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COMUNICACIÓN**

**ENGLISH LANGUAGE CARREER**

**TITLE**

**“THE VOCABULARY TECHNIQUES AND THE  
ENGLISH TEACHING LEARNING PROCESS OF  
STUDENTS OF 3<sup>RD</sup> YEAR OF BACHILLERATO, AT  
“UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD  
NACIONAL DE LOJA” OF LOJA CITY, ACADEMIC  
YEAR 2013-2014”**

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obtain the Bachelor's degree in  
Sciences of Education English  
Language Specialization

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2015**

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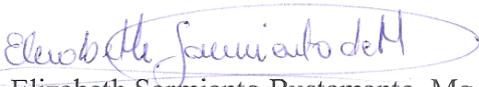
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## **GREATFULNESS**

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## **THE AUTHOR**

## **DEDICATION**

This research work is dedicated to my parents, my husband and my daughter because they have given me all their support in order to finish it.

I wish to dedicate this work to my sisters, brother and my grandmother, who have encouraged me during the time that I have needed to finish one of the main goals in my life.

*Viviana M. Amay Y.*

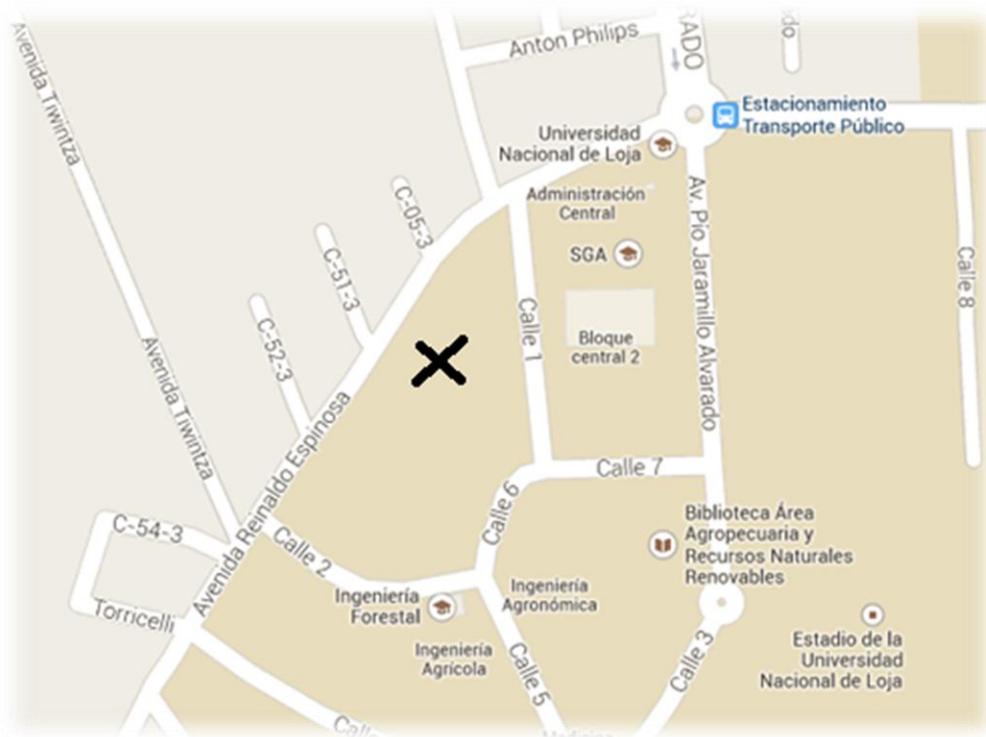
## MATRIZ DE ÁMBITO GEOGRÁFICO

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## MAPA GEOGRÁFICO Y CROQUIS



## CROQUIS



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**a. TITLE**

“THE VOCABULARY TECHNIQUES AND THE ENGLISH TEACHING  
LEARNING PROCESS OF STUDENTS OF 3<sup>RD</sup> YEAR OF BACHILLERATO, AT  
“UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”  
OF LOJA CITY, ACADEMIC YEAR 2013-2014”

## **b. RESUMEN**

El presente trabajo titulado: “LAS TÉCNICAS DE VOCABULARIO Y EL PROCESO DEL ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DEL 3er AÑO DE BACHILLERATO, DE LA “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” DE LA CIUDAD DE LOJA, PERIODO ACADEMICO 2013-2014” ha sido realizado con el propósito de determinar cómo la técnicas del vocabulario influyen en el proceso de enseñanza-aprendizaje del idioma Inglés.

Para realizar este trabajo de investigación, se utilizó el método científico con el fin de encontrar el hecho sobre el objeto investigado, a través de un contraste entre la teoría y la realidad.

La técnica de la encuesta fue seleccionada para obtener información y la misma fue aplicada a docentes y estudiantes de la institución investigada.

Las principales conclusiones fueron que los profesores no están aplicando suficientes técnicas actualizadas en el proceso de enseñanza aprendizaje de los estudiantes del 3er año de bachillerato.

*Palabras claves:* técnicas de vocabulario, técnicas actualizadas, proceso de enseñanza-aprendizaje del inglés.

## **ABSTRACT**

The present research work entitled: “THE VOCABULARY TECHNIQUES AND THE ENGLISH TEACHING LEARNING PROCESS OF STUDENTS OF 3<sup>RD</sup> YEAR OF BACHILLERATO, AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” OF LOJA CITY, ACADEMIC YEAR 2013-2014” has been made with the purpose of determining how vocabulary techniques influences the English teaching learning process.

In order to undertake this research, the scientific method was used to find the facts about the researched object through a contrast between theory and reality.

The survey technique was selected for gathering the information, and it was applied to teachers and students of the researched institution.

The main conclusions were that the teachers aren't applying sufficient up-dated techniques in the English teaching-learning process of the students of 3<sup>rd</sup> year of bachillerato.

*Key words:* vocabulary techniques, up-dated techniques, English teaching-learning process.

### **c. INTRODUCTION**

Vocabulary techniques contributes directly to the efficiency of the teaching-learning process of English Language because it involves the ways that the teachers are developing the class and it is also closely related to English teaching, which is important to creating and maintaining positive and productive learning.

The purpose of this work is based on vocabulary techniques and English teaching-learning process. Teachers often are not aware of the importance that vocabulary techniques have on positive and productive learning. This research also focuses on some activities that the teachers can use to enhance learning of vocabulary.

All these aspects encouraged me to research the vocabulary techniques and the English teaching learning process of the students of 3<sup>rd</sup> Year of Bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, Academic Year 2013-2014.

The main goal that guided the research process was to determine the influence of the vocabulary techniques in the English teaching learning process of students of 3<sup>rd</sup> year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

Based on these guidelines, the specific objectives were to identify and analyze the different vocabulary techniques that the teachers include in the English teaching

learning process with the students of 3<sup>rd</sup> year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

The hypothesis for this work refers with the specific objectives: “teachers do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of third year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

The main method used in this work was the scientific method, which included the systematic steps to explain logical relations of the researched object drawing conclusions and making recommendations. It was necessary also to use particular methods such as: the descriptive method, to describe the obtained results in the field work; the analytic-synthetic method, to analyze critically the empiric information; and finally, the deductive method, to interpret the logical implications of the hypotheses.

The development of this report has been structured in the following way:

Firstly, an introduction that describes the context of the research problem, reasons, main and specific goals, hypothesis and methods. Second, it includes the abstract of this research. Third, the review of literature which details the main theoretical reference that served as support to analyze and interpret the results obtained through surveying.

Next, it includes the methodology used to carry out the research, the methods, techniques, procedures and instruments, which facilitated receiving information about the vocabulary techniques and the English teaching-learning process.

Then, it contains the main results that were obtained through the survey technique, which was applied to teachers and students, analyzing, interpreting and contrasting each question with the theoretical frame. Next, it has the discussion, where the most important results were analyzed in order to verify if the stated hypotheses were accepted or rejected.

The report of conclusions was based on the analysis of the questionnaires, establishing the logical relationship between the variables stated in the specific goals and in the consistency matrix of the research project.

Finally, included are the recommendations, alternative solutions to the problem statement, in order to help improve the weaknesses regarding the problems of the vocabulary techniques and the English teaching learning process of students of 3<sup>rd</sup> Year of Bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, Academic Year 2013-2014.

## **d. LITERATURE REVIEW**

### **VOCABULARY**

The vocabulary learning is a vital part of education. It is considered a CORE subject in formal education. There are some types of vocabulary that are used in different situations in our life.

#### **What is vocabulary?**

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks. Barcroft, Sunderman, & Schmitt, (2011, p. 571).

#### **Importance of vocabulary**

Vocabulary is very important because we can get a list of words used in some enterprise, a language user's knowledge comprehends a set of vocabulary and the system of techniques used in managing a language. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” (p. 4). Teaching vocabulary helps students understand and communicate with others in English.

- **Types of vocabulary**

Vocabulary can be divided into two groups, passive and active vocabulary. *Passive vocabulary* contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our own writing or speaking. *Active vocabulary* contains all the words we understand and use. Judy K. Montgomery's book (2007).

The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it.

- **Passive vocabulary**

*Reading Vocabulary:* A reading vocabulary is a passive one. This means that it includes the words understood by the reader when he or she is reading a piece of written text; it can be a book, newspaper, etc. This also contains understanding a word's spelling, meaning and the exact meaning in its context.

*Listening Vocabulary:* Listening is also a passive type of vocabulary. The listener is able to link the words spoken to their meaning. This level of understanding is supported by word context, intonation and, if there is a visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

- **Active vocabulary**

*Writing Vocabulary:* Writing is an active type of vocabulary; it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

*Speaking Vocabulary:* It demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning.

- **Advantages of vocabulary**

There are many advantages that we can benefit from by building and improving our vocabulary. Here are some of the advantages that an educated vocabulary can offer:

Vocabulary can improve your public speaking skills. If you speak in public a lot, using the same vocabulary words over and over will get very boring. Having a large vocabulary keeps your audience interested the whole time you are speaking.

Vocabulary will keep you more informed on current events. Many people avoid reading tough material because they don't understand all of the words that they are reading. It can be embarrassing and even destructive to find yourself in a situation where everyone is using a word that you don't know, for instance, when we are in a meeting with friends. Reading can improve your vocabulary however, and give you the cutting edge on your competitors.

If you are at ease with your vocabulary, and have a good understanding people will know it and be very impressed. The best way to improve your vocabulary is get a thesaurus and start adding words to your active vocabulary. You can also read word of the day articles in newspapers or magazines or use reading programs or reading software as vocabulary builders.

- **The importance of teaching vocabulary.**

There are very strong reasons for implementing a systematic and principled approach to the teaching and subsequent learning of vocabulary as a cornerstone for developing comprehension. Several researchers and vocabulary experts agree, vocabulary learning is really a special case of reading comprehension.

In addition, by implementing a systematic and principled approach to teaching and learning vocabulary, learners see vocabulary as a very important element in language learning to develop the linguistic skills.

Besides indicating what methodology seems to work best in helping learners acquire vocabulary, a review of the research reveals that there is a large body of information available about what kinds of vocabulary to focus on. Therefore, there are a wide variety of word lists that can be used successfully.

### **Direct and indirect vocabulary teaching**

Most researchers and vocabulary experts believe that the best methodology employs both direct and indirect teaching and provides opportunities for both

receptive and productive learning to occur. Thus, vocabulary teaching can fit into any course that involves language learning, not just reading or language arts classes. The amount of time spent either on direct or indirect instruction depends on the teacher's judgment in relation to a large number of factors, such as time available, the age of the learners, and the amount of contact the learners are likely to have with the variety of English words, both in and out of school. It is often thought and expressed that vocabulary will be learned simply through wide exposure to listening and reading. In this regard, research indicates that reading and listening will increase the quality of receptive knowledge of words. However, in many cases, direct instruction must be provided in order to encourage quantity of receptive word knowledge before quality growth will occur.

Receptive knowledge of words requires that the learner recognize a word and recall its meaning when it is met. Instructional techniques that help students become familiar with a large number of words are the best facilitators for this level of vocabulary learning and, because of this facilitation, can eventually lead to greater student reading comprehension.

*Direct vocabulary:* In direct vocabulary instruction, learners do many specific exercises and activities that focus their attention directly on certain words in lists, learning word parts, and vocabulary games.

“Direct vocabulary instruction techniques have also been shown to benefit all readers who are required to read a specific text and deal with vocabulary items that are necessary for understanding that text” Herber and Nelson-Herber (1993)

*Indirect vocabulary:* Although direct instruction is very important to vocabulary learning, it is not the entire issue. The effort given to the learning of new words can be wasted if it is not followed up with later interactions with the words through what are often called indirect instructional techniques such as practice with the use of context for guessing the meaning of unknown words; paraphrasing, using word parts, dictionary use, and mnemonic techniques. Guided practice with these strategies encourages learners to use the strategies effectively and leads to permanent knowledge and establishment of vocabulary.

So, in reviewing the research related to the importance of the methodologies associated with quality vocabulary instruction, it is clear that vocabulary learning should not be left to chance. Experts in the field support the use of a systematic and principled approach, incorporating both direct and indirect teaching and learning practices. Nation (1990).

