UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

INCIDENTAL LEARNING STRATEGY TO EXPAND ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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CERTIFICATION

MG. SC. MIRIAM EUCEVIA TROYA SÁNCHEZ, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONALDE LOJA.

Certifies:

The present research work entitled **INCIDENTAL LEARNING STRATEGY TO EXPAND ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZCUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR,** under the responsibility of the undergraduate student, **ANTHONY RONALDO MENDOZA CUENCA,** has been thoroughly revised and fully analyzed. Therefore I authorize the presentation of thesis for the pertinentlegal aims.

Loja, March 26th, 2021

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DEDICATION

I dedicate this work to my parents Targelia and Robert. My heart rejoices as I express my eternal appreciation and love to them for being the main support in my life, for all their words and efforts throughout my professional formation. To my siblings Alexander and Katherine and my lovely niece Doménica, they have taught me the real meaning of family support. To my classroom friends with who I could enjoy one of the best stages in my life. Likewise, my friends, Verónica, Jessenia, Pablo, Kevin, Diana, and Mónica who were essential during this process because of their support, advice, time, and love.

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CROQUIS DE LA INVESTIGACIÓN
COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA"

THESIS OUTLINE

a. TITLE

INCIDENTAL LEARNING STRATEGY TO EXPAND ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR

b. RESUMEN

Esta investigación tuvo como objetivo incrementar el vocabulario del idioma Inglés a través de la estrategia de aprendizaje incidental con alumnos de noveno año "F" de Educación General Básica sesión vespertina, del Colegio de Bachillerato "Beatriz Cueva de Ayora" durante el año escolar 2020-2021. Los métodos utilizados en esta investigación fueron el científico, descriptivo, estadístico y el analítico-sintético. Estos métodos ayudaron a recopilar, describir, procesar e interpretar los datos obtenidos. Para evaluar el conocimiento de vocabulario de veinte estudiantes y obtener información sobre sus actitudes frente al aprendizaje incidental, se aplicaron pruebas y cuestionarios. Las hojas de observación y notas de campo registraron el desarrollo y la percepción de los estudiantes hacia dicha estrategia. Los resultados revelan que los estudiantes ampliaron su vocabulario excelentemente y mejoraron aspectos como la ortografía y la denotación de las palabras, las partes del discurso y sinonimia. En conclusión, esta estrategia motivó a los estudiantes a participar activamente en clase generando su propio conocimiento y, consecuentemente, convirtiéndose en aprendices independientes.

ABSTRACT

The present research aimed to expand English language vocabulary through incidental learning strategy among students of ninth-year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" during the 2020-2021 school year. The methods used in this investigation were the scientific, descriptive, statistical, and the analytic-synthetic. These methods helped to collect, describe, process and interpret the obtained data. To evaluate twenty students' vocabulary knowledge and gather information about their attitudes regarding incidental learning, instruments like tests and questionnaires, were implemented. Observation sheets and field notes served to register students' development and perception towards incidental learning. The results reveal that students' expanded their vocabulary knowledge in an excellent way as well as improved aspects like word spelling, denotation, parts of the speech, and synonymy. On the whole, this strategy encouraged students to participate actively in class generating their own knowledge, and consequently, they became independent learners.

c. INTRODUCTION

Vocabulary is considered as one of the most essential parts of the comprehension and learning of any language. Vocabulary acquisition plays the central role when learning English since it used as the bridge that helps learners to comprehend what they read or listen to. Similarly, it provides speakers the facility to communicate what they need to express. It is also crucial to mention that vocabulary is the key to work out, develop, and improve the four language skills (reading, listening, writing, and speaking). Therefore, the more vocabulary learners acquire, the more chances to understand and to be understood in English language they have.

Nevertheless, because of its importance and value in the language, vocabulary learning is presented as a preeminent issue for learners. If they do not have sufficient vocabulary knowledge, they are not able to make out what is expressed in the target language. Particularly, one of the most common problems faced by learners is that they can neither, recognize and recall some aspects of words. As a result, their English proficiency is low as well as their class performance.

At Colegio de Bachillerato "Beatriz Cueva de Ayora", it was possible to detect that only a small number of students showed an acceptable comprehension of vocabulary, however, most of them presented weaknesses in its acquisition. Likewise, some aspects of vocabulary were perceived as key problems that affect the good students' development such as word spelling, denotation, parts of the speech, and synonymy.

Thus, these mentioned issues are the factors that make learners get worried and feel without any interest in learning the English language. In a like manner, these problems were fundamental to persuade the researcher to inquire into how incidental learning strategy to expand English language vocabulary among students of ninth-year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

The present research was carried out because of two main reasons. The first one is that throughout different kinds of the pre-professional practices done by the researcher, it was possible to notice that students have better chances to master the English language and all its components if they expand their vocabulary knowledge. And the second one is because incidental learning strategy provides suitable chances for students due to the fact they participate actively and construct their own knowledge through the application of different activities that may be adapted according to the learner's needs and preferences.

To develop this research work, the following objectives were proposed: to research the theoretical and methodological references about the application of incidental learning strategy to expand English language vocabulary; to diagnose the issues that limit the expansion of English language vocabulary; to elaborate an intervention plan based on incidental learning strategy to expand English language vocabulary; to apply the most suitable activities of incidental learning strategy in order to expand English language vocabulary and to validate the results obtained after the application of incidental learning strategy to expand English language

vocabulary among students of the ninth-year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

To carry out this research, the following methods were used: ***the scientific method*** provided the organization of the activities in this study. It also afforded the indispensable theoretical framework about the two variables proposed in this investigation. ***The descriptive method*** was useful for picturing the stages of the study, its resources, and how the application of incidental learning strategy expanded English language vocabulary. ***The analytic-synthetic method*** served at the moment of analyzing the obtained results through the pretest and posttest. It also helped to interpret the data, the logical analysis, and draw up the conclusions. Finally, ***the statistical method*** was applied to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

The current investigation includes the following parts: first, the Abstract, which includes the main objective of the research work, methods, instruments, population, the results obtained from the data collection, and the main conclusion. Then, the Introduction, which encloses the contextualization of the problem, the central problem, the reasons why the theme was selected, the specific objectives of the study, the methodology applied, and the contents of this thesis. Following this, the Literature Review covers detailed information about the two variables; incidental learning and English vocabulary. Furthermore, the Materials and Methods section encompasses the design of the research, the different techniques, materials, and

instruments that were used to collect the information as well as the population who took part in this research. Additionally, the Results are exhibited through the use of tables and figures with their corresponding interpretation and logical analysis. Finally, the Discussion section is comprised of a general analysis of the results obtained and the Conclusions and Recommendations whose function is to describe the achievements of the study and provide suggestions for future researchers.

d. LITERATURE REVIEW

INCIDENTAL LEARNING STRATEGY

Incidental Learning

Incidental learning, referring to English language learning, is defined as the action of picking up aspects of the language as a product when a person's attention is not focused on learning those aspects, but on the task that has been provided (VanPatten & Benati, 2010). Alike, Schmitt (2010) suggests that this way of learning refers to the acquisition of something without intention to do it. So then, basically, this strategy can be considered as learning one thing while the subject has the direct intention to learn or practice another different one.

Incidental learning occurs in an unplanned form. According to Silva (2007), this unintentional acquisition takes place when the learner does not have any intention to learn and when the source does not pretend to promote learning. This is because a specific task has been introduced to be completed. Being the case, doing the task is the clear individual's intention; however, this one can acquire something extra from the given activity. This is called incidental learning.

In relation to this, Scheneider (as cited in Edutech Wiki, 2016), this strategy may be a kind of indirect, accidental, or unplanned learning within an informal or formal learning situation, since the development of this does not request planning as a meaningful stage to be developed. Nevertheless, in terms of education it cannot be defined as informal since it may not be introduced into any curriculum.

Richard and Schmidt (2010) propose that unintentional acquisition of knowledge is regularly used in a more restricted sense in which individuals are not notified in advance that they will be tested after teaching. In other words, throughout the application of this strategy, the learners are not aware of any kind of evaluation at the end of the lesson; however, it does not mean that the evaluation will not occur.

Characteristic of Incidental Learning Strategy

Owing to different investigations in education and psychology fields, it is possible to provide essential information to identify some features of incidental learning.

For instance, Batterink and Neville (2011) point out that learning new word meanings in everyday life generally takes place incidentally by inferring the new meaning from the surrounding context. In fact, individuals tend to learn word meanings if the context that is surrounding is suitable and easy to understand.

Clus (2011) notes that incidental learning […] occurs within everyday work activities. Learning as part of experience and participation indicates that it occurs using a variety of strategies. Making sense of daily occurrences in a workplace involves reflecting on what is known and then experienced in a self-directed way.

From Marsick (2009), in his study of incidental learning, it is further suggested that learning is not only implicit but more easily understood through the broader socio-cultural dimension of workplace learning.

Therefore, based on those statements, it is possible to set three important characteristics of incidental learning. First, incidental learning takes place wherever

people have the need, motivation, and opportunity for learning. Second, this strategy is not only used to refer to educational contexts; this has the possibility to occur in different daily environments where the experience helps to reflect and, consequently to learn. And finally, the interaction of people in their social, historical, and cultural context is identified as affecting learning practices and choices.

In line with Marsick and Volpe (1999), incidental learning can be characterized as follow:

- It is related to daily routines.

- It is activated by internal or external factors.

- It is not highly conscious.

- It is haphazard and influenced by chance.

- It is an inductive process of reflection and action.

- It is connected to the learning of others (Marsick & Volpe, 1999)

Incidental Learning in Education

Constructivism theory.

Vygotsky's sociocultural view (1978), which focuses on interaction and collaboration, states that learning cannot appear without social interaction and collaboration. Incidental learning, based on this view, emphasizes the unconscious acquisition of knowledge within meaningful contexts where there are other individuals (learners and teachers) that serve as a society to work and to produce new learning. This strategy also pretends that learners will be able to apply the new

acquisition actively in order to create a cycle where a person learns from another one.

Instructional scaffolding.

Instructional scaffolding is understood as "the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond in Dawn, Matera, & Traver, 2019). Vygotsky, who is the father of this theory, believed that learning does not occur individually, but cognition is worked out through social interaction (Vygotsky, 1978). This author committed to his belief that instructional scaffolding and application of these scaffolds at the Zone Proximal of Development (ZPD). According to Frey and Fisher (2011), ZPD allowed for any student to successfully learn in any area. Zone Proximal of Development is defined as the difference between what a learner can do independently and what a learner can complete with adult support or scaffolding practices.

The ZPD identifies the level of independency in the learner, more specifically, it identifies gaps in learning and skills. Understanding a student's location within the ZPD supports self-efficacy as a result of the gradual release framework 'I Do, We Do, You Do' (Raymond in Castagno, Matera, & Traver, 2019).

Teacher's role.

As it was proposed early, one of the aims of this strategy is to set the learner as the maker of his own knowledge, the student takes control of the learning. Nonetheless, teachers also play an important role in the process. Tan and Tan (as cited in Sharma, 2016) quote that the success of any educational reforms lies with

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the teachers in the classroom. Teachers are fundamental in the education system because they have the main influence on students' outcomes and achievement. This is, the role that is performed by teachers is of facilitator of the material with which the pupils will work. Teachers also serve as a duct that connects the target knowledge to the students.

Student's role.

Wu (2009) indicates that students should have the most positive attitude when learning English. In fact, they should be inmerse in an environment that must be appropiate for them. For Dharmaraj (2016), the differences within learners' features have an impact on the struction. There are a variety of students cahracteristics that teachers must keep in mind when explaining any topic. Features like emotions, memory, perception, organization,etc., are good examples. Therefore, the role of students is extremely connected to the teachers' role, because students have to build up the new knowledge and if the need of any kind of support appear, teachers immediately go to solve their doubt.

Incidental Vocabulary Learning

Ayman (2016) explains that there is a need among educative environments to identify which teaching tasks are useful for vocabulary acquisition. There are many strategies to handle it; however, most of the time, learners use memorizing strategies, consequently, they forget easily the words in a short term and have trouble with understanding texts or speaking. He also reflects that there is a necessity to identify the better opportunities to learn vocabulary. It would be useful to establish specific activities that help students to acquire vocabulary

unconsciously taking into account that these tasks should be significant and have catch learners' attention in order to avoid memorization.

In accordance with Wu (2009), activities concerning to incidental English vocabulary learning can be divided into two situations: outside the classroom and inside the classroom.

Outside the classroom, learners decide the additional vocabulary learning involving the four language skills by themselves (Wu, 2009). For listening, they may listen to English music, podcast, English films, etc.; for speaking, they can read and repeat English music lyrics as well as to attend to different meetings with native people; for reading, they have as options to read English materials and practice with some strategies like guessing the meaning of words from context; and finally, for writing they can keep diaries about their experiences or write short opinions about any topic of their interest.

In contrast, incidental vocabulary acquisition inside the classroom tends to be structural since teachers have to design activities for learners. Generally, unintentional learning is believed to occur through reading and listening and requires meaning-focused input (Nation, 2001). Moreover, it is said that this strategy tends to be cumulative in the sense that students need to be exposed several times to obtain the meaning of each word to enrich his knowledge. Setting differently, it is a successive process by which vocabulary knowledge increases sequentially from the learners' interaction with the input.

Schmitt and Schmitt (1995), through a study based on test how effective is Reading for incidental vocabulary learning, demonstrated that Reading is a

profitable tool for vocabulary expansion after taking into account the choice of suitable texts and tasks. In like manner, Ponniah (2011) demonstrated that learners acquire better vocabulary if they are asked to perform reading due to they not only absorb the meaning of the words but also grammar.

Accordingly, based on the previous mentioned authors, it is possible to state that profitable activities to be applied focused on incidental learning strategy, are those which are directed to Reading.

Reading for Incidental Vocabulary Learning

Takac (2008) explains that vocabulary can be acquired through exposure to various environments such as reading. In fact, extensive reading (ER) is believed as one of the most suitable and appropriate activity to learn foreign words. Kheegan and Stein (2018) agree suggesting that one of the main principles of ER "is that that the students read for overall understanding and pleasure" (p. 52). Traditionally, reading texts are believed to provide betters contexts to acquire the aspects of a 'word' (Patro, 2018).

Contextualized reading.

Moltz (as cited in Salehi and Hosseini, 2016) believes that contextualization is a kind of deep learning which happens through linking ideas and concepts across sentences. From language context, it refers to setting the target terms in a realistic context in order to make the learning process meaningul to the learners.

Contextualized sentences are the set of clauses that contains a target word and the rest of words are main keys that serve as help for learners to create the meaning of the word. For instance an activity:

Material: A paper sheet with 15 sentences. Each sentence contains a target words and an easy context arround it.

Time: 20 minutes-30 minutes

Procedure:

1. Students are provided a sheet of paper with 15 sentences.

2. Students read the sentences as many times they need to understand them.

3. Teacher and students read slowly all the sentences.

4. Teacher asks to highlited a list of words in the 15 sentences.

5. On students' notebook, they create their own definition of the highlighted terms.

Repetition of words.

They are multiple encounters in speech or written texts. From this ones, the learner are able to recall the word and its usage in order to apply it in expressing ideas. As claimed by Webb (2014), the number of times that unknown vocabulary is encountered influences whether or not it will be learned. This author also claims that there is a lot of possibilities to acquire new words if these ones are more frequently met. Indeed, some dimensions like word spelling or meaning are crucial for communicative tasks, hence, those dimensions or aspects of vocabulary knowledge may be learned through repetition of words. In the same line, in order to work out aspects of vocabulary acquisition like parts of the speech, in that regard, Dau (2015) states that graphic organizers are tools for organizing information, which means that it is suitable the use of them.

Tina and Gutierrez (2017) suggest that learners acquire vocabulary when they are exposed to texts as well as activities based on vocabulary activities focused on those texts. For instance:

Guessing from contexts.

Using contextual clues or word-forms, it is possible to get the meaning of a word paying attention to specific words that provide essential information to do it. In fact, for Nation (2001), guessing from the context could be learned deductively, which is more suitable for young learners, or inductively which was suitable for teaching learners how to use clues successfully. In other words, this activity is applicable when learning incidentally because of the facility that this offers to get denotation as well as synonyms of certain words.

Task-type.

It is learning word-meanings to complete a communicative task. (E.g. writing letters, note taking, information gap, etc.) Zarei and Rezaei (2016) find out that form-focused tasks, which are defined by Ellis (2001), as "any planned or incidental instructional that is intended to induce language learners to pay attention to linguistic form", are more effective than meaning-focused tasks (which sees no role or a minimal role for such attention in the L2 classroom) in promoting learners' language achievement.

Graphic organizer.

In language instruction, graphic organizers are proved as an advisable tool. Graphic organizers provide students with concrete, visual connections between words and their aspects. According to Dau (2015), teachers apply graphic organizers to model and organize information visually, then invite students to offer ideas and suggest where this information would go in the organizer.

This author provides some examples of graphic organizers to use when instructing vocabulary.

Word Star.

