nyikos and Fan, 2007), and scholars have explored aspects related to it, such as “multiple word meanings and connotations, derived forms, spellings, pronunciations, proper grammatical uses and collocations” (Nation 1990, cited in Nyikos and Fan 2007). Accordingly, Lin (2014, cited in Godwin-Jones 2018) and Elgort (2017, cited in Godwin-Jones 2018) argue that not only individual words together with their equivalent L1 words are to be considered when learning vocabulary, but also multiword units, which convey different meanings.

According to Corson (1997, cited in Moir and Nation 2008), learning new vocabulary entails reception and production of those words or multiword terms. Similarly, Elgort (2017, cited in Godwin-Jones 2018) points out that learning vocabulary implies firstly, recognition of the word/expression (at a receptive level); secondly, being able to apply it (at a productive level); thirdly, knowing its derived forms, and finally, being able to use it in different contexts.

Bearing in mind the aforementioned aspects, learning vocabulary appears to be an arduous, never-ending process, which learners have to engage in willingly to achieve the mastery of the language. Additionally, the extent to which learners succeed in their vocabulary expansion will necessarily depend on the actions they undertake to deal with its learning. Besides, they will also have to encounter those new words in multiple contexts so that they eventually become familiarised with them (Godwin-Jones 2018). Apart from receiving general language instruction in the classroom context, students need to be taught both how to retain words or expressions, and how to foster their vocabulary growth by themselves (Nagy and Scott 2000), thus, becoming responsible for their own learning. Alternative ways to expand vocabulary knowledge are stated by Godwin-Jones (2018): “interactions through gaming, social media, or virtual worlds”, exposing oneself to the target language by “watching, reading or listening”, interacting with other speakers of the language, or accessing any of the corpora available on the internet to verify appropriate word usage.

Owing to the complexity vocabulary learning represents, learners in their quest for succeeding in vocabulary building might benefit from vocabulary strategy instruction. Gu (2018) claims that “the demanding nature of the task [vocabulary learning] makes strategic learning necessary.”.

### **3.1 Vocabulary Learning Strategies**

Some scholars in the 1980s expressed their interest in vocabulary learning strategies (VLS) (see Cohen and Aphek, 1980, 1981; Hosenfeld, 1984; Dempster, 1987; Ahmed, 1989; Jenkins, Matlock and Slocum 1989). However, it was during the 1990s and 2000s that the VLS research field experimented its growth and experts in the domain started to gain insight into the classification of vocabulary strategies. The experts’

investigations concentrated on the strategies that were already deployed by certain learners, the factors involved in strategy choice, and the extent to which certain strategies contributed to effective vocabulary acquisition. Additionally, Nyikos and Fan (2007) also highlight three aspects that have brought about some studies: (1) the time required to store words in memory and the effectiveness of imagery and mnemonic devices as opposed to rote repetition, (2) linguistic knowledge of word features, and (3) the type of text where the target vocabulary is presented.

Regarding the classification of VLS, there have been several attempts to provide a comprehensive list of strategies, grouped, in turn, into different categories (Ahmed, 1989; Gu and Johnson, 1996; Schmitt, 1997; Nation, 2001; Gu, 2013). Among these, Schmitt's (1997) taxonomy is widely used in research studies (Gu 2018), and it is an adaptation from Oxford's (1990) taxonomy of LLS, which has been reviewed in section 2.1.

Schmitt (1997) establishes a distinction between discovery strategies and consolidation strategies in his classification.<sup>3</sup> Discovery strategies are those related to the discovery of the meaning of a new word, and are divided into two sub-categories: determination strategies and social strategies. Determination strategies help the learner guess the meaning of a given word by means of relating it to previous knowledge, inferring meaning from cognates, analysing the context where the word has come up, or consulting materials such as dictionaries, corpora, etc. Social strategies refer to the act of asking someone about the meaning of a word (teacher, friends, classmates or native speakers). In this sense, the former are more autonomous and the latter imply social interaction. Consolidation strategies, which comprise the other major category, facilitate the storage of new words once their meaning has been revealed for later retrieval. These

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<sup>3</sup> See Appendix 3.

strategies are grouped into four sub-categories: social, memory, cognitive and metacognitive strategies. Memory strategies entail any sort of connections a learner can establish in order to memorise a word or a word's meaning. Cognitive strategies consist of any manipulation of the target language for the learner to deal with it for learning purposes. Metacognitive strategies imply planning the learning of new words, making decisions as to how to go about their learning, or assessing one's performance and method of study. Interestingly enough, Schmitt (1997) acknowledges that certain strategies might overlap as it is the case of social strategies, which depending on the situation, could be considered either discovery or consolidation strategies.