“Vocabulary instruction that improves comprehension generally has the following characteristics:

- Multiple exposures to instructed words
- Exposure to words in meaningful contexts
- Rich or varied information about each Word
- The establishment of ties between instructed words and students’ own experience and prior knowledge
- An active role by students in the word-learning process” Nagy and Herman (2009) Beck, et al. (2008); Beck, et al. (2010)

## **Why is it important to teach vocabulary and comprehension techniques to high school students?**

High school students with a diversity of backgrounds and skills are immersed in content area instruction. All students and particularly those who are confronted with vocabulary and concepts that is unfamiliar or misunderstood. Those misunderstandings interfere with comprehension of content area curriculum. “Vocabulary instruction and comprehension techniques instruction can combine to create depth and breadth in understanding words, concepts, topics, and themes of high school content area materials” (Meister, 1994)

- **Effective techniques for teaching vocabulary**

Because vocabulary knowledge is critical for reading comprehension, it is important that those working with young students help foster their development of a large “word bank” and effective vocabulary techniques, these are explained continued. Joelle Brummitt-Yale (2008)

### **Pre-teaching vocabulary words**

One of the most effective methods of helping offspring learn new vocabulary words is to teach unfamiliar words used in a text prior to the learning experience. Teachers should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the teachers not only tell the learner what the word means, but also to discuss its meaning. This

allows the offspring to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the offspring understands the word. After pre-teaching vocabulary words, the offspring should develop the linguistic skills. Joelle Brummitt-Yale (2008)

### **Repeated exposure to words**

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Persons often forget another one needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps students solidify their understanding of it. Joelle Brummitt-Yale (2008)

### **Keyword method**

Like pre-teaching, the keyword method occurs before a learner reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the student to remember a definition for a new word, the teacher teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the learner connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the learner can access efficiently during a learning experience. Joelle Brummitt-Yale (2008)

## **Word maps**

The word map is an excellent method for scaffolding a student's vocabulary learning. Like the other explicit instructional methods, teacher should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the student (with the support of the teacher) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the student fills in each of these three categories. Word maps help students develop complete understandings of words. Joelle Brummitt-Yale (2008)

## **Root analysis**

While root analysis is taught explicitly, the ultimate goal is for learners to use this technique independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching offspring the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The student should see how the root helps her understand the word's definition. Students should then be given practice analyzing words to determine their roots and definitions. Joelle Brummitt-Yale (2008)

## **Restructuring reading materials**

This is particularly effective for helping students improve their vocabularies. Sometimes grade level materials are inaccessible to students because there are too many unfamiliar words in them. Teachers can restructure the materials in several different ways to help students comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the learner understand all vocabulary. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the students can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the learner to check the vocabulary guide if the word or its meaning is unfamiliar. Joelle Brummitt-Yale (2008)

## **IMPLICIT VOCABULARY INSTRUCTION**

### **Incidental learning**

Incidental vocabulary learning occurs all of the time when we read. Based on the way that a word is used in a text, we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Teacher should model this sort of incidental vocabulary learning for students to help them develop their own skills. Joelle Brummitt-Yale (2008)

## **Context skills**

Context skills are used by the learner for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide learners with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Students should be taught to find and use context clues for learning new vocabulary words. Teacher modeling and practice are keys for helping student develop the English language. Joelle Brummitt-Yale (2008).

## **Benefit of a good vocabulary**

- Communicate more effectively.
- Improves self-confidence.
- Improves self-esteem.
- Adds sophistication to speech.
- Better/more job offers.
- Improves people’s perception of you.

## **Drawbacks of bad or limited vocabulary:**

- Poor communication.

- Misinterpretation.
- Low self-confidence.
- Low self-esteem.
- Appear uneducated.
- Lower people's perception of you.

As an example is essential to clarify one of the drawbacks "appearing uneducated" Many educated people have limited vocabulary and it makes them appear uneducated. "Many uneducated people have taken the time to improve their vocabulary and appear to be highly educated" Campione (1991)

This is one thing that good or bad vocabulary has power over: You can be the smartest person on the planet, but if you're lacking in the area of good vocabulary, people will never see you as an intelligent one. You can also be the dumbest person on earth, but if you have good vocabulary; people will think you're smart. It boils down to perceptions, or misperceptions and a person's command of language.

The majority of people aren't out to impress you with their language skills, they just enjoy having a good grasp on speech and using better words to convey or clarify a message.

My recent posts: *Confusing Words*, *Commonly Misused and More Common and Uncommon Words*, are good study guides to help you expand your word knowledge. Using synonyms is other good way to expand your list of words.

Always keep a dictionary handy to use when you hear a new word and are unsure of its meaning, or keep pen and paper handy to jot these words down so you can look them up later.

## **THE TEACHING-LEARNING PROCESS**

Teaching-learning process is the heart of education. It depends on the fulfillment of the aims and objectives of education, the most powerful instrument of education to bring about desired changes in the students. The teacher, learner, curriculum and other variables are organized in a systematic way to attain some pre-determined goal in the teaching learning process. Let us first understand in short about learning, teaching and then teaching-learning relation.

### **Teaching**

Teaching then, can be thought as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

### **Functions to teach**

According to Gagné in order that the learning could take place, the education must realize 10 functions:

-To stimulate the attention and to motivate - To announce the pupils the aims of learning - To activate the knowledge and previous skills of the students. It is relevant for the new learning for realizing (previous organizers) - To present information about the contents to learning or proposing activities of learning (to prepare the context, to organize it) - To orientate the activities of learning of the students - To stimulate the interaction of the students with the activities of learning, with the materials, with the companions ... and to provoke their answers - To facilitate activities for the transfer and generalization of the learning - To facilitate the recollection - To evaluate the realized learning. (Gagné, 1996)

## **Learning**

Learning can be defined as the relatively permanent change in an individual's behavior or potential behavior (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared with other primary process that produces relatively permanent change--maturation--that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educators, there is nothing we can do to alter an individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

## **The learning process**

The activities of education that the teachers realize are inevitably joined to the learning processes that, following its indications, the students realize. The teachers' and students' aim always consist of the achievement of certain educational aims and the key of the success is that the students could and want to realize cognitive suitable operations for it, interacting adequately with the educational resources to his scope.

The principal aim of the professorship is that the students' progress positively in the integral development of his person and, depending on his capacities and other individual circumstances, achieve the learning foreseen in the programming of the course (established in agreement with the directives of the Project Curricular of Center, PPC). For it they must realize multiple tasks: to program his educational action, to coordinate his action with other members of the teaching institution, to look for educational resources, to realize the activities of education in strict sense with the students, to evaluate the learning of the students and his own action, to contact from time to time the families, to manage the administrative steps.

Of all these activities, the educational interventions consisting of the offer and follow-up of a series of activities of education in order to facilitate his learning constitute the learners what is called the didactic act, and it represents the most emblematic task of the professorship.

Nowadays it is considered that the paper of the professorship forthwith didactic is basically to provide diversified learning resources and environments to the students, motivate them in order that they strain (to give sense to the aims of learning, to emphasize his usefulness ...), to orientate them (in the learning process, in the development of expressive skills ...) and to advise them in a personalized way (in the planning of tasks, teamwork ...); nevertheless, throughout the time there have been diverse conceptions on how it is necessary to realize the education, and consistently on the roles of the teachers and on the principal functions of the educational resources, mediating relevant agents in the learning of the students.

### **Essential aspects of the teaching-learning process**

It is informative to examine the ideal teaching-learning process, as proposed by Diana Laurillard (1993); Laurillard (1994). She argues that there are four aspects of the teaching-learning process:

- (1) *Discussion*: between the teacher and learner.
- (2) *Interaction*: between the learner and some aspect of the world defined by the teacher.
- (3) *Adaptation*: of the world by the teacher and action by the learner.
- 4) *Reflection*: on the learner's performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents one-way flow of knowledge from

the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

### **Activities to learn vocabulary**

According to Jones (1998), teachers develop the activities every day. Planning has different activities, techniques and methods which are the main tool that the teacher develops during the class and is a guide where teachers have the contents of the lesson; also change the activities in each class using different tasks.

Burbacher (1994), it is an environment of inquiry, encouraging teachers and others to work collaboratively and collegially to seek aspects of school improvement. He offers the following activities to learn vocabulary:

**Individual work** is just as important as the creative, leisure and learning aspects. Mentors make great effort to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term.

**Work group** gives participants an opportunity to share knowledge and skills by doing something together whether brainstorming ideas, solving a problem, doing an exercise or making determined activities.

**Grammar and vocabulary exercises** there is no doubt that learning vocabulary is a complex process, consisting of a number of different stages and activities of book.

**Projects** provides creative opportunities for meaningful language use at all language levels, you can introduce short, controlled projects to start to share ideas in class.

**Written tasks** one of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing.

**Role play** is a form of simulation. The real world can be acted out in a role play to explore the best way to handle the situation. By playing different roles, participants get an insight into how other people feel. Role plays also allow participants to share their wisdom and skills in handling a situation. Devise a role play that will enable exploration of a particular problem. Brief participants about the situation and roles and invite volunteers.

**Discussions and sharing ideas:** It is a technique used to end group activities by giving people an opportunity to discuss what they learned and how they felt during the activity. Sharing is particular helpful, people have taken a personal risk, such as acting in a role play, or to mark course milestones.

## e. MATERIALS AND METHODS

### 1. Design of the investigation

The present research work was considered scientific, descriptive, analytic-synthetic and explicative, based on these analyses was presented the recommendations. Also, the purpose of this research was solving problems in vocabulary techniques and English teaching-learning process.

### 2. Methods

It is important to emphasize that a directed questionnaire was applied by the researcher to the students specifically focusing and the explanations of each question.

The methods used in this research were:

**Scientific method** was applied because the research demanded an ordered and complex development that needed a stringent process to describe the main events that occurred during the observation of the research object.

**Descriptive method** was used to describe the current situation of the research object. It also was used to describe the different kind of resources used by teachers.

**Analytic-synthetic method** was applied to analyze the main results that the researcher achieved through the instruments applied, and make the interpretation of

the data, including the critical analysis considering the variables of the hypothesis and establishing the conclusions based on the results of the major tendencies. It was analyzed and allowed to get references and also to process the information based on the theoretical frame.

**The explicative method** was applied to make a contrast between the results that were obtained about the researched object with the theoretical fundamentals. It also allowed identifying the strategies and activities that influence in teaching vocabulary.

**The statistical method** was used for analyzing charts and graphs and interpreting the results of the research work.

### **3. Techniques and Instruments**

Surveys have been considered as the best alternative for collecting, organizing, processing, analyzing and interpreting the collected data in relation to the research work.

A questionnaire was applied to all the teachers and students of 3<sup>rd</sup> year of Bachillerato, to determine the influence of vocabulary techniques in the English teaching learning process.

This research work was developed by using the following procedures:

To obtain the information a questionnaire was applied to all the teachers and students of 3<sup>rd</sup> year of Bachillerato of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

#### **4. Procedure**

The tabulation of the data collected in which the descriptive method was used for the closed questions and joining criteria in the reasoning or explanation of every question and also the information from the teachers and students were contrasted in order to get the right information.

Organization of the information was made according to the two specific hypothesis so that, the information was classified, which served to prove the first and second hypotheses respectively with the results of the survey.

Data was described in statistical charts in order to show the frequency and the percentages of the indicators obtained with the applied instruments.

Information taken from indicators is displayed in graphs including the results. This facilitated the interpretation of the data gathered in frequencies and percentages.

The interpretation started with results and analysis of the data. This study was supported by the main categories developed in the theoretical frame, to prove or reject the hypothesis.

The specific hypothesis was studied through a descriptive process generated by a logical or real analysis of the field work while the final results were stated in a descriptive form.

Conclusions were based with a specific analysis of the results contrasted with the objectives and about survey problems. For each conclusion a recommendation was stated for authorities. This contributed to the solutions of the problems which is the principal aim of the present research.

## 5. Population and sample

To develop this research work it was important to know the population and sample of the institution; to develop this research work it is important to know the population of the institution; there are 108 students of 3<sup>rd</sup> year of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. And there are only 6 English teachers, so all the population was surveyed.

The population is detailed in the next chart:

<b>COURSES</b>	<b>POPULATION</b>
Teachers of the institution	6
Students 3 <sup>rd</sup> Year of Bachillerato	A 36
	B 35
	C 37

## f. RESULTS

### Hypothesis One

Teachers do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of 3<sup>rd</sup> year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

#### 1. What type of vocabulary do you use for developing the English language skills?

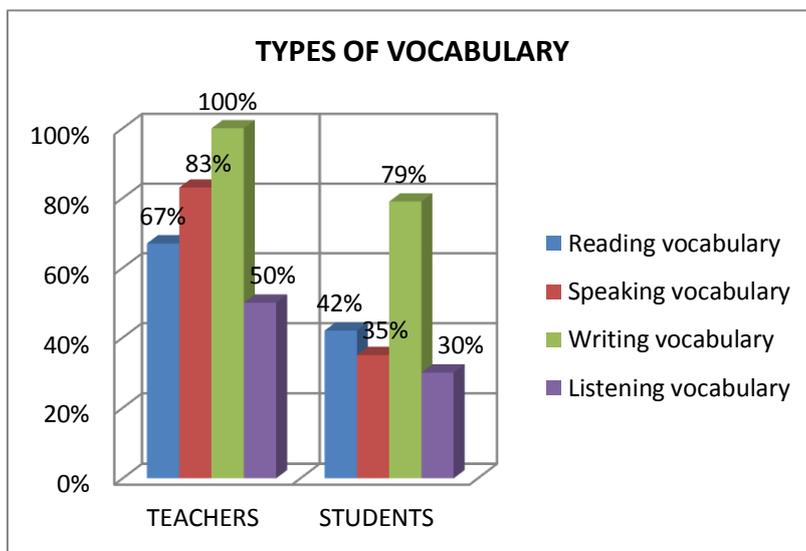
##### a. Table 1.