Getting to know an unfamiliar word encloses an understanding of its function as a part of speech, its relationship to other words, and its application in a meaningful sentence. Students use the Word Star organizer to explore different aspects of a word and make it part of their own everyday vocabularies (Dau, 2015).
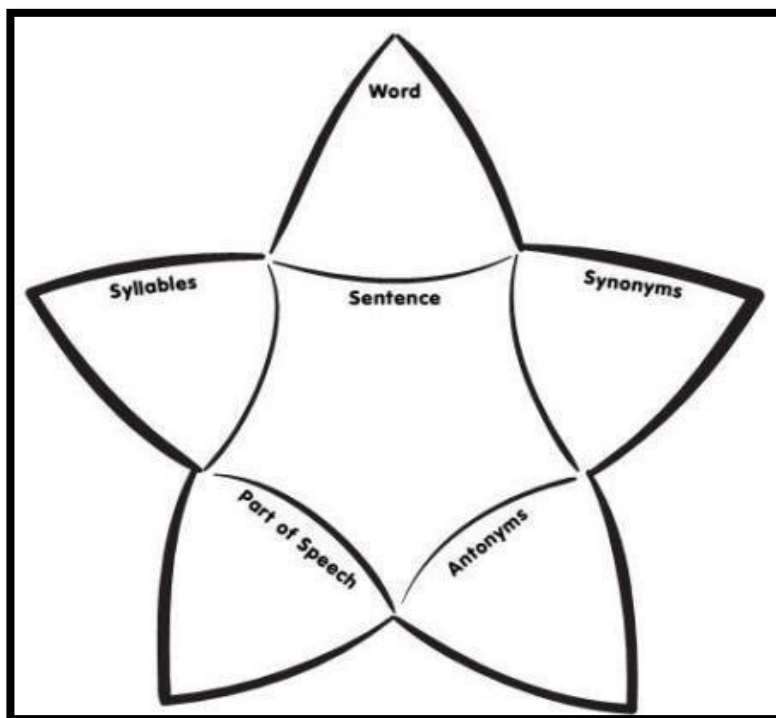

Figure 1. Graphic organizer "Word star"

Comparison action.

Dau (2015) clarifies that the purpose of this graphic organizer is to identify the

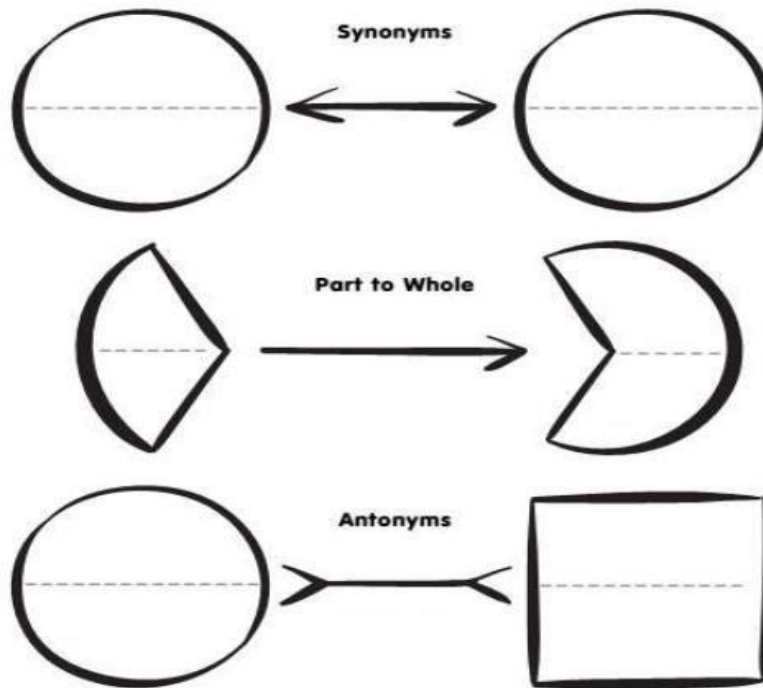relationship between two words: synonyms, antonyms, and part of the speech.

Figure 2. Graphic organizer "Comparison Action"
Adapted from: from Stamper, Judith, 2006. Vocabulary
building: Graphic Organizers and Mini-lessons. Scholastic.

VOCABULARY

Definition of vocabulary

Established as a needful stage of the language system, vocabulary acquisition has a huge importance to language acquisition working as its principal constituent. In fact, Susanto (2017) illustrates that vocabulary acquisition plays an important role in mastering a language. Clouston (2013) also explains that this is central to English language learning because without sufficient words, students cannot understand others or transmit their own ideas. In fact, vocabulary can be considered as the total set of terms that are needed to express ideas or to communicate the speakers' meaning.

Basically, it is believed as the heart of learning a foreign language. Schmitt (2010) determines that without vocabulary, it is turned to be almost impossible building significant communication. To Susanto (2017), vocabulary is central to communicative competence and to acquire a second language. Moreover, vocabulary has a strong relationship with the four language skills; in the case, to understand written texts, it is necessary a vocabulary size of 8,000 or 9,000 words, whereas an amount of 5,000 or 6,000 words is needed for oral comprehension (Nupiranto & Purnawarman, 2019).

Nowadays, there are several causes that have an impact on the continuous evolution of vocabulary. For instance, McCarthy, O'Keeffe and Walsh (2010) indicate that factors like the use of apogee of Internet and SMS (Short Message Service) – or text messaging – are the main causes of this. Since its appearance, technology has impacted everyone's life becoming in a mains by which people are

often closer to interact without physical socialization. Indeed, because of the huge influence of technological advances, people currently are forced to learn new vocabulary in order to get a better comprehension of the modern world.

In the long run, vocabulary portrays a significant part in the language because it is essential for language skills development. Regarding communication, it is also a fundamental section due to vocabulary plays as the core unit of the message that pretends to be understood. Without lexis, there is no direct and real action of announcing and it needs to be learned as long as the world is in constant evolution.

Importance of Learning Vocabulary

As it was mentioned before, vocabulary, refers to well-known words that are used and identified usually by a person when another different one tries to communicate any idea. Thus, Gu (2003) argues that one way to see the overall importance of vocabulary learning is through the distinction between knowing a word and using a word. In effect, vocabulary learning aims that learners can remember words as well as to be able to use them when the need arises. In spite of that, vocabulary does not contain rules that learners may take into account to receive and work their knowledge about the lexicon (Susanto, 2017).

Alqahtani (2015) asserts that vocabulary is often viewed as a critical tool for second language learners because it allows successful communication as long as vocabulary knowledge is extensive. Indeed, currently, the world offers a huge amount of different resources to extend learners' vocabulary size; today learners are rounded of technology which means that they are completely free to search for a definition of any word at any moment. Actually, with the appropriate tech tools,

students' progress in vocabulary can be recorded, tracked, and shared, resulting in a good advantage in the use of technology. Nonetheless, technology in vocabulary learning also encloses some disadvantages; these cons can be summed up that learners may become dependent on technology instead of using it as a helpful tool in their studies and quotidian life.

On the other hand, it is important that learners have different resources to learn vocabulary. To Susanto (2017), learners' vocabulary control is important because through this, it is possible to understand a language. Otherwise, vocabulary value is highlighted by the often use of dictionaries instead of grammar books by students (Schmitt, 2010). It is not needful to learn all the English words. However, it is better to be conscious if vocabulary is more extensive there would be more opportunities to communicate feelings and thoughts.

In short, it is important to have a large range of vocabuary because it provides the essential key to find communication eassier to comprehend, enhance and practice normally. Aditionally, there are also other necessary aspects to learn with vocabulary which without them the communication will break down.

Classification of Vocabulary

The division of vocabulary has been established from more than twenty years ago. In the case, Susanto (2017) describes two types of vocabulary: Active and Passive. His work is supported by Gruneberg and Sykes (1991), who originally indicate two types of it.

The first type is the one that is taught to the learners, who are expected to be able to use it. On the contrary, the second one referred to the words which the learners

would recognize when they met them, but they would probably not use it. (Gruneberg & Sykes, in Susanto, 2017).

Hirbiert and Kamil (cited by Gómez, 2019) divide vocabulary into two forms. First, oral vocabulary that is the set of terms for wich the meanings are known while the individual speaks or read orally. Meanwhile, the second one refers to those words for wich the meaning is acquired when the individual is writes or reads silently. They also define that vocabulary acquisition comes in at least two form as follows (Hiebert & Kamil, 2005):

Receptive vocabulary.

Receptive vocabulary is the group of terms for which the learner can assign meanings while reading or listening. Typically, these are words that are not often well-known and their use is not frequent. However, when these terms are encountered, it is possible to recognize them. (Hiebert & Kamil, 2005).

Productive vocabulary.

Hiebert and Kamil (2005) point out that productive vocabulary is the set of words used when writing or speaking. In contrast to receptive vocabulary, these words are familiar and used commonly. Receptive vocabulary usage involves comprehending the form of a word while listening or reading. Whereas, productive vocabulary use develops the expression of a word meaning through speaking or writing.

Teaching Vocabulary

Teaching vocabulary is an important phase of teaching English as a Foreign Language (EFL). The Ecuadorian Curriculum takes as an important fundament the Communicative language teaching approach. This curriculum demands highly that learners pick up as vast lexicon as they can. Additionally, as stated by Yule (2010), words can have relationship which each other terms. In effect, when people explain the meaning of any word, most of the time they do it by characterizing the meaning in terms of its relationships with other words, instead of doing not by its component features.

Learning Vocabulary

Since vocabulary learning is basic when acquiring a target language, it is considered to have great importance and value. In fact, Chanturia and Webb (2016) assert that vocabulary learning progress is often slow and uneven. Schmitt (2008) highlights that teachers and researchers scoop out in searching for methods and approaches to boost the vocabulary learning process for language learners. In other words, these processes are responsible to improve the vocabulary learning situation by researching and implementing the most effective techniques and factors for word acquisition.

Aspects of vocabulary.

Besides, as stated in Common European Framework of Reference for Languages (2001), vocabulary contains a set of aspects that can be picked up when teaching and learning, they are identified as follows:

Synonymy.

Words that have very related meanings and can be used in the same context are called synonyms. (Yule, 2010).

- Answer/Reply

Denotation.

Youssif (2012) states that a word's denotation is whatever the word directly refers to, roughly equivalent to its lexical definition**.** In other words, denotation represents the explicit or literal meaning of a word in which neither emotions nor feelings are associated with the meaning. Basically, it is the "dictionary definition".

- Close: *Adj.* a short distance away or apart in space or time.

Word spelling.

It refers to the capacity in the reception and development of the symbols that compose written texts. According to CEFR, the writing systems of all European languages are focused on the alphabetic principle. For alphabetic systems, learners should know and be able to perceive and produce:

- The shape of letters in printed and cursive in both upper and lower case.
- The appropriate spelling of words, covering recognized and contracted forms.

Parts of the speech.

As claimed by Rose (2008), parts of the speech are eight categories of words defined in terms of their purpose, place, meaning, and use within sentences. The

categories are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Techniques to learn vocabulary.

Some of the techniques stated by Alqahtani (2015), Harmer (2007), and Chapelle and Hunston (2007), to learn vocabulary are:

- Using actions, objects, pictures or diagrams

- Contrasting the words with their opposites

- Defining in the second language to make students interpret the definitions

- Miming and using gestures

- Guessing from contexts

- Eliciting

- Making associations

- Researching for the meaning of the words

Webb (2008) remarks that vocabulary learning incidentally can be a strategy that may be incorporated in L2 learning. Indeed, learners gain and constructing their own lexical knowledge better in short portions as well as through repeated encounters. Notwithstanding, there has not been clarified how many encounters are needed to acquire unknown words.

These number of encounters depend on the contexts where they are. In some sentences the meaning of an unknown word might be transparent but in others it may be opaque (Webb, 2008). This means that the text should be suitable for the learners' level.

Likewise, there is a process which consists of five steps to learn vocabulary. This process is stated by (Pullaguari, 2018):

1. Encountering new words.

The teacher must make students meet a variety of sources to find new words, like books, music, magazines. It is necessary to encourage interest and motivation in students in order to learn words quickly and meaningfully.

2. Getting the word form

The first step covers the action of creating an image of the word in mind; this one is able to keep words easily if they are presented in an attractive form.

3. Getting the word meaning

The use of a dictionary, guessing from context, pictures, and other ones are usually employed to get the meaning of a word.

4. Consolidating word form and meaning in memory

An effective way to acquire new vocabulary is through memory activities. Flashcards, matching exercises, crossword puzzles, mnemonic, etc. However, it is necessary to select one that is engaging and suitable for the learner.

5. Using the word

In this last step, the application and usage of the word that was previously encountered, gotten, and consolidating, is presented. It is suggested that the more time learners use the learned term, the more that will be able to keep it in their minds.

Testing Vocabulary

It has been suggested by Nation and Hunston (2013), testing vocabulary is quite similar to testing in other aspects of language knowledge. However, the same authors also claim that in some ways testing vocabulary is easier than testing grammatical knowledge or control of discourse because the units to test are more obviously separate.

Moreover, testing vocabulary also has its purposes. Nation (2001) views that testing vocabulary knowledge is needed for two reasons; the first one, is to measure how well a particular word is known, and the second reason is to measure how many words are known. Likewise, Based on Schmitt (2000), it is possible to say that the aim of testing vocabulary is to find out whether learners have acquired the terms that were taught, or that were expected to be learned.

In the same vein, Berka (2005) divides tests into two basic ones, namely standardized and non-standardized tests. Standardized tests refer to the kind of tests that are prepared by a team of professionals, which makes them highly reliable. As to non-standardized tests, they are tests designed by the teacher base on what has been covered in class.

Heaton (1990) suggests that vocabulary tests can be related to reading comprehension skills; therefore, everything can be tested ranging from passive and active vocabulary to collocations, etc.

Types of tests.

Schmitt (2000) reports that there are tests that are concerned with students' abilities. For instance, placement tests are conducted for placing students in the

appropriate class that suits their proficiency levels. Further, proficiency tests are designed to measure the size of vocabulary that students know, for instance, the TOEFL test (Nation, 2001). And ultimately, other types of tests are not meant for evaluating purposes as much as a means for motivating students to revise and study harder (Thornbury, 2002 & Schmitt, 2000).

Type of testing tasks.

Multiple choice.

According to Thornbury (2002), multiple choice tests are a popular way of testing since they are easy to score as well as easy to design. This type of test can be used to test contextualized words. Basically, this refers to the task where the tested subject (student) has a number of options from which he has to choose correct one (can be more than one options). Nevertheless, Thornbury also claims there is a negative side in this kind of test; the author says that students test recognition only instead of trying to produce the word. It happens since they can guess the correct answers by means of eliminating the ones that seemed inappropriate. However, it depends on the test designer (teacher) how to apply in accordance to students' needs.

Matching.

In accordance with Paris (2018), a matching task requires the learner to connect items from one list with items on another. In terms of vocabulary, it can be used to link the meaning or concept of the target word with the correct item which can be presented in written form or by using graphs.

Sentence completion.

Zachary (2011) in Encyclopedia of Clinical Neuropsychology, defines sentence completion as the task of providing the final word to a series of sentences. However, it can be identify as the activity where the learner use the proper word to complete a clause in order to give it sense and coherence.

e. MATERIALS AND METHODS

Materials

To perform this research process successfully, it was required to make use of human, material, and technical resources. With respect to human resources, twenty students of ninth-year "F" of Colegio de Bachillerato "Beatriz Cueva de Ayora" and the researcher were the people who took part in the investigation. Similarly, the material resources implemented were the project 2, 3 and 4 from "Plan Educativo Aprendamos Juntos en Casa 8°9°10°" which provided the topics to base on and adapt the lesson plans, and the English Pedagogical Modules that offered the contents that the investigator covered throughout the intervention plan.

Likewise, reading passages served as the main tools to work with the different incidental learning activities to develop both, word spelling and denotation aspects; meanwhile, graphic organizers development was addressed to enhance parts of the speech and synonymy aspects. Besides, assessment sheets examined students' understanding of the content and acquisition of the new vocabulary in every lesson. Regarding technical resources, internet connection and one computer were useful to prepare the material resources for the classes aside from helping to execute the classes in a virtual way. Another key resource was the cellphone that facilitated the exchanging of ideas and suggestions among students, parents, and the researcher, mainly through WhatsApp which was one of the means by which students could send their tasks.

Design of the Research

The present investigation was carried out through the application of action research proposed by Creswell (2012), who states that this kind of research is the most applied since it involves the exploration of a practical problem with an aim toward developing a solution to the detected issue. Evenly, Creswell also suggests that action research addresses a specific, practical issue and seeks to obtain solutions to a problem.

Creswell (2012) states that action research embraces a process that consists of some steps which are well-designed in order to carry out an investigation successfully. Hence, the process of this kind of research includes identifying a social issue in order to study; finding out resources to help address the identified issue; developing and implementing an action plan; and finally, performing a reflection based on the results obtained from the study.

Thereby, the researcher developed the mentioned steps in the following order: First, through the experience obtained by the execution of different kind of pre professional practices and mainly through a non-participant observation, the investigator identified that students of ninth year "F" of Educación General Básica at Colegio de Bachillerato "Beatriz Cueva de Ayora" presented troubles in vocabulary knowledge. Then, the researcher chose different resources to conduct this research; to do it, reliable literature and real data were taken from different papers, scientific articles, journals, and books. They provided the information to select incidental learning strategy to solve the identified problem. In the next step, an intervention plan was designed by emphasizing the incidental learning activities.

These activities were directed to help students to expand their vocabulary knowledge. By the end, the investigator applied the intervention plan and reflected on the results obtained from the research work.

Methods, Techniques and Instruments

Methods.

To execute this research, four different methods were implemented, and they were the following:

The scientific method.

The scientific method facilitated the study of the incidental learning strategy intended to expand the English language vocabulary. Alike, it helped the researcher to obtain the necessary theoretical framework about the two variables: Incidental learning and English vocabulary.

The descriptive method.

The descriptive method served to describe the different stages of the study as well as the different kinds of resources employed by the researcher. This method was useful to explain how students reacted in the application of incidental learning activities to expand English vocabulary knowledge.

