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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

THE TECHNIQUES APPLIED BY TEACHERS AND THEIR INFLUENCE
ON THE LEARNING OF ENGLISH VOCABULARY, OF THE STUDENTS
OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT UNIDAD
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CERTIFICATION

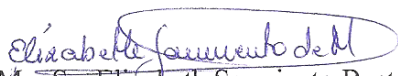
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THE AUTHOR

DEDICATION

I dedicate this thesis work to my parents Jorge and Umercinda, who always gave me their unconditional support and some advice to overcome the difficulties that I found in my life.

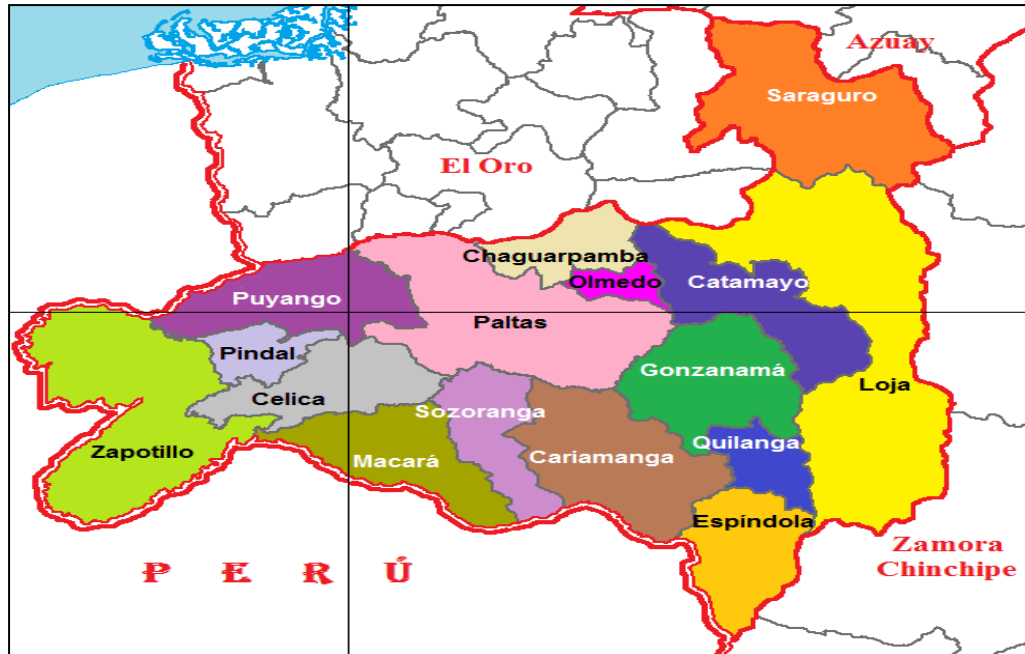
It is also dedicated to my brother Byron who was encouraging me to be a better person and to achieve my dreams specially to become a professional in order to contribute to the welfare of the society.

María Herlinda

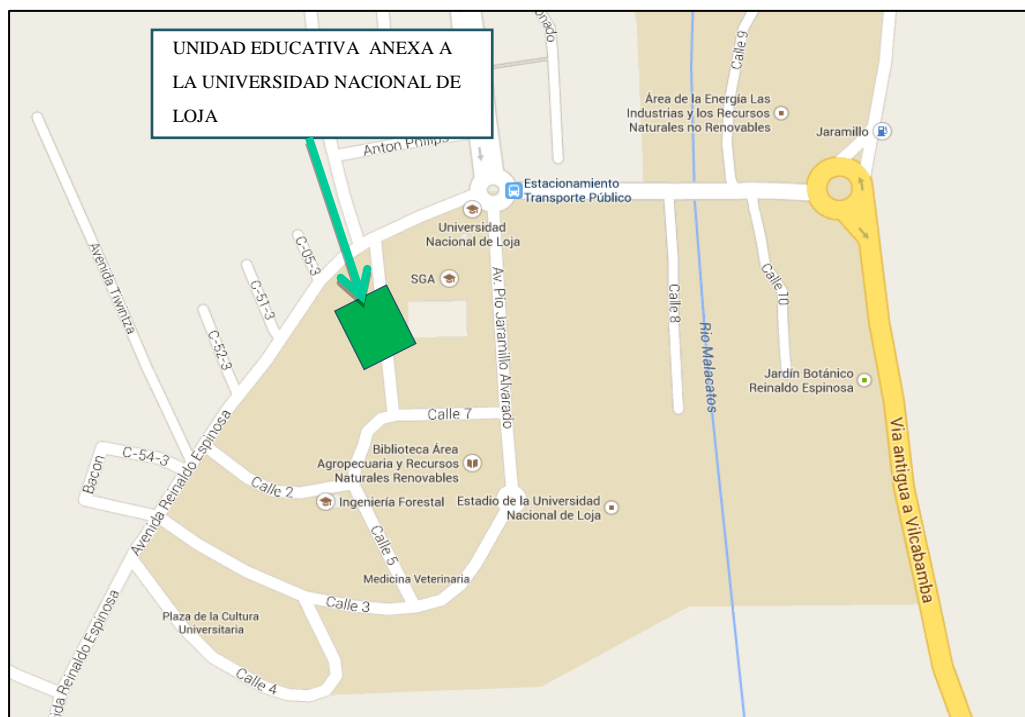
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a. TITLE

**THE TECHNIQUES APPLIED BY TEACHERS AND THEIR
INFLUENCE ON THE LEARNING OF ENGLISH VOCABULARY, OF
THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION
AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE
LOJA. ACADEMIC YEAR 2013-2014.**

b. RESUMEN

Este trabajo de investigación titulado: las técnicas aplicadas por los profesores y su influencia en el aprendizaje del vocabulario inglés, con los estudiantes de 8vo, 9no, y 10mo año de educación básica en la Unidad Educativa Anexa a la Universidad Nacional de Loja. Año académico 2013 – 2014 fue desarrollado para conocer las técnicas aplicadas por los profesores y su influencia en el aprendizaje del vocabulario inglés.

Los métodos utilizados por el investigador fueron: científico, analítico-sintético, descriptivo, inductivo, deductivo y bibliográfico documental, y también la encuesta como técnica para recoger la información. La información recopilada fue tabulada, organizada, representada a través de gráficos e interpretada. El total de estudiantes en la Unidad Educativa Anexa a la Universidad Nacional de Loja de 8vo a 10mo año de educación básica fue de 363, por lo tanto el investigador aplicó una fórmula y como resultado 108 estudiantes fueron encuestados y los tres profesores de idioma inglés.

Finalmente de acuerdo a los resultados las técnicas aplicadas por los profesores influyen en el aprendizaje del vocabulario inglés, además los profesores no usan los recursos actualizados cuando enseñan el idioma, lo cual afecta a los estudiantes en el aprendizaje del nuevo léxico e impide mejorar especialmente la destreza de hablar.

ABSTRACT

This research work entitled: THE TECHNIQUES APPLIED BY TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH VOCABULARY, OF THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2013-2014 was developed to know the techniques applied by teachers and how they influence in the learning of English vocabulary.

The methods used by the researcher were: scientific, analytical synthetic, descriptive, inductive, deductive, and bibliographical documental, and also the survey as technique to gather information. The gather information was tabulated, organized, represented through graphs and interpreted. The total of students at Unidad Educativa Anexa a la Universidad Nacional de Loja from 8th to 10th years of Basic Education was 363, therefore a formula was applied and as a result 108 students were surveyed and three English teachers too.

Finally, according to the results the techniques applied by teachers influence on the learning of English vocabulary, also the teachers do not use updated resources when they teach the language which affects students learning of new lexicon and impede to improve specially the speaking skill.

c. INTRODUCTION

The research work is related to the influence that the techniques used by teachers has in the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

The main problem found by the researcher in this institution was the low level of knowledge of the English vocabulary by the students at Unidad Educativa Anexa a la Universidad Nacional de Loja; through the direct observation during the teaching practices and informal interviews with the students, the researcher could notice that the possible factors that have caused it are the techniques and resources applied by teachers.

This theme motivated to the researcher to investigate about: The techniques applied by the teachers contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014; and the updated resources used by teachers can help to learn easily the English vocabulary to students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

To determine all factors involved in the present research work, the following specific objectives were set: to determine how techniques applied by teachers help

to develop the learning of English vocabulary; and to set up possible updated resources to improve the learning process of the English vocabulary at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

In relation to the main objective this general hypothesis was set: The application of the techniques by teachers influence on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

In the methodology the researcher used the following methods: scientific, analytical synthetic, descriptive, inductive, deductive, and bibliographical documental, and also the survey as technique to gather information. The survey was applied to 108 students and three English teachers.

After, the researcher applied the methods, techniques and instruments some essential results were obtained: the techniques applied by teachers influence on the vocabulary learning and the resources can not help students to learn easily the English vocabulary.

The research work is composed by the following parts:

First, it has the introduction which presents the thesis work in its entirety; moreover it describes the main problem that was the core of the research work.

Then, the review of literature which includes a summary of the main topics that are related specifically with the two set variables; next, the summary that offers a brief and clear description of the significance of the research and it also summarizes the main results and conclusions. After, the methodology, where the methods are described as well as the techniques, procedures and instruments utilized in this work.

The results obtained through the applications of the surveys, were presented using the descriptive statistic which permitted to represent in frequencies and percentages, facilitating their interpretation and analysis of the data.

After that, it has the discussion of the results that was done taking into account the higher percentages of each question which helped to verify the hypothesis. In addition, the conclusions were analyzed according to the established hypotheses that the researcher wanted to know about the techniques and updated resources used during the learning process of English vocabulary.

Finally, the recommendations were based on the conclusions, which refer to the possible solutions alternatives to the problematic found in the investigated institution, which may be applied to improve the English vocabulary learning helping students to produce the language without difficulty.

d. REVIEW OF LITERATURE

TECHNIQUES APPLIED BY TEACHERS

“According to Edward Anthony, (1963:63-7) a technique is implementational, which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.” (Mukalel, 2010)

“Brown (2001: pp. 15-16) defines a technique as any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning” (Lukmanblack’s, 2010)

Take into account the concepts above, a technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through techniques, teachers enable to develop, create and implement, using his distinctive way, the procedures of teaching.

TECHNIQUES USED BY TEACHERS IN PRESENTATION OF VOCABULARY

Before teachers present vocabulary, they should know that there are active vocabulary and passive vocabulary. Passive vocabulary is represented by the words that students know while active vocabulary includes the words that students use.

There are visual and verbal techniques:

VISUAL TECHNIQUES

The visual techniques are mime and gestures, drawing pictures and watching videos and they are used to present new vocabulary.

Mime and gestures: These are often used to supplement other ways of conveying meaning. When the students have no idea about the unknown word, teacher might build a situation to illustrate it, by using the board and gesture to reinforce the meaning.

Drawing pictures: It is an easy and quick technique of introducing vocabulary to the learners. To draw a picture for students can be fun to explain the meaning of words or sentences. Comparative words and prepositions can be made clearly by simple sketches.

Watching videos: To watch a video is a good technique and provides learners a list of target vocabulary words. Using it teacher asks them to construct a paragraph that incorporates as many of the words as possible.

VERBAL TECHNIQUES

These techniques are: sound and meaning, use of illustrative situations and scales which are used to convince the meaning and particularly for teaching concrete items.

Sound and meaning: Teacher says the new word one, two, three or more times, pronouncing it clearly. He also explains the meaning of the word through pictures, pointing out objects, or just in a verbal way.

Use of illustrative situations: These are useful when the items are more abstract. With the aim that learners understand, teachers often make use more than one situation or context to check that learners have grasped the context or meaning.

Scales: Once students have learnt two contrasting or related gradable words, this can be a useful way of revising and feeding in new items.

INNOVATIVE TECHNIQUES USED TO TEACH VOCABULARY

Some authors, led by Lewis (1993) argued that vocabulary should be at the centre of language teaching. There are several aspects of lexis that need to be taken into account when teaching vocabulary. (Moras, 2001)

Teaching vocabulary in context, combining with reading and writing activities, and providing the students with different lexical information enhance their vocabulary.

Here are some of innovative techniques:

Showing actual objects and showing models: Showing actual objects is a very useful technique to teach vocabulary to the beginners. The words like pencil,

table, chair, marker, apple, and others can be taught in the classroom. When the objects are not necessary or possible to bring to the classroom the teacher works with showing models.

Using demonstrations: In this technique teacher can perform some words and learners try to imitate. This can help a lot to students because it helps them to introduce new concepts.

Teaching words in context: The teacher should teach unknown words in context never isolated. In this way students are aware of the linguistic environment in which the word or phrase appears.

Guess words from the context: Teacher explains learners some type's context clues. They are: definition or restatement, opposite/contrast, general sense, examples.

❖ ***Definition or Restatement:*** The meaning of the vocabulary word is in the sentence itself, usually following the vocabulary word.

E.g.: The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision.

❖ ***Opposite/ contrast:*** The sentence uses a word with an opposite definition to give the meaning of the vocabulary word.

“Unlike Jamaal’s room, which was immaculate, Jeffrey’s room was very messy.”

“Whereas Melissa is quite lithe, her sister is clumsy and awkward.”

❖ **General sense:** It focuses on Subject-Verb-Object, actor & recipient. What type of word is it?

If it is a **noun**: a person, place, thing, abstract idea.

If it is a **verb**: an action (movement), or feeling/emotion, etc.

If it is an **adjective**: what is it describing? Good or bad, size, color, shape, emotion.

❖ **Examples:** If teacher knows the example, he can often figure out the category, if he knows the category he can get a general idea of what the example is.

The *baboon*, like other apes, is a very social animal.

A fierce animal, like others felines, is *the tiger*.

Synonym/Antonym: Teachers often use synonym or antonym with low students’ level, where inevitably they have to compromise and restrict the length and complexity of their explanations.

Knowing the different word equivalent will help the learners substitute the words they frequently use.

Idioms: “An idiom is a phrase whose meaning is different from the meanings of each word considered separately.” (Heacock, 2006)

Teaching idioms are fun because they are part of everyday vocabulary and they can make easier for students to remember something. Example:

To smell a rat: to suggest that something wrong is happening.

Singing Songs: This technique is used to teach pronunciation and to memorize new vocabulary. Here teacher uses audio aids such as Cds, cassette tapes, teacher’s voice and also he uses visual aids such as pictures, written form and demonstrations.

SOME SUGGESTIONS IN TEACHING VOCABULARY

“The start point in teaching vocabulary is to determine the nature and relative difficulty of the word. There are words like pen, eraser, bag which have already entered to learner’s mother tongue. There are also other English words like father, mother which have at least exact equivalent in their mother tongue.” (Ediger & B.S Dutt, 2007)

But there are other English’s words in which have neither entered learners’ mother tongue nor have they exact translation equivalents. Here are some suggestions to deal with them:

Use of Pictures: The use of the pictures helps learners to understand easily the meaning of any word and it's not necessary to translate it exactly.