Types of vocabulary		TEACHERS		STUDENTS	
		f	%	f	%
Active Vocabulary	Writing vocabulary	4	67	45	42
	Speaking vocabulary	5	83	38	35
Passive Vocabulary	Reading vocabulary	6	100	85	79
	Listening vocabulary	3	50	32	30

Source: Teachers and Students

Researcher: Viviana Marina Amay Yanza

## b. Graphic 1



## c. Logical Analysis

The results demonstrated that there is not a contradiction between teachers and students. All the teachers said that they use more writing and speaking vocabulary for teaching the English language and the majority of students stated the same type of vocabulary in order to learn English language, so there is a balance between teachers and student's answers.

Therefore, the other types of vocabulary are less used. There is a great difference between the two researched groups: teachers and students, about the types of vocabulary they use in English language learning.

The results of graph 1 give the evidence that teachers don't use listening, speaking and reading vocabulary to improve the four skills, information taken from students.

According to Judy K. Montgomery (2007) the first two types of vocabulary constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

## 2. What is Vocabulary?

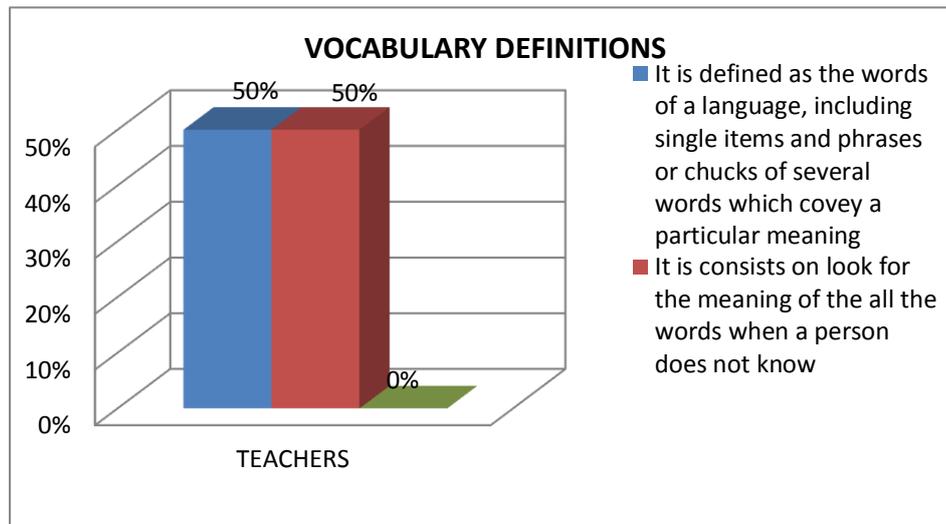
### a. Table 2.

Vocabulary Definition	TEACHERS	
	f	%
It is defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning	3	50
It consists on look for the meaning of the all the words when a person does not know	3	50
It focuses on organization of the words that someone does not understand in a reading	0	0

Source: Teachers.

Researcher: Viviana Marina Amay Yanza.

**b. Graphic 2.**



**c. Logical Analysis**

In graph 2, half of the teachers indicate that vocabulary is defined as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning” and the other half of teachers affirm that “It consists on look for the meaning of all words when a person does not know”. There is equilibrium between the two definitions. These results demonstrate us that just a half of the teachers know what the vocabulary is.

According to Barcroft, Sunderman, & Schmitt (2011), vocabulary refers to all the words in a language, the entire vocabulary of a language. Vocabulary also includes *lexical chunks*, phrases of two or more words, such as *Good morning* and *Nice to meet you*. This research suggests children and adults learn as single lexical units.

According with these authors, it is very important teachers know what vocabulary is, and therefore worth teachers' attention as they teach vocabulary.

**3. What is teaching process? Tick the correct answer.**

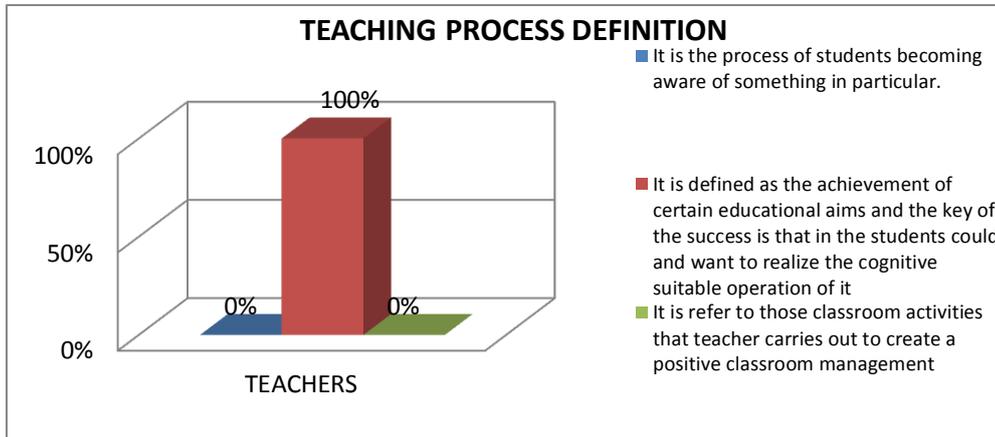
**a. Table 3.**

TEACHING PROCESS DEFINITION	TEACHERS	
	f	%
It is the process of students becoming aware of something in particular.	0	0
It is defined as the achievement of certain educational aims and the key of success. Students could and want to realize the cognitive suitable operation of it	6	100
It refers to those classroom activities that teacher carries out to create a positive classroom management	0	0

Source: Teachers.

Researcher: Viviana Marina Amay Yanza

**b. Graphic 3.**



**c. Logical Analysis**

All teachers reported that they know the definition of teaching process; they indicate that it is: the achievement of certain educational aims and the key of the success where students could and want to realize the cognitive suitable operation of it.

According to Tushti Sharma (2011) in the article “Teaching - learning process: characteristic and limitation of behaviorist, cognitivist and humanistic approach to learning. Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. The teaching process is the important part of getting knowledge of vocabulary. Teaching was regarded as communication process between teacher and learners. This interactive process occurs between both to develop certain definable activities.

4. Which of the following techniques do you include in the teaching process to support the teaching vocabulary?

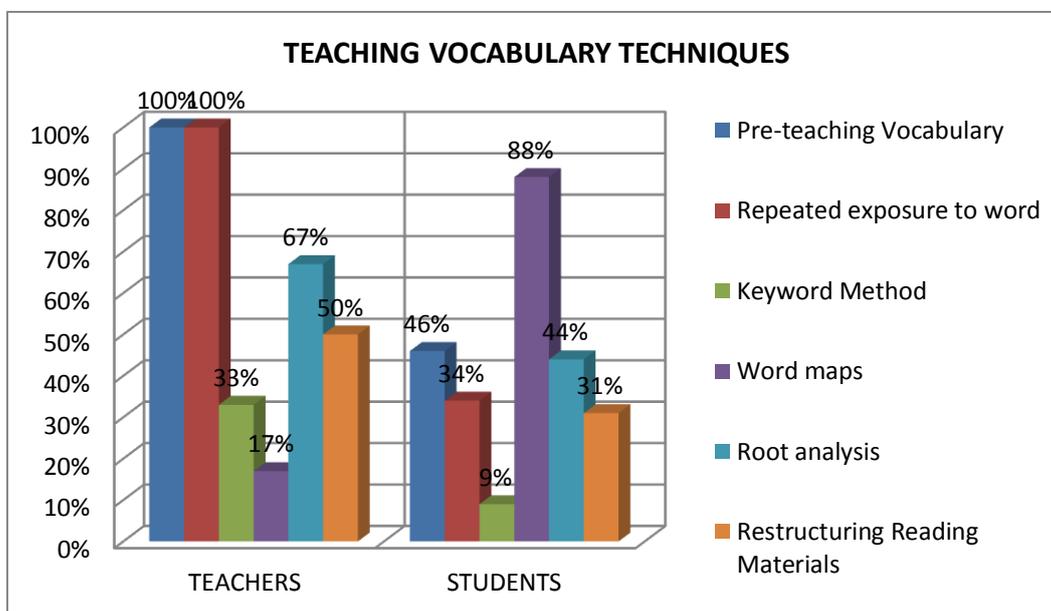
a. Table 4.

Teaching Vocabulary Techniques	TEACHERS		STUDENTS	
	f	%	f	%
Pre-teaching Vocabulary	6	100	50	46
Repeated exposure to word	6	100	37	34
Keyword Method	2	33	10	9
Word maps	1	17	95	88
Root analysis	4	67	47	44
Restructuring Reading Materials	3	50	33	31

Source: Teachers and Students

Researcher: Viviana Marina Amay Yanza

b. Graphic 4.



### c. Logical Analysis

The data obtained indicated that there is a disagreement between the teachers and students. All the teachers responded that they apply the following techniques in class: pre-teaching vocabulary, repeated exposure to word, root analysis and restructuring reading materials while most of the students said that their teachers only apply Word maps in classes.

According to Joelle Brummitt-Yale (2011), the techniques include a range of abilities and also these ones have a sequence of teaching. The teacher needs to employ these techniques to achieve successful outcomes. The teacher has to apply the six effective vocabulary techniques in the English teaching learning process: **pre-teaching vocabulary words**, to know unfamiliar words prior reading a text; **repeated exposure to words**, a person needs to hear and use a word several times before it truly becomes a part of her vocabulary; **keyword method**, unfamiliar words are introduced prior to produce the language, **word maps** creates a graphic organizer for the word; **root analysis** the student should see how the root helps her understand the word's definition; **restructuring reading materials** difficult words can be replaced with "easier" synonyms to help the learner understand the overall text.

The teachers using the adequate techniques according to the students' needs will get a positive result in the English teaching vocabulary in order to get an accurate learning outcome about vocabulary.

## 5. How do you consider your vocabulary teaching techniques?

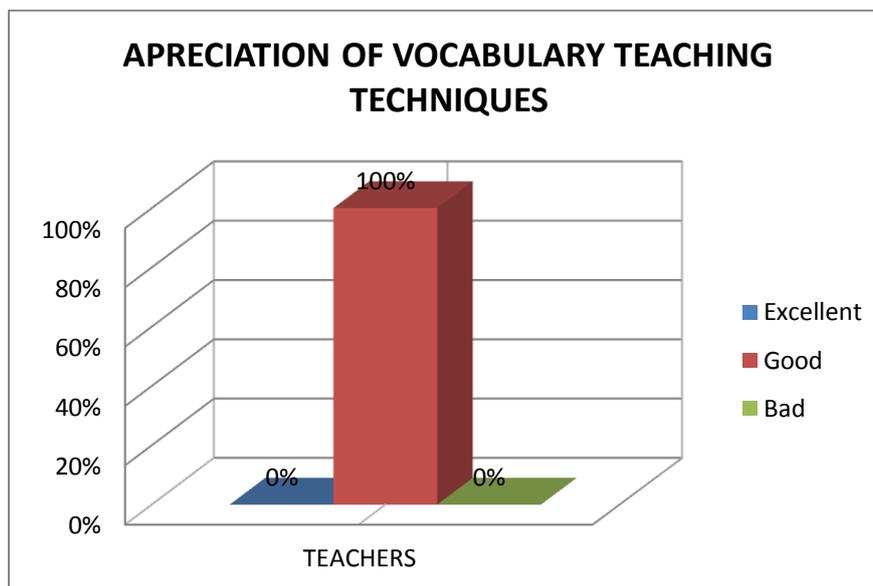
a. Table 5.

Appreciation of vocabulary teaching techniques	TEACHERS	
	f	%
Excellent	0	0
Good	6	100
Bad	0	0

Source: Teachers.

Researcher: Viviana Marina Amay Yanza

b. Graphic 5.



### c. Logical Analysis

All the population of teachers said that the vocabulary teaching techniques are good. It is important because the teacher is the guide of each student in class to develop the teaching learning process in vocabulary.

Concerning this question of vocabulary techniques, it is vital that teachers can have good teaching techniques and students have a close communication with their teacher using the student's knowledge.

According to Sheldon (2009), teachers can use vocabulary teaching techniques for improving the learning process and develop the communicative skills that give the student the ability to read, write, speak and listen. Vocabulary instruction and comprehension techniques' instruction can combine to create a depth and breadth and understanding words, concepts, topics and themes of how school content area materials.

Meister, (1994)

## **Hypothesis Two**

Teachers do not include vocabulary techniques in the English teaching learning process with the students of 3<sup>rd</sup> year of bachillerato, at "Unidad Educativa Anexa a la Universidad Nacional de Loja" of Loja city, academic year 2013-2014.