A vast body of literature has focused on memory strategies. They help learners retain and process new information for subsequent retrieval, and commit it to memory. Three types of memory can be distinguished: short-term memory, long-term memory and working memory; each of them operates at a different level. As far as effective language learning is concerned, working memory has proved to play an essential role (Ibarra Santacruz and Martínez Ortega 2018). Baddeley (2003) defines working memory as a system that “involves the temporary storage and manipulation of information that is assumed to be necessary for a wide range of complex cognitive activities.”, hence the importance of clarifying how memory strategies can foster the encoding of new lexical content for a better assimilation.

Mnemonic links coexist with other memory devices within the memory strategies category. It is the aim of this section as well to concentrate on the former and identify the numerous existing associations. The following mnemonic associations were first outlined by Cohen and Aphek (1980) and later revisited by Cohen (1990). They are as follows: (1) associating the target word to a familiar sound in the L1 or a familiar sound in the L2 (language to be learned); (2) dividing the word into parts and focusing on the part whose

meaning is recognised by the learner; (3) referring to structural knowledge of words, i.e. if the learner knows any derived form of that word, they will be likely to associate it with the new word; (4) making semantic association networks in which words related to a same topic are grouped together; (5) making visual associations of the word with the context where it appeared or the letters that spell that word; (6) associating the word to the situation in which it came up; (7) creating mental imagery of the word to be learned; (8) creating a linkage between the word and a physical sensation, feeling or emotion, and (9) linking the word to a keyword. The keyword method is based on a mental image that combines both the actual word to be learned and another concept, whose pronunciation is similar to the target word, from the L1.

### **3.2 Vocabulary Strategy-Based Instruction**

Following a large body of research on VLS identification, definition, and classification, scholars turned their attention to the teachability of these vocabulary strategies during the 1980s (Mizumoto and Takeuchi 2009). They realised that having an extensive repertoire of lexical items would necessarily have a favourable impact on all language skill areas.

Initial interest was placed on memory strategies and there is evidence of their effectiveness for memorising lexical items (Mizumoto and Takeuchi 2009). Brown and Perry (1991) argue that memory strategies are even more effective when combined with other strategies. In addition to this, another aspect concerning VLS instruction that aroused interest among the experts is the often poor metacognitive ability found in language learners. As a result, several studies were conducted to examine the benefits of explicitly teaching metacognitive strategies (see Zaki and Ellis, 1999; Rasekh and Ranjbari, 2003), and proved that learners who are taught how to manage, monitor and

evaluate their learning are more likely to succeed in any language task, and therefore, become more effective learners. Despite the contributions to the field, these studies have usually failed to integrate different types of strategies, and this is largely due to the limited time allocated for the instruction.

In addition, the instructional approach most often employed to deliver VLS training has been explicit rather than implicit. It is argued that implicit or embedded training does not always provide students with enough opportunities to transfer learned strategies to other language tasks (Harris and Grenfell 2004). Furthermore, the vast majority of these studies have favoured instruction in the form of separate trainings or workshops, which complement the language course, as opposed to integrating it within the language lessons.

In spite of the various claims made by researchers with regard to the successfulness of strategy instruction in an integrated fashion (Mc Donough 1999, cited in Mizumoto and Takeuchi 2009), very few intervention studies have relied on vocabulary SBI as a means for delivering explicit, strategic instruction for vocabulary learning. For the purpose of this dissertation, the studies that will be discussed hereafter have been selected according to a same population (university students), in order to provide a more focused research paradigm. Additionally, the participants' age in all these studies range from 18-25. In two of the four studies the instruction takes place over the course of two semesters (Lai, 2013; Ibarra Santacruz and Martínez Ortega, 2018) whereas in the other two studies, it takes places over a single semester (Rasekh and Ranjbari, 2003; Mizumoto and Takeuchi, 2009). Unlike Lai's (2013) study, which concentrates on all the strategies present in Schmitt's (1997) taxonomy (discussed in section 3.1), the rest of the studies focus only on either a category of strategies –memory strategies (Ibarra Santacruz and Martínez Ortega 2018), and metacognitive strategies (Rasekh and Ranjbari 2003)–

or a combination of cognitive and metacognitive strategies (Mizumoto and Takeuchi 2009).

