



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Facultad de Educación

Escuela de Educación en Inglés

TRABAJO DE INVESTIGACIÓN

Promoting the learning of English by applying the Keyword, Information, and Memory clue (K.I.M.) strategy as a tool to introduce English vocabulary in an at-risk high school at Región Metropolitana, Chile

Trabajo de investigación para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Básica y Media.

Director: Andrea Luci Alarcón

Participants:

Carol Evelyn Catalán Morales

Alan Fernando Mella Solar

Pablo Fernando Tapia Neida

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Carol Catalán, Alan Mella, Fernando Tapia.

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Abstract

The following action research aims to determine the impact of the Key-word, Information, Memory clue (K.I.M.) strategy to teach English vocabulary on the learning outcomes of 20 10th-grade students from an at-risk Chilean High school. The design of the investigation was of quantitative, pre-experimental type. Besides, there were incorporated qualitative elements in the form of field notes. The intervention consisted on two testing sessions and four teaching sessions of 90 minutes each. The data collection instruments used consisted of a pre and a post-test applied to a single group and was analysed by comparing statistical data. The results showed that 60% of the participants achieved an increase in their post-test grades after the intervention sessions. In addition, it was noticed an improvement in the students' attitude towards 100% English spoken lessons. The time constraints and lack of technological devices were some of the limitations of the study, for it is recommendable to consider these elements for further investigations.

Key words: K.I.M. strategy, at-risk students, English vocabulary, learning outcomes, attitude improvement.

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Resumen

La siguiente investigación-acción tiene como objetivo determinar el impacto de la estrategia de Key word, Information, Memory clue (K.I.M.) para enseñar vocabulario en inglés en los resultados de aprendizaje de 20 estudiantes de segundo año medio de un liceo chileno calificado de alta vulnerabilidad. El diseño de la investigación fue de tipo cuantitativo, pre-experimental. Además, se incorporaron elementos cualitativos en forma de notas de campo. La intervención consistió en dos sesiones de prueba y cuatro sesiones de enseñanza de 90 minutos cada una, habladas 100% en Inglés. Los instrumentos de recolección de datos utilizados corresponden a un pre-test y un post-test aplicadas a un solo grupo. La información obtenida se analizó mediante la comparación de datos estadísticos. Los resultados arrojaron que el 60% de los participantes experimentó un aumento en sus calificaciones en el post-test después de las cuatro sesiones de enseñanza. Además, se notó una mejora en la actitud de los estudiantes hacia las lecciones habladas 100% en inglés. El poco tiempo y la falta de dispositivos tecnológicos fueron algunas de las limitaciones del estudio, por lo que es recomendable considerar estos elementos para futuras investigaciones.

Palabras clave: *estrategia K.I.M., estudiantes vulnerables, vocabulario en Inglés, resultados de aprendizaje, mejora de actitud.*

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1. Introduction

The following action research deals with the issue of the lack of English vocabulary of a particular group of 10th-grade students from an at-risk high school in Santiago. The focus of the research is oriented to test a methodology to teach English vocabulary through the application of the Key word, Information and Memory clue (K.I.M.) strategy as a tool to present English vocabulary. The main aim of the current action research is to measure the impact that this strategy, implemented in four Only-English lessons, has on the students' vocabulary learning outcomes.

The current investigation emerged priory from our will as future English teachers to search for useful strategies in order to teach English vocabulary to our students, helping them to develop their English receptive skills by means of 100% English spoken lessons and to improve their performance in the English subject, due to the fact that through the internalization of a sufficient set of English words the students are able to develop skills in order to understand information and later, to communicate in the target language (Nation, 1994).

The learning of vocabulary is highly important, due to the fact that research claims that the students that manage to use a significant amount of vocabulary are more likely to succeed at school (Kamil et al,2008). On the other hand, research claims that if the students do not learn enough vocabulary and proper strategies to learn new words, they frequently do not develop their full potential, diminishing their willingness to take advantage of learning opportunities such as reading,

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watching T.V. programs or listening to native speakers (Richards & Renandya, 2002).

Regarding the situation of English language learning in our country, it is important to mention that Chile has made efforts in order to promote public educational policies to include the teaching of the English language at school level, from 5th grade of primary education to 12th grade of high school education. One of these policies is the creation of “Programa Inglés Abre Puertas” (P.I.A.P.) which has the mission to improve the EFL teaching-learning process in schools (MINEDUC, 2004). Additionally, MINEDUC created a curricular proposal addressed for including the English language subject in the curriculum from 1st to 4th grade of primary education (MINEDUC 2012). The main purpose of these policies is that the Chilean students develop the four communication abilities in the English language (Listening, Speaking, Reading, and Writing) in order to use them as tools that allow them to access new knowledge and useful information to face the current globalized society (MINEDUC 2012, p. 222).

However, and in spite of all the effort to help Chilean students reach a higher level of proficiency in the English language, their learning outcomes in the subject are still limited. This was evidenced in the results of the S.I.M.C.E. exam, conducted in 2012, where it was shown that 82% of the students in Chile did not reach the level to certificate the A1 level of English proficiency, according to CEFR standards (Agencia, 2012).

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Facing this scenario, the results arise questions about the possible reasons for the low performance of Chilean students in relation to English language learning. To this respect in the Chilean official documents regarding the English subject it is stated that one of the main elements to focus on when teaching English is vocabulary, for MINEDUC (2012) is "...an essential component in the English learning process and provide a great contribution to the development of receptive and productive skills" (p. 225-226). However, based on our past experiences as students in this regard and now pre-service teachers, there is a lack of attention around the process of teaching and learning English vocabulary during the schooling time, which seems to be a global issue (Hedge, 2008; Richards and Renandya, 2002). Consequently, the current situation of the Chilean students in public and subsidized schools is that they do not learn a useful set of English words to facilitate the development of communication skills either to understand information or to express themselves in the English language, as well to include the vocabulary in other aspects, as grammar.

The current action research aims to contribute to improve the experience of presentation of vocabulary in English through the strategy K.I.M. in order to promote students' vocabulary learning outcomes by diversifying the type of input they receive (visual, auditory, linguistic) especially in vulnerable contexts in which this language does not have a central role and to serve as a work proposal to the English teachers to present the vocabulary from the National Curriculum learning units regarding the English subject .

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2. Theoretical Framework

English vocabulary learning has been defined in different manners. For the purposes of the current action research, we will provide a series of key concepts to help the reader contextualize the investigation around two topics which are English vocabulary learning and the K.I.M. strategy. In the first part, we will provide with a definition of the word vocabulary based on what has been expressed by authors. Then, we will refer to the importance of the process of learning vocabulary for the purpose of developing proper communication abilities. Next, the most important theories regarding vocabulary learning will be revised. Finally, we will present some strategies to promote English vocabulary learning according to research. In the second part, we will refer to the K.I.M. strategy, defining it. Finally, it will be established the theoretical connection between K.I.M. strategy with the Multimodality theory, including the visual, auditory, read/write learning preferences.

2.1 Definition of Vocabulary

Since vocabulary is one of the core concepts of the present action research, it is highly important to agree on what is understood by vocabulary. Vocabulary is the set or group of words that an individual recognizes and uses (Nunan, 2005; Hatch and Brown, 1995). Besides, the concept of meaning is intrinsically connected to vocabulary for it makes possible the understanding of the words and is adaptable, varying according to the use that people give to that words so it is a static entity but flexible (Kamil and Hiebert, 2005; Aitchison, 1997). Moreover, meaning is part of the three ways in which a word can be defined, including form and use (Nation,

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2001). Vocabulary is also related to the Greek concept of lexis. Both concepts, vocabulary and lexis are commonly used as synonyms, though their meaning can differ. According to Nation (2001), vocabulary refers to the words in isolation, or a set of words from a language alongside its pronunciation, spelling and prefixes or suffixes that compound that words (form), its grammatical function (use) and the mental associations that people do when thinking about that word (meaning). On the other hand, lexis is related to all the words that make up a specific language, including idiomatic expressions, among others. To some extent, lexis can be considered as "...the core or heart of language" (Lewis, 1993, p. 89).

Vocabulary can be defined by to its linguistic features since the words do not belong to a single category but several. Hiebert and Kamil (2005) consider that English vocabulary -and vocabulary in general- should be divided in three tiers. Tier one consists of the basic words of a language that should not require deep explanations because they are self-explanatories such as baby, clock or happy. Tier two refers to high-frequency words whose definition requires further explanation in order to improve the learners' language ability. Examples of these words are coincidence and absurd, among others. Finally, Tier three is established for low- frequency words that are usually limited to specific domains such as isotope or peninsula. These words need much more explanation and are easier to internalize when used in context.

Hence, it is important to consider the type of word to be taught, meaning "...different teaching for different words" (Hiebert and Kamil, 2005, p. 68). This

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implies that there are words that need to be taught differently due to their linguistic features, being possible to define as synonyms of others words, words that can be defined with explanations and words that constitute complex concepts.

Finally, vocabulary can be defined in relation to communicative situations, beyond its connection with the meaning of words since they exist in two dimensions, oral and visual. In turn, the definitions or information regarding words take two dimensions, receptive and productive. Receptive dimension deals with the words that the receptor receives as external input when listening or reading and productive dimension refers to the words that an individual is able to use when speaking or writing (Hiebert and Kamil, 2005).

Hence, vocabulary can be defined as a group of words of any language that a person can recognize and use has specific features such as meaning (flexible and adaptable to a given communicative situation), use and form are bi dimensional due to the fact that the words can be seen and said and which information or definitions take both a receptive and a productive dimension.

2.2 Vocabulary Learning

After defining the concept of vocabulary, we will refer to the importance of learning vocabulary in relation to the development of communication abilities, according to researchers mentioned below. Vocabulary is considered the most elemental aspect to be mastered in order to develop proper communicative skills. In this regard, for Godwin-Jones (2010), vocabulary is essential for the

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improvement of competences at any level. Likewise, Richards and Renandya (2002) claim that vocabulary is the basic element of language proficiency and that it can determine the quality of the English skills of a learner. Furthermore, vocabulary is of major transcendence than grammar rules, in terms that vocabulary is central in creating meaning and grammar plays a secondary role in managing meaning, and it can be connected to the human survival instinct when dealing with a difficult communicative situation such as to have the necessity to be understood by a speaker of another language to find a specific destination. Krashen (in Lewis, 1993) declared similarly, "...when students travel, they do not carry grammar books, they carry dictionaries" (p.83). Other example of this can be seen in the students of a foreign language at any school resorting to the dictionary and not to grammar books when they need to comprehend the words they do not know, since what we need to know to understand a word to be able to recognize and use it, is meaning, not grammar, at least at the beginning of our approach to new vocabulary.

As Wilkins (1973) stated, "...while without grammar very little can be conveyed, without vocabulary, nothing can be conveyed". Thus, it is of primary importance to give vocabulary a central role in the teaching and learning process of a foreign language in order to help the students develop their communicative abilities. In our country, the current educational regulations for the English subject in Chile contemplate that the students who complete their primary education must reach an A1 level, handling 500 English words and a B1 level when finishing 12th grade,

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handling 2000 English words according to the CEFR standards. (MINEDUC, 2012).

This fact is one of the major reasons to promote the development of a sufficient set of English words during the Chilean students' schooling time.

2.3 Learning Strategies

In the field of education, it is important that teachers know students' learning skills in order to promote an effective learning process in both inside and outside the classroom. In fact, if many students have difficulties to learn a new content it is recommendable that the teachers select proper strategies to present it to students in order to help them understand as a way to make the students' learning experience easier and effective. Jack Richards (1992) defines learning strategies as "a way in which a learner attempts to work out the meaning and uses of words, grammatical rules, and other aspects of a language, for example by the use of generalization and inference" (p.22). Rebecca Oxford (1990) provides us with another definition for learning strategies:

Learning Strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information....specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (p. 8).

The above definition implies that the learners use different strategies to accomplish their learning needs. Therefore, any method which aids an effective learning has been called a learning strategy. R. Barrick et al. (2016) state, "When

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the subject matter to be learned possesses meaning, organization, and structure that is clear to students, learning proceeds more rapidly and it's retained longer" (p.1). Hence, an appropriate use of a teaching technique and of reinforcement to structure the content of matter seems to be functional to succeed in learning.

In reference to teaching vocabulary to high school students, Virginia French Allen (1983) affirms that teachers need to illustrate the meaning of vocabulary words by using three ways: pictures, explanations in the students' native language and definitions provided by using the vocabulary that the students are familiar with. The importance of helping students to retain new vocabulary using a method relies on the possibility to establish meaningful associations with words and phrases, and consequently to make vocabulary acquisition more effective and efficient.

In this regards, Chamot (1999) refers to strategic learning to the fact of remembering vocabulary and other information. She states that, "Efficient strategies may be necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata" (p.29).