The statistical method.

The statistical method was utilized to perform both, quantitative and qualitative statistical analysis of the gathered data. This information was presented making use of tables and figures.

The analytic-synthetic method.

The analytic-synthetic method was implemented to analyze the obtained results from the pre and posttest, and pre and post questionnaire, aside from the observation sheets and field notes, and subsequently, to draw up the conclusions.

Techniques and instruments.

To develop this research, the investigator designed tests, questionnaires, observation sheets, and field notes; these instruments were administered before, during, and after the application of the intervention plan, whose main purpose was to collect qualitative and quantitative data.

Tests.

In order to measure students' vocabulary knowledge before and after the implementation of the intervention plan, two test were executed. Thus, the pretest was taken at the beginning of the intervention plan in order to diagnose students' knowledge related to vocabulary, whereas, the posttest was applied to obtain information about students' improvement in vocabulary after the application of the intervention plan. Both tests included the same questions, which were designed with completion, multiple-choice, matching, and categorizing tasks. The test embraced 4 questions of two literals for each one. The first question tested word spelling using one completion and one multiple choice task. The second question evaluated denotation through multiple choice and matching tasks. The third question was designed to test parts of the speech by means of categorizing words tasks. Finally, the last question was directed to evaluate synonymy by using multiple choice and matching tasks.

Questionnaires.

Pre and post questionnaires were performed at the beginning and at the end of the intervention plan and they provided qualitative data. These instruments consisted of five questions: four multiple-choice and one yes/no question. The pre questionnaire aimed to gather information about students' insight regarding the application of incidental learning activities into lessons, whereas, the post questionnaire was implemented at the end of the intervention plan and it was aimed to get information about students' attitudes and feelings towards the application of incidental learning activities to expand their vocabulary.

Observation sheet.

The observation sheets registered students' performance and progress in vocabulary knowledge through the application of incidental learning activities.

Field notes.

Field notes allowed the researcher to record meaningful details and events that took place during the development of each class. Moreover, this instrument also documented students' reactions, attitudes, and feelings toward the implementation of incidental learning activities to expand students' vocabulary.

Population

The population that was considered for the present research were twenty students of ninth-year "F" of Educación General Básica at Colegio de Bachillerato "Beatriz Cueva de Ayora", most of them were between 11 to 13 years old.

Description of the Intervention Plan

To carry out this intervention plan, it was necessary to follow these five phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that the students of ninth-year "F" of Educación General Básica afternoon session presented problems with their vocabulary knowledge, thereupon, activities based on Incidental learning strategy were chosen to solve this issue.

Phase 2. Planning.

To remedy the ninth-year "F" students' weaknesses in vocabulary knowledge, Activation, Connection, Affirming lessons plans were administered in the intervention plan. These lesson plans were designed with incidental learning activities such as contextualized reading, repetition of words, guessing from context, and graphic organizers development.

Phase 3. Action.

The intervention plan was developed during 30 sessions of 40 minutes each one in a 10-week period of time.

Phase 4. Observation.

Throughout the intervention plan, the investigator monitored and recorded the reactions of ninth-year "F" students and their achievements to the planned activities by means of observation sheets and a field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher performed a reflection on the results obtained in the research work and validated the effectiveness that incidental learning strategy had in the expansion of the English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during 2019-2020 school year.

f. RESULTS

In this section it is explained how the five specific objectives of this research work were accomplished. The objective 1 and 3 are explained in words while the data was analyzed in accordance with the objectives 2, 4 and 5 as they supported and reflected emphatically the investigation. Therefore, the data received from researcher-made tests and questionnaires are presented in tables and figures with their corresponding logical analysis and interpretation.

Thereby, to verify the accomplishment of the first objective, the theoretical and methodological references are detailed in the literature review section, which explains both variables incidental learning strategy and English vocabulary which were research based on primary sources.

In the case of objective three, it was achieved with the application of the intervention plan, which contained ten lessons that included a variety of activities for increasing students' vocabulary knowledge, during two months and two weeks.

Pretest Results

Objective two: To diagnose the issues that limit the expansion of English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

a. Table 1

Pretest Scores of Ninth Year "F" Students in Vocabulary Knowledge.

Students' code	WS /2.5	D /2.5	PS /2.5	S /2.5	Total 10
CBBCA9F01	1.0	1.3	1.3	1.5	5.1
CBBCA9F02	2.0	2.0	2.0	1.0	7.0
CBBCA9F03	2.3	1.5	2.3	1.0	7.1
CBBCA9F04	1.5	2.0	1.0	1.5	6.0
CBBCA9F05	2.5	2.0	2.3	1.3	8.1
CBBCA9F06	2.0	1.5	0.5	0.5	3.5
CBBCA9F07	1.8	1.0	1.0	1.0	4.8
CBBCA9F08	1.8	1.5	1.0	1.3	5.6
CBBCA9F09	2.0	1.8	1.5	1.0	6.3
CBBCA9F10	1.5	2.0	1.5	1.3	6.3
CBBCA9F11	2.0	2.0	1.5	1.5	7.0
CBBCA9F12	2.0	1.5	1.5	1.5	6.5
CBBCA9F13	1.8	1.3	2.0	1.5	6.6
CBBCA9F14	1.5	2.0	2.0	1.0	6.5
CBBCA9F15	2.0	1.8	1.8	1.0	6.6
CBBCA9F16	2.0	2.0	1.5	1.5	6.0
CBBCA9F17	1.5	1.8	1.5	1.5	6.3
CBBCA9F18	2.0	1.5	1.8	1.0	6.3
CBBCA9F19	2.0	1.0	1.0	1.0	5.0
CBBCA9F20	1.5	1.8	1.3	1.3	5.9
Mean	**1.8**	**1.7**	**1.5**	**1.2**	**6.2**

Note: CBBCA= Colegio de Bachillerato Beatriz Cueva de Ayora, 9F= ninth-year "F", 01= Student's code, WS= Word Spelling, D= Denotation, PS= Parts of the Speech, S= Synonymy.

b. Interpretation and Analysis

As it is evidenced in Table 1, students of ninth-year "F" obtained a mean score of 6.2/10, which situates students in a below-average qualitative score range in English vocabulary knowledge. (See grading scale, p. 157). These results expose that students' vocabulary knowledge did not accomplish the expectations to acquire the English language successfully.

The highest score reached by students was 1.8 /2.5 in the aspect of word spelling, which implies that students had a scarce extent of difficulty in spelling, especially with long words and in recognizing misspelled terms. Likewise, in denotation students got a mean score of 1.7/2.5, this is, they demonstrated having a considerable domain in getting words denotation thanks to the previousknowledge of given terms that they possessed.

Conversely, the lowest score students gathered was 1.2/2.5 in the aspect of synonymy. This reflects that students' vocabulary knowledge was limited. Therefore, they exhibited issues in replacing terms in sentences with words that contain similar meaning.

Accordingly, the data obtained from the application of the pretest displayed that students presented strengths in word spelling, and in denotation inasmuch as their previous knowledge of the terms. On the other hand, students manifested weaknesses in selecting words synonym. The few vocabulary activities students developed in classes impeded them to master and expand their vocabulary knowledge.

In accordance with Celce-Murcia, Brinton, and Marguerite (2014), learners of English as a foreign language have the duty to learn and know many terms aside from understanding the aspects that these words contain. Likewise, the authors determine that the acquisition of those words includes the mastery of the terms' meanings, forms, relations, and functions in both, written and spoken way.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable activities of incidental learning strategy in order to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

Question 1. How much vocabulary do you learn when you are reading?

a. Table 2

Vocabulary Learning through Reading

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
A great deal	3	15	6	30
Much	7	35	9	45
Somewhat	8	40	5	25
Nothing	2	10	0	0
TOTAL	20	100	20	100

b. Figure 1

Vocabulary Learning through Reading
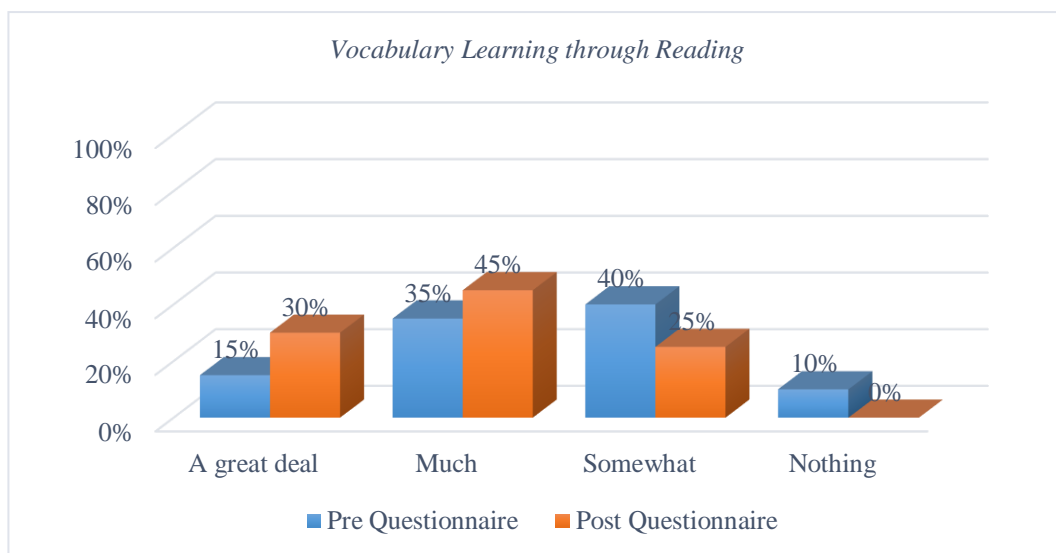
c. Interpretation and Analysis

As it is evidenced in Table 2, the results show that several students (40%) indicated that they learned somewhat of vocabulary when they read. This means

that, before the application of the intervention plan, the students' vocabulary learning was limited since they rarely practiced reading to acquire vocabulary in classes.

Nonetheless, once finished the intervention plan, the percentage increased to 45% of students who pointed out that they acquired a great deal of words while they read. This is, reading was applied several times in classes and the provided reading textswere of their interest. Similarly, reading with repetition of words and the use of graphic organizers resulted beneficial when acquiring new terms.

In accordance with Takac (2008), vocabulary can be acquired through exposure to various environments such as reading. Indeed, it is believed that texts provide better context for students to pick up better vocabulary as well as different aspects of words.

Question 2. Do you consider that through the application of reading activities you can acquire vocabulary?

a. Table 3

Application of Reading Activities to Acquire Vocabulary

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Yes	18	90	20	20
No	2	10	0	0
TOTAL	20	100	20	100

b. Figure 2

Application of Reading Activities to Acquire Vocabulary
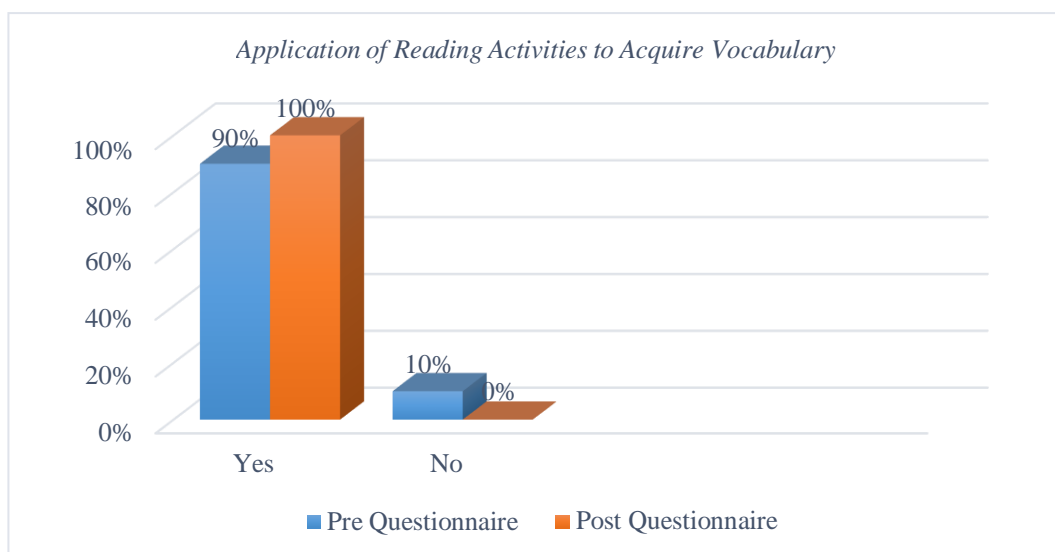
c. Interpretation and Analysis

As it can be seen in Table 3, almost all students (90%) considered they can acquire new vocabulary through the development of reading activities. This implies that students had experience in acquiring new terms through the development of some reading activities. However, the instruction of these ones impeded the increment of students' vocabulary knowledge due to the fact they were more emphasized on developing the reading skills.

On the other hand, after the application of the intervention plan, the average of students that consider they can learn vocabulary through reading activities increased to 100%. This indicates that during the application of reading activities students reinforced and expanded their vocabulary knowledge. The reading activities like contextualized reading enhanced their ability to replace terms in sentences using the appropriate synonyms, while through the task-type activity and

graphic organizer development they increased their knowledge about parts of the speech.

Schmitt and Schmitt (as cited in Restrepo, 2015) clarify that reading and its activities serve as useful tools for vocabulary development after taking into account the selection of appropriate texts and tasks, that is, theme-related texts and tasks requiring word-level and textual comprehension.

Question 3. How often do you think contextualized reading activity should be implemented in class?

a. Table 4

Frequency of Implementation of Contextualized Reading Activities to Learn Vocabulary

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	4	20	18	90
Sometimes	1	5	2	10
Often	10	50	0	0
Never	5	25	0	0
TOTAL	20	100	20	100

b. Figure 3

Frequency of Implementation of Contextualized Reading Activity to Learn Vocabulary

44
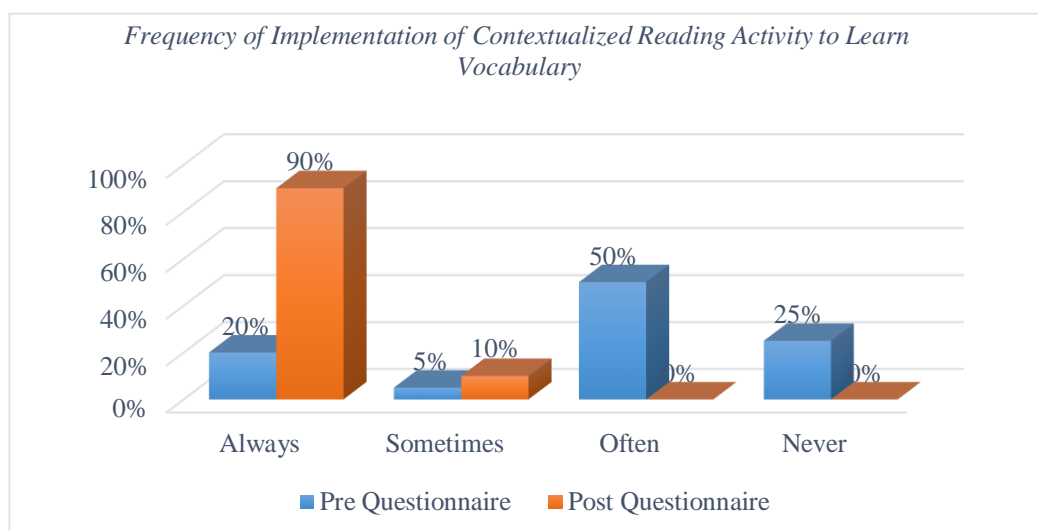
c. Interpretation and Analysis

The results illustrated in Table 4 reveal that before the intervention plan, half of students (50%) believed that contextualized reading activity should be often implemented in classes in order to learn vocabulary. This clarifies that students experienced unsatisfying results when they developed this reading activity, since it was based on working out aspects of focusing on getting the main idea of the text, rather than working out vocabulary. Therefore, students saw contextualized reading as a useless activity to learn new vocabulary.

Nevertheless, the results obtained after the application of the intervention plan illustrate that almost all the students (90%) consider that contextualized reading activities should be always implemented in classes. Students think this activity is very useful to expand their vocabulary since it was applied directly to learn it. Similarly, the reading passages were properly designed according to students' needs which was meaningful in expanding their vocabulary. Alike, the extra activities employed with contextualized reading, like task-type and matching aimed to enhance word denotation, synonymy and parts of the speech.

Ellis (in Hosseini and Salehi, 2016) emphasizes the excellent efficiency of contextualized tasks if they are instructed frequently in lessons. Ellis also suggests that contextualization strategies work better for learning vocabulary since these activities set the target terms in a realistic context in order to make the learning process meaningful to the learners.