Rasekh and Ranjbari (2003) aimed to reveal the impact the deployment of metacognitive strategies had on the improvement of the participants' lexical knowledge by the end of the experiment. As for the instruments, Nelson English language proficiency test, and pre- and post- vocabulary achievement tests were administered to the participants of both the experimental and the control group. The textbook used for the language course contained a section devoted to vocabulary learning strategies. It is worth mentioning that both groups were explicitly explained the strategies contained in the book, however, only the experimental group was trained on metacognitive strategies. The results obtained proved that the group that had received instruction on metacognitive strategies outperformed their peers in the control group on the post- achievement test.

Mizumoto and Takeuchi (2009) intended to explore the efficacy of explicit, vocabulary SBI exposing the candidates to a series of cognitive and metacognitive strategies. Prior to the start of the training, all the individuals (in the experimental and control groups) took a vocabulary test so that their proficiency level could be measured. This test included some lexical items to be covered throughout the course. The rationale for this was that as the participants were to take the same test at the end of the experiment, the researchers would be able to assess the effectiveness of the instruction in terms of vocabulary expansion. Additionally, a pre- and post- VLS questionnaire (including cognitive and metacognitive strategies) was administered to all the individuals, thus the results could allow a distinct analysis according to the participants' strategic competence. The participants who received strategy training were required to fill in their study logs, and were interviewed individually too. The results concluded that (1) the experimental group achieved better test scores than their counterparts; (2) poor and moderate strategy

users increased their use of strategies after the instruction, in contrast to initially active strategy users whose usage remained practically the same; (3) increase in motivation was only observed in less efficient learners, and (4) some strategies were regarded as inefficient or inconvenient by the learners.

The aim of Ibarra Santacruz and Martínez Ortega's (2018) study was to ascertain whether learners of English as a second language benefit from being taught memory strategies in order to develop their vocabulary retention. Regarding the procedure, the participants' vocabulary knowledge was tested at the beginning and at the end of the intervention through three different tasks (the same for the pre- and the post-test), and both the experimental group and the control group results were analysed. In addition, the researchers used a checklist to monitor and assess the students' performance for each of the tasks. The strategies implemented proved beneficial in the sense that the majority of the individuals in the experimental group succeeded in accomplishing the three tasks brilliantly, as opposed to the ones in the control group who did not perform as well. Moreover, there was evidence of positive transfer of acquired lexicon to other class activities.

Lai's (2013) study sought to determine the effects of vocabulary strategy instruction integrated into the language classroom, in terms of vocabulary growth and strategic behaviour. As for the instruments, Smichtt's (1997) taxonomy was used to train the participants on different types of strategies (discovery and consolidation strategies), and a vocabulary level test to compare the results of the intervention with the learners' achievement levels. Additionally, the participants were administered a pre-intervention questionnaire designed to measure the frequency of strategy use and the learners' perception of the usefulness of strategies, and a post-intervention questionnaire which shed light on the learners' self-reflections about the strategies implemented and their



willingness to continue using them. Learners were also expected to fill in their vocabulary logs on a weekly basis. The results demonstrated that strategy instruction has a positive impact on vocabulary learning, as the participants generally achieved a higher level of proficiency, and more importantly, the learners regarded them as beneficial for their vocabulary learning process. However, with regard to frequency of strategy use, the results proved that only in the case of students with low-proficiency level, did their frequency of use increase dramatically. Learners with higher-proficiency level maintained their frequency of strategy use although they benefited from other strategies unfamiliar to them.

#### **4. Integrating Vocabulary Strategy-Based Instruction within the Language Curriculum**

Throughout this paper, the role strategies play in the enhancement of the learners' acquisition process has been highlighted. Furthermore, as has been discussed as well, VLS provide learners with an array of tools that help them succeed in the completion of tasks, guess meanings, process information, retain lexical items and store them, and retrieve previous knowledge, but also plan and make decisions about their learning, monitor and evaluate their performance, etc.

Vocabulary SBI to date has been primarily carried out by researchers. Cohen (1998: 84) suggests that "program administrators can furnish language teachers with the tools to provide their own strategy training for students, ranging from general awareness training to full scale SBI training seminars." He actually mentions two seminars designed for teachers of foreign languages in the U.S. where teachers become acquainted with all sort of strategies and are provided with suggestions and samples to create their own

material. They are also trained on how to appropriately integrate the instruction into their regular lessons.