**6. How often do you include vocabulary techniques to support the teaching learning process?**

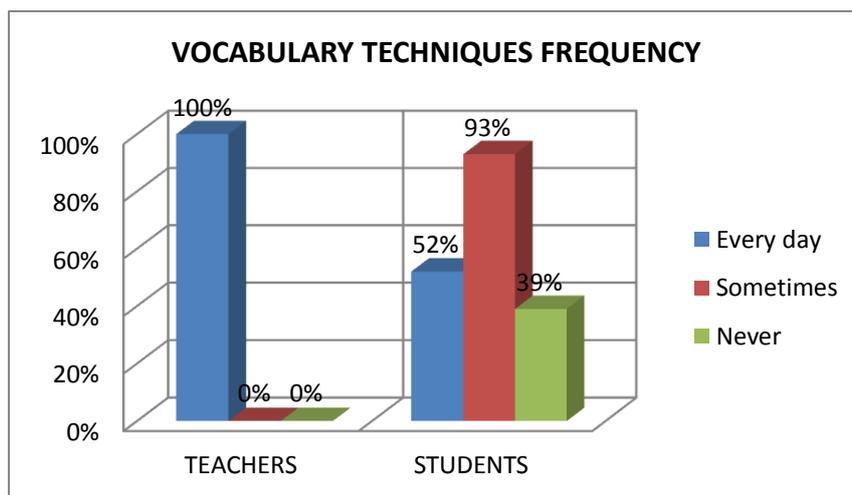
**a. Table 6.**

VOCABULARY TECHNIQUES FREQUENCY	TEACHERS		STUDENTS	
	f	%	f	%
Every day	6	100	56	52
Sometimes	0	0	100	93
Never	0	0	42	39

**Source:** Teachers and Students

**Researcher:** Viviana Marina Amay Yanza.

**b. Graphic 6**



**c. Logical Analysis**

There is a contradiction between teachers and students: All the teachers said that they apply techniques every day, while half of students indicated that their

teachers only sometimes apply techniques in the English teaching learning process, slightly less than half students say that every day and a small sector of investigated students indicated that never.

According to Relacio (2010), the teachers can demonstrate the importance of using techniques. The frequency of them helps with the presentation of the contents to be developed in the classroom. Specific activities guide the students and maintain them working to obtain an excellent English teaching learning process. Best practice aims to improve learner achievement by creating an environment in which both teachers and learners share a clear purpose. Both are able to take shared responsibility for learning and also usually engage collaboratively in techniques which promote the goals of the high school and support of the English teaching learning process.

**7. Does your teacher apply any techniques to facilitate the learning of vocabulary?**

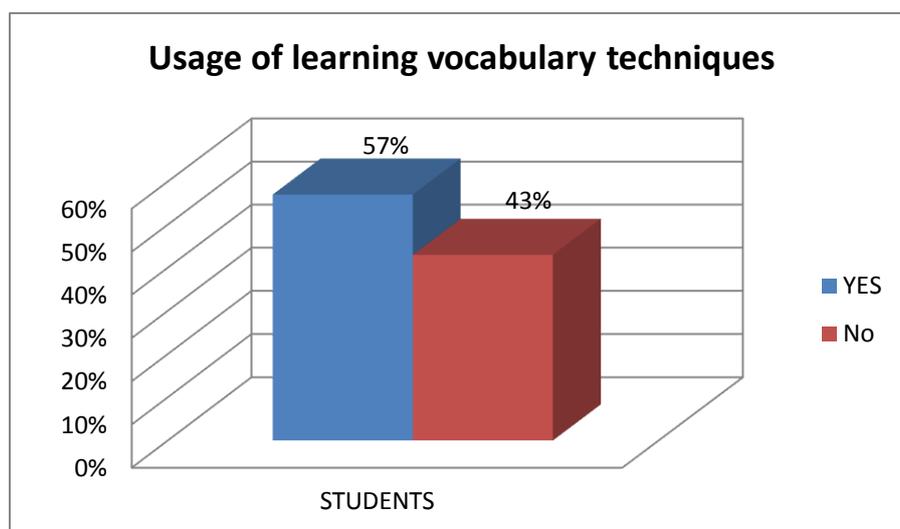
**a. Table 7**

Usage of Learning Vocabulary  Techniques	STUDENTS	
	f	%
Yes	62	57
No	46	43
<b>Total</b>	<b>108</b>	<b>100</b>

Source: Students

Researcher: Viviana Marina Amay Yanza

## b. Graphic 7



## c. Logical Analysis

The results determined that a little more than half of the students said that their teachers apply techniques and slightly less than half indicated that teachers do not do it.

Therefore, students explained that the application of these ones are important in order to facilitate the learning of vocabulary, because the students need that teachers simplify the way of teaching vocabulary.

The students are in agreement with the techniques that their teachers apply but sometimes some teachers forget the importance to apply them. There is a need to take into account that they are useful in teaching learning process due to teachers and students share, participate, discuss ideas, play, write and learn the vocabulary. According to Jones (1998), teachers develop the activities every day. Planning has different activities, techniques and methods which are the main tool that the

teacher develops during the class and is a guide where teachers have the contents of the lesson; also change the activities in each class using different tasks.

**8. Which are the main factors that difficult the teaching-learning process of vocabulary?**

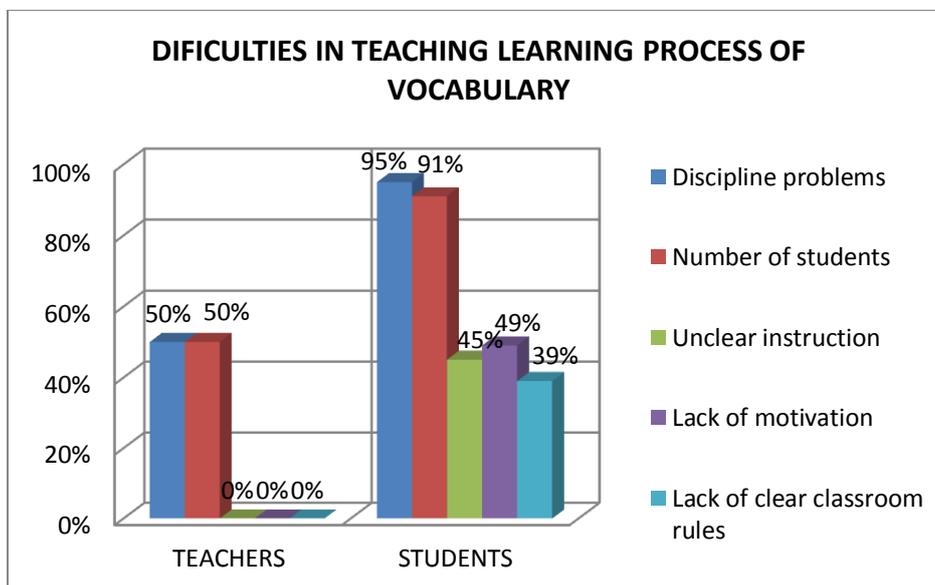
**a. Table 8.**

DIFFICULTIES IN TEACHING- LEARNING PROCESS OF VOCABULARY	TEACHERS		STUDENTS	
	f	%	f	%
Discipline problems	3	50	102	95
Number of students	3	50	98	91
Unclear instruction	0	0	48	45
Lack of motivation	0	0	53	49
Lack of clear classroom rules	0	0	42	39

Source: Teachers and Students

Researcher: Viviana Marina Amay Yanza

**b. Graphic 8**



### **c. Logical Analysis**

The chart shows that the teachers and students have the same opinion about the factors that difficult the teaching learning process. Half of teacher's population and most of students answered that disciplinary problems, lack of motivation and high number of students in each class are the impediments that the teachers and students face during the teaching-learning process.

Problems that complicate the teaching learning process are caused by both the students and teachers because some students have different problems of behavior while some teachers do not apply effectively vocabulary techniques or they do not have experience with classroom management.

According to Abisamra (2009), the teachers can solve the problems in class, help the students on tasks, create a positive environment using techniques or different methods of teaching, communicate with their students about their understanding troubles and also advise them and implement the rules or code of conduct during the class in order to achieve their purpose.

**9. Do you think that it is necessary to plan activities to facilitate the acquisition of the vocabulary?**

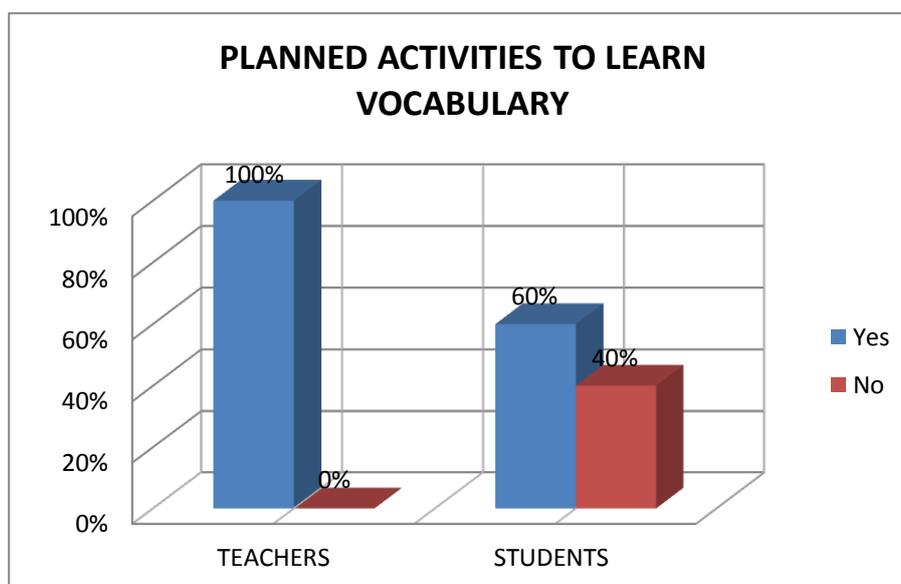
**a. Table 9.**

PLANNED ACTIVITIES TO LEARN VOCABULARY	TEACHERS		STUDENTS	
	f	%	f	%
Yes	6	100	65	60
No	0	0	43	40
<b>Total</b>	<b>6</b>	<b>100%</b>	<b>108</b>	<b>100%</b>

Source: Teachers and Students

Researcher: Viviana Marina Amay Yanza

**b. Graphic 9.**



### **c. Logical Analysis**

According to the results, there is an agreement with teachers and students because all the teachers think that planning activities is the principal way to facilitate the teaching of the vocabulary, while more than half of the students answered positively.

As the theory say the preliminary stage of effective vocabulary teaching is necessarily the creation of a well-organized lesson plan. In fact, this essential step, if approached creatively and executed diligently, can determine the very success of a given vocabulary lesson. A good vocabulary lesson plan, particularly when it includes a variety of content-supporting interactive games, serves as a bridge between student and teacher, spanning the gulf of knowledge that both separates and unites them. (Richek & McTague, 2008)

To achieve an excellent teaching vocabulary is important to be emphasized during the learning process, and planning activities is a very essential part in teaching learning process.

**10. How often do you plan activities to facilitate the teaching-learning process of the vocabulary?**

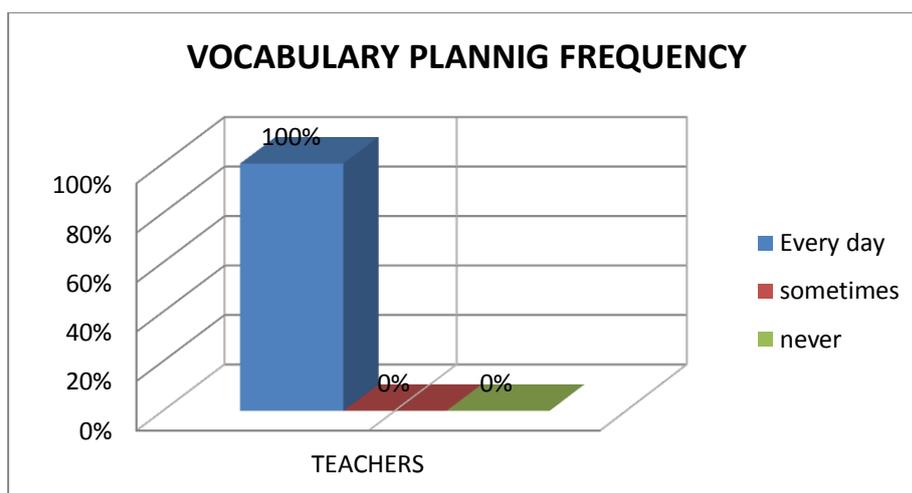
**a. Table 10.**

VOCABULARY PLANNING FREQUENCY	TEACHERS	
	f	%
Every day	6	100
Sometimes	0	0
Never	0	0

Source: Teachers.

Researcher: Viviana Marina Amay Yanza.

**b. Graphic 10.**



**c. Logical analysis**

The whole population investigated stated that they develop activities for teaching learning process of vocabulary every day. As we observed in question eight, some

factors can influence the correct development of planning such as: number of students and discipline problems. Therefore, the planning is retarded.

According to Jones (1998), planning has different activities, techniques and methods, which is a guide where the teachers have the contents of the lesson, the performance, and the different tasks to develop the class taking into account the sequences of planning them to facilitate the teaching learning process of vocabulary. Also, the teacher has to develop a creative learning atmosphere in which learners will not be afraid to fail in their attempts at new learning experiences of vocabulary.

Teachers need to apply more activities to their classes for improving teaching vocabulary so; the students can develop their learning in a positive climate.