Illustrative sentences: It is very helpful for showing the usage of a word, and every good dictionary makes use of such sentences. E. g.: Accept:

(1) The captain of the team accepted the referee's judgment without protest.

(2) We should accept a gift with thanks.

Word series: The meaning of the words which forms part of familiar series, such as the months of the year, the days of the week, the numbers, becomes automatically clear once it is put in its proper place in the series. E.g.:

Primary	January
Secondary	February

Associated vocabulary: It is often easy to teach a number of words together if they all relate to a particular topic.

It is easy to teach words like: doctor, nurse, patient, medicine, ambulance, etc, together in the context of hospital that to teach any of these words in isolation.

Teacher can give a category and students can write the examples or vice versa:

E.g.: **Category:** Fruits. - apple, pear, lemon, melon, etc.

Examples: apple, pear, lemon, melon: fruits.

Constant Practice: Let the learners practice using the newly learned vocabulary. The words must be used in the sentence properly. This should be done in routine until mastery is achieved.

Include Stories: A teacher may begin the lesson teaching vocabulary with interesting stories. The learners should read the story and the difficult words to be learned should be in bold.

Inject Grammar: Teaching vocabulary can be more effective when grammar vocabulary is also introduced. In this way, learners will know the different forms of words and how they are used in the sentence.

GAMES AND ACTIVITIES FOR TEACHING VOCABULARY WORDS

Different games and activities engage students in the learning process. The entertainment nature of vocabulary games reinforces the words, and they often don't even realize they're learning.

Here are some games and activities:

Vocabulary Word Sentences: This activity utilizes the letters of a vocabulary word to construct a sentence. Teacher must write a vocabulary word on the board. The students use each letter as the beginning letter of words to create a sentence.

For example, if the vocabulary word is “test” the sentence could be, “The children are friendly.”

Simulations and role plays: Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Role plays comprise of short scenes which can be realistic as in pretending to interview a celebrity.

Vocabulary Riddles: An entertaining way for students to identify vocabulary word is called Riddles. You can use the definition of a vocabulary word to create a riddle.

Vocabulary riddles can work in two ways: as oral activity for the class or as a written assignment in the form of a worksheet.

Dictation Game: Here the students can get more familiar with vocabulary words by dictating them.

The teacher can make a game of this by reading vocabulary words aloud in a continual, regular and awarding the win to the student who copies them down the fastest.

Act out/ pantomime: This is a game where teacher gives students cards with instructions like the examples below. The students have to perform actions

without speaking. The other students try to guess the word or expression that the student is pantomiming. E.g.: Open the door. Close the book

Crossword Puzzles: It is an activity that helps learners on spelling as well as meaning. The goal of this activity is to fill the white squares with letters, forming word or phrases, by solving clues which lead to the answers.

Password: Here the teacher divides the class in two teams. One person from each team sits in a chair in front of the class. Those two students receive a card with a vocabulary word. The first person gives one-word clue to his/her team. If no one from the team can guess, the second person gives a clue to his/her team.

Spot the vocabulary: This is a visual activity which helps make the process of recalling vocabulary motivating and memorable. Teacher will need a picture (this could be an illustration from a book, from the web, a photo, even his/her own sketch!) that describes 'things' on a particular theme which his/her students have recently learnt.

Adopt a word: In this activity teacher gives students templates with headings:

Word	Meaning	Part of speech	Example of usage

Students choose an unknown word that they want to know, do some research on it using the template above. These words are then stuck to a large paper chart on the wall.

The purpose of the activity is to carry on the entire year with students sharing more and more words.

Phrasal verbs stories: This story activity presents the verbs in a context helping the students to work out the meaning. It is also memorable so it's easier for students to remember them too.

UPDATED RESOURCES IN TEACHING VOCABULARY

Teachers can use the following updated resources in order to teach students better the English vocabulary contributing to the new way of learning English language during classes.

Computers: they don't replace the teachers but it reorganizes the cooperation between teachers and students.

The advantage of using computers in teaching vocabulary is that through them students are motivated to do tasks and these can be set according to the learners' language ability and they also can get immediate feedback from the computer.

CD-ROM: These are tools similar to the audio Cds, which can be used to store relatively large amounts of data, and offers teachers the possibility to incorporate multimedia to their teaching allowing the learner to listen to audio, watch videos clips, read texts and do interactive exercises.

Flash memory: Is a type of non-volatile storage. It is reliable and fast. Students can share information, about topics learnt, such as grammar, vocabulary, verbs and so on.

Audio player: It is one of the most common pieces of equipment when teaching languages. Teachers use it because the most textbooks are supplemented with audio Cds, so that students can practice orally at their home.

Projector: This resource provides the lessons with effective, quick interaction from both teacher and students. Teacher saves time during his/her lessons, he avoids drawing or writing, and he just explains and interacts with students.

Internet: The internet and its user-friendly interface the World Wide Web has opened new vistas of teaching a language.

There are excellent sites on the World Wide Web that provide new vocabulary items on a regular basis. Using it students can do different exercises related to vocabulary such as gap fills, word completion, reconstructed text, information gap, and others.

Internet's tools

Using the internet there are many tools and activities that teacher can use to teach vocabulary, here are some of them:

❖ ***E-mail:*** “E-mail is one of the simplest tools available to the language teacher interested in e-learning.” (Smith & Baber, 2005)

This tool is used to practice vocabulary, teachers send activities like Email story writing, jigsaw activities and role-plays and others and when they send the work to teacher, they are practicing what they learnt in classes.

❖ ***Blogs:*** Blogs, derived from web-logs are diaries or regular opinion columns posted on the internet. One of the common ways of using blog in the language-learning is for the teacher to write the main blog entries where learners can then comment on.

❖ ***WebQuests:*** Bernie Dodge, a professor at San Diego University defined a WebQuest as:

“An inquiry-oriented activity in which most or all the information used by learners is provided from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it” (Op. Cit. 40)

A WebQuest involves giving students a task. The students to complete the task have to use resources on the internet.

❖ **Facebook:** It is the best platform where teaching and learning turn out to be a venturesome experience. Using facebook students can play learning games, review books to reinforce the learning, participate in writing workshops, connect to classes around the world, and others.

❖ **Twitter:** A lot of activities can be done using twitter here are some of them: instant feedback, answering questions, enabling discussion outside of class, follow conferences, share a story, and others.

❖ **YouTube:** This network can provide many brilliant teaching opportunities aside from just playing the class media content. The use of YouTube programs encourages students to develop reflective learning.

LEARNING OF ENGLISH VOCABULARY

“Learning is not easy to define. Robert Gagné (1977:3) defined learning as a change in human disposition or capability, which persists over a period of time, and which is not simply ascribed to learning, for instance, physical growth can change our capacity for certain activities.” (Avis & Fisher, 2010)

In psychology and education learning is a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or, making changes in person's knowledge, skills, values and world views.

TYPES OF LEARNING

“There are different types of learning. Bloom (1956) classifies in three domains: Cognitive, Affective and Psychomotor.”(Op. Cit. 81)

Cognitive learning: It comprises the acquisition and use of knowledge and it is demonstrated by knowledge recall and intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem solving, and evaluating ideas or actions.

Affective learning: It relates to emotions, attitudes, and values: for instance, enjoying, respecting and supporting. It is important in planning learning which involves work with people.

Psychomotor learning: It is demonstrated by physical skills such as movement, coordination, grace, strength, and speed. Its applications cover subjects such as athletic performance, art and dance as well as vocational areas like construction or motor vehicle engineering.

DIFFERENCES BETWEEN THE FIRST LANGUAGE LEARNERS AND SECOND LANGUAGE LEARNERS

Categories	First Language Learner	Second Language Learner
Process of learning	The first language acquisition is through memorization, which includes many grammatical rules.	The process is linear; I mean the syllabi and many textbooks work linearly covering grammatical items with increasing complexity.
The environment	It is characterized by constant meaningful interaction. The learner produces the language little by little without a formal instruction or study.	The learners don't use the language outside the classroom, they interact during one or two hours in classes with the teacher and their classmates.
Exposure of language	The learners use the language with their parents. They focus on correct utterance at the expense of grammatical correctness.	The teachers of foreign language often focus on grammatical accuracy at the expense of factual correctness.
Age of the learner	The first language learners acquire language as they grow up and usually they have mastered the basic grammar of the first language by the age of five or six.	We can say that learners are not too young; they usually are teenagers or adults. They have the predisposition to learn a second language. At the beginning they can have learning problems but after they improve them.

CONCEPT OF VOCABULARY

Vocabulary is the study of the meaning of the words and how they are used because many words have several different meanings.

“There are many concepts of vocabulary, according to Manser (1995:461), on his book he wrote that vocabulary is:

- ❖ The total numbers of words in a language
- ❖ Word known to a person
- ❖ List of words with their meaning, especially at the back of a book used for teaching foreign language.” (Mas’ud, 2011)

Taking into account the explanation above the author says that vocabulary means words or total of words, which are used in learning language with meaning of word itself in order to know the meaning of words or sentences.

HOW ARE WORDS REMEMBERED?

“Researchers into workings of memory customarily distinguish between the following systems: the short term store, working memory, and long -term memory.” (Thombury, 2002)

The short-term store is the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds.

Working memory is in charge of many cognitive tasks such as reasoning, learning and understanding. It is like a work bench, where information first is placed, studied and moved about before being filed away for later retrieval.

The long term-memory has an enormous capacity, and its contents are durable over time.

Here is a brief summary of some of the researcher findings that are relevant to the subject of word learning:

- ❖ ***Repetition:*** Is the process in which a learner memorizes new words. While he repeats many times he learns something better.

- ❖ ***Spacing:*** The memory work is distributed across of period of time rather than in a simple block. This is known as the principle of distributed practice.

- ❖ ***Use:*** Putting words to use, preferably in some interesting way is the best way of ensuring they are added to long-term memory.

- ❖ ***Personal organizing:*** The judgments that learner make about a word are most effective if they are personalized. In one study, learners who had read a sentence aloud containing new words showed better recall than learners who had simply silently rehearsed the words.

- ❖ ***Motivation:*** A strong motivation makes the learner likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

FACTORS THAT MAKE WORDS MORE DIFFICULT THAN OTHERS

As everyone knows there are words easier to learn than others. “However there are factors that make words more difficult than others to learn. The factors are the following:” (Op. Cit. 27)

Pronunciation: The words that are difficult to pronounce are difficult to learn. The learners can find many difficult words during the process of learning of second language which means for them a big challenge to deal with.

Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty.

Length and complexity: Long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words such as in word families like necessary, necessity and necessarily can add to their difficulty.

Grammar: It is also problematic factor for learners of second language. Spanish learners of English, tend to assume that explain follows the same pattern as both Spanish explicar and English tell.

Meaning: When two words overlap in meaning, learners are likely to confuse them. For example: Make and Do are a case in point; both of them are verbs.

Words with multiple meanings, such as since and still, can also be troublesome for learners and also unfamiliar concepts may make a word difficult to learn.

ONLINE WEBSITES TO LEARN ENGLISH

The poor lexicon affects the linguistic performance of a learner in both writing and reading. The students have problems with active type of vocabulary, which refers to the words we authentically use both in written and oral speech.

Here are several web tools that can be used:

❖ Vocabulary.com

This is a website that will help students learn the vocabulary essential to their academic success.

❖ Just the Word

It is a cool website that helps students make informed decisions as the right word selection to use in their writing.

❖ **Wordnik**

This website shows definitions from multiple sources, so you can see as many different takes on a word`s meaning as possible.

❖ **VocabGennii**

It is a free online dictionary building game. Each around is only 90 seconds, and you can play anytime, anywhere you have internet access.

❖ **Wordhippo**

Wordhippo is a great vocabulary web tool that lets students to find easily antonyms and synonyms. Word hippo defines a word, provides a meaning, and provides a word that is opposite.

❖ **Wordthink**

This web tool provides to learner a daily reminder to use many of the words you already know, and add many new words to your vocabulary that you can actually use every day.

e. MATERIALS AND METHODS

The material resources used in the present research work were: computer, printer, flash memory, printed sheets with the surveys, calculator and desk's material such as notebooks, highlighter, pens, and others.

METHODS, TECHNIQUES AND INSTRUMENTS

Some methods, techniques, and instruments were used with the purpose to develop the research work with a logic sequence.

METHODS

Scientific Method: It was used as the general method, which helped the researcher to set up the variables based on the real life and also define the problems and give the possible solutions for them.

Analytical Synthetic Method: It allowed to settle down, to know, and to analyze if the obtained data and the results were in connection with the theoretical frame, in order to elaborate the necessary recommendations, and to give a feasible solution to the problem.

Descriptive Method: This method was applied to process and to discover the gathered information and in this way the researcher was able to obtain the final results and conclusions.

Inductive Method: This method was utilized as a tool to find the place where the research is going to be, where there is a lack of application of techniques and updated resources and their influence on the learning of English vocabulary.

Deductive Method: It was applied to establish the relationship among the obtained data and to compare with the lack of the techniques application by teachers.

Bibliographical documental Method: This method was used during the process of the information, where different research sources, helped to take out contents from the authors of great relevance and from the most visit and important source “internet”.

TECHNIQUES AND INSTRUMENTS

With the aim to obtain the empiric information about the research problem the following techniques and instruments were used:

Survey: This was applied to the teachers and a sample of the students of 8th, 9th, and 10th years of Basic Education, in order to research the application of the techniques for the learning of English vocabulary. Teachers and students were surveyed with the instrument of a questionnaire which included questions about the theme that was investigated.

PROCEDURES

After obtain the empirical information it was processed through the following steps:

Tabulation: The descriptive statistics was made to classify the questions with the aim to facilitate the interpretation and verification of the hypothesis.

Organization of the empirical information: It was according to the specific hypothesis that was going to guide the classification of the questions.

Graphic representation: Using the Microsoft excel program the information was represented through tables, which helped to visualize the results obtained without difficulty.

Interpretation and analysis: The information was interpreted according to the percentage of the graphic representation and also it was analyzed, contrasting it with the theoretical frame according to the variables of the specifics hypotheses.

Hypotheses verification: These hypotheses were verified taking into account the logical analysis, and the final results were uttered in a descriptive way.

Conclusions and recommendations: These were written based on the analysis and interpretation of the obtained information according to the objectives which were the core and also the guide of the research process about the techniques applied by teachers.

POPULATION

The population that contributes in this research work was represented by the students of the 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja that in total were 363. Due to the population was big the researcher took a sample of it.

As a result 108 students were surveyed, who were taken in every parallel and also three English teachers that were in charge of the three basic years.

The sample is detailed in the next chart:

Years Parallels	A	B	C	D	Total
8th year of basic education	10	10	9	9	38
9th year of basic education	10	10	9	9	38
10th year of basic education	7	8	8	9	32
Total					108
Teachers' Population					3

f. RESULTS

To achieve the requirements of the research, the results of the surveys applied to 108 students and 3 teachers are showed in tables and represented in graphs, the students` survey was guided by the researcher which helped them explaining each item of the questions.