Additionally, he provides an approach based on Oxford's (1990) recommendations for the design of an explicit, strategy-training program. The steps are as follows: (1) determining the students' needs, (2) selecting appropriate strategies to be taught, (3) planning and designing the materials and tasks to be presented to the learners, (4) conducting the instruction, and (5) self-reflecting and evaluating the instructions.

#### **4.1 Needs Analysis**

Taking into account Oxford's (1990) considerations for the design of an appropriate strategy-training program, the first step to be taken is a needs assessment. "Needs analysis is the systematic collection and analysis of all information necessary for defining a defensible curriculum (...) that satisfies the language learning and teaching requirements of the students and teachers" (Brown 2009: 269). Brown (2009) lists ten steps to be undertaken for a thorough foreign or second language needs analysis. Some of these steps must be taken into consideration before the design of SBI. Therefore, the present dissertation will proceed to examine them.

First of all, the learners' necessities, lacks and wants are to be defined (Hutchinson and Waters 1987, cited in Brown 2009), which strategies the students already use, which need to be presented or reinforced, the extent to which the students are aware of the existence of a wide repertoire of strategies and their usefulness. Equally, the student population must be taken into account when devising the needs analysis as well as possible constraints such as class size, scheduling, or learners' attitudes towards strategy training. What is more, the method(s) chosen for data collection must be planned according to the aspects aforementioned. Among the various methods for data collection,

questionnaires have proved to provide a reliable overview of learners' needs in terms of strategy use.

Once the data have been gathered, teachers must proceed to their analysis and to interpret the results accordingly. The outcomes will shed light on the learners' strategic behaviours, their views on learning strategies, their cognitive and metacognitive abilities with regard to language learning, and their learning preferences. All this information will help to determine not only the objectives of the instruction, but also the selection of strategies, the way strategies will be integrated within the syllabus, the materials to be used and the criteria for the program assessment.

#### **4.2 Awareness Raising**

As mentioned earlier, the objective of SBI is to empower language learners by furnishing them with an array of learning strategies which will help them accomplish their language tasks more efficiently. Learners become significantly more autonomous and responsible for their own learning. One of the key aspects in this process is to make learners aware of the benefits of utilising strategies. Awareness raising can be evoked at different stages.

In fact, before the actual implementation of strategies, students should be acquainted with the strategies are and how they can contribute to effective learning. Ideally, a discussion about strategies must be accompanied by a LLS questionnaire. Just by answering the questions in the questionnaire, learners will realise that they already use their own devices to learn. In addition, they will come across some strategies they have never thought of. Despite the unfamiliarity with certain strategies, this first assessment will allow them to reflect on potentially useful strategies they may be using in future tasks, so it will somehow awaken their interest. This session ought to take place at the

beginning of the course and should involve an active interaction between the teacher and the students, and among the students too.

Throughout several sessions, where various strategies are presented, discussed, employed and assessed, learners are expected to reflect on whether certain strategies yield positive outcomes, or on the contrary, they appear to be useless to them. It is exactly at this point where learners' awareness occurs as well. Oxford and Leaver (1996) argue that when students engage in the assessment of the strategies being used, they become aware of which work for them, which do not, and perhaps, which would need further practise. Besides, pair- or group- work for the assessment of strategies allows an exchange of perceptions and promotes the acknowledgement of similar or differing views.

#### **4.3 Sample Lesson Plan**

The following lesson plan<sup>4</sup> is an attempt to show how vocabulary strategies can be integrated into an ordinary English class. The main focus of the lesson is to work on a series of vocabulary items related to local and global issues, and concepts associated with public demonstrations. Nonetheless, other skills have also been taken into consideration in the design of the lesson plan, thus activities such as listening, reading, writing and speaking will be combined with the purpose of boosting different language skills.

The group characteristics must be stated first for a better understanding of the lesson's aims and procedures. The students attending this language course may be teenagers or young adults; however, the course would also suit older adults, for the topic to be covered would be appealing to them too. The level corresponds to B2 of the CEFR (Common European Framework of Reference for Languages) or Upper-Intermediate level, and the learning context might vary, e.g., an English program for secondary

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<sup>4</sup> See Appendix 4.

education, a language course in an English centre or a language program at university level. The present lesson plan has been designed for a group of twenty students although it can be easily adapted to bigger and smaller groups, so the class size is just illustrative. Finally, the duration of the lesson is 90 minutes. Among the materials employed, complementary materials such as visuals, a power point presentation, YouTube videos, and activity worksheets adapted from Willing (1989) have been used, as well as a course book and workbook (Falla *et al.* 2017).