## 11. Does your teacher socialize the techniques that he/she use in class?

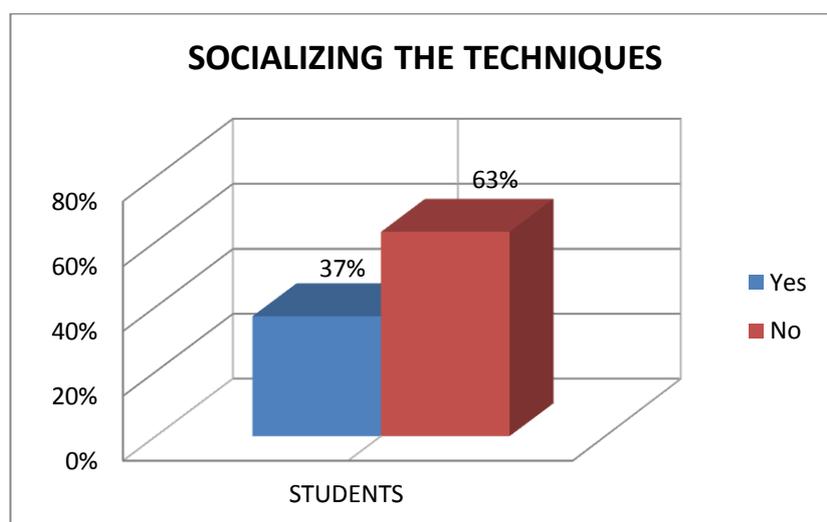
### a. Table 11.

SOCIALIZING TECHNIQUES	STUDENTS	
	f	%
Yes	40	37
No	68	63
<b>Total</b>	<b>108</b>	<b>100%</b>

Source: Students

Researcher: Viviana Marina Amay Yanza

**b. Graphic 11.**



**c. Logical Analysis**

The results above demonstrate that slightly more than half of the students express that their teachers do not socialize the techniques that use in class and slightly less than half affirm that teachers do it.

Therefore, teachers do not explain the techniques they are going to use in class most of the times, although students think that it is important to transmit them in order to understand their purpose and collaborate with all the different activities that teachers plan for teaching vocabulary.

The teacher should describe techniques during the lesson with the objective of increasing effective teaching-learning process. With the use of different techniques the students learn the new content and pay attention, which is the desired learning outcome of effective English teaching-learning process.

12. Which of the following activities does your teacher apply to facilitate the learning of the vocabulary?

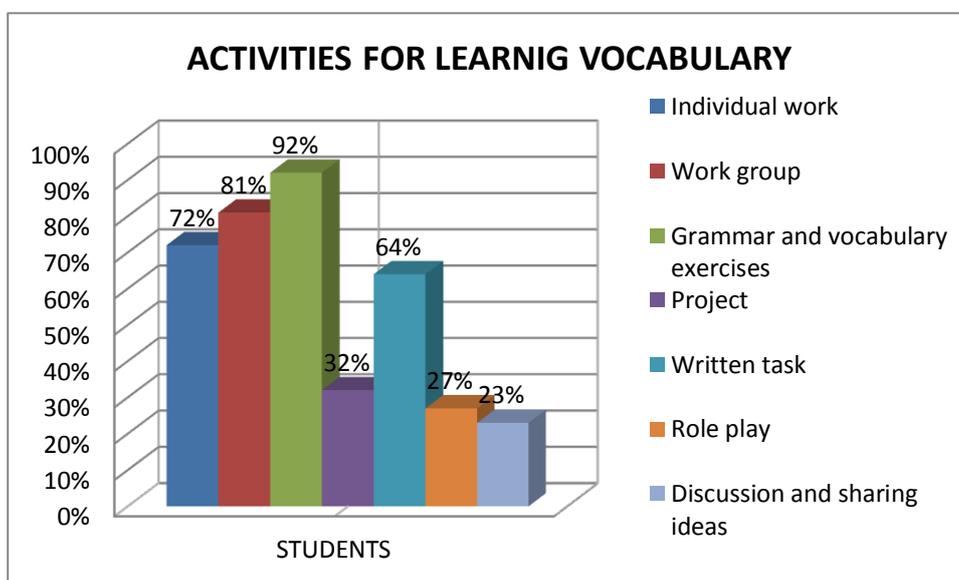
a. Table 12.

ACTIVITIES FOR LEARNING VOCABULARY	STUDENTS	
	f	%
Individual work	78	72
Work group	87	81
Grammar and vocabulary exercises	99	92
Project	35	32
Written task	69	64
Role play	29	27
Discussion and sharing ideas	25	23

Source: Students

Researcher: Viviana Marina Amay Yanza.

b. Graphic 12.



### **c. Logical Analysis**

The data derived from the questionnaires demonstrated that most of the investigated population answered that they include grammar and vocabulary work group activity, written task and individual work. The rest of techniques are not applied by teachers.

According to Duch (2001), the teachers have to include different activities in the daily lessons to help their students to develop their linguistic skills with the participation of each student through the application of tasks supporting a positive teaching-learning process. An enthusiastic teacher encourages students to actively participate and responds during the lesson. Students collaborate and participate with their teachers and keep and carry out the corresponding jobs that are necessary to the development for learning vocabulary.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **Statement**

Teachers do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of 3<sup>rd</sup> year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

#### **Demonstration**

Question **ONE** related to what types of vocabulary the teacher uses for developing the English language skill. The results demonstrated that 100% of the teachers use reading vocabulary and 79% of the students are in agreement with them; also 83% of the teachers and 35% of the students answered that they use speaking vocabulary; while the 67% of the teachers and 42% of the students said that they use writing vocabulary; and finally 50% of teachers and 30% of students commented that they include listening vocabulary for developing the English language skill. This is because the teachers are not using other types of vocabulary in teaching the English language. There is sufficient data that demonstrates that the teachers are not using all types of vocabulary for developing the English language skills.

Question **TWO** related to what is vocabulary, the results indicated that 50 % of teachers answered that they know the definition and the other 50% of them unknown it. Therefore the result of the teachers has been proven as a failure, because just a 50% recognize it.

Question **THREE** related to the teaching process definitions, 100% of the teachers knew the definition. Therefore it is easy to understand that teachers identify the correct definition of the teaching process.

Question **FOUR** concerned about the techniques that teachers include in the teaching process to support the learning vocabulary the results showed us 100% teachers and 46% of students said they include pre-teaching vocabulary; also 100% of teachers and 34% of students answered that they use repeated exposure to word; while the 33% of teachers and 9% of students said that they include keyword method; 17% of teachers and 88% of students commented that they include word maps; about root analysis 67% of teachers and 44% of students affirmed that; and finally 50% of teachers and 31% mentioned that they include restructuring reading materials in the teaching process to support the learning vocabulary. This information demonstrates that the teachers are including only two techniques in the teaching learning process that support the leaning vocabulary while students indicated they use word maps. These results show that students do not realize which vocabulary techniques they use in class.

Question **FIVE** related the appreciation of teaching vocabulary techniques; 100% of the teachers affirmed that their vocabulary teaching technique is good. This

assertion is contradictory in question four where teachers only apply two techniques for teaching vocabulary. Therefore, professors are not developing the whole up-dated techniques which are affecting the leaning of the vocabulary in students.

#### **a) Decision**

Based on the results and analysis that were done in the previous questions the researcher can decide that the **first hypothesis** is accepted because teachers know theoretical definitions about vocabulary techniques but they do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of 3<sup>rd</sup> Year of Bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, Academic Year 2013-2014.

### **HYPOTHESIS TWO**

#### **Statement**

Teachers do not include vocabulary techniques in the English teaching learning process with the students of 3<sup>rd</sup> year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

#### **Demonstration**

Question **SIX** related to vocabulary techniques frequency to support the teaching learning process; 100% of teachers said that they include vocabulary techniques

every day while 100% of students stated that the teacher sometimes includes vocabulary techniques to support the teaching learning process. This infers that majority of students have a perception that teachers are not applying vocabulary techniques in the development of the teaching learning process.

Question **SEVEN** related to the application of techniques to facilitate the learning of vocabulary; 57% of students said that their teachers apply techniques; while 43 % of students answered that teachers do not apply any technique to enable the learning of vocabulary. Analyzing these results, it is easy to understand that students are not increasing their vocabulary with the correct application of vocabulary techniques.

Question **EIGHT** referred to the main factors that difficult the teaching learning process of vocabulary, 50% of teachers and 95% of students considered that the main factor is a discipline problem; while 50% of teachers and 91 % of e students said as the principal factor is the number of students, furthermore 45% of students manifested the use of unclear instructions; also 49% of students affirmed the lack of motivation and finally a 39% of students indicated that the problem is the lack of clear classroom rules. Therefore, it is easy to understand that teachers and students have different difficulties in the development of the teaching-learning process of vocabulary.

Question **NINE** related to planning activities to facilitate the acquisition of vocabulary; 100% of teachers affirmed the necessity to plan activities; while 60 %

of students answered that teachers do not develop activities to facilitate the acquisition of vocabulary. It is reasonable to think that teachers and students have a different point of view; students are not learning vocabulary with the activities that their teachers plan.

Question **TEN** referred to how often a teacher plan activities to facilitate the teaching-learning process of vocabulary, 100% of teachers affirmed that they plan vocabulary activities every day. The teachers are planning tasks that benefit the teaching-learning process.

Question **ELEVEN** concerned about socialization of the techniques that teachers use in class, 37% of students said that teachers socialize the techniques; 63% of students stated that teachers do not do it. These findings suggest that the majority of teachers do not share the techniques that they use in class.

Question **TWELVE** related to which activities teachers apply to facilitate the learning of vocabulary; 72% of the students said that the teachers apply individual group activities; while 81% of the students stated work group activities; additionally 92% of students stated grammar and vocabulary activities; also 32% of students answered project; another 64% of the students responded written task; 27% of students replied role play activities and finally 23% of students said discussion and sharing ideas that their teachers use to facilitate the learning of vocabulary. Besides, it is easy to find out that the teacher needs to apply more of

the pointed activities or other ones constantly, because students wrote that their teachers do not apply all the activities during the teaching learning process.

### **Decision**

According to the obtained results and the analysis conducted in the previous questions, the **second hypothesis** is accepted for the reason that teachers do not include vocabulary techniques in the English teaching learning process with the students of 3<sup>rd</sup> Year of Bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, Academic Year 2013-2014.

## **h. CONCLUSIONS**

The main conclusions of the vocabulary techniques and the English teaching learning process will be presented as a summary and discussion of the findings in this research.

- Teachers do not know what vocabulary is, therefore students learn only single lexical units, and they do not associate them into complete utterances to communicate themselves in an oral or written way. Although, teachers know the definition of teaching process as an achievement of certain educational aims. They do not apply the real characterization of the teaching learning of vocabulary.
- The teachers do not apply a variety of up-dated techniques during the teaching of vocabulary; they are focusing only in few old-fashioned ones. This lack of vocabulary techniques makes it difficult to get an accurate learning outcome in the English language; as a result, students know the routine exercises and lose learning motivation to participate in class.
- The teachers have some difficulties in English teaching-learning process especially in discipline problems and the great number of students. This shows that they do not manage the human group correctly, and students cannot learn effectively.
- The students need to know what the different vocabulary techniques are going to be applied by their teachers in English classes to participate actively in the

production of the language to achieve their learning goals. Teachers manage some activities for learning vocabulary, devoted only to support teaching grammar through work group.

## **i. RECOMMENDATIONS**

These recommendations are based on conclusions considering the fact that the case of vocabulary teaching techniques and the English language; however, I will attempt to offer some alternatives for teachers and students.

- Teachers should know the vocabulary as all the words in a language and the entire vocabulary of a language, so they distinguish lexical chunks, phrases of two or more words, which need to be inserted into each linguistic area to produce the communication. It is important to indicate that listening and speaking are the first two types of vocabularies were the children begin to acquire many years before they start to build reading and writing vocabularies. Each type of vocabulary has a different objective that facilitates growth in another skill gradually.
  
- The teachers should include up-dated techniques to teach unfamiliar words used before or during the teaching-learning process for example: the students develop understanding of the words connotations as well as denotation; providing several opportunities to use a new word help students solidify their understanding; create an easy cognitive link to the word's meaning; create a graphic organizer for a word by classification, qualities and examples; analyzing words to determine their roots (primary components, prefixes, suffixes) to understand the word's definitions; and, difficult words can be replaced with easier synonyms, footnotes or a guide. The main objective should be to motivate students to acquire new words easily and remember the meaning in context.

- The teachers should solve problems in class, help the students on tasks, and create a positive environment using the adequate techniques or different methods of teaching, communicate with their students about their understanding troubles caused by different problems of behavior. Making them to participate and increase the students' vocabulary background using addressing the factors challenge student learning and facilitating the English teaching-learning process.
  
- The teachers should apply a variety of adequate activities to enhance the learning English vocabulary for example: students share experience and skills and support each other; doing something together solving problems, brainstorming ideas; provide short, controlled projects to share ideas; include pre-writing, during-writing and post-writing activities; acting out in a role play to explore the best way to handle the situation; giving a opportunity to discuss what they learned. The use of an appropriate balance of activities improves the level of the knowledge of the English Language every day.

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k. ANNEXES



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

## THEME

“THE VOCABULARY TECHNIQUES AND THE ENGLISH TEACHING LEARNING PROCESS OF THE STUDENTS OF 3<sup>RD</sup> YEAR OF BACHILLERATO, AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” OF LOJA CITY, ACADEMIC YEAR 2013-2014”

Thesis Project as a previous requirement to obtain the Bachelor's degree in Sciences of Education English Language Specialization

1859 Author:

VIVIANA MARINA AMAY YANZA

LOJA – ECUADOR

2014

**a. THEME**

“THE VOCABULARY TECHNIQUES AND THE ENGLISH TEACHING LEARNING PROCESS OF THE STUDENTS OF 3<sup>RD</sup> YEAR OF BACHILLERATO, AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” OF LOJA CITY, ACADEMIC YEAR 2013-2014”

## **b. PROBLEM**

### **BACKGROUND**

The present research work is about the vocabulary techniques and the English teaching-learning process of the students of third year of bachillerato, at “Unidad Educativa anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

The Institute was created by order of University Council of the National University of Loja on September 28 1971, as an establishment attached to the Faculty of Philosophy, Letters and Educational Sciences.