HYPOTHESIS 1

The techniques applied by the teachers contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

1. How often do you explain the way you are going to teach English vocabulary?

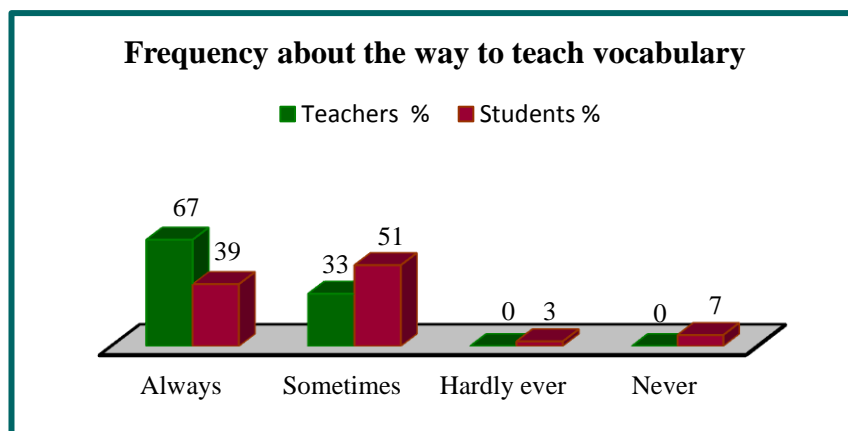
a. Chart 1

Frequency about the way to teach vocabulary	Teachers		Students	
	f	%	f	%
Always	2	67	42	39
Sometimes	1	33	55	51
Hardly ever	0	0	3	3
Never	0	0	8	7
Total	3	100	108	100

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 1



c. Logical Analysis

The data shows that 67% of teachers always explain the way they are going to teach English vocabulary, 33% said that they sometimes explain; and they did not choose the next two options.

The 39% of students indicated that the teachers always explain them how teaching vocabulary is, 51% said that the teachers sometimes give an explanation, 3% expressed that the teachers hardly ever explain, and 7% of students answered that the teachers never explain.

The frequency of teaching vocabulary is an essential part of language learning which can easily overlook by both teachers and students. Before, teachers present the vocabulary; they should know that there is active and passive vocabulary. Therefore, the first thing that teachers have to make when they are presenting vocabulary is to decide which words are needed for learning any new theme, based on useful necessities and frequency of the learners.

Analyzing the teachers` answers, it is noticed that most of them always explain the way they are going to teach English vocabulary. On the other hand, students point out that teachers sometimes give an explanation, so they don't identify clearly the teachers` techniques in vocabulary learning process.

2. Which of the following visual techniques do you use to present vocabulary?

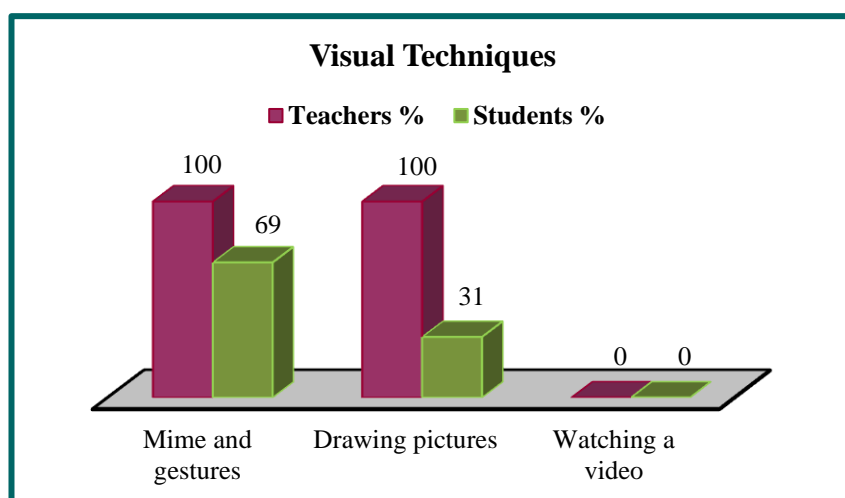
a. Chart 2

Visual Techniques	Teachers		Students	
	f	%	f	%
Mime and gestures	3	100	74	69
Drawing pictures	3	100	34	31
Watching a video	0	0	0	0

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 2



c. Logical Analysis

Analyzing the data in the graph it is noticed that 100% of teachers said that they use mime and gestures and drawing pictures to present vocabulary, while 0% matched the technique watching a video.

While 69% of students answered that teachers use mime and gestures to present vocabulary, 31% said that teachers draw pictures, and finally 0% manifested they don't watch a video.

According to the theoretical frame visual techniques are used to present vocabulary, so mime and gestures are used to supplement other ways of conveying meaning using the board and gestures to clarify the meaning, and also this technique is fun and memorable.

The information of the theoretical frame says that pictures are one of the most important visual elements in the lessons, so drawing pictures is an easy and quick technique, it helps to introduce vocabulary and with these pictures teachers explain the meaning of unknown words as well as reinforce the students' understanding about the words taught.

Watching videos provide a list of vocabulary words which are used to construct a paragraph, where students have to use many words as they can, in order to practice the words learned which appeared in the video.

As we can notice, teachers use the first two techniques but they never watch a video with their students, so this technique is as good as the others, unfortunately they do not use it in presentation of vocabulary, which make students do not learn new words in each lesson.

3. Which of the following verbal techniques do you use to present new words?

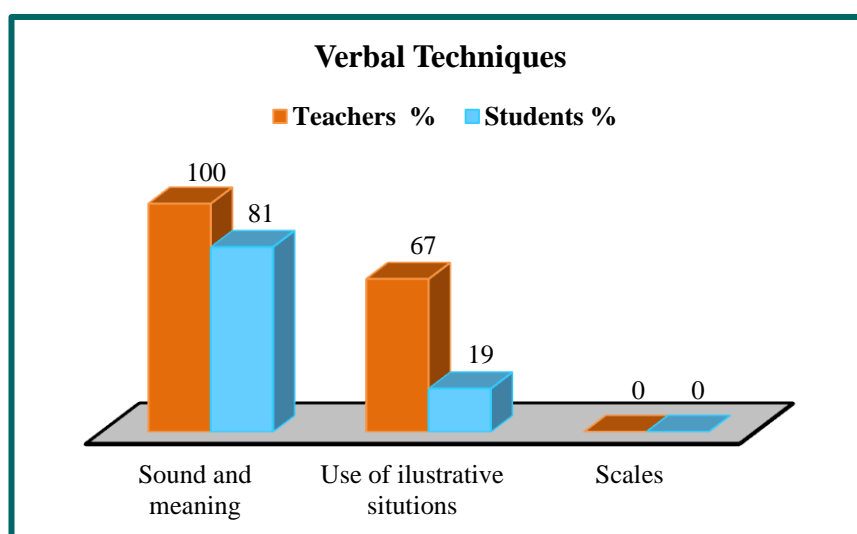
a. Chart 3

Verbal Techniques	Teachers		Students	
	f	%	f	%
Sound and meaning	3	100	87	81
Use of illustrative situations	2	67	21	19
Scales	0	0	0	0

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 3



c. Logical Analysis

Using the data of the graph, 100% of teachers said that they present new words using sound and meaning, 67% answered that also they work with the illustrative situations technique, but 0% use scales.

While 81% of students manifested that teachers use the technique sound and meaning, 19% answered that teachers also utilize illustrative situations, but no one chose the last technique.

Verbal techniques according to the theoretical frame are used to teach concrete items of vocabulary. Sound and meaning technique is utilized by teachers to present new vocabulary saying new word and pronouncing it many times clearly; they also indicates the meaning at the same time through pointing objects, pictures or just verbal explanation.

Illustrative situations are useful to teach items that are more abstract, teachers often use more than one situation to check if students grasped the context or meaning; for it teachers encourage students to answer the questions that they ask to help with the understanding of the meaning of a word or phrase.

The technique called scales is a useful way of revising and feeding items that students have learnt. For instance if students known “hot” and “cold”, after they can learn the words “warm” and “cool” and later “freezing” and “boiling”. Similarly it is used with the adverbs of frequency.

Analyzing the teachers` answers reflect that they use only the techniques sound and meaning and illustrative situations, where they can utilize the three of them in order to make learning interesting and to present new words in a different way.

4. Which of the following innovative techniques do you apply to teach vocabulary?

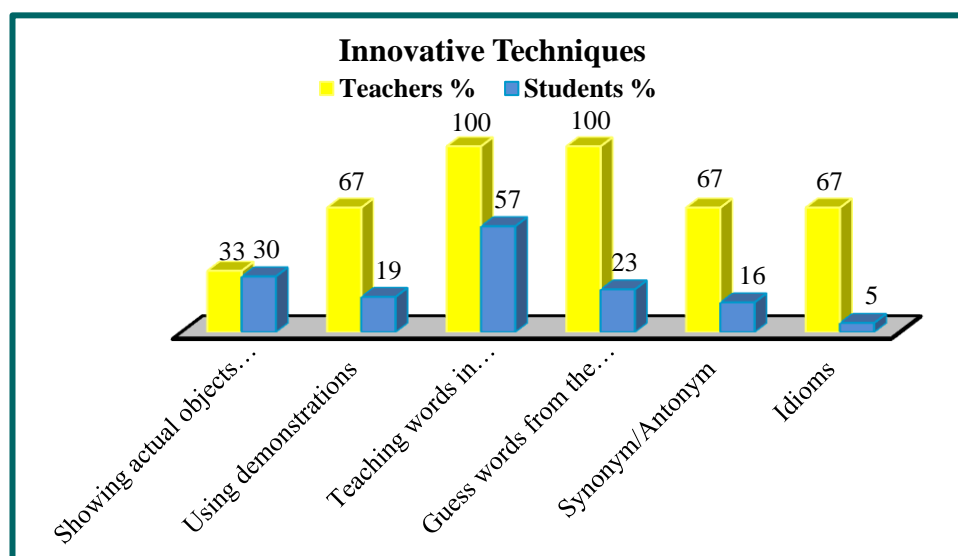
a. Chart 4

Innovative Techniques	Teachers		Students	
	f	%	f	%
Showing actual objects and models	1	33	32	30
Using demonstrations	2	67	20	19
Teaching words in context	3	100	62	57
Guess words from the context	3	100	25	23
Synonym/Antonym	2	67	17	16
Idioms	2	67	5	5

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 4



c. Logical Analysis

The obtained results show that 100% of teachers manifested that they apply teaching words in context and guess words from the context while 67% said that they use demonstrations, synonym/antonym and idioms and 33% explained that they apply showing actual objects and models technique.

On the other hand, 57% of students answered that the technique teach words in context is used more by their teachers, 30% explained that teachers use demonstrations, 23% said that teachers apply the technique guess words from the context, 19% said that teachers show actual objects or models, 16% manifested that teachers explain unknown words with synonym/antonym and finally 5% said that teachers work with idioms.

Analyzing the teachers' results is evident that they apply teaching words in context and guess words from the context which are good. Teaching words in context, according to the theoretical frame is a technique that avoids the learning of some words in an isolated way, thus students are aware of the linguistic environment in which the word or phrase appears.

Guessing words from the context is another technique applied by teachers where they explain some type's context clues. These are definition or restatement, where the meaning of the vocabulary word is in the sentence itself; opposite and contrast, here the sentence uses a word with a reverse definition to give the

meaning of the unknown word; general sense focuses on the common structure that is subject, verb and complement and what type of word is it?; examples in this cue, teachers figure out the category and they can get a general idea of what the example is.

The use of demonstrations is a fun innovative technique; teachers perform some words for learners and they try to imitate, in this way teachers introduce new concepts; after that teachers ask students to perform the actions

Showing actual objects and models is an effective technique to teach vocabulary for beginners, teachers show actual objects when they can, but for the objects that are not possible to bring to the classroom teachers work showing models.

Synonym/Antonym is applied with low students' level; with the aim to enrich a student's vocabulary bank and provide alternative words instantly, helping them to substitute the words they frequently use.

Heacock Pail, (2006) says that an idiom is a phrase whose meaning is different from the meanings of each word considered separately. Idioms are part of everyday vocabulary and they can make easier for learners to remember something.

According to teachers and students' answers they use all of these techniques which are innovative to teach vocabulary, instead of using dictionary, definitions or translations.

5. Which activities do you apply in teaching vocabulary words?

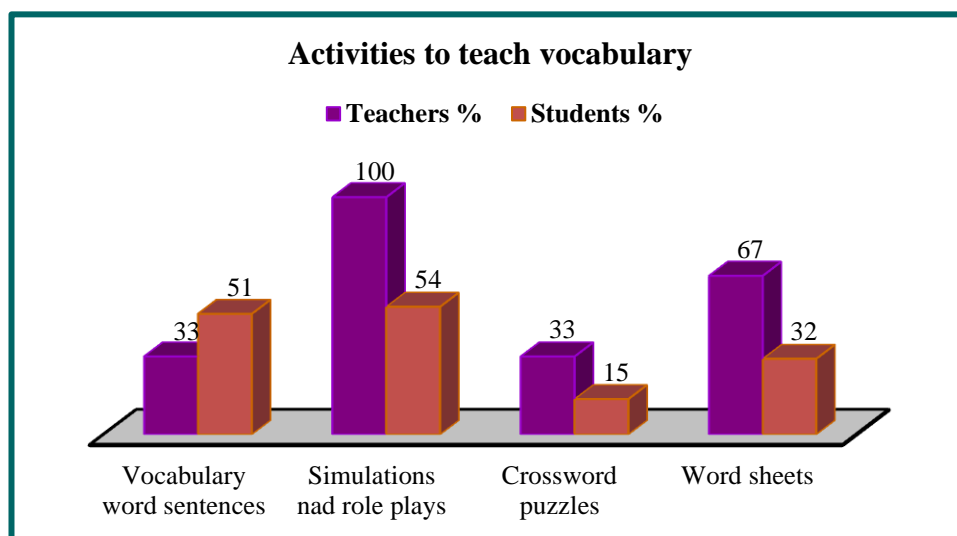
a. Chart 5

Activities to teach vocabulary	Teachers		Students	
	f	%	f	%
Vocabulary word sentences	1	33	55	51
Simulations and role plays	3	100	58	54
Crossword puzzles	1	33	16	15
Word sheets	2	67	35	32

Source: Teachers and students' survey

Responsible: Maria Angamarca

b. Graph 5



c. Logical Analysis

According to the data of the graph 100% of teachers answered that they use simulations and role plays, 67% said that they work with word sheets, 33% manifested that they use vocabulary word sentences and crossword puzzles.

By other side, 54% of students explained that teachers apply simulations and role plays, 51% said that teachers use vocabulary word sentences, 32% answered that teachers make the activity called word sheets and finally 15% said that teachers work with crossword puzzles.

Different activities engage students of any level in learning process, as you can see teachers use these activities specially simulations and role plays. Thus, the theoretical frame explains that simulations are patterns of human interactions or social processes where students participate in roles but role plays contain short scenes based on the reality, a role play can be with the interaction between student-student and teacher-student.