Question 4. How much vocabulary do you acquire when you practice reading with

repetition of words**,** in English classes?

a. Table 5

Vocabulary Acquisition through Reading with Repetition of Words

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
A great deal	4	20	15	75
Much	6	30	5	25
Somewhat	8	40	0	0
Nothing	2	10	0	0
TOTAL	20	100	20	100

b. Figure 4

Vocabulary Acquisition through Reading with Repetition of Words
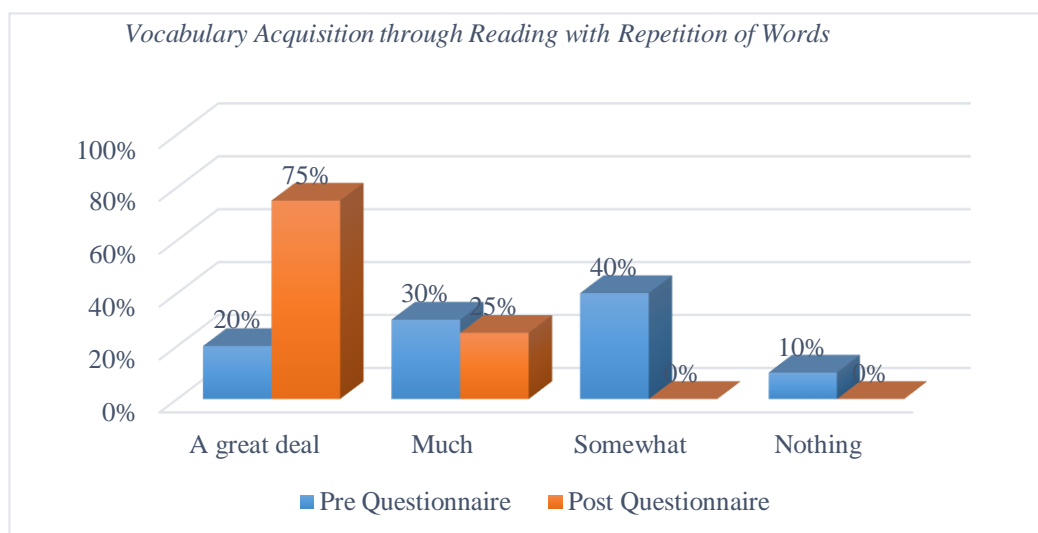
c. Interpretation and Analysis

The results from question four evidence that before the intervention plan,

several students (40%) learned somewhat vocabulary when they read texts with

repetition of words. This indicates when students practiced this reading activity, they

only improved pronunciation rather than increasing vocabulary. Moreover, the

reading texts used in this activity included just few times the target terms.

Therefore, through reading with repetition of words, students practiced how to read the words but the acquired vocabulary was scarce.

On the contrary, once the intervention plan finished, many students (75%) manifested they acquired a great deal of vocabulary when they practiced reading with repetition of words. This occurred because the reading texts were structured according to students' level and with the target words repeated several times in the text. This activity facilitated learning words incidentally and work out aspects such as denotation, parts of the speech, and word spelling.

As claimed by Webb (2014), the number of times that unknown vocabulary is encountered influences whether or not it will be learned. This author also claims that there is a lot of possibilities to acquire new words if these ones are more frequently met.

Question 5. How important do you think it is to use guessing from context activity to enrich your vocabulary?

a. Table 6

Use of Guessing from Context Activity to Enrich Vocabulary

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Very important	4	20	16	80
Moderately important	4	20	4	20
Slightly important	0	00	0	0
Not important at all	12	60	0	0
TOTAL	20	100	20	100

b. Figure 5

Use of Guessing from Context Activity to Enrich Vocabulary
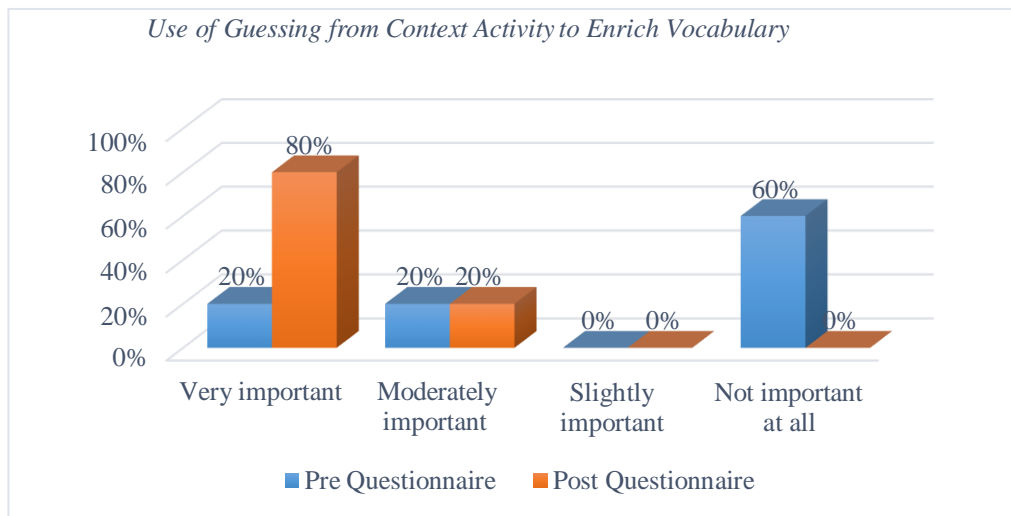
c. Interpretation and Analysis

The results in Table 6 point out that before the application of the intervention plan, more than half of students believed that guessing from context activity is not important at all to enrich their vocabulary. The application of this activity derived poor achievements in their vocabulary acquisition. Instead of that, students picked up vocabulary through other activities like listening to and repeating, matching, and looking at visual aids.

However, after being applied the intervention plan, the results show that many students (80%) changed their minds and realized the use of guessing from context activity is very important to enrich their vocabulary. This activity was supported by other activities like task-type and the use of graphic organizers whichpromoted to reinforce and increase students' vocabulary knowledge. Students affirmed that one advantage that they found in this activity is that they assumed themain role of their learning as the activity offered them opportunities to work by

themselves. In fact, Nation (2001) explains that guessing from the context could be applied in order to learn deductively, which is more suitable for young learners.

Posttest results

Objective five: To validate the results obtained after the application of incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

a. Table 7

Posttest Scores of Ninth Year "F" Students in Vocabulary Knowledge

Students' code	WS /2.5	D /2.5	PS /2.5	S /2.5	Total 10
CBBCA9F01	2.5	2.5	2.0	2.0	9.0
CBBCA9F02	2.0	2.5	2.0	2.5	9.0
CBBCA9F03	2.0	1.8	2.5	2.5	8.8
CBBCA9F04	2.5	2.5	2.0	2.0	9.0
CBBCA9F05	2.5	2.5	2.5	2.0	9.5
CBBCA9F06	2.5	2.0	1.8	1.8	8.1
CBBCA9F07	2.0	2.5	2.0	1.8	8.3
CBBCA9F08	2.5	2.5	2.0	2.5	9.5
CBBCA9F09	2.5	2.0	2.0	2.0	8.5
CBBCA9F10	2.5	2.0	2.5	2.0	9.5
CBBCA9F11	2.5	2.5	2.0	2.5	9.5
CBBCA9F12	2.5	2.5	1.8	2.0	8.8
CBBCA9F13	2.5	2.5	2.0	2.5	9.5
CBBCA9F14	2.5	2.0	2.5	2.5	9.5
CBBCA9F15	2.0	2.0	1.8	2.0	7.8
CBBCA9F16	2.5	2.5	2.0	2.5	9.5
CBBCA9F17	2.5	2.5	1.8	2.0	8.8
CBBCA9F18	2.5	2.5	1.8	2.5	9.3
CBBCA9F19	2.5	2.5	2.0	2.0	9.0
CBBCA9F20	2.5	2.0	1.8	2.0	8.3
Mean	**2.4**	**2.3**	**2.1**	**2.2**	**9.1**

Note: CBBCA= Colegio de Bachillerato Beatriz Cueva de Ayora, 9F= ninth-year "F", 01= Student's code, WS= Word Spelling, D= Denotation, PS= Parts of the Speech, S= Synonymy.

b. Interpretation and Analysis

The data illustrated in Table 7 reveals that students obtained a total mean score of 9.1/10, which according to the grading scale (see grading scale, p.157) they reached an excellent qualitative score range of knowledge about English language vocabulary. This proves that the application of the incidental learning strategy enabled students to expand and use vocabulary to better understand the English language.

It is seen in the highest score mean of 2.4/2.5 that students gathered in the aspect of word spelling. They acquired the appropriate abilities to spell short and long words as well as to recognize misspelled terms and correct them, mainly through the reading with repetition of words and task-type activities. Another good improvement students reached was in the management of parts of speech, the mean score was 2.1/2.5. Even in the table this result is the lowest mean score, students learned to identify the parts of the speech, especially nouns, verbs and adjectives.

On the whole, the results obtained from the posttest expose the extraordinary improvement that students attained about English vocabulary knowledge. They upgraded their abilities in the four vocabulary aspects: word spelling, denotation, parts of the speech, and synonymy. Thus, it is evidenced that incidental learning strategy resulted beneficial to expand students' vocabulary knowledge successfully. In accordance with Nation (in Letchumanan, et al., 2015) incidental learning makes an important contribution to foreign language learning, especially in vocabulary. This is because vocabulary is learned as a by-product of activities that are not

focused on forms of the language but, on finding out words and their aspects through communicative activities like reading.

Comparing Pre and Posttest Means

a. Table 8

Comparison of Pre and Posttest Means of Ninth Year "F" Students in Vocabulary Knowledge

Aspects	Pre Test	Post Test
Word Spelling	1.8	2.4
Denotation	1.7	2.3
Parts of the speech	1.5	2.1
Synonymy	1.2	2.2
MEAN	1.6	2.3

b. Figure 6

Comparison of Pre and Posttest Means of Ninth Year "F" in Vocabulary Knowledge
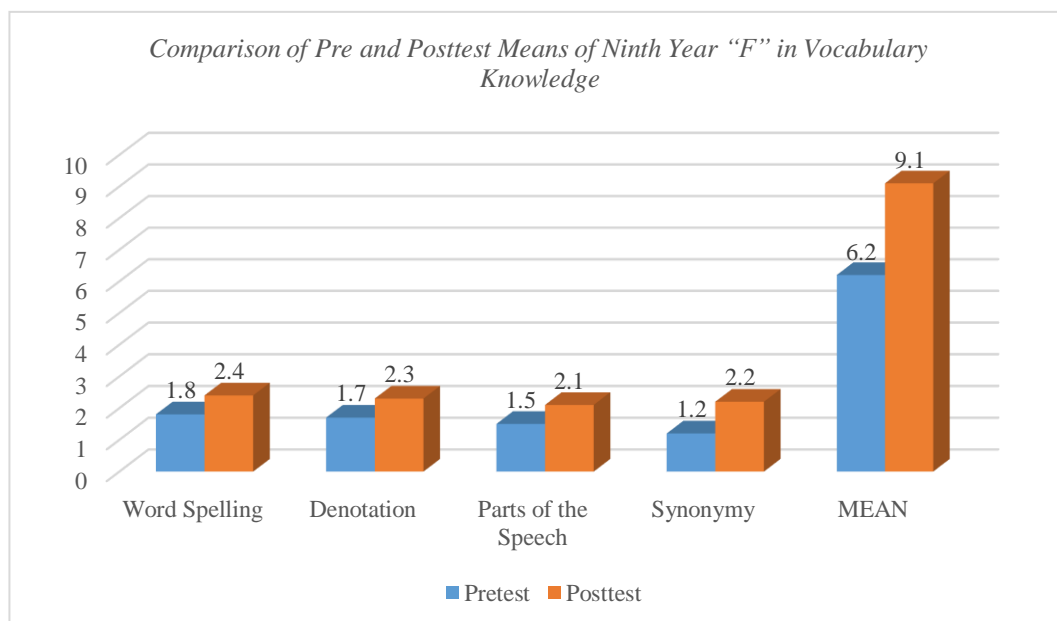
c. Interpretation and Analysis

Through the information showed in Table 8 and Figure 6, it is evidenced that the application of incidental learning activities during the intervention plan held a great impact on students' learning since these activities eased to expand their vocabulary knowledge. This is indicated in the excellent improvement of the mean

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score that students got, which increased from 6.2/10 in the pretest to 9.1/10 in the posttest. Similarly, the results reflect the outstanding enhancement that students had in vocabulary aspects. Consequently, in word spelling students obtained a score of 1.8/2.5 in the pretest, while in the posttest, they reached a mean score of 2.4/2.5; in denotation aspect, students exhibited significant progress; they got 1.7/2.5 in the pretest, but in the posttest, the mean increased to 2.3/2.5.

In like manner, there was a meaningful upgrading in the aspects where students demonstrated having weaknesses. Thus, in parts of the speech, the mean score gathered by students increased from 1.5/2.5 to 2.1/2.5, while in synonymy the mean score reached in the pretest was 1.2/2.5, however, in the posttest the mean score raised to 2.2/2.5.

Therefore, this data reveals that the implementation of incidental learning activities was successful to expand students' vocabulary since learners acquired, and enlarged their vocabulary knowledge and subsequently, master better the English language.

g. DISCUSSION

Incidental learning strategy to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020-2021 school year brought out an excellent upgrade in students' vocabulary knowledge.

This upgrade is evident in the rise of students' total mean score from the pretest that was 6.1/10 to the mean score obtained in the posttest which was 9.1/10. These results remark the effectiveness that incidental learning strategy had in students' vocabulary learning. Indeed, Karami and Bowles (2019) emphasize the effectiveness of incidental acquisition of words within meaningful contexts. Incidental learning aims learners be able to acquire new words and their aspects in order to use them actively as long as the learning is incidental.

In order to test students' vocabulary knowledge, four aspects were taken into consideration and they were: word spelling, denotation, parts of the speech, and synonymy. The pretest results revealed that students had troubles when spelling long words and recognizing misspelled terms. In denotation, students presented slight difficulties getting the denotation of terms. Evenly, they showed weaknesses in identifying what parts of the speech the given terms belong to, the required parts of the speech were nouns, verbs, and adjectives. Regarding synonymy, students presented issues in replacing words of a piece of text using synonyms in order to keep the sense of the text. Otherwise, once the intervention plan was applied, the

results of the posttest pointed out that students enhanced their abilities and gain mastery over the previously mentioned problems. Hence, it is evident that the application of incidental learning strategy had satisfactory effects on students' performance since they took the main role in the learning process, and so, they expanded their vocabulary knowledge.

Initially, when the intervention plan started, students turned up worried because they met the term "incidental learning strategy" for the first time. In fact, the application of incidental learning activities was not enjoyed by students since these activities were related to reading, and they idealized reading as something not interesting. Moreover, students were asking for the teacher's support several times in order to translate terms or even to complete the required activities.

Notwithstanding, during the intervention plan, students changed their mind positively about this strategy and got more comfortable since the different readings administered were constructed according to their level as well as the topics were chosen based on their interests. However, they still required teachers' support, but occasionally. At the end of the intervention plan, students got more involved with incidental learning strategy. They realized these activities focused on reading, helped them to learn new vocabulary incidentally. They enjoyed more the activities because they were the own maker of their knowledge, thus, the number of times they needed the teacher's support was reduced significantly, being no more than once during the class.

Besides, in the course of the intervention plan, various strengths and limitations emerged which eased and obstructed the students' development. One positive thing

was found in students' attitudes. Despite they never have worked with incidental learning strategy, they always showed a constant willingness to continue developing the planned activities. In like manner, another strength was visible in the help provided by the teacher in charge of the English subject. The actual in-service teacher was always supporting the well-development of the lessons by giving suggestions and advice to achieve a good lesson performance as well as providing contents and material for classes. Indeed, the material and resources, which were created and adapted in a virtual way, was a key factor during this research since they facilitated the classes' explanation catching easily students' attention.

Conversely, one adverse fact was the large number of students who participated in the research considering it was difficult to keep all of them focused on the class explanation as well as some of them usually presented problems with the internet connection in the online classes. Alike, another limitation was the class duration, sometimes the 40 minutes that commonly the online classes last, were not enough to cover all the planned activities. Further, students' lack of technological resources was, unfortunately, a factor that impeded the normal development of the intervention plan, being that some of the students did not possess an appropriate device to attend the online classes.

The strategy proposed in this research, which is incidental learning, contributed in an excellent way to the expansion of English vocabulary knowledge among students of Ninth year "F". In fact, the incidental learning activities aimed to provide students a new and interesting way to acquire vocabulary incidentally, in this case, by developing reading activities. Additionally, this strategy eased students

to increase their vocabulary in order to apply it in different communicative activities like writing letters, it was possible through the implementation of some activities based on incidental learning like guessing from context and task-type. Furthermore, this strategy enabled students to enhance their vocabulary knowledge in order to succeed in the mastery of the English language.

h. CONCLUSIONS

- Students showed difficulties in picking up vocabulary, more specifically, in spelling long words. Besides, students had slight difficulties in identifying the denotation of unfamiliar words. Regarding parts of the speech, students faced problems in identifying three parts of the speech: nouns, verbs, and adjectives. Further, they struggled in replacing words with synonyms in order to keep the sense of a text. Similarly, the frequent use of traditional activities like translation and memorization also limited the expansion of students' vocabulary.

- The usage of incidental learning activities caused an outstanding expansion in students' vocabulary knowledge. Activities like reading with repetition of words, contextualized reading, type-tasks, and guessing from context, were suitable to solve the difficulties that students presented in vocabulary. Thus, students developed their abilities in aspects of word spelling and denotation, recognizing parts of the speech, principally nouns, verbs, as well as adjectives, and substituting words with their appropriate synonyms. Similarly, these incidental learning activities provided a new way to acquire vocabulary.

- The implementation of the incidental learning strategy brought out excellent achievements in the expansion of students' vocabulary knowledge and in the enhancement of word spelling and denotation, parts of the speech, and synonymy. Moreover, this strategy incremented students' participation in class transforming them into active and independent learners since they generated their own knowledge.

i. RECOMMENDATIONS

- Teachers should constantly evaluate students to detect their weaknesses, particularly in the vocabulary field. It is important to take into account that limitations differ from one student to another. Therefore, suitable strategies and activities should be searched, adapted, and applied in vocabulary classes to solve students' troubles.