Its purpose was serving as a practice center teaching middle-level professionals, who are trained in the academic unit of the University to become more than an alternative service to the community of the city and province of Loja, and the region south of the country.

The Ministry of Education and Culture, accepting the request of the authorities the authorized the operation of the first year of the basic cycle, from the academic year 1971 - 1972, by order No. 95, January 29, 1972; the first head master being the teacher Mario Enrique Jimenez.

The Experimental College “Manuel Cabrera Lozano” began its academic works With 15 Teachers.

The personal staff, including teachers and administrative personnel, has a total of 77 people collaborating with the development of the institution.

The Experimental high school "Manuel Cabrera Lozano" is a Middle-level Educational Institution, annexed to the Area de la Educaciòn Arte y Comunicación of National University of Loja. It has seventy teachers, seven Administrative servers' and one thousand and fifty-one students. Nowadays the institute is in the charge of Headmaster Rolando Elizalde.

"Unidad Educativa Anexa a la Universidad Nacional de Loja" makes decisions in order to improve its services to the community taking into account the opinion, and suggestions from the parents and students of this institution.

Also, the teachers meet with other complementary activities as soccer training, athletics, civic and group band music, dance, cheerleaders. These tasks are not performed during a continuous and permanent time, but only in the months of October and November.

The vision of this institute is to protect its educational approach, offering men and women with identity and teachable minds in human, scientific, technological, cultural and social aspects.

The mission is to offer integral formation to the students that study in the levels of Basic Education and of bachelor future, under a scientific conception of the world,

society, science, knowledge, learning, and creativity, assisting the young people in the development of creativity, responsibility, the moral and social values.

The mission is also to implement and evaluate an educational model that allows integral formation Bachelor future in order to act critically in identification and to practice civic values, which are ethical and consistent with their cultural reality.

### **CURRENT SITUATION OF THE RESEARCH OBJECT**

The English language is an important tool for communication in the world which all the countries of world has the responsibility to learn with the objective of improve the teaching of English at the educative institutions.

In our country the education of English language has some issues in the vocabulary teaching techniques have affected some aspects in the teaching of English.

The lack of inputs in new vocabulary teaching techniques at the moment teachers are teaching vocabulary in class. Different students can have different difficulties and problems in learning English vocabulary especially when teachers do not apply the adequate teaching technique, that's why students can make different mistakes in English vocabulary usage. There is a connection between the native language of a learner and particular difficulties in learning and using English vocabulary and the kind of mistakes a learner typically makes in English pronunciation, grammar and

especially vocabulary as there is native language interference in learning and using English.

When someone is learning new words it is important that teacher uses new methods or techniques, of this way they find it more interesting to learn it. They can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English. English vocabulary for daily living requires more time and is more difficult to master by foreign learners.

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly.

For foreign learners it is harder to master informal than formal English vocabulary, because informal English includes colloquial, slang and dialect usage.

So, it is important to emphasize that teachers must expect some basic problems during the lessons, here there are two very important aspects:

*Boredom:* vocabulary drills, even when taught through interesting instruction, become boring for any student, especially those with limited expertise in language study. Integrating games or activities asking students to physically move help keep minds alert.

*Overload:* expanding vocabulary helps non-native speakers move quickly into becoming active participants in conversation, but asking students to learn too many

new words in a short time pushes students into vocabulary overload. Limiting vocabulary to three to four words linked to a physical activity, lesson or event helps students feel like they have a head above the water line.

For this reason it is very important that the vocabulary teaching techniques are able to apply of a good way in the learners of the English language.

### **RESEARCH PROBLEM**

How does the vocabulary techniques influence in the English teaching learning process of the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, period 2013-2014?

### **DELIMITATION OF THE RESEARCH**

The present investigation is defined from four dimensions:

#### **Temporal**

This research project will be carried out during the academic year 2013-2014.

#### **Spatial**

This research work will be developed at: “Unidad Educativa Anexa a la Universidad Nacional de Loja”

### **Observation units**

English teachers of the institution

Students of the 3<sup>rd</sup> Year of Bachillerato

### **Sub-problems**

Do the teachers investigate the up-dated vocabulary teaching techniques in the teaching learning process with the students of third year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” city, period 2013-2014?

Which are the different vocabulary teaching techniques that the teachers include in the teaching learning process of the English language with the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, period 2013-2014?

### **c. JUSTIFICATION**

The progress supported by the society is the result of the intellectual, moral and academic preparation of the students by means of the accomplishment of investigations, as the present one that have allowed to increase the level of knowledge, categories, judgments, concepts methods, logically structured procedures systematized and verified in the reality and reaches possible alternatives of solution to the problems of Loja, the country and the world.

It must emphasize that the topic proposed investigation is of social, familiar, institutional and personal interest, therefore this work has a notable importance, so one tries to recommend the best strategies of solution for all the involved ones in the problem.

It will analyze why there is a low level of learning of the English language from the students; their reasons and effects in the learning process, the alternatives that it will propose, it will contribute to the solution of the phenomenon in the process of investigation.

The basic base of investigating this problematic takes root fundamentally in the permanent preoccupation of the effects that originates the low learning of the English language in the students. For it, by means of a serious and responsible work we want to promote practical and feasible solutions for benefit of all the involved ones.

It thinks that by means of the present investigation we will promote and stimulate the teachers to the investigation of new vocabulary teaching techniques in order to apply to their students in this way they wake the interest to learn up the English language.

Since students of the National University of Loja try to offer by means of our work alternatives of solution in order improves the investigation of new methods for the teaching of vocabulary aspect that will reinforce the studies, achieving a better assimilation of contents.

On having been forming a part of the Area of the Education, the Art and the Communication, inside of the English language career we perform of the importance of the investigation of the new methods for the teaching of vocabulary in the academic aspect of the students, having clear that on having promoted it, was improving the learning process.

#### **d. OBJECTIVES**

##### **GENERAL OBJECTIVE**

To determine the influence of the vocabulary techniques in the English teaching learning process of students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

##### **SPECIFIC OBJECTIVE**

To identify the up-dated vocabulary techniques that the teachers investigate in English teaching learning process of the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

To analyze the different vocabulary techniques that the teachers include in the English teaching learning process with the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

## **e. THEORETICAL FRAMEWORK**

### **VOCABULARY**

The vocabulary learning is a vital part of education. It is considered a CORE subject in formal education. There are some types of vocabulary that are used in different situations in our life. Which are specified then.

#### **What is vocabulary?**

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks. Barcroft, Sunderman, & Schmitt, (2011, p. 571).

#### **Importance of vocabulary**

Vocabulary is very important because we can get a list of words used in some enterprise, a language user's knowledge comprehends a set of vocabulary and the system of techniques used in the manage of any language. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” (p. 4). Teaching vocabulary helps students understand and communicate with others in English.

#### **Types of vocabulary**

Vocabulary can be divided into two groups, passive and active vocabulary. Passive vocabulary contains all the words that we understand when we read or listen, but

which we do not use or cannot remember in our own writing or speaking. Active vocabulary contains all the words we understand and use. Judy K. Montgomery's book (2007).

The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it.

### **Passive vocabulary**

**Reading Vocabulary:** A reading vocabulary is a passive one. This means that it includes the words understood by the reader when he or she is reading a piece of written text; it can be a book, newspaper, etc. This also contains understanding a word's spelling, meaning and the exact meaning in its context.

**Listening Vocabulary:** Listening is also a passive type of vocabulary. The listener is able to link the words spoken to their meaning. This level of understanding is supported by word context, intonation and, if there is a visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

### **Active vocabulary**

**Writing Vocabulary:** Writing is an active type of vocabulary; it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

**Speaking Vocabulary:** Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning.

### **Advantages of vocabulary**

There are many advantages that we can benefit from by building and improving our vocabulary. Here are some of the advantages that an educated vocabulary can offer:

Vocabulary can improve your public speaking skills. If you speak in public a lot, using the same vocabulary words over and over will get very boring. Having a large vocabulary keeps your audience interested the whole time you are speaking.

Vocabulary will keep you more informed on current events. Many people avoid reading tough material because they don't understand all of the words that they are reading. It can be embarrassing and even destructive to find yourself in a situation where everyone is using a word that you don't know, for instance, when we are in a meeting with friends. Reading can improve your vocabulary however, and give you the cutting edge on your competitors. If you are at ease with your vocabulary, and have a good understanding people will know it and be very impressed. The best way to improve your vocabulary is get a thesaurus and start adding words to your active vocabulary. You can also read word of the day articles in newspapers or magazines or use reading programs or reading software as vocabulary builders.

## **The importance of teaching vocabulary**

There are very strong reasons for implementing a systematic and principled approach to the teaching and subsequent learning of vocabulary as a cornerstone for developing comprehension. Several researchers and vocabulary experts agree, vocabulary learning is really a special case of reading comprehension.

In addition, by implementing a systematic and principled approach to teaching and learning vocabulary, learners see vocabulary as a very important element in language learning and reading.

Besides indicating what methodology seems to work best in helping learners acquire vocabulary, a review of the research reveals that there is a large body of information available about what kinds of vocabulary to focus on. Therefore, there are a wide variety of word lists that can be used successfully.

## **Direct and indirect vocabulary teaching**

Most researchers and vocabulary experts believe that the best methodology employs both direct and indirect teaching and provides opportunities for both receptive and productive learning to occur. Thus, vocabulary teaching can fit into any course that involves language learning, not just reading or language arts classes. The amount of time spent either on direct or indirect instruction depends on the teacher's judgment in relation to a large number of factors, such as time available, the age of the learners, and the amount of contact the learners are likely

to have with the variety of English words, both in and out of school. It is often thought and expressed that vocabulary will be learned simply through wide exposure to listening and reading. In this regard, research indicates that reading and listening will increase the quality of receptive knowledge of words. However, in many cases, direct instruction must be provided in order to encourage quantity of receptive word knowledge before quality growth will occur.

Receptive knowledge of words requires that the learner recognize a word and recall its meaning when it is met. Instructional techniques that help students become familiar with a large number of words are the best facilitators for this level of vocabulary learning and, because of this facilitation, can eventually lead to greater student reading comprehension.

Direct vocabulary: In direct vocabulary instruction, learners do many specific exercises and activities that focus their attention directly on certain words in lists, learning word parts, and vocabulary games.

“Direct vocabulary instruction techniques have also been shown to benefit all readers who are required to read a specific text and deal with vocabulary items that are necessary for understanding that text” Herber and Nelson-Herber (1993)

Indirect vocabulary: Although direct instruction is very important to vocabulary learning, it is not the entire issue. The effort given to the learning of new words can be wasted if it is not followed up with later interactions with the words through what are often called indirect instructional techniques such as practice with the use

of context for guessing the meaning of unknown words; paraphrasing, using word parts, dictionary use, and mnemonic techniques. Guided practice with these strategies encourages learners to use the strategies effectively and leads to permanent knowledge and establishment of vocabulary.

So, in reviewing the research related to the importance of the methodologies associated with quality vocabulary instruction, it is clear that vocabulary learning should not be left to chance. Experts in the field support the use of a systematic and principled approach, incorporating both direct and indirect teaching and learning practices. Nation (1990)

“Vocabulary instruction that improves comprehension generally has the following characteristics:

- Multiple exposures to instructed words
- Exposure to words in meaningful contexts
- Rich or varied information about each Word

The establishment of ties between instructed words and students’ own experience and prior knowledge

An active role by students in the word-learning process ”Nagy and Herman (2009) Beck, et al. (2008); Beck, et al. (2010)

Why is it important to teach vocabulary and comprehension techniques to high school students?

By high school, students with a diversity of backgrounds and skills are immersed in content area instruction. All students and particularly those who are confronted with vocabulary and concepts that is unfamiliar or misunderstood. Those misunderstandings interfere with comprehension of content area curriculum. “Vocabulary instruction and comprehension techniques instruction can combine to create depth and breadth in understanding words, concepts, topics, and themes of high school content area materials” (Meister, 1994)

### **WHY IS IT IMPORTANT TO TEACH VOCABULARY AND COMPREHENSION TECHNIQUES TO HIGH SCHOOL STUDENTS?**

By high school, students with a diversity of backgrounds and skills are immersed in content area instruction. Yet all students, and particularly those who are struggling, are confronted with vocabulary and concepts that are unfamiliar or misunderstood. Those misunderstandings interfere with comprehension of content area curriculum. “Vocabulary instruction and comprehension techniques instruction can combine to create depth and breadth in understanding words, concepts, topics, and themes of high school content area materials” (Meister, 1994)

#### **Effective techniques for teaching vocabulary**

Because vocabulary knowledge is critical for reading comprehension, it is important that those working with young students help foster their development of a large “word bank” and effective vocabulary techniques, these are explained continued. Joelle Brummitt-Yale (2008)

### **Pre-teaching Vocabulary Words**

One of the most effective methods of helping offspring learn new vocabulary words is to teach unfamiliar words used in a text prior to the learning experience. Teachers should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the teachers not only tell the learner what the word means, but also to discuss its meaning. This allows the offspring to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the offspring understands the word. After pre-teaching vocabulary words, the offspring should develop the linguistic skills. Joelle Brummitt-Yale (2008)

### **Repeated Exposure to Words**

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Persons often forget another one needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps students solidify their understanding of it. Joelle Brummitt-Yale (2008)

### **Keyword Method**

Like pre-teaching, the keyword method occurs before a learner reads a particular text. In this method, unfamiliar words are introduced prior to reading. However,

rather than encouraging the student to remember a definition for a new word, the teacher teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the learner connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the learner can access efficiently during a learning experience. Joelle Brummitt-Yale (2008)

### **Word Maps**

The word map is an excellent method for scaffolding a student’s vocabulary learning. Like the other explicit instructional methods, teacher should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the student (with the support of the teacher) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the student fills in each of these three categories. Word maps help students develop complete understandings of words. Joelle Brummitt-Yale (2008)

### **Root Analysis**

While root analysis is taught explicitly, the ultimate goal is for learners to use this technique independently. Many of the words in the English language are derived

from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching offspring the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The student should see how the root helps her understand the word’s definition. Students should then be given practice analyzing words to determine their roots and definitions. Joelle Brummitt-Yale (2008)

### **Restructuring Reading Materials**

This is particularly effective for helping students improve their vocabularies. Sometimes grade level materials are inaccessible to students because there are too many unfamiliar words in them. Teachers can restructure the materials in several different ways to help students comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the learner understand all vocabulary. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the students can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the learner to check the vocabulary guide if the word or its meaning is unfamiliar. Joelle Brummitt-Yale (2008)

## **IMPLICIT VOCABULARY INSTRUCTION**

### **Incidental Learning**

Incidental vocabulary learning occurs all of the time when we read. Based on the way that a word is used in a text, we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Teacher should model this sort of incidental vocabulary learning for students to help them develop their own skills.