Vocabulary word sentences is an activity where teachers utilize the letters of a vocabulary word to construct a sentence, helping students to write creative sentences and to develop their writing skill little by little each time they do this activity.

Word sheets is a simple but effective activity to review the vocabulary from a given unit or lesson, teachers write in a sheet of paper questions referred to the

words studied such as which words refer to people? or which words are verbs?, and others, it is like warm up.

Finally using crossword puzzles teachers help learners on spelling as well as meaning; the goal of this activity is to fill the white squares with letters forming words or phrases. The learners practice a lot new vocabulary doing this activity.

Analyzing the teachers' answers they use these activities contributing to the students' learning and helping with the developing of the skills especially speaking and writing.

HYPOTHESIS 2

The updated resources used by teachers can help to learn easily the English vocabulary to students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

6. Circle the updated audiovisual resources that you use to help your students in learning vocabulary.

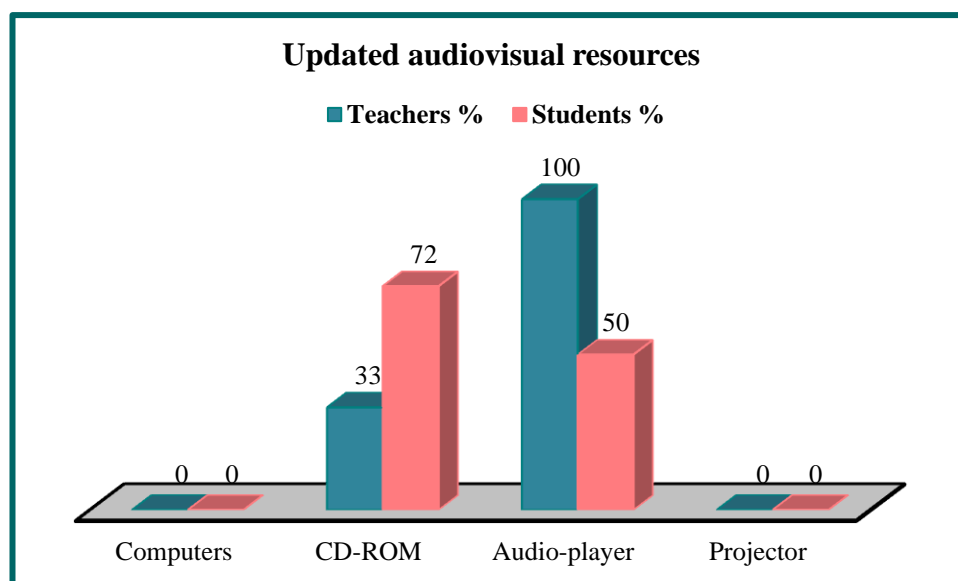
a. Chart 6

Updated audiovisual resources	Teachers		Students	
	f	%	f	%
Computers	0	0	0	0
CD-ROM	1	33	78	72
Audio-player	3	100	54	50
Projector	0	0	0	0

Source: Teachers and students' survey

Responsible: Maria Angamarca

b. Graph 6



c. Logical Analysis

Reviewing the data in the graph it is noticed that 100% of the teachers answered that they use the audio-player, while 33% said that they work with CD-ROM, and no one of them use computers and projector.

The results of students indicate that 72% explained that the teachers use CD-ROM, 50% said that the teachers utilized Audio-player, 0% answered that the teachers use computers and projector.

According to the theoretical frame teachers can use updated resources in order to teach students English vocabulary in different way contributing to the new way of learning English language during classes. Teachers answered that audio-player is the most used; in fact, it is one of the most common pieces of equipment when teaching languages, students can practice orally dialogues and listening tasks at

home, during this time they are developing the listening skill as well as learning new lexicon.

CD-ROM is a resource which helps teachers to incorporate multimedia to their teaching, the majority of English books bring with the CD-ROM, that it is used in classes with the purpose to listen to conversations and do interactive exercises.

By the way, computers and projector are not used by teachers. Computers are useful resources, they don't replace the teachers but they reorganize the cooperation between teachers and students, as the same time students feel motivated to do tasks using them. The advantage of use of computers is that tasks are according to learners' language ability.

Projector is a fantastic resource to teach English, it provides the lessons with effective, quick interaction from both teacher and students, teacher saves time during his/her lessons introducing the new vocabulary avoiding any confusion or translation.

The teachers who selected audio player and CD-ROM help students to get a good learning of new things, but if they use other resources such as computers and projector, they can help better to learn and improve students' knowledge about vocabulary.

7. Choose the following internet tools that you apply during learning process of vocabulary

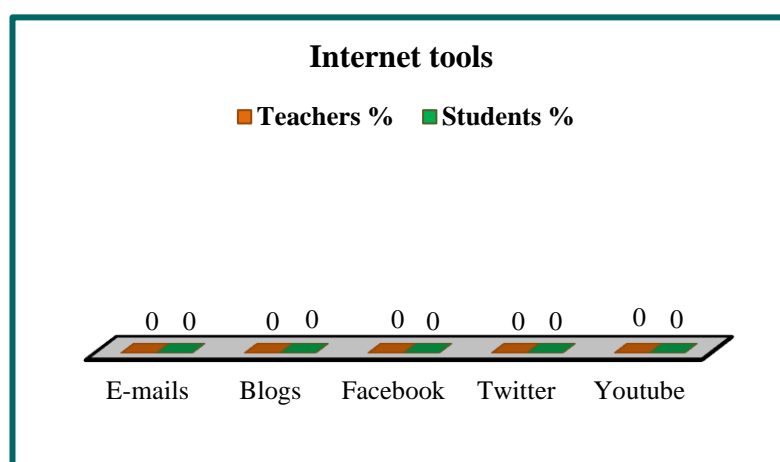
a. Chart 7

Internet tools	Teachers		Students	
	f	%	f	%
E-mails	0	0	0	0
Blogs	0	0	0	0
Facebook	0	0	0	0
Twitter	0	0	0	0
Youtube	0	0	0	0

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 7



c. Logical Analysis

As it is evident teachers and students do not choose any tool because the institution does not have the internet which allows them to make use of its tools.

Internet and its user- friendly the World Wide Web constitutes an incredible resource to use with students, where they can make use of different internet tools.

In the theoretical frame David Gordon (2005) explains that E-mail is one of the simplest tools available to language teacher interested in e-learning. It is used to practice vocabulary doing gap-fill, matching exercises, writing tasks, jigsaw activities, role plays and others.

Blogs are diaries or regular opinion columns posted on the internet where students can comment them using the words learnt, as well as to improve the writing and reading skills sharing important ideas with their classmates and teacher.

Facebook is one of the most popular tool that helps students to review books to reinforce the learning of vocabulary, also they can participate in writing workshops, connect to classes around the world; learning everyday something new.

Twitter another useful tool helps to keep in touch with peers and students, to receive instant feedback, answering questions, enabling discussion outside of class, follow conferences and others.

YouTube programs encourage students to develop reflective learning, also watching videos students practice the pronunciation of new words, developing the speaking skill.

In this question you can observe that teachers do not use any of the internet tools, due to the institution lack of these technological resources therefore they do not help students in the vocabulary learning process using updated technology.

8. Do your students like to work on vocabulary section using updated resources?

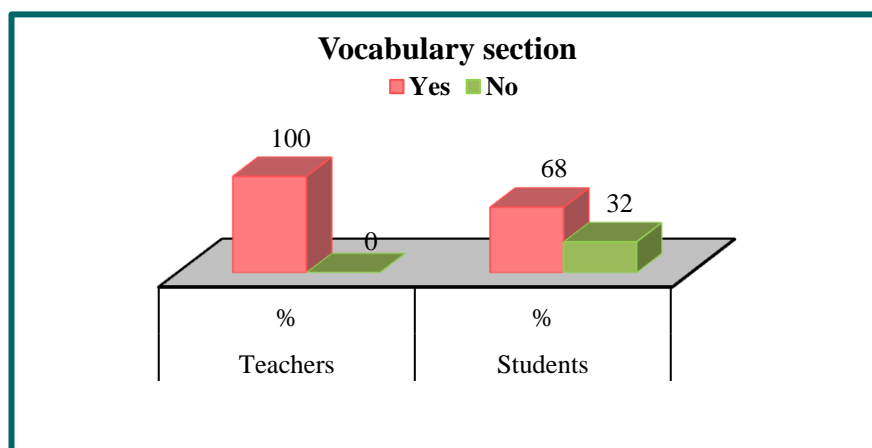
a. Chart 8

Vocabulary Section	Teachers		Students	
	f	%	f	%
Yes	3	100	73	68
No	0	0	35	32
Total	3	100	108	100

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 8



c. Logical Analysis

According to the data of the graph 100% of teachers said that their students like to work on vocabulary section using updated resources.

However, students that represent 68% answered the same as their teachers, but 32% answered that they don't like to work using the updated resources.

Clearly, the answers of question eight are contradictory with the results obtained in question six, in fact, the researched high school does not have them, and therefore the data is ambiguous.

Technology has become an important tool in education, through it teachers improve their teaching and facilitate learners a better learning process. The theoretical frame says that teachers can use updated resources in order to teach students English vocabulary in different way contributing to the new way of learning English language during classes.

If teachers do not use at least once a week the updated resources, the students will continue with the same learning problems, specifically in the improvement of the productive and receptive skills.

9. Does the use of online websites help your students to?

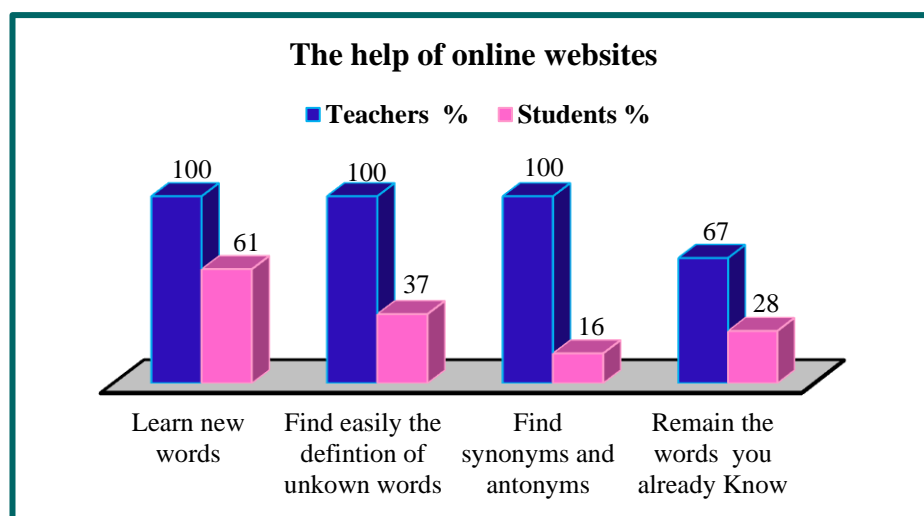
a. Chart 9

Online websites	Teachers		Students	
	f	%	f	%
Learn new words	3	100	66	61
Find easily the definition of unknown words	3	100	40	37
Find synonyms and antonyms	3	100	17	16
Remain the words you already Know	2	67	30	28

Source: Teachers and students' survey

Responsible: Maria Angamarca

b. Graph 9



c. Logical Analysis

In this question 100% of teachers answered that online websites help students to learn new words, find definitions, synonyms and antonyms while 67% said that these help to remain the words.

While 61% of students answered they use online websites to learn new words, 37% said that they find the definition of unknown words, 28% manifested that they remain words they already know, and 16% explained that they find synonyms and antonyms.

Taking into account the information of the theoretical frame, students has a deficiency in learning the vocabulary, they have problems with active vocabulary, these are words we authentically use both in written and oral speech. To learn new words using online website contributes to students with the knowledge of words that are important to their academic success, exactly the words that help them during a lesson related to vocabulary.

Another thing that students can do using a website is to find easily the definitions of unknown words from multiple sources, avoiding waste the time looking for these words in the dictionary and translating them.

For students to find synonyms/antonyms are quickly through a website, here students enhance their speech; first they learn the synonyms and antonyms, second they practice them, after that they use them in a dialogue or conversation.

Besides, with the help of an online website students can remind the words they already know and add more to use every day, increasing their knowledge in vocabulary part.

Analyzing teachers` answers they know the ways the websites help students, in what aspects they help more and how they contribute for the vocabulary learning process, but the researcher talked with students and they said that teachers do not guide and encourage them using the websites.

10. Circle the factors that you believe make words more difficult to learn for students.

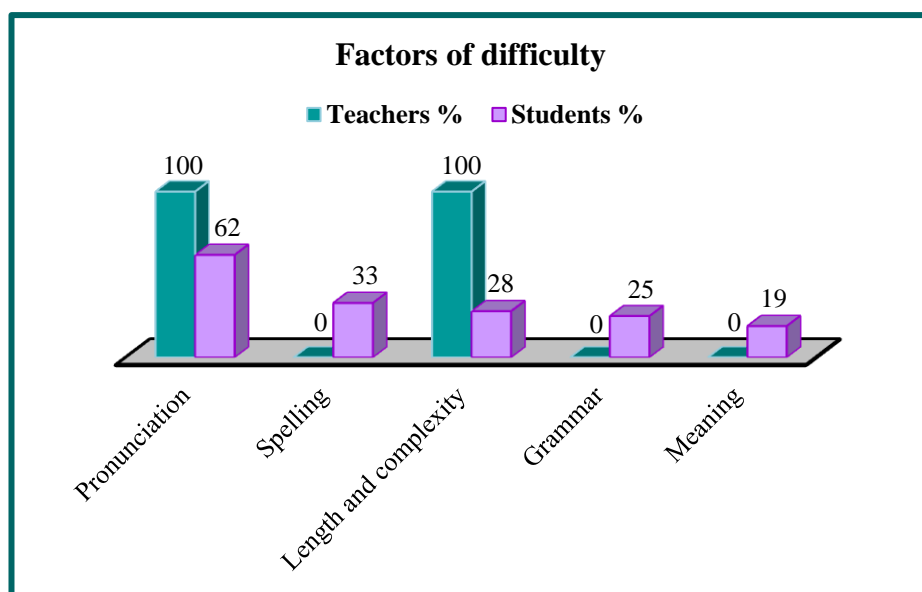
a. Chart 10

Factors of difficulty	Teachers		Students	
	f	%	f	%
Pronunciation	3	100	67	62
Spelling	0	0	36	33
Length and complexity	3	100	30	28
Grammar	0	0	27	25
Meaning	0	0	20	19

Source: Teachers and students` survey

Responsible: Maria Angamarca

b. Graph 10



c. Logical Analysis

100% of teachers said that the factors of difficulty are pronunciation and length and complexity but no one said the other factors.

While 62% of students answered that pronunciation is the main factor of difficulty, 33% said spelling, 28% explained length and complexity, 25% answered grammar and finally 19% said meaning.

Any student knows that there are words easier to learn than others, however there are factors that make words more difficult than others to learn. According to teachers and students answers pronunciation is the principal factor; in the theoretical frame says that the words that are difficult to pronounce are difficult to learn; potentially difficult words contain sounds that are unfamiliar for learners.