- Teachers should include the usage of usage of incidental learning activities to practice and expand students' English vocabulary, while planning their lessons. The useof guessing from context and contextualized reading activities aid students to enhance their abilities in word denotation and parts of the speech. Likewise, the application of type-tasks and reading with repetition of words are suitable to work out students' knowledge about word spelling and synonymy. In this way, students have an innovative and pleasant way to acquire vocabulary to be more implicated in the learning process.

- Teachers should incorporate the incidental learning strategy in their classes because this one provides students the opportunity to practice and increase their vocabulary knowledge. In addition, the application of incidental learning allows students to be independent learners and take the main role in the learning process which reduces the frequent necessity of teachers0 support. In this way, learners are capable of building their own knowledge.

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ANNEXES

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

INCIDENTAL LEARNING STRATEGY TO EXPAND ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major

AUTHOR

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LOJA – ECUADOR

2020

a. THEME

INCIDENTAL LEARNING STRATEGY TO EXPAND ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research will be carried out at Colegio de Bachillerato "Beatriz Cueva de Ayora" during the 2020-2021 school year. This prestigious institutions with AMIE code 11H00007 (Master File of Educational Institutions) was founded on November 23rd, 1954. According to decree 427 was created as a female school with the first course of studies of baccalaureate in modern humanities, and since its foundation it has had a number of transformation. Finally, on November 9th, 2012 with resolution No. JDRC-L-2012 signed by Mr. Víctor Antonio Samaniego, the name Instituto Técnico Superior "Beatriz Cueva de Ayora" was changed to Colegio de Bachillerato "Beatriz Cueva de Ayora" (CBBCA).

The current location of the institution is in the city of Loja, at Orillas Del Zamora Avenue and 10 de Agosto Street. The institution is represented by Mgs. SC. Lauro Cango Chamba, who is the principal and Mgs. SC. Sara Villavicencio as vice principal. The vision of the establishment states that CBBCA, is a qualified public institution, located in the south of the country, focused on human, scientific and technical training of baccalaureate committed to the practice of moral, civic and ethical values with an international mentality to be able to continue their successful higher education in the world of work.

Likewise, this institution is managed with a mission that is to offer qualified educational services, in basic education and baccalaureate in science and technical education; based on a modern teaching practice, with trained teachers, efficient administrative personnel, and integrating parents and governmental and non-

governmental organisms to the institutional activities in order to form networks of collaboration and mutual benefit.

Colegio de Bachillerato Beatriz Cueva de Ayora is divided into Basic Education and baccalaureate and offers education to 2984 students (morning and afternoon sessions). In addition, its teaching staff is integrated by a total of 114 teachers, from who 14 of them belong to the English subject.

Current Situation of the Research Problem

Because of the ever-growing levels of globalization around the world, the significance of an immediate means of communication has been increasing rapidly. According, to Rao (2019), it is evident that English is used for most people all over the world to communicate with the people of other regions. Indeed, English is not only an international language, but also a global language. In addition, Deniz, Ozkan, and Yasemin (2016), propose that English should be adopted in every context. In fact, English language is a means that lets people bridge the gap of communication and, because of a huge influence of technological advances, this forces people around the world to learn this language as a need more than a challenge.

Currently, many studies like Test of English as a Foreign Language (TOEFL) has evidenced a low English proficiency in Latin America. The data from Education First English Proficiency Index (EF EPI) in 2019, shows as a result that the score for countries in Latin America is 50.34. Nevertheless, the interest in learning the language continues growing. Cronquist and Fiszbein (2017), indicate that Latin America is making considerable efforts to enhance English language learning

through policies and programs, as a result, more people in the region can learn English language. So, test results indicate that English proficiency in Latin America is still low but the continent is developing and carrying out a variety of programs and policies in order to people have access to English language learning.

In Ecuador, English has become a requirement in many life contexts such as in education. According to Cronquist and Fiszbein (2017), After Costa Rica and Colombia, Ecuador occupies the third place in Latin America where the English language study begins at the earliest age. Likewise, the results of EF EPI (2019), has shown that Ecuador takes the 81st position of 100 countries in the world in English Language proficiency. In any case, nowadays the level of English proficiency in Ecuador is still low in spite of how essential is the English language becoming in everyday contexts.

Even though English teaching starts at an early age, students still seem to face various problems to show their knowledge of the English language. One of its causes may be the low and poor knowledge and management of vocabulary which affects directly to the development and improvement of the four language skills: listening, reading, writing, and speaking.

Comparatively, EF EPI (2019), suggests that, taking the third place in Ecuador, the city of Loja contains an average of 50.48 English proficiency. It is possible to argue that it has a good level in the language, however, the real situation that is faced especially for public institutions may be contradictory.

As an English as a Foreign Language learner, and the experience gathered throughout the pre-professional practices made by the researcher, it was possible to

detect that there is a deficiency in strategies to teach as well as to learn English

Language, which results on students' lack of vocabulary.

Research Problem

According to the previous mentioned issues, it is essential to research the following problem:

HOW DOES THE APPLICATION OF INCIDENTAL LEARNING STRATEGY EXPAND THE ENGLISH LANGUAGE VOCABULARY AMONG STUDENTS OF NINTH YEAR "F" OF EDUCACIÓN GENERAL BÁSICA AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA" IN THE CITY OF LOJA DURING THE 2020 – 2021 SCHOOL YEAR?

Delimitation of the Research Problem

Timing.

This research will be developed during the 2020 – 2021 school year.

Location.

The present research project will be carried out is at Colegio de Bachillerato "Beatriz Cueva de Ayora" located in the city of Loja, at Orillas Del Zamora Avenue and 10 de Agosto Street.

Participants.

The participants of the research project are twenty students of the ninth year "F" of Basic Education and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about incidental learning strategy are useful to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?

- What are the issues that limit the expansion of English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?

- What are the phases of the intervention plan that help to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?

- Which incidental learning activities are used to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?

- How effective is the application of incidental learning strategy in expanding English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?

c. JUSTIFICATION

The present research project aims to expand English language vocabulary through incidental learning strategy among students of the ninth year "F" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year. The application of this study is relevant owing to the group of students that will be part of it need to extent their vocabulary knowledge.

Susanto (2017) also acknowledges the importance of vocabulary is demonstrated daily in and out of institutions. In the classroom, students who possess a good amount of vocabulary have more chances to get better academic achievement. Consequently, it is important that students' vocabulary size is high and good. So then, the present research aims to apply the incidental learning strategy in order to expand the student's knowledge about word meaning (denotation), their spelling, synonyms, and part of the speech that words belong to.

This work is fundamental since the activities from this strategy are helpful for both students and teacher. They provide a suitable environment where the student is taken as the central part of the learning process, he is the main actor and maker of his own knowledge. Likewise, for teacher is also useful due to in the development of the strategy they are able to manage two activities at the same time. It means that, the application of this unintentional learning is focused on acquiring something while doing any kind of task.

Evenly, this study is also consider important because it provides interactive and attractive ways for students of ninth year "F" to expand their English vocabulary. Incidental learning activities can be taken as an excellent pedagogical tool for teaching vocabulary because they are characterized for catching students' attention as well as to encourage them to recall all the previously mentioned aspects of vocabulary.

This action research is done to enable the researcher to obtain experience using incidental learning activities and to learn more information about it in order to apply this in the future.

From a **scientific** point of view, this research project is important because there is ample information that can be garner to provide some theoretical elements to determine a solution to teach students English language vocabulary, consequently, they can improve their learning.

Institutionally, it is necessary to carry out the present study because it will allow the teacher to become aware of the importance of incidental learning during the teaching-learning process with their students, taking into account that the activities from this strategy can help students to perform in a better way the education in future.

It is essential to develop this research work for it is a requirement that will permit the researcher to attain a bachelor's degree in Science of Education, English Language Major, and also the accreditation of the subject. The researcher is able to develop this research because there are enough theoretical knowledge, as well as the necessary support from the institution where the research will be developed.

d. OBJECTIVES

General

● To expand English language vocabulary through incidental learning strategy among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

Specifics

● To research the theoretical and methodological references about the application of incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

● To diagnose the issues that limit the expansion of English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

● To elaborate an intervention plan based on incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación Gerenal Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

- To apply the most suitable activities of incidental learning strategy in order to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

- To validate the results obtained after the application of incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

e. THEORETICAL FRAMEWORK

INCIDENTAL LEARNING STRATEGY

Definition of Incidental Learning

Incidental learning, referring to English, is defined as the action of picking up aspects of the language as a product when a person's attention is not focused on learning those aspects, but on the task that has been provided (VanPatten & Benati, 2010). Alike, Schmitt (2010), suggests that this way of learning refers to the acquisition of something without intention to do it. So then, basically, this strategy can be considered as learning one thing while the subject has the direct intention to learn or practice another different one.

Incidental learning occurs in an unplanned form. According to Silva (2007), this unintentional acquisition takes place when the learner does not have any intention to learn and when the source does not pretend to promote learning. This is because a specific task has been introduced to be completed. Being the case, doing the task is the clear individual's intention, however, this one can acquire something extra from the present activity. This is called incidental learning.

In relation with this, Scheneider (2009) as cited in Edutech Wiki (2016), this strategy may be a kind of indirect, accidental, additional, or unplanned learning within an informal or formal learning situation. Nevertheless, in terms of education it cannot be defined as informal since it may not be introduced into any curriculum or plan.

Richard and Schmidt (2 (Richard & Schmidt, 2010)010), propose that unintentional acquisition of knowledge "[…]is often used in a more restricted sense, operationalized as a condition in which subjects are not told in advance that they will be tested after teaching". In other words, throughout the application of this strategy, the learners are not aware of any kind of evaluation at the end of the lesson, however, it does not mean that the evaluation will not occur.

Theories that Support Incidental Learning

Constructivism theory.

Dagar and Yadav (2016), suggest that learners should construct their own knowledge individually and collectively. Indeed, each learner has tools, concepts, and skills with which is possible to create knowledge to socialize in the environment. The father of social constructivism, Vygotsky (1978), views the origin of knowledge construction as being the social intersection of people, interactions that involve sharing, comparing, and debating among learners and teachers. The target knowledge can be acquired better if there is a social interaction and collaboration.

This theory is suitable to be applied when performing an incidental learning activity since this strategy promotes the acquisition of something through different tasks development and these tasks can be planned to be developed in group-works like role-play, pair work, dramatizations, dissertations, etc. In the same line, Marsick and Volpe (2001), clarifies that learning is more easily understood where there is a wider social dimension.

Multiple intelligences theory.

Pitchard (2009), states that this theory belongs to Howard Gardner, who, in 1993, proposed the idea that everybody contains various levels of intelligence across a range of intellectual areas. Gardner provides a set of different intelligences which, as individuals, can show more or less, according to their particular intellectual structure. Ahour and Morteza (2015), suggest that Gardner proposed a list of seven intelligences. They are verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, and interpersonal intelligences. Later, he added two more to the list, naturalist and existential (Gardner, 2001).

In the field of incidental learning, this is closely related to verbal-linguistic intelligence. Being the case, through this kind of intelligence that is defined by Armstrong (2009) as "the ability to manipulate the syntax or structure of language or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language" (p. 6), it is possible to use different reading activities like reading stories, reading while listening, extensive reading, etc., in order to learn unconsciously new vocabulary.

Characteristics of Incidental Learning

Because of different investigations in fields of education and psychology, it is possible provide essential information to identify some features of incidental learning.

For instance, Batterink and Neville (2011), point out that learning new word meanings in everyday life generally takes place incidentally by inferring the new

meaning from the surrounding context. In fact, individuals tend to learn word meanings if the context that is surrounding is suitable and easy to understand.

Clus (2011), notes that incidental learning […] occurs within everyday work activities. Learning as part of experience and participation indicates that it occurs using a variety of strategies. Making sense of daily occurrences in a workplace involves reflecting on what is known and then experienced in a self-directed way.

From Marsick (2009), in his study of incidental learning, it is further suggested that learning is not only implicit but more easily understood through the broader socio-cultural dimension of workplace learning.

So, based on those statements, it is possible to set three important characteristics of incidental learning. First, incidental learning takes place wherever people have the need, motivation, and opportunity for learning. Second, this strategy is not only used to refer to educational contexts; this has the possibility to occur in different daily environments where the experience helps to reflect and, consequently to learn. And finally, the interaction of people in their social, historical, and cultural context is identified as affecting learning practices and choices.

In line with Marsick and Volpe (1999), who conclude that informal learning can be characterized as follows:

- It is related to daily routines.

- It is activated by internal or external factors.

- It is not highly conscious.

- It is haphazard and influenced by chance.

- It is an inductive process of reflection and action.

- It is connected to the learning of others (Marsick & Volpe, 1999)

Incidental Learning in Education

    Incidental learning in the classroom.

Vygotsky's sociocultural view (1978), which focuses on interaction and collaboration, states that learning cannot appear without social interaction and collaboration. Incidental learning, based on this view, emphasizes the unconscious acquisition of knowledge within meaningful contexts where there are other individuals that serve as a society to work and to produce new learning. This strategy also pretends that learners will be able to apply this new acquisition actively in order to create a cycle where a person learns from another one.

As a rule, incidental learning always happens in the context of another activity or experience; the key is that the experience must be engaging on its own merit. Like playing a video game in another language. The same objectives, the same play structure, and the same engagement. All of these elements contextualize what is learned. The principal activity is playing the game; learning something new, like vocabulary or grouping work skills is a beneficial product of enjoying the game.

In relation to this, Seyyed and Ahmadi (n.d), clarify that with the introduction of cognitivism in 1960's and 1970's, the procedures of incidental learning suffered a change but it mantained the essence.

Nowadays, the Cognitive theory is still applied due to it brings several advantages to learners and teacher. Regarding to McLeod (2018), this theory of cognitive development explains how a child (in this case a student) constructs a mental model of the world. The learner should be in a context where they cannot

get worried, bored or status like these. On the contrary, it is better the environment where learning occurs is suitable for the student. Finally, Webb (2008), concludes that the context must be selected carefully. This is because of the possibility of misinterpretation and will allow for longer retention of the words in the cognitive process.

Teacher's role in incidental learning.

As it was proposed early, one of the aims of this strategy is to set the learner as the maker of his own knowledge, he takes control of the learning. Nonetheless, the teacher also plays an important role in the process. Tan and Tan (2014) as cited in Sharma (2016), quote that the success of any educational reforms lies with the teacher in the classroom. They are fundamental in the education system because they have the main influence on students' outcomes and achievement. Being the case, the role that is performed by the teachers is as a facilitator of the material with which the pupils will work. They also serve as a duct that connects the target knowledge to the students.

Student's role in incidental learning.

Wu (2009), indicates that students should have the most possitive attitude when learning English. In fact, they should be inmerse in an environment that must be appropiate for them. For Dharmaraj (2016), the differences within learners' features have an impact on the struction. There are a variety of students cahracteristics that the teacher must keep in mind when explaining any topic. Features like emocions, memory, perception, organization,etc., are good examples. Therefore, the role of the student is extremely connected to the teacher's because he or she has to build

up the new knowledge and if it needs any kind of support, the teacher inmediately goes to solve his or her doubt.

Relationship between Incidental Learning and Vocabulary Learning

While some aspects of a language are learned consciously, in highly-structured manner, through a formal learning, some are acquired incidentally, in authentic situations, whereas the learner is focusing on the message, rather than the words or sentence structure that it contains. For most second language learners, the lack of exposure to language is a key reason for unsuccessful language learning.

Restrepo (2015) argues that vocabulary is, in a great measure, what a second language learning depends on; it works as building blocks from which learners start to achieve this goal. Hence, the first stages (learning the vocabulary) of the acquisition of the target language are the core part of the learning process. Wu (2009), maintains that the best way of learning words from a second language may be letting the students staying at the situation filled with context from this L2.

Regarding to incidental learning, Donesch-Jezo (2011), proposes the comprehensible input and output to learn the terms incidentally. These two terms (inputs and outputs) refer to activities that are instructed to the learner and the practice that this individual performances after completing the activities. These two aspects of the learning process (inputs and outputs) are essential because they mean a relevant part in the vocabulary acquisition.

In other words, the terms are acquired while performing or developing any activity o task given by the teacher, these activities include readings, role-plays, listening to audios, etc. This kind of task are applicable to learn unconsciously the

lexis. On the other hand, the outputs are the practice that goes before the tasks development. Students can join in groups in order to practice what they have already picked up. In short, students are more likely liable to master the target language vocabulary and learn incidentally when they are involved in real practices of it. They also need exposure to the language to strengthen the learned English vocabulary.

ENGLISH LANGUAGE VOCABULARY

Definition of Vocabulary

Established as a needful stage of the language system, vocabulary acquisition has a huge importance to language acquisition working as the principal constituent of it. In fact, Susanto (2017), clarifies that vocabulary acquisition plays an important role in mastering a language. Clouston (2013), also explains that this is central to English language learning because without sufficient words, students cannot understand others or transmit their own ideas. In fact, vocabulary can be considered as the total set of terms that are needed to express ideas or to communicate the speakers' meaning.

Basically, it is believed as the heart of learning a foreign language. Schmitt (2010), illustrates that without it, it is turned to be almost impossible building significant communication. To Susanto (2017), vocabulary is central to communicative competence and to acquire a second language. Moreover, vocabulary has a strong relationship with the four language skills; in the case, to understand written texts, it is necessary a vocabulary size of 8,000 or 9,000 words, whereas an amount of 5,000 or 6,000 words is needed for oral comprehension. (Nupiranto & Purnawarman, 2019).