Furthermore, O'Malley and Chamot's (1990) guidelines for implementing SBI in their instructional model CALLA (Cognitive Academic Language Learning Approach) have been essentially followed in order to provide a systematic account of the procedure. Firstly, an initial phase of preparation in which topic-related vocabulary is elicited, secondly the target vocabulary is presented and explained, thirdly the new material is practised through hands-on activities, next a students' self-evaluation of the strategies, their usefulness and their actual performance, and finally, the phase of expansion in which learners get to further practise the strategies.

The present lesson plan is divided into eight stages. These stages are numbered and explained below.

1. Warm-up activity. The aim of this activity is to activate the students' knowledge about the topic to be covered, and also to help them switch to English. The teacher explains beforehand the strategies they will be deploying. These strategies are metacognitive, social and compensation strategies. Within the first group, students will use the strategies of linking with already known material and identifying the purpose of the language task (in this case speaking about a specific topic). They will also employ the social strategy of asking questions and the compensation strategy for lack of specific vocabulary. Once the strategies have been stated, the teacher proceeds to explain the

students what the activity is about. Thirteen photos will be hanging on the classroom walls; each of them displays a distinct topic (*censorship, corruption, disease, famine, gender inequality, globalisation, global warming, homelessness, immigration, nuclear weapons, racism, terrorism, and unemployment*). The students are asked to go around the classroom, observe the photos, choose the one which most attracts their attention, and stay where the picture is. This way, different groups will be formed; the teacher must make sure that there is at least one person for each picture. The idea is that in pairs or groups the students discuss what the photo represents. In case there are photos with just one person, those students will pair up to discuss both photos. After five minutes of discussion, the students are asked to sit down. The teacher asks the students what they think the topic of this class is and come up with a title.

Before moving on to the next activity, the teacher hands out a worksheet, which the students will use to take notes while doing the activity. This worksheet displays a grid with three columns for different word categories (noun, verb and adjective). The students are expected to fill in the grid with the vocabulary that is going to be presented, derived words, as well as other suitable vocabulary they are familiar with.

2. PPT (photo-discussion). For this activity, a power point presentation is shown. Each slide depicts one of the pictures hung on the walls. The idea is to go one by one and elicit a class discussion; no more than two minutes will be spent with each photo. The teacher ensures that all the vocabulary is covered (including: *go on a march/demonstration, protest/demonstrate against something, hold up a rally, hold up placards, listen to speeches, shout out slogans, and sign a petition*). Additionally, the vocabulary can be written on the board as it comes up.

3. Listening/Speaking activity (videos-vocabulary in context). This activity is focused on that same vocabulary, but this time, the students will have the opportunity to

see and listen to it in a given context. The strategies to be used for this activity are explained beforehand. These are: cognitive strategies (analysing and reasoning, and listening for keywords), memory strategies (creating mental linkages, associating, grouping, or using the keyword method), and compensations strategies (guessing from context).

It consists of four short clips to be played in two sets; the students are required to take notes since they will be asked to tell their classmate what they have watched. The first two videos (an anti-nuclear weapons protest and a talk on new racism) are played one after the other and then the students are paired up to do the review of the videos (one video each). When the student is telling their classmate what they have watched, their partner will have to cross out the words or expressions that the other student has mentioned, and they will be free to add any comments to their partner's speech. Following the speaking part of the activity, the other two clips are played (an anti-censorship demonstration and the 2019 women's march), and after swapping pairs, the students will have to repeat the same procedure. The videos cover a lot of the vocabulary worked on, but not all. Therefore, in order to practise some more vocabulary, the students will be told to have a brief discussion about the following topics: *immigration* and *famine* (in pairs too).

4. Controlled practice (matching exercise). This is a written exercise to be done individually in the student's workbook (page 84 ex. 1). This exercise helps to consolidate the students' newly acquired collocations (*shout slogans, hold up placards, go on a demonstration, listen to speeches, hold a rally, sign a petition, and demonstrate against inequality*). When the students are done, the exercise is corrected as a group.

5. Controlled practice (gap-filling exercise). This is also a written exercise to be done individually in the student's workbook (page 84 ex. 5). This exercise helps to

consolidate some of the students' newly acquired vocabulary (*censorship, famine gender inequality, immigration, nuclear weapons, and racism*). Following the completion of the task, the teacher proceeds to correct it as a group.