By other side, for students spelling is the second factor and for teachers is length and complexity. Sound-spelling mismatches are likely to be the cause of errors and can contribute to a word's difficulty, there are some glaring irregularities; words that contains silent letters are particularly problematic such us foreign, headache, honest and others.

Length and complexity is another factor where long words seem to be no more difficult to learn than short ones; variable stress is polysyllabic words such as in word families like necessary, necessity, necessarily can add to their difficulty.

The last factors are grammar and meaning. Learners have some common problems with grammar, they tend to assume that some words are same in English and Spanish, another difficulty is to remember where a verb is followed by an infinitive or an -ing form, and also with the phrasal verbs that some of them are separable but others are not.

Finally they have difficulty with the meaning, they confuse when two words overlap in meaning, and also they have problems with ones that have multiple meanings.

Analyzing the results it is evident that most of the teachers do not take into account the other factors; they only believe the two of them are the most important; however spelling, meaning and the grammar also make words difficult to learn vocabulary for students.

g. DISCUSSION

HYPOTHESIS ONE

a. Statement

The techniques applied by the teachers contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

This hypothesis has two variables: the techniques applied by teachers and the learning of the English vocabulary.

b. Demonstration

This hypothesis has been proved through question number ONE of the survey where 67% of teachers said that they always explain the way they are going to teach English vocabulary, 39% of students manifested that teachers always explain, these results show that teachers explains how they are going to teach vocabulary helping to the students learning.

Question number TWO, which referred to the visual techniques used by teachers 100% of them explained that they use mime and gestures and drawing pictures,

69% of students said that teachers use more the technique of mime and gestures. This means that teachers utilize just one technique over the three surveyed techniques, which contributes anyway to the learning of English vocabulary.

In question number THREE, related about the verbal techniques, 100% of teachers answered they work with sound and meaning technique, 81% of students explained the same, so for teachers this technique is the most relevant; it helps to present words that support the development of the acquisition of the new vocabulary.

Question number FOUR, was about the innovative techniques apply to teach vocabulary, 100% of teachers explained, they apply teaching words in context and guess words from the context, while 57% of students answered that they apply teaching words in context. These results evidence that these two techniques mentioned by teachers are applied but students do not notice the difference between them; teachers are applying these techniques and the other ones to facilitate teaching in context new lexicon avoiding the learning of words in an isolated way.

In question number FIVE, which was about the activities in teaching vocabulary, 100% of teachers and 54% of students said that they work with simulations and role plays which are good, these activities as the others involve teachers and students interactions.

c. Decision

After analyzed the five questions, the first hypothesis is accepted because teachers are applying visual, verbal, innovative techniques and activities for teaching vocabulary which contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

HYPHOTHESIS TWO

a. Statement

The updated resources used by teachers can help to learn easily the English vocabulary to students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

This hypothesis has two variables: the updated resources used by teachers and the learning of the English vocabulary.

b. Demonstration

Question number SIX, which was related with updated audiovisual resources, 100% of teachers answered that they use an Audio-player but 78% of students

said that teachers work with CD-ROM, so it is obvious that they work with these two resources and they do not use the computers and projector because the institution does not have them.

In question number SEVEN, teachers and students did not chose any internet tool because the school researched does not have the internet which allows them to make use of its tools, however the researcher talked with teachers and students and they said that internet tools are important during the learning process of vocabulary.

Question number EIGHT, was done with the aim to know if they like to work in vocabulary section using updated resources, 100% of teachers said that their students like to work using the two updated resources that are Audio-player and CD-ROM, 68% answered the same as their teachers, we can notice that they work only with these resources because there is lack of the computers and projector in the school researched.

In question number NINE referred to the help that provide online websites, 100% of teachers manifested that websites help students to learn new words, find easily the definition of unknown words, find synonyms and antonyms, while 61% of students answered that a website helps them in the learning of new words, this represents that both students and teachers know the advantage of using a website but unfortunately they don't work with these tools.

Question number TEN was about the factors that make word more difficult to learn, 100% of teachers considered that pronunciation and length and complexity are the main factors while 62% of students said that pronunciation is the major factor when they learn vocabulary, therefore they can improve these difficulties using the updated resources.

c. Decision

Regarding with the obtained results and analysis of the previous questions six to ten, the hypothesis two is not accepted, it is rejected; due to the lack of technological resources in the institution these are not used, teachers use audio-player and CD-ROM but not all the time; although the results from the applied surveys say that using updated resources and internet tools can help to learn easily the English vocabulary, but unfortunately teachers do not work with them. In fact, updated resources and internet contribute a lot in the learning of vocabulary but in this high school these don't help students because their teachers don't employ them as didactic resources.

h. CONCLUSIONS

The following conclusions are based on the results of surveys applied to teachers and students.

- ❖ The techniques applied by teachers influence in the learning of the English vocabulary, because the visual and verbal techniques are the most common ones while innovative techniques are least frequently applied. The teachers are accustomed to them and the mentioned techniques are according to the book requirements.
- ❖ Teachers also worked with some activities, such as simulations and role plays, word sheets, and others involving teacher-students interaction during the learning process of English vocabulary and also encouraging them to practice it during classes.
- ❖ The updated resources used by teachers are audio-player and CD-ROM, they know how important are computers and projector to teach vocabulary, however they do not use them because there is insufficiency of these resources in the researched school.
- ❖ The investigated school does not have the internet services, which is a big problem for teachers and students because teachers cannot use any online websites or internet tool such as e-mail, blogs and others and students continue having problems with the learning of the English vocabulary.

i. RECOMMENDATIONS

Once the researcher presented the conclusions, the following recommendations are set.

- ❖ Teachers during their classes should use all the techniques that the theory recommends, they should use more the innovative techniques than the visual and verbal techniques with the main purpose to have an effective learning of the English vocabulary, helping and encouraging students to acquire and practice new words, which help them to improve their speech and to have a better understanding in the English classes.
- ❖ Teachers should work with many activities related to the teaching vocabulary, they can use the activities like spot the vocabulary, adopt a word, phrasal verb stories and others as a complement of the ones that they always use in class allowing the students to have a better comprehension about the new vocabulary taught.
- ❖ The English teachers of the researched institution should coordinate with the principal of the Unidad Educativa Anexa a la Universidad Nacional de Loja, to ask for the enough resources such as audio-players, computers and projectors which will permit to learn easily the English vocabulary and to reorganize a co-cooperative teaching-learning process between teachers

and students and in this way students can acquire new lexicon every lesson.

- ❖ Teachers should work with some of the internet tools and websites, it's not necessary that the school has the internet, teachers can create an e-mail address and ask students to do the same, or teachers can give the online website such as Vocabulary.com, Wordnik, Wordhippo, and others where students can learn new words, as find easily the definition of unknown words, find synonyms/antonyms, remain words already they know in order to improve the problems that they have in classes.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

*ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN*

ENGLISH LANGUAGE CAREER

THEME:

**THE TECHNIQUES APPLIED BY TEACHERS AND THEIR
INFLUENCE ON THE LEARNING OF ENGLISH
VOCABULARY, OF THE STUDENTS OF 8TH, 9TH, AND 10TH
YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA
ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.
ACADEMIC YEAR 2013-2014.**

Research Project of Thesis to
achieve the Bachelor's degree in
science of Education, English
Language Specialization.

AUTHOR:

María Herlinda Angamarca Morocho

**Loja – Ecuador
2014**

a. THEME:

THE TECHNIQUES APPLIED BY TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH VOCABULARY, OF THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2013-2014.

b. PROBLEM STATEMENT

BACKGROUND

Unidad Educativa Anexa a la Universidad Nacional de Loja was created through the resolution of the Honorable Consejo Universitario of the Universidad Nacional de Loja, on September 28th, 1971. The institution was created to serve as a center for professionals to do their teaching practices and also to serve the community of the Loja Province, and the south region of our country.

The Minister of Education and Culture authorized the functioning of the first year of the basic education from 1971-1972. On January 29th, 1972 the first school principle was Licentiate Mario Enrique Jiménez. The High School started with its academic functions with 15 professors. In 1977 the authorities saw the necessities of the community therefore they decided to create an extension of the high school in Motupe neighborhood, in “El Valle” parish.

Then on March 29th, 2001 the Subsecretaría Regional de Educación y Cultura del Austro approved the creation of the Bachillerato Técnico. On 2001 the authorities of the institution planned and carried out the curricular evaluation project with the objective to improve the quality of the academic offer.

The VISION of UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA is to offer quality educational services in scientific order and technical and values formation as the defense of human rights, social justice, conservation and development of the environment, the dignity, the freedom, the responsibility and so on, for which has a profile of highly qualified professors, permanent and efficient infrastructure, contributing with the human development of the area of influence of the establishment.

The MISION of UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA is to offer an integral formation of the students of the basic level and bachillerato through a scientific conception of the world, society knowledge and learning with humanist and solidary character. Also this institution contributes like a center of the teaching practices and the educational investigation. (Juan Aguirre, 2006)

CURRENT SITUATION OF THE RESEARCH OBJECT

The present century claims a solid cultural formation, where without a doubt education is the fundamental tool for the acquisition of theoretical and practical knowledge that facilitated a harmonic coexistence being the principal factor for the development of a society.

Education is facing many changes in our country; however there are still many teaching- learning problems, because there is lack of up-dated workshops for education professionals, especially in English area.

English is so important because it is the official language in the majority of fields around the world, for that reason this language must be taught in an active way, but sometimes teachers do not apply the techniques that help students to increase their knowledge of vocabulary.

The learning of vocabulary is considered the first step to understand a new language but unfortunately teachers don't apply the techniques and don't use updated resources during the classes, for that reason students have many problems when they try to speak the second language because they don't have enough vocabulary in their mind. As a result of the lack of application of the techniques, we can say that students who finished schools can't communicate with native speakers and people of other countries.

This reality is not strange in Schools of Loja city, in this case at Unidad Educativa Anexa a la Universidad Nacional de Loja the techniques applied by teachers in the learning of English vocabulary seems that are not the most suitable because sometimes these techniques are not according to the students' level for that reason students continue having problems with the learning of English language and for them to learn something in English is boring instead of interesting.

During the teaching practices the researcher can notice many problems of learning of the English vocabulary. For example the students have difficulty to describe a picture, introduce themselves, understand when teacher give instructions for a task, talk with a classmate in English, and ask something during the class. I analyzed the problems that are affecting the students learning for that reason it's important to investigate the problem of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.

Academic Year 2013-2014

RESEARCH PROBLEM

The teachers should know a lot about the techniques to teach vocabulary because it will help to increase students' speech and knowledge too; therefore my research problem is directed to answer:

How does the techniques applied by teachers influence on the learning of the English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?

DELIMITATION OF THE RESEARCH

The research work is delimited in the following way:

❖ Temporal

This research work and all the necessary activities (analytical, critical and descriptive research) are going to carry out in the school year 2013-2014.

❖ Spatial

Unidad Educativa Anexa a la Universidad Nacional de Loja is located in “La Argelia” neighborhood in Loja Province.

❖ Observation Units

Unidad Educativa Anexa a la Universidad Nacional de Loja has only morning section composed by Basic Education and Bachillerato, where the researcher has chosen to develop the thesis project in 8th, 9th, and 10th years of Basic Education, which counts with 363 students. The researcher will survey the three English teachers and also a sample of students of 8th, 9th, and 10th years of Basic Education of the same institution.

❖ **Sub-problems**

○ What kind of techniques are applied by teachers on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?

○ What would be the appropriate resources to improve the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?

c. JUSTIFICATION

The problems that exist in education especially in learning English language for me constituted a great challenge to deal with as a person that knows this language, searching the problem related to: the techniques applied by teachers influence in the learning of English vocabulary?

The English language nowadays has become the second language after the native language of each country, and for people who know it represents an open window to the world, for this reason is important that teachers apply the best techniques to teach and those have to be related to the students necessities of the learning of English vocabulary.

The present work will be the support for the researched institution because it can contribute to solve some learning problems, in this case the problems to learn vocabulary which are affecting most of the students to develop the speaking skill.

On the other hand, considering the scientific point of view the aim is to discover if the relation of the variables is real, for this the needed instruments for the research will be applied to collect the specific information about the techniques and updated resources that teachers applied in the teaching learning process.

Therefore it would be interesting to know if the techniques and updated resources applied by teachers are according to the students' requirement and prove if they

are appropriate for them, therefore to determine if the students are able to speak English using correct vocabulary.

Finally, it helps me to improve my professional profile, because during this research work I will know a lot of techniques for the learning of English vocabulary. Also I hope to get the licentiate degree and fulfill a requirement of the Área de la Educación, el Arte y la Comunicación.

d. OBJECTIVES

GENERAL

❖ To know about the application of the techniques by teachers on the learning of the English vocabulary, of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

SPECIFICS

❖ To determine how techniques applied by teachers help to develop the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja . Academic Year 2013-2014.

❖ To set up possible updated resources to improve the learning process of the English vocabulary at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

e. THEORETICAL FRAME

CHAPTER I

TECHNIQUES APPLIED BY TEACHERS

CONCEPT OF TECHNIQUE

“According to Edward Anthony, (1963:63-7) a technique is implementational, which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”(Joseph Mukalel, 2010)

“Brown (2001: pp. 15-16) defines a technique as any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning” (Lukmanblack’s Blog, 2010)

Take into account the concepts above a technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers enable to develop, create and implement, using his distinctive way, the procedures of teaching.

VOCABULARY TEACHING TECHNIQUES

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. Teachers should check their students’

understanding by giving them encouraging exercises. Also they should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

“Learning vocabulary is an important step in developing future reading and speaking skills. To build up vocabulary in student helps ensure that they come across as smart and focused in future conversation especially interviews.”

(Hannington Dia, 2007) The following techniques are very useful:

Pre-teaching: It is a technique used to introduce to the students unfamiliar words in a book before reading it to them. The teacher first has to determine which words in the text are unfamiliar to pupils. Then he should define and discuss these words with them and give details about the meanings behind the words. This helps the student understand their connotation and direct meanings. You can also observe how your students understand the words by going over them with him.

Repeated Exposure: After teaching your pupils new vocabulary, you must be sure to keep using it as much as possible. The teacher must use the words in sentences not only when he is talking with his pupils, but also when he is not talking directly to his pupils, but around them. It is important that teacher find any opportunity to use the new words and also he should encourage his students use unknown words in sentences weekly, with the purpose to reinforce the new words in their head, ensuring they will remember.

Keyword method: This method is used to introduce new words from a text prior to reading it. Rather than teaching to students the definitions, however, it is important to give them word clues. These could portions of the word definitions, images strongly associated with the words or anything that strongly correlates to the words.

TECHNIQUES USED BY TEACHERS IN PRESENTATION VOCABULARY

Before teachers present vocabulary, they should know that there is active and passive vocabulary. Passive vocabulary is represented by the words that students know while active vocabulary includes the words that students use. Therefore, the first decision to make when presenting a vocabulary is to decide which words are needed for teaching vocabulary, based on useful and frequency to the need of learners. Moreover, teacher has to decide whether the word is worth spending time or not.