Chamot offers a remembering strategy that has a strong connection with a particular one, the K.I.M. strategy, "Imagine with keywords. Using a keyword creates a visual and personal association between meaning and sound" (p.39). Likewise, Flemming and Mills (1992) states that an appropriate strategy to teach English vocabulary consists of teaching the same concept several times, in different ways: told, written and shown, by applying different methods. In other

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words, the concepts to be taught must be presented by applying different strategies in order to ensure the internalization of the vocabulary from the part of the students.

2.4 The K.I.M. strategy

The K.I.M. strategy is a vocabulary learning strategy. The acronym K.I.M. stands for Key- word, Information and Memory cue. It consists of a graphic organizer that follows a three-column table and rows for each new word. The first column is for Key-word (K), where the students record the word or concept to be learned, alongside with certain characteristics such as type of word or synonyms, among others. The second column is for Information (I). Here the students record in their own words what they have learned about the key word through the explanations of the teacher. The information can be the meaning itself or settled on a sentence/text context. Finally, the third column is for Memory Clue (M), which aims to activate the students' memory by drawing an image that will help them remember the meaning of the given word. Below there is a typical example of the chart.


K.	I.	M.
(K = Key Vocabulary Word)	(I = Information/Definition)	(M = Memory Clue/Picture)
defeat (v.)	to win victory over	

Figure 1. Kim chart (Goodman,2015).

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Although students command all grammar points in language learning, they cannot make suitable communication when they do not have enough word storage, and in order to overcome this issue, the usage of strategies for learning vocabulary has been recommended by various researchers. Goodman (2005) pointed out outcomes from a yearly progress intervention called “Language Arts” at a high school from Alaska, in which she describes task-compatible strategies and literacy tips for learning vocabulary and improving reading comprehension as well as highlighting the importance of reading and writing in content areas. One of the strategies that was selected and used in that study was K.I.M. vocabulary. She states that creating a unique word association seems to improve retention, and using a colour symbolically enhances the word’s meaning (Goodman, 2005). Therefore, teachers needed coaching on how to select words to teach in this manner due to the fact that vocabulary instruction follow types of tiers as we explained before according to Hiebert and Kamil (2005). The main aim of the study was to choose words that would help students comprehend texts as well as words that appear frequently in many settings. After the presentation of the strategy, the students were able to master that strategy and write their own sentence in context, through multiple exposures and practical, repeated practice. Finally, the students also showed above-average growth in their district-wide tests.

The K.I.M. strategy to teach and learn new vocabulary is considered highly effective both to introduce the vocabulary of a learning unit to the students and to facilitate students’ vocabulary learning. According to Beck, McKeown, and Kucan

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(2013), the K.I.M vocabulary strategy encourages students to promote learning expands their understanding of key vocabulary terms and improves reading comprehension of texts containing those keywords.

2.5 K.I.M. strategy and learning preference

Previously described, the graphic organizer K.I.M. is a three-column chart. Each column corresponds to one dimension of any word from a set intended to be taught and learnt. In turn, each of those three dimensions takes the form of a visual and written stimulus, adding an auditory stimulus when the teacher explains the words from the chart orally. Namely, the elements of the chart may be considered as sides, approaches of the same word. This vision is deeply interconnected with The V.A.R.K. theory that deals with people' learning preferences (Fleming and Mills, 1992). The acronym V.A.R.K. stands for Visual, Aural/Auditory, Read/Write and Kinaesthetic. These categories represent one specific learning preference. The Visual learner preference involves the graphic representation or visualization of the information by means of charts, diagrams, pictures, maps, drawings and any type of visual illustration of the given information. Those learners better internalize the new information as long as it is possible to be seen. Next category is Aural/Auditory, and it refers to the learning preference that requires to listen or to speak the new information through tutorials, group discussion, lectures or web chats, among others. The aural learner needs to hear and later to say the new information in order to internalize it. In turn, Read/Write learners need the information to be presented as written words. This type of learner resort to dictionaries, PowerPoint

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presentations or any other stimulus that takes the form of written words. They are comfortable when the teaching is conducted through text-based activities. Finally, kinaesthetic learners need to experience the information by means of real-life videos, simulations, demonstrations and practical application of the information received (Valerdi, Jain, Ferris and Kasser, 2009). From these four categories, the first three ones are connected to the K.I.M. chart. Visual and Read/write preferences have their place in the Key-word column where the students are requested to write a specific word as well as in the Information column where the students write again, adding definitions for the given words and adding a visual aid in the Memory Clue column. Finally, the Aural/Auditory learning preference is covered by the teacher or instructor when saying the word, explaining its definition and describing the image or picture from the Memory clue column.

It is important to mention that the K.I.M. chart is useful to set up a multimodal learning environment when designing a vocabulary lesson, due to the fact that it is a teaching and learning material that facilitates the presentation of the target vocabulary in diverse sensory modes which improves the students' learning performance, particularly the low-learner ones (Moreno & Mayer, 2007; Sankey, M., Birch, D. & Gardiner, M., 2010).

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3. Methodological Framework

3.1 Participants

The sample of the study were 20 high-school students in a school located in Santiago, Chile. Our study involved 10th grade students. They were grouped into one pre-experimental group. The students (the participants henceforth) were aged 15 to 17. The participants were females and males from Latin American nationalities. The major portion of the participants spoke Spanish as their native language, except two Haitian females whose native language was Creole. The participants belong to an educational centre classified as at risk. This means that the major portion of the students from that centre deal with situations such as educational underachievement, domestic violence, drug abuse, drug trafficking, teenage pregnancy, behavioural issues, risk of delinquency or conflicts with the law, family desegregation, special education needs, alongside with economic issues such as adolescent working, lack of economic resources to supply basic needs leading to other problems such as bad nutrition, poor quality diet or lack of resources even for transport.

On the other hand, it is important to mention that the participants were not used to the teacher speaking the whole class in English since they had been exposed to English mainly by means of the use of Spanish. According to the participants, this situation emerged as a consequence of a poor English learning during middle schooling (*See appendix O*).

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3.1.2 Sampling Procedure

The sampling procedure was convenience sampling (non-probability sampling). The participants were requested to answer a pre-test and a post test, before and after the intervention. It is important to mention that there was no control or any comparison group. We choose the participants based on whom had participated in the pre-test, the four teaching lessons and the post test

This intervention was conducted in the city of Santiago (Chile), on Wednesdays and Thursdays during the schedule of the English course, between 11:30 AM to 13:00 PM, before the lunch break, starting on November 7th, 2018 and ending on November 22nd, 2018.

The intervention took place in one of the classrooms of the school, particularly, in room 18 that is the English classroom, given the fact that the school has thematic classrooms. That is to say that each teacher has his or her own classroom and the students go from one classroom to the other, depending on their schedule. The classroom was furnished with 41 tables with chairs, and a large whiteboard in the front. There was also a metal, black rack containing a computer with internet connection and a 40-inch television used as computer screen, placed at the back of the classroom.

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3.2 Materials

There were two data collection instruments for the purpose of the research which are described in the following paragraphs.

Pre-Test and Post-test

In order to enhance the quality of the measurements, the pre-test and post-test were validated by two out of three teachers from Universidad Católica Silva Henríquez using two rubrics in order to validate each of the items included in the pre-test and the post-test, respectively. For further details, see appendix A and B.

The using of the instruments pre-test and post-test in this research aims to compare and determine the degree of change of the participants' learning outcomes after the intervention. (*See appendix C and D*).

The steps used to design the tests were:

1) Selection of words: We chose 22 words for both tests. The words were selected under two criteria. Firstly, they were settled according to the lexis belonging to the learning unit 4 "Sustainable development" for 10th grade of the National Curriculum. Secondly, the selection of the 22 words was also based on the three vocabulary categories established by Hiebert and Kamil (2005) in relation how the words of a language should be labelled (Tier one, two and three, from the lowest to the highest level of complexity).

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II) Words: The selected words for both tests were:

Deforestation - Bloom - Pollution - Wildfire - Flood - Environment - Dig - Noise
Pollution - Shine - Ozone layer - Greenhouse - Breathe - Risk - Climate change -
Heat - Global warming - Endangered Species - Melt - Water pollution - Air pollution
- Wood - Iron. (See *appendix E*)

It is important to mention that we decided to test the same 22 words in both tests given the fact that the research design followed the quantitative paradigm and it is essential to maintain the same words to be tested. Some investigators in educational contexts have indicated that a pre-test sometimes increase scores obtained on the same or similar questions asked in the post-test, and may enhance learning (Warr, et al. 1970).

III) Items: We created four items for both tests. These items were designed using the previous English tests from the school and were selected because of their relation with the columns and elements of the K.I.M. chart. The items of the pre-test were four. Item I was matching a word to its definition, item two was matching a word to an image related, item three was filling in the blanks and item four was a combination of a fill in the blanks and a multiple choice exercise. In turn, the items of the post-test were similar to the pre-test, but we changed the order of the words in each item.

Additionally, there were three instruments of the research to organize and present the target words during the intervention.

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Worksheet

In our intervention, we used three different worksheets containing different exercises for the participants to complete. Each worksheet has an item activity similar to the items presented in the pre-test and an extra activity where participants could create sentences related to the words presented. We used one worksheet for each of the first three teaching lessons. *(See appendix J, K and L)*

K.I.M. chart

The K.I.M. chart is a graphic organizer composed of three columns with three categories: Keyword that is the central concept to be presented, Information that is the definition of the central concept and the Memory clue that consist of a visual representation of the concept organized through horizontal roles for each new word. We used three K.I.M. charts in total, each one for three out of the four teaching sessions of the intervention. *(See Appendix M)*

PowerPoint presentation

A PowerPoint presentation is a presentation created using Microsoft PowerPoint software. It is a collection of slides that contain information on a topic. In our intervention, we used three different PowerPoint presentations to present the target words. Each slide contained one word, its definition, and an image related to it. It supports the content to complete the K.I.M. charts. We used one PowerPoint presentation for each of the three classes. *(See appendix N)*

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3.3 Research Design

Our study is a quantitative action research based on a pre-experimental design. We follow a one-group pretest-posttest design in order to compare baseline grades before the intervention and final grades after the intervention. All the data retrieved from the grades obtained by the participants in the pre and the post test was expressed numerically, analysed and transformed into figures, graphs, and statistical information. Likewise, this study analyses the results obtained after the intervention in order to observe the impact that the intervention has on the participants' learning outcomes. On the other hand, there are some qualitative aspects that were included in the investigation as a way to interpret the results beyond the quantitative information. The qualitative data was retrieved from the elaboration of six field notes that gave an account of this aspect of the research. (See appendix O)

The researchers of this investigation were four. Two of them were involved in the implementation and performance of the intervention inside the school. They are pre-service teachers and implemented tests and activities within an English class to determine the effectiveness of K.I.M. strategy to teach English vocabulary, after the intervention was performed, the students' results in both tests were analysed.

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3.4 Procedure

The study had four teaching sessions and two testing ones. The length of the research study was three weeks. During that time, the participants were exposed to 100% English spoken lessons. The outline of the intervention was conducted as detailed next.

The first day of the intervention dated November 7th of 2018 there was administered an English vocabulary pre-test to the group. The main objective of the session was to determine the actual knowledge the participants had in relation to 22 words. The session lasted 90 minutes and involved 36 participants.

The second day of the intervention was conducted on November 8th and was the first teaching session lasted 90 minutes. The main objective of the lesson was that the students were able to identify seven words: Bloom, Deforestation, Heat, Melt, Shine, Global warming and Wildfire. The presentation of that set of words was by means of a PowerPoint presentation. In turn, the participants were given a blank K.I.M. chart that they had to complete based on the information shown on the PPT. The participants had the possibility either to copy the definition and the image related to each word in the Information and the Memory clue column respectively, or to write one word or phrase in the Information column and to draw an image in the Memory clue column autonomously. For the practice and production stage the participants were given a worksheet that had two items. Item one was matching a word from a box to its correspondent image, and Item two consisted on writing a sentence using each of the seven words presented in the lesson. The item two consisted on writing

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a sentence with each of the seven words presented in the lesson. For further details, refer to Appendix F.

The third day of the intervention was dated November 14th, it was the second teaching session and lasted the same as the previous session (90 minutes). The main objective was the same from the past lesson but the lexis to be worked was different. The lexis for that lesson was the following: Risk, Pollution, Water pollution, Air pollution, Dig, Endangered species and Noise pollution. The presentation stage was as such as the previous session, being the seven new words the main difference. In the practice and production stage the participants worked on a two-item worksheet. Item one consisted on a Fill in the blank exercise and item two was the same of the previous session (writing one sentence with each of the words presented in the lesson). Detailed information in Appendix G.

The fourth day of the intervention was dated on November 15th, it was the third teaching session, lasting 90 minutes. The main objective of the lesson was that the students were able to identify the seven words for that session: Flood, Environment, Ozone layer, Breathe, Climate change, Wood and Iron. The presentation of the words and the completion of the K.I.M. chart from the part of the participants followed the same pattern of the past two sessions. For the practice and production stage the participants were given a worksheet that had two items. Item one was matching a word from Column A to a definition from Column B and Item two consisted on writing a sentence using each of the seven words presented in the

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lesson. The detail of the worksheets of class one, two and three is given in Appendix J, K and L. Further details of this lesson planning in Appendix H.