Nowadays, there are several causes that affects to a continuous evolution in vocabulary. For instance, McCarthy, O'Keeffe and Walsh (2010), indicante that factors like the use of apogee of Internet and SMS (Short Message Service) – or text messaging – are the main causes of this. Since its appearance, technology has impacted everyone's life becoming in a mains by which people are often closer to

interact without physical socialization. Indeed, because of the huge influence of technological advances, people currently are forced to learn new vocabulary in order to get a better comprehension of the modern world.

In the long run, vocabulary portrays a significant part in the language because it is essential for language skills development. Regarding communication, it is also a fundamental section due to it plays as the core unit of the message that pretends to be understood. Without lexis, there is no direct and real action of announcing and it needs to be learned as long as the world is in constant evolution.

Importance of Vocabulary

Vocabulary, therefore, refers to well-known words that are used and identified usually by a person when another different one tries to communicate any idea. One way to see the overall importance of vocabulary learning is through the distinction between knowing a word and using a word. In effect, vocabulary learning aims that learners can remember words as well as to be able to use them when the need arises. In spite of that, vocabulary does not contain rules that learners may take into account to receive and work their knowledge about the lexicon (Susanto, 2017).

The importance of vocabulary is set when students are not able to express their ideas and thoughts due to the short amount of lexis that they possess. Currently, the world offers a huge amount of different resources to learn it. Likewise, today learners are rounded of technology which means that they are completely free to search for a definition of any word at any moment. Nonetheless, this aspect has disadvantages as well as advantages; these contrary facts can be summed up that

learners may become dependent on technology instead of using it as a helpful tool in their studies and quotidian life.

On the other hand, it is important that learners have different resources to learn vocabulary. To Susanto (2017), learners' vocabulary control is important because through this, it is possible to understand a language. Otherwise, its value is highlighted by the often use of dictionaries instead of grammar books by students (Schmitt, 2010). It is not needful to learn all the English words. However, it is better to be conscious if vocabulary is more extensive there would be more opportunities to communicate feelings and thoughts.

Hence, it is advisable for learners to have enough vocabulary, although it should be kept in mind that sufficient words knowledge does not essentially mean that the rest (referring to the four language skills) is easy (Schimtt, 1997 in Nupiranto & Purnawarman, 2019). Besides, lexicon knowledge suposses that learners also must learn other types of knowledge about it, such as affixes, vocabulary size, words association, etc. This means that a learner's knowledge of affixes, for instance, would probably help to increase both the vocabulary size and word association knowledge (Nupiranto & Purnawarman, 2019).

In short, it is important to have a large range of vocabuary because it provides the essential key to find communication eassier to comprehend, enhance and practice normally. Aditionally, there are also other necessary aspects to learn with vocabulary which without them the communication will break down.

Types of Vocabulary

The division of vocabulary has been established from more than twenty years ago. In the case, Susanto (2017), describes two types of vocabulary: Active and Passive. His work is supported by Gruneberg and Sykes (1991), who originally indicate two types of it.

The first type is the one that is taught to the learners, who are expected to be able to use it. On the contrary, the second one referred to the words which the learners would recognize when they met them, but they would probably not use it. (Gruneberg & Sykes, 1991 in Susanto, 2017).

Hirbiert and Kamil (2005) cited by Gómez (2019), divide vocabulary into two forms. First, oral vocabulary that is the set of terms for wich the meanings are known while the individual speaks or read orally. Meanwhile, the second one refers to those words for wich the meaning is acquired when the individual is writes or reads silently. They also define that vocabulary acquisition comes in at least two form as follows (Hiebert & Kamil, 2005):

Receptive vocabulary.

Receptive vocabulary is a group of terms for which the learner can assign meanings while reading or listening. Typically, these are words that are not often well-known and their use is not frequent. However, when these words are encountered, it is possible to recognize them. (Hiebert & Kamil, 2005).

Productive vocabulary.

Hiebert and Kamil (2005), point out that productive vocabulary is the set of words used when writing or speaking. In contrast to receptive vocabulary, these words are, familiar and used commonly.

To sum up, receptive vocabulary use involves comprehending the form of a word while listening or reading. Whereas, productive vocabulary use develops the expression of a word meaning through speaking or writing.

Teaching Vocabulary

As it was mentioned before, there is not any need to learn all the English terms. Nevertheless, it is important to remember that while much longer the vocabulary is, the opportunities to express clearly what is pretended to be known are better. An average of 1000 family words is a considerable amount that native speakers possess when they reach a certain adult age. On the contrary, for EFL learners, this rate of vocabulary growth may be seen as a little unrealistic. Chanturia and Webb (2016) clarify that:

[…]This occurs due to a number of inter-related factors, such as not enough input, lack of practice in the language outside the classroom (insufficient output), not up-dated teaching methods like the grammar-translation method, the short amount of time directed to the English language in general, and amount of time dedicated to vocabulary learning in particular, and so on. (Chanturia & Webb, 2016)

Teaching vocabulary is an important phase of Teaching English as a Foreign Language (EFL). The Ecuadorian Curriculum takes as an important fundament the Communicative language teaching approach; this curriculum demands highly that

learners pick up as vast lexicon as they can. Additionally, As claimed by Yule (2010), words can have relationship which each others. In effect, when people explain the meaning of a word, most of the time they do it by characterizing the meaning in terms of its relationships with other words, instead of doing not by its component features.

In essense, vocabulary contains a set of aspetcs that can be picked up when teaching, they are identified as follows:

Synonymy.

Words that have very related meanings and can be used in the same context are called synonyms. (Yule, 2010).

- Answer/Reply

Antonymy.

They are terms that have opposite meanings; they are divided into gradable that are used to make comparison, and not-gradable with which, comparative constructions are not usually applied (Yule, 2010).

- Good/Bad

Meaning of words (denotation).

It refers to the knowledge and ability of using the vocabulary of a language. Here, the literal meaning of words are included (Common European Framework of Reference for Languages, 2001)

- Close: *Adj.* a short distance away or apart in space or time

Word spelling (Orthography).

It refers to the capacity in the reception and development of the symbols that compose written texts. According to CERF, the writing systems of all European languages are focused on the alphabetic principle. For alphabetic systems, learners should know and be able to perceive and produce:

- The shape of letters in printed and cursive in both upper and lower case.

- The appropriate spelling of words, covering recognized and contracted forms.

Lexical set.

A lexical set is a group of words with the same topic, function, or form.

- Cat, dog, tortoise, goldfish, gerbil' is part of the topical lexical set pets.

Parts of the speech.

Parts of *speech* errors include mistakes in verb forms, verb tense, articles, noun plurals, noun forms, prepositions, pronoun cases, adjectives and adverbs, passive.

- Run is a verb. running is the noun. Runner is the noun, etc.

Learning Vocabulary

Since vocabulary learning is basic when acquiring a target language, it is considered to have great importance and value. According to Chanturia and Webb (2016), vocabulary learning progress is often slow and uneven. Schmitt (2008), highlights that teachers and researchers scoop out in searching for methods and approaches to boost the vocabulary learning process for language learners. In other words, these ones are responsible to improve this vocabulary learning situation by

researching and implementing the most effective techniques and factors for word acquisition.

Some of the techniques stated (Harmer, 2007) by Harmer (2007), Alqahtani (2015) and Chapelle & Hunston (2007), are:

- Using actions, objects, pictures or diagrams

- Contrasting the words with their opposites

- Defining in the second language to make students interpret the definitions

- Miming and using gestures

- Guessing from contexts

- Eliciting

- Making associations

- Researching for the meaning of the words

In the opinion of Webb (2008), vocabulary learning incidentally can be a strategy that may be incorporated in L2 learning. Indeed, learners gain and constructing their own lexical knowledge better in short portions as well as through repeated encounters. Notwithstanding, there has not been clarified how many encounters are needed to acquire unknown words.

These number of encounters depend on the contexts where they are. In some sentences the meaning of an unknown word might be transparent but in others it may be opaque (Webb, 2008). This means that the text should be suitable for the learners' level.

Likewise, there is a process which consists of five steps to learn vocabulary. This process is stated by (Pullaguari, 2018):

6. Encountering new words.

The teacher must make students meet a variety of sources to find new words, like books, music, magazines. It is necessary to encourage interest and motivation in students in order to learn words quickly and meaningfully.

7. Getting the word form

The first step covers the action of creating an image of the word in mind; this one is able to keep words easily if they are presented in an attractive form.

8. Getting the word meaning

The use of a dictionary, guessing from context, pictures, and other ones are usually employed to get the meaning of a word.

9. Consolidating word form and meaning in memory

An effective way to acquire new vocabulary is through memory activities. Flashcards, matching exercises, crossword puzzles, mnemonic, etc. However, it is necessary to select one that is engaging and suitable for the learner.

10. Using the word

In this last step, the application and usage of the word that was previously encountered, gotten, and consolidating, is presented. It is suggested that the more time learners use the learned term, the more that will be able to keep it in their minds.

Testing Vocabulary

Marzouk (n.d), states that testing vocabulary is easier than evaluating other aspects of the language like grammar knowledge, for instance. The author also mentions that it occures, for example, because it is not to difficult to identify what a word type is. Even, it is much easier testing words due to it is done separately. Likewise, Schmitt (2000), suggest that the most common test is to find out whether learners have acquired the terms that were taught, or that were expected to be learned. These tests are taken as achievement tests, which are tests that cover a large amount of the curriculum (Heaton J. B., 1990).

Besides, to create a test, the test designer (teacher) is required to respect a number of principles, such as reliability, validity, content validity, criterion-related validity, construct and face validity, and practicality. Heaton (1990), suggests that vocabulary tests can be related to reading comprehension skills; therefore, everything can be tested ranging from passive and active vocabulary to collocations, etc.

Types of test.

Some of the most common testing tasks are multiple choices, matching, sentence completion, etc.

Multiple choice.

This type of test can be used to test contextualized words. Basically, this refers to the task where the tested subject (student) has a number of options from which he has to choose correct one (can be more than one options). Nevertheless, Marzouk (n.d), indicates that "the problem here is that students will not be able to

use their vocabulary actively". It happens since they can guess the correct answers by means of eliminating the ones that seemed inappropriate.

Matching.

In accordance to Paris (2018), a matching task requires the learner to connect items from one list with items on another. In terms of vocabulary, it can be used to link the meaning or concept of the target word whit the correct item which can be presented in written form or by using graphs.

Sentence completion.

Zachary (2011) in Encyclopedia of Clinical Neuropsychology (2011), defines sentence completion as the task of providing the final word to a series of sentences. However, it can be identify as the activity where the learner use the proper word to complete a clause in order to give it sense and coherence.

Incidental Vocabulary Learning Activities

Ayman (2016), indicates that there is a need among educative environments to identify which teaching tasks are useful for vocabulary acquisition. There are many strategies to handle it, however, most of the time, learners use memorizing strategies, consequently, they forget easily the words in a short term and have trouble with understanding texts or speaking. He also reflects that there is a need to identify the better opportunities to learn vocabulary. It would be useful to establish a specific set of activities that helps teacher and students to acquire vocabulary unconsciously taking into account that these tasks should be significant and have catch learners in order to avoid memorization.

According to Wu (2009), activities concerning to incidental English vocabulary learning can be divided into two situations: outside the classroom and inside the classroom.

Outside the classroom, learners can decide the additional vocabulary learning involving the four language skills by themselves (Wu, 2009). For listening, they may listen to English music, Pod scats, English films, etc.; for speaking, they can read and repeat English music lyrics as well as to attend to different meetings with native people; for reading, they have as options to read English materials and practice with some strategies like guessing the meaning of words from context; and finally, for writing they can keep diaries about their experiences or write short opinions about any topic that they are interested in.

In contrast, incidental vocabulary acquisition inside the classroom tends to be structural since teachers have to design activities for learners. Generally, unintentional learning is believed to occur through reading and listening and requires meaning-focused input (Nation P. , 2001). Moreover, it is said that this strategy tends to be cumulative in the sense that student needs to be exposed several times to obtain the meaning of each word to enrich his knowledge. Setting differently, it is a successive process by which vocabulary knowledge increases sequentially from the learners' interaction with the input. Some of the better activities to develop in the classroom are:

Extensive reading activity.

Takac (2008), explains that vocabulary can be acquired through exposure to various environments such as reading. In fact, extensive reading (ER) is believed as one of the most suitable and appropriate activity to learn foreign words. Kheegan and Stein (2018), suggests that one of the main principles of ER "is that that the students read for overall understanding and pleasure" (p. 52). Traditionally, reading texts are believed to provide betters contexts to acquire the aspects of a 'word' (denotation, spelling, part of the speech and synonyms) (Patro, 2018).

Materials: reading passage. (Teacher may use worksheets)

Time: 20-40 minutes.

Procedure:

1. Introduce the reading activity and its material.

2. Make a quick reading of the text.

3. Apply different tasks of ER.

There are some tasks related to ER that affect significantly to the process of incidental vocabulary acquisition:

Guessing from texts.

Using contextual clues or word-forms, it is possible to get the meaning of a word paying attention to specific words that provide essential information to do it.

Task-type.

It refers to learning word-meanings to complete a communicative task. (E.g. writing letters, note taking, information gap, etc.)

Repetition of words.

They are they multiple encounters in speech or written texts. From this ones, the learner can recall the word and how it is used in order to apply it in his/her own idea.

Reading while listening activity.

Brown, Waring, and Donkaewbua (2008) declare that this activity refers to is reading while simultaneously listening to an audio recording, or to the teacher reading a narrative aloud. The development of this activity carries out a variety of benefits like listening comprehension, good sense of the rhythm of the language, which can help learners to read and listen in complete ideas instead of adopting a word-for-word strategy.

Material: Soundtrack about any topic, script of the listening.

Time: 20 minutes.

Procedure:

1. Teacher provides the script of the audio that is going to be reproduced.

2. Students make a quick reading of the script to have a brief idea of the audio.

3. Once the audio is being reproduced, students follow it by reading the script. The activity may be repeated twice or three times.

Contextualized Reading.

As Moltz (2010), as cited in Salehi and Hosseini (2016), believes that contextualization is a kind of deep learning which happens through linking ideas and concepts across sentences. From language context, it refers to setting the target terms in a realistic context in order to make the learning process meaningul to the

learners. Contextualized sentences are the set of clauses that contains a target word and the rest of words are main keys that serve as help for learners to create the meaning of the word.

Material: A paper sheet with 15 sentences. Each sentence contains a target words and an easy context arround it.

Time: 20 minutes.

Procedure:

6. Students are provided a sheet of paper with 15 sentences.

7. Students read the sentences as many times they need to understand them.

8. Teacher and students read slowly all the sentences.

9. Teacher asks to highlited a list of words in the 15 sentences.

10. On students' notebook, they create their own definition of the highlighted terms.

f. METHODOLOGY

Design of the Research

The Florida department of education defines action research as a continuous and reflective process in which educators make instructional decisions in their classrooms based on their needs as reflected by classroom data. The idea of action research is that educational problems and issues are best identified and investigated where the action is; at the classroom and school level. By integrating research into these settings and engaging those who work at this level in investigation activities, findings may be developed immediately and problems solved quickly (Guskey, 2000). As teachers engage in the action research process, they become agents of change. Teachers are deliberately planning for changes in their classroom and using data to monitor their practices to ensure that all students are learning.

Action research is a continuous and reflective process in which teachers develop instructional decisions in their classrooms based on student needs as reflected by classroom data. The process of action research involves four phases: identifying a classroom problem; developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

In accordance to this concept, the present project will also use research spiral cycles proposed by Kemmis (2000), since the process is likely to be more fluid, open and responsive due to it includes similar phases as action research. In this research studythe researcher has found that English language vocabulary is an issue

among students of ninth "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora"

After identifying clearly the problem with the ninth-year students, the researcher decided to conduct an action research based on the incidental learning strategy that will expand English language vocabulary.

Methods, Techniques and Instruments

Methods.

This research project will effectuate a description of the data that result from an intervention plan. The following general methods will be applied along the research:

The Scientific method.

The Scientific method will facilitate the study of the incidental learning strategy intended to expand the English language vocabulary, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method.

The Descriptive method will facilitate description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The Analytic-synthetic method.

The Analytic-synthetic method will be used to analyze the obtained results through the pretest and posttest. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistical method.

The Statistical method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and Instruments Data collection

Owing to this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research takes an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the basic vocabulary aspects. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pretest – Posttest.

A researcher-made written pretest will provide a measure on the vocabulary before the participants (students of ninth-year "A" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora") receive a treatment through the intervention plan designed in this research project. After the treatment or plan of action, a speaking posttest will measure again the performance of the incidental learning strategy in order to make a pretest- posttest comparison of the cognitive dimension of the English language vocabulary in the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the incidental learning strategy. Likewise the pre and post questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation

The emphasis during the observation will be on understanding the natural environment as lived by the students of ninth year "A" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" during their English classes. There will be two types of observations as detailed below.

Non- participant observation.

In non- participant observation, the researcher is not involved in the situation

being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate actively in the problematic situation by using the incidental learning strategy to expand the English language vocabulary among students of ninth-year of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" during 2019-2020 school year.

Field notes

They will record a description of events, activities and people (E.g. what happened, what they did, what where they attitudes). The researcher will evidence the participants' behaviors, attitudes and feelings toward the implementation of incidental learning strategy to expand English language vocabulary.