### **Context Skills**

Context skills are used by the learner for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide learners with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Students should be taught to find and use context clues for learning new vocabulary words. Teacher modeling and practice are keys for helping student develop the English language.

Benefit of a good vocabulary

Communicate more effectively.

Improves self-confidence.

Improves self-esteem.

Adds sophistication to speech.

Better/more job offers.

Improves people's perception of you

Drawbacks of Bad or Limited Vocabulary:

Poor communication.

Misinterpretation.

Low self-confidence.

Low self-esteem.

Appear uneducated.

Lower people's perception of you.

As an example is essential to clarify one of the drawbacks "appearing uneducated"

Many educated people have limited vocabulary and it makes them appear uneducated. "Many uneducated people have taken the time to improve their vocabulary and appear to be highly educated" Campione (1991)

This is one thing that good or bad vocabulary has power over: You can be the smartest person on the planet, but if you're lacking in the area of good vocabulary, people will never see you as an intelligent one. You can also be the dumbest person on earth, but if you have good vocabulary; people will think you're smart. It boils down to perceptions, or misperceptions and a person's command of language.

The majority of people aren't out to impress you with their language skills, they just enjoy having a good grasp on speech and using better words to convey or clarify a message.

My recent posts: Confusing Words, Commonly Misused and More Common and Uncommon Words, are good study guides to help you expand your word knowledge. Using synonyms is other good way to expand your list of words. Always keep a dictionary handy to use when you hear a new word and are unsure of its meaning, or keep pen and paper handy to jot these words down so you can look them up later.

## **BASIC APPROACHES OF THE EDUCATION**

It Turns out to be important I raise that G. Fenstermacher and Jonas Soltis realize it brings over of the different positions or conceptions that the teachers have in relation with the education, brings over of how they it develop his task. In this respect, it refers to three basic approaches of the education According to the authors each of these approaches is adapted for certain situations of education but in his set they are incompatible and are in conflicts between yes. To know these ways of conceiving the education allows then to think about them, and definitively to analyze the own educational practices.

### **The approach of the executive.**

From this perspective, the teacher is considered to be an executor who uses his better skills and the best available technologies to stimulate learnings, since the basic aim is that the pupils acquire specific knowledge. In this stage the planning must decide that it is necessary to teach them. Surely, the educator will be served

the curriculum and it realized a diagnosis of the group to state if it is in conditions to learn that one that to be tried to teach. If this does not happen, it will have to check this knowledge and adapt them to the possibilities of the students.

Also, it was appearing how to develop them, with that technical and with which resources; he was wondering how to do in order that the pupils are interested, how to organize the class, etc. In the moment of the execution, the teacher will have to adapt planned to the royal situations that happen in the classroom. It is known well that in the complexity of the classrooms always there arise unforeseen situations concerning which it is necessary to take decisions, which means that, though the task has been very well planned, in the moment to such situations start it they demand some modifications and reviews of already certain that one.

On having evaluated the realized, the teacher can manage to conclude - since it happens with certain frequency - that not all the pupils reach successfully the awaited learnings. It was determining these that it must return teach certain contents of a such way that are obtained by the majority of the pupils, which means for the teacher a new educational effort East focuses it is called thus because exactly it implies own tasks of the executives: to plan, to execute the planned thing, to evaluate, to check and to return to act. With this way of conceiving the education a direct connection is established between the processes of education and learning (is to say, between what the teacher does and what the pupils learn).

This approach is known as investigation process - product; from this point of I dress, the process is centred on the activity that realizes the educator and the

product, in the achievement that the pupils reach on what there have been taught they. It is necessary to indicate some critiques that have distinguished themselves in relation with this approach brings over of the education:

\* In the teacher it is not located inside the process of education and of learning, but from out it establishes and regulates the activities of the pupils, since it is strongly centred on the task, in expiring with the duty, in obtaining results, since he thinks that his responsibility is to obtain a good production.

\*The education is based essentially on the behaviorist, like that theories are considered to be stimulus and the learning as response. In this respect, Fenstermacher and Soltis affirm: : This way of approaching the education manages, first of all with the generic aptitudes of the education, which are indispensable of the taught content, of the context in which this education is given and of the precedents both of the students and of the teachers.

### **Approach Therapist.**

This focuses it is characterized, unlike the previous one, for bearing in mind the individual differences between the pupils. Part of considering them to be constitutive aspects of the learning, since it admits that what the pupil does, it thinks or feels forms a part of what is, so that it is not possible to separate it of what he learns and of how he learns it. From this perspective, the activity of the teacher is not centred specially on the preparation of the contents, but it helps and supports

the pupils, respects his individuality and encourages them in order that they develop as persons. The role of the teacher points especially, to develop the aptitude to choose of the pupil; it helps so, that the learned uses for his growth as person. In this respect, Carlos Roger, across what I dominate existential learning I develop the pedagogic implications of this humanist psychology.

Across this offer one raises that the person in its entirety, participant of the learning process. In this respect, it is possible to affirm that in the process there is a strong emotional commitment; therefore, it is not possible to acquire in passive form the contents that the teacher wants to offer. The important thing is not what can be taught, but what is learned. The teacher, for this conception, is not that one that to give knowledge and attitudes to others, but the same one is seen as a person whose function is to help other one to obtain his own knowledge and his own skills.

In the matter, Soltis and Fenstermacher support: The task of the teacher is to lead the pupil inward, towards his own one I, in a such way that the pupil could, by virtue of this process, overturn towards out, choosing the content that he has to acquire and the actions that it could realize as soon as it dominates this content. As well as the executive approach is based fundamentally on the conductism and the positivism, the approach therapist is related to the humanist psychology, which has his support in the existentialism, one of whose more known representatives is Jean-Paul Sartre.

The purpose of the education in the executive approach is to instruct the pupils in the knowledge and the skills, that is to say, to teach specific certain contents

whereas, for your part, the approach of the therapist is tried to generate genuineness and self-realization to guide to pupil in order that it appropriates of a specific content.

### **Liberating approach**

As well as the executive approach centres basically on the teacher and the approach of the therapist, on the pupil, this third party focuses for your part, it puts the accent in the content. At the same time, it is necessary to indicate that both the executive approach and the liberating one work with the content, but from different perspectives. In the first one the nature of the knowledge and the way of approaching it are extremely specified, while, in the second case, the content affects in the way of developing or of giving the lessons.

In this approach the acquisition of the knowledge is not sufficient on the part of the pupil, but this one must be acquired of a way adapted depending on the type of knowledge that treats itself. This affirmation is based on the conception of which every discipline or disciplinary field has a series of ways that are adapted to the above mentioned field, for what the nature of the content affects on the way d to teach.

Also the complexity of the content influences the education: if the content is slightly elaborated, the teacher s side limited in the development of his ways of teaching. It is evident that when the contents are poor, are little developed and low-

ranking sound they turn into an obstacles in order that the educational deployment his ways of teaching.

Till now one has referred like teaching with special emphasis in the nature and in the complexity of the contents. Fenstermacher and Soltis indicate, besides, the fact that there is a general way that does not depend on a matter especially, but it relates to other fields you will discipline and it is named moral and intellectual virtues. Between the moral virtues they find the honesty, the integrity, the impartial disposition and the just treatment, whereas between the intellectual virtues there differ the rationality, the extent of spirit, the valuation of the tests, the curiosities and the reflection.

For this approach these virtues should form a part of the whole education and, in this respect it forms a part of the content since together with the content one communicates a way of teaching.

It is necessary to emphasize that the intention of this approach consists of liberating the mind of the children of the limits of the convention, the stereotypes and the daily experience. For it the teacher has to of teaching them to plunge a critical attitude and this it does from example that the same one drinks to him. Therefore, the way, the modality or the style of the education of the educator proves fundamentals, so that it could fulfill such an intention.

It is possible to understand, then, that the way of teaching constitutes a part of the content, but that it is not possible to teach directly, but across the example. Allusion

is done, this way, to another type of result of the learning: the features of character. In order that the children could develop them, these features have to form a part of the way of belonging to the teacher.

### **The teaching-learning process**

Teaching-learning process is the heart of education. It depends on the fulfillment of the aims and objectives of education, the most powerful instrument of education to bring about desired changes in the students. The teacher, learner, curriculum and other variables are organized in a systematic way to attain some pre-determined goal in the teaching learning process. Let us first understand in short about learning, teaching and then teaching-learning relation.

#### Teaching

Teaching then, can be thought as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

#### Functions to teach

According to Gagné in order that the learning could take place, the education must realize 10 functions:

-To stimulate the attention and to motivate - To announce the pupils the aims of learning - To activate the knowledge and previous skills of the students. It is relevant for the new learning for realizing (previous organizers) - To present information about the contents to learning or proposing activities of learning (to prepare the context, to organize it) - To orientate the activities of learning of the students - To stimulate the interaction of the students with the activities of learning, with the materials, with the companions ... and to provoke their answers - To facilitate activities for the transfer and generalization of the learning - To facilitate the recollection - To evaluate the realized learning. (Gagné, 1996)

## Learning

Learning can be defined as the relatively permanent change in an individual's behavior or potential behavior (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared with other primary process that produces relatively permanent change--maturation--that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educators, there is nothing we can do to alter an individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

## The learning process

The activities of education that the teachers realize are inevitably joined to the learning processes that, following its indications, the students realize. The teachers' aim and discentes always consist of the achievement of certain educational aims and the key of the success is that the students could and want to realize cognitive suitable operations for it, interacting adequately with the educational resources to his scope.

The principal aim of the professorship is that the students progress positively in the integral development of his person and, depending on his capacities and other individual circumstances, achieve the learning foreseen in the programming of the course (established in agreement with the directives of the Project Curricular of Center, PPC). For it they must realize multiple tasks: to program his educational action, to coordinate his action with other members of the teaching institution, to look for educational resources, to realize the activities of education in strict sense with the students, to evaluate the learning of the students and his own action, to contact from time to time the families, to manage the administrative steps.

Of all these activities, the educational interventions consisting of the offer and follow-up of a series of activities of education in order to facilitate his learning constitute the learners what is called the didactic act, and it represents the most emblematic task of the professorship.

Nowadays it is considered that the paper of the professorship forthwith didactic is basically to provide diversified learning resources and environments to the students, motivate them in order that they strain (to give sense to the aims of learning, to emphasize his usefulness ...), to orientate them (in the learning process, in the development of expressive skills ...) and to advise them in a personalized way (in the planning of tasks, teamwork ...); nevertheless, throughout the time there have been diverse conceptions on how it is necessary to realize the education, and consistently on the roles of the teachers and on the principal functions of the educational resources, mediating relevant agents in the learning of the students.

#### Essential aspects of the teaching-learning process

It is informative to examine the ideal teaching-learning process, as proposed by Diana Laurillard (1993); Laurillard (1994). She argues that there are four aspects of the teaching-learning process:

Discussion: between the teacher and learner.

Interaction: between the learner and some aspect of the world defined by the teacher.

Adaptation: of the world by the teacher and action by the learner.  
Reflection: on the learner's performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents one-way flow of knowledge from

the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

### **Activities to learn vocabulary**

According to Jones (1998), teachers develop the activities every day. Planning has different activities, techniques and methods which are the main tool that the teacher develops during the class and is a guide where teachers have the contents of the lesson; also change the activities in each class using different tasks.

Burbacher (1994), it is an environment of inquiry, encouraging teachers and others to work collaboratively and collegially to seek aspects of school improvement. He offers the following activities to learn vocabulary:

Individual work the social aspect of activities is just as important as the creative, leisure and learning aspects. Mentors make great effort to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term.

Work group gives participants an opportunity to share knowledge and skills by doing something together whether brainstorming ideas, solving a problem, doing an exercise or making determined activities.

Grammar and vocabulary exercises there is no doubt that learning vocabulary is a complex process, consisting of a number of different stages and activities of book. Projects provides creative opportunities for meaningful language use at all language levels, you can introduce short, controlled projects to start to share ideas in class.