The fifth session was conducted on November 21st, lasting 90 minutes and was the fourth and final teaching session previous to the application of the post-test. The pattern of this lesson was different, given the fact that the main objective was to introduce to the participants the last word of the intervention (Greenhouse) and also to review the whole set of 22 words. The participants were given the K.I.M. charts back in order to carry out the review as a class. The teachers selected one participant who had to listen to the definition of a specific word given by the teacher and then to identify and say that word. After, that participant selected randomly a classmate and the exercise was done again until completing the revision of the 22 words of the intervention. Finally, the participants took their K.I.M. charts home. For further information, see Appendix I.

The sixth and final day of the intervention was the post-test application dated November 22nd of 2018 lasting 90 minutes and involved 33 students. Even though the post test was administered to the whole class, the participants who attended the pre-test and the four teaching sessions were separated from the rest of the class and were administered the post-test in a different room. This action aimed to better monitoring the participants who would be included in the research sample in order to obtain as much authentic information as possible and to minimize the possibility of cheating.

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Finally, it is important to mention two facts. On the one hand, the researchers spoke in English only during the whole intervention, meaning that the English language was the only mean of communication and instruction within the classroom. The intention behind this was to provide the participants sufficient English input in order to give them the opportunity not only to see and write the 22 English target words but also to listen to them, taking into consideration the diversity of learning preferences among the participants. On the other hand, the participants were requested at the end lesson two, three and four to give both the K.I.M. charts and the worksheets back to the researchers, who gave those materials to the two researchers that were not conducting the intervention, in order to checking and giving feedback to the participants as objectively as possible.

3.5 Research question

The main aim of the current action research arises from the observations of two of the researchers in the educational context in which they were doing their professional practicum. They noticed that the English lessons were carried out mainly in Spanish and with very little or no use of the foreign language on behalf of the teacher. Besides, when the students heard the teacher spoke in English they reacted in a negative way, expressing annoyance or reluctance. Therefore, we wanted to test a vocabulary teaching method in order to expose them to the English language in different manners.

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Thus, by planning and conducting the intervention we intend to answer the following question:

What is the impact that the K.I.M. strategy as a tool to present English vocabulary has in the learning outcomes of a group of 10th-grade students from an at-risk high school in Santiago of Chile?

3.5.1 Objectives

General

To measure the impact of presenting English vocabulary by means of the Keyword, Information, Memory clue (K.I.M.) strategy on the learning outcomes of a group of 10-th grade students from an at-risk high school in Santiago of Chile.

Specific

- 1) To plan a series of two testing lessons (pre-test and post-test) plus four teaching lessons using only English.
- 2) To conduct a pre-test instrument application session.
- 3) To present 22 words from the National curriculum for 10-grade by using the K.I.M. strategy divided in four teaching lessons.
- 4) To conduct a post-test instrument application session.
- 5) To analyse and compare the pre-test and post-test results in the form of statistical figures.

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4. Results

What follows were the results obtained from the intervention. This information was based on the measuring of the participants' knowledge evolution during three stages. The first stage or pre-test instrument application was for getting an insight into the knowledge that the participants had before the intervention. By means of the pre-test, we could assign to the participants a classification based on the results. The second stage was the intervention itself in which the researchers conducted four English-spoken lessons and presented the target vocabulary of the intervention with the K.I.M strategy. Finally, the third stage corresponded to the application of the post-test.

From the results of the post-test, we were able to measure the variation of the grades that the participants obtained. Similarly, in this stage and supported by the analysis of the future data, we could determine that the K.I.M. strategy to present English vocabulary seems to be useful for the major portion of the participants in this research. The details of the results obtained are given in the following section.

4.1 Technique of Analysis of the data

It was decided on one technique to analyse the information obtained after the application of the pre and post-test instruments to the participants, which is the Descriptive Statistics. The mentioned strategy was chosen because this strategy is useful to describe the basic features of the study. Also, these methods included the

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graphs analysis which is vital for our investigation. In addition, were selected two instruments to illustrate the data. The first were pie graphs since it is easier to compare the results through a general visualization of them, while showing important information to the reader. There were the tables that show the results turned into grades that participants got during the process. This technique was chosen because it offers a useful way to view the results that participants got in every test. In addition, through the use of the tables it was possible to observe the differences in the participants' performance after the intervention. In the following section is given a detailed description of each data collection instrument and the information retrieved from them.

4.2 Pre-test

The central objective of the application of the pre-test instrument was for the researchers to obtain information around the knowledge that the participants had regarding the target English vocabulary words before the beginning with the intervention. The pre-test was analysed by means of the grades, in scale of one to seven that the participants obtained in the first intervention which was a testing session, before the intervention itself.

4.2.1 Pre-test general results

We labelled the grades from one to seven, under three categories: Under the average, average, and above the average.

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Under the average

This category corresponds to those participants who got a grade from 1.0 to 3.5. To fit in this category, it was necessary that the students achieved a score of 11 points or less from the total score of the pre-test. This category shows those participants that had significant problems when it came to answering or understanding the questions and activities of the pre-test.

Average

This category corresponds to those participants who got a grade from 3.6 to 5.5. To fit in this category, it was necessary that the participants achieved a score of 12 points to 17 points out of the total score of the pre-test. This category shows for those participants that "passed" the test but did not stand out on it.

Above the average

This category corresponds to those participants who got a grade from 5.6 to 7.0. To get this grade it was necessary to achieve a score of 18 points or above of the total points of the pre-test. This category shows those participants that stood out with their results.

After analysing the results that the participants obtained in the pre-test. The idea behind this was monitoring the participants` performance and identifying any variation in their grades during the process. Additionally, we included three categories in order to observe in depth how the participants would eventually move from one category to the other. We decided to establish that three categories due

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to the fact that most of the students got a grade above 4.0, so dividing the participants' grades into two categories only would not provide us significant details about their actual performance. Furthermore, more than 50% of the students obtained a grade between 3.6 and 5.5, so if we consider these grades as the most common ones we would have two categories for participants that were under and above that average grade.

4.2.2 Pre-test individual results

The grades obtained by the participants in the pre-test were classified individually as well. The method to do so was by assigning a letter to replace the name of each of the participants and by adding their corresponding grade in the pre-test. This nomenclature is shown in Table 2 next page. Besides, we separated the grades by the group of participants that scored the same grade in Table 2. In order to have more data to analyse respected to the pre-test.

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Table 2. Grades obtained by each participants after the application of the pre-test.

Participant	Pre-Test grade
A	7,0
B	6,7
C	6,7
D	6,7
E	6,7
F	6,0
G	6,0
H	5,6
I	5,3
J	5,3
K	5,3
L	5,3
M	4,6
N	4,6
O	4,3
P	4,0
Q	4,0
R	4,0
S	4,0
T	2,8

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Table 3. Number of participants who obtained the same grade after the application of the pre-test.

Number of participants	Grade
1/20	7,0
4/20	6,7
2/20	6,0
1/20	5,6
4/10	5,3
2/20	4,6
1/20	4,3
4/20	4,0
1/20	2,8

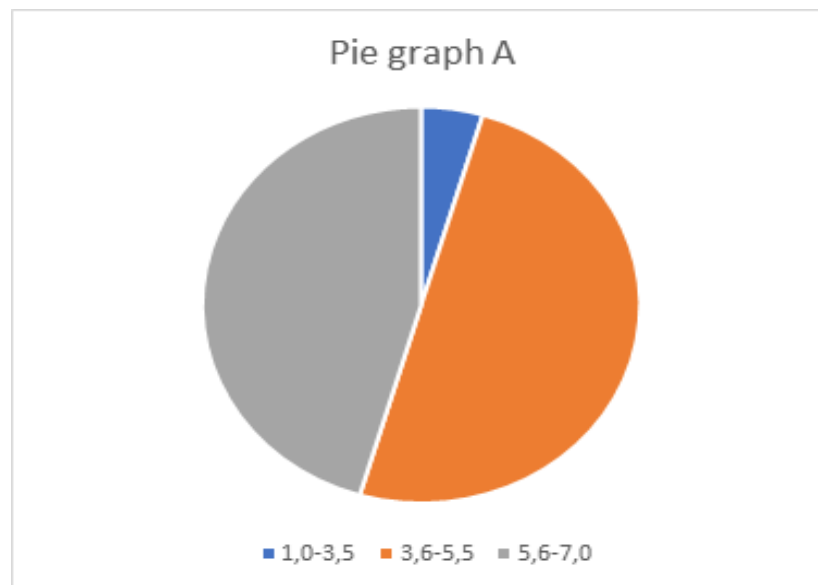
It can be observed that the lowest grade obtained was 2.8, while the highest one was 7.0. In addition, the media grade that the participants reached in the pre-test was a 4.9. This figure was calculated through the sum between the maximum grade and the minimum grade divided into two. Therefore, the number of participants that rated under the media were eight of 20 which means that 40% of the participants did not score this grade as their minimum. On the other hand, 12 out of 20 participants got a grade above 4.9 which means that 60% of the participants rated above the media in the pre-test. Another aspect of the pre-test results is that there were three grades that participants got most of the times.

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These grades were 4,0, 5,3 and 6,7. Each grade corresponds to 20% of the total amount of participants that scored the same grade. So, we have called these three grades as the mode of the participants. It means that participants tend to score a grade between these three marks.

4.2.3 Pre-test general results interpretation

The pie graphic below represents the number of participants that fitted in each of the categories mentioned before, after the pre-test application. The blue colour indicates the first category (under average), whereas the orange colour indicates the second one (average) and the grey colour represents the third category (above the average).



Pie graph A. Percentage of participants who were classified under each category (under the average, average, above the average).

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The results reflected in Pie Graph A revealed that 55% of the participants scored between 3.6 and 5.5 in the pre-test, 5% scored between 1.0 and 3.5 and 40% scored between 5.6 and 7.0. After the application of the pre-test we got a general overview regarding the participants that seemed to have remarkable skills and the ones with apparent difficulties in relation to the learning of the target language. It was important to monitor them in order to determine to what extent their grades could improve after being exposed to the intervention.

4.3 Post-test

The post-test was designed with the intention of determining the actual improvement that the participants would evidence after the intervention. Similarly, to the pre-test, the results were analysed based on the grades that the participants obtained.

4.3.1 Post-test individual results

We separated the grades of the participants individually, and by group of students that scored the same grade in order to have a wider view of the results that participants presented, same as in the pre-test. In the next page we present the individual grade obtained by each participant

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Table 4. Grades obtained by each participant after the application of the post-test instrument.

Participant	Post-Test grade
A	7,0
B	7,0
C	5,6
D	5,6
E	3,0
F	6,7
G	5,3
H	6,7
I	7,0
J	5,0
K	5,3
L	6,3
M	4,0
N	7,0
O	6,0
P	5,3
Q	5,0
R	4,6
S	5,3
T	3,7

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In this opportunity, the participants got a 5.0 as their post-test media grade. Once again, this was calculated by the sum of the maximum grade with the minimum grade divided in two. On one hand, the percentage of participants that got a grade under the media was 20%, meaning that four participants out of 20 got a grade lower than 5.0. On the other hand, the participants that were above the media reached an 80% out of the total meaning that 16 out of 20 participants got a grade that was higher than 5.0. This information is presented in the table five below.

Table 5. Number of participants who obtained the same grade after the application of the post-test.

Number of participants	Grade
4/20	7,0
2/20	6,7
1/20	6,3
1/20	6,0
2/20	5,6
4/20	5,3
2/20	5,0
1/20	4,6
1/20	4,0
1/10	3,7
1/20	3,0

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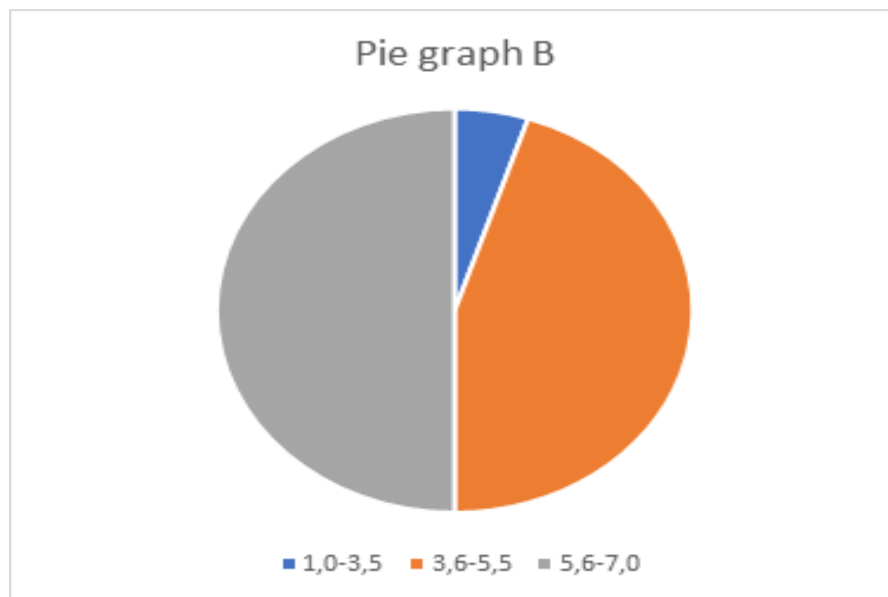
In addition, in table 5, it can be seen that there were two grades that most of the participants scored during the post-test evaluation, corresponding to 7,0 and 5,3. Each grade represents 20% of the total amount of participants. Therefore, as in the pre-test, these two grades were the mode that participants scored in the post-test analysis.