“These techniques include the following materials: flashcards, photographs, blackboard drawings, wallcharts and realia. They are used for convince the meaning and are particularly useful for teaching concrete items of vocabulary such us food or furniture, and certain areas of vocabulary like sport or action verbs.” (Gairns Ruth, Redman Stuart, 2006). Also they often help to practice activities involving students’ interaction.

For instance a set of picture illustrating sporting activities could be used as a means of presenting items such as skiing, sailing, claiming, etc. these visual aids can be used as the basis for a guided pair work dialogue: E.g.

Have you ever being skiing?



Yes, I went to Italy last year.

No, I haven't. Have you?

Did you enjoy it?

etc.

VISUAL TECHNIQUES

Mime and Gestures: These are often used to supplement other ways of conveying meaning. When the students have no idea about the unknown word, teacher might build a situation to illustrate it, using the board and gesture to reinforce the meaning.

Drawing pictures: It is an easy and quick technique of introducing vocabulary to the learners. To draw a picture for students can fun medium to explain the meaning of words or sentences. Teacher can encourage students to do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clearly by simple sketches. Teachers have always use pictures or graphs whether drawn, taken from books, newspapers or magazines to facilitate the learning. (Harmer Jeremy, 2003)

Watching videos: To watch a video is a good technique and provides learners a list of target vocabulary words and asks them to construct a paragraph that incorporates as many of the words as possible.

VERBAL TECHNIQUES

Sound and meaning: this technique is used to present new words. Teacher says the new word one, two, three or more time, pronouncing it clearly. He also explains the meaning of the word through pictures, pointing out objects, or just verbal.

Use of illustrative situations: These are useful when the items are more abstract. With the aim that learners understand, teachers often make use more than one situation or context to check that learners have grasped the context or meaning. To explain the meaning of “I don’t mind” the following context can be useful:

Mary likes cartoons and soap operas equally. Unfortunately they are both on television at the same time. She doesn’t matter which program she watches. How does she answer this question?

Teacher: Do you want to watch cartoons or soap operas?

Mary: I

The teacher to ensure that student understood the concept makes a check question:

Does she want to watch one program than another?

Scales: Once students have learnt two contrasting or related gradable words, this can be a useful way of revising and feeding in new items. . If students know “hot” and “cold”, for example, a blackboard thermometer can be a framework in “warm” and “cool” and later “freezing” and “boiling”. Similarly with adverbs of frequency.

It is used to teach the adverbs of frequency:

I	never	go to the cinema on Sunday.
	hardly ever	
	occasionally	
	sometimes	
	often	
	always	

These can also be given in a jumbled version for students to put in an appropriate order.

INNOVATIVE TECHNIQUES TO TEACH VOCABULARY

“It’s important to analyze the changes of teaching vocabulary because traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular

basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the centre of language teaching. There are several aspects of lexis that need to be taken into account when teaching vocabulary.”(Solange Moras & Carlos Sao, 2001)

Traditional vocabulary instruction for many teachers involves having students look words up in the dictionary, write definitions, and use words in sentences. Teaching vocabulary in context, combining with reading and writing activities, and providing the students with different lexical information enhance children and adult students’ vocabulary.

Here are some of innovative techniques:

Showing actual objects and showing models: Showing actual objects is a very useful technique to teach vocabulary to the beginners. It is used to teach the names of many things. It gives real experience and sense to the learners. The words like pencil, table, chair, marker, apple, etc. can be taught in the classroom. When the objects are not necessary or possible to bring to the classroom the teacher works with showing models. They are available in the bookshop. Hence, teacher should use those models to teach vocabulary words like: tiger, brain, elephant, airplane, etc.

Using demonstrations: In this technique teacher can perform some words and learners try to imitate. It can be fun. For example, the words like jump, smile, cry,

nap, sleep and dance can be demonstrated. This can help a lot to students who are studying a foreign language because it helps to introduce new concepts. After explaining new vocabulary; teacher can ask students to perform the actions.

Teaching words in context: When we learn some words in an isolated way generally are not retained. Therefore the teacher should teach unknown words in context. In this way students must be aware of the linguistic environment in which the word or phrase appears.

A good and interesting text has relevance to the lives of the learners, and it is an essential prerequisite for vocabulary teaching and also it helps engage the attention of the learners and naturally producing the target language.

Guess words from the context: Teacher explains learners some type's context clues. They are: definition or restatement, opposite/contrast, general sense, examples.

❖ ***Definition or Restatement:*** The meaning of the vocabulary word is in the sentence itself, usually following the vocabulary word.

E.g.: The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision.

❖ ***Opposite or contrast:*** The sentence uses a word with an opposite definition to give the meaning of the vocabulary word.

“Unlike Jamaal’s room, which was immaculate, Jeffrey’s room was very messy.”

“Whereas Melissa is quite lithe, her sister is clumsy and awkward.”

❖ **General sense:** It focuses on SVO, actor & recipient. What type of word is it?

If it is a **noun:** a person, place, thing, abstract idea.

If it is a **verb:** an action (movement), or feeling/emotion, etc.

If it is an **adjective:** what is it describing? Good or bad, size, color, shape, emotion.

❖ **Examples:** If teacher knows the example, he can often figure out the category, if he knows the category he can get a general idea of what the example is.

The *baboon*, like other apes, is a very social animal.

A fierce animal, like others felines, is *the tiger*.

Synonymy/Antonym: These techniques may be widely used in teaching vocabulary because they are very effective. Teachers often used synonym or antonym with low students' level, where inevitably they have to compromise and restrict the length and complexity of their explanations. For example: it is justifiable at low level to tell students that “miserable” means “very sad”

Knowing the different word equivalent will help the learners substitute the words they frequently use. When they know about synonyms and antonyms, retention will be enhanced since they may play with their words now.

Idioms: “An idiom is a phrase whose meaning is different from the meanings of each word considered separately.” (HEACOCK Paul, 2006)

Teaching idioms are fun because they are part of everyday vocabulary and they can make easier for students to remember something. Examples:

To smell a rat: to suggest that something wrong is happening.

To behave like a hen mother: to be very protective.

To hold your horses: to do something more slowly.

Singing Songs: This technique is used to teach pronunciation and to memorize new vocabulary. Here teacher uses audio aids such as Cds, cassette tapes, teacher's voice and also he uses visual aids such as pictures, written form and demonstrations. Teacher uses songs to encourage students to start a discussion or a debate. With songs students are motivated and don't get bored during the classes.

SOME SUGGESTIONS IN TEACHING VOCABULARY

“The start point in teaching vocabulary is to determine the nature and relative difficulty of the word. There are words like pen, eraser, bag which have already entered to learner's mother tongue. There are also other English words like father, mother which have at least exact equivalent in their mother tongue.”(Marlow Ediger, B.S. Venkata Dutt, D. Bhaskara Rao, 2007)

But there are other English's words in which have neither entered learners' mother tongue nor have they exact translation equivalents. Here are some suggestions to deal with them:

Use of Pictures: The use of the pictures help learners understand easily the meaning of any word, because it is obvious that when a learner looks at the picture has the meaning in his mind, therefore it's not necessary translate exactly the meaning. Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good dictionary pictures available in the market that teacher can used to teach.

Illustrative sentences: It is very helpful for showing the usage of a word, and every good dictionary makes use of such sentences. The teacher should come prepared with such sentences and use them.

E. g.: Accept:

(1) The captain of the team accepted the referee`s judgment without protest.

(2) We should accept a gift with thanks.

Word series: The meaning of the words which forms part of familiar series, such us the moths of the year, the days of the weak, the numbers, becomes automatically clear once it is put in its proper place in the series.

E.g.:

Primary

January

Secondary February

Tertiary March

Associated vocabulary: It is often easy to teach a number of words together if they all relate to a particular topic.

E. g: It is easy to teach words like: doctor, nurse, patient, medicine, ambulance, etc, together in the context of hospital that to teach any of these words in isolation.

With the help of pictures all these words can be presented together. Teacher can give a category and students can write the examples or vice versa:

E.g. Category: Weapon. - gun, knife, club, etc.

Examples: gun, knife, club: weapon

Category: Fruits. - apple, pear, lemon, melon, etc.

Examples: apple, pear, lemon, melon: fruits.

Constant Practice: “Let the learners practice using the newly learned vocabulary. The words must be used in the sentence properly. This should be done in routine until mastery is achieved. The old adage ‘practice makes perfect` certainly applies here.”

Include Stories: A teacher may begin the lesson teaching vocabulary with interesting stories. The learners should read the story and the difficult words to be learned should be in bold. Before discussing about the story, let the learners list all

the words in bold and discuss their meaning based on how they are used in the story.

Inject Grammar: Teaching vocabulary can be more effective when grammar vocabulary is also introduced. In this way, learners will know the different forms of words and how they are used in the sentence. For instance, the word child is a noun, which can be formed as adjective also; hence, childish.

GAMES AND ACTIVITIES FOR TEACHING VOCABULARY WORDS

Teaching vocabulary words always make a great jumpstart for learning. Expanding students' vocabulary can enhance their creativity in one way or another. For example, a large vocabulary will enable him or her to write a composition about any specific topic in a more expressive way.

Different games and activities engage students in the learning process. The entertainment nature of vocabulary games reinforces the words with the students, and they often don't even realize they're learning. These games work for any grade level by using age-appropriate vocabulary words for the activities.

Here are some games and activities:

Vocabulary Word Sentences: This activity utilizes the letters of a vocabulary word to construct a sentence. Teacher must write a vocabulary word on the board. The students use each letter as the beginning letter of words to create a sentence. For example, if the vocabulary word is “test,” the sentence could be, “The children are friendly.” Teacher should encourage the students to develop creative sentences.

Simulations and role plays: Teachers often used these activities during the classes. Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Role plays comprise of short scenes which can be realistic as in pretending to interview a celebrity. In group work, the class can be divided in a group of four to five persons. Choose one person as a group leader who will be playing the role of an educational consultant and other will be playing the role of job seekers.

Vocabulary Riddles: An entertaining way for students to identify vocabulary word is called Riddles. You can use the definition of a vocabulary word to create a riddle. For instance, a riddle for the word “umbrella” might go, “When the drops start to fall, I come in handy. My waterproof top is really quite dandy.” Whether or not riddles rhyme, you should use a playful tone to appeal to the students. Vocabulary riddles can work in two ways: as oral activity for the class or as a written assignment in the form of a worksheet.

Dictation Game: Here the students can get more familiar with vocabulary words by dictating them. The teacher can make a game of this by reading vocabulary words aloud in a continual, regular and awarding the win to the student who copies them down the fastest.

Act out/ pantomime: This is a game where teacher gives students cards with instructions like the examples below. The students have to perform actions without speaking. The other students try to guess the word or expression that the student is pantomiming

E.g.: Open the door. Close the book

Crossword Puzzles: It is an activity that helps learners on spelling as well as meaning. The goal of this activity is to fill the white squares with letters, forming word or phrases, by solving clues which lead to the answers. The learners practice a lot the new vocabulary doing this activity.

Password: Here the teacher divides the class in two teams. One person from each team sits in a chair in front of the class. Those two students receive a card with a vocabulary word. The first person gives one-word clue to his/her team. If no one from the team can guess, the second person gives a clue to his/her team. This alternates back and forth until someone from one of the two teams guesses the word, or until a specified number of clues have been given.

Word sheets: A simple but effective activity to review the vocabulary from a given unit is to post a sheet of paper with the words under study and talk about them. Do this as warm-up for two or three minutes.

In the sheet can be questions like:

Which words refer to people?

Which words are verbs?

Judge is a verb. What's the noun form?

Spot the vocabulary: This is a visual activity which helps make the process of recalling vocabulary motivating and memorable. It is applied with lower levels. Teacher will need a picture (this could be an illustration from a book, from the web, a photo, even his/her own sketch!) that describes 'things' on a particular theme which his/her students have recently learnt.

Teacher holds up the picture so that the students cannot see it, and start building up interest by saying, 'Hey, this picture is interesting, isn't it?', 'Can't you see it?' Then he/she asks students if they want to see the picture, turning it round for them to see just for a couple of seconds. In this moment teacher tells them that they have two minutes to identify and memorize as many things as they can see from the picture, without writing anything down! Once the time is up, teacher takes back the picture and ask students to write a list of everything they can remember. All of students participate and also teacher gives explanation or feedback if it is necessary.

Adopt a word: In this activity teacher gives students templates with headings:

Word	Meaning	Part of speech	Example of usage

Students choose an unknown that they want to know, do some research on it using the template above. These words are then stuck to a large paper chart on the wall. The purpose of the activity is to carry on the entire year with students sharing more and more words.

Phrasal verbs stories: This story activity presents the verbs in a context helping the students to work out the meaning. It is also memorable so it's easier for students to remember them too. Teacher has each of the phrasal verbs from the story written on a piece of card, large enough for all the students to read. Teacher reads the story to his students using gestures and miming and places the phrasal verb on the board each time he says one. Students have to do a similar story using the phrasal verbs, after they have to remember their story. Finally teacher helps with the more difficult verbs through explanation or questions like the following: How often do you go out?, does your teacher sometimes pop out of the class? Why?

UPDATED RESOURCES USED BY TEACHERS IN TEACHING VOCABULARY

Technology has become an important tool in recent times in many fields especially in education. Through it teachers can improve the teaching and also it facilitate learners a better learning.

Teachers can use the following updated resources in order to teach students the English vocabulary in different way contributing to the new way of learning English language during classes.

Computers: Since 1980 computers are very useful resources in teaching language. It doesn't replace the teachers but it reorganizes the cooperation between teachers and students. The computer offers good opportunities in the teaching and learning process.

The advantage of using computers in teaching vocabulary is that trough it students are motivated to do tasks using them. Using computers students can develop tasks and exercises in an interesting way. Another advantage of computers is that tasks can be set according to the learners' language ability and they also can get immediate feedback from the computer, which allows them to evaluate their own answers while questions are still fresh.

CD-ROM: These are tools similar to the audio Cds, which can be used to store relatively large amounts of data, and offers teachers the possibility to incorporate multimedia to their teaching. CD-ROMs are extremely versatile and allow the learner to listen to audio, watch videos clips, read texts and do interactive exercises.

Flash memory: Is a type of non-volatile storage. It is reliable and fast. The use of flash memory contributes to the teaching and learning. Students can share information, about topics learnt, such as grammar, vocabulary, verbs and so on. It is very compact and can store gigabytes of data in a small space.

Audio player: It is one of the most common pieces of equipment when teaching languages. Teachers use it because the most textbooks are supplemented with audio Cds, so that students can practice orally at their home.

Projector: It is a great resource to teach English. Using this resource provides the lessons with effective, quick interaction from both teacher and students. Teacher saves time during his/her lessons, he avoids drawing or writing, and he just explains and interacts with students.