6. What do I remember? The teacher hands out a second worksheet to the students. This worksheet contains the thirteen photos displayed around the classroom. The students are expected to write down as many vocabulary items as they remember from this lesson next to each photo; they are not allowed to check their notes for this task. They must also write down a situation they have experienced or heard about which relates to each photo, so that they establish a link that will allow them to memorise the vocabulary more easily.

7. Reflection stage. The teacher involves the students in a brief class discussion on the strategies they have employed, their usefulness, the ones they consider the most effective, and the ones they found harder to apply. The purpose of this discussion is to make the students reflect on the way they have learned the target vocabulary, the actions or steps they have engaged in to better internalise the concepts and the extent to which they have acquired the content, and which content needs further practise. Any doubts that may come up at this point are answered.

8. Homework. This is set before the end of the session. The teacher must assign one of the following topics to each student randomly: *corruption, disease, global warming, homelessness, terrorism, or unemployment*. They are expected to do some online research and find a piece of news which covers the topic assigned, scan the text for relevant information, and get ready for a short presentation next class.

## **5. Conclusion**

The different sections of this paper have attempted, on the one hand, to offer an overview of the vast literature devoted to language learning strategies, strategy



categorisation, and in particular, SBI, and on the other hand, to explore the area of vocabulary learning from a strategy-instruction perspective. With regard to learning strategies in general, as can be observed in Oxford's (1990) taxonomy, they are numerous, and therefore, offer learners various possibilities to experiment with them. However, it is necessary for students of a second language to be taught how and when to use them so that they become autonomous learners.

The first conclusion that can be drawn here is the necessity to train teachers on learning strategies as well as on SBI. Very few universities offer short additional programs for language teachers to specialise in this area. Furthermore, this paper suggests two alternatives, either to invest on workshops for teachers, or to include these contents within a subject as part of the syllabus.

Many scholars and language teachers have opposed to SBI because of their concern about the time dedicated to the instruction. Despite being time-consuming, especially at the beginning of the course, this time could be regained once learners have internalised the strategies. Therefore, this paper claims that further research must be done in order to prove whether SBI is actually time-consuming on a long-term basis, or on the contrary, if the time dedicated to the instruction compensates with the results and the time employed to accomplish other language tasks.

Concerning vocabulary strategy-based instruction, there seems to be a gap in the research conducted so far. As mentioned before, only a few studies have been carried out on vocabulary SBI. All of them revealed its positive effects and, in the light of these findings, it can be argued that vocabulary SBI is beneficial for the learners' self-autonomy, vocabulary acquisition, and consequently, for their language achievement. Nevertheless, this paper considers necessary the call for further research so that results can be compared and contrasted, and thus, its efficacy can be determined. Likewise, the

effects of vocabulary SBI should be measured in the long run, that is to say in subsequent years, in terms of both strategy frequency use and its contribution to the attainment of language proficiency.

All in all, despite the efforts of some experts, vocabulary SBI has not reached wide recognition yet. Nonetheless, until that time comes, second language teachers who aim to activate their students' knowledge of learning strategies, and provide them with further resources to enhance and maximise their learning are encouraged to read the available literature on this subject.

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**Appendix 1** Oxford's strategy system, adapted from Oxford (1990)

**DIRECT STRATEGIES**

I. Memory Strategies	A. Creating mental linkages	1. Grouping
		2. Associating/elaborating
		3. Placing new words in context
	B. Applying images and sounds	1. Using memory
		2. Semantic mapping
		3. Using keywords
		4. Representing sounds in memory
	C. Reviewing well	1. Structured reviewing
	D. Employing action	1. Using physical response or sensation
		2. Using mechanical techniques

II. Cognitive strategies	A. Practicing	1. Repeating
		2. Formally practicing with sounds and writing systems
		3. Recognizing and using formulas and patterns
		4. Recombining
	B. Receiving and sending messages	1. Getting the idea quickly
		2. Using resources for receiving and sending messages
	C. Analyzing and reasoning	1. Reasoning deductively
		2. Analyzing expressions
		3. Analyzing contrastively (across languages)
		4. Translating
		5. Transferring
	D. Creating structure for input and output	1. Taking notes
		2. Summarizing
		3. Highlighting

III. Compensation strategies	A. Guessing intelligently	1. Using linguistic clues
		2. Using other clues
	B. Overcoming limitations in speaking and writing	1. Switching to the mother tongue
		2. Getting help
		3. Using mime or gesture
		4. Avoiding communication
		5. Selecting the topic
		6. Adjusting or approximating the message
		7. Coining words
		8. Using a circumlocution or synonym

Table 3. Oxford's Direct strategies (1990)