Intervention Plan

The intervention plan will be developed during 30 sessions of 40 minutes each one in a 10-week period of time through the use of Zoom platform for online classes and quizizz.com for practicing. Session 1 and 30 will be used to the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions will be developed with lesson plans and the researcher will record

observations on a journal to reflect upon the use of incidental learning strategy as a treatment to solve students' issues on English language vocabulary. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

On the other hand, an Activation-Connection-Affirming lesson model plan will be adopted as a treatment to help students in the incensement of their vocabulary which is described with details below.

Furthermore, the data obtained through the data collection instruments will be used to consider the most appropriate ways of developing and improving students' English language vocabulary through the application of incidental learning strategy.

Activation.

Teacher will use activities and warm ups to access students' knowledge. This phase will be developed with brainstorming, charades, hot potato, and so on, games associated to the vocabulary of the topic.

Connection.

The teacher serves as a monitor, and facilitator for student learning. This phase will be developed with Incidental learning activities where students will be provided reading and audio material to perform the tasks given by the teacher.

Affirming.

The teacher uses assessment to document students' progress. This phase will be developed with quizzes and activities where students will have to demonstrate their knowledge acquired during the class.

Description of the intervention plan.

The objective of this study is to expand English language vocabulary through the application of incidental learning strategy to help students of ninth year ¨ of Educación General Básica. Due to the fact that this is an action research study, the development of an intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the teacher candidate was able to see that the students of ninth year ¨of Educación General Básica afternoon session did not make any attempt to use English language vocabulary in constructing sentences because there were not used to this kind of activities, the lack of confidence, and fear to make mistakes while writing. This situation allowed the teacher candidate to recognize that the English language vocabulary is an issue among learners who do not have learning opportunities to learn appropriately the terms.

Being this the concern, the teacher candidate asked himself whether there are some different techniques that would better prepare students to expand their English vocabulary. Therefore, having read some mainstream literature about the vocabulary learning, the researcher found out that incidental learning activities will empower learners as individuals to acquire vocabulary unconsciously while

performing a given task.

Phase 2. Planning.

As a consequence, to remedy the ninth year ¨ of Educación General Básica student's weaknesses on English language vocabulary, ACA (activation, connection, affirming) lessons plans will be presented, which are organized with incidental learning activities such as extensive reading, reading while listening and contextualized reading. An activation-connection-affirming lesson plan integrates guided, controlled and free practices that promote both written and oral production among students.

The goal of these incidental learning activities will give the students of ninth year ¨ of Educación General Básica the opportunity to expand their English language vocabulary reading interesting texts, discussing and sharing ideas, to make short written compositions, which eventually improve their vocabulary which is crucial element in students learning.

On the other hand, this intervention plan will explicitly respond to the following research questions.

- What are the phases of the intervention plan that contribute with the expansion of English language vocabulary among students of ninth year "F" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during 2019-2020 school year?
- Which Incidental learning activities are implemented to expand English language vocabulary among students of ninth year "F" of Educación General

Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during 2019-2020 school year?

Phase 3. Action.

The intervention plan will be developed during 30 sessions of 40 minutes each one in an 8-week period of time through the use of Zoom platform for online classes and quizizz.com for practicing. Session 1 and 30 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions will be developed with lesson plans. As is usual, things will rarely go precisely achievements to the planned activities by means of a pre and posttest, a questionnaire, and a journal.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record students of ninth year "F" of Educación General Básica, reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, and a field notes.

Phase 5. Reflection.

Once finished the intervention plan, the objective five will be reached by the researcher in order to validate the effectiveness that incidental learning strategy had in the expansion of the English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during 2019-2020 school year.

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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK Nº 1

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca **Topic:** Let's have fun

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonymy, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To identify the meaning of words related to entertainment and the part of the speech that these terms belong to through the application of Reading while listening activity to apply them when holding a conversation among classmates.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** Festival Favorite Tickets Terrible Lucky	**ACTIVATION** ● Teacher introduces himself and explain all the details about the development of the intervention plan that will be carried out. ● Next, in order to collect data to the investigation, the pretest and pre questionnaire are applied to students. Teacher explains all the details about these ones and their purposes. They are applied in virtual way through Google Forms. **CONNECTION**	● Zoom platform ● Pretest https://forms.gle/zRXE3yDudFyv87kf7 ● Pre questionnaire https://forms.gle/nakncqtxi6EZuPW87 ● padlet.com

Band	• **Brainstorming:** Teacher starts the class using the webpage padlet.com, he invites students to visit the link and there he projects some pictures about Entertainment in order to interact between teacher and students making questions like *What do you see?* After, they are asked to write one word related to the pictures. • After that, teacher presents the topic and the new vocabulary and practice pronunciation in order to make predictions for the next activity. The vocabulary is presented using slides. • Then, teacher presents the script of an audio in padlet.com. The script contains some blanks for students to fill in using the presented vocabulary. • Once students have filled in the blanks, the audio is played twice for students to listen and find the new words in context. • Teacher invites students to work in pairs. All the groups prepare a dialogue in which they have to use the new words. The activity is carried out using the Zoom option ""split the class". Teacher controls students' pair work. **AFFIRMING** • As a homework, students are provided a link where they develop an assessment sheet. There are 5 sentences where they have to fill the blanks with the correct word and after that, they have 3 questions where they choose the correct option according to the part of the speech that the indicated terms belong to.	https://padlet.com/anthony_mendoza2/8mhdrpvd9s4czeze • Soundtrack • Script of the listening https://padlet.com/anthony_mendoza2/88eigdsisqcsq36d • Zoom platform "split class" • Assessment sheet • joinmyquiz.com CODE: 612365

MONITORING PLAN: Data Source 1: Pretest/Pre postquestionnaire Data Source 2: Field notes Data Source 3: Observation sheet Data Source 4: Assessment sheets
SUPPORT: Coaching and guidance from the thesis advisor.
TIME: November 9th to November 13th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres   **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca   **Topic:** Living in the Countryside

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonymy, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To establish the denotative meanings of words and their spelling through Extensive reading and Mixed up word activity to create their own sentences about Ecuador's cultural richness. ● To identify the parts of the speech that words belong to focusing on the reading where the terms are and to give synonyms to these words in order to write simple sentences.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** Practice, spectator, fans, field, famous, popular, player, tournament.	**ACTIVATION**. ● Teacher starts the class by applying **mixed-up word activity.** He introduces the topic and vocabulary the lesson using slides. Teacher shows some unscramble words and pictures that have relationship with the terms. Students participate taking turns in order to guess each word and practice spelling. After that, they practice pronunciation. **CONNECTION** ● **Extensive reading**: Teacher projects a reading passage about sports where the target vocabulary is highlighted. Students read the text during 10 minutes as many time as they need. Once finished the reading, teacher asks students some questions	● Zoom platform ● Slides ● Slides

about the denotative meaning of the highlighted vocabulary. They have to think if the stated concept on the slide is the correct one according to the given meaning. • **Type-task:** Using padlet.com, teacher prepares a writing activity. There are a glossary with ten words from the last activity. Students will write ten sentences using synonyms of the words from glossary. Teacher controls the activity and provides support when students require it. • At the end of the activity, teacher calls students randomly in order to read two of their sentences. **AFFIRMING** • Students complete an assessment sheet prepared on Google Forms. This is a **Multiple Choice task.** There are different examples of sentences in which some terms are in bold, students have to choice what is the function of this words according to the usage given in each sentence. The options are: NOUN, VERB, or ADJECTIVE.	• Reading passage • Padlet.com https://padlet.com/anthony_mendoza2/l3gkqzvnjubhvxjg • Assessment sheet • Google Forms https://forms.gle/PSxAY18qDbXA1Sit8
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Observation sheet Data Source 3: Assessment sheet	
SUPPORT: Coaching and guidance from the thesis advisor.	
TIME: Novermber16th to November 20th, 2020.	

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"　　　　　　　　**Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres　　　　　　　　　　　　　　　　　　　　　　　　　**School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca　　　　　　　　　　　　　**Topic:** Pros and cons of living in the countryside

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonym, word meaning (denotation) and word spelling.
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To recognize the denotative meaning and spelling of the target vocabulary through reading activities in order to use them when talking or writing about countryside. ● To identify the parts of the speech of the target vocabulary and words synonyms by Reading while listening activity.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** New, audience, fans, produce, innovation.	**ACTIVATION** – activate prior knowledge. ● **Fabulous flag.** To start the class, students are asked to draw a flag on their notebooks and write on it words that describe their favorite place in Loja. After that, they present their flags one by one and the rest of classmates try to guess what place is. Teacher supports the activity when it is necessary. **CONNECTION** ● **Word repetition:** after the previous activity, teacher projects a reading passage using slides in which the vocabulary of the lesson is in capital letters. The reading contains each words repeated many times for students can encounter them and identify their denotative meaning and their synonym.	● Zoom platform ● Reading passage ● Slides

	• Teacher asks one student to read the text until a full stop in order to continue with another student's participation. This activity is developed to make prediction about the text and to familiarize students with the terms. Once finished, students read again by themselves. • **Guessing from context:** using the same reading passage, teacher presents a worksheet where students have to find synonyms of the words that are written in capital letters. Students need to pay attention to the context of these words in order to guess the synonymy. • **Type-task:** Teacher shows 6 misspelled words. Students have to order the words correctly and then, write on the chat box of Zoom platform 6 sentences using these terms. **AFFIRMING** • As homework, students work in pairs and prepare a dialogue in both written and recording way. The topic of the dialogue is "What is your favorite rural part of Loja and why is it?" The task will be sent by e-mail.	• Google forms https://forms.gle/gPeL yCg9wo969QB76 • Slides • Zoom chat box. • e-mail

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Observation sheet
Data Source 3: Worksheet

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: November 23rd to November 27th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK Nº 4

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres   **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca   **Topic:** Stories from the country

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To choose the appropriate synonyms and spell them correctly in order to compose short descriptive texts about countryside.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** Adjectives: National, fast, important, brave, skillful. Nouns: Athlete, championship, competition, participation, victory. ● **Verbs**	**ACTIVATION** ● To start the class, teacher shows a video of a famous sportsman, he asks students to give a personal opinion about it. They may describe the character using adjectives and what it does, using the three parts of the speech (adjective, verb, noun) **CONNECTION** ● **Making association activity.** Teacher projects pictures about different activity in order to make participate students saying a sentence using a word related to the picture. At the end of the intervention, the student who is participating has to say to what part of the speech belong the word that he used. *E.g. That woman **run** too fast. **RUN is a verb.*** ● **Contextualized reading:** Teacher makes groups of 3 using "split class" in Zoom Platform. Each group is given a sheet with 9 contextualized sentences in which the vocabulary of the lesson is included. They divide the 9 sentences among the 3 students to read and understand	● Video https://www.youtube.com/watch?v=ia-fl6q7ufA ● Slides

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Travel, participate, train, ride, and motivate.	them. From the sentences students will guess the meaning of the words in bold according to the context. There are also some synonyms among the text that must be encountered. • **Sentence completion:** Students develop a worksheet. There are 6 sentences with a word in green color, they have to rewrite the all sentences and replace the colored word in order to continue having the same sense. **AFFIRMING** • **Graphic organizer:** As homework, students create a graphic organizer categorizing a set of words given by the teacher. The categories are: NOUNS; VERBS and ADJECTIVES. The task must be sent by e-mail. • **Type-task:** Students write a short description of any countryside. The task will be send through e-mail.	• Reading passage • Quizizz.com https://quizizz.com/join?gc=010920 • E-mail
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Observation sheet Data Source 3: Worksheet		
SUPPORT: Coaching and guidance from the thesis advisor.		
TIME: November 30th to December 04th, 2020		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"　　　　　**Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres　　　　　**School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca　　　　　**Topic:** Daily activities in the country

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	

LEARNING OBJECTIVES: At the end of this lesson students will be able:
- To interpret the denotative meaning of words and their part of the speech through Reading while watching activity.
- To recognize words synonyms and their correct spelling in order to apply them in construction of narrative texts about daily activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
• **Vocabulary** • **Adjectives**: Expensive, colorful, wonderful, lovely, nice. • **Nouns** Souvenirs, market, tourist, local people. • **Verbs** Buy, bargain, go shopping, visit	**ACTIVATION** • **Guess the classmate:** Teacher asks any student to describe any partner he wants. He describe using adjectives or something that the subject does. The rest of the classmates try to guess one by one. They have only one chance per person to do it. **CONNECTION** • **Contextualized Reading:** In order to make predictions about the topic of the lesson, the teacher projects a reading passage entitled "what are you good at". The reading is repeated twice. Students are asked to take notes of key words they think are important in order to socialize them after. • **Socialization:** After reading, teacher and students socialize the written words. They explain why they have chosen these words and what they are (adjectives, verbs or nouns). The teacher supports the activity when it is needed.	• Zoom platform • Reading passage

	• **Extensive reading:** Teacher provides a reading passage in which the target vocabulary is in bold. Students are asked to make skimming in order to get a general idea about it. All the students participate. Once done, they have an amount of time to read the text. • Next, teacher provides a worksheet where student have to choose true or false based the statements. There are 8 statements about the meaning of the target vocabulary and their synonyms. **AFFIRMING** • **Type-task:** Students are asked to write a short narrative paragraph about their daily routine. The topic is "*I always...*" • As homework, to confirm the acquisition of the new knowledge, teacher applies an assessment sheet. Students complete a **matching task.** They match the given meanings with the corresponding terms. After that, they categorize the given words into the nouns, verbs and adjectives categories. And finally the scramble some words.	• Quizizz.com https://quizizz.com/join?gc=464435 • Assessment sheet

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Observation sheet
Data Source 3: worksheet

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: December 14th to December 18th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca **Topic:** Are you good at predicting scores in a soccer game?

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To interpret their own meaning of the target vocabulary and write it correctly through the application of Reading while listening activities. ● To elaborate descriptive paragraphs about sports using synonyms through the application of Type-tasks.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** Prediction, excellent, team, best, worst, game, tournament, score, championship.	**ACTIVATION** – activate prior knowledge. ● **Pictionary:** Before starting the lesson, the teacher starts the class developing a Pictionary game. In this activity, students form three groups, each groups choses a represent who is given a word related to soccer, the student draws it on the board of Zoom platform while the rest of the team try to guess the word. **CONNECTION** ● **Making associations:** To introduce the topic and the vocabulary for the present lesson, teacher presents some pictures about football soccer. Teacher shows only the pictures and asks students to give their ideas in only one word. Teacher also asks to say what function the words has and spell it. *E.g. Training T-R-A-I-N-I-N-G.* Teacher intervenes when it is necessary. ● **Listening and task-type:** Teacher projects the script of the audio from the module 1.p. 11. The scrip has some blanks that students have to complete when they are listening to.	● Zoom platform ● Pictures

	• Firstly, teacher invites students to make skimming on the reading in order to make predictions and get the main idea of it. • After the skimming, students start to listen to the audio and try to complete the blanks. The audio is repeated twice in order to complete successfully the activity. Next, they socialize their answers and check if they have errors. • **Type-task:** Using slides, teacher presents a set of words related to the lesson topic. Students use these words to build up a short narration of their favorite football team. They are allowed to use synonyms of the presented terms. After the writing activity, every student has to present the description in order to practice pronunciation. **AFFIRMING** • Students are asked to think of a famous soccer player and describe him and his style of playing. This is an oral activity. • As homework, students prepare a presentation about their favorite European football team. The reasons of why it is their favorite, what good player are in the team, and aspects like that.	• Soundtrack • Script of the audio • Slides • Assessment sheet
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Observation sheet Data source 3: Worksheet		
SUPPORT: Coaching and guidance from the thesis advisor.		
TIME: January 04th to January 08th, 2020		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK Nº 7

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres   **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca   **Topic:** An Ecuadorian Champion

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To choose properly terms by the use of Reading while listening activities to use them in sentences construction. ● To predict the categories that determined words belong to in order to use them correctly in the sentences constructions.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** ● **Verbs:** play, participate, enjoy, win, lose. ● **Adjectives:** competitive, positive, negative,	**ACTIVATION** **Alphabet game:** using the board of Zoom platform, teacher writes the acronym of any word. Students take turns and participate saying a word that starts with the first written word. The participation of the student should be related to the word given by the teacher. *E.g.* ***T R A I N;*** ***T****OURNAMENT,* ***R****ULES, AMAZING, etc.* **CONNECTION** ● After the activation phase, teacher starts the lesson by asking some questions about Richard Carapaz. Students take turns to participate while teacher takes notes of their answers, if it is necessary he supports their participation by explaining some words or the word order in their speech. ● **Extensive Reading:** After the introduction, a reading passage is showed for students read quickly and get a brief idea of what is the text about. On the text there are in bold the target	● Zoom platform ● Slides

typical, violent.	terms for students pay attention to them and to the context to obtain their denotative meaning and part of the speech they belong to. • After the brief reading, students read carefully the piece of text. They are asked to highlight words they think are similar to those ones that are in bold. • **Graphic organizer:** Creating a graphic organizer, students with teacher's support classify the words from the last activity into the following categories: NOUNS, VERBS AND ADJECTIVES. **AFFIRMING** • Teacher invites students to visit the link of spellquiz.com. They have to complete the exercise #1. The voice talks some words and they should spell it. After finishing, they take a screenshot of the result and send to teacher trough e-mail.	• Reading passage • Spellquiz.com https://spellquiz.com/ spelling-quiz/grade-7/spelling-exercise-1

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Observation sheet
Data Source 3: Assessment sheet

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: January 11th to January 15th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca **Topic:** Video games in Ecuadorian society