Internet: The internet in the 1950-60s was a product of incredible technological inventions. Since these years it is used in different fields and its applications are endless. It is no more restricted to academic use, but it has become an

indispensable part of people's life. The Internet is an incredible resource of information, as it provides instant access to distant databases. The internet and its user-friendly interface the World Wide Web has opened new vistas of teaching a language. It is fundamentally a multimedia medium, as it has a graphical presentation system which incorporates audio and video files.

The World Wide Web constitutes an incredible resource to use with students. There the students get information about new words or phrases. There are excellent sites on the World Wide Web that provide new vocabulary items on a regular basis. Using the World Wide Web students can do different exercises related to vocabulary such as gap fills, word completion, reconstructed text, information gap, etc. Here are some websites where students can do different activities or exercises.

<http://esl.about.com/blvocab.htm>

http://www.longman.com/ldoce/word_wk/index.html

<http://dictionary.cambridge.org/wordoftheday.asp>

Internet's tools

Using the internet there are many tools and activities that teacher can use to teach vocabulary, here are some of them:

❖ ***E-mail:*** "E-mail is one of the simplest tools available to the language teacher interested in e-learning." (David Gordon Smith and Eric Baber, 2005)

This tool is used to practice vocabulary because when students send for example homework to teacher they practice what they learnt in classes. The homework could be in writing task, gap-fill or matching exercises.

Other activities teacher can send to students in order to practice vocabulary is Email story writing, jigsaw activities and role-plays, etc.

❖ **Blogs:** Blogs, derived from web-logs are diaries or regular opinion columns posted on the internet. A blog can act as a personal portfolio for learners. One of the common ways of using blog in the language-learning is for the teacher to write the main blog entries which learners can then comment on.

❖ **WebQuests:** Bernie Dodge, a professor at San Diego University defined a WebQuest as:

“An inquiry-oriented activity in which most or all the information used by learners is draw from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it” (Op. Cit. 40)

Taking into account the definition before, I can say that WebQuest involves giving students a task. The students to complete the task have to use resources on the internet. WebQuest are suitable to work with young learners and it helps to the student’s independence.

❖ **Facebook:** It is essential for students as the activities concentrate on interaction between their peers. It is the best platform where teaching and learning

turn out to be a venturesome experience. Using facebook students can play learning games, review books to reinforce the learning, participate in writing workshops, connect to classes around the world, and others.

❖ ***Twitter:*** Many teachers are using Twitter in creative ways, to stay on top of education news and, keep in touch with peers and students. A lot of activities can be done using twitter here are some of them: instant feedback, answering questions, enabling discussion outside of class, follow conferences, share a story, and others.

❖ ***YouTube:*** YouTube is a good and free resource for teachers. This network can provide many brilliant teaching opportunities aside from just playing the class media content. The use of YouTube programs encourages students to develop reflective learning. Also there are some great videos on YouTube that can be used to practice new vocabulary, to know more about any topic, or to reinforce the things taught by teacher.

CHAPTER II

LEARNING OF ENGLISH VOCABULARY

Vocabulary is considered as an internal apart of learning language since it leads the way to communication. Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

DEFINITION OF LEARNING

“Learning is not easy to define. Robert Gagné (1977:3) defined learning as a change in human disposition or capability, which persists over a period of time, and which is not simply ascribed to learning, for instance, physical growth can change our capacity for certain activities.”(James Avis, Roy Fisher and Ron Thompson, 2010)

In psychology and education learning is a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or, making changes in person’s knowledge, skills, values and world views. Also learning as process focuses on what happens when the learning takes place.

LEARNING THEORIES

Behaviorism: In this theory the learner is considered “passive” responding only to an environmental stimulus. Also here are three basic assumptions: First, the learning is manifested by a change of behavior. Second, the environment shapes behavior and third, the principles of contiguity and reinforcement are central to explaining the learning process. We can say that in behaviorism the learning is a relative permanent change of behavior. It is focused on association, operant behavior conditioning and also the principle is the teacher.

Cognitivism: In this theory are two key assumptions: the memory is an active organized processor of information and the prior knowledge plays an important role in learning. This theory explains brain-based learning. It means that there is a change in a learner’s understanding because the learning is focused on increased and improved memorization and the core of the theory is the student.

Constructivism: The learning in this theory is “active” and contextualized process of constructing knowledge rather than acquiring it. The learner is an information constructor because his knowledge is constructed based on personal experiences and hypotheses of the environment.

In others words constructivism knowledge is a constructed entity made by each individual through the learning process where learning is discovery and construction of meaning. The heart of this theory is the learner.

TYPES OF LEARNING

“There are different types of learning. Bloom (1956) classifies in three domains: Cognitive, Affective and Psychomotor.”(Op. Cit. 81)

Cognitive learning: It comprises the acquisition and use of knowledge and it is demonstrated by knowledge recall and intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem solving, and evaluating ideas or actions.

Affective learning: It relates to emotions, attitudes, and values: for instance, enjoying, respecting and supporting. It is important in planning learning which involves work with people.

Psychomotor learning: It involves arrange of physical skills and requires attributes such as coordination, grace, strength, and speed. Its applications cover subjects such as athletic performance, art and dance as well as vocational areas like construction or motor vehicle engineering.

WHAT IS LANGUAGE?

Language is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication.

Human language is the use of spoken or written words as a communication system. Basically, a language is something which is spoken: the written language is secondary and derivative.

Everybody knows that in the history of each person, speech is learned before writing. In the history of species there were primate communities that have speech without writing, but we know of no human community which has a written language without spoken one.

The language also can be symbolic. A symbol is a kind of sign, but not all signs are symbols.

THE FUNCTION OF THE LANGUAGE

“Language is used for more than one purpose. People can often be heard playing with language: children especially like using language as if it were a toy repeating, distorting, inventing, punning, jingling, and there is a play element in the use of language in some literature.”(BARBER Charles, 2001) One of the basic

functions of the language is enable us to influence one another's behavior, and to influence it in great detail, and thereby makes human cooperation possible.

Other animals co-operate, for example many primates, and social insects like bees and ants, and use communication systems in the process. But human cooperation is more detailed and more diversified and also it would be unthinkable without language, and this function which has made language so successful and so important.

DIFFERENCES BETWEEN FIRST LANGUAGE LEARNERS AND SECOND LANGUAGE LEARNERS.

Categories	First Language Learner	Second Language Learner
Process of learning	The first language acquisition is through memorization, which includes many grammatical rules.	The process is linear; I mean the syllabi and many textbooks work linearly covering grammatical items with increasing complexity.
The environment	It is characterized by constant meaningful interaction. The learner produces the language little by little without a formal instruction or study.	The learners don't use the language outside the classroom, they interact during one or two hours in classes with the teacher and their classmates.
Exposure of language	The learners use the language with their parents. They focus on correct utterance at the expense of grammatical correctness.	The teachers of foreign language often focus on grammatical accuracy at the expense of factual correctness.
Age of the learner	The first language learners acquire language as they grow up and usually they have mastered the basic grammar of the first language by the age of five or six.	We can say that learners are not too young; they usually are teenagers or adults. They have the predisposition to learn a second language. At the beginning they can have learning problems but after they improve them.

THE IMPORTANCE OF ENGLISH LANGUAGE

The English language has International Standard. Therefore people need to learn this language in order to get in touch on International level. If we talk about Education field, we will find much of the syllabus is written in English. Almost every school in the world teaches English to their students. If we see the internet, we can notice that more than 90% websites are written in English.

There is another factor that makes English very important in this world; the factor is that it is easy to learn. With good understanding and communication in English, we can travel around the globe. We get assistance and help in English in every part of the world.

When you visit some offices, companies, governmental organizations, and other departments, you will see the importance of English as they hire the professional staff after getting know that whether the people they are hiring are good at English or not.

THE ENGLISH LANGUAGE TODAY

The English language today is one of the most widely spoken and written languages in the world today, with 380 million native speakers. It is the third most natively spoken language, after Mandarin, Chinese and Spanish.

One out of every six people in the world speaks English. It is a beautiful language in its purest form; however, with so many dialogues and accents, pure spoken English is hard to come by. Yet; it is these accents and different takes on this diverse language which make it so unique. It is indeed a language to be admired.

This language has survived centuries, and grown into the full formed personification of excellence it is today. There are many ambassadors for this language, with poets such as W.B Yeats, and writers such as J.R.R Tolkien. The amount of talent within this language is vast. The English language has survived many years; and it shall survive many more.

CONCEPT OF VOCABULARY

Vocabulary is the study of the meaning of the words and how words are used because many words have several different meanings.

“There are many concepts of vocabulary, according to Manser (1995:461), on his book he wrote that vocabulary is:

- ❖ The total numbers of words in a language
- ❖ Word known to a person
- ❖ List of word with their meaning, especially at the back of a book used for teaching foreign language.” (Ibnumas'ud, 2011)

Taking into account the explanation above the author says that vocabulary means words or total of words, which used in learning language with meaning of word itself in order to know the meaning of words or sentences.

IMPORTANCE OF VOCABULARY

When a person is learning a second language first not only learns words of labeling that is mapping the words on to concepts, but also learns categorizing skills. Vocabulary is considered as one of the language skills, it's important because a student who has many words in his mind can speak with fluency and avoid to use idiomatic expressions when express sort of things.

The learning of vocabulary is the largest and the most important task when someone is learning a second language because it is a principle contributor to comprehension, fluency, and achievement.

Also to know extensive vocabulary is a tremendous communicative advantage because a learner can start a dialogue in somewhere with any native speaker and he can talk naturally without hesitation.

HOW ARE WORDS REMEMBERED?

It's important that a learner of second language remember the words that he learns not just learn them because the vocabulary knowledge is largely a question of accumulating individual items.

“Researchers into workings of memory customarily distinguish between the following systems: the short term store, working memory, and long -term memory.” (THOMBURY Scott, 2002)

The short-term store is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds.

This kind of memory is involved in holding in your head a telephone number for as long as it takes to be able to dial it. Or to repeat a word you've just heard to the teacher.

Successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds.

Working memory is in charge of many cognitive tasks such as reasoning, learning and understanding. It is like a work bench, where information first is placed, studied and moved about before being filed away for later retrieval. The information can come from external sources or it can be downloaded from the long term memory or both.

This capacity is possible by the existence of the articulatory loop, which is a process of sub vocal repetition. Once the learner hears a new word he examines the word repeating it assuming that not too many other new words are competing for space on the loop. The holding capacity of the articulatory loop seems to be a determining factor in the ability to learn languages; the longer the loop, the better the learner.

The long term-memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain new vocabulary items the length of the lesson but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish.

Here is a brief summary of some of the researcher findings that are relevant to the subject of word learning:

❖ ***Repetition:*** Is the process in which a learner memorizes new words. While a learner repeats many times he learns something better.

❖ ***Spacing:*** The memory work is distributed across of period of time rather than in a simple block. This is known as the principle of distributed practice. When teacher presents new items of vocabulary he knows that is better to present first two or three items then go back and test these, then present some more, then backtrack again, and so on.

❖ ***Use:*** Putting words to use, preferably in some interesting way is the best way of ensuring they are added to long-term memory.

❖ ***Personal organizing:*** The judgments that learner make about a word are most effective if they are personalized. In one study, learners who had read a sentence aloud containing new words showed better recall than learners who had simply silently rehearsed the words.

❖ ***Motivation:*** The simple fact of want to learn new words is not guarantee that words will be remembered. The only difference is that a strong motivation makes the learner likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

FACTORS THAT MAKE WORDS MORE DIFFICULT THAN OTHERS.

Anyone who has learned a second language will know that some words seem easier to learn than others.

“However there are factors that make words more difficult than others to learn. The factors are the following:” (Ob. Cit. 27)

Pronunciation: The words that are difficult to pronounce are difficult to learn. The learners can find many difficult words during the process of learning of second language which means for them a big challenge to deal with.

Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

Length and complexity: Long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words-such as in word families like necessary, necessity and necessarily- can add to their difficulty.

Grammar: It is also problematic factor for learners of second language. Spanish learners of English, tend to assume that explain follows the same pattern as both Spanish explicar and English tell.

Another difficult is that they have to remember whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty. And the grammar of phrasal verbs are separable (she looked the word up) but others are not (she looked after the children), etc.

Meaning: When two words overlap in meaning, learners are likely to confuse them. For example: Make and Do are a case in point; both of them are verbs. Here are some examples:

Make breakfast

Do the homework

Make an appointment

Do a questionnaire.

Words with multiple meanings, such as since and still, can also be troublesome for learners and also unfamiliar concepts may make a word difficult to learn.

ONLINE WEBSITES TO LEARN ENGLISH

When students learn a second language in this case English, often exhibit a deficiency in learning the vocabulary of the target language. The poor lexicon affects the linguistic performance of a learner in both writing and reading. The students have problems with active type of vocabulary, this type of vocabulary are

words we authentically use both in written and oral speech. Here are several web tools that can be use with students for the learning of English vocabulary.

❖ **Vocabulary.com**

This is a website that will help students learn the vocabulary essential to their academic success.

❖ **Just the Word**

It is a cool website that helps students make informed decisions as the right word selection to use in their writing.

❖ **Wordnik**

This website shows definitions from multiple sources, so you can see as many different takes on a word`s meaning as possible.

❖ **VocabGennii**

It is a free online dictionary building game. Each around is only 90 seconds, and you can play anytime, anywhere you have internet access.

❖ **Wordhippo**

Wordhippo is a great vocabulary web tool that lets student easily provide antonyms and synonyms to students´ words. Word hippo defines a word, provides a meaning, and provides a word that is opposite.

❖ **Wordthink**

This web tool provides you with a daily reminder to use many of the words you already know, and add many new words to your vocabulary that you can actually use every day.

TEST OF VOCABULARY

To test the vocabulary is the main thing that teachers always must do to their students because it is like a feedback for learners and for teachers too. Besides when learners know that they are going to be tested they take vocabulary learning more seriously. To motivate students to review the contents of vocabulary learned help them to prepare for more test in the future and for some questions during the classes.

To test learners is important to take into account the following factors:

Validity: here the teacher knows if the tests are appropriate for the students' knowledge level and if it is what he thinks is important to test.

Reliability: according to this factor teacher can notice what the results are, I mean, if the results of the test are excellent, good, regularly, or bad.

Practicality: this factor it's important because using this teacher can see if is easy to mark and administer the test.

Once teacher analyzed the factors above he can test students in a formal or informal way.

The informal testing is to get learners to test each other using their vocabulary notebooks or do it something like a role play.

The formal testing requires some strategies stages. First the teachers plan according what the learners know, then he elaborates the test. It usually is applied at the end of a unit and at the end of a course. Finally, good tests have a positive effect, and these encourage good learning strategies.

WHAT TO TEST?

Any vocabulary test needs to take into account the multi-dimensional character of word knowledge. Besides the vocabulary test can be divided into test of: Recognition and Production. They also divide between tests where words are tested: out of context and in context.

Here are examples to understand better the concept:

Example: test 1

Teacher (says): Write down the following words.

1. Confident
2. Independent
3. Expectant
4. Reluctant, etc.

In this type of test no context is provided, of course the contexts could be added. The teacher could dictate whole sentences. Here the student produces the language.