4.3.2 Post-test general results

It was decided to maintain the three categories mentioned in the pre-test analysis in order to determinate the actual degree of increase or decrease in the grades that the participants got after this evaluation. Next page it can be seen Pie Graph B.

The colour nomenclature is similar to Pie Graph A (blue colour for under the average category, orange colour for average category and grey colour for above the average category). Notice the number of participants that belong to each category after the exposition to the intervention and their results in the Post-test.

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Pie Graph B: Percentage of grades obtained by the participants in the application of the post-test instrument.

4.3.3 Post-test general results interpretation

After analysing the results that the participants obtained in the post-test, we could observe that there was an actual increase in their general grades. One of the participants (5%) obtained a grade labelled under the average, similarly to the case of the pre-test. Besides, in this opportunity, 10 participants (50%) were able to score a grade between the average category. Finally, the rest of the participants that corresponded to nine of them (45%) scored a grade between the above the average category.

4.4 Pre-test and Post-test comparison analysis

The major changes observed after the intervention and the application of the post-test were in relation to the categories average and above the average. In the

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average category, there was a decrease of 10% of the total number of participants that were classified in that category after the application of the pre-test. In addition, the number of participants classified in the above the average category is a 10% higher than the number of participants classified in that category in the pre-test. Therefore, in general terms, two were the participants that moved from the average category to above the average.

Also, when comparing the pre-test and post-test results, it can be observed an increase of one-tenth in the group's average score. It is important to mention that these two instruments were applied to 20 participants. There were 12 participants that represent 60% of the total who shown an increase in their grades after applying the intervention. However, the results also shown that there were six participants that represent 30% of the total who suffer a decrease in their grades. Additionally, there were two students that represent 10% of the total amount of the participants that did not show variation in their grades of the pre-test and post-test. It is important to highlight the participants O, N, and I, since their results showed great variation, with an increase of more than one point and five decimals. Similarly, participant E evidenced a remarkable variation with a decrease of more than one point and five decimals. These findings are detailed in Table 6 next page.

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Table 6. Percentual variation of the grades obtained by the participants in the pre-test and post-test.

Participant	Pre-test grade	Post-test grade	Percentual Variation
A	7,0	7,0	0,0
B	6,7	7,0	+0,3
C	6,7	5,6	-1,1
D	6,7	5,6	-1,1
E	6,7	3,0	-3,7
F	6,0	6,7	+0,7
G	6,0	5,3	-0,7
H	5,6	6,7	+1,1
I	5,3	7,0	+1,7
J	5,3	5,0	-0,3
K	5,3	5,3	0,0
L	5,3	6,3	+1,0
M	4,6	4,0	-0,6
N	4,6	7,0	+2,4
O	4,3	6,0	+1,7
P	4,0	5,3	+1,3
Q	4,0	5,0	+1,0
R	4,0	4,6	+0,6
S	4,0	5,3	+1,3
T	2,8	3,7	+0,9

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The information on table 6 shows that the 60% of the participants of the intervention experimented an increase in their grades in the post-test, being 0,3 decimals the minimum increment that participants showed and 2,4 as the maximum variation that participants demonstrated. Likewise, at the end of the intervention participants H, I, L, N, O, P, Q and S showed an increase of one point or above in their final grade after the post-test evaluation. Besides, while in the pre-test only one participant achieved the maximum score, in the post-test there were four participants that achieved the maximum. The participants that showed the greatest improvement on their grades were three, participants I, N and O. Participant I scored 5,3 in the pre-test, while in the post-test this participant scored 7,0 with a variation of one point and seven decimals. In addition, the participant O scored the same variation as the participant I in his grades, scoring 4,3 in the pre-test and 6,0 in the post-test. Finally, the participant that scored the biggest variation of all the participants of the group was participant N, who showed a variation of two points and 4 decimals in his grade after the post-test evaluation. This participant scored 4,6 in the pre-test and 7,0 in the post-test.

On the other hand, from the participants who showed a decrease on their grades, participants C, D, E experimented a decrease of one point or more. In turn, participants G, J, and M showed a decrease of seven-decimals as much in relation with their pre-test results. For the purpose of a better visualization of these variations see appendix P.

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Another finding regarding the post-test is that the mode that participants scored in this evaluation was higher than in the pre-test evaluation. This time the modes were only two grades, 7,0 and 5,3 being the maximum grade on of the modes that participants scored in this stage. Besides, there were a variation in the quantity of different grades that participants scored in the post-test in comparison to the pre-test. In the pre-test there were nine different grades, while in the post-test there were 11. This means, that participants' performance in the post-test was more diverse and also better than in the pre-test, because these 11 different grades were higher compared to the ones obtained in the pre-test.

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5. Discussion

In this section we are going to refer to the findings, conclusions, limitations and suggestions of the investigation. In addition, we are going to answer the main question of the investigation about the impact that the K.I.M. strategy as a manner of presenting English vocabulary has in the learning outcomes of a group of 10th-grade students.

5.1 Findings

As we mentioned before, the idea behind this piece of research was to find out the impact of teaching English vocabulary through the K.I.M strategy in order to promote and improve the learning outcomes of the participants. To this respect we found out that the grades of most of the participants evidenced an increase since 60% from the total of participants (12 students) experimented an increase in their post-test grades from at least 0,3 decimals as minimum to 2,4 as much.

In more specific details, 40% of the total participant sample showed a remarkable increase on their grades of the post-test in comparison to the pre-test. Therefore, it seems that for these eight participants the exposure to the chosen strategy to present English vocabulary made a remarkable difference in their performance reflected in the major increase of their grades. Therefore, we can establish that teaching English vocabulary to these specific group of participants through the K.I.M strategy improved their performance in the English subject.

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On the other hand, there were a group of participants that did not increase their grades. The number of participants that had a lower grade in the post-test were six representing the 30% of the total of participants. The variation in their grades was of three decimals to three points and seven decimals. Seemingly, one possible explanation to that results is that some of these participants were used to cheating, even when working with worksheets (*See appendix O*). This fact was observed by the researchers who conducted the investigation during the previous sessions to the intervention. In addition, the teachers' monitoring during the pre-test was not as exhaustive as in the post-test. so it is highly possible that they were cheating during the pre-test. Nevertheless, we did not reject the possibility that the selected strategy was not the appropriate teaching method for these particular participants.

5.2 Conclusion

From the above exposed, we can state that teaching English vocabulary to this particular group of students by means of the K.I.M strategy to present it brought more advantages than disadvantages in relation to the general performance of the group evidenced in the increase of the grades of 60% of the participants in the post-test. On the other hand, we noticed that in general, the participants changed their attitude towards the English language since they were constantly exposed to it during the whole intervention. The participants wanted to try neither to hear nor to speak in English at the beginning of the intervention. Nevertheless, along with it, the students got used to the teachers speaking 100%

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English during the lesson. Eventually at the end of the process, there were some participants that even tried to speak English (See Appendix O).

Therefore, we can affirm that the intervention was useful not only for improving the general performance of the participants regarding English vocabulary learning' outcomes but also for reducing their reluctance to receive a 100% English spoken lesson which is in line with Krashen's affective filter hypothesis that states that if lowering the students' level of anxiety and increasing their level of self-confidence during the English lessons the students are more likely to learn the language (Krashen, 1982. In Min, 2016)

5.3 Limitations

We could establish several limitations to the intervention. Firstly, the time that we had for conducting the investigation was very limited. It is widely known that to carry out an action research it is necessary to be immersed into a context in order to detect a problem that can be studied. Moreover, there was a delay in the inception of two of the researches delayed the beginning of the intervention and all the stages of the investigation were conducted in a rush though professionally, in order to accomplish the deadline to deliver the results of the investigation. It would had been ideal to account with more time for teaching sessions so maybe the complete group of students could have obtained higher grades in the post-test.

Another problem was that at the moment of analysing the results of the participants that experimented a decrease in their grades in the post-test, we

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noticed that some of them may have cheated on the pre-test since it was a typical practice of this group (*See appendix O*). Therefore, I would have been useful to monitor the participants during the pre-test more closely since their true pre-test grade might have been different. The cheating factor is one of the reasons that seems to provide with an explanation for the decrease in the grades of some participants after the post-test evaluation.

The final sample of participants could have been bigger, with more participants included in the intervention analysis. We think as such considering that there were more than 40 participants in the pre-test evaluation meaning 40 possible results to analyse. However, the number of participants that attended the four lessons and the post-test were only 20. This occurred for different factors such as non-attendance, personal issues or scholar suspension, among others. So, we think that if the sample had been bigger we could have done a deeper analysis on the results and determine more precisely the impact that the K.I.M strategy and the continuous exposure to the target language have on the whole group' learning outcomes after the intervention.

Finally, there is an important element to mention; the access to proper technological devices for the purposes of projecting the PowerPoint file. The K.I.M. strategy was the selected one to present the English vocabulary to the participants of the study for it has elements of multimodal learning. As it happens, when we planned the teaching sessions of the intervention we considered to use the data projector for the students to visualize the PPT file in a big screen, being possible to

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see from any point of the classroom. Unfortunately, the projector of the school was not working, so we had to use a 40-inch screen placed at the bottom of the classroom, this factor may have affected the results of some of the participants in the post-test, particularly those whose learning preference was visual.

5.4 Suggestions for further research

Given the depicted limitations that we experimented in the intervention certain suggestions for further investigation are made. In the first place, it would be of great help to have available the proper technological devices in order to present PowerPoint files in a big whiteboard so that the participants who learn better by visual stimulus can be addressed regardless their location in the classroom. Besides, it is recommendable to conduct the intervention including more than a single group, meaning that the participants would be groups from different classes of the same level (10th graders) as a way to determine other ethnographic variables that might affect the results of the intervention.

On the other hand, the reduced number of lessons that lasted the intervention is considered as a point to take into account for further investigations, although it was sufficient for the purposes of this research. It is recommendable to extend the number of lessons in a future research in order to obtain more significant results concerning the data collected from the intervention itself and the possible improvement in the learning outcomes of a higher number of participants.

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Finally, it would be also interesting to design a qualitative data collection instrument in order to determine the effects of 100% English spoken lesson in the self-esteem and self-concept of the students regarding their capacity to learn English. Given the fact that the majority of the Chilean students and even more in at-risk context think that they are not good at understanding the English language, though it is widely proven that if sufficiently exposed to the language, they would end up understanding what they hear and read in the target language, which lays the foundations for the development of the students oral and written production.

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Appendices

Appendix A: Validation Instrument Pre-test

VALIDATION INSTRUMENT (PRE-TEST)

Table 1: Establishing scores for degrees in the Likert scale.

CONCEPTS	SCORE
Agree	3
Neutral	2
Disagree	1
Comments:	

Instructions:

- *Please comment* if you grade the item with 2 or less. Write how do you think it can be improved.

Appropriateness:

1. **ITEM I (MATCHING):** The meaning is appropriately with the respective word.
2. **ITEM II (IMAGES):** The images represent the respective words appropriately.
3. **ITEM III (FILLING GAPS):** The respective word represents the meaning according to the context of the sentence.
4. **ITEM IV (MULTIPLE CHOICE):** The respective alternative represents the meaning according to the context of the sentence.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

ITEM 1

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the word number 1 and its respective meaning.				
Appropriateness of the word number 2 and its respective meaning.				
Appropriateness of the word number 3 and its respective meaning.				
Appropriateness of the word number 4 and its respective meaning.				
Appropriateness of the word number 5 and its respective meaning.				
Appropriateness of the word number 6 and its respective meaning.				

ANSWERS: 4 – 3 – 6 – 2 – 1 – 5.

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ITEM 2

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the image 1 and its respective word.				
Appropriateness of the image 2 and its respective word.				
Appropriateness of the image 3 and its respective word.				
Appropriateness of the image 4 and its respective word.				

ANSWERS: 1. AIR POLLUTION – 2. DIG – 3. GREENHOUSE – 4. NOISE

POLLUTION

ITEM 3

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the context of the sentence 1 and its respective word.				
Appropriateness of the context of the sentence 2 and its respective word.				
Appropriateness of the context of the sentence 3 and its respective word.				
Appropriateness of its context of the sentence 4 and the respective word.				
Appropriateness of its context of the sentence 5 and the respective word.				
Appropriateness of its context of the sentence 6 and the respective word.				