## INDIRECT STRATEGIES

I. Metacognitive strategies	A. Centering your learning	1. Overviewing and lining with already known material
		2. Paying attention
		3. Delaying speech production to focus on listening
	B. Arranging and planning your learning	1. Finding out about language learning
		2. Organizing
		3. Setting goals and objectives
		4. Identifying the purpose of a language task
		5. Planning for a language task
C. Evaluating your learning	1. Self-monitoring	
	2. Self-evaluating	

II. Affective strategies	A. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation
		2. Using music
		3. Using laughter
	B. Encouraging yourself	1. Making positive statements
		2. Taking risks wisely
		3. Rewarding yourself
	C. Taking your emotional temperature	1. Listening to your body
		2. Using a checklist
3. Writing a language learning diary		
4. Discussing your feelings with someone else		

III. Social strategies	A. Asking questions	1. Asking for clarification or verification
		2. Asking for correction
	B. Cooperating with others	1. Cooperating with peers
		2. Cooperating with proficient users of the new language
	C. Empathizing with others	1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings		

Table 4. Oxford's Indirect strategies (1990)



## Appendix 2 Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL)

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### Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put the answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher now immediately.

**EXAMPLE**

I actively seek out opportunities to talk with native speakers in English.

On this page, put an “X” in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

Never or Almost Never	Generally not True of Me	Somewhat True of Me	Generally True of Me	Almost or Almost Always True of Me
--------------------------	-----------------------------	------------------------	-------------------------	---------------------------------------

1	2	3	4	5
-----	-----	-----	-----	-----

If you have answered the question above, you have just completed the example item.

Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

## PART A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

## PART B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

## PART C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

## PART D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking in English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English..
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

## PART E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

## PART F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

**Appendix 3** Schmitt's classification of strategies, adapted from Schmitt (1997)

<b>DISCOVERY STRATEGIES</b>	
<b>DETERMINATION</b>	<b>SOCIAL</b>
Analyze part of speech	Ask teacher for an L1 translation
Analyze affixes and roots	Ask teacher for paraphrase or synonym of new word
Check for L1 cognate	Ask teacher for a sentence including the new word
Analyze any available pictures or gestures	Ask classmates for meaning
Guess from textual context	Discover new meaning through group work activity
Bilingual dictionary	
Monolingual dictionary	
Word lists	
Flash cards	

Table 5. Schmitt's Discovery Strategies (1997)

<b>CONSOLIDATION STRATEGIES</b>			
<b>SOCIAL</b>	<b>MEMORY</b>	<b>COGNITIVE</b>	<b>METACOGNITIVE</b>
Study and practice meaning in a group	Study word with a pictorial representation of its meaning	Verbal repetition	Use English language media (songs, movies, newscasts, etc.)
Teacher checks students' flash cards or word lists for accuracy	Image word's meaning	Written Repetition	Testing oneself with word tests
Interact with native speakers	Connect word to a personal experience	Word Lists	Use spaced word practice
	Associate the word with its coordinates	Flash Cards	Skip or pass new word
	Connect the word to its synonyms and antonyms	Take notes in class	Continue to study word over time
	Use Semantic maps	Use the vocabulary section in your textbook	

	Use 'scales' for gradable adjectives	Listen to tape of word lists	
	Peg Method	Put English labels on physical objects	
	Loci Method	Keep a vocabulary notebook	
	Group words together to study them		
	Group words together spatially on a page		
	Use new word in sentences		
	Group words together within a storyline		
	Study the spelling of a word		
	Study the sound of a word		
	Say new word aloud when studying		
	Image word form		
	Underline initial letter of the word		
	Configuration		
	Use Keyword Method		
	Affixes and Roots (remembering)		
	Part of Speech (remembering)		
	Paraphrase the words meaning		
	Use cognates in study		
	Learn the words of an idiom together		
	Use Physical action when learning a word		
	Use semantic feature grids		

Table 6. Schmitt's Consolidation Strategies (1997)