Written tasks one of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing.

Role play: It is a form of simulation. Challenges that exist in the real world can be acted out in a role play to explore the best way to handle the situation. By playing different roles, participants get an insight into how other people feel. Role plays also allow participants to share their wisdom and skills in handling a situation. Devise a role play that will enable exploration of a particular problem. Brief participants about the situation and roles and invite volunteers.

Discussions and sharing ideas: It is a technique used to end group activities by giving people an opportunity to discuss what they learned and how they felt during the activity. Sharing is particularly helpful after people have taken a personal risk, such as acting in a role play, or to mark course milestones.

## **HYPOTHESIS**

### **GENERAL HYPOTHESIS**

The vocabulary techniques influence in the English teaching learning process of the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

### **SPECIFIC HYPOTHESIS**

Teachers do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”of Loja city, academic year 2013-2014.

Teachers do not include vocabulary techniques in the English teaching learning process with the students of third year of bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.

## **f. METHODOLOGY**

### **GENERAL DESIGN OF THE RESEARH**

The present research work is considered a scientific, descriptive, analytic-synthetic and explicative analysis, based on these analyses will be able to present recommendations. Also, the purpose of this research is to solve the problems in the development of the vocabulary teaching techniques in the teaching learning process.

### **METHODS, TECHNIQUES AND INSTRUMENTS**

#### **Methods**

To develop this research work the researcher will apply the following methodology:

**Scientific Method.**- the project needs to follow a strict procedure with logical and rational order of steps, with the aim to obtain an accurate presentation of it, so the scientific method will be useful for the whole research.

Based on this method it was feasible to work on the theme and problem, then establish the general and specific objectives, and state the hypothesis and verification.

In addition, this method will be used in the theoretical frame, in order to obtain the

appropriate fundamentals to clarify the relation between the information gathered in the field work with the scientific explanation of the variables of the hypothesis. It will also be applied to formulate the corresponding recommendations, and state important suggestions to increase the vocabulary techniques and the English teaching learning process.

**Descriptive Method.-** this method will provide the general procedures employed to describe the nature of the situation as it exist at the time of the study, in this case the problematic in the researched institution, the independent and dependent variables, and the results obtained in the field work. Besides, this method will also be used to describe the vocabulary techniques used in the English teaching learning process.

**Analytical Synthetic Method.-** This method will analyze the main results that will be obtained from the instruments applied in the field work and therefore derive the respective conclusions according to the tendencies of the results in the field of information.

**The explicative method.-** It will be used to explain all the results in order to contrast them with the theoretical references.

**The Hypothetical-deductive method.-** It will allow to contrast the reality of the investigate institution with the conceptual framework.

## **Techniques and Instruments**

Surveys have been considered as the best alternative for the collection, organization, procedure, analysis and interpretation of data about the research work.

Therefore, the survey will be applied to all the teachers and students of the institution, to obtain the information about vocabulary techniques and the English teaching learning process.

## **PROCEDURES**

### **Collecting data**

To obtain the empiric information will be applied a survey to all the teachers and students of the institution of 3<sup>rd</sup> year of Bachillerato of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

### **Tabulating**

The data collected will use the descriptive method for the closed questions and joining criteria from the reason or explanation of every question, also the information of the teachers and students will contrast in order to get the right information.

## **Organization**

The empiric information will be organized according to the specific hypothesis so that, the information will be classified, which will serve to prove the first and second hypothesis respectively with the results of the survey.

## **Description**

The data will be described in statistic tables in order to show the frequency and the percentages of the obtained indicators with the applied instruments.

## **Graphic representation**

Using the empirical information and taking into account the indicators will display graphically in tables and graphs the results. This will facilitate the interpretation of the data gathered in frequencies and percentages.

## **Interpretation and analysis**

The analyses and interpretation will start with results and analyses of the data. This study will be used to support the main categories developed in the theoretical frame.

## **Hypotheses Verification**

The general and specific hypotheses will be studied through a descriptive process generated by a logical or real analysis of the work field while the final results will be stated in a descriptive form.

## **Conclusions and recommendations**

The conclusions will be based in a specific analysis of the results contrasted with the objective which will help in obtaining the recommendations for the authorities. This will contribute to the solutions of the problems which is the principal aim of the present research.

## **POPULATION**

To develop this research work it is important to know the population of the institution; there are 108 students of 3<sup>rd</sup> year of Bachillerato at “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. And there are only 6 English teachers, so all the population will be surveyed.

**The population is detailed in the next chart:**

<b>COURSES</b>	<b>POPULATION</b>
Teachers of the institution	6
Students 3 <sup>rd</sup> Year of Bachillerato	108
<b>TOTAL</b>	<b>114</b>

**g. TIME LINE**

MONTHS  ACTIVITIES	2014																															
	Feb				Mar				Apr				May				Jun				Jul				Sep				Oct			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			X	X																												
Checking the project					X	X																										
Rectification of the project							X	X																								
Application of the research instruments									X	X	X	X																				
Development of the thesis													X	X	X	X	X	X	X	X												
Presentation of the written report																					X	X										
Final Revision of the thesis																							X	X								
Approval of the thesis																							X	X								
Private sustentation of the thesis																									X	X						
Public sustentation of the thesis																													X	X		

## **h. BUDGET AND FINANCING**

### **RESOURCES**

#### **Human**

- The researcher.
- Thesis coordinator.
- Students of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.
- The English teachers of “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

#### **Material**

- Computer
- Office material
- Books
- Thesis
- Internet

#### **Institutional**

- Universidad Nacional de Loja
- English Career
- Unidad Educativa Anexa a la Universidad Nacional de Loja
- Library of “Universidad Nacional de Loja”

## **BUDGET**

Elaboration of the research work	\$100.00
Impressions and photocopies	\$80,00
Transport	\$80.00
Thesis work	\$300.00
Computer	\$500.00
Internet	\$40.00
Unexpected expenses	\$50.00
<b>TOTAL</b>	<b>\$1150.00</b>

## **FINANCING**

The financing of the expenses derived from the present work will be assumed by the research author.

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➤ ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN DEL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TEACHERS' SURVEY

Dear teacher, I need your help answering the following questions that will serve to collect information about the research work titled: “The Vocabulary Techniques and the English Teaching Learning Process”. Thank you.

**1. What type of vocabulary do you use for teaching the English Language?**

**Passive Vocabulary**

Reading vocabulary ( )

Listening vocabulary ( )

**Active Vocabulary**

Writing vocabulary ( )

Speaking vocabulary ( )

**2. What is Vocabulary?**

- It is defined as the words of a language, including single items ( ) and phrases or chunks of several words which convey a particular meaning.

- It consists on look for the meaning of the all the words when a ( ) person doesn't know.
- It focuses on organization of the words that someone ( ) doesn't understand in a reading.

**3. What is teaching process? Tick the correct answer.**

- It is the process of students becoming aware of ( ) something in particular.
- It is defined as the achievement of certain educational aims ( ) and the key of the success is in that the students could and want to realize the cognitive suitable operations for it
- It is refers to those classroom activities that teacher ( ) carries out to create a positive classroom environment.

**4. Which of the following techniques do you include in the teaching process to support the learning of the vocabulary?**

- **Pre-teaching Vocabulary Words** helping students learn new ( ) vocabulary words, is to teach unfamiliar words used in a text prior to the reading experience
- **Repeated Exposure to Words** to hear and use a word several ( ) times before it truly becomes a part of its vocabulary.
- **Keyword Method** occurs before a student reads a particular text. ( ) In this method, unfamiliar words are introduced prior to reading.
- **Word Maps** new vocabulary words the student (with the support ( )

of the teacher) creates a graphic organizer for the word.

- **Root Analysis** The reader see how the root helps her understand ( )  
the word's definition.
- **Restructuring Reading Materials** the difficult words can be ( )  
replaced with "easier" synonyms to help the reader understand  
the overall text.

**5. How often do you include vocabulary techniques to support the teaching-learning process?**

Every day ( )

Sometimes ( )

Never ( )

**6. Which are the main factors that difficult the teaching-learning process of the vocabulary?**

Discipline problems ( )

Number of students ( )

Unclear instructions ( )

Lack of motivation ( )

Lack of clear classroom rules ( )

**7. How do you consider your vocabulary teaching techniques?**

Excellent ( )

Good ( )

Bad ( )

**8. Do you think that it is necessary to plan activities to facilitate the teaching-learning process of the vocabulary?**

Yes ( )

No ( )

**9. How often do you plan activities to facilitate the teaching-learning process of the vocabulary?**

Every day ( )

Sometimes ( )

Never ( )



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN DEL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**STUDENTS' SURVEY**

Dear students, I need your help answering the following questions that will serve to collect information about the research work titled: "The vocabulary Techniques and the English Teaching-Learning Process". That I am carrying out. Thanks.

**1. Does your teacher socialize the techniques that use in class?**

Yes ( )

No ( )

**2. Which of the following types of vocabulary develop your teacher in class?**

Reading vocabulary ( )

Speaking vocabulary ( )

Writing vocabulary ( )

Listening vocabulary ( )

**3. Does your teacher apply any techniques to facilitate the learning of vocabulary?**

Yes ( )

No ( )

**4. Which of the following techniques does your teacher apply during the class?**

**Pre-teaching Vocabulary Words** helping students learn new ( )  
vocabulary words, is to teach unfamiliar words used in a text prior  
to the reading experience

**Repeated Exposure to Words** to hear and use a word several ( )  
times before it truly becomes a part of its vocabulary.

**Keyword Method** occurs before a student reads a particular text. ( )  
In this method, unfamiliar words are introduced prior to reading.

**Word Maps** new vocabulary words the student (with the support ( )  
of the teacher) creates a graphic organizer for the word.

**Root Analysis** The reader see how the root helps her understand ( )  
the word's definition.

**Restructuring Reading Materials** the difficult words can be ( )  
replaced with "easier" synonyms to help the reader understand  
the overall text.

**5. How often does your teacher apply techniques to manage the class?**

Every day ( )

Sometimes ( )

Never ( )

**6. Which are the main factors that difficult the teaching-learning process of vocabulary?**

- Discipline problems ( )
- Number of students ( )
- Unclear instructions ( )
- Lack of motivation ( )
- Lack of clear classroom rules ( )

**7. How do you consider the way that your teacher applies the vocabulary teaching techniques in class?**

- Excellent ( )
- Good ( )
- Bad ( )

**8. Does your teacher develop different vocabulary activities in class during the lesson?**

- Yes ( )
- No ( )

**9. How often does your teacher develop activities to facilitate the learning of vocabulary?**

- Every day ( )
- Sometimes ( )

Never ( )

**10. Which of the following activities does your teacher apply to facilitate the learning of vocabulary?**

Individual work ( )

Work group ( )

Grammar and vocabulary exercises ( )

Projects ( )

Written tasks ( )

Role play ( )

Discussions and sharing ideas ( )

**THANK YOU**

### CONSISTENCY MATRIX

THEME: "THE VOCABULARY TECHNIQUES AND THE ENGLISH TEACHING-LEARNING PROCESS OF THE STUDENTS OF THIRD YEAR OF BACHILLERATO, AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA" OF LOJA CITY, GACADEMIC YEAR 2013-2014.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>How does the vocabulary techniques influence in the English teaching learning process with the students of third year of bachillerato, at "Unidad Educativa Anexa a la Universidad Nacional de Loja" of Loja city, academic year 2013-2014.</p> <p><b>SUBPROBLEMS</b></p> <p>Do the teachers investigate the up-dated vocabulary techniques in the English teaching learning process with the students of third year of bachillerato, at "Unidad Educativa</p>	<p>To determine the influences of the vocabulary techniques in the English teaching learning process with the students of third year of bachillerato, at "Unidad Educativa Anexa a la Universidad Nacional de Loja" of Loja city , academic year 2013-2014.</p> <p>To identify the up-dated vocabulary techniques that the teachers develop in the English teaching learning process of the students of third year of bachillerato, in the</p>	<p>The vocabulary techniques influences in the English teaching learning process of the students of third year of bachillerato, at "Unidad Educativa Anexa a la Universidad Nacional de Loja" of Loja city, academic year 2013-2014.</p> <p>Teachers do not investigate the up-dated vocabulary techniques in the English teaching learning process of the students of third year of bachillerato, in the</p>	<p>Vocabulary Techniques</p>	<ul style="list-style-type: none"> <li>• Meaning of vocabulary</li> <li>• Types of vocabulary</li> <li>• Advantages of vocabulary</li> <li>• Importance of teaching Vocabulary</li> <li>• Techniques for teaching vocabulary</li> </ul>

<p>Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014?</p> <p>Which are the different vocabulary techniques that the teachers include in the English teaching learning process with the students of third year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014?</p>	<p>“Unidad Educativa Anexa a la Universidad Nacional de Loja”of Loja city, academic year 2013-2014.</p> <p>To analyze the different vocabulary techniques that the teachers include in the English teaching learning process with the students of third year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.</p>	<p>“Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.</p> <p>Teachers do not include vocabulary techniques in the English teaching learning process with the students of third year of bachillerato, at “Unidad Educativa Anexa a la Universidad Nacional de Loja” of Loja city, academic year 2013-2014.</p>	<p>English Teaching Learning Process</p>	<ul style="list-style-type: none"> <li>• Teaching process</li> <li>• Factors in teaching learning process</li> <li>• Activities for teaching vocabulary</li> <li>• Functions to teach</li> <li>• Direct and indirect vocabulary teaching.</li> </ul>
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