**ANSWERS: 1. BREATHE - 2. SHINES - 3. OZONE LAYER- 4. CLIMATE CHANGE –
5. WATER POLLUTION - 6. IRON**

ITEM 4

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the context of the sentence 1 and its respective alternative.				
Appropriateness of the context of the sentence 2 and its respective alternative.				
Appropriateness of the context of the sentence 3 and its respective alternative.				
Appropriateness of the context of the sentence 4 and its respective alternative.				
Appropriateness of the context of the sentence 5 and its respective alternative.				
Appropriateness of the context of the sentence 6 and its respective alternative.				

ANSWERS: A-2, B-3, C-3, D-3, E-2, F-1

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix B: Validation Instrument Post-test

VALIDATION INSTRUMENT (POST-TEST)

Table 1: Establishing scores for degrees in the Likert scale.

CONCEPTS	SCORE
Agree	3
Neutral	2
Disagree	1
Comments:	

Instructions:

- *Please comment* if you grade the item with 2 or less. Write how do you think it can be improved.

Appropriateness:

5. **ITEM I (MATCHING):** The meaning is appropriately with the respective word.
6. **ITEM II (IMAGES):** The images represent the respective words appropriately.
7. **ITEM III (FILLING GAPS):** The respective word represents the meaning according to the context of the sentence.
8. **ITEM IV (MULTIPLE CHOICE):** The respective alternative represents the meaning according to the context of the sentence.

ITEM 1

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the word number 1 and its respective meaning.				
Appropriateness of the word number 2 and its respective meaning.				
Appropriateness of the word number 3 and its respective meaning.				
Appropriateness of the word number 4 and its respective meaning.				
Appropriateness of the word number 5 and its respective meaning.				
Appropriateness of the word number 6 and its respective meaning.				

ANSWERS: 4 – 5 – 6 – 3 – 2 – 1.

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ITEM 2

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the image 1 and its respective word.				
Appropriateness of the image 2 and its respective word.				
Appropriateness of the image 3 and its respective word.				
Appropriateness of the image 4 and its respective word.				

ANSWERS: 1. AIR POLLUTION – 2. IRON – 3. WOOD – 4. WATER POLLUTION

ITEM 3

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the context of the sentence 1 and its respective word.				
Appropriateness of the context of the sentence 2 and its respective word.				
Appropriateness of the context of the sentence 3 and its respective word.				
Appropriateness of its context of the sentence 4 and the respective word.				
Appropriateness of its context of the sentence 5 and the respective word.				
Appropriateness of its context of the sentence 6 and the respective word.				

ANSWERS: 1. DEFORESTATION - 2. ENVIRONMENT - 3. BLOOM

- 4. FLOOD – 5. POLLUTION - 6. WILDFIRE

ITEM 4

CRITERIA	AGREE	NEUTRAL	DISAGREE	COMMENTS
Appropriateness of the context of the sentence 1 and its respective alternative.				
Appropriateness of the context of the sentence 2 and its respective alternative.				
Appropriateness of the context of the sentence 3 and its respective alternative.				
Appropriateness of the context of the sentence 4 and its respective alternative.				
Appropriateness of the context of the sentence 5 and its respective alternative.				
Appropriateness of the context of the sentence 6 and its respective alternative.				

ANSWERS: A-2, B-2, C-3, D-1, E-3, F-2

Appendix C: Pre-test

UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ	ASIGNATURA DE INGLÉS
NOMBRE DEL ESTUDIANTE:	CURSO: 2 MEDIO D
FECHA:	

- ✚ Match the term in **COLUMN A** with the meaning in **COLUMN B**.
 Write the number of the term in the blank space to the left of the phrase.
(1 point for each/ total score: 6 points)

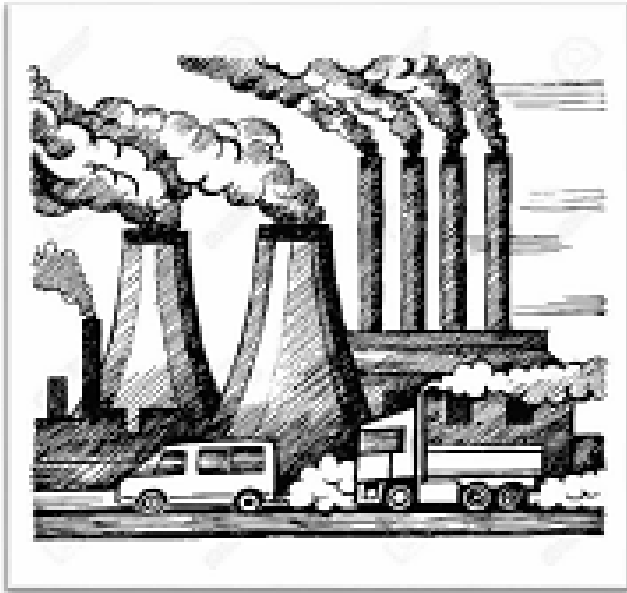
<u>A</u>
1) DEFORESTATION
2) BLOOM
3) POLLUTION
4) WILDFIRE
5) FLOOD
6) ENVIRONMENT

<u>B</u>
— A big destructive fire that spreads quickly over woodland or bush.
— The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
— The natural world, as a whole or in a particular geographical area, especially affected by human activity.
— The state or period of flowering
— The action of clearing a wide area of trees.
— An overflow of a large amount of water beyond its normal limits, especially over what is normally dry land.

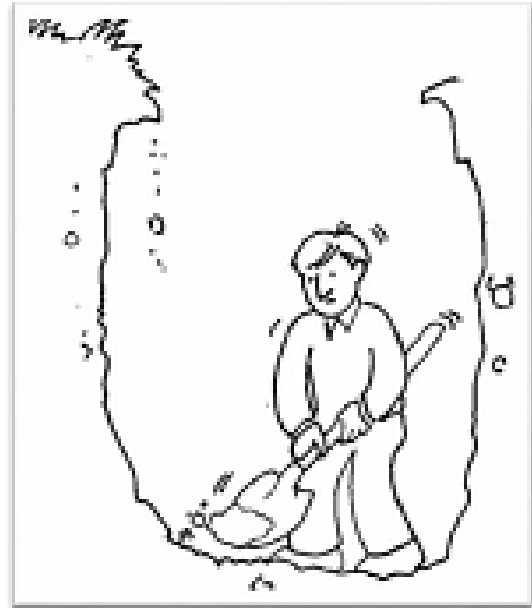
Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

✚ Write the word under the corresponding picture. There is **ONE EXTRA WORD**.
(1 point for each/ total score: 4 points)

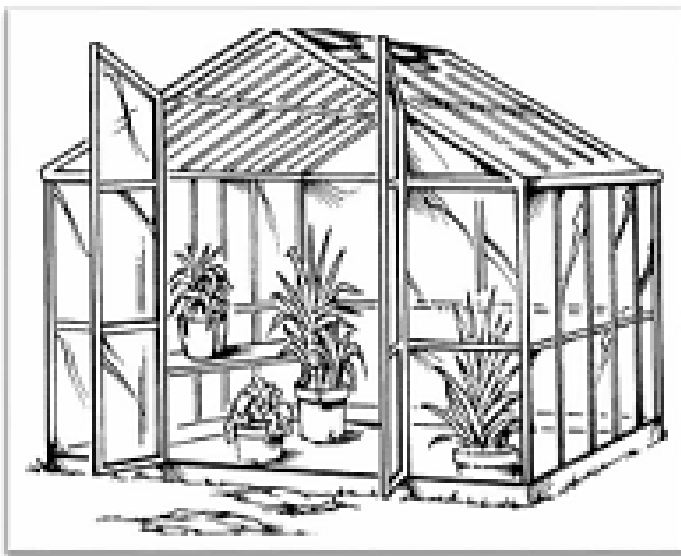
GREENHOUSE	AIR POLLUTION	DIG	NOISE POLLUTION	FLOOD
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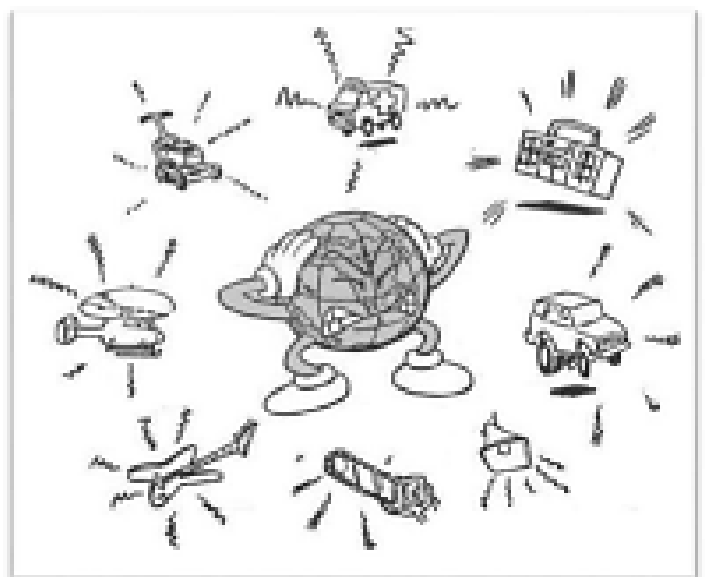
1. _____



2. _____



3. _____



4. _____

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

- ✚ Complete the sentences by using the correct word in the chart.
(1 point for each word/ total score: 6 points)

SHINES	CLIMATE CHANGE	OZONE LAYER	BREATHE	IRON	WATER POLLUTION
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- 1) Iron is the most abundant and cheapest of the heavy metals. It is the strongest and most magnetic known resource and perhaps the most indispensable to clean the air we _____ and the water we drink.

- 2) The sun _____ during the day, the moon during the night.

- 3) The sudden increase of ultraviolet rays make researchers believe in the existence of holes in the _____.

- 4) Thousands of people research alternative energy and try to help the environment in order to avoid _____.

- 5) Water is the source of life. But the presence in groundwater of toxic chemicals and biological agents that exceed what is naturally found in the water and may pose a threat to human health and/or the environment. *This is an example of* _____.

- 6) _____ a ductile, malleable, silver-white metallic element, scarcely known in a pure condition, but much used in its crude or impure carbon-containing forms for making tools, implements, machinery, etc.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

✚ Select the correct word according to the context of each sentence.

(1 point for each/ total score: 6 points)

- a) The word _____ refers to the possibility of danger or injury.
1. Climate
 2. Risk
 3. Endangered species
- b) _____ refers only to the Earth's rising surface temperature, while climate change includes warming and the "side effects" of warming—like melting glaciers, heavier rainstorms, or more frequent drought.
1. Air pollution
 2. Natural change
 3. Global warming
- c) The word _____ means the opposite of cool.
1. Ice
 2. Spicy
 3. Heat
- d) The table and chairs were made of a dark rich _____, and the tiles on the floor looked like polished bricks.
1. Coal
 2. Iron
 3. Wood
- e) Gorillas are one of the most _____ at risk of extinction.
1. Different species
 2. Endangered species
 3. Disappeared species
- f) Earth's glaciers will _____ very fast due to global warming.
1. Melt
 2. Breathe
 3. Freeze

Appendix D: Post-test

UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ	ASIGNATURA DE INGLÉS
NOMBRE DEL ESTUDIANTE:	CURSO: 2 MEDIO D
FECHA:	

✚ Match the term in **COLUMN A** with the meaning in **COLUMN B**.

Write the number of the term in the blank space to the left of the phrase.

(1 point for each/ total score: 6 points)

<u>A</u>	<u>B</u>
1) MELT	— A species at risk of extinction because of human activity, changes in climate, changes in predator-prey ratios, etc.
2) CLIMATE CHANGE	— A situation involving exposure to danger.
3) GLOBAL WARMING	— The state of a body perceived as having or generating a relatively high degree of warmth.
4) ENDANGERED SPECIES	— An increase in the earth's average atmospheric temperature that causes corresponding changes in climate and that may result from the greenhouse effect.
5) RISK	— A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.
6) HEAT	— Make or become liquefied by heat.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

✚ Write the word under the corresponding picture. There is **ONE EXTRA WORD.**
(1 point for each/ total score: 4 points)

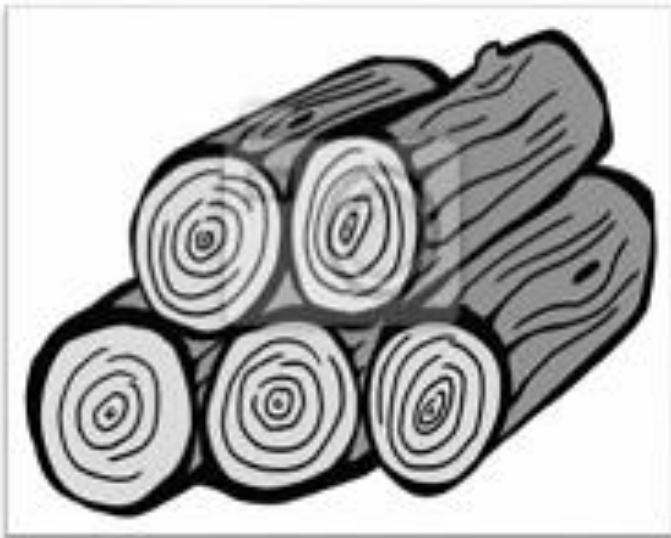
WATER POLLUTION	IRON	WOOD	AIR POLLUTION	WILDFIRE
--------------------	------	------	---------------	----------



1. _____



2. _____



3. _____



4. _____

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

- ✚ Complete the sentences by using the correct word in the chart.
(1 point for each word/ total score: 6 points)

BLOOM	POLLUTION	ENVIRONMENT	DEFORESTATION	WILDFIRE	FLOOD
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- 1) The destruction of the trees by burners has resulted in the almost complete _____ of the island.