## Appendix 4 Lesson plan and materials

### LESSON PLAN

	Stage	Time	Interaction	Procedure	Aim
1	Warm-up activity	12'	T-Ss Ss-Ss T-Ss	1. Presentation and modelling of strategies: -metacognitive (linking with already known material and identifying the purpose of the task) -social (asking questions) -compensation (lack of specific vocabulary) 2. Speaking activity (photos) 3. Ask Ss what the topic of the lesson is and agree on a title	1. Activate Ss knowledge about the topic to be covered 2. Provide Ss with strategies to be used while doing the activity 3. Promote Ss discussion and exchange of ideas
2	PPT Photo-discussion	28'	T-Ss T-Ss	1. Hand out/explain worksheet to be filled in while discussing the photos projected 2. Elicit vocabulary while discussing the photos (2' each max.)/ write new vocabulary on the board	1. Note-taking 2. Listen for key vocabulary 3. Activate further knowledge of the topic by classifying vocabulary items into word categories
3	Listening/Speaking activity Videos-vocabulary in context	20'	T-Ss T-Ss Ss-Ss Ss-Ss Ss-Ss	1. Explain activity 2. Presentation and modelling of strategies: -cognitive (analysing and reasoning, and listening for keywords) -memory (creating mental linkages, associating, grouping, or using the keyword method) -compensation (guessing from context) 3. Play 2 videos (anti-nuclear weapons protest and talk on new racism) 4. Clips review in pairs 5. Play 2 videos (anti-censorship demonstration and 2019 women's march) 6. Swap pairs and clips review 7. Pair discussion (immigration and famine)	1. Provide Ss with strategies to be used while doing the activity 2. Attentive listening/viewing 3. Promote Ss interaction and use of target language in context through pair-work
4	Controlled practice (matching exercise) student's workbook (page 84 ex. 1)	4'	T-Ss	1. Ask a student to explain the exercise 2. Ss work on the exercise individually 3. Correct as a group	1. Consolidate newly acquired vocabulary 2. Provide opportunities to practise memory strategies
5	Controlled practice (gap-filling exercise) student's workbook (page 84 ex. 5)	6'	T-Ss	1. Ask a student to explain the exercise 2. Ss work on the exercise individually 3. Correct as a group	1. Consolidate newly acquired vocabulary 2. Provide opportunities to practise memory strategies
6	What do I remember?	5'	T-Ss Self-assessment (no interaction)	1. Hand out/explain worksheet 2. Ss fill in it	1. Provide opportunities to practise memory strategies 2. Vocabulary recap 3. Ss self-evaluation

7	Reflection stage	10'	T-Ss Ss-Ss  T-Ss	1. Class discussion on the strategies employed, usefulness, effectiveness, difficulties, etc.  2. Questions	1. Reflect on the strategies used individually (either the ones presented today or any others)  2. Share own perceptions of the strategies with peers and teacher  3. Self-evaluate the strategies' usefulness
8	Homework	5'	T-Ss	1. Assign one of these topics to each student: corruption, disease, global warming, homelessness, terrorism, or unemployment  2. Explain they have to find a piece of news (topic-related) and prepare a 1-minute oral presentation	1. Provide extra practise of some of the target vocabulary  2. Promote self-study  3. Synthesise information  4. Develop oral skills

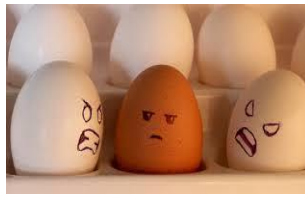
Table 7. Lesson plan (adapted from [https://cambridgecelta.org/2016/04/06/celta\\_planning/](https://cambridgecelta.org/2016/04/06/celta_planning/))

## EXTRA MATERIALS

### Images







## Videos

Video 1: Huge anti-nuclear weapons protest in London

<https://www.youtube.com/watch?v=UBEYvKb1WKA> (00:22-01:20)

Video 2: Stop the new racism

[https://www.youtube.com/watch?v=leCLpKHs\\_CQ](https://www.youtube.com/watch?v=leCLpKHs_CQ) (00:08-01:03/01:29-01:46)

Video 3: Protest against internet censorship

<https://www.youtube.com/watch?v=vesdOzr7m2M> (00:03-00:25/00:45-01:07)

Video 4: Women's march 2019

<https://www.youtube.com/watch?v=Lkt7dNmaYWc> (00:00-00:39/00:56-01:06)

Worksheets

Worksheet 1: Vocabulary record-sheet adapted from Willing (1989)

TOPIC: Local and global issues

<b>NOUN</b>	<b>VERB</b>	<b>ADJECTIVE</b>

Table 8. Worksheet 1 (LP)

Worksheet 2: Vocabulary recap adapted from Willing (1989)

**IMAGE**

**ASSOCIATED  
VOCABULARY**

**MY ASSOCIATED  
EXPERIENCE**



**IMAGE**

**ASSOCIATED  
VOCABULARY**

**MY ASSOCIATED  
EXPERIENCE**

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