Example: test 2

Teacher: Write the English word that means:

1. A place where you go to buy meat
2. The person who repairs your kitchen tap if it leaks
3. The machine that you use to take pictures

In this test learners are asked to put the words into sentences. As in first test no context is provided and also the learner produces the language.

Example: test 3

Choice the best word to complete each sentence:

1. The flight attendant asked the passenger toattention to the safety demonstration.
a. give b. devote c. pay d. lend
2. A severe hurricane in the South Pacific hasmany lives.
a. claimed b. taken c. killed d. destroyed
3. The delegates blamed each other when the peace talks broke.....
a. off b. up c. on d. down

In this test the language is contextualized. It is receptive because the learners have the ability to recognize the correct form.

Whether to test with or without a context, or to test for recognition or for production, are issues that are best resolved by taking into account the purpose of the test and also its likely effect on teaching.

TYPES OF TEST

Multiple choice tests

“These are a popular way of testing in that they are easy to score, and they are easy to design. Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole test.” (Op. Cit.132)

Example: Choose the best word to complete each sentence:

Fashion and Identity

1. Designers like to create an outfit which really stands.....in a crowd and makes you look different.

- a. up b. in c. out d. for

2. If you really want to make an.....on your friends, you could design your own clothes.

- a. impression b. interest c. expression d. appearance

3. The way you dress canout signals saying 'Look at me! '

- a. send b. put c. make d. place

Here, is an example of “**word only**”:

- tangle means:
- a. a type of dance
 - b. a tropical forest
 - c. a confused mass
 - d. a kind of fruit

In this example, on the other hand, is a **contextualized** multiple choice test:

CANCER 22 June-22 July

Someone is /*a. playing; b. calling; c. singing*/ the tune and for the moment you’re quite happy to go /*a. a long; b. around; c. away*/ with what seems like a reasonable idea. Hobbies /*a. make; b. use; c. take*/ up far too much time and children could need support with a new activity. Feelings are /*a. going; b. running; c. climbing*/ high so ensure you’re getting the affection you need...

An alternative of multiple choices is some form of **gap-fill**.

Gap-fill test: It requires learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize it. The best known example of this test type is the ***cloze test***. In a cloze test, the gaps are regularly spaced - e.g. every seventh, eighth, or ninth word

Example of **gap fill** test:

Loja is the ecological city that is 1).....in the south region of our beautiful 2)..... In this province there are friendly 3)..... The major and other authorities work hard for the 4).....of Loja province. Moreover Loja has many 5).....places where people with their family or 6).....can visit and they can have 7)

A variant of the cloze test is the one in which, rather than every nth word, specifically chosen words are deleted. In this way, the test can be steered more towards content words, and hence become a more valid test of vocabulary:

Loja is the ecological city that is located in the s..... region of our beautiful c..... In this province there are f..... people. The major and other a.....work hard for the welfare of Loja province. Moreover L.....has many touristic places where p.....with their family or friends can v..... and have good time.

HYPOTHESES

GENERAL

❖ The application of the techniques by teachers influence on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

SPECIFICS

❖ The techniques applied by the teachers contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

❖ The updated resources used by teachers can help to learn easily the English vocabulary to students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.

f. METHODOLOGY

DESIGN OF THE RESEARCH

In the present research work, some methods and instruments will be use to verify the hypotheses and write conclusions and recommendations for the researched school.

METHODS, TECHNIQUES AND INSTRUMENTS

Some methods, techniques, and instruments are used with the purpose to develop the research with a logic sequence.

METHODS

Scientific method: It was used as the general method, it helps the researcher to set up the variables based on the real life and also to define the problems and give the possible solutions for them.

Analytical Synthetic method: It will allow to settle down, to know, and to analyze if the obtained data and the results are in connection with the theoretical frame, in order to elaborate the necessary recommendations, and to give a possible solution to the problem.

Descriptive Method: This method will be applied to process and to discover the gathered information and in this way the researcher could be able to obtain the final results and conclusions.

Inductive Method: This method is utilized as a tool to find the place where the research is going to be, where there is a lack of application of techniques and their influence on the learning of English vocabulary.

Deductive Method: It will be applied to establish the relationship among the obtained data and to compare with the lack of the techniques applications by teachers.

Bibliographical documental Method: This method will be used during the process of the information, where different research sources, help to take out contents from the authors of great relevance and from the most visit and important source “internet”

TECHNIQUES AND INSTRUMENTS

With the aim to obtain the empiric information about the research problem the following techniques and instruments are used:

Survey: This was applied to the teachers and a sample of the students of 8th, 9th, and 10th years of Basic Education, in order to research the application of the techniques for the learning of English vocabulary. It will be applied to teachers and students with the instrument of a questionnaire which included questions about the theme that will be investigated.

PROCEDURES

After obtain the empirical information it will process through the following steps:

Tabulation: The descriptive statistics will be made to classify the questions with the aim to facilitate the interpretation and verification of the hypothesis.

Organization of the empirical information: It will be made according to the specific hypothesis that is going to guide the classification of the questions.

Graphic representation: Using the Microsoft excel program the representation of the information will be in tables, which helps to visualize the results obtained without difficulty.

Interpretation and analysis: The information will be interpreted according to the percentage of the graphic representation and also it will be analyzed, contrasting it with the theoretical frame according to the variables of the specifics hypotheses.

Hypotheses verification: These hypotheses will be verified taking into account the logical analysis, and the final results will be uttered in a descriptive way.

Conclusions and recommendations: These will be written based on the analysis and interpretation of the obtained information according to the objectives which are the core and also the guide of the research process about the techniques applied by teachers.

POPULATION AND SAMPLE

The population that helps to the research work was the students of the 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja that in total are 363. The researcher will take a sample from this population. And as a result 108 students will be surveyed who will be taken in every parallel. The three English teachers in charge of the three basic years will be surveyed, too.

To decide the number of the students in research sample the following formula was used:

$$n = \frac{PQ \times N}{(N-1) \frac{E^2}{K^2} - PQ}$$

PQ = First quartile (0, 25)

N= Population

n = Sample

K= Proportionality Constant (2)²

E= Sample Error (10%,) (0,1%)

$$n = \frac{0,25 \times 363}{362 \frac{(0,1)^2}{2^2} - 0,25}$$

$$n = \frac{0,25 \times 363}{\frac{3,37}{4}}$$

$$n = \frac{90,75}{0,8425}$$

$$n = 108$$

In order to get the sample by year the following formula was used:

$$n = \frac{n}{N} \qquad n = \frac{108}{363} \qquad n = 0,297$$

This factor was multiplied by students' population of 8th, 9th and 10th year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja; therefore the sample is detailed in the next chart.

Years Parallels	A	B	C	D	Total
8th year of basic education	10	10	9	9	38
9th year of basic education	10	10	9	9	38
10th year of basic education	7	8	8	9	32
Total					108
Teachers' Population					3

g. TIME TABLE

ACADEMIC PERIOD 2013-2014																																				
<div>Months</div> <div>Activities</div>	May				Jun				July				Oct				Nov				Dic				Jan				Feb				March			
	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																																		
Correction of the first draft of the project.						X	X																													
Presentation of the third draft								X																												
Correction of the project.									X																											
Approval of the project.										X	X																									
Application of the instruments.														X	X																					
Development of the thesis.															X	X	X	X	X	X	X	X														
Thesis approval.																						X	X													
Private presentation of the thesis																											X	X								
Final presentation and graduation.																															X	X				

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

RESOURCES

HUMAN RESOURCES

The resources that will be part of this research project are:

- Researcher: María Herlinda Angamarca Morocho
- Teachers of the English Language Department
- English teachers of the Unidad Educativa Anexa a la Universidad Nacional de Loja: Lic. Graciela Armijos, Lic. Patricia Encalada y Lic. Cumandá Coello
- Students of 8th, 9th, and 10th years of Basic Education of the Unidad Educativa Anexa a la Universidad Nacional de Loja.

MATERIAL RESOURCES

The material resources that will be used in the present project are:

- Computer
- Printer
- Flash memory
- Printed sheets with the surveys
- Calculator
- Desk's material: (notebooks, highlighter, pens, etc.)

BUDGET

Resources	Cost
Internet	\$85.00
Printed of the project	\$75.00
Printed sheets with the surveys	\$ 30.00
Print of reports	\$ 150.00
Printed of final report and thesis	\$300.00
Others	\$150.00
Total	\$ 790.00

FINANCING

The expenses derived from the present work will be totally assumed by the researcher.

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ANNEXES

MATRIX OF CONSISTENCY

THEME: THE TECHNIQUES APPLIED BY TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH VOCABULARY, OF THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2013-2014.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>Main problem How does the techniques applied by teachers influence on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?</p> <p>Sub-problems What kind of techniques are applied by teachers on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?</p>	<p>General To know about the application of the techniques by teachers on the learning of the English vocabulary, of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014</p> <p>Specific To determine how techniques applied by teachers help to develop the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja . Academic Year 2013-2014</p>	<p>General The application of the techniques by teachers influence on the learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.</p> <p>Specific The techniques applied by the teachers contribute to the effective learning of English vocabulary of the students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.</p>	<p>Dependent: The techniques applied by teachers</p>	<p>Techniques used by teachers</p> <ul style="list-style-type: none"> ❖ Visual techniques: <ul style="list-style-type: none"> ○ Mime and gestures ○ Drawing pictures ○ Watching videos ❖ Verbal techniques: <ul style="list-style-type: none"> ○ Sound and meaning ○ Use of illustrative situations ○ Scales ❖ Innovative Techniques: <ul style="list-style-type: none"> ○ Showing actual objects and showing models ○ Using demonstrations ○ Teaching words in the context ○ Guess words from the context ○ Synonymy/Antonym ○ Idioms ○ Singing Songs ❖ Vocabulary activities <ul style="list-style-type: none"> ○ Vocabulary word sentences ○ Simulation and role plays ○ Crossword Puzzles ○ Word sheets

What would be the appropriate resources to improve the learning of English vocabulary of the students of 8 th , 9 th , and 10 th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014?	To set up possible updated resources to improve the learning process of the English vocabulary at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.	The updated resources used by teachers can help to learn easily the English vocabulary to students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.	<p>Independent:</p> <p>The learning of the English vocabulary</p>	<p>English vocabulary</p> <ul style="list-style-type: none"> ❖ <i>How are words remembered?</i> <ul style="list-style-type: none"> ○ Vocabulary Systems: ○ Short-term store ○ Working memory ○ Long-term memory ❖ <i>Factors of difficulty</i> <ul style="list-style-type: none"> ○ Pronunciation ○ Spelling ○ Complexity ○ Grammar ○ Meaning ❖ <i>Online Websites</i> <ul style="list-style-type: none"> ○ Vocabulary.com ○ Just the Word ○ Wordnik ○ VocabGennii ○ Wordhippo ○ Wordthink ❖ <i>Test of vocabulary</i> ❖ <i>Updated Resources</i> <ul style="list-style-type: none"> ○ Audiovisual resources, E-mail, blogs, Webquests, Facebook, Twitter, YouTube.
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UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

Dear student: In order to develop my thesis focused on the “Techniques applied by teachers and their influence on the learning of English vocabulary of students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.” I need your collaboration answering the following questions with all sincerity and honesty:

1. How often does your teacher explain the way he/she is going to teach English vocabulary?

- a. Always ()
- b. Sometimes ()
- c. Hardly ever ()
- d. Never ()

2. Which of the following visual techniques does your teacher use to present vocabulary?

- a. Mime and gestures ()
- b. Drawing pictures ()
- c. Watching a video ()

Others.....

3. Which of the following verbal techniques does your teacher use to present new words?

- a. Sound and meaning ()
- b. Use of illustrative situation ()

c. Scales ()

Others.....

4. Which of the following innovative techniques does your teacher apply to teach vocabulary?

a. Showing actual objects and models ()

b. Using demonstrations ()

c. Teaching words in context ()

d. Guess words from the context ()

e. Synonyms/Antonyms ()

f. Idioms ()

Others.....

5. Which activities does your teacher apply in teaching vocabulary words?

a. Vocabulary Word Sentences ()

b. Simulations and role plays ()

c. Crossword Puzzles ()

d. Word sheets ()

Others.....

6. Circle the updated audiovisual resources that your teacher use to help you in the learning vocabulary

a. Computers

b. CD-ROM

c. Audio player

d. Projector

Others.....

7. Choose the following internet tools that your teacher apply during learning process of vocabulary

a. E-mails () d. Twitter ()

- b. Blogs ()
c. Facebook () e. YouTube ()
Others.....

8. Do you like to work on vocabulary section using updated resources?
Yes () No ()
Why.....

9. Does the use of online websites help you to?
a. Learn new words ()
b. Find easily the definition of unknown words ()
c. Find synonyms and antonyms ()
d. Remain the words you already know ()
Others.....

10. Circle the factors that you believe make words more difficult to learn.
a. Pronunciation
b. Spelling
c. Length and complexity
d. Meaning
Others.....

Thanks for your collaboration!



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TEACHERS' SURVEY

Dear teacher: In order to develop my thesis focused on the “Techniques applied by teachers and their influence on the learning of English vocabulary of students of 8th, 9th, and 10th years of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2013-2014.” I need your collaboration answering the following questions with all sincerity and honesty:

1. How often do you explain the way you are going to teach English vocabulary?

- a. Always ()
- b. Sometimes ()
- c. Hardly ever ()
- d. Never ()

2. Which of the following visual techniques do you use to present vocabulary?

- a. Mime and gestures ()
- b. Drawing pictures ()
- c. Watching a video ()

Others.....

3. Which of the following verbal techniques do you use to present new words?

- a. Sound and meaning ()
- b. Use of illustrative situation ()

c. Scales ()

Others.....

4. Which of the following innovative techniques do you apply to teach vocabulary?

a. Showing actual objects and models ()

b. Using demonstrations ()

c. Teaching words in context ()

d. Guess words from the context ()

e. Synonym/Antonym ()

f. Idioms ()

Others.....

5. Which activities do you apply in teaching vocabulary words?

a. Vocabulary Word Sentences ()

b. Simulations and role plays ()

c. Crossword Puzzles ()

d. Word sheets ()

Others.....

6. Circle the updated audiovisual resources that you use to help your students in the learning vocabulary

a. Computers

b. CD-ROM

c. Audio player

d. Projector

Others.....

7. Choose the following internet tools that you apply during learning process of vocabulary

a. E-mails () d. Twitter ()

- b. Blogs ()
c. Facebook () e. YouTube ()
Others.....

8. Do your students like to work on vocabulary section using updated resources?

- Yes () No ()
Why.....

9. Does the use of online websites help your students to?

- a. Learn new words ()
b. Find easily the definition of unknown words ()
c. Find synonyms and antonyms ()
d. Remain the words you already know ()
Others.....

10. Circle the factors that you believe make words more difficult to learn for students.

- a. Pronunciation
b. Spelling
c. Length and complexity
d. Meaning
Others.....

Thanks for your collaboration!

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