- 2) Every day, a lot of factories pollute the _____.

- 3) Some flowers _____ in the spring, and other flowers in the fall.

- 4) The heavy rains caused the river to _____, it was a completely mess!

- 5) Car exhaust causes serious _____ in towns.

- 6) When someone drops a match in the forest and the trees start to flame, the fire spreads quickly. *This is an example of a* _____.

✚ Select the correct word according to the context of each sentence.

(1 point for each/ total score: 6 points)

- a) One of the most common characteristics of the Sun is that it _____.
4. Floats
 5. Shines
 6. Grows
- b) The _____ is the part of the atmosphere that has the major portion of that molecule in it.
4. Carbohydrate molecules
 5. Ozone layer
 6. Oxygen reaction
- c) Air pollution during winter in Santiago made it impossible to _____.
4. Walk
 5. Sleep
 6. Breathe
- d) Delicate plants need to be kept in a _____ during the winter.
4. Greenhouse
 5. Forest
 6. Home
- e) I will not help you anymore. You would have to _____ up the plant yourself, it needs to be planted!
4. Clean
 5. Break
 6. Dig
- f) _____ takes place when there is either excessive amount of noise or an unpleasant sound that causes temporary disruption in the natural balance.
4. Land pollution
 5. Noise pollution
 6. Water pollution

Appendix E: Word box

WORDS

DEFORESTATION	BLOOM
POLLUTION	WILDFIRE
FLOOD	ENVIRONMENT
DIG	NOISE POLLUTION
SHINE	OZONE LAYER
GREENHOUSE	BREATHE
RISK	CLIMATE CHANGE
HEAT	GLOBAL WARMING
ENDANGERED SPECIES	MELT
WATER POLLUTION	AIR POLLUTION
WOOD	IRON

CLASS NUMBER 1 = 7 words

CLASS NUMBER 2 = 7 words

CLASS NUMBER 3 = 7 words

CLASS NUMBER 4 = 1 word

Promoting the learning of English vocabulary by applying the K.I.M. strategy.

Appendix F: Lesson Plan 1

PRE-SERVICE TEACHER: Carol Catalán and Fernando Tapia	GROUP: 10th Grade	TIME: 90 Minutes	LESSON PLANNING ESA-PPP (2015-2016)
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Main Objective: At the end of the lesson, the students will be able to identify and remember seven words related to MINEDUC unit 4 called “Sustainable development”, by filling in a K.I.M. chart.			
Subsidiary aims: To identify key words and expressions related with the environment and sustainable development. - To demonstrate interest in continuous and independent learning as part of a personal project and to contribute to society. - To work responsibly in a proactive and collaborative way in a common goal, and showing respect for the interests and ideas of others.			
Key Activities: Watching a PPT presentation of the target words (7 slides) - Discussing the meaning and the context in which each word is used.			
Contents			
Skills/procedures: Reading and Writing	Lexis: Bloom, Deforestation, Heat, Melt, Shine, Global Warming, Wildfire.	Grammar:	Function: Identifying and using new words in context (in written form).
Assumptions: It will be difficult to start the presentation phase of the lesson due to students’ lack of attention and to the fact that the class is numerous (45 students).			
Stages	Interaction	Materials/Timing	Evaluation
Warm-up	1. Teacher introduces the objectives of the intervention that consist on increasing and improving the students’ English vocabulary related to the unit 4 of MINEDUC called “Sustainable development”. 2. The teacher asks students what are the words they remember from the previous classes, related to sustainable development. The words are written by the students on the board and the class take notes on their notebooks.	10’ Board Marker	Students identify and provide a brief explanation of the words they understand (in English or Spanish)
Presentation	1. The teacher presents a PPT file containing seven new words to be exposed (belonging to the vocabulary of the unit 4 “Sustainable development) of MINEDUC. 2. Additionally, the teacher’s assistant writes the seven words on the board, for the students that can’t see very well.	20’ TV/ Data K.I.M. charts. Markers, board.	Filling in a K.I.M. chart with definitions and drawings.
Practice	The students copy the definition of each of the words presented on the PPT file, and draw a memory clue for them to remember both the word and its definition.	20’ Notebooks Pens, pencils K.I.M. charts	Students make a drawing when a word from the set of the ones presented is said. Students say the name of a word by identify a related image.
Production	1. The students receive a worksheet that contains two exercises. In the first the students have to look at eight pictures, Then, they have to choose one word from a box and write it under the correspondent image. 2. In the second exercise, the students have to create a sentence with each of the words presented. The sentences will be written in a table included in the worksheet, as a second exercise, with a list of the concepts presented during the lesson, right aligned.	30’ Worksheet Pens	Chart checking Students create sentences with each word presented during the lesson.
Wrap-up	1. The teacher asks the students to give the K.I.M. charts and the worksheets back for correction and feedback. 2. The teacher asks the students what the words of the current lesson are. Once the students answer, they are allowed to go to the break.	10’	Oral assessment: remembering the current lesson’s words.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix G: Lesson Plan 2

PRE-SERVICE TEACHER: Carol Catalán and Fernando Tapia	GROUP: 10th Grade	TIME: 90 Minutes	LESSON PLANNING ESA-PPP (2015-2016)
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Main Objective: At the end of the lesson, the students will be able to identify and remember seven words related to MINEDUC unit 4 called “Sustainable development”, by filling in a K.I.M. chart.			
Subsidiary aims: To identify key words and expressions related with the environment and sustainable development. - To demonstrate interest in continuous and independent learning as part of a personal project and to contribute to society. - To work responsibly in a proactive and collaborative way in a common goal, and showing respect for the interests and ideas of others.			
Key Activities: Watching a PPT presentation of the target words (7 slides) - Discussing the meaning and the context in which each word is used.			
Contents			
Skills/procedures: Reading and Writing	Lexis: Risk, Pollution, Water pollution, Air pollution, Dig, Endangered Species, Noise pollution.	Grammar:	Function: Completing sentences with a missing concept.
Assumptions: It will be difficult to start the presentation phase of the lesson due to students’ lack of attention and to the fact that the class is numerous (45 students).			
Stages	Interaction	Materials/Timing	Evaluation
Warm-up	1. The teacher asks students what are the words they remember from the previous class. 2. The teacher projects the PPT of the past lesson briefly, asking the students what the words mean.	10’ Board Marker	Students identify and provide a brief explanation of the words they understand (in English or Spanish)
Presentation	1. Teacher introduces the seven new concepts. Some of the definitions of these new words contain words from the previous lessons in order for the students to notice their relation.	20’ TV/ Data K.I.M. charts. Markers, board.	Filling in a K.I.M. chart with definitions and drawings.
Practice	1. The students work on their K.I.M. charts filling in with the seven new words and drawing memory clues according to their personal preferences, and it is also possible for them to copy the images projected in the PPT file of this lesson (The teacher and the assistant help students to complete this part of the task).	20’ Notebooks Pens, pencils K.I.M. charts	Students make a drawing when a word from the set of the ones presented is said. Students say the name of a word by identify a related image.
Production	1. The students work on a worksheet that contains two items. In the first exercise, the students have to write a word to complete a sentence by selecting the concept from a box that includes the seven words of the current lesson plus the seven ones presented in the past lesson. 2. The second exercise is creating seven sentences with the seven concepts of lesson 2.	30’ Worksheet Pens	Chart checking Students create sentences with each word presented during the lesson.
Wrap-up	1. The teacher asks the students to give the K.I.M. charts and the worksheets back for correction and feedback. 2. The teacher asks the students what the words of the current lesson are. Once the students answer, they are allowed to go to the break.	10’	Oral assessment: remembering the current lesson’s words.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix H: Lesson Plan 3

PRE-SERVICE TEACHER: Carol Catalán and Fernando Tapia	GROUP: 10th Grade	TIME: 90 Minutes	LESSON PLANNING ESA-PPP (2015-2016)
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Main Objective: At the end of the lesson, the students will be able to identify and remember seven words related to MINEDUC unit 4 called “Sustainable development”, by filling in a K.I.M. chart.			
Subsidiary aims: To identify key words and expressions related with the environment and sustainable development. - To demonstrate interest in continuous and independent learning as part of a personal project and to contribute to society. - To work responsibly in a proactive and collaborative way in a common goal, and showing respect for the interests and ideas of others.			
Key Activities: Watching a PPT presentation of the target words (7 slides) - Discussing the meaning and the context in which each word is used.			
Contents			
Skills/procedures: Reading and Writing	Lexis: Flood, Environment, Ozone layer, Breathe, Climate change, Wood, Iron.	Grammar:	Function: Relating a concept with its definition.
Assumptions: It will be difficult to start the presentation phase of the lesson due to students’ lack of attention and to the fact that the class is numerous (45 students).			
Stages	Interaction	Materials/Timing	Evaluation
Warm-up	1. The teacher asks students what are the words they remember from the previous class. 2. The teacher projects the 2 PPT file of the past lessons briefly, asking the students what the words mean.	10’ Board Marker	Students identify and provide a brief explanation of the words they understand (in English or Spanish)
Presentation	1. Teacher introduces the seven new concepts. Some of the definitions of these new words contain words from the previous lessons in order for the students to notice their relation.	20’ TV/ Data K.I.M. charts. Markers, board.	Filling in a K.I.M. chart with definitions and drawings.
Practice	1. The students work on their K.I.M. charts filling in with the seven new words and drawing memory clues according to their personal preferences. 2. As in the last session, the students copy the images projected in the PPT file of this lesson, asking the students to pay special attention to the definition of each concept. The assistant will write the words on the board as well. (The teacher and the assistant help students to complete this part of the task).	20’ Notebooks Pens, pencils K.I.M. charts	Students make a drawing when a word from the set of the ones presented is said. Students say the name of a word by identify a related image.
Production	1. The students work on a worksheet that contains two items. In the first exercise there are two columns. In the left column there are the 21 concepts presented so far, from the first to the current lesson. In the right column there are the definitions of each of those concepts. The students have to match the number of each concept with its correspondent definition. 2. The second exercise is creating seven sentences with the seven concepts of lesson 3	30’ Worksheet Pens	Chart checking Students create sentences with each word presented during the lesson. Students match concept with definition.
Wrap-up	1. The teacher asks the students to give the K.I.M. charts and the worksheets back for correction and feedback. 2. The teacher asks the students what the words of the current lesson are. Once the students answer, they are allowed to go to the break.	10’	Oral assessment: remembering the current lesson’s words.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix I: Lesson Plan 4

PRE-SERVICE TEACHER: Carol Catalán and Fernando Tapia	GROUP: 10th Grade	TIME: 90 Minutes	LESSON PLANNING ESA-PPP (2015-2016)
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Main Objective: At the end of the lesson, the students will be able to identify and remember 22 words related to the 2nd -grade unit 4 of MINEDUC, by filing in a K.I.M. chart.			
Subsidiary aims: To identify key words and expressions related with the environment and sustainable development. - To demonstrate interest in continuous and independent learning as part of a personal project and to contribute to society. - To work responsibly in a proactive and collaborative way in a common goal, and showing respect for the interests and ideas of others.			
Key Activities: Studying three K.I.M. charts containing 21 words from the unit - Discussing the meaning and the context in which each word is used.			
Contents			
Skills/procedures: Reading and Listening	Lexis: Bloom, Deforestation, Heat, Melt, Shine, Global Warming, Wildfire, Risk, Pollution, Water pollution, Air pollution, Dig, Endangered Species, Noise pollution, Flood, Environment, Ozone layer, Breathe, Climate change, Wood, Iron, Greenhouse.	Grammar:	Function: Identifying one concept by listening to its definition.
Assumptions: The students will struggle with remembering the definition of the concepts studied in past sessions.			
Stages	Interaction	Materials/Timing	Evaluation
Warm-up	1. The teacher informs the students that the current session is the last one of the interventions and that the post-test session will be conducted the following day. 2. The teacher asks students what the words they remember are. Students say the words out load in English and then in Spanish.	10' Board Marker	Students identify and provide a brief explanation of the words they understand (in English or Spanish)
Presentation	1. Teacher gives the K.I. M. charts of the three previous lessons back to the students. 2. The students who did not complete the three charts ask their classmates for taking pictures to the ones they do not have. 3. The teacher gives the final word, which is “Greenhouse”, writes its definition on the board and draws an image related to the concept.	20' TV/ Data K.I.M. charts. Markers, board.	Studying K.I.M. charts Relating definitions to concepts
Practice	1. The students are requested to do a silent reading during 25 minutes, for them to study the 22 words of the charts and their definitions, in order to prepare the next stage of the current lesson.	20' Notebooks Pens, pencils K.I.M. charts	Students relate a word with its definition.
Production	1. This is an oral production stage of the lesson. The teacher starts selecting one student. Then, says the number of the lesson and then says one definition. The student identifies the concept and says it out load. 2. The selected student, in turn, selects another classmate. Then, the teacher says to that student the number of the lesson and one definition and the student identifies the concept. This exercise is carried out revising all the words of the intervention.	30' Worksheet Pens	Chart checking Students match concept with definition orally.
Wrap-up	1. The teacher requests the students to take their K.I.M. charts home to study and to be prepared for the post-test of the following day.	10'	