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: - To combine the new vocabulary through the application of a repetition of words activity in order to build up short sentences. - To compose correctly the formation of words using a repetition activity in order to use them in construction of sentences.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Structures Present simple **Vocabulary** **Verbs:** play, enjoy, like. **Adjectives:** favorite, modern, new, violent.	**ACTIVATION** - To prepare students for the class, teacher uses a warm up activity. This activity refers to one student starts saying a word related to videogames, it can be said in English, after that, the next student provides a new word and repeat the word said by the last classmate. **CONNECTION** - Teacher focuses on the new vocabulary showing pictures of the target vocabulary. He shows them while pronounce their name. After teacher's participation students repeat after him in order to practice the pronunciation.	- Zoom platform - Slides

	• **Repetition of words:** Students are asked to repeat the pronunciation of each word and spell it. *E.g. MORDERN, M-O-D-E-R-N*. If they commit a mistake, another student is allowed to take the turn and participate. • Students are asked to highlight at least 5 words that they think refer to the topic of the activity. • **Socialization:** After the listening activity, students and teacher shares their notes and discuss three points: Spelling of the words, meaning of the words and the function of the words. All the students take notes of all the participations and after that, they categorize them into NOUNS, VERBS and ADJECTIVES. They can use graphic organizers if they want. The activity will be scored at the end of the lesson. **AFFIRMING** • To work out synonyms, as homework students have to work in pairs and create a dialogue similar to the used in class. They use different words but that means the same in order to avoid losing the sense of the dialogue. They have to present a video, post on Youtube.com and send the link through WhatsApp to teacher.	• Slides • WhatsApp

MONITORING PLAN: Data Source 1: Field notes Data Source 2: Observation sheet	
SUPPORT: Coaching and guidance from the thesis advisor.	
TIME: January 18th to January 22nd, 2021	

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK Nº 9

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "F"
Teacher: Lcda. Elena Torres   **School Year:** 2020-2021
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca   **Topic:** New year's Eve

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To create recognize the denotative meaning of the target words, their appropriate spelling and some synonyms through the application of Extensive reading in order to answer questions related to the topic of the lesson.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** ● Food ● **Verbs** Cook, prepare, enjoy, and join.	**ACTIVATION –** ● **Asking questions:** Students answer questions by teacher in order to set the topic of the lesson. *E.g. What does New Year mean? How do you celebrate it?* They are allowed to use Spanish language for some unknown words. **CONNECTION** ● **Usage of pictures:** Using slides, teacher projects some pictures about different kinds of New Year celebrations. Students participate saying phrases or words that describe the pictures, while teacher writes above each one all the students' suggestions.	● Zoom platform ● Slides

	• Teacher relates the previous activity to the following reading activity. • **Guessing from context:** A reading passage is showed for students make skimming on it. After getting the general idea of the text, students and teacher make predictions of the target vocabulary. • **Extensive reading:** Students start reading the piece of text paying attention to the highlighted words and their context. They are allowed to take notes of all that they think is important for vocabulary like synonyms. • Once students have finished the first reading, teacher invites them to do it again but loudly and taking turns. **AFFIRMING** • Students are provided an assessment sheet where they have to answer 5 questions about the reading where they have to choose between true or false. • As homework, students write two paragraphs explaining how they celebrate New Year. This task must be send through e-mail.	• Reading passage • Assessment sheet • E-mail

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Observation sheet
Data Source 3: Assessment sheets

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: January 25th to January 29th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK Nº 10

1. INFORMATIVE DATA

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"
Teacher: Lcda. Elena Torres
Teacher Candidate: Anthony Ronaldo Mendoza Cuenca

Participants: 9th EGB "F"
School Year: 2020-2021
Topic: Some differences between the USA and Ecuador

RESEARCH PROBLEM: How does the application of incidental learning expand the English language vocabulary among students of ninth year "F" of General Basic Education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?
GOAL: By the end of the intervention plan students will be able to expand their English vocabulary through the application of incidental learning focused on: parts of the speech (verbs, nouns, and adjectives), synonyms, word meaning (denotation) and word spelling.
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To identify the denotative meaning of the target vocabulary as well as their correct spelling by the application of Extensive reading activities and others related to Incidental learning, to be competent when writing or holding a conversation about differences between USA and Ecuador.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
● **Structures** Present simple ● **Vocabulary** ● Traveling ● **Verbs** Meet, taste, learn, travel, enjoy.	**ACTIVATION** ● **Guess the nationality.** Teacher projects some images and characteristics for students to guess what nationality he refers to. **CONNECTION** ● Teacher presents pictures of 10 words in order to build up a context and set students on it. ● **Discussion:** Teacher and students discuss about what they think is the topic of the lesson and make predictions of the vocabulary. ● **Extensive Reading:** A reading passage is introduced by the teacher for students read and find a set of words given by him. They read slowly trying to find the given words as well as their meaning and the function they are developing.	● Reading passage

	• Students make groups of 5 students using "split the class" option in Zoom platform and start the reading, they are allowed to use their notebooks in order to take notes of their meanings of the ten target words. • Once students finish the activity, they exchange their answers and start developing a worksheet where they have to answer some questions based on the reading. **AFFIRMING** • Students are provided an assessment sheet where they have to fill the gaps with the appropriate words in order to give sense to the text. • To finish the intervention plan and verify the effectiveness of this, teacher applies a posttest as well as the post questionnaire.	• Worksheet https://quizizz.com/join?gc=184283 • Assessment sheet https://quizizz.com/join?gc=833972 • Posttest https://forms.gle/zRXE3yDudFyv87kf7 • Post questionnaire. https://forms.gle/nakncqtxi6EZuPW87

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Observation sheet
Data Source 3: Assessment sheet
Data Source 4. Posttest/post questionnaire

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: February 1st to February 5th, 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

Year row: 2020 spans October–December; 2021 spans January–September. Each month is divided into weeks 1–4.

ACTIVITIES	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr 3	Apr 4	May 1	May 2	May 3	May 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4	Aug 1	Aug 2	Aug 3	Aug 4	Sep 1	Sep 2	Sep 3	Sep 4
PHASE I: PROJECT																																																
Presentation of the Project		X	X	X																																												
Designation of the Project Advisor			X	X																																												
Project revision and approval			X	X	X																																											
Designation of the Thesis Advisor					X	X																																										
PHASE II: ACTION PLAN																																																
Application of Instruments					X	X	X	X																																								
Act and Observe					X	X	X	X	X								X	X	X	X	X	X	X	X																								
PHASE III: THESIS PROCESS																																																
Tabulation and elaboration of tables and Graphs																					X	X																										
a. Theme					X	X	X														X	X																										
b. Introduction																						X	X																									
c. Summary																						X	X																									
d. Review of the Literature											X	X										X	X																									
e. Materials and Methods																						X																										
f. Results (Interpretation and analysis)																					X	X	X	X																								
g. Discussion																						X	X																									
h. Conclusions																						X																										
i. Recommendations																						X																										
j. Bibliography and Annexes																						X	X																									
PHASE IV: REVISION AND APPROVAL																																																
Thesis revisión																									X	X	X	X	X																			
Thesis presentation																													X	X	X																	
Thesis Approval																													X	X	X																	
PHASE: V PHASE OF INCORPORATION																																																
Presentation of documents																													X	X	X	X	X	X	X	X	X											
Private Review																																					X	X	X									
Corrections																																					X		X	X								
Public sustentation and incorporation																																								X	X	X	X	X	X	X	X	X

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h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$150.00
Print of reports	$ 40.00
Print of the project	$ 30.00
Copies	$ 30.00
Unexpected expenses	$ 300.00
Print of the final report and thesis	$ 300.00
TOTAL	$850.00

Financing

The financing of the expenses derived from the present research work will be assumed by the research author. All the expenses related to the present study will be assumed entirely by the researcher conducting the investigation.

Resources

Human.

- The teacher candidate as a researcher

- The thesis advisor

- Students of ninth year "F" of Educación General Básica afternoon session.

Material.

- Printed materials

- Flashcards

- Pictures

- Sheets of paper

Technical.

- Computer

- Printer

- Internet connection

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ANNEXES

Annex 1: Observation sheet

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: ANTHONY RONALDO MENDOZA CUENCA

OBSERVATION SHEET					
Observation N°:	**Date/Time:**			**Role of the researcher:**	
Topic: **Objective of the session:**	**Participants:** Students of ninth year "F" and the researcher.			**Duration of the observation:**	
Thing to be observed	**Levels of Acceptability**				**Remarks**
	Perfectly acceptable	**Acceptable**	**Unacceptable**	**Totally unacceptable**	
Word denotation					
Word spelling					
Part of the speech					
Synonym					

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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: ANTHONY RONALDO MENDOZA CUENCA

FIELD NOTES		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Class size:** Twenty students. **Participants:** Students of ninth year "F" and the researcher.	**Role of the researcher:** Participant observer. **Duration of the observation:**
Description of the event		**Reflective notes**

Annex 3: Pre and posttest & scoring guide (Rubric)

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE/TEST POST/TEST

Student's name: _____

Date: _____

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following pretest and posttest in a clear and honest way. The information obtained will be for the development of the research work. Dear student, answer the following test with sincerity about the English subject. You answers will be anonymous and confidential.

1. WORD SPELLING

a. Unscramble the letters to form correct verbs related to sports. (1, 25 points)

R T N I A	_ _ _ _ _
C R A T C I P E	_ _ _ _ _ _ _ _
S O L E	_ _ _ _
P A R I C T I T E P A	_ _ _ _ _ _ _ _ _ _ _
I W N	_ _ _

b) Look at the following words carefully. Highlight the word that is correctly spelled. Remember to choose only one word per chart. (1, 25 points)

Famaus	Femaous	Famous	Faimous

Eskillful	Skilfull	Skyfuil	Skillful

Football	Futball	Futboll	Futhball

Trayning	Training	Treinyng	Trainnin

Compete	Compit	Conpete	Compette

2. DENOTATION

a) Underline the word that belongs to the given meaning. (2 points)

• *Adj*. Having a bright color or a lot of different colors		
a) Colorful	**b) Wonderful**	**c) Coloring**
• *Noun*. Something you keep or give to remember a special visit or event.		
a) Gift	**b) Souvenir**	**c) Memory**
• *Verb*. To enjoy or approve of something or someone.		
a) Love	**b) Think**	**c) Like**
• *Adj*. liked, admired, or enjoyed by many people or by a particular person or group.		
a) Popular	**b) Friendly**	**c) Kind**

b) Match the meaning with the picture that represents it. (0, 5 points)

1. *Noun*. A person taking part in a sport or game		**a.**
2. *Verb*. To move through the water by moving the body or parts of the body		**b.**

3. PART OF THE SPEECH

a) In the following text there are some words in bold. Categorize them in the table according to their functions. (1, 25 points)

Angel Mena is a **famous** football **player** in Ecuador. Currently, He plays in Mexico, in a **team** called "Leon". In Ecuador, he could **win** the Ecuadorian football **competition** with his team "Emelec". He is **popular** among football fans because he does not like to lose the matches that he **participates** in. He is well-known because he is a **skillful** football player scoring more than 2 goals per match and, outside the game field, he is very **kind** with his **fans**. He always **tries** to **interact** with the people who loves him.

Adjectives	Nouns	Verbs

b) Find 3 adjectives, 3 verbs and 3 nouns. To identify them better use the colors given in the table. (1, 25 points)

RED	🟥	**ADJECTIVES**
GREEN	🟩	**VERBS**
YELLOW	🟨	**NOUNS**

I	F	A	B	U	L	O	U	S	X	F
D	N	L	P	O	U	B	Z	Q	A	G
F	F	T	C	A	R	N	I	V	A	L
A	E	Q	E	G	G	H	E	O	Q	S
M	S	Z	L	R	Z	U	R	R	A	A
Y	T	C	E	E	E	Y	O	G	F	P
L	I	B	B	A	D	S	H	A	R	E
Y	V	N	R	T	Q	I	T	N	D	O
Y	I	M	A	N	L	J	Y	I	F	I
U	T	O	T	L	I	H	T	Z	N	H
Y	Y	I	E	K	O	L	P	E	V	G

ADJECTIVES:_____
_____
___
VERBS:_____
_____
__
NOUNS:_____
_____
—

4. SYNONYMY

a) Choose the appropriate synonyms for the words in bold in the following sentences. (1,25 points)

- John has a **good** car to travel wherever he wants.

a) excellent   b) poor   c) old   d) chicken

- German and Sara do not **use** sweater because of the sun.

a) fix   b) visit   c) train   d) wear

- Domenic **trains** a lot because she wants to be the best.

a) Day   b) practice   c) fail   d) wear

- Timmy and James are good classroom **partners**.

a) classmates   b) goals   c) picture   d) cars

- My mom **prepares** a good lasagna.

a) goes   b) attends   c) flies   d) makes

b) Match the words with their correct synonyms. (1,25 points)

a) GOAL	1) POPULAR
b) RICHNESS	2) DESIRE
c) PROTECTED	3) WEATH
d) FAMOUS	4) PREFERED
e) LIKED	5) PRESERVED

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
Pre Post test Scoring Guide

QUESTION 1: WORD SPELLING (2, 5 points)

a. 1, 25 points

Option	Answer	Score
1	TRAIN	0,25
2	PRACTICE	0,25
3	LOSE	0,25
4	PARTICIPATE	0,25
5	WIN	0,25

b. 1, 25 points

Option	Answer	Score
1	Famous	0,25
2	Skillful	0,25
3	Football	0,25
4	Training	0,25
5	Compete	0,25

QUESTION 2: DENOTATION (2, 5 points)

a. 2 points

Option	Answer	Score
1	**a)** Colorful	0,5
2	**b)** Souvenir	0,5
3	c) Like	0,5
4	**a)** Popular	0,5

b. 0, 5 points

Option	Answer	Score
1	1-b	0, 25
2	2-a	0,25

QUESTION 3: PART OF THE SPEECH (2, 5 points)

a. 1, 25 points

b. 1, 25 points

QUESTION 4: SYNONYMY (2, 5 points)

a. 1.25

1	2	3	4	5
a	D	b	a	d

b. 1, 25

a2	b3	c5	d1	e4

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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE POST
QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code: _____

Date: _____

1. How much vocabulary do you learn when you are reading?

ϒ A great deal

ϒ Much

ϒ Somewhat

ϒ Nothing

2. Do you consider that through the application of reading activities you can acquire vocabulary?

ϒ Yes

ϒ No

3. How often do you think contextualized reading activities should be implemented in class?

ϒ Always

ϒ Often

ϒ   Sometimes

ϒ   Never

4. How much vocabulary do you acquire when you practice reading with repetition of words, in English classes?

ϒ   A great deal

ϒ   Much

ϒ   Somewhat

ϒ   Nothing

5. How important do you think it is to use guessing from context activity to enrich your vocabulary?

ϒ   Very important

ϒ   Moderately important

ϒ   Slightly important

ϒ   Not important at all

THANKS FOR YOUR COLLABORATION

Annex 5: Research matrix

Theme: Incidental learning strategy to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year.

Problem	Objectives	Theoretical frame	Methodological design and intervention plan	Techniques and instruments
How does the application of incidental learning strategy expand the English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year? Subproblems • What theoretical and methodological references about incidental learning	**General** To expand English language vocabulary through incidental learning strategy among students of the ninth year "F" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year. **SPECIFICS** • To research the theoretical and methodological	**Independent variable** **Incidental learning strategy** • Definition of Incidental Learning • Theories that Support Incidental Learning • Characteristics of Incidental Learning • Incidental Learning in Education	**Preliminary investigation** • Observing the English classes • Stating the background of the problem • Describing current situation Locating and reviewing the literature • Creating a methodological framework for the research	• Observation sheet • Pre and Post test Pre and Post questionnaires Field notes

strategy are useful to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year? • What are the issues that limit the expansion of English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year? • What are the phases of the intervention plan that	references about the application of incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year. • To diagnose the issues that limit the expanding of English language vocabulary among students of the tenth year "F" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the	• Teacher's role in incidental learning • Student's role in incidental learning • Relationship between Incidental Learning and Vocabulary Learning **Dependent Variable** **English language vocabulary** • Definition of Vocabulary • Importance of Vocabulary • Types of Vocabulary • Teaching Vocabulary	• Designing and intervention plan **Intervention and observation** • Administering test and questionnaires • Observing and monitoring students' performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report	

help to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year? • Which incidental learning activities are used to expand English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year? • How effective is the application of incidental learning strategy in expanding	2020 – 2021 school year. • To elaborate an intervention plan based on incidental learning strategy to expand English language vocabulary among students of the ninth year "F" of Educación Gerenal Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year. • To apply the most suitable activities of incidental learning strategy in order to expandEnglish language vocabulary among students of the ninth year "F" of Educación General Básica, afternoon session, at Colegio de	• Learning vocabulary • Testing Vocabulary • Incidental Vocabulary Learning Activities		

English language vocabulary among students of ninth year "F" of Educación General Básica afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year?	Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year. ● To validate the results obtained after the application of incidental learning strategy to expandEnglish language vocabulary among students of the ninth year "F" of Educación General Básica, afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020 – 2021 school year			

Annex 6: Grading scales

English language vocabulary

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

Incidental learning strategy

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of activities related to incidental learning strategy to expand English language vocabulary
61-80	Expected level of effectiveness of activities related to incidental learning strategy to expand English language vocabulary
41-60	Moderate level of effectiveness of activities related to incidental learning strategy to expand English language vocabulary
21-40	Unexpected level of effectiveness of activities related to incidental learning strategy to expand English language vocabulary
01-20	Low level of effectiveness of activities related to incidental learning strategy to expand English language vocabulary

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