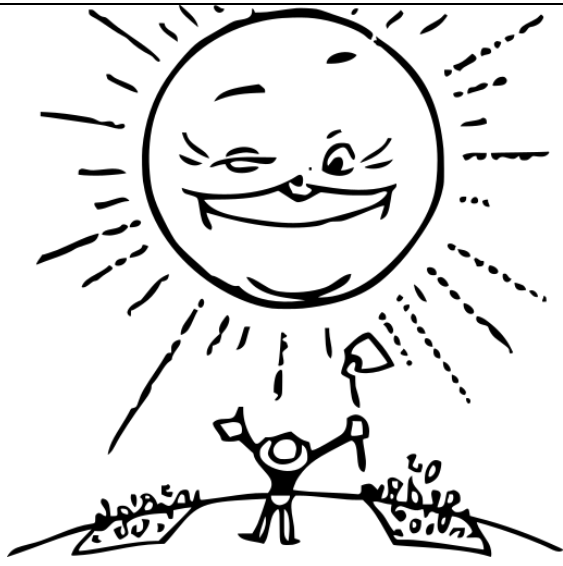

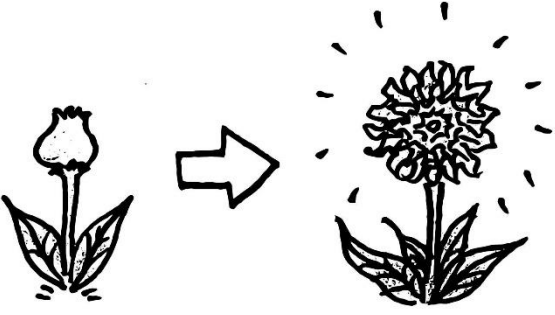
Promoting the learning of English vocabulary by applying the K.I.M. strategy.

Appendix J: Worksheet 1

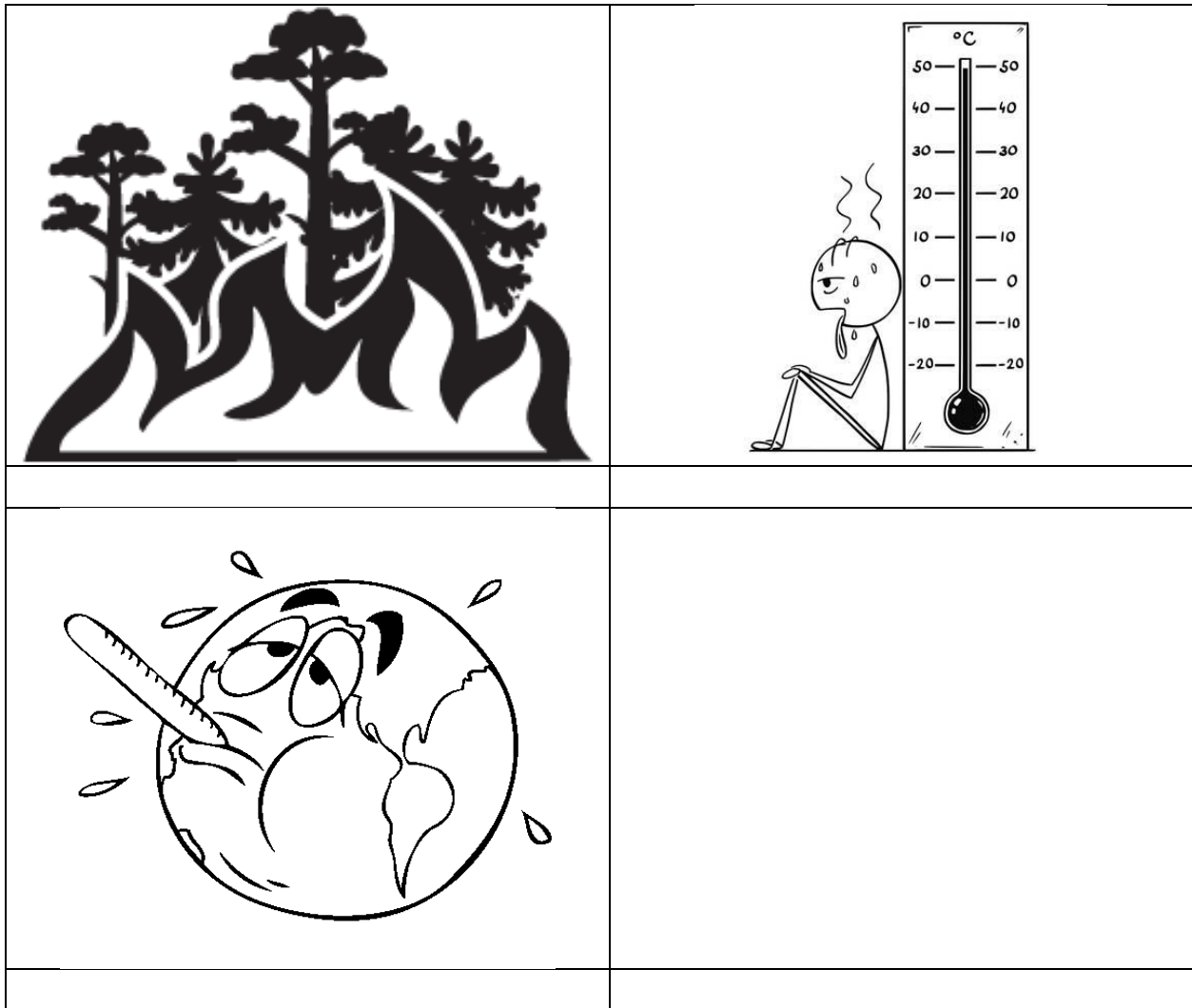
DEPARTAMENTO LENGUA EXTRANJERA	NOMBRE ESTUDIANTE:
CURSO: 2 Medio D	FECHA:
INTERVENCIÓN UCSH – ACTION RESEARCH	ASIGNATURA: INGLÉS

✚ Write the word under the corresponding picture. There is **one extra word**.

DEFORESTATION	BLOOM	WILDFIRE	SHINE	HEAT	GLOBAL WARMING	MELT	PLASTIC
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Promoting the understanding of English vocabulary by applying the K.I.M. strategy.



✚ Write a sentence using the word in the box.

Deforestation	
Bloom	
Wildfire	
Shine	
Heat	
Global warming	
Melt	

Appendix K: Worksheet 2

DEPARTAMENTO LENGUA EXTRANJERA	NOMBRE ESTUDIANTE:
CURSO: 2 Medio D	FECHA:
INTERVENCIÓN UCSH – ACTION RESEARCH	ASIGNATURA: INGLÉS

 Complete the sentences by using the correct word in the chart.


Deforestation	Bloom	Wildfire	Shine	Heat	Global Warming	Melt
Pollution	Dig	Noise Pollution	Risk	Endangered species	Water Pollution	Air Pollution

1. It should not be difficult to _____ this sand.
2. The destruction of the trees by citizens has resulted in the almost complete _____ of the island.
3. Tomás! Do not let your ice cream _____!
4. You cannot let your dog go outside alone... Do you want to _____ your pet?
5. The room was dark, so I opened the curtains to allow the sun to _____ through.
6. Flowers which _____ in the early spring are abundant, especially on the edges of forest.
7. A more insidious form of _____ is chemicals used on farms that get into the water supply.
8. Environmentalists are alarmed by the dramatic increase of _____, because now there are different types... of water, air, noise, light, etc...
9. The threat of _____ will eventually force the US to slow down its energy consumption.
10. This island is maintained as a sanctuary for _____, there are plenty of animals.
11. Late Monday, the _____ was still out of control. Many trees were burned by the fire.
12. Researchers have now established a connection between _____ and asthma.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

13. Colder weather in the fall is a marked difference from the _____ of summer.

14. _____ is mainly caused by machines, transport and transportation systems due to the propagation of noise with harmful impact on the activity of human or animal life.

 Write a sentence using the word in the box.

Pollution	
Dig	
Noise Pollution	
Risk	
Endangered species	
Water pollution	
Air pollution	

Appendix L: Worksheet 3

DEPARTAMENTO LENGUA EXTRANJERA	NOMBRE ESTUDIANTE:
CURSO: 2 Medio D	FECHA:
INTERVENCIÓN UCSH – ACTION RESEARCH	ASIGNATURA: INGLÉS


 Match the term in **COLUMN A** with the meaning in **COLUMN B**.

Write the number of the term in the blank space to the left of the phrase

1) DEFORESTATION	_____	A big, destructive fire that spreads quickly over woodland or bush.
2) BLOOM	_____	The presence in or introduction into the environment of a substance which has harmful or poisonous effect.
3) WILDFIRE	_____	The natural world, as a whole or in a particular geographical area, especially as affected by human activity.
4) SHINE	_____	The state or period of flowering.
5) HEAT	_____	The action of clearing a wide area of trees.
6) GLOBAL WARMING	_____	An overflow of a large amount of water beyond its normal limits, especially over what is normally dry land.
7) MELT	_____	An increase in global average temperatures.
8) POLLUTION	_____	A situation involving exposure to danger.
9) DIG	_____	The quality of being hot; high temperature.
10) NOISE POLLUTION	_____	A change in global or regional climate patterns.
11) RISK	_____	Species seriously at risk of extinction.
12) ENDAGERED SPECIES	_____	Make or become liquefied by heat.
13) WATER POLLUTION	_____	Give out a bright light.
14) AIR POLLUTION	_____	Break up and move earth with a tool or machine, or with hands, paws, snout, etc.
15) FLOOD	_____	The hard fibrous material that forms the main substance of the trunk or branches of a tree or shrub, used for fuel or timber.
16) ENVIRONMENT	_____	The presence in or introduction into the air of a substance which has harmful or poisonous effects.
17) OZONE LAYER	_____	Harmful or annoying levels of noise.
18) BREATHE	_____	Take air into the lungs and then expel it, especially as a regular physiological process.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

19) CLIMATE CHANGE	— A strong, hard magnetic silvery-grey metal, the chemical element of atomic number 26, much used as a material for construction and manufacturing, especially in the form of steel.
20) WOOD	— The presence in or introduction into the water of a substance which has harmful or poisonous effects.
21) IRON	— A layer in the earth's stratosphere at an altitude of about 10 km (6.2 miles) containing a high concentration of ozone, which absorbs most of the ultraviolet radiation reaching the earth from the sun.

 Write a sentence using the word in the box.

Flood	
Environment	
Ozone layer	
Breathe	
Climate change	
Wood	
Iron	

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix M: K.I.M. chart

Name: _____ Date _____ Lesson _____

Complete the chart using K.I.M. Vocabulary Strategy

KEY IDEA <i>(Vocabulary Word)</i>	INFORMATION <i>(Definition Meaning)</i>	MEMORY CLUE <i>(Picture)</i>

Appendix N: Power Point


CLASS NUMBER 1
“SUSTANAIBLE DEVELOPMENT”

UCSH – INTERVENCIÓN INGLÉS – 2 MEDIO D

KEYWORD: HEAT

DEFINITION:
THE QUALITY OF BEING HOT; HIGH TEMPERATURE.

MEMORY CLUE:



KEYWORD: WILDFIRE

DEFINITION:
A LARGE, DESTRUCTIVE FIRE THAT SPREADS QUICKLY OVER WOODLAND OR BRUSH.


MEMORY CLUE:



KEYWORD: MELT

DEFINITION:
MAKE OR BECOME LIQUEFIED BY HEATING.


MEMORY CLUE:



KEYWORD: GLOBAL WARMING

DEFINITION:
A GRADUAL INCREASE IN THE OVERALL TEMPERATURE OF THE EARTH'S ATMOSPHERE


MEMORY CLUE:



KEYWORD: SHINE

DEFINITION:
(OF THE SUN OR ANOTHER SOURCE OF LIGHT) GIVE OUT A BRIGHT LIGHT.

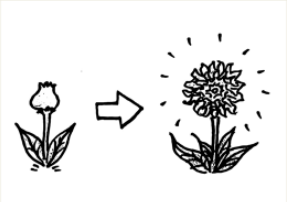
MEMORY CLUE:



KEYWORD: BLOOM

DEFINITION:
WHEN A PLANT OR TREE BLOOMS, IT PRODUCES FLOWERS. WHEN A FLOWER BLOOMS, IT OPENS.

MEMORY CLUE:



KEYWORD: DEFORESTATION

DEFINITION:
THE ACTION OF CLEARING A WIDE AREA OF TREES.

MEMORY CLUE:




CLASS NUMBER 2
“SUSTANAIBLE DEVELOPMENT”

UCSH – INTERVENCIÓN INGLÉS – 2 MEDIO D

KEYWORD: POLLUTION

DEFINITION:
THE PRESENCE IN OR INTRODUCTION INTO THE ENVIRONMENT OF A SUBSTANCE WHICH HAS HARMFUL OR POISONOUS EFFECT.

MEMORY CLUE:



KEYWORD: DIG

DEFINITION:
BREAK UP AND MOVE EARTH WITH A TOOL OR MACHINE, OR WITH HANDS, PAWS, SNOUT, ETC.

MEMORY CLUE:



KEYWORD: NOISE POLLUTION

DEFINITION:
HARMFUL OR ANNOYING LEVELS OF NOISE.

MEMORY CLUE:



KEYWORD: RISK

DEFINITION:
A SITUATION INVOLVING EXPOSURE TO DANGER.

MEMORY CLUE:



KEYWORD: ENDANGERED SPECIES

DEFINITION:
SPECIES SERIOUSLY AT RISK OF EXTINCTION.

MEMORY CLUE:



KEYWORD: WATER POLLUTION

DEFINITION:
THE PRESENCE IN OR INTRODUCTION INTO THE WATER OF A SUBSTANCE WHICH HAS HARMFUL OR POISONOUS EFFECTS.

MEMORY CLUE:



KEYWORD: AIR POLLUTION

DEFINITION:
THE PRESENCE IN OR INTRODUCTION INTO THE AIR OF A SUBSTANCE WHICH HAS HARMFUL OR POISONOUS EFFECTS.

MEMORY CLUE:



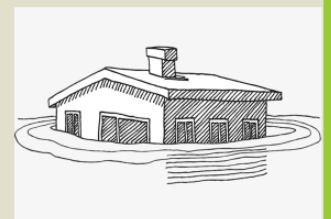
CLASS NUMBER 3 "SUSTAINABLE DEVELOPMENT"

UCSH - INTERVENCIÓN INGLÉS - 2 MEDIO D

KEYWORD: FLOOD

DEFINITION:
AN OVERFLOW OF A LARGE AMOUNT OF WATER BEYOND ITS NORMAL LIMITS, ESPECIALLY OVER WHAT IS NORMALLY DRY LAND.

MEMORY CLUE:



KEYWORD: ENVIRONMENT

DEFINITION:
THE NATURAL WORLD, AS A WHOLE OR IN A PARTICULAR GEOGRAPHICAL AREA, ESPECIALLY AS AFFECTED BY HUMAN ACTIVITY.

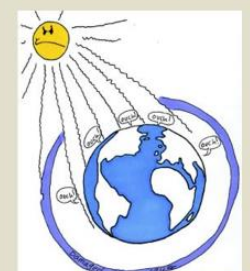
MEMORY CLUE:



KEYWORD: OZONE LAYER

DEFINITION:
A LAYER IN THE EARTH'S WHICH ABSORBS MOST OF THE ULTRAVIOLET RADIATION REACHING THE EARTH FROM THE SUN.

MEMORY CLUE:



KEYWORD: BREATHE

DEFINITION:
TAKE AIR INTO THE LUNGS AND THEN EXPEL IT.

MEMORY CLUE:



KEYWORD: CLIMATE CHANGE

DEFINITION:
A CHANGE IN GLOBAL OR REGIONAL CLIMATE PATTERNS

MEMORY CLUE:



KEYWORD: WOOD

DEFINITION:
THE HARD FIBROUS MATERIAL THAT FORMS THE MAIN SUBSTANCE OF THE TRUNK OR BRANCHES OF A TREE.

MEMORY CLUE:



KEYWORD: IRON

DEFINITION:
A STRONG, HARD MAGNETIC SILVERY-GREY METAL.

MEMORY CLUE:



KEYWORD: GREENHOUSE

DEFINITION:
A GLASS BUILDING IN WHICH PLANTS THAT NEED PROTECTION FROM COLD WEATHER ARE GROWN.

MEMORY CLUE:



Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix O: Field notes

Date: November 7th to November 22nd, 2018.

Site: Santiago High school.

Activity: Action research intervention.

Participants: Students from 2°D class.

Length of Observation:

- ✚ On November 7th it was conducted the pre-test to 35 students. After explaining to them that the teachers would speak English only from that moment on, the students manifested their discontent and concern, due to the fact that they had not had English lessons conducted only in English and that they had a poor performance in the English language since primary school. Next, the pre-service teachers passed the tests around and the students started answering them. Many of the students asked for help. The pre-service teacher and the assistant (the other pre-service teacher) offered some support speaking in English only, which caused the annoyance of some students since (according to them) they did not understand the explanation. However, they were able to get the central idea of the pre-test instructions given that the teachers used body language and mimic to explain the instructions. The fact that those students were able to understand the instructions, although they were given in English, improved their disposition to answer the pre-test and encourage them to ask more questions.

- ✚ On November 8th, it was conducted the first class intervention. The students worked on filling a K.I.M. chart with seven words (related to the unit 4 of MINEDUC) while the pre-service teacher was presenting a PPT file, plus a definition and a memory clue or picture that represented that words. Again, some of the students were annoyed that the lesson was conducted in English only, but other seemed to be more comfortable in comparison to the day before. Then, the teachers delivered a worksheet related to matching images with words, and to create sentences with the words presented during the lesson. In that part of the class, the number of students who asked for help was increasing. The teachers' responses were given in English and surprisingly, the majority of the students understood the explanations and were able to complete the tasks. It was particularly noticeable that when it came to saying goodbye, one student from the ones who had claimed not knowing a word in English, said "Goodbye teacher", been bothered for one of his friends who exclaimed, "...he thinks he is already bilingual!"

- ✚ The second lesson of the intervention was carried out on November 14th. At the beginning of the lesson, the students seemed to be uncomfortable with the exclusive use of the English language to provide with the explanations and instructions for the activities to be done for the students that day. Nevertheless, after the warm-up stage, some students started

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

explaining to their classmates that were delayed, asking the teachers out loud if the lesson would be as similar to the previous lesson. The teachers explained them in English that it would be the same schema with new words and that there would be changes in the stage of production, for they would work on a worksheet that had a different item to practice and produce. It is highly remarkable that the students who asked for clarification understood what has been said by the teachers in this regard and that they were able to finish the worksheet, giving it back to the teachers afterwards.

✚ The third lesson of the intervention was conducted on November 15th. It started at a quicker pace in comparison to the previous two lessons, for the students had understood what were the stages of the lesson that followed a P.P.P. design (presentation, practice, production). There were some behavioral issues such as excessive use of the cell phone or that some students were sleeping or not paying attention. To deal with those situations the teachers remembered to the students that the intervention activities and both tests would be graded (this group of students do not realize major work during the lessons unless it is graded). After that remembering, the students started focusing on the lesson and the activities to be done. Regarding the practice activity, it was noticeable that the number of students that understood the instructions given in English by the teachers was increasing, though some other students were struggling with understanding and remembering the translation and definition of the words presented during the first and the second lesson. To help these, the teachers allowed the students which level of vocabulary recovering was low either to use a dictionary or translator or even to ask their classmates for the translation of certain words. Also, these students were allowed to annotate the translation of each word under the concept in the Keyword column, not been necessary for the majority of students to do as such. The lesson concludes with several students say “Goodbye teacher!”. Which we interpreted as a decrease in their affective filter towards the use of the English language in the classroom.

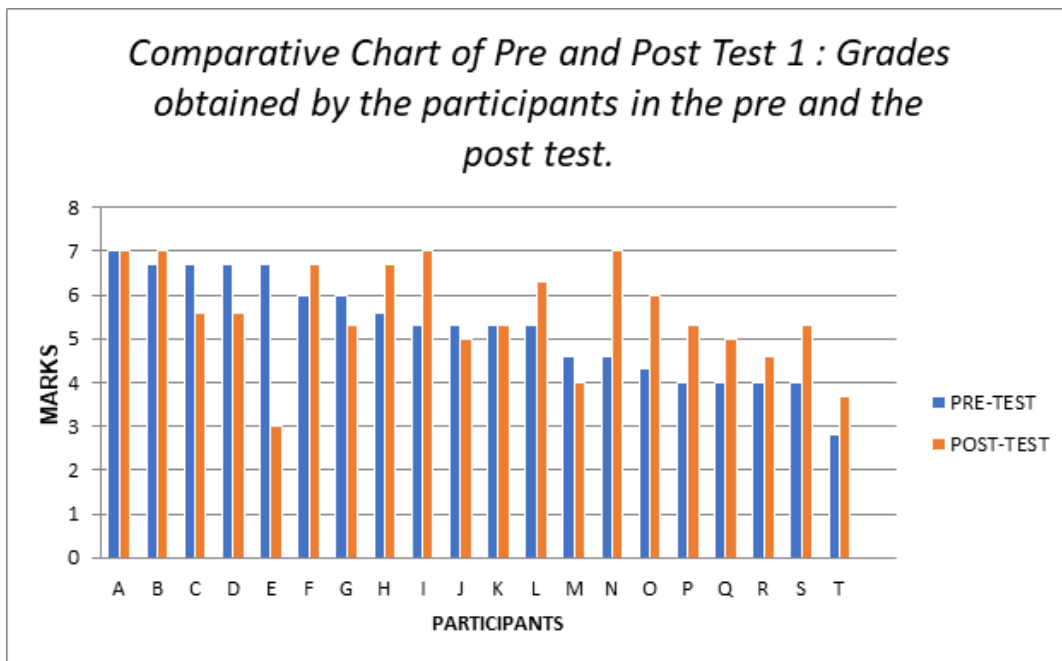
✚ The fourth lesson of the intervention is dated November 21st, 2018. This lesson was a bit more chaotic than the previous ones, due to some changes in the schema. The pre-service teacher in charge of the class took the students who had not taken the pre-test out of the classroom to complete that activity, whereas the assistant pre-service teacher conducted the lesson for the rest of the students. There was one last word to be presented as part of the set of words of the intervention (*greenhouse*). The students copied the word on their K.I.M. charts, then the definition and then they drew a memory clue. Afterwards, it started the review of the 22 target words of the intervention, but the review was made orally. At that moment, the students seemed to be a bit lost and started talking and losing the focus. Eventually, the teachers had to call their attention and remembering them that the

intervention was graded. After that, the students lowered their voices to do the review activity. It consisted of saying the definition of a word plus the lesson to what the word corresponded and the students had to identify the word. The teacher selected randomly the first student to do the exercise, and afterwards that student selected one of his classmates to do the exercise and so on. Considering the chaotic production stage, the lesson in general worked anyways.

- ✚ The final lesson of the intervention was of a testing type in which the post-test was conducted. It is dated November 22nd, 2018, starting at 11:30 a. m. The students were grouped as follows; the students who completed all the activities of the intervention and that had taken the pretest were placed off the classroom, in the yard that is in front of it, whereas the students who did not attend to all the intervention remained in the classroom. This was decided in order to determine the exact size of the sample for our intervention. One teacher conducted the post-test outside and the other did so inside of the classroom. It was required for the students to let their bags and cellphones in the front part of the classroom to avoid cheating, due to the fact that some of the students were used to “share” their answers of the evaluations or the worksheets. This was evidenced by the teachers when correcting, finding out the same answer and the same mistakes in several evaluations and worksheets.
- ✚ The students asked many questions during the test and asked for permission to use the dictionary. However, the assistant pre-service teacher did not allow them but helped them identifying keywords in both the definition and fill in the blanks items. The students were struggling with the explanation, but in the end, they were able to understand and recognized that keywords useful to remember and connect concepts with definitions. We interpreted the depicted situation as another evidence of the decrease in the students’ affective filter towards the English language, though a little group of students would eventually fail the post-exam, the group as a whole was able either to interact or to ask for clarification with two teachers speaking a 100% in English, which we considered as a very important and remarkable improvement and feedback for us as teachers from the part of our students, regardless the difficult context we were working at.

Promoting the understanding of English vocabulary by applying the K.I.M. strategy.

Appendix P: Bar Graph C



Bar graph C. Comparison of the grades obtained by the participants in